

Proposal for:

**SERIAL 10106 – RFP
REQUEST FOR PROPOSAL FOR EDUCATIONAL
CONSULTING SERVICES, SCHOOLS**

Teacher and Principal Evaluation Tools

Presented to:

Maricopa County Education Service Agency
Materials Management Department
Materials Management Center
320 West Lincoln Street
Phoenix, Arizona 85003-2494



Presented by:

Basis Policy Research, LLC
9650 Strickland Rd, Suite 103 - 296
Raleigh, North Carolina 27615



February 1, 2011

Table of Contents

Letter of Transmittal.....	3
Narrative	4
References	11
Qualifications.....	12
Budget	19



Letter of Transmittal

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Paul Aguilar
Procurement Officer
Maricopa County Materials Management Department
320 West Lincoln Street
Phoenix, Arizona 85003-2494

Re: RFP Number 10106-RFP – Teacher and Principal Evaluation Tools

Dear Paul,

Basis Policy Research, LLC ("Basis") hereby submits its response to your request for proposal for the **Teacher and Principal Evaluation Tools** task order under **RFP Number 10106-RFP**.

Should you have any questions regarding our proposal, please feel free to contact me via email at jaspringer@basispolicyresearch.com or via phone at 615.521.0641.

We look forward to the opportunity to continue our partnership with the Maricopa County Education Service Agency, and greatly appreciate your consideration. Thank you, and

Best regards,

A handwritten signature in black ink, appearing to be "J. Springer", written in a cursive style.

Jeffrey A. Springer
Partner
Basis Policy Research, LLC

Narrative

Teacher and principal evaluation systems reside at the heart of the REIL program. These systems account for half of educators' REIL Scores, which, in turn, determine financial awards under the program's performance-based compensation system. REIL scores also assist in the identification of educators' professional development plans and In-Demand and Turnaround Teachers as part of the career pathways system. Consequently, teacher and principal evaluations represent an integral part of the REIL program and serve as a key strategy for improving instruction and student achievement in REIL Alliance school districts.

Through our present work with MCEA in conducting the needs assessment for the REIL program, Basis has learned that teacher and principal evaluation systems currently deployed in Alliance districts vary widely in content and in the methods used to evaluate performance. Many of the Alliance district leaders with whom we have spoken have expressed the need for improved systems that are not only more rigorous, but also better aligned to student achievement outcomes. As an outgrowth of our present work, we already have identified several research-based teacher and principal evaluation systems with the potential to fill these gaps as well as meet the requirements specified in the REIL program's design.

Table 1 below delineates the milestones, key activities, deliverables, and timelines for the tasks that comprise this task order. Thereafter we discuss each of these four tasks in greater detail. The task activity plan has been developed to both meet the needs described in the request for proposals and provide REIL Leadership with information about the implementation of the teacher and principal evaluation systems to enable continuous refinement and improvement of instruments and processes. Because of the overlap in timelines and activities of tasks 2.1.2 and 2.1.3, we have combined these two tasks into a single task activity.

Table 1 – Task Activity Plan: Teacher and Principal Evaluation Tools (Task 2.1.1)

Task	Milestones	Key Activities	Deliverables	Timeline	Lead Researchers
Framework and instrument development (2.1.1)	(1) Evaluation instrument selection and procurement	<ul style="list-style-type: none"> • Comparison of potential evaluation instruments • Focus groups with key informants and Teacher and Principal Evaluation Transition Teams 	<ul style="list-style-type: none"> • Report on focus group findings, comparison of evaluation instruments, and district waiver requirements 	Completed no later than May 1, 2011	David Stuit, Karen Herbert, Matt Springer, Jeff Springer
	(2) Development of evaluation processes and timelines	<ul style="list-style-type: none"> • Identification of model evaluation processes and training needs for evaluators (particularly in developing inter-rater reliability) based on selected instruments 	<ul style="list-style-type: none"> • Final evaluation tools and processes • Training plans for selected evaluation instruments 		
	(3) Development of training plans and procedures for teacher and principal evaluators	<ul style="list-style-type: none"> • Identification of district waiver requirements for implementation of evaluation instruments 	<ul style="list-style-type: none"> • Teacher and Principal Evaluation Transition Team agendas 		
	(4) Acquisition of/application for waivers for implementation of evaluation instruments and processes	<ul style="list-style-type: none"> • Facilitate acquisition of waivers by districts • Assist REIL Field Specialists in preparing Teacher and Principal Evaluation Transition Teams for implementation 	<ul style="list-style-type: none"> • District waiver documents 		

