

## Meredith I. Honig, Ph.D.

University of Washington College of Education  
Educational Policy, Organizations, and Leadership  
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### EDUCATION

Ph.D. Administration & Policy Analysis (Minor: Organizational Behavior)  
Stanford University School of Education, Stanford, CA

A.B. Public Policy & American Institutions; A.B. Educational Studies (magna cum laude; honors)  
Brown University, Providence, RI

### EMPLOYMENT EXPERIENCE (since degree)

- 2006- Present University of Washington (UW)
- Professor, College of Education, 2017-present
  - Director, District Leadership Design Lab (<http://dl2.education.uw.edu/>), 2014-present
  - Adjunct Professor, Evans School of Public Affairs, 2009-present
  - Director, Masters in Education Policy (MEP) Program, 2022-23
  - Director, Leadership for Learning (Ed.D., Superintendent Certification) Program, 2012-2018
  - Associate Professor, College of Education, 2009-2017
  - Assistant Professor, College of Education, 2006-2009
- 2017-2019 Partner, Phi Delta Kappa (PDK) Community of Learning and Practice. Worked with PDK leadership to facilitate a national network of school districts working on central office transformation for educational equity.
- 2009-2013 Collaborating Faculty, Center for Educational Leadership (CEL), University of Washington, Seattle, WA. Supported school districts across the US to develop and implement research-based central office performance improvements. Coached superintendents, executive cabinets, principal supervisors and other leaders. Designed curricula and tools.
- 2002-2006 Assistant Professor & Co-director, Center for Education Policy and Leadership, Department of Education Policy and Leadership, University of Maryland, College Park, MD.

### AWARDS

- 2024 Excellence in Research Award, Division A, American Educational Research Association.
- 2016 Exemplary Educational Leadership Program awarded by the University Council for Educational Administration to the UW Leadership for Learning Program.
- 2014 Outstanding Article Award, American Educational Research Association Special Interest Group: Districts in Research and Reform. For: Honig, M.I., & Venkateswaran, N. (2012). School-central office relationships in evidence use: Understanding evidence use as a systems problem. *American Journal of Education*, 118(2), 199-222.

2012	University of Washington College of Education Outstanding Advising Award.
2011	Washington Association of School Administrators Recognition Award. Nominated by Seattle Public Schools (SPS) for support to SPS.
2008	Outstanding Article Award, American Educational Research Association Special Interest Group: Districts in Research and Reform. For: Honig, M.I., (2006). Street-level bureaucracy revisited: Frontline district central-office administrators as boundary spanners in education policy implementation. <i>Educational Evaluation and Policy Analysis</i> , 28(4), 357-383.
2007	Jack A. Culbertson Award, given by the University Council for Educational Administration to an early career professor for significant contributions to educational administration.
2003	General Research Board Award, University of Maryland
1999	Spencer Foundation Research Training Grant
1996-2001	Stanford University School of Education Dissertation Fellowship
1993	Phi Beta Kappa
1989-1993	Major awards from Brown University <ul style="list-style-type: none"> <li>• Eva A. Mooar Premium for greatest academic achievement and contribution to Brown</li> <li>• Alfred H. Joslin Award for significant contribution to Brown</li> <li>• Meiklejohn Prize for Academic Excellence and University Service</li> <li>• Community Service Excellence Award</li> <li>• McGraw Prize for excellence in research on children and youth</li> <li>• Resource Scholar</li> <li>• President's Community Service Fellowship</li> <li>• Brown Program in Leadership Award</li> <li>• Brown University Scholar</li> </ul>

## FUNDED RESEARCH PROJECTS

- Principal Investigator. Creating central office conditions that support high-quality principal leadership districtwide. Funded by The Wallace Foundation (2025-2027): \$1,225,725.
- Principal Investigator. Transforming school district central offices into engines of educational equity: A national district learning network. Funded by The William and Flora Hewlett Foundation. (2022-2027): \$1.2 million.
- Principal Investigator (with D. Goldhaber). Building district capacity for teacher quality and diversity. Funded by the Washington State Office of the Superintendent of Public Instruction (OSPI) (2022-2024): \$1.5 million.
- Principal Investigator. Research Practice Partnership (RPP) Supplement to advance equity in RPPs. The Spencer Foundation (2022): \$15,000.
- Principal Investigator. Tools to support central office transformation for equity. Funded by The Wallace Foundation (2021-2024): \$230,000.
- Co-Principal Investigator (with L. Rainey). From add-on to add-in approaches to supporting research use: The case of educational leadership for equity. Funded by The W.T. Grant Foundation (2018-2023): \$600,000.

- Co-Principal Investigator (with L. Rainey). Leaders at the center: A Research Practice Partnership advancing school district central office research, leadership practice, and systems for educational equity. Funded by The Spencer Foundation (2018-20): \$400,000.
- Investigator. K-12 Consulting and Analysis Support Program grant (to D. McKutchen): Research and analysis on national central office data strategy. Funded by The Bill & Melinda Gates Foundation (2019).
- Investigator. K-12 Consulting and Analysis Support Program grant (to D. McKutchen): Research and analysis on principal preparation. Funded by The Bill & Melinda Gates Foundation (2017-18).
- Principal Investigator. Making leadership visible: Tools and systems to help educational leaders improve the quality of their leadership. Funded by The Wallace Foundation (2015-17): \$600,000.
- Principal Investigator. Workforce Diversity. To engage as a design partner with Highline Public Schools (WA) on a fundamental redesign of their Human Resources system to improve the diversity of teachers and leaders and the quality of teaching and learning districtwide. Funded by The Bill & Melinda Gates Foundation via Highline Public Schools (2015-2016): \$72,000.
- Co-Principal Investigator (with L. Rainey). The function of observation-based feedback in principals' growth as instructional leaders. Funded by The Spencer Foundation (2015-16): \$50,000.
- Principal Investigator. Central office performance management project: The Principal Supervisor Survey. Funded by the Wallace Foundation (2013-14): \$100,000.
- Principal Investigator. Research-use as learning: The case of school district central offices. Funded by the W.T. Grant Foundation (2011-2014): \$383,339.
- Co-Investigator. Center for the Study of Teaching and Policy's Study of Leadership for Learning Improvement, 2006-present. Main investigator (with Michael Copland) on study strand related to central office leadership for learning in three urban districts. Funded by The Wallace Foundation with M. Knapp as Principal Investigator (2005-2010): \$3.6 million.
- Principal Investigator. No small thing: Managing innovation in urban districts, 2001-2007. To research the participation of school district central offices in the implementation of new small autonomous schools initiatives. Funded by the Spencer Foundation (2004-2006), the University of Maryland General Research Board (2003), and the Maryland Institute for Minority Achievement and Urban Education, (2002-2003). Total funding: \$83,000.
- Principal Investigator. Central offices, intermediary organizations and evidence use, 2003-2006. Funded by the MacArthur Network for Teaching and Learning, Stanford, CA: \$55,000.
- Principal Investigator. Reforming the reform: Building cross-sector capacity to support youth development and learning. A study of the Forum for Youth Investment's Ready by 21 Initiative. 2005-2006. Funded by the Forum for Youth Investment, Washington, DC: \$50,000.
- Principal Investigator. From promises to practices: Improving the implementation of school-linked after-school programs, 2004. Funded by the Robert Bowne Foundation, New York City, NY: \$10,000.

