Meredith I. Honig, Ph.D.

University of Washington College of Education
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EDUCATION

2001   Ph.D., Administration & Policy Analysis (Minor: Organizational Behavior)
Stanford University School of Education, Stanford, CA

1993   A.B. Public Policy & American Institutions; A.B. Educational Studies (magna cum laude; honors)
Brown University, Providence, RI

EMPLOYMENT EXPERIENCE (selected)

2006- Present   University of Washington (UW)
- Professor, College of Education, 2017-
- Director, District Leadership Design Lab (http://dl2.education.uw.edu/), 2014-
- Director, Leadership for Learning (Ed.D.) Program, 2012-2018
- Associate Professor, College of Education, 2009-2017
- Adjunct Faculty, Evans School of Public Affairs, 2009-present
- Assistant Professor, College of Education, 2006-2009

2017-2019   Partner, Phi Delta Kappa (PDK) Community of Learning and Practice. Work 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 country 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

2001   Post-doctoral Fellow, Carnegie Foundation for the Advancement of Teaching, Menlo Park, CA

1996-2001   Research Assistant, Stanford University School of Education, Stanford, CA

1999   Staff, Mayor Jerry Brown's Commission on Education, City of Oakland, CA

1998   Summer Associate, RAND Corporation, Washington, DC

1994-1998   Policy and Research Specialist (Executive Fellow), State of California Department of Education

1993-1994   Public Policy Intern, Child Welfare League of America (CWLA), Washington, DC

1991-1993   Policy Analyst, State of Rhode Island Department of Children, Youth. and Families (DCYF)

AWARDS & SCHOLARSHIPS

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. *Educational Evaluation and Policy Analysis*, *28*(4), 357-383
2007	Jack A. Culbertson Award, given by the University Council for Educational Administration to a professor in the first six years of her career for a significant contribution 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

- Eva A. Mooar Premium for greatest academic achievement and contribution to Brown
- Alfred H. Joslin Award for significant contribution to Brown
- Meiklejohn Prize for Academic Excellence and University Service
- Community Service Excellence Award
- McGraw Prize for excellence in research on children and youth
- Resource Scholar
- President's Community Service Fellowship
- Brown Program in Leadership Award
- Brown University Scholar

FUNDED RESEARCH PROJECTS

- 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).

- 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 (2018-2020): $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 principal preparation. Funded by The Bill & Melinda Gates Foundation (2017-18): $25,691.

- 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: 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), the Maryland Institute for Minority Achievement and Urban Education, (2002-2003), the Oakland Cross-city Campaign for Urban School Reform Committee, Oakland Unified School District, and the Oakland Pilot Schools Working Group, (2001-2002). 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) works with districts across the country to help them jump-start their central office transformation efforts.

- 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 he first phase of a redesign of the SPS Human Resources unit. $50,000.

- The Wallace Foundation, 2011. Main participant in a grant to the University of Washington Center for Educational Leadership and Center for Teaching and Policy to conceptualize and develop a "tool kit" of materials to help districts engage in central office transformation. $75,000.

PUBLICATIONS

ARTICLES IN REFEREED JOURNALS

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 school district central offices. *American Educational Research Journal*.

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. (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. (2020). *Supervising principals for instructional leadership. A teaching and learning approach*. Cambridge, MA: 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*. London, England: Routledge.

Edited

Honig, M.I. (Ed.) (2006). *New directions in education policy implementation: Confronting complexity:* Albany, NY: 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. Cambridge, MA: 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). New York, NY: 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). New York, NY: 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). Cambridge, MA: 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). New York, NY: Rowman & Littlefield Publishing Group.

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*. The Netherlands: 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.) 105th *Yearbook of the National Society for the Study of Education,* (pp. 21-40). Chicago, IL: 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), Washington, DC: 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). Cambridge, MA: 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). Albany, NY: 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). Albany, NY: 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). Greenwich, CT: 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). New York, NY: 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). Sudbury, MA: 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). Sudbury, MA: 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*. Santa Barbara, CA: 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 (4th Ed.)* (pp. 998-1028). Washington, DC: 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). Greenwich, CT: Information Age Publishing Company.

