

## EDUCATION

- Ed.D.** Education Policy, Leadership, and Instructional Practice, Harvard Graduate School of Education. Advisors: Meira Levinson, Richard Murnane, John Willett
- Ed.M.** International Education Policy, Harvard Graduate School of Education
- B.A.** History (with distinction), Yale University

## EMPLOYMENT

- 2023 – present** Director of Research, USC EdPolicy Hub, Rossier School of Education, University of Southern California
- 2022 – present** Co-Director, Center for Applied Research in Education, Center for Economic and Social Research, University of Southern California.
- 2016 – present** Behavioral Scientist, Center for Economic and Social Research.
- 2015 – 2016** Full Policy Researcher, RAND Corporation.
- 2011 – 2015** Associate Policy Researcher, RAND Corporation.
- 2002 – 2005** Educational Programs Manager, EF Educational Tours.
- 2001 – 2002** Educational Programs Coordinator, EF Educational Tours.
- 1999 – 2001** Tour Consultant, EF Educational Tours.
- 1998 – 1999** High School Teacher: World History and AP European History, Pinewood School.

## PEER-REVIEWED PUBLICATIONS (GOOGLE SCHOLAR CITATIONS = 2,395, H-INDEX = 12, I10INDEX=15)

- Polikoff, M. S., Fienberg, M., Silver, D., Garland, M., **Saavedra, A.**, & Rapaport, A. (in press). Who wants to say “gay?” Public opinion about LGBT issues in the curriculum. *Journal of LGBT Youth*.
- **Saavedra, A.**, Rapaport, A., Lock Morgan, K., Garland, M., Liu, Y., Hoepfner, D., Hu, A., & Haderlein, S.K. (2022). The Impact of Project-Based Learning on AP Exam Performance. *Educational Evaluation and Policy Analysis*. 44 (4)
- Silver, D., Polikoff, M., **Saavedra, A.**, Garland, M., Haderlein, S., & Rapaport, A. (2022). The Subjective Value of Postsecondary Education in the Time of COVID: Evidence from a Nationally Representative Panel. *Peabody Journal of Education*. 97 (3), 344-368.
- Polikoff, Morgan S., Silver, D. Garland, M., **Saavedra, A.**, Rapaport, A.G., and Fienberg, M. (2022). The Impact of a Messaging Intervention on Parents’ School Hesitancy During COVID-19. *Educational Researcher*. 51 (2), 156-159.
- Haderlein, S.K., **Saavedra, A.**, Polikoff, M., Silver, D., Rapaport, A., Garland, M. (2021). Educational Access by Race/Ethnicity, Income, and Region in the Time of COVID: Evidence from a Nationally Representative Panel of American Families. *AERA Open* Vol. 7 2021
- Breakstone, J., Smith, M., Wineburg, S., Rapaport, A., Carle, J., Garland, M., & **Saavedra, A.** (2021). Students’ civic online reasoning: A national portrait. *Educational Researcher*. 50 (8): 505-515.
- **Saavedra, A.**, Rapaport, A., Lock Morgan, K., Garland, M., Liu, Y., Hoepfner, D., Hu, A., & Haderlein, S.K. (2021). Knowledge in Action Efficacy Study Over Two Years. University of Southern California. ERIC Number: ED616435

- **Saavedra, A.** (2016). Academic Civic Mindedness and Model Citizenship in International Baccalaureate Diploma Programmes. *The Social Studies* 107 (1) 1-13
- **Saavedra, A.** (2014). The Academic Impact of Enrollment in International Baccalaureate Diploma Programs: A Case Study of Chicago Public Schools. *Teachers College Record* 116 (5)
- **Saavedra, A.,** Lavore, E. & Flores, G. (2014). The International Baccalaureate Diploma Programme in Mexico as Preparation for Higher Education. *Compare: A Journal of Comparative and International Education.* 46 (3), 344-368.
- **Saavedra, A.** (2012). From Dry to Dynamic Civic Education Curricula in *Making Civics Count*, Eds. Campbell, D., Hess, F. & Levinson, M. Cambridge, MA: Harvard Education Press.
- **Saavedra, A. & Saavedra, J.E.** (2011) Do Colleges Cultivate Critical Thinking, Problem Solving, Writing and Interpersonal Skills? *Economics of Education Review* 30 (6) 1516-1526.