## OTHER FUNDING

- Various. The District Leadership Design Lab (DL2; <https://dl2.education.uw.edu>) works with individual districts and district networks to help them jump-start their central office transformation effort.
- The Bill & Melinda Gates Foundation, 2013-14. Co-PI on a grant with the UW Center for Educational Leadership to support the Leading for Effective Teaching Initiative by helping participating districts improve the performance of their principals and principal supervisors. \$866,770.
- Philanthropic Partners for Public Education (PPPE). Main participant in a grant to Seattle Public Schools (SPS) to launch the first phase of a redesign of the SPS Human Resources unit. \$50,000.

## PUBLICATIONS

### ARTICLES IN REFEREED JOURNALS

- Honig, M.I. & Sabag, N. (Revise and Resubmit). Fundamental systemic change for equity in school district central offices: The promise of a racialized organizations approach to expansive learning.
- Yurofsky, M., Honig, M.I., Mehta, J., & Sabag, N. (Forthcoming). Creating equitable education and learning systems: The promise and pitfalls of continuous improvement and design methods. *Review of Educational Research*.
- Honig, M.I. & Honsa, A. (2020). Systems-focused equity leadership learning: Shifting practice through practice, *Journal of Research on Leadership Education*, 15(3), 192-209.
- Honig, M.I. & Rainey, L.R. (2019). Supporting the success of principal supervisors: How school district central offices matter. *Journal of Educational Administration*, 57(5), 445-462.
- Honig, M.I. & Walsh, E.D. (2019). Learning to lead the learning of leaders: The evolution of the University of Washington's Education Doctorate. *Journal of Research on Leadership Education*, 14(1), 51-73.
- Honig, M.I., Venkateswaran, N., & McNeill, P. (2017). Research use as learning: The case of fundamental change in school district central offices. *American Educational Research Journal*, 54(5), 938-971.
- Honig, M.I., & Rainey, L.R. (2014). Central office leadership in principal professional learning communities: The practice beneath the policy. *Teachers College Record*, 116(4).
- Honig, M.I. (2012). District central office leadership as teaching: How central office administrators support principals' development as instructional leaders. *Educational Administration Quarterly*, 48(4), 733-744.
- Honig, M.I., & Venkateswaran, N. (2012). School-central office relationships in evidence use: Understanding evidence use as a systems problem. *American Journal of Education*, 118(2), 199-222.
- Honig, M.I., & Rainey, L. (2012). Autonomy and school improvement: What do we know and where do we go from here? *Educational Policy*, 26(3), 465-495.
- Knapp, M.S, Copland, M.A., Honig, M.I., Plecki, M.L., & Portin, B.S. (2010). Urban renewal: The urban school leader takes on a new role. *Journal of Staff Development*, 31(2), 24-29.

- Honig, M.I. (2009). What does it take for the district central office to operate as a learning organization? *ERS [Educational Research Service] Spectrum*, 27(4).
- Honig, M.I. (2009). “External” Organizations and the Politics of Urban Educational Leadership: The Case of New Small Autonomous Schools Initiatives. *Peabody Journal of Education*, 84, 394-413.
- Honig, M.I. (2009). No small thing: School district central office bureaucracies and the implementation of New Small Autonomous Schools Initiatives. *American Educational Research Journal* 46(2), 387-422.
- Honig, M.I., & Ikemoto, G. (2008). Adaptive assistance for learning improvement efforts: The case of the Institute for Learning. *Peabody Journal of Education*, 83(3), 328-363.
- Honig, M.I. (2008). District central offices as learning organizations: How sociocultural and organizational learning theories elaborate district central office administrators’ participation in teaching and learning improvement efforts. *American Journal of Education*, 114, 627-664.
- Honig, M.I., & Coburn, C.E. (2008). Evidence-based decision-making in school district central offices: Toward a research agenda. *Educational Policy*, 22(4), 578-608.
- Honig, M.I., & Louis, K.S. (2007). *A New Research Agenda for Research in Educational Leadership: A Conversational Review*. *Educational Administration Quarterly*, 43(1), 138-148.
- Honig, M.I. (2006). Street-level bureaucracy revisited: Frontline district central office administrators as boundary spanners in education policy implementation. *Educational Evaluation and Policy Analysis*, 28(4), 357-383.
- Honig, M.I., & Hatch, T.C. (2004). Crafting coherence: How schools strategically manage multiple, external demands. *Educational Researcher*, 33(8), 16-30.
- Honig, M.I. (2004). Where’s the ‘up’ in bottom-up reform. *Educational Policy*, 18(4), 527-561.
- Honig, M.I. (2004). The new middle management: Intermediary organizations in education policy implementation. *Educational Evaluation and Policy Analysis*, 26(1), 65-87.
- Honig, M.I. (2003). Building policy from practice: District central office administrators’ roles and capacity for implementing collaborative education policy. *Educational Administration Quarterly*, 39(3), 292-338.

## BOOKS

### Authored

- Honig, M.I. & Rainey, L.R. (2023). *From tinkering to transformation: How school district central offices drive equitable teaching and learning*. Harvard Education Press.
- Honig, M.I. & Rainey, L.R. (2020). *Supervising principals for instructional leadership. A teaching and learning approach*. Harvard Education Press.
- Knapp, M.S., Honig, M.I., Plecki, M.L., Portin, B.S., Copland, M.A. (2014). *Leading-focused leadership in action: Achieving improved instruction in schools and districts*. Routledge.

**Edited**

- Honig, M.I. (Ed.) (Forthcoming in 2026). *Predictable patterns of policy implementation*. Routledge.
- Honig, M.I. (Ed.) (2006). *New directions in education policy implementation: Confronting complexity*. The State University of New York Press.

