

Leilani M. Sáez, Ph.D.

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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 (3)

2020-2024

Institute of Education Sciences, Measurement

“A Comprehensive Measure of Reading Fluency: Uniting and Scaling Accuracy, Rate, and Prosody”,
(CORE II)

PI: Nese, J.
Co-PIs: Nese, R.
Sáez, L.
\$1,399,379

2019-2021

UO OVPRI Interdisciplinary Seed Funding Program: Data Science Research

“Community Health and School Readiness: Closing the Gap”

PI: Anderson, D.
Co-PI: **Sáez, L.**
\$48,903

2015-2018

U.S. Department of Education, OSERS
Stepping-Up Technology Implementation

“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: **Sáez, L.**
Co-PIs: Alonzo, J. & Tindal, G.
\$1,499,457

MANUSCRIPTS (10) *graduate student or postdoctoral fellow

Sáez, L., Nese, J. F. T., Whitney, M.*, Alonzo, J., & Nese, R. (2023). *Prosody: A listening guide for teachers* [Manuscript submitted for publication]. Behavioral Research and Teaching, University of Oregon.

Sáez, L., & Irvin, P.S. (2022). Preventing reading disabilities in prekindergarten using a technology-aided tool. *Educational Technology Research and Development, 70* (4), 1391-1413.

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.

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. (2012). 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.

TECHNICAL REPORTS (15) * graduate student or postdoctoral fellow

- Sáez, L.**, Tindal, G., Llewellyn, J., & Glasgow., A. (2024). CBM Skills early reading tasks development. *Manuscript in preparation*.
- Sáez, L.**, Whitney, M.*, Swanson, D., & Alonzo, J. (2021). *The alignment between easyCBM mathematics and literacy assessments and state and national standards* (Technical Report 2101). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Sáez, L.**, & Irvin, P.S. (2020). *Development of the prekindergarten Learning Receptiveness Assessment (LRA) Greenhouse: Process and preliminary findings* (Technical Report No.2001). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Irvin, P.S., **Sáez, L.**, Pilger, M.*, & Alonzo, J. (2018). *Project ICEBERG exploration: Using implementation science to guide preschool reading disability risk prevention* (Technical Report No.1802). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Irvin, P.S.*, Pilger, M.*, **Sáez, L.**, & Alonzo, J. (2016). *Innovation needs survey: Implementing a technology tool to improve early data-based decisions to address and prevent learning disabilities* (Technical Report No. 1602). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Lai, C. F.*, **Sáez, L.**, Alonzo, J., & Tindal, G. (2014). *Network analysis of beginning reading instruction* (Technical Report No.1404). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Wray, K.*, Lai, C. F.*, **Sáez, L.**, Alonzo, J., & Tindal, G. (2014). *easyCBM kindergarten beginning reading measures: Grades K-1 alternate form reliability and criterion validity with the SAT-10*. (Technical report No.1403). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Patarapichayatham, C.*, Nese, J.F.T., & **Sáez, L.** (2013). *The plateau of oral reading fluency growth: A preliminary investigation*. Retrieved from the National Center on Assessment

and Accountability (NCAASE) website: <http://ncaase.com/publications/in-briefs>

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., Irvin, P. S.*, Alonzo, J., & Tindal, G. (2012). *Phoneme segmenting alignment with the common core foundational skills standard two: K-1*. (Technical Report No.1227). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

Anderson, D., Lai, C. F., Nese, J. F. T., Park, B. J., **Sáez, L.,** Jamgochian, E. M., Alonzo, J., & Tindal, G. (2010). *Technical adequacy of the easyCBM primary-level mathematics measures (Grades K-2), 2009-2010 Version* (Technical Report No.1006). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

Jamgochian, E. M., Park, B. J., Nese, J. F. T., Lai, C. F., **Sáez, L.,** Anderson, D., Alonzo, J., & Tindal, G. (2010). *Technical adequacy of the easyCBM grade 2 reading measures* (Technical Report No.1004). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

Nese, J. F. T., Lai, C. F., Anderson, D., Jamgochian, E. M., Kamata, A., **Sáez, L.,** et al. (2010). *Technical adequacy of the easyCBM® mathematics measures: Grades 3-8, 2009-2010 Version* (Technical Report No.1007). 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.