Table 1 – Task Activity Plan: Teacher and Principal Evaluation Tools (Tasks 2.1.2 – 2.1.3)

Task	Milestones	Key Activities	Deliverables	Timeline	Lead Researchers
<p>Refinement and Validation (2.1.2 - 2.1.3)</p>	<p>(5) Development of validation processes</p> <p>(6) Analysis of evaluation instrument first year data and implementation</p> <p>(7) Analysis of stakeholder feedback</p>	<ul style="list-style-type: none"> • Analysis of midyear evaluation results • Development of process to correlate summative evaluations to value-added analyses • Validation of end-of-year evaluation results with value-added analyses • Inter-rater reliability testing of midyear and end-of-year evaluation results • Focus groups with Teacher and Principal Evaluation Transition Teams 	<ul style="list-style-type: none"> • Report on midyear evaluation results and inter-rater reliability measures • Report on end-of-year evaluation results, inter-rater reliability measures, and validation analyses • Revised evaluation tool(s) and/or processes 	<p><u>Refinement:</u> January 2, 2012 – April 1, 2012.</p> <p><u>Validation:</u> January 2, 2012 – June 1, 2012</p>	<p>Karen Herbert, David Stuit, Jeff Springer, Matt Springer</p>

Table 1 – Task Activity Plan: Teacher and Principal Evaluation Tools (Task 2.1.4)

Task	Milestones	Key Activities	Deliverables	Timeline	Lead Researchers
<p>Validation (2.1.4)</p>	<p>(8) Analysis of revised evaluation instrument data and implementation</p> <p>(9) Analysis of stakeholder feedback</p>	<ul style="list-style-type: none"> • Analysis of evaluation instrument results and validation with value-added analyses • Inter-rater reliability testing • Focus groups with Teacher and Principal Evaluation Transition Teams 	<ul style="list-style-type: none"> • Final report on evaluation results, average inter-rater reliability measures, and recommendations for evaluation system sustainability 	<p>January 2, 2013 – June 1, 2013</p>	<p>Karen Herbert, David Stuit, Jeff Springer, Matt Springer</p>

Task 2.1.1: Framework and Instrument Development

The first phase of this task order will focus on selecting evaluation frameworks and instruments to implement in all REIL Alliance school districts, developing procedures and programs for conducting evaluations and training evaluators, and assisting districts in preparing for implementation in school year 2011-2012.

The initial set of activities and milestones will center on selecting evaluation frameworks and instruments. This work principally will involve conducting comparative analyses of the evaluation tools Basis has identified in our needs assessment of the REIL program, namely: TIES; Charlotte Danielson Framework for Teaching; and VAL-ED. These systems have strong potential for inclusion in the REIL program because of their alignment with standards, familiarity to Alliance school districts, and availability of support resources. They also meet key criteria of the REIL program, including multiple observation/evaluation points, multiple rating categories, and reliability.

Specifically, these systems will be compared on the basis of their: (1) alignment to REIL goals, the Arizona Professional Teaching Standards and, other accepted standards for teachers and principals (such as the Ontario Leadership Framework); (2) costs and implementation requirements; (3) support resources (such as evaluator training); (4) ability to be validated with value-added analyses; and (4) ease of incorporating results into the data management system to be developed for the REIL program.

In addition to this comparative analysis, Basis consultants will conduct focus groups with key teacher and principal informants and the Teacher and Principal Evaluation Transition Teams from each Alliance school district to identify potential implementation challenges and opportunities prior to the first year of implementation.

The second set of activities and milestones will prepare Alliance districts and REIL Leadership for implementation. This work principally will involve developing procedures for conducting evaluations based on the selected instruments and REIL requirements (i.e., five evaluations per year for teachers and three for principals), as well as setting up training programs for evaluators, including development of benchmark cases rated by expert panels.