**BOOK CHAPTERS**

- Honig, M.I., (2017). Central office transformation for deeper learning. In R. Heller & R.E. Wolfe (Eds.), *Rethinking readiness: Deeper learning for college, career, and life*. Harvard Education Press.
- Honig, M. I. (2014). Beyond the policy memo: Designing to strengthen the practice of district central office leadership for instructional improvement at scale. In B. J. Fishman, W. R. Penuel, A.-R. Allen, & B. H. Cheng (Eds.). *Design-based implementation research. National Society for the Study of Education Yearbook*, 112(2), 256-273.
- Honig, M.I., (2014). Transforming the central office: Leadership for instructional improvement. In M. Knapp et al. (Eds.) *Learning-focused leadership in action*, (pp, 81-101). Routledge.
- Honig, M.I. & Copland, M.A. (2014). Conditions supporting central office leadership for instructional improvement. In M. Knapp et al. (Eds.) *Learning-focused leadership in action*, (pp., 102-120). Routledge.
- Honig, M.I., & DeArmond, M. (2010). Where's the "management" in portfolio management? Conceptualizing the role of school district central offices in implementation. In K. Bulkley, J. Henig, & H. Levin, (Eds.), *Portfolio management reform*, (pp, 195-216). Harvard Education Press.
- Ikemoto, G.S., & Honig, M.I. (2010). Tools to deepen practitioners' understanding of research knowledge: The case of the Institute for Learning. In C.E. Coburn & M.K. Stein (Eds.), *Research and practice in education: Building alliances, bridging the divide* (pp, 93-108). Rowman & Littlefield.
- Bransford, J. & Designs for Adaptive Learning Group (Honig, Copland, Nelson, Mosborg, Gawel, Phillips, & Vye) (2010). Adaptive people and adaptive systems: Issues of learning and design. In A. Hargraeves, M. Fullan, D. Hopkins, & A. Lieberman (Eds.), *The second international handbook of educational change*. Springer.
- Honig, M.I., Lorton, J.S., & Copland, M.A. (2009). Urban district central office transformation for teaching and learning improvement: Beyond a zero-sum game. In R. Crowson & E. Goldring (Eds.) 105<sup>th</sup> *Yearbook of the National Society for the Study of Education*, (pp. 21-40). University of Chicago Press.
- Honig, M.I. (2009). What works in defining "what works" in educational improvement: Lessons from education policy implementation research, directions for future research. In D.N. Plank, B. Schneider, & G. Sykes (Eds.), *Handbook on education policy research* (pp. 333-347). American Educational Research Association.
- Coburn, C. E., Honig, M. I., & Stein, M. K. (2009). What is the evidence on districts' use of evidence? In J.D. Bransford; D.J. Stipek, N.J. Vye, L.M. Gomez & D. Lam (Eds.), *Educational improvement: What makes it happen and why?* (pp. 67-88). Harvard Education Press.

- Honig, M.I. (2006). Complexity and policy implementation: Challenges and opportunities for the field. In M.I. Honig (Ed.), *New directions in education policy implementation: Confronting complexity* (pp. 1-24). The State University of New York Press.
- Honig, M.I. (2006). Building policy from practice: Implementation as organizational learning. In M.I. Honig (Ed.), *New directions in education policy implementation: Confronting complexity* (pp. 125-148). The State University of New York Press.
- Honig, M.I. (2004). District central office-community partnerships: From contracts to collaboration to control. In W. Hoy & C. Miskel (Eds.), *Educational administration, policy, and reform: Research and measurement* (pp. 59-90). Information Age Publishing.
- Hatch, T., & Honig, M.I. (2003). Getting beyond the “one best system”? Developing alternative approaches to instruction in the United States. In K. Anderson-Levitt (Ed.), *Local meanings, global cultures: Anthropology and world culture theory* (pp. 99-120). Palgrave.
- Honig, M.I., Kahne, J., & McLaughlin, M.W. (2002). School-community connections for learning and teaching: Findings from research and practice. In J. Terry (Ed.), *Anthology of community youth development* (pp. 79-84). Institute for Just Communities.
- Kahne, J., Honig, M.I., & McLaughlin, M.W. (2002). The civic components of community youth development. In J. Terry (Ed.) *Anthology of community youth development* (pp. 85-88). Institute for Just Communities.
- Honig, M.I. (2002). University-community partnerships. In J. Forest & K. Kinser (Eds.), *Higher education in the United States: An encyclopedia*. ABC-CLIO Publishers.
- Honig, M.I., Kahne, J., & McLaughlin, M.W. (2001). School-community connections: Strengthening opportunity to learn and opportunity to teach. In V. Richardson, (Ed.), *Handbook of research on teaching* (4<sup>th</sup> Ed.) (pp. 998-1028). American Educational Research Association.
- Honig, M.I., & Jehl, J.D. (2000). Enhancing federal support for connecting educational improvement strategies and collaborative services. In M. Wang & W. Boyd (Eds.), *Improving results for children and families: Connecting collaborative services with school reform efforts* (pp. 175-198). Information Age Publishing Company.

#### OTHER PUBLICATIONS

- Honig, M.I. (2023, March 2). [Toward lasting change](#): Supporting districts’ use of research to address systemic educational inequities. An invited blog post for the W.T. Grant Foundation.
- Honig, M.I. & Rainey, L.R. (2020, September). District systems to support equitable and high-quality teaching and learning. Education Research for Recovery Brief. Annenberg Institute for School Reform, Brown University.
- Honig, M.I., & Rainey, L. R. (2020, September 21). [A teaching-and-learning approach to principal supervision](#). *Phi Delta Kappan*.
- Honig, M.I., & Rainey, L.R. (2015). How school districts can support deeper learning: The need for performance alignment. Students at the Center: Deeper Learning Research Series. Boston, MA: Jobs for the Future.

- Rainey, L.R., & Honig, M. I. (2015, August). From procedures to partnership: Redesigning principal supervision to help principals lead for high-quality teaching and learning. Seattle, WA: The Bill & Melinda Gates Foundation and the University of Washington Center for Educational Leadership.
- Honig, M.I., (2013). From tinkering to transformation: Strengthening school district central offices for performance at scale. *American Enterprise Institute Education Outlook*, 4(June). American Enterprise Institute.
- Copland, M.A., & Honig, M.I., (2011). Commentary. Don't cut out the center: The centrality of the central office in teaching and learning improvement. *Education Week*, 30(11), 26-28.
- Honig, M.I., Copland, M.A., Rainey, L., Lorton, J.A., & Newton, M. (2010, April). School district central office transformation for teaching and learning improvement. A report to the Wallace Foundation. Seattle, WA: The Center for the Study of Teaching and Policy.
- Copland, M.A., & Honig, M.I. (2010). Cover Story: From operations to teaching and learning. *The School Administrator*, 11(67), 11-14.
- Honig, M.I. (2009). Urban school district central office leadership and new small autonomous schools initiatives. *Voices in Urban Education*, Win 09. Annenberg Institute for School Reform.
- Honig, M.I. (2008). Learning from *Reform as Learning*: Lessons at the intersection of implementation and learning theories [Review of *Reform as Learning*]. *Mind, Culture, and Activity*, 15(1), 83-86.
- Honig, M.I., & Copland, M.A. (2008). Reinventing central offices to expand student learning. An Issue Brief of the Center for Comprehensive School Reform and Improvement. Washington, DC: Learning Point Associates. Brief also featured in the national webcast: Start at the top: How central office reform is improving student achievement (March 26, 2009, Center for Comprehensive School Reform and Improvement: <http://www.centerforsri.org/webcasts/centraloffice/>).
- Honig, M.I. (2006). Policy implementation and learning: How organizational and socio-cultural learning theories elaborate district central office roles in complex educational improvement efforts. Center for Teaching and Policy Occasional Paper. University of Washington.
- Honig, M.I., & Ikemoto, G.S. (2006). Making and re-making the link between research and practice: The case of the Institute for Learning. Research report prepared for the MacArthur Network for Teaching and Learning. Stanford, CA.
- Honig, M.I., & Coburn, C.E. (2005). When districts use evidence to improve instruction: What do we know and where do we go from here? *Voices in Urban Education*, #06, Win 05. Annenberg Institute for School Reform at Brown University.
- Honig, M.I., & McDonald, M.A. (2005). From promise to participation: After-school programs through the lens of socio-cultural learning theory. The Robert Bowne Foundation Occasional Paper Series #5 Fall. The Robert Bowne Foundation.
- Honig, M.I., & Ikemoto, G.S. (2005). When districts scale up best practices. A report to Springboard Schools (formerly the Bay Area School Reform Collaborative). CEPAL Occasional Paper OP-05-01. College Park, MD: Center for Education Policy and Leadership, University of Maryland, College Park.