## NON-PEER REVIEWED PUBLICATIONS

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- Saavedra, A., & Rapaport, A. (2024). Key lessons from research about project-based teaching and learning. *Phi Delta Kappan.* 105 (5)
- **Saavedra, A.,** Rapaport, A., Lock Morgan, K., Garland, M., Liu, Y., Hoepfner, D., Hu, A., & Haderlein, S.K. (2021). Project-based learning in AP classrooms: Lessons from research. *Phi Delta Kappan.* 103 (3)
- **Saavedra, A. & Opfer, D.** (2012). Learning 21<sup>st</sup> -Century Skills Requires 21<sup>st</sup>-Century Teaching. *Phi Delta Kappan* 94 (2)
- **Saavedra, A. & Opfer, D.** (2012). Teaching and Learning 21<sup>st</sup> Century Skills: Lessons from the Learning Sciences. New York: Asia Society
- **Saavedra, A. & Steele, J.** (2012). Implementation of the Common Core State Standards: Recommendations for the Department of Defense Education Activity Schools. Santa Monica, CA: Rand Corporation, OP 384-OSD

## SELECTED BLOGS, TRADE JOURNALS, POPULAR PRESS ARTICLES

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- Saavedra, A. & Polikoff, M. (2023). Many families don't know how much the pandemic harmed their child's learning; that's a problem. EdSource. Retrieved from: [\[LINK\]](#)
- **Saavedra, A.,** Levinson, M. & Polikoff, M. (2022). Survey: Americans broadly support teaching about (most) controversial topics in the classroom. Brookings. Retrieved from [\[LINK\]](#)
- Silver, D., **Saavedra A.,** & Polikoff, M. (2022). Low parent interest in covid recovery interventions should worry educators and policymakers alike. Brookings. Retrieved from [\[LINK\]](#)
- **Saavedra, A.,** Rapaport, A., Polikoff, M., & Silver, D. (2021). Are fiery school-board meetings representative of all parents? Brookings. Retrieved from [\[LINK\]](#)
- Garland, M., Polikoff, M., & **Saavedra. A.** (2021). Concerns about child well-being during the 2020-21 school year were greatest among parents of remote learners. *Brookings.* Retrieved from [\[LINK\]](#)
- **Saavedra, A.,** & Polikoff, M. (2021). Analysis: Tutoring, Summer School, Pods — Survey Finds Parents Aren't So Thrilled About Most K-12 COVID Recovery Solutions on the Table. *74million.org.* Retrieved from [\[LINK\]](#)
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- **Saavedra, A.**, Rapaport, A., & Silver, D. (2021). Why some parents are sticking with remote learning—Even as schools reopen. *Brookings*. Retrieved from [\[LINK\]](#)
- **Saavedra, A.**, Polikoff, M., Silver, D., & Rapaport, A. (2021). Almost everyone is concerned about K-12 students' academic progress. *Brookings*. Retrieved from [\[LINK\]](#)
- **Saavedra, A.** & Rapaport, A. (4-12-2021). Analysis, Project-based Learning or Lectures? *74million.org*. Retrieved from [\[LINK\]](#)
- **Saavedra, A.**, Rapaport, A., Silver, D., Polikoff, M., Garland, M., & Haderlein, S. (12-15-2020). Evidence of COVID-19's Impact on K-12 Education Points to Critical Areas of Intervention. *The Evidence Base*. Retrieved from [\[LINK\]](#)
- Rapaport, A., **Saavedra, A.**, Silver, D. & Polikoff, M. (11-18-2020). Surveys show things are better for students than they were in the spring—or do they? *Brookings*. Retrieved from [\[LINK\]](#)
- **Saavedra, A.**, Rapaport, A., & Silver, D. (11-17-2020). Matching supports to student needs: Survey results highlight where schools, policymakers can help. *CPRE Evidence Project*. Retrieved from [\[LINK\]](#)
- Haderlein, S., Silver, D., & **Saavedra, A.** (12-10-2020). The Families Talking—and not Talking—with Children About Racism. *FutureEd*. Retrieved from [\[LINK\]](#)
- **Saavedra, A.**, Rapaport, A., Silver, D., Polikoff, M., Garland, M., & Haderlein, S. (8-3-2020). Parents' perspectives on the effects of COVID-19 on K-12 education, April-July 2020. *The Evidence Base*. Retrieved from [\[LINK\]](#)
- **Saavedra, A.**, Polikoff, M., Korn, S., Rapaport, A., & Garland, M. (6-8-2020). Beyond policing, we must also address black-white educational disparities. *Medium*. Retrieved from [\[LINK\]](#)
- Polikoff, M., **Saavedra, A. R.**, & Korn, S. (5-8-2020, May 8). Not all kids have computers – and they're being left behind with schools closed by the coronavirus. *The Conversation*.
- **Saavedra, A.** (12-17-2015) Strengthening our Democracy Starts in School. *US News and World Report*, 12-17-2015 [\[LINK\]](#)
- **Saavedra, A.**, Nine Lessons on How to Teach 21<sup>st</sup> Century Skills and Knowledge. *Education Week*, 10-24-2012 [\[LINK\]](#)