OTHER ARTICLES, POLICY REPORTS, GRANT-SUPPORTED CENTER PUBLICATIONS, & OTHER MEDIA
(* indicates peer-reviewed publication)

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). Washington, DC: 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. Providence, RI: 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.centerforcsri.org/webcasts/centraloffice/).

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). 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. Seattle, WA: 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. Providence, RI: 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. New York City, NY: 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.

McLaughlin, M.W., Deschenes, S., Honig, M., & McDonald, M. (1999). Mapping opportunities to learn in the Bay Area. Stanford, CA: Stanford University School of Education.

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

Honig, M.I. & Rainey, L.R. (2020, April). Beyond supervision: How principal supervisors matter to principals' growth as instructional leaders. Paper accepted for presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Honig, M.I. & Rainey, L.R. (2020, April). Redesigning the school improvement planning process into an instrument of educational equity: The case of a research-practice partnership. Paper accepted for presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

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

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

October 28, 2014. Central Office Transformation for Districtwide Teaching and Learning Improvement: 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.

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. 15th Annual William & Mary SURN Leadership Academy. Williamsburg, VA.

June 2, 2011. Central Office Transformation for Districtwide Teaching and Learning Improvement: What's the Core? 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? Keynote session 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? "Thought Leaders" session at the Annual Meeting of the American Association of School Administrators, Denver, CO.

OTHER INVITED PRESENTATIONS/LEARNING SESSIONS & WEBINARS

Since 2009, led over 70 learning sessions for school district central office leaders and others on central office transformation for equitable teaching and learning, including:

Sessions with Superintendent Cabinets/Leadership Teams
- May 14, 2019 in the Howard County Public Schools System, MD
- September 24, 2018 in The Madison Metropolitan School District, WI
- August 7-8, 2017 in Hillsborough County Public Schools, FL
- January 13, 2017 in Clark County, NV
- January 11, 2016 in San Lorenzo Unified School District, CA
- November 3, 2014 in Peninsula School District, WA
- September 29, 2014 in Baltimore City Public Schools, MD
- April 21, 2014 in Sumner School District, WA
- March 4, 2013 in Los Angeles Unified School District, CA
- February 4, 2013 in Minneapolis Public Schools, MN
- September 17, 2012 in Highline School District WA
- August 23, 2012 in Pittsburgh Public Schools, PA
- May 17, 2012 and August 10, 2011in Sunnyside School District, WA
- October 18, 2011 in Bellevue School District, WA
- October 3, 2011 in Vancouver Public Schools, WA
- July 9, 2010 in Racine Unified School District, WI
- June 4, 2010 in Spokane Public Schools, WA

- May 21, 2010 in The Madison Metropolitan School District, WI
- February 23, 2010 in Seattle Public Schools, WA

Day-long workshops for networks of Superintendents and other district leaders
- February 10, 2020 for Early Career Superintendent's at the Annual Meeting of the American Association for School Superintendents
- May 30-31, 2019 for Phi Delta Kappa's national network: Systems-level Leadership Community of Learning and Practice
- April 22-23, 2018 for Phi Delta Kappa's national network: Systems-level Leadership Community of Learning and Practice
- Annually between 2009 –2020 for the Superintendents Leadership Forum (SELF) convened by the University of California Davis
- December 7-8, 2011 for Connecticut superintendents sponsored by the U.S. Department of Education Regional Educational Laboratory-Northeast and Islands

Extended sessions with principal supervisors and Curriculum & Instruction Staff
- May 13, 2019 in the Howard County Public School System, MD
- June 2, 2014 in Oakland Unified School District, CA
- June 2, 2014 in San Francisco Unified School District, CA
- December 18, 2014 in Highline Public Schools, WA
- June 23 and September 30, 2014 in Baltimore City Public Schools, MD

Honig, M.I. & Guttierez, N. (2020, June 16). Principal Supervisor 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., (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/.