- Honig, M.I. (2003, December). A view from the edge: An interim report on Oakland's implementation of site-based decision-making and new small autonomous schools. Report submitted to the Oakland Cross-city Campaign for Urban School Reform. CEPAL Occasional Paper OP-03-01. College Park, MD: Center for Education Policy and Leadership, University of Maryland, College Park.
- Hatch, T., & Honig, M.I. (2002, July). Managing to change: The fine line between innovation and the status quo in school reform. Report submitted to the William and Flora Hewlett Foundation.
- Honig, M.I. (2002, May). Oakland's site-based decision-making and new small autonomous schools: An examination of schools' progress and central office participation. Report submitted to the Oakland Cross-city Campaign for Urban School Reform. CEPAL Occasional Paper OP-02-01. College Park, MD: Center for Education Policy and Leadership, University of Maryland, College Park.
- Honig, M.I. (1999, August 16). City, school, and community collaboration: A report to the Mayor's Commission on Education. Oakland, CA.
- Honig, M., Kahne, J., & McLaughlin, M.W. (1999). School-community collaboration for learning and teaching: Findings from research and practice. *New Designs for Youth Development*, 15(4), 8-12.
- Kahne, J., Honig, M., & McLaughlin, M.W. (1998). The civic components of community youth development. *New Designs for Youth Development*, 14(3), 9-11, 45.
- Honig, M., Kahne, J., & McLaughlin, M.W. (1998). Theory of action in action. *New Designs for Youth Development*, 14(2), 10-11; 41-43.
- Honig, M. (1997). *Planning for evaluation*. Davis, CA: Healthy Start Field Office, CRESS Center/Division of Education, University of California, Davis. (Curriculum for school-community partnerships and other collaboratives on designing and conducting a local evaluation.)
- Honig, M., & Fiore, K. (1997). *Working with young people as partners*. Davis, CA: Healthy Start Field Office, CRESS Center/Division of Education, University of California, Davis. (Curriculum on partnering with youth in designing, implementing, and evaluating a school-community partnership.)

## REFEREED CONFERENCE PAPERS & PRESENTATIONS

- Yurofsky, M., Honig, M.I., Mehta, J., & Sabag, N. (2026, April). Creating equitable education and learning systems: The promise and pitfalls of continuous improvement and design methods. Paper to be presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA.
- Honig, M.I., Sabag, N., Shames, S., & Malick, S. (2025, November). Building central office leaders' practice in practice: The promise of Learning Labs. Paper presented at the Annual Meeting of the University Council for Educational Administration, San Juan, PR.
- Honig, M.I. & Sabag, N. (2024, April). Fundamental systemic change for equity in school district central offices: The promise of a racialized organizations approach to expansive learning. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Honig, M.I. (2024, April). Predictable patterns: An approach to bridging policy-implementations gaps in service of educational equity. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

- Honig, M.I. & Rainey, L.R. (2022, April). Fundamental systemic central office change for educational equity: The promise of expansive learning. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Honig, M.I. & Rainey, L.R. (2021, April). Redesigning the school improvement planning process into an instrument of educational equity: The case of a research-practice partnership. Paper presented at the Annual Meeting of the American Educational Research Association, On-line.
- Honig, M.I. & Rainey, L.R. (2020, April & October). Beyond supervision: How principal supervisors matter to principals' growth as instructional leaders. Versions of this paper presented at the Annual Meetings of the American Educational Research Association and University Council for Educational Administration (both on-line).
- Enfield, E., Jerde, S. & Honig, M.I. (2019, May). Is your central office an engine for equity? Research presented at the Equity Conference of the Washington State School District Administrators Conference, Sea-tac, WA.
- Honig, M.I. & Rainey, L.R. (2018, November). Learning to lead the learning of leaders: The evolution of the University of Washington's "Leadership for Learning" Education Doctorate (Ed.D.) Paper presented at the Annual Meeting of the University Council for Educational Administration, Houston, TX.
- Honig, M.I. & Rainey, L.R. (2018, November). Supporting the success of principal supervisors: How school district central offices matter. Paper presented at the Annual Meeting of the University Council for Educational Administration, Houston, TX.
- Honig, M.I., Donaldson, E., & McNeill, P., (2018, April). Beyond setting an instructional vision: The importance of practice to school district superintendents' instructional leadership. Versions of this paper presented at the Annual Meeting of the University Council for Educational Administration, Denver, CO (November 2017) and the Annual Meeting of the American Educational Research Association, New York City.
- Honig, M.I., (2016). How shall we study school district central offices? The case for design-based systems leadership research. Paper presented at the Annual Meeting of the University Council for Educational Administration, Detroit, MI.
- Honig, M.I., Venkateswaran, N., McNeill, P., & Myers Twitchell, J., (2014). Research use as learning: The case of fundamental change in school district central offices. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Honig, M.I., Venkateswaran, N., McNeill, P., & Myers Twitchell, J., (2014). Supporting fundamental change in school district central offices: The essential role for intermediary organizations. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Honig, M.I., (2014). How shall we study school district central offices? Using design-based research to advance the theory and practice of school district central office leadership. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Honig, M.I. (2013). From policy alignment to people alignment: Transforming central office work practices to support teaching and learning improvement. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