TEACHER/PARENT FRIENDLY DISSEMINATION (3)

Sáez, L. (2023, April). *Preventing reading disabilities in prekindergarten using a technology-aided tool, Breaking Barriers: Perspectives on Access to Education Podcast playlist*. Available at: <https://acaudio.com/playlist/breaking-barriers-perspectives-on-access-to-education>.

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](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/>

WORKSHOPS (2)

Sáez, L., & Irvin, P. S. (2020, February). Using assessment-guided instructional support practices to prevent reading disability risk in prekindergarten. Workshop 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.

RESEARCH PRESENTATIONS (23) * = with graduate student or postdoctoral fellow

Anderson, D., **Sáez, L.**, Stegenga, S. & Rosenberg, J. (2020, April). Community health and poverty as predictors of kindergarten readiness. Poster presented at the Stanford Educational Data Science conference, Palo Alto, CA.

Sáez, L. (2020, April). Working memory: Preliminary links to prekindergarten reading difficulty risk and behavioral self-regulation. Poster 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.

Sáez, L., Pilger, M.*, & Alonzo, J. (2018, October). Reading disability risk prevention in preschool: The LRA approach. 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., & Pilger*, M. (2016, November). The Learning Receptiveness Assessment: A tablet-based tool for bridging kindergarten and preschool early screenings to prevent learning difficulties. Poster presented at the annual meeting of the National Association for the Education of Young Children (NAEYC), Los Angeles, CA.

Sáez, L. (2015, April). Working memory constraints on learning: Implications for assessment and instruction. Invited presentation at the Center for Teaching and Learning, University of Oregon.

Nese, J. F. T., Alonzo, **Sáez, L.**, & Tindal, G. (2015, February). Ascending the ORF slope: Three methods to identify meaningful ORF plateaus. Poster presented at the Pacific Coast Regional Conference (PCRC), Coronado, CA.

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., (2012, February). Instructional responsiveness: What are teachers doing? Symposium conducted at the Pacific Coast Research Conference (PCRC), Coronado, CA.

- Park, B.*, **Sáez, L.**, Alonzo, J., & Tindal, G. (2012, April). Distractor analysis: What can we learn from it? Poster presented at the annual meeting of the American Educational Research Association (AERA), British Columbia, Canada.
- 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.
- Nese, J. F. T.*, **Sáez, L.**, Alonzo, J., & Tindal, G. (2012, August). The (un)systematic application of progress monitoring assessments. Poster presented at the annual meeting of the Annual American Psychological Association (APA), Orlando, FL.
- Alonzo, J., Nese, J. F. T.*, Anderson, D.*, & **Sáez, L.** (2011, February). Balancing on three legs: The tension between aligning to standards, predicting high-stakes outcomes, and being sensitive to growth. Paper presented at the the Pacific Coast Regional Conference (PCRC), Coronado, CA.
- 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.**, Folsom, J.*, Al Otaiba, S., & Schatschneider, C. (2010, June). Student self-regulated attention, classroom instructional elements, and beginning word decoding skill. Poster presented at the Fifth Annual IES Research Conference in National Harbor, MD.
- 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.
- Folsom, J. S.*, **Sáez, L.**, Al Otaiba, S., Greulich, L.*, & Meadows, J. G. (2010, April). Does student behavior and teachers' individualizing instruction moderate reading growth and outcomes? Poster presented at the annual meeting of the Council for Exceptional Children (CEC), Nashville, TN.
- Sáez, L.** (2006, February). The role of working memory processing in the reading and language skills of English language learners in second grade. Poster presented at the Pacific Coast Regional Conference (PCRC), Coronado, CA.
- Sáez, L.**, & Swanson, H. L. (2003, June). The role of working memory in bilingual students at risk for reading disabilities. Paper presented at the annual meeting of the International Association for Cognitive Education And Psychology (ICEAP), Seattle, WA.
- Sáez, L.**, & Swanson, H. L. (2003, February). Literacy and cognitive functioning in bilingual and non-bilingual children at or not at risk for reading disabilities. Poster presented at the Pacific Coast Regional Conference (PCRC), La Jolla, CA.
- Sáez, L.**, & Swanson, H. L. (2002, April). Relationships among literacy and cognitive functioning measures in monolingual and bilingual children at or not at risk for learning disabilities. Paper presented at the annual meeting of the American Educational Researcher Association (AERA), New Orleans, LA.