Additionally, Alliance school districts may require waivers of requirements emanating from Board policies or state statutes to implement REIL evaluations as intended. For example, some districts require principals to be evaluated only by superintendents. The VAL-ED system consists of surveys by teachers and parents, which may not fit this requirement. If VAL-ED were to be selected, some Alliance school district boards may need to issue waivers or approve changes to extant policies. Basis consultants led by Karen Herbert, who is experienced in analyzing state and local policies and statutes, will work with Alliance school districts to identify policies requiring waivers and to obtain these waivers.

Finally, Basis consultants will work with REIL Field Specialists in working with the Teacher and Principal Evaluation Transition Teams to prepare for implementation.

This task activity will begin immediately and conclude by May 1, 2011.

Tasks 2.1.2 and 2.1.3: Refinement and Validation

The key goal during the first year of implementation will be to assess the validity and reliability of the teacher and principal evaluation systems, and subsequently to refine the REIL program’s chosen instruments and processes based on these assessments. As REIL Leadership has already identified, inter-rater reliability is a critical feature of evaluation instruments based on rubrics and performance ratings. In employing such instruments, both educators and supervisors must be assured of the accuracy and objectivity of ratings (Jerald & Van Hook, 2011).¹ Furthermore, evaluation results should relate to other measures of performance, such as value-added analyses.

Basis consultants will analyze both mid-year formative and end-of-year summative evaluation results in terms of their respective inter-rater reliability and relation to the results of the value-added model. Depending on the instrument(s), inter-rater reliability will be assessed using correlations and/or Cohen’s Kappa coefficients, both of which measure the strength of relationship between ratings of the same teacher or principal by different evaluators at the same evaluation point. Evaluator ratings of benchmark cases may also be compared to those of an expert panel using the same methods for training purposes. These analyses will be reported on mid-year evaluations during the spring so that any necessary immediate corrections can be made before summative evaluations are conducted.

Ratings also will be correlated with value-added results to assess the alignment between ratings of practice (overall and for separate content domains) and student achievement outcomes. The process for conducting these analyses will be developed, tested, and refined during the spring of school year 2011-2012 in preparation for use with summative evaluations and student assessments at the end of the school year. Based on the results of both the mid-year and end-of-year evaluations, Basis consultants will make recommendations for refinements and improvements to the evaluation instruments, value-added analyses, and evaluator training programs.

Finally, Basis consultants will conduct focus groups with the district Teacher and Principal Evaluation Transition Teams to gather feedback on perceptions of the quality and usefulness of evaluation instruments and processes, as well as implementation challenges and successes (e.g., the quality of training programs, use of data management systems, etc.). This information will further assist REIL Leadership in refining and improving the evaluation systems for the following school year.

This task activity will begin January 1, 2012. The report on mid-year instrument results will be delivered by April 1, 2012, and the report on end-of-year instrument results and focus group results will be delivered by June 1, 2012.

¹ Jerald, C.D. & Van Hook, K. (2011). *More than measurement: The TAP system’s lessons learned for designing better teacher evaluation systems*. Santa Monica, CA: National Institute for Excellence in Teaching.

Task 2.1.4: Validation

In the final year of this task order, the validation of evaluation instruments will continue with a focus on system sustainability. Basis consultants will again assess inter-rater reliability of mid-year evaluations and provide feedback on these assessments to REIL Leadership. End-of-year evaluation results also will be analyzed in relation to value-added analyses, as described in Tasks 2.1.2 and 2.1.3. Current results will be compared to those for the previous year to assess initial trends and determine whether further refinements to tools or processes are required.

Focus groups also will be conducted with transition teams to gather information on the implementation of the revised evaluation instruments and/or processes. This information will be contrasted with focus group information from the previous year to identify challenges and areas of opportunity for sustaining evaluation systems as part of Alliance district practices.

This task will begin on January 1, 2013, and conclude with a final project report on June 1, 2013.