- Honig, M.I. (2012). District central office leadership as teaching: How central office administrators support principals' development as instructional leaders. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.
- Honig, M.I., & Venkateswaran, N. (2012). School-central office relationships in evidence use: Understanding evidence use as a systems problem. Paper presented at the Annual Meeting of the American Educational Research Association. Vancouver, Canada.
- Honig, M.I., & DeArmond, M. (2010, April). Where's the "management: in portfolio management? Conceptualizing the role of school district central offices in implementation. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Honig, M.I., Copland, M.A., Rainey, L.R., Lorton, J.A., & Newton, M. Urban school district central office transformation for districtwide teaching and learning improvement. Versions of this paper presented at the Annual Meeting of the University Council for Educational Administration, Anaheim, CA (November 2009) and the Annual Meeting of the American Educational Research Association, Denver, CO (April 2010).
- Honig, M.I. (2009, April). Beyond a zero-sum game: Urban school district central offices and the implementation of school autonomy. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Honig, M.I., & Rainey, L.R. (2009, April). Learning from experience: Assessing current school autonomy initiatives using lessons from site-based management research. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Honig, M.I., & Copland, M.A. (2008, April). Learning-focused leadership in school district central offices. Presentation delivered at the Annual Meeting of the American Educational Research Association, New York City, NY.
- Honig, M.I. (2007). Central office administration as learning: How organizational and socio-cultural learning theories elaborate district central office support for teaching and learning improvement. Versions of this paper presented at the Annual Meeting of the University Council for Educational Administration, Alexandria, VA (November) and the Annual Meeting of the American Educational Research Association, Chicago, IL (April).
- Honig, M.I., & Coburn, C.E. (2007, April). Evidence-based decision-making in school district central offices: Toward a research agenda. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Honig, M.I., & McDonald, M.A. (2006, April). From promise to participation: After-school programs through the lens of socio-cultural learning theory. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Honig, M.I., & Ikemoto, G. (2006, April). The role of intermediary organizations in linking research and practice: The case of the Institute for Learning. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Honig, M.I. (2006, April). No small thing: Managing innovation in urban districts. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

- Honig, M.I. (2005). How to build your plane while flying it: District central office practices and policies that support small schools start up. Versions of this paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada (April) and the Annual Meeting of the University Council for Educational Administration, Nashville, TN (November).
- Honig, M.I. (2004, April). Street-level bureaucracy revisited: Frontline central office administrators as boundary spanners in complex education policy implementation. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Honig, M.I. (2004, April). Institutional supports for school-community collaboration in Oakland Unified School District, 1990-2000. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Honig, M.I. (2003, November & 2002, April). Where's the "up" in bottom-up reform? Policymakers' roles in complex policy implementation. Versions of this paper presented at the Annual Meetings of the Association for Public Policy Analysis and Management, Washington, DC (2003) and the American Educational Research Association, New Orleans, LA (2002).
- Honig, M.I. (2003, April). From cooperation to capture: School district-community partnerships to support school-community partnerships. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Honig, M.I., & Hatch, T.C. (2003, April). Crafting coherence: How schools strategically manage multiple external demands. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Honig, M.I. (2003, April). Constructing collaboration: The trajectory of a policy idea. Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- Honig, M.I. (2001, November). From categorical to collaborative capacity: The challenge to educational administration. Paper presented at the Annual Conference of the Association for Public Policy Analysis and Management. Washington, DC.
- Honig, M.I. (2001, April). Bottom-up support for top-down change: Expanding mayoral control over Oakland's public schools. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.
- Honig, M.I. (2001, April & 2000, November). Managing from the middle: The role of intermediary organizations in the implementation of complex education policy. Versions of this paper presented at the Annual Meetings of the American Educational Research Association, Seattle, WA (2001), and the Association for Public Policy Analysis and Management, Seattle, WA (2000).
- Honig, M.I., & Jehl, J. (2001, April). Enhancing federal support for connecting educational improvement strategies and collaborative services. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.
- Honig, M.I. (2000, April). The new urban context for school-community collaboration: The challenge to leadership. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Honig, M.I. (2000, April). Thinking through bureaucracy: Policy to support school-community collaboration. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.

Honig, M.I. (1999, April). The role of school districts in scaling-up comprehensive school reform in San Antonio and Cincinnati: Implications for the implementation of the Comprehensive School Reform Demonstration Program. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Honig, M.I. (1998, April). Opportunities to lead for school-community connections. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

## KEYNOTE ADDRESSES

July 30, 2025. Cutting to the Core. Why Transforming Whole Child Education Takes Transforming District Central Offices and How to Support Their Success for Your Success. Presented at the Statewide Integrated MTSS Conference, Wenatchee, WA.

March 20, 2024. From Tinkering to Transformation: How School District Central Offices Drive Equitable Teaching and Learning. Presented at the College of Alberta School Superintendents. Edmonton, Canada.

May 10, 2023. Central Office Transformation for Equitable Teaching & Learning: The Importance of Principal Supervision. Presented at the Leadership Institute of Northern Nevada. Reno, NV.

December 13, 2022. Central Office Transformation for Equitable Teaching & Learning: What Does Human Resources Have to Do with It? A session for the High Performance Leadership Program, a national certificate program for Canadian school system leaders. Virtual session.

October 18, 2022. Central Office Transformation for Equitable Teaching & Learning: What Does Principal Supervision Have to Do with It? A session for the High Performance Leadership Program, a national certificate program for Canadian school system leaders. Virtual session.

January 25, 2022 & August 24, 2021. District Systems to Support Equitable, High-quality Teaching & Learning: The Importance of Transforming Principal Supervision. Sessions sponsored by CMC Leadership in association with the Canadian Association of School Administration. Virtual session.

February 23, 2021. Beyond Supervision: Partnering for Principals' Success. A session for the North Carolina Transforming Principal Pipeline Programs (TP3) Network. Virtual session.

December 11, 2019. Supporting Principal Supervisors: What Really Matters? Presented at the meeting "Structures to Support Principal Learning" sponsored by the Regional Educational Laboratory at WestEd. Scottsdale, AZ.

October 26, 2016 & October 28, 2014. Central Office Leadership for Teaching and Learning Improvement: Lessons Learned & the Implications for P-3 Leaders. National P-3 Institute. Seattle, WA.

June 24, 2013. When Everyone Leads: Meaningful Principal-central Office Partnerships to Realize Improved Teaching and Learning for All. Annual Joint Meeting of the Washington Association of School Administrators and Association of Washington School Administrators. Spokane, WA.

July 9, 2012. Central Office Transformation for Districtwide Teaching and Learning Improvement: What's the Core? University of Washington Center for Educational Leadership's Summer Leadership Institute. Renton, WA.

June 27, 2012. From “Principal Supervisor” to Instructional Leadership Director: How Central Offices Support Principal Learning. Invitational meeting of the Gates Foundation Knowledge Partnership: Supporting Principals as Instructional Leaders. Chicago, IL.

June 20, 2011. Central Office Transformation for Districtwide Teaching and Learning Improvement. Presented at the 15<sup>th</sup> Annual William & Mary SURN Leadership Academy. Williamsburg, VA.

June 2, 2011. Central Office Transformation for Districtwide Teaching and Learning Improvement: What’s the Core? Presented at the National Symposium on Central Office Transformation: All Eyes on the Classroom sponsored by the University of Washington Center for Educational Leadership. Olympia, WA.

April 5, 2011. Central Office Transformation for Districtwide Teaching and Learning Improvement: What’s the Core? Presented at the Western Regional School Improvement Grants Conference sponsored by WestEd. Los Angeles, CA.

February 17, 2011. Central Office Transformation for Districtwide Teaching and Learning Improvement: What’s the Core? Presented in a “Thought Leaders” session at the Annual Meeting of the American Association of School Administrators. Denver, CO.