ASSESSMENT DESIGN/DEVELOPMENT EXPERIENCES (9)

2023

CORE II Reading Comprehension Items

University of Oregon, Eugene

Designed and developed 750 items for Grades 2 - 4 (50 passages per grade with 5 multiple-choice items per passage). Item types reflected a range of difficulty and measured local text-based (explicit), global text-based (connecting), or inferential (implicit) understanding of story details, character traits and motivations, cause and effect relationships, and main ideas. In addition, items were constructed to measure readers' ability to elaborate on their mental "situation model" by making predictions and inferring themes.

2021-2023

CBM Skills: Early Reading Measures

University of Oregon, Eugene

Designed and developed 1,000 multiple-choice items (100 items per measure) for 3 K - 2 phonological awareness (isolating sounds, blending, and rhyming) and 7 word-identification tasks (assessing sight word, vowel, blends, digraphs, and "tricky word" decoding knowledge, as well as pseudoword decoding skills), accessible within a broader computerized master monitoring reading and math system. Scripted, trained, coordinated, and supervised audio recording creation, conducted quality assurance reviews, and regularly met with technology and design development team to construct and refine assessment interface.

2019

easyCBM Rapid Automatized Naming: Numbers

University of Oregon, Eugene

Developer and item writer of fall, winter, and spring forms of rapid automatized naming for early dyslexia screening with the easyCBM benchmark assessment system. Constructed for grades Kindergarten – 2 using numbers less than 10.

2014-2018

KinderBasics Assessment

University of Oregon, Eugene

Designer, developer, and item writer of touch-based assessment to measure emergent Kindergarten pre-reading (letter name and sound recognition, and phoneme sensitivity), mathematics (shape and pattern recognition, number and counting knowledge, and calculation) skills, and self-regulation (task and pro-social engagement) behaviors for identification of children's early risk for learning difficulties. This fall, winter, spring screening tool is designed to be used across the preschool-kindergarten transition (with the LRA) and includes a class score report.

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.

2014

Oregon Extended State Assessment

University of Oregon, Eugene

Item writer for standards-based English Language Arts alternate state test, designed for use with students with significant cognitive disabilities. Constructed items for grades 3-8 and 11, based on Common Core and “essentialized” alternate reading standards.

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.

1999-2000

Rapid Automatic Naming (RAN) and Rapid Alternating Stimulus (RAS)

University of Minnesota, Twin Cities

Developer of experimental RAN and RAS for elementary students using letters, digits, and objects.

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.

PROJECT MANAGEMENT EXPERIENCES (9)

2015-2019

Project ICEBERG Pre-K Implementation
PI: Leilani Sáez

Recruited sites, coordinated participation, and organized, implemented, and evaluated findings from assorted data collection activities (surveys, focus groups, observations, and LRA administrations) conducted in 9 classrooms across 3 counties. Supervised the work of 11 team members to develop, revise, and produce LRA Greenhouse activities, including two graduate teaching fellows (GTF), and a

post-doctoral fellow. Collected comparison group data in four classrooms and field-tested the 4-month version in one classroom.

2015

LRA Small Scale Tryouts
PI: Leilani Sáez

Coordinated, collected, and analyzed emergent literacy and math performance data in 3 preschool and kindergarten classrooms to examine the effect of touch screen administration on performance. Supervised the work of the computer programmer.

2014

Preschool Behavior Rating Scale Development Observations
PI: Leilani Sáez

Coordinated and conducted structured observations across 4 diverse preschool classrooms for examining behaviors critical for learning and active engagement, as part of the LRA classroom behavior rating scale development. Supervised the work of a postdoctoral fellow research assistant.

2012- 2013

easyCBM Growth Study
PI: Julie Alonzo

Hired, trained, and supervised 13 data collectors to assess approximately 1,000 students in grades K-5 across three schools for five time points during the school year. Alternate form reliability, internal consistency and predictive validity performance data collected using SAT-10 and easyCBM vocabulary and fluency measures (letter names, letter sounds, phoneme segmenting, word reading, and passage reading). Trained three data collectors to score and conduct data management activities.

2011 - 2012

easyCBM Multiple Choice Reading Comprehension Item Analysis
PI: Julie Alonzo

Hired, trained, and supervised the work of 18 teachers nation-wide across grades 2-5 to analyze test item content for identification of literal and inferential question types.

2011 - 2012

RTI Case Study Classroom Observations
PI: Julie Alonzo

Examined bi-monthly kindergarten Tiers 1 – 3