## SELECTED TECHNICAL REPORTS

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- Polikoff, M., Rapaport, A., Silver, D., & **Saavedra, A.** (2023). The kids are alright. UAS Education team report. [\[LINK\]](#)
- **Saavedra, A.**; Rapaport, A.; & Silver, D. (2023). Project-Based Learning Pedagogy in Two New Tech Network Schools: A Case Study (prepared for New Tech Network).
- Rapaport, A.; **Saavedra, A.**; & Garland, M. (2022). Street Law's Rule of Law for All program: Implementation and Classroom Experiences. (prepared for Street Law Inc.)
- Polikoff, M.; Silver, D.; Rapaport, A.; **Saavedra, A.** & Garland, M. (2022). A house divided? What Americans really think about controversial topics in schools. [\[LINK\]](#)
- Hardison, C., **Saavedra, A.**, Shanley, M. Crowley, J., Wong, J., & Steinberg, P. (2015). Methodology for Translating Enlisted Veterans' Non-Technical Skills into Civilian Employers' Terms. RAND Project Report PR-1461-OSD

- McCombs, J. Martinez-Wenzl, M. Stecher, B., **Saavedra, A.**, & Katz, B. (2013). Understanding the Spread of Human Capital Reforms Being Implemented in the Intensive Partnership for Effective Teaching. RAND Project Report PR-521-BMGF.
- Augustine, C., McCombs, J. Marsh, T., Martorell, P, Phillips, A., Schwartz, H., & **Saavedra, A.** (2012). Summer Learning Project Analysis Update: Cost, Service Contrast, Achievement and Study Recommendations. RAND Project Report PM-4011-WF.

## INVITED PRESENTATIONS

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- **Saavedra, A.** & Rapaport A. (2022). *Example CFIR use case: Project-based learning in Advanced Placement: Enables and Barriers*. AIMS Collaboratory, Bill and Melinda Gates Foundation, Washington DC.
- **Saavedra, A.** (2022). *The impact of project-based learning on students' Advanced Placement examination performance*. Sacramento Board of Education "Monday Morning Call."
- **Saavedra, A.** & Polikoff, M. (2021). *The educational experiences of American families during the COVID-19 pandemic*. National Science Foundation DRK-12 Annual Principal Investigator Conference, plenary speaker.
- **Saavedra A.**, Kapteyn, A., Darling, J., & Thomas, K. (2020). *The educational experiences of American families during the COVID-19 pandemic*. Dornsife Dialogues.
- **Saavedra, A.** (2016). *The Academic Impact of the International Baccalaureate Diploma Programme*. International Baccalaureate Higher Education Conference, Boston.
- **Saavedra, A.** (2016). *Democratic Education District Working Group progress report*. Ford Foundation Civics Education Convening, New York City.
- **Saavedra, A.** (2012). *Learning 21<sup>st</sup> -Century Skills Requires 21<sup>st</sup>-Century Teaching*. Asia Society Global Cities Education Network Symposium, Hong Kong.
- **Saavedra, A.** (2011). *21<sup>st</sup> Century Skills: The changing demands of the labor market*. World Innovation Summit for Education, Doha, Qatar.
- **Saavedra, A.** (2009). *International education summit panelist*. Center for the Advancement and Study of International Education, Atlanta, Georgia.
- **Saavedra, A.** (2009). *Colombia and the Hemisphere: Challenges of a changing world*. Fulbright-UniNorte conference, Baranquilla, Colombia.
- **Saavedra, A.** (2008). *Global education panelist*. Massachusetts Superintendents Leadership Academy, Assabet Valley, Massachusetts.