## **OTHER INVITED PRESENTATIONS/LEARNING SESSIONS, PODCASTS & WEBINARS**

Since 2010, led over 200 learning sessions for school district central office leaders and others on central office transformation for equity, including the following:

### Sessions with Superintendent Cabinets/Leadership Teams

- Central Okanagan Public Schools, BC Canada (October 31, 2023)
- St. Paul Public Schools, MN (April 13, 2022)
- Montgomery County Public Schools, MD (various dates, 2021-2022)
- Yakima School District, WA (various dates, 2021-2022)
- Howard County Public Schools System, MD (May 14, 2019)
- The Madison Metropolitan School District, WI (September 24, 2018)
- Hillsborough County Public Schools, FL (August 7-8, 2017)
- Clark County Public Schools, NV (January 13, 2017)
- 2016 and earlier: San Lorenzo Unified School District, CA; Peninsula School District, WA; Baltimore City Public Schools, MD; Sumner School District, WA; Los Angeles Unified School District, CA; Minneapolis Public Schools, MN; Highline School District WA; Pittsburgh Public Schools, PA; Sunnyside School District, WA; Bellevue School District, WA; Vancouver Public Schools, WA; Racine Unified School District, WI; Spokane Public Schools, WA; Seattle Public Schools, WA.

### Extended sessions for networks and other meetings of Superintendents and other district leaders

- College of Alberta School Superintendents, Edmonton, Alberta, Canada (March 21, 2024)
- Superintendents on the State of Delaware Superintendent Study Council (February 23, 2024).
- Directors, superintendents, and other executive leaders from 11 school boards (districts) participating in the Eastern Ontario Staff Development Network, Ontario, Canada (March 23, 2023)
- Central office leaders in the Executive Leadership Academy, an initiative of the Governor’s Institute for School Leadership, State of Delaware (February 24-25, 2023; February 22-23, 2024).
- Early Career Superintendents at the Annual Meeting of the American Association for School Superintendents (February 10, 2020)

- Phi Delta Kappa’s national network: Systems-level Leadership Community of Learning and Practice (May 30-31 and April 22-23, 2018)
- Superintendents Leadership Forum (SELF) convened by the University of California Davis (annually between 2009-2023)
- Regional Superintendents Meeting convened by the U.S. Department of Education Regional Educational Laboratory-Northeast and Islands (December 7-8, 2011)

Sessions with principal supervisors and Curriculum & Instruction staff

- Boston Public Schools, MA (May 1-2, 2023)
- State of Utah School Leadership Development Community of Practice, UT (January 27, 2022)
- Boston Public Schools, MA (March 3, 17, and 31, 2022)
- Influence 100 in the State of Massachusetts (various, 2021)
- Montgomery County Public Schools, MD (various, 2021-2022)
- Various, 2021 in Marysville School District, WA (various, 2021)
- Howard County Public School System, MD (May 13, 2019)
- Oakland Unified School District, CA (June 2, 2014)
- San Francisco Unified School District, CA (June 2, 2014)
- Highline Public Schools, WA (December 18, 2014)
- Baltimore City Public Schools, MD (June 23 and September 30, 2014)

Honig, M.I. (2025, December 17). Accelerating principal success: What’s the right tool kit for principal supervisors? A podcast for AASA, The School Superintendents Association.

Honig, M.I., (2025, March 27). Principal instructional leadership: What your central office has to do with it. California Education Partners’ Spring Superintendents Meeting. Berkeley, CA.

Wilson, J. & Honig, M.I. (2024-5). [From tinkering to transformation](#). A 6-session podcast series that reviews the research from this book publication in conversation with district leaders. Produced by AASA, The School Superintendents Association.

Honig, M.I. (2024). [Principal coaching to lead their own learning](#). A podcast for AASA, The School Superintendents Association.

Honig M.I., (2024, November 18). [All about From tinkering to transformation](#), A Gutman Library book talk, Harvard University.

Honig, M.I. (2024, November 13). Moderator for the national webinar—What’s working: Where schools are getting it right. Harvard Education Press.

Honig, M.I. (2024, October 25). How school district central offices (don’t) work to support equitable teaching and learning: Implications for P-3 leaders and initiatives. Featured session at the National P-3 Center conference, Vail, CO.

Honig, M.I. (2024, October 21). “Monday Morning Call.” Presented to ad-hoc group of state and local California leaders on key findings from *From tinkering to transformation*. Convened by the Sacramento County Office of Education.



- Honig, M.I. (2024, June 27). How Local Educational Agencies drive equitable teaching and learning: The case of Teaching & Learning units and how State Educational Agencies can help. Learning session for state education leaders as part of the Council of Chief State School Officers' School Leadership Development and Supports Collaborative, Seattle, WA.
- Honig, M.I. (2024, February 27). How Local Educational Agencies drive equitable teaching and learning: The case of Human Resources units and how State Educational Agencies can help. Learning session for state education leaders as part of the Council of Chief State School Officers' School Leadership Development and Supports Collaborative, Virtual.
- Honig, M.I. (2024, February 23-24). From tinkering to transformation: How school district central offices drive equitable teaching and learning. Two-day workshop for the Governor's Institute for School Leadership Executive Leadership Academy, Newark, DE.
- Honig, M.I. (2023, February 24-25). Central office transformation for equitable teaching and learning: The case of principal supervision. Two-day workshop for the Governor's Institute for School Leadership Executive Leadership Academy, Newark, DE.
- Honig, M.I. (2022, July 31). [Principals as co-authors of their own learning](#). A podcast of AASA, The School Superintendents Association.
- Honig, M.I. (2021, November 15). Fundamental systemic change for equity in school district central offices: The promise of expansive learning. Featured presentation in a national webinar on race and racism in using research evidence sponsored by the W.T. Grant Foundation and The Spencer Foundation.
- Honig, M.I., & Rainey, L.R. (2020). [Supervising principals for instructional leadership](#). A UW College of Education Podcast.
- Honig, M.I. & Gutierrez, N. (2020, June 16). [Principal supervision and distance learning](#): What's the right approach? A national webinar sponsored by Digital Promise.
- Honig, M.I. (2020, February 10). Culture for what? Central office transformation for educational equity. Day-long learning session for the American Association of School Administrators (AASA)-West Superintendents Academy. San Diego, CA.
- Honig, M.I., & Rainey, L.R. (2020). [Supervising principals for instructional leadership](#). An episode of Principal Center Radio.
- Honig, M.I., (2019, March, 27). From add-on to add-in approaches to research use: Measuring the impacts of design-based approaches to research use. Presentation delivered at the invitational meeting, Advancing the Use of Research Evidence in Ways that Benefit Youth, sponsored by the W.T. Grant Foundation, Washington, DC.
- Honig, M.I. & Enfield, S.E., (2019, April 2). Central office transformation for educational equity: What it takes and how to support it. A session for the UW College of Education Ambassadors, Seattle, WA.
- Honig, M.I., (2019, March, 26). From add-on to add-in approaches to research use: Cultural Historical Activity as Conceptual Framework. Presentation delivered at the invitational meeting, Advancing the Use of Research Evidence in Ways that Benefit Youth, sponsored by the W.T. Grant Foundation, Washington, DC.



