Leilani M. Sáez, Ph.D.

University of Oregon,
College of Education
175 Education
5262 University of Oregon
Eugene, OR 97404-5262

LSaez@uoregon.edu

CURRENT POSITION

2016 - present

Research Assistant Professor
Behavioral Research & Teaching
University of Oregon

PREVIOUS POSITION

2012 - 2016

Research Associate
Behavioral Research & Teaching
University of Oregon

EDUCATION

2010 - 2012

Institute of Education Sciences Postdoctoral Fellow
University of Oregon

2009 - 2010

Institute of Education Sciences Postdoctoral Fellow
Florida State University

2004 - 2005

Postdoctoral Scholar
University of California, Berkeley

2004 Ph.D.

Educational Psychology
University of California, Riverside

2001 M.A.

Educational Psychology
University of Minnesota, Twin Cities

1995 B.S.

(Self - Designed) Educational Studies
Vanderbilt University

GRANT FUNDING SUPPORT (1)

2015-2018

U.S. Department of Education, OSERS
Educational Technology, Media, and Materials for Individuals with Disabilities Program
Stepping-Up Technology Implementation Grant CFDA 84.327S
$1.5 million

"Project Iceberg (Intensifying Cognition, Early Literacy, and Behavior for Exceptional Reading Growth)
to Improve Preschool and Kindergarten Data-Based Decision-Making and Prevent Reading Disabilities"
PI: **Leilani Sáez**
Co-PIs: Julie Alonzo & Gerald Tindal

PUBLISHED MANUSCRIPTS (8) ** = with graduate student or postdoctoral fellow*

Smith, J. L. M., **Sáez, L.,** & Doabler, C. T. (2018). Using explicit and systematic instruction to support working memory. *Teaching Exceptional Children: High Leverage Practices, 50, 4, 250-257.* (Invited reprint)

Smith, J. L. M., **Sáez, L.,** & Doabler, C. T. (2016). Working memory considerations for effective intervention in reading and math. *Teaching Exceptional Children, 48,* 6, 275-281.

Sáez, L., Nese, J. F. T., Alonzo, J., & Tindal, G. (2016*).* Individual differences in kindergarten through grade 2 fluency relations. *Learning and Individual Differences, 49,* 100-109.

Sáez, L., Folsom, J.*, Al Otaiba, S., & Schatschneider, C. (2012). Relations among student attention behaviors, literacy instruction, and beginning word reading skill. *Journal of Learning Disabilities, 45* (5), 418-432.

Swanson, H. L., Howard, C. B., & **Sáez, L.** (2006). Do different components of working memory underlie different subgroups of reading disabilities? *Journal of Learning Disabilities, 39* (3), 252-269.

Swanson, H. L., **Sáez, L.**, & Gerber, M. (2006). Growth in literacy and cognition in bilingual children at risk for reading disabilities. *Journal of Educational Psychology, 98* (2), 247-264.

Swanson, H. L., **Sáez, L.**, & Gerber, M. (2004). Do phonological and executive processes in English Learners at risk for reading disabilities in grade 1 predict performance in grade 2? *Learning Disabilities Research & Practice, 19* (4), 225-238.

Swanson, H. L., **Sáez, L.**, Gerber, M., & Leafstedt, J. (2004). Literacy and cognitive functioning in bilingual and non-bilingual children at or not at risk for reading disabilities. *Journal of Educational Psychology, 96* (1), 3-18.

SELECTED BOOK CHAPTERS (4) ** = with graduate student or postdoctoral fellow*

Tindal, G., Alonzo, J., **Sáez, L.,** & Nese, J. F. T. (2017). Assessment of students with learning disabilities: Using students' performance and progress to inform instruction. In K. Ercikan & J. W. Pellegrino (Eds.), *Validation of score meaning for the next generation of assessments*: *The use of response processes*. NY, NY: Routledge.

Sáez, L., Jamgochian, E. M.*, & Tindal, G. (2013). Accommodating special needs for large scale assessments. In M. Simon, K. Ercikan, & M. Rousseau (Eds.), *Improving large- scale assessments in education*. NY, NY: Routledge.

Swanson, H. L., Howard, C.B., & **Sáez, L.** (2007). Reading comprehension and working memory in children with learning disabilities in reading. In K. Cain & J. Oakhill (Eds.), *Children's comprehension problems in oral and written language: A cognitive perspective*. NY, NY: Guilford.

Swanson, H. L., & **Sáez, L.** (2003). Memory difficulties in children and adults with learning disabilities. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.), *Handbook of learning disabilities*. NY, NY: Guilford.

