

# Daniela R. Amaya

## CURRICULUM VITAE

University of California, Los Angeles (UCLA)  
School of Education & Information Studies

danielaamaya@ucla.edu

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### EDUCATION

Ph.D. student in Higher Education & Organizational Change, Certificate in Advanced Quantitative Methodology in Educational Research  
UCLA School of Education & Information Studies, expected 2028

M.A. in Higher Education & Organizational Change  
UCLA School of Education & Information Studies, 2024

B.S. in Economics with a Finance Concentration, Minor in French Studies  
Duke University, 2018

### PROFESSIONAL EXPERIENCE

2023 – present	Graduate Student Researcher, UCLA
2023 – present	Research Consultant, Plus Alpha Research & Consulting
2022 – present	Research Consultant, Just Educators
2023 – 2023	Planning & Research Analyst, College of San Mateo
2022 – 2022	Education Researcher, SRI International
2020 – 2022	Education Research Associate, SRI International
2019 – 2020	Education Research Assistant, SRI International

### TECHNICAL SKILLS

Computational Languages	R, SQL, ArcGIS, GitHub, Stata, Python, Qualtrics, Dedoose Spanish (native fluency), French (professional working proficiency)
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### PEER-REVIEWED PUBLICATIONS\*

**Amaya, D. R.**, Parker, C. E., & Thomas, K. (2024). Culturally sustaining pedagogy & open educational practices in K-8 amidst high-stakes testing. In T. Tijerina (Ed.), *Pedagogy opened, Innovative theory and practice* (pp. 79-96). University of North Georgia Press.

<https://alg.manifoldapp.org/read/pedagogy-opened-v1-a3/>

Pratt-Williams, J., Harris, J., **Saucedo, D.**, & Mislevy, J. (2021). *Cost-feasibility analysis toolkit for supplemental online programs* (REL 2021-105). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia.

<https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2021105>

Mislevy, J., Schmidt, R., Puma, M., Ezekoye, A., & **Saucedo, D.** (2020). *Comparing the achievement of students in Virtual Virginia and face-to-face courses*. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia.

<https://files.eric.ed.gov/fulltext/ED602892.pdf>

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\* Name changed from Saucedo to Amaya in 2023

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## RESEARCH BRIEFS

- Amaya, D. R.**, Rios-Aguilar, C., Cortez Bravo, D., Gomez, M., Guzman, N., Gardner, H., Castruita, C., Salazar, R. (2025). *Student voice project: Glendale Community College final brief*. UCLA School of Education & Information Studies.
- Amaya, D. R.**, Rios-Aguilar, C., Gomez, M., Guzman, N., Gardner, H., Burgos-Calvillo, R., Salazar, R., Cortez Bravo, D., & Sanchez, E. (2025). *Student voice project: Los Angeles Valley College final report*. UCLA School of Education & Information Studies.
- Warner, M., **Saucedo, D.**, Park, C. (2023). *Equitably measuring student progress to graduation in alternative high schools: Insights from the Engage New England initiative*. SRI International. [https://collegecareerpathways.org/wp-content/uploads/2023/05/Equitably-Measuring-Student-Progress-to-High-School-Graduation\\_Barr\\_04122023\\_Acc.pdf](https://collegecareerpathways.org/wp-content/uploads/2023/05/Equitably-Measuring-Student-Progress-to-High-School-Graduation_Barr_04122023_Acc.pdf)
- Mugo, M., **Saucedo, D.**, Soso, S., & Bekele, A. (2021). *Wealth, equity, and STEM: Increasing STEM access and participation of students from economically disadvantaged backgrounds*. National Science Foundation, NSF INCLUDES Coordination Hub. <https://acrobat.adobe.com/link/track?uri=urn%3Aaid%3Aascds%3AUS%3Aadc0399f-3723-42ec-8688-4b5809b1757f#pageNum=1>
- Mugo, M., Bekele, A., & **Saucedo, D.** (2021). *Evidence-based strategies for attracting and retaining girls and women in STEM*. National Science Foundation, NSF INCLUDES Coordination Hub. <https://swe.org/wp-content/uploads/2021/08/Evidence-based-Strategies-for-Attracting-and-Retaining-Girls-and-Women-in-STEM.pdf>
- Knudsen, J., Lundh, P., Hsiao, M., & **Saucedo, D.** (2020). *Zearn math curriculum study professional development final report*. SRI Education; TERC. <https://www.sri.com/publication/education-learning-pubs/zearn-math-curriculum-study-professional-development-final-report/>
- Mugo, M., & **Saucedo, D.** (2020). *Inclusivity and accessibility for individuals with disabilities in STEM*. National Science Foundation, NSF INCLUDES Coordination Hub. <https://www.includesnetwork.org/blogs/jenna-rush1/2020/08/28/coordination-hub-research-brief-inclusivity-and-ac>
- Mugo, M., Bekele, A., & **Saucedo, D.** (2020). *Broadening participation in STEM: Evidence-based strategies for improving equity and inclusion of individuals in underrepresented racial and ethnic groups*. National Science Foundation, NSF INCLUDES Coordination Hub. [https://napequity.org/wp-content/uploads/Hub-Research-Brief\\_Broadening-Participation-for-Individuals-from-Underrepresented-Racial-and-Ethnic-Groups.pdf](https://napequity.org/wp-content/uploads/Hub-Research-Brief_Broadening-Participation-for-Individuals-from-Underrepresented-Racial-and-Ethnic-Groups.pdf)