References

1. COMPANY NAME: Institute of Education Sciences, U.S. Department of Education
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CONTACT PERSON: Dr. Allen Ruby
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E-MAIL ADDRESS: allen.ruby@ed.gov
2. COMPANY NAME: Florida Department of Education
ADDRESS: Turlington Building, Suite 1514, 325 West Gaines Street, Tallahassee, Florida 32399
CONTACT PERSON: Dr. Kathryn S. Hebda
TELEPHONE: 850-245-0891
E-MAIL ADDRESS: kathy.hebda@fldoe.org
3. COMPANY NAME: Organisation for Economic Co-Operation and Development
ADDRESS: Room MBAT 3216, Marshall Building 2, rue Andre Pascal F-75775 Paris Cedex 1
CONTACT PERSON: Dr. Alejandro Gomez Palma
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E-MAIL ADDRESS: alejandro.gomez@oecd.org
4. COMPANY NAME: National Heritage Academies, Inc.
ADDRESS: 3850 Broadmoor Ave., SE Suite 201, Grand Rapids, MI 49512
CONTACT PERSON: Dr. Nick Sheltrown
TELEPHONE: 616-777-2360
E-MAIL ADDRESS: nsheltrown@heritageacademies.com
5. COMPANY NAME: Grand Rapids Public Schools
ADDRESS: 1331 Franklin SE, P.O. Box 117, Grand Rapids, MI 49501
CONTACT PERSON: Ms. Fredericka Williams
TELEPHONE: 616-819-2000
E-MAIL ADDRESS: williamsf@grps.k12.mi.us

Qualifications

Basis Policy Research (“Basis”) is an independent consulting firm based in Raleigh, North Carolina. We serve clients throughout the United States, including a growing list of governments, foundations, non-profits, and private companies that trust Basis to deliver reliable evidence to inform policy and guide decision-making. By virtue of our work with these clients, and our prior experience in related academic and consulting endeavors, Basis is uniquely positioned to assist Maricopa County Education Service Agency (“MCESA”) and its partners in the development, implementation, and evaluation of the Rewarding Excellence in Instruction and Leadership (“REIL”) program.

Presently, Basis is partnered with MCESA on several REIL planning grant activities under the terms of RFQ: PQ11004. These activities include:

1. Assisting in the analysis of current local assessment systems administered by REIL Alliance districts;
2. Assisting with the procurement of benchmark assessment systems;
3. Conducting analyses of current REIL Alliance district evaluation systems, policies, administrative procedures, and state statutes;
4. Assisting in recommending a viable evaluation framework for teachers and principals to ADE and SBE pursuant to Senate Bill 1040;
5. Conducting an assessment of current data management systems in REIL districts and establish criteria for the acquisition of a data management system; and
6. Providing guidance on the development and/or adoption of a value-added model for the REIL program.

Additionally, Basis partners and consultants have led a number of related educator compensation-oriented projects, including:

- Development and submission of the State of Tennessee’s winning TIF Program Grant Proposal;
- Design and development of performance evaluation measures and educator incentive pay program for the State of Florida;
- Technical assistance on administrator evaluation and pay for performance systems for Grand Rapids School District, Michigan;
- Technical assistance on Teacher and School Productivity Models for the National Heritage Academies, Inc.;
- Project on Incentives in Teaching (POINT) experiment in Metro Nashville Public Schools and the National Center on Performance Incentives;

- Development of alternative measures of teacher effectiveness for the Florida Department of Education;
- Development of school value-added models for the Walton Family Foundation's School Quality Matrix Project;
- Evaluation of New York City's School-Wide Performance Bonus Program for the New York City Fund for Public Schools; and
- Evaluations of the District Awards for Teaching Excellence Program and Texas Governor's Educator Excellence Award: Texas Educator Excellence Grant Program for the Texas Education Agency.

Basis offers MCESA a diversity of client services, including: program evaluation; statistical analysis; qualitative analysis; cost-benefit research; research design; survey research; proposal writing; and data management. In addition to our own core capabilities, we offer our clients access to an extensive network of nationally-recognized experts in the fields of economics, public policy, and education. Drawn from leading universities and think tanks, these experts ensure that the REIL program will receive sound, actionable research from highly-collaborative and multi-disciplinary teams of scholars and analysts.

All three of our managing partners – Matt Springer, David Stuit, and Jeff Springer – will be actively engaged in our partnership with MCESA. One Basis managing partner will be assigned to each task order based upon that partner's particular domain expertise, experience, and skill set. However, the remaining two managing partners will be apprised of task progress and available to consult on all matters in an advisory capacity. One or more Basis consultants will be assigned to each task order and Basis managing partner, ensuring that MCESA is afforded not only the highest quality work product, but also continuous access to our firm's capabilities and personnel. Should need or desire arise for their involvement, we would be happy to invite select additional industry experts from within our relationship network to collaborate with our team and MCESA.

Biographies for Basis consultants assigned to this task order follow below. Short-form resumes complete this section.