TEACHER/ PARENT FRIENDLY C O M M U N I C A T I O N S (3)

- See blog, "Learning on the Mind" @ https:// brtprojects.org

Smith, J. L. M., **Sáez, L.** (2017, October). *Using systematic and explicit instructions to support working memory, Podcast #12* [A Research2 Practice audio podcast of the Council for Exceptional Children]. Available at http:// http://journals.sagepub.com/page/tcx/podcasts

Sáez, L. (2015, March). The hidden reason why some kids can't follow your directions: Unlocking multi-step directions. Available at: http://www.baytreelearning.com/blog/category/executive-function/

SELECTED TECHNICAL REPORTS (4/12) * = *with graduate student or postdoctoral fellow*

Irvin, P.S., **Sáez, L.,** Pilger, M.*, & Alonzo, J. (2018). *Project ICEBERG exploration: Using implementation science to guide preschool reading disability risk prevention.* Eugene, OR: Behavioral Research and Teaching, University of Oregon.

Sáez, L., Irvin, P. S.*, Alonzo, J., & Tindal, G. (2013). *Alignment with the common core state standards: easyCBM K-3 word reading.* (Technical Report No.1303). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

Sáez, L., Lai, C. F.*, & Tindal, G. (2013). *Learning progressions: Tools for assessment and instruction for all learners.* (Technical Report No.1307). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

Sáez, **L.**, Park, B. J.*, Nese, J. F. T.*, Jamgochian, E. M.*, Lai, C. F.*, Anderson, D.*, Kamata, A., Alonzo, J., & Tindal, G. (2010). *Technical adequacy of the easyCBM reading measures (grades 3-7), 2009-2010 version* (Technical Report No.1005). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

WORKSHOPS (2)

Sáez, **L.,** & Irvin, P. S (2020, February). Using assessment-guided instructional support practices to prevent reading disability risk in prekindergarten. Workshop to be presented at the Council for Exceptional Children (CEC) Convention, Portland, OR.

Sáez, L. (2019, June). Meeting diverse literacy learning needs in prekindergarten: Intentional strategies and assessment-guided decision making for strengthening children's reading development and kindergarten transitions. Workshop presented at the National Association for the Education of Young Children (NAEYC) Professional Learning Institute, Long Beach, CA.

SELECTED PRESENTATIONS (11/22) * = *with graduate student or postdoctoral fellow*

Sáez, L. (2020, April). Working memory: Preliminary links to prekindergarten reading difficulty risk and behavioral self-regulation. Poster to be presented at the American Educational Researcher Association (AERA), San Francisco, CA.

Irvin, P. S., **Sáez, L.** (2019, September). Assessment-guided decision-making in prekindergarten: A reconceptualization of seminal practices. Poster presented at the National Council on Measurement in Education (NCME) Special Conference on Classroom Assessment. Boulder, CO.

Hinkle, H. M.*, Pilger, M.*, Irvin. P. S., & **Sáez**. L. (2018, October). Data-based decision-making: Exploring preschool teachers' role in reading disability prevention. Poster presented at the 40th International Conference on Learning Disabilities (CLD), Portland, OR.

Pilger, M.*, Hinkle, H.*, & **Sáez**, L. (2018, February). Nurturing preschool minds: Teachers' perceptions of a tablet-based literacy system. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Sáez, **L**., Lai, C. F.*, Alonzo, J., & Tindal, G. (2014, April). Gaining a better understanding of beginning reading skill development across kindergarten learners: A growth mixture model application. Paper presented at the annual meeting of the American Educational Researcher Association (AERA), Philadelphia, PA.

Sáez, L., Patarapichayatham, C.*, Tindal, G., Basaraba, D.* & Park, B.* (2012, April). Reading comprehension test item difficulty *and* complexity. Paper presented at the annual meeting of the American Educational Researchers Association (AERA), Vancouver, Canada.

Sáez, L., Al Otaiba, S., Folsom, J.*, Greulich, L.*, & Schatschneider, C. (2011, February). Relations among student attention behaviors, literacy instruction, and beginning word reading skill. Paper presented at the Pacific Coast Regional Conference (PCRC), Coronado, CA.

Sáez, L., Schatschneider, C., & Swanson, H. L (2010, February). The role of L1 reading skill for understanding individual differences in achievement and memory. Poster presented at the annual meeting of the Pacific Coast Regional Conference (PCRC), Coronado, CA.

Sáez, L. (2006, February). <u>The role of working memory processing in the reading and language skills of English language learners in second grade</u>. Poster presented at the Pacific Coast Regional Conference (PCRC), Coronado, CA.

