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Solutions that Matter

Christine Donis-Keller, Ph.D.

Subject Matter Expert

Dr. Donis-Keller is a sociologist of education and is a Research and Evaluation Lead at PCG. In her role, she leverages 30 years of experience designing and conducting research and evaluation studies to support audits, studies, needs assessments, evaluations, and stakeholder engagement. Since joining PCG in 2011, she has led and contributed to numerous client projects at the state, district, and school level to examine program implementation and impact..

Expertise

- K-12 program evaluation
- Education research
- Research design
- Implementation and impact studies
- Stakeholder engagement

Experience

Prior to joining PCG, Christine held several positions in university-based research organizations and nonprofits and served as a research consultant with national education organizations focused on making evidence-based decisions to support educational program improvement, expanding opportunities for students, and improving student outcomes.

Past projects include a multi-year evaluation of a national literacy initiative; an implementation study of a smaller learning communities initiative in NYC; and a multi-year study of legislatively mandated school district consolidation in Maine. At PCG, Chrisine has worked on evaluations of an arts integration program in Hartford, CT, a statewide coaching effort to improve instruction in struggling schools in Tennessee; and several curriculum implementation and impact studies. She has published articles, book chapters and reports on high schools, school reform, the four-day school week, and school district reorganization.

Publications

- Ohlson, M., and Donis-Keller, C. "Chartering New Leadership: A Study of Professional Learning and Established Best Practices of Principals in Charter Schools in Urban Districts." *Charter School Resource Journal,* 11.1:4-22, 2017.
- Donis-Keller, C., O'Hara-Miklavic, B., and Fairman, J. "Improving Educational Opportunity and Equity through School District Consolidation in Maine." *Maine Policy Review*, 22.2: 42-54, 2013.
- Fairman, J., and Donis-Keller, C. "School District Reorganization in Maine: Lessons Learned for Policy and Process." *Maine Policy Review*, 21.2:24 –40, 2012.
- Donis-Keller, C. "The Four Day School Week." *ERS Informed Educator Series*. 2010
- Martinez, M., and Donis-Keller, C."Theme Schools: A Model for Restructuring High Schools" in Double the Numbers. Richard Kazis, Joel Vargas and Nancy Hoffman, eds. *Harvard Education Press*, 2004.

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Presentations

- *One Percent Cap on Participation in the Alternate Assessment Research Study*. Midwest Regional Education Research Association, October 2021.
- *Statewide Review of Educational Opportunities*. Delaware State Board of Education, December 2015.
- *School District Consolidation in Maine*. Regional Entities Education Policy Working Group, Commission on Municipal Opportunities and Regional Efficiencies, CT State Legislature. Hartford, CT, September 2015.
- *Hartford Performs Arts Evaluation Instrument Design: Measuring Intermediate and Long-Term Outcomes.* Annual Meeting of the American Evaluation Association, Minneapolis, MN, October 2012.
- *Lessons Learned from School District Reorganization in Maine: Process, Progress, and Early Impacts of State-Mandated District Consolidation*. Annual Meeting of the American Education Research Association. Vancouver, BC, April 2012.

Professional Networks

- American Education Research Association

Education

Dr. Donis-Keller received a Ph.D. in the sociology of education from the Steinhardt School of Education at New York University, New York, NY, and a B.A. in anthropology from Barnard College, Columbia University, in New York, NY.

To learn more about Christine Donis-Keller, contact them at:

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