Managing Partners

Matt Springer is director of the federally-funded National Center on Performance Incentives and research assistant professor of public policy and education at Vanderbilt University. Matt's current research includes studies of: the impact of teacher pay-for-performance on student achievement and teacher turnover, mobility, and quality; the strategic resource allocation decision-making of schools in response to No Child Left Behind; the impact of school finance litigation on resource distribution; and the role of school choice in contemporary education policy. He recently served on the Assistant Secretary of Elementary and Secondary Education's roundtable on teacher and principal

performance pay programs. He also has worked on several advisory committees charged with designing performance-based compensation systems for teachers and/or principals at the state and district level, and conducted analyses of school finance systems in Alaska, Kentucky, Missouri, and South Carolina. Prior to joining the faculty at Vanderbilt University, Matt was a teacher and administrator at a boarding school in upstate New York. He holds a BA in education and psychology from Denison University and a PhD in education finance and policy from Vanderbilt University's Peabody College.

David Stuit leads research and consulting on policy and finance for school districts, state departments of education, and other education-related organizations. Stuit is a fellow at the Foundation for Educational Choice and an Emerging Education Policy Scholar at the American Enterprise Institute. He specializes in education program evaluation using advanced statistical and econometric modeling. Currently he is leading a national study of Catholic School effectiveness for the Walton Family Foundation, conducting a multi-state study of chronically low-performing schools for the Thomas B. Fordham Institute, and designing value-added models to measure teacher effectiveness for a variety of educational organizations. He holds a PhD in leadership and policy studies from Vanderbilt University and master's degree in educational policy from the University of Colorado. While at Vanderbilt, Stuit was a fellow in the U.S. Department of Education's Institute of Education Sciences' pre-doctoral training program. Prior to joining Basis, Stuit served as a consultant for Arroyo Research Services, a policy researcher for the Education Commission of the States, and a classroom teacher for the Cherry Creek School District in Denver, CO.

Jeff Springer conducts quantitative and mixed-methods research for Basis clients with an emphasis on data management and statistical programming. Jeff's current projects include a multi-state study of the effects of federal accountability on school performance and research on the equity and adequacy of Tennessee's school funding formula. His research interests include accountability systems, education finance, performance-based compensation, and data-driven decision-making in K-12 education. Prior to founding Basis, Jeff worked in information technology venture capital, strategic consulting, buy-side asset management, and investment banking. He holds an MBA from Vanderbilt's Owen Graduate School of Management and a BA in Politics from Princeton University, and currently is completing his PhD in the Leadership, Policy and Organizations department at Vanderbilt University's Peabody College.

Consultants

Karen Herbert is a researcher and policy analyst in K-12 public education. She specializes in district, state, and federal policy, particularly in the areas of teacher quality, school reform, and policy implementation. Her work has been presented to the Texas State Board for Educator Certification, the Texas State Senate Committee on Education, and at a number of national conferences. She also serves on the boards of directors of two independent schools in Austin, Texas. She recently completed a doctorate from the University of Texas at Austin where her dissertation research focused on performance-based compensation systems for teachers.



Matthew G. Springer
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Recent Work Experience

- 2006 – Present Research Assistant Professor of Public Policy and Education. Peabody College of Vanderbilt University. Nashville, Tennessee.
- 2006 – Present Director. National Center on Performance Incentives. Peabody College of Vanderbilt University. Nashville, Tennessee.
- 2009 – Present Partner. Basis Policy Research, LLC. Raleigh, North Carolina.
- 2005 – 2006 Project Manager. National Center on School Choice. Peabody College of Vanderbilt University. Nashville, Tennessee.
- 2005 – 2006 Assistant Director of Policy Research. Peabody Center for Education Policy. Peabody College of Vanderbilt University. Nashville, Tennessee.