Sáez, L., & Swanson, H. L. (2003, June). <u>The role of working memory in bilingual students at risk for reading disabilities</u>. Paper presented at the annual meeting of the International Association for Cognitive Education And Psychology (ICEAP), Seattle, WA.

Sáez, L., & Swanson, H. L. (2002, April). <u>Relationships among literacy and cognitive functioning measures in monolingual and bilingual children at or not at risk for learning disabilities</u>. Paper presented at the annual meeting of the American Educational Researcher Association (AERA), New Orleans, LA.

SELECTED ASSESSMENT DESIGN/DEVELOPMENT EXPERIENCES (3/7)

2014   **Learning Receptiveness Assessment (LRA)**
University of Oregon, Eugene

Designer, developer, and item writer of touch-based assessment to measure preschool "learning receptiveness" using a working memory performance task, emergent pre-reading (letter name and sound recognition, and phoneme sensitivity) and mathematics (shape and pattern recognition, number and counting knowledge, and calculation) measures, and a classroom behavior rating scale. This fall, winter, and spring screening tool is designed to be used across the preschool-kindergarten transition, aligned with the LRA Greenhouse curriculum and progress monitoring tool, and includes easily interpretable score reports (Class, High Priority Needs/Reading Difficulty Risk, Activity Progress, and Individual) for making effective assessment-guided decisions.

2007-2009   **Florida Assessments for Instruction in Reading (FAIR)**
Florida State University, Tallahassee

Director, developer, and designer of the K-12 Florida Assessments for Instruction in Reading, (a 48-measure benchmark, progress monitoring, and diagnostic reading assessment system including phonemic awareness, word identification, oral reading fluency, receptive vocabulary, spelling, listening and computer adaptive reading comprehension measures, and teacher friendly online score reports). Provided psychometric development oversight and field-testing management across three counties, and helped lead state-wide release and implementation.

2000-2004   **Reading and Cognition Measures for Assessing Reading Disabilities Risk Among English Learners**
University of California, Riverside

Developed experimental short-term and working memory tasks, and designed and developed project-implemented partial credit scoring procedures. Developed Spanish- translated reading and cognitive measures. Produced classroom and school results reports.

CURRICULUM DESIGN/TEACHER RESOURCES DEVELOPMENT EXPERIENCE (1)

2015- 2018   LRA Greenhouse Pre-K Teacher Tech Tool
PI: Leilani Sáez

Designed and developed a year-round, 12-unit learning receptiveness generative curriculum (including evidence-based strategy-embedded activity plans and printables, teacher implementation guidance resources, and 6-module training for strengthening literacy skills and self-regulation behaviors), app-enabled progress monitoring activity checklist, assessment

coordination and score interpretation guidance and reports, and monthly planning feature. All resources are designed to support teachers in taking assessment-guided decision-making steps during the transition to kindergarten for preventing reading difficulties.

SELECTED UNIVERSITY TEACHING EXPERIENCES (12)

2016
Instructor, College of Education
University of Oregon, Eugene
EDLD 665: Literacy Assessment

2005-2007
Assistant Professor, Special Education Program
California State University, Monterey Bay

Instructed credential students and supervised field-based student practica in local schools, with 15-40 students enrolled per course per term. Developed and taught an online course.

Courses Taught (# terms):
Advanced Collaboration and Consultation (1)
Curriculum Development & Preferred Practices for Students with Learning Challenges (3)
Formal & Informal Assessment for Diverse Student Populations (4)
Educating Students with Disabilities/Inclusionary Practices (3)
Methodologies for Culturally & Linguistically Diverse Students with Learning Challenges (1)
Field-based Supervision (3)

2005
Instructor, College of Education
University of California, Davis
Educating Children with Disabilities

2005
Co-Instructor, Graduate School of Education
University of California, Berkeley
Co-Instructor: Anne Cunningham
Psychology of Reading

2000
Co-Instructor, Educational Psychology Department
University of Minnesota, Twin Cities
Co-instructor: Judith Punčochář, Ph. D.
Human Relations: Applied Skills for School and Society

1999
Instructor, Educational Psychology Department
University of Minnesota, Twin Cities
Psychology of Student Learning

RELEVANT PROFESSIONAL POSITIONS (3)

1997-1998
Child Care Provider
St. Cloud, Minnesota

1996-1997
Learning Disabilities Specialist
Cookeville, Tennessee

1995-1996
Learning Disabilities Teacher
Springfield, Missouri