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## CONFERENCE PRESENTATIONS

- Rios-Aguilar, C., Gutierrez, K., & **Amaya, D. R.** (2025, April). *Conviviendo por y con Luis C. Moll [Conviviality for and with Luis C. Moll]: Bridging Funds of Knowledge, Vygotsky, and educational equity* [Conference presentation]. American Educational Research Association (AERA); Denver, CO, United States.
- Parker, C., Thomas, K., & **Saucedo, D.** (2022, September). *From free to freedom: Opportunities and challenges for culturally sustaining pedagogy in K-12 open educational resources* [Conference presentation]. Society for Research on Educational Effectiveness (SREE); Arlington, VA, United States.

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## INVITED LECTURES & PRESENTATIONS

- Amaya, D. R.** (2025, September). *Research Practicum in Education Panel Discussion*. UCLA School of Education & Information Studies.
- Amaya, D. R.** (2025, August). Keynote Speaker, “Power anywhere where there’s people”: *Learnings from the student voice project*. Los Angeles Valley College, Opening Day General Session.
- Amaya, D. R.** (2025, July). *Learning together: A UCLA and community college research-practice partnership centering student voice*. California State University Dominguez Hills, College of Education.
- Amaya, D. R.** (2024, November). *Introduction to Inferential Statistics*. California State University Channel Islands, School of Education.
- Amaya, D. R., & Rios-Aguilar, C.** (2024, September). *Leading with data, action, & impact*. Glendale Community College, Professional Development Institute Day.
- Amaya, D. R.** (2024, April). *Capitalism and higher education: Legacies from the Reconstruction era*. Glendale Community College, Ethnic Studies Department.

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## PROFESSIONAL BLOGS

- Saucedo, D., & Jimenez, C.** (2021, July 20). *Valuing student experiences: An introduction to Culturally Responsive Education (CRE)*. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. [https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog45\\_valuing-student-experiences\\_intro-to-CRE.asp](https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog45_valuing-student-experiences_intro-to-CRE.asp)
- Saucedo, D.** (2021, January 25). *More than getting to the door: Non-academic supports to ensure students graduate from college (Part 3—Institutional knowledge required to navigate higher education systems)*. SRI Education, College & Career Pathways. <https://collegecareerpathways.org/more-than-getting-to-the-door-non-academic-supports-to-ensure-students-graduate-from-college-part-3-institutional-knowledge/>
- Saucedo, D.** (2020, December 22). *More than getting to the door: Non-academic supports to ensure students graduate from college (Part 2—Financial supports beyond institutional financial aid)*. SRI Education, College & Career Pathways. <https://collegecareerpathways.org/more-than-getting-to-the-door-part-2-financial-supports/>
- Ball, A., & **Saucedo, D.** (2019, August 22). *Are open educational resources the new textbooks?* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. <https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog20-open-educational-resources-the-new-textbooks.asp>

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## ANNOTATED BIBLIOGRAPHIES

- Saucedo, D.** (2021). *What is the impact of Culturally Relevant Teaching (CRT) professional development and training on K–12 student academic outcomes?* Ask A REL Appalachia at SRI International. [https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/100\\_AAR\\_508.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/100_AAR_508.pdf)

- Saucedo, D.** (2020). *What challenges do students experience when re-entering school after a crisis or extended school closure, and what strategies can educators use to support student needs during re-entry?* Ask A REL Appalachia at SRI International.  
[https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/88\\_AAR\\_508.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/88_AAR_508.pdf)
- Saucedo, D.** (2020). *What does the research say about measuring teacher well-being, stress, and burnout after a crisis event?* Ask A REL Appalachia at SRI International.  
[https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/98\\_AAR\\_508.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/98_AAR_508.pdf)
- Saucedo, D.** (2020). *What outcomes are associated with enrollment in Advanced Academic or Gifted and Talented programs in elementary and middle school?* Ask A REL Appalachia at SRI International.  
[https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/78\\_AAR\\_508.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/78_AAR_508.pdf)
- Saucedo, D.** (2019). *Are standardized test scores or high school GPA more predictive of college enrollment and retention for rural students?* Ask A REL Appalachia at SRI International.  
[https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/73\\_AAR\\_508.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/73_AAR_508.pdf)
- Saucedo, D.** (2019). *Does coaching improve high school teachers' instructional practice and self-efficacy?* Ask A REL Appalachia at SRI International.  
[https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/75\\_AAR\\_508.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/75_AAR_508.pdf)
- Saucedo, D.** (2019). *What are some promising practices to address racially motivated hate crimes and promote a positive school climate in middle and high schools?* Ask A REL Appalachia at SRI International.  
[https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/66\\_AAR\\_508.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/66_AAR_508.pdf)
- Saucedo, D.** (2019). *What are some research-based practices for closing racial, socioeconomic, and disability-based achievement gaps in science for elementary, middle, and high school students?* Ask A REL Appalachia at SRI International.  
[https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/61\\_AAR\\_508.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/61_AAR_508.pdf)
- Saucedo, D.** (2019). *What classroom management strategies, particularly for middle and high school teachers, are supported by evidence of effectiveness?* Ask A REL Appalachia at SRI International.  
[https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/69\\_AAR\\_508.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/pdf/69_AAR_508.pdf)

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#### RESEARCH PROJECTS

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| 2024 – present | Circle-of-Champions: Converting Latine STEM Students' Social Capital into Academic Capital. <i>Evaluation Coordinator</i> . Funded by the National Science Foundation.   |
| 2023 – present | Learning Together, UCLA x Community College Research-Practice Partnership. <i>Research Team Lead</i> . Funded by the UCLA School of Education & Information Science.   |
| 2024 – 2025    | Evaluation of Excellence for English Learners (ExcEL). <i>Quantitative Analyst</i> . Funded by the U.S. Department of Education, Office of English Language Acquisition (OELA).  |
| 2022 – 2022    | Regional Educational Laboratory (REL) Appalachia, Virginia Department of Education (VDOE) Virtual Virginia Replication Study. <i>Data Programmer</i> . Funded by the U.S. Department of Education, Institute for Education Sciences (IES). |

2021 – 2022	Evaluation of the New Teacher Center’s Instructional Coaching Model. <i>Data Programmer</i> . Funded by the U.S. Department of Education, Education Innovation and Research (EIR).
2021 – 2022	K-12 OER Evaluation. <i>Project Coordinator</i> . Funded by the William and Flora Hewlett Foundation.
2019 – 2022	Evaluation of Career Connected Pathways. <i>Project Manager</i> . Funded by the U.S. Department of Education, Education Innovation and Research (EIR).
2019 – 2022	Evaluation of Engage New England. <i>Extant Data Coordinator &amp; Site Visitor</i> . Funded by the Barr Foundation.
2019 – 2021	NSF INCLUDES Coordination Hub. <i>Project Manager</i> . Funded by the National Science Foundation.
2019 – 2021	Regional Educational Laboratory (REL) Appalachia, Ask-A-REL literature review desk. <i>Project Lead</i> . Funded by the U.S. Department of Education, Institute for Education Sciences (IES).
2019 – 2021	Regional Educational Laboratory (REL) Appalachia, Virginia Department of Education (VDOE) Virtual Virginia Cost Analysis and Outcomes Study. <i>Research Associate</i> . Funded by the U.S. Department of Education, Institute for Education Sciences (IES).

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#### AWARDS AND HONORS

2025	Open Education Global Award for Open Pedagogy, <i>Pedagogy opened, Innovative theory and practice</i> . <a href="https://awards.oeglobal.org/awards/2025/open-practices/pedagogy-opened/">https://awards.oeglobal.org/awards/2025/open-practices/pedagogy-opened/</a>
2024 – 2025	UCLA School of Education Regents Fellowship
2023 – 2024	UCLA School of Education Regents Fellowship
2023 – 2024	UCLA Gordon and Olga Smith Fellowship

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#### PROFESSIONAL MEMBERSHIPS

2024 – present	American Educational Research Association (AERA)
2021 – present	Society for Research on Educational Effectiveness (SREE)

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#### PROFFESIONAL TRAININGS

2025	Summer Institutes in Computational Social Science. University of California Los Angeles, <i>Instructors Dr. Jennie E. Brand and Dr. Ian Lundberg</i> . Funded by the National Science Foundation.
2024	Improving Evaluations of R&D in STEM Education. Northwestern University, <i>Instructors Dr. Larry V. Hedges and Dr. Eric Hedberg</i> . Funded by the National Science Foundation.