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 13th 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

GRADUATE COURSES: UNIVERSITY OF WASHINGTON, SEATTLE

EDLPS 550	Dynamics of Educational Organizations
EDLPS 551	Organizational Theory and Educational Change
EDLPS 575	Education Policy Implementation
EDLPS 579	Advanced Seminar in Education Policy Implementation Research
EDLPS 579	Ph.D. Research Seminar (year-long)
EDLPS 579	Qualitative Research Seminar
EDLPS 679C	Introduction to Urban Education (with C. Farrington)
L4L Strand	Inquiry- and Data-informed Leadership (2-year curriculum, with A. Ishimaru)
L4L Module	Moving Ideas into Action (with M. Copland)
L4L Strand	Instructional Leadership (1-year curriculum)
L4L Strand	Leadership for Equitable Systems: Law and Legal Institutions
L4L SIG	Central Office Transformation

GRADUATE COURSES: UNIVERSITY OF MARYLAND, COLLEGE PARK

EDPL 744	Organizational Theory in Research and Practice
EDPL 788	The New Institutionalism in Organizational Analysis
EDPL 788	Seminar in Policy Design and Implementation

UNDERGRADUATE AND GRADUATE COURES: STANFORD UNIVERSITY

ED 297	School-Community Connections	Instructor
ED 221B	Macro-Micro Issues in Policy Analysis	Co-Instructor
ED 179/279	Urban Youth and their Institutions	Teaching Assistant
ED 221	Issues in Policy Analysis	Teaching Assistant

PROFESSIONAL SERVICE (selected)

UNIVERSITY
All at the UW unless designated "UM" for service conducted at the University of Maryland, College Park

DEPARTMENT/DIVISION

2007-2013	Co-led the design and implementation of the cohort-based Masters in Education Policy program
2002-2006	Co-director, Center for Education Policy and Leadership, UM
2002	Ed.D. (Organizational Leadership and Policy Studies) Redesign Taskforce Member, UM

COLLEGE

2020-2021	Search Committee, Director of Marketing & Outreach
2019-2020	Faculty Development and Support Committee/Faculty Council
2019-2020	Promotion & Tenure Committee: Kristin Missal
2018-2019	Promotion & Tenure Committee Chair: Thomas Halverson
2018-2019	Promotion & Tenure Committee: Janine Jones
2017-2019	CAC
2017-2018	Search Committee Chair, P-12 Education Politics, Governance, & Finance
2016-2017	Search Committee Chair, Critical Perspectives on Policy & Leadership
2016-2018	Faculty Council
2015-2016	Promotion & Tenure Committee Chair: Ann Ishimaru
2014-2015	Promotion & Tenure Committee: Kara Jackson
2014	Search Committee Chair, P-12 Systems Leadership
2014-	Professional Mentoring Committee: Kristie Kauerz
2014-	Professional Mentoring Committee: Kara Jackson
2012-	Director, Leadership for Learning (Ed.D.) Program
2012	Search Committee Member, Quantitative Methods and Teacher Education
2011	Search Committee Chair, Educational Leadership & Policy Studies
2010-2011	Promotion and Tenure Committee
2009-2010	Dean's Strategic Planning Committee
2008-2009	Ph.D. Redesign Taskforce
2008	Search Committee, Director of University and School Partnerships
2007-2010	Faculty Council
2007-2008	Search Committee, Secondary Literacy
2007	Gordon C. Lee Dissertation Award Committee
2003-2004	Dean's Strategic Focus Committee, UM
2003-2004	College Senate Steering Committee Member, UM
2002-2004	College Senate Member, UM
2002-2006	Maryland Institute for Minority Achievement & Urban Education, Affiliate Faculty, UM

UNIVERSITY

2009-2010	Provost's Advisory Committee, College of Education Dean Search Committee
2009-2010	College of Education Representative, Provost's NextCity Working Group, UW

NATIONAL

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

Member, NYC Leadership Academy Expert Advisory Council, 2020-   .

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

Founder and Director, The District Leadership Design Lab (DL2). Established and lead DL2 to help school districts across the country access knowledge and systems for the design and implementation of central office performance improvements. For more information: www.dl2uw.org.

United States Department of Education, Northeast and Islands Regional Educational Laboratory, Technical Working Group, 2012.
California Education Partners Research Advisory Board, 2012.

University Council for Educational Administration
- Jack A. Culbertson (Early Career) Award Committee, 2008.
- Plenum Session Representative, 2005-2006.

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.