Select Recent Research Activities

- 2006 – Present Principal Investigator and Director. National Center on Performance Incentives. United States Department of Education. Institute of Education Sciences.
- 2009 – Present Co-Principal Investigator. National Impact Evaluation of Teacher Incentive Fund. United States Department of Education. Institute of Education Sciences.
- 2009 – Present Principal Investigator. Evaluation of New York City’s School-Wide Performance Bonus Program. New York City Fund for Public Schools.
- 2008 – 2010 Principal Investigator. Evaluation of the District Awards for Teaching Excellence Program. Texas Education Agency.
- 2008 – 2009 Principal Investigator. Evaluation of a Team-Level Pay for Performance Program. Michael and Susan Dell Foundation.
- 2007 – 2009 Principal Investigator. Evaluation of the Texas Governor’s Educator Excellence Award: Texas Educator Excellence Grant Program. Texas Education Agency.
- 2006 – 2009 Principal Investigator. Evaluation of the Texas Governor’s Educator Excellence Award Program: Governor’s Educator Excellence Grant Program. Texas Education Agency.
- 2006 – 2010 Principal Investigator. The Impact of Teacher Pay for Student Performance on Student Outcomes. Nashville Alliance for Public Education.

Education

- 2002 – 2006 Vanderbilt University, Peabody College, Nashville, Tennessee.
Ph.D. Major Fields: Education Finance and Policy.
- 1994 – 1998 Denison University, Granville, Ohio.
B.A. with honors. State certified psychology and sociology teacher.
Major Fields: Education and Psychology.



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Professional Experience

- 2009 – Present Partner. Basis Policy Research, LLC . Raleigh, North Carolina.
- 2007 – 2009 Research Associate. Arroyo Research Services. Los Angeles, California.
- 2005 – 2007 Research Associate. National Center on School Choice, Vanderbilt University. Nashville, Tennessee.
- 2003 – 2004 Researcher. Education Commission of the States. Denver, Colorado.
- 2001 –2003 Teacher. Cherry Creek School District. Greenwood Village, Colorado

Select Research Activities

- 2010 – Present Lead Consultant. Grand Rapids Public Schools Human Capital Reform.
- 2010 – Present Principal Investigator. Evaluation of Believe 2 Become Initiative. DeVos Foundation.
- 2009 – Present Co-Principal Investigator. The Walton Family Foundation School Quality Matrix. Walton Family Foundation.
- 2009 – 2010 Principal Investigator. Study of Longitudinal Trends of Low-Performing Schools. Thomas B. Fordham Institute.
- 2009 – 2010 Co-Principal Investigator. Evaluation of the Texas Dropout Recovery Pilot Program. Texas Education Agency.
- 2010 – 2012 Principal Investigator. Multi-state study of the Impact of Summer Learning Interventions. National Heritage Academies, Inc.
- 2005 – 2008 Fellow. Institute for Education Sciences pre-doctoral training fellowship in Experimental Research. U.S. Department of Education

Education

- 2009 Ph.D., Vanderbilt University, Nashville, TN. Major Field: Leadership and Policy Studies. Advisor: Dale Ballou
- 2004 M.A. University of Colorado, Boulder, CO. Major Field: Education Policy. Degree awarded with honors. Advisor: Kevin Welner
- 2001 B.A. Hope College, Holland, MI. Major Field: Social Studies. Degree awarded with honors.



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Recent Work Experience

- 2009 – Present Partner. Basis Policy Research, LLC. Raleigh, North Carolina.
- 2007 – 2010 Research Associate. Management, Analysis & Planning, Inc. Nashville, Tennessee.
- 2005 – Present Graduate Research Assistant. Vanderbilt University. Nashville, Tennessee.
- 2001 – 2003 Strategic Consultant. Independent. New York, New York.
- 1998 – 2001 Principal. Prospect Street Ventures. New York, New York.

Select Recent Research Activities

- 2010 – Present Principal Investigator. Rewarding Excellence in Instruction and Leadership (REIL) Planning Grant. Maricopa County, Arizona.
- 2009 – 2010 Investigator. Development and Submission of Tennessee’s Teacher Incentive Fund (TIF) Grant Proposal. State of Tennessee.
- 2007 – Present Principal Investigator. Evaluation of Tennessee’s Public Education Finance System (Basic Education Program 2.0). Tennessee School Systems for Equity.
- 2007 – Present Research Assistant. Evaluation of the Texas Governor’s Educator Excellence Award: Texas Educator Excellence Grant Program. State of Texas.
- 2006 – Present Research Assistant. National Center on Performance Incentives. Vanderbilt University, and the United States Department of Education, Institute of Education Sciences.
- 2006 – 2009 Investigator. No Child Left Behind and Achievement Tradeoffs. Vanderbilt University, and the Smith-Richardson Foundation.
- 2005 – 2010 Research Assistant. Project on Incentives in Teaching (POINT Experiment). Vanderbilt University, and Metro Nashville Public Schools.