## SELECTED CONFERENCE PRESENTATIONS

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- Silver, D., Polikoff, M., Garland, M., Rapaport, A., **Saavedra, A.**, & Fienberg, M. (2023). *COVID-19 three years on: The evolution of caregiver concerns, child wellbeing, and availability of school-based recovery interventions*. Paper presented at the annual conference of the Association for Education Finance and Policy, Denver, CO.

- Polikoff, M. S., Fienberg, M., Silver, D., Garland, M., **Saavedra, A.**, & Rapaport, A. (2023). *Who wants to say “gay?” Public opinion about LGBT issues in the curriculum*. Paper presented at the annual conference of the Association for Education Finance and Policy, Denver, CO.
- Haderlein, S.K.; Silver, D.; **Saavedra, A.**; Polikoff, M.; Rapaport, A.; & Garland, M. (2021). *The impact of a mainstream school accountability measures on alternative school enrollment*. Paper presented at the annual conference of the Association for Education Finance and Policy
- Silver, D.; Haderlein, S.; Polikoff, M.; **Saavedra, A.**; Rapaport, A.; & Garland, M. (2021). *Educational experiences of American families in the time of COVID: Evidence from a nationally representative panel*. Paper presented at the annual conference of the Association for Education Finance and Policy.
- **Saavedra, A.**, Rapaport, A., Garland, M. & Lock Morgan, K. (2021). The Impact of Project-Based Learning on Advanced Placement Exam Performance. SREE Annual Meeting Washington, DC.
- Lock Morgan, K., **Saavedra, A.** Rapaport, A. (2018) Rerandomization to Improve Baseline Balance in Educational Experiments. Society for Research on Educational Effectiveness. Washington, D.C.

## PROFESSIONAL SERVICE

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- Expert advisor, Democratic Knowledge Project at Harvard University, January 2020-ongoing
- Task force member, Civic Learning Spring Project (Woodrow Wilson Foundation), March-May 2020
- Journal referee: *AERA Open*, *Compare*, *Educational Researcher*, *International Review of Administrative Sciences*, *Journal of Educational Change*
- Reviewer: “The Discussion Project” (Paula McAvoy), AERA 2018 Div L Outstanding Policy Report Award, AERA 2019 Div L Outstanding Policy Report Award, SREE 2020 conference proposals
- What Works Clearinghouse version 4.1 certified reviewer

## HONORS AND FELLOWSHIPS

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- University of Michigan Longitudinal Survey of American Youth data Fellowship (2012)
- Frederick Sheldon Fund Harvard University Fellowship (2010)
- Fulbright Fellowship (2009)
- Center for the Advancement and Study of International Education Fellowship (2009)
- U.S. Department of Education NCES data Fellowship (2008)
- Harvard Graduate School of Education Fellowship (2006-11)

## GRADUATE SCHOOL TEACHING AND RESEARCH

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- Cognition and the Art of Instruction Teaching Fellow (for David Perkins, 2006 & 2009)
- Inquiry Educating for the Unknown Teaching Fellow (for David Perkins, 2008)
- Intermediate Statistics Teaching Fellow (for Judith Singer, 2007)
- Future of Learning Initiative, Harvard Graduate School of Education (2009)
- Harvard Data Wise Project (2007-08)
- Harvard Civil Rights Project (2005-06)