- Honig, M.I., (2018, April 22). Central office transformation for educational equity. A day-and-a-half session with school district superintendents and their cabinet's participating in Phi Delta Kappan's national network: Systems-level Leadership Community of Learning and Practice.
- Honig, M.I. (2017, December 8 & 11). The problems with problems of practice for realizing educational equity (and what to do about them). An on-line session with school district superintendents and their leadership teams' participating in Phi Delta Kappan's national network: Systems-level Leadership Community of Learning and Practice.
- Honig, M.I. (2017, April 23). Evaluation for Growth. A session with the supervisors of principal supervisors participating in Wallace Foundation funded districts, New York, NY.
- Honig, M.I. (2016, May 24). Developing our Theory of Action for Building District Capacity. A session with the technical assistance providers participating in the Wallace Foundation's Principal Supervisor Initiative. Seattle, WA.
- Honig, M.I. (2016, May 24). The DL2 Annual Surveys of Principals and Principal Supervisors. A session with the technical assistance providers participating in the Wallace Foundation's Principal Supervisor Initiative. Seattle, WA.
- Honig, M.I. (2015, April 21). Supporting Adult Learning for Deeper Student Learning: The Case of School District Central Offices. A presentation to the Aspen Institute. Washington, DC.
- Honig, M.I. (2014, November 23). DL2's Principal Supervisor Performance Standards. Annual Meeting of the University Council for Educational Administration. Washington, DC.
- Honig, M.I. (2014, March 19). When central offices support principals as instructional leaders: What's data got to do with it? A national webinar presented as part of the Bill & Melinda Gates Foundation's Leading for Effective Teaching Project.
- Honig, M.I. (2013, May 1). Far Beyond the Deck Chairs: Transforming Central offices for Districtwide Teaching and Learning Improvement. Invited Presidential Session, Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Honig, M.I. & Silverman, M. (April 25, 2013). Beyond principal supervision: How central offices lead for principal performance. National webinar sponsored by the UW Center for Educational Leadership.
- Honig, M.I., (2012, February 3). How Districts Support Effective Leadership Practice. Webinar Co-sponsored by the University Council for Educational Administration and The Wallace Foundation.
- Honig, M.I. (2012, January 26). UW-SPS Partnership for Central Office Transformation. Philanthropic Partners for Public Education, Seattle, WA.
- Honig, M.I. (2011, November 17). Featured speaker at the Annual Meeting of the University Council for Educational Administration, plenum panel on district central office leadership sponsored by the Wallace Foundation.
- Honig, M.I. (2011, May 25). District Central Office Leadership & Teaching and Learning Improvement. Featured speaker at the Aspen Institute's national network of Chief Academic Officers. Washington, DC.

- Honig, M.I. (2011, March 22). Central Office Transformation for Districtwide Teaching & Learning Improvement. Webinar sponsored by the U.S. Department of Education Regional Educational Laboratory-Northeast and Islands.
- Honig, M.I. & Copland, M. (2010, November 4). Research that Matters: Central Office Transformation for Teaching and Learning Improvement. Invitational session with M. Copland, sponsored by the UW College of Education, University of Washington, Seattle.
- Honig, M.I., & Copland, M. (2010, October 15). Central Office Transformation for Districtwide Teaching & Learning Improvement. National webinar with M. Copland hosted by Learning Forward.
- Honig, M.I., & Copland, M. (2009, October 14). Central Office Transformation for Districtwide Teaching & Learning Improvement. The Wallace Foundation Fall Forum, Washington, DC.
- Honig, M.I., & DeArmond, M. (2009, December 3). Where's the management in portfolio management? Conceptualizing the role of school district central offices in implementation. Paper presented at the invitational Contracting Regimes Conference sponsored by the Spencer Foundation, Chicago, IL.
- Honig, M.I. (2009, May 20). New small autonomous schools initiatives: Lessons for philanthropy. Research presentation delivered at the Private Initiatives in Public Education Conference, Stanford University, Stanford, CA.
- Honig, M.I. (2009, March 26). Featured presenter in national webcast— Start at the top: How central office reform is improving student achievement, Produced by the Center for Comprehensive School Reform and Improvement. [Http://www.centerforcsri.org/webcasts/centraloffice/](http://www.centerforcsri.org/webcasts/centraloffice/).
- Honig, M.I. (2009, January). No small thing: Urban school district central office leadership for new small autonomous schools initiatives. Research presentation delivered as part of The Policymakers' Exchange sponsored by the University of Washington College of Education and Evans School of Public Affairs. Seattle, WA.
- Honig, M.I., & Ikemoto, G.S. (2007, 2006). Making and re-making the link between research and practice: The case of the IFL. Paper presented at the Institute for Learning, University of Pittsburgh, Pittsburgh, PA (December 12, 2006) and the MacArthur Network for Teaching and Learning (January 25, 2007).
- Honig, M.I. (2006, September). Policy implementation and learning: How organizational and socio-cultural learning theories elaborate district central office roles in complex educational improvement efforts. Paper presented at the invitational conference, Marrying Organizational Learning and Socio-cultural Learning Theories: How School Districts Learn to Improve Instruction, sponsored by the Center for the Study of Teaching and Policy and the Spencer Foundation, Seattle, WA.
- Honig, M.I. (2006, April). American Educational Research Association Division L Fireside Chat: Life in academia: The pursuit of publications, outside funding, and tenure. Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Honig, M.I. (2005, January). Do school districts matter? Presented at a meeting of The Educational Writers Association, Washington, DC.
- Honig, M.I. (2005, June). Building the plane while flying it: District central office roles in the implementation of small schools initiatives. Research presentation delivered as part of the invitational Emerging Research Symposium, The Bill and Melinda Gates Foundation, Seattle, WA.