Education

- 2005 – Present Vanderbilt University, Peabody College, Nashville, Tennessee.
Ph.D. (expected 2011). Major Field: Education Policy and Finance.
- 2003 – 2005 Vanderbilt University, Owen School of Management, Nashville, Tennessee.
M.B.A. Major Field: Leadership, Innovation, and Organizations.
- 1991 – 1995 Princeton University, Princeton, New Jersey.
B.A. Major Field: Politics.



Karen S. Herbert

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Recent Work Experience

- 2009 – 2010 Research Assistant. E3 Alliance. Austin, Texas
- 2006 – 2007 Texas Educator Excellence Grants Program Manager and Program Evaluation Quality Coordinator. Texas Education Agency. Austin, Texas.
- 2004 – 2006 Program Specialist in Research. SEDL. Austin, Texas
- 2004 – 2004 Research Specialist. State Board for Educator Certification. Austin, Texas
- 1999 – 2002 Research Assistant. Carnegie Foundation for the Advancement of Teaching. Stanford, California.

Select Recent Research Activities

- 2009 – 2010 Principal Investigator (dissertation research). Making Sense of Performance Pay: Sensemaking and Sensegiving in Implementation of Compensation Reform. The University of Texas at Austin.
- 2009 – 2010 Research Assistant. Longitudinal Analysis of Student Achievement and Retention in Central Texas. E3 Alliance. Bill and Melinda Gates Foundation.
- 2006 – 2007 Contract Manager. Evaluation of the Texas Educator Excellence Grants program. Texas Education Agency.
- 2006 – 2007 Contract Manager. Evaluation of the Governor’s Educator Excellence Grants program. Texas Education Agency.
- 2004 – 2006 Investigator. Implementation and Outcomes of SEDL’s Working Systemically Model. SEDL. Regional Educational Laboratory, Institute of Education Sciences.
- 1999 – 2002 Research Assistant. Capacity for Coherent Policy Implementation in Schools and Districts. Carnegie Foundation for the Advancement of Teaching. William and Flora Hewlett Foundation.

Education

- 2010 The University of Texas at Austin, College of Education, Austin, Texas.
Ph.D. Major Field: Education Policy and Planning.
- 1998 Michigan State University, College of Education, East Lansing, Michigan.
M.A. Major Field: Educational Psychology.
- 1992 The University of Texas at Austin, Austin, Texas.
B.A. Major Field: Psychology and Marketing.

Budget

Task Order 2.1.1.1 Teacher and Principal Evaluation Tools	David Stuit Senior Consultant	Matt Springer Senior Consultant	Jeff Springer Senior Consultant	Karen Herbert Junior Consultant	Task and Task Order Totals
Task 2.1.1.1.1					
Hourly Rate	\$200	\$200	\$200	\$150	\$184
Hours Committed	50	25	10	40	125
Service Costs	\$10,000	\$5,000	\$2,000	\$6,000	\$23,000
Travel Expenses	\$1,000	\$0	\$0	\$1,000	\$2,000
Total Costs	\$11,000	\$5,000	\$2,000	\$7,000	\$25,000
Tasks 2.1.1.2 - 2.1.1.3					
Hourly Rate	\$200	\$200	\$200	\$150	\$182
Hours Committed	145	25	50	120	340
Service Costs	\$29,000	\$5,000	\$10,000	\$18,000	\$62,000
Travel Expenses	\$1,000	\$0	\$0	\$1,000	\$2,000
Total Costs	\$30,000	\$5,000	\$10,000	\$19,000	\$64,000
Task 2.1.1.4					
Hourly Rate	\$200	\$200	\$200	\$150	\$174
Hours Committed	50	10	25	90	175
Service Costs	\$10,000	\$2,000	\$5,000	\$13,500	\$30,500
Travel Expenses	\$750	\$0	\$0	\$750	\$1,500
Total Costs	\$10,750	\$2,000	\$5,000	\$14,250	\$32,000

Blended Hourly Rate	\$180
Total Hours Committed	640
Total Service Costs	\$115,500
Total Travel Expenses	\$5,500
Gross Task Order Costs	\$121,000