



Subject Matter Expert Christine Donis-Keller, Ph.D.

Christine Donis-Keller, Ph.D. has worked in the field of education and evaluation research for more than 15 years. She joined PCG Education as a senior qualitative research specialist in 2011. Her current work includes the evaluation of a district-wide arts initiative in Hartford Public Schools and the implementation and impact evaluation of the statewide Tennessee Academic Specialists Program. She has published reports on theme high schools, the four-day school week, and school district consolidation and specializes in the policy implications of evaluation findings. Dr. Donis-Keller regularly presents research and evaluation findings at national conferences.

Expertise K-12 program evaluation and education research

Experience Prior to joining PCG Education, Dr. Donis-Keller directed the implementation evaluation of the Annenberg Challenge grant awarded to New York City to foster the growth of small learning environments and a five-year evaluation of national school reform model focused on early childhood literacy. She has also evaluated the implementation of the International Baccalaureate program in Title I high schools and an inclusion program for students with autism in New York City public schools. She led all aspects of the collection and analysis of the primary data sources for these projects, which included extensive individual interviews and surveys. Most recently, she conducted a three-year study of school district consolidation in Maine, interviewing hundreds of stakeholders in communities, schools, districts, and state policy-makers including members of the legislature and the Governor's office. Dr. Donis-Keller has also worked as a research consultant on several projects for organizations including the National Association for State Boards of Education and the Institute for Educational Leadership, and oversaw education and policy grant portfolios at the Japan Foundation Center for Global Partnership.

Publications and Presentations Dr. Donis-Keller has published reports on theme high schools, the four-day school week, and school district consolidation and specializes in the policy implications of evaluation findings. Recent publications include the following:

Newspaper/Magazine

- Fairman, J., Donis-Keller, Ph.D., C. 2013. Lessons learned about school district reorganization in Maine. *Bangor Daily News*, February 8, 2013.
- Donis-Keller, Ph.D., C. 2011. Evidence is Positive (for a four-day school week). *Holyrood Magazine*. Issue 249, February 14, 2011.

Peer Reviewed

- Donis-Keller, Ph.D., C., O'Hara-Miklavic, B., and Fairman, J. 2013. "Improving Educational Opportunity and Equity through School District Consolidation in Maine." *Maine Policy Review* 22.2: 42-54.
- Fairman, J, and Donis-Keller, Ph.D., C. 2012. "School District Reorganization in Maine: Lessons Learned for Policy and Process." *Maine Policy Review* 21.2: 24 -40.

Reports

- Donis-Keller, Ph.D., C., Meltzer, J., & Chmielewski, E. 2012. *The Power of Collaborative Program Evaluation*. Portsmouth, NH: PCG Education.
- Donis-Keller, Ph.D., C., & Chmielewski, E. 2013. *Evaluation of Hartford Performs: Report on Impact and Implementation during the 2012-2013 School Year*. Portsmouth, NH: PCG Education.

Education and Associations Dr. Donis-Keller received a B.A. in anthropology from Barnard College, Columbia University and is a doctoral candidate in the sociology of education at New York University. She is a member of the American Education Research Association and the American Evaluation Association.