- Honig, M.I. (2005, April). Small schools initiatives: Challenges for district central offices, implications for philanthropy. Research presentation delivered to the American Educational Research Association's Special Interest Group: Philanthropy and Education, Montreal, Canada.
- Honig, M.I. (2005, March). Building policy from practice: Promises and pitfalls of reorganizing school district central offices to support school-community decision-making. Research presentation delivered at the Consortium on Chicago School Research, The University of Chicago, Chicago, IL.
- Honig, M.I. (2004, April). Where's the 'up' in bottom-up reform? Central office administrators' roles in supporting school and community improvement. Research presentation delivered at the statewide conference, New models for urban school improvement: Addressing barriers to academic achievement and student success, sponsored by the Ohio Alternative Education Advisory Council and the Ohio Department of Education, Columbus, OH.
- Honig, M.I. (2003, November). Getting real about accountability: Implications for intermediary organizations. Research presentation delivered at the National Public Education Network's 13<sup>th</sup> Annual Conference, Washington, DC.
- Honig, M.I. (2003, March). Building policy from practice: Policymakers' roles in complex education policy implementation. Research briefing presented at the Taubman Center for Public Policy and American Institutions, Brown University, Providence, RI.
- Honig, M.I. (2003, March). Research on school-community collaboration: Implications for university-based centers for public service. Research briefing presented to the Rhode Island Campus Compact, Brown University, Providence, RI.
- Honig, M.I. (2002, March). School policies and minority achievement. Policy briefing presented as part of the Perspectives on Minority Achievement Colloquium Series, College of Education, University of Maryland, College Park.
- Honig, M.I. (2002, January). School-community collaboration: Strengthening opportunity to learn and opportunity to teach. Research briefing presented at the Journalism Fellowship in Child and Family Policy Conference, School of Journalism, University of Maryland, College Park.
- Honig, M.I. (2000, January). Enhancing federal support for connecting educational improvement strategies and collaborative services. Research briefing presented at the national invitational conference, Improving Results for Children and Families by Connecting Collaborative Services with School Reform Efforts, sponsored by Temple University's Laboratory for Student Success and the Council of Chief State School Officers, Washington, DC.
- Honig, M.I. (1998, September). School-district relationships in scaling-up educational improvement strategies: The case of comprehensive school reform. Research briefing presented at the RAND Corporation, Washington, DC.

## EDITORSHIPS/EDITORIAL BOARDS

Special Journal Issue Co-editor (with Amanda Datnow, USC): “Scaling-up Teaching and Learning Improvement in Urban Districts: The Promises and Pitfalls of External Assistance Providers,” *Peabody Journal of Education*, August, 2008.

Book Series Developer & Co-editor (with Julie Marsh, RAND): “School Districts: Research, Policy, and Reform,” published by The State University of New York Press. 2006-2008.

Column co-editor (with J. Kahne & M.W. McLaughlin): “Research into Practice,” a column on connecting youth development research and practice in the quarterly, *New Designs for Youth Development*. 1999-2001.

## EDITORIAL BOARDS

*After-school Matters*, 2006-2008

*American Educational Research Journal, Social and Institutional Analysis*, 2011-2014

*Educational Administration Quarterly*, 2005-2010

*Journal of Educational Change*, 2008-present

*Review of Educational Research*, 2017-present

## TEACHING

### COURSES DEVELOPED AND TAUGHT at University of Washington

L4L Strand	Inquiry- and Data-informed Leadership
L4L Strand	Equitable Instructional Leadership
L4L Strand	Leadership for Equitable Systems: Law and Legal Institutions
L4L Strand	Moving Ideas into Action
L4L SIG	Central Office Transformation
EDLPS 550	Dynamics of Educational Organizations
EDLPS 551	Organizational Theory and Educational Change
EDLPS 560	Education Policy Design
EDLPS 575	Education Policy Implementation
EDLPS 579	Advanced Seminar in Education Policy Implementation Research
EDLPS 579	Ph.D. Research Seminar
EDLPS 579	Masters in Education Policy (MEP) Policy Analysis Seminar
EDLPS 579	MEP Internship Pro seminar
EDLPS 579	The Critical Literature Review
EDLPS 679C	Introduction to Urban Education

## PROFESSIONAL SERVICE (selected)

### UNIVERSITY of WASHINGTON

2025-26	Member, Ad-hoc Workload Committee
2025-26	Member, Doctoral Funding Committee
2024-25	Member of Promotion & Tenure Committee for Associate Teaching Professor
2023-24	Member of Dean’s Ad-hoc Committee on Professional Leave for Teaching Faculty
2022-25	Member, Vice Chair, Chair for Faculty Development and Support Committee
2022-	Mentor for Research Associate Professor
2022-23	Member of Search Committee for Instructor of Intercollegiate Athletics Leadership

2020-21	Member of Search Committee for Director of Marketing & Outreach
2019-20	Member of Faculty Development and Support Committee/Faculty Council
2019-20	Member of Promotion & Tenure Committee for Associate Professor
2018-19	Chair of Promotion & Tenure Committee for Principal Lecturer
2018-19	Member of Promotion & Tenure Committee for Professor
2017-19	Member, Chair of College Advisory Committee (CAC)
2017-18	Chair of Search Committee, P-12 Education Politics, Governance, & Finance
2016-17	Chair of Search Committee, Critical Perspectives on Policy & Leadership
2016-18	Member of Faculty Council
2015-16	Chair of Promotion & Tenure Committee Chair for Associate Professor
2014-15	Member of Promotion & Tenure Committee for Associate Professor
2014	Chair of Search Committee, P-12 Systems Leadership
2014-	Member of Professional Mentoring Committee for Research Associate Professor
2014-	Member of Professional Mentoring Committee for Assistant Professor
2012-2018	Director of Leadership for Learning (Ed.D./Superintendent Certification) Program
2012	Member of Search Committee for Quantitative Methods and Teacher Education
2011	Chair of Search Committee for Educational Leadership & Policy Studies
2010-2011	Member of Promotion & Tenure Committee for Associate Professor
2009-2010	Member of Provost's Advisory Committee, College of Education Dean Search
2009-2010	College of Education Representative to Provost's NextCity Working Group
2009-2010	Member of Dean's Strategic Planning Committee
2008-2009	Member of Ph.D. Redesign Taskforce
2008	Member of Search Committee for Director of University and School Partnerships
2007-2010	Member of Faculty Council
2007-2008	Member of Search Committee for Professor of Secondary Literacy
2007	Member of Gordon C. Lee Dissertation Award Committee
2007-2013	Co-led the design of the Masters in Education Policy (MEP) program

## NATIONAL

University Council for Educational Administration

- Exemplary Educational Leadership Program Award Committee
  - Chair: 2020-22 and 2024-2025
  - Member: 2022-23
- Research Development Program Mentor, 2023-2025
- Jack A. Culbertson (Early Career) Award Committee, 2008
- Plenum Session Representative, 2005-2006; 2025-

National Advisory Board, International Center for Leadership Education, Houghton Mifflin Harcourt, 2023-2025.

Expert External Reviewer, Educational Leadership and Policy Department, The University of Texas, Austin, 2023.

National Advisory Board Member, National P-3 Center, 2020-

Member, The Leadership Academy Expert Advisory Council, 2020-2023.

Mentor, William Boyd Workshop, Politics of Education Association. 2021.

Member, Montgomery County Public Schools (MD) Anti-racist Audit Expert Advisory Group, 2021-2022.

Member of the Principal Supervisors Standards Development Committee, a work group of the ISSLC Steering Committee, 2014- 2016.

United States Department of Education, Northeast and Islands Regional Educational Laboratory, Technical Working Group, 2012.

California Education Partners Research Advisory Board, 2012.

American Educational Research Association

- Co-founder and Co-director, Special Interest Group: Districts in Research and Reform, 2003-2007.
- Division A & L Clark Seminar Program Planning Committee, 2005.
- Division A, Section 4 (Context of Schools and Communities) Program Chair, 2006.