## GRANTS

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### CURRENT GRANTS

- One8 Foundation and Bezos Family Foundation, “Curriculum-Based Professional Learning,” (Principal Investigator). 12/2023-10/2025, \$450,000.
- FEDCO Charitable Foundation, “Preparing for “District Readiness Index 2.0,” co-Principal Investigator (Principal Investigator Patricia Burch), 2023-24, \$150,000.
- Cullen Foundation, “Proposal to evaluate the Buffalo Urban Teacher Fellows Program,” co- Investigator (Principal Investigator Amie Rapaport), 2023, \$80,000.
- Schaeffer Peterson Foundation, “The Long-term Effects of COVID-19 and Mitigation Interventions on Children’s Well-Being” (Principal Investigator). 03/2023-02/2024, \$182,500.
- Hewlett Foundation, “Teaching Controversial Topics” (Principal Investigator). 5/2022-4/2024, \$400,000
- Bill and Melinda Gates Foundation, sub-contract to NORC at the University of Chicago. Research Partnership to Instrument OER Math (co-Investigator). 11/2021-10/2024. \$88,000.
- U.S. Department of Education Institute of Education Sciences: “Initial Efficacy Evaluation of an Action Civics Program” (Principal Investigator) 7/2021-6/2024. \$788,190

### PAST GRANTS

- New Tech Network, “Project-based learning: implementation and impact of a project-based learning (PBL) instructional model in New Tech schools” (Principal Investigator). 8/2022-7/2023, \$70,000.
- National Science Foundation, RAPID: The Impact of COVID on Children’s Well-being in 2022: Continued Evidence from the Understanding America Study (Principal Investigator). 3/2022-2/2023, \$200,000
- George Lucas Educational Foundation. Knowledge in Action Maturation Study (Principal Investigator). 04/2017-12/2022. \$1,365,959.
- George Lucas Educational Foundation, subcontract to Harvard University. Democratic Knowledge Project (co-Investigator). 11/2021-10/2022. \$26,000.
- Hewlett Foundation: The Impact of COVID on American Education in 2021: Continued Evidence from the Understanding America Study (Principal Investigator). 7/2021-6/2022, \$55,000
- National Science Foundation, RAPID: Exploring COVID and the Effects on U.S. Education: Evidence from a National Survey of American Households (Principal Investigator). 7/2020-6/2021, \$199,620
- Bill and Melinda Gates Foundation, supplement to “COVID-19: US Data Collection for Household Response and Impact Monitoring,” Investigator (Principal Investigator), 4/2020-10/2020, \$50,000
- George Lucas Educational Foundation. Knowledge in Action Enabling Conditions Five Districts (Principal Investigator). 9/2019-7/2020. \$115,011.

- George Lucas Educational Foundation. Knowledge in Action Enabling Conditions Case Study (Principal Investigator). 10/2018-7/2020. \$171,000.
- George Lucas Educational Foundation. Knowledge in Action AP Physics (Principal Investigator). 05/2018-7/2020. \$103,738
- International Baccalaureate Middle Years Pathways (Principal Investigator). International Baccalaureate Organization. 06/30/18-02/30/2020. \$65,000.
- Knowledge in Action Efficacy Study (Principal Investigator). George Lucas Educational Foundation 03/2015-9/2019. \$2,800,000.
- Students' Online Reasoning (Co-Investigator). Hewlett Foundation 05/2018-08/2019. \$27,000 subcontract.
- Evaluation of the Opportunity by Design Initiative (co- Principal Investigator). Carnegie Corporation 05/2014-05/2016. \$4,000,000.
- International Baccalaureate and Civic Mindedness (Principal Investigator). International Baccalaureate Organization 8/2013-8/2014. \$60,000.
- International Baccalaureate in Mexico (Principal Investigator). International Baccalaureate Organization 9/2012-6/2013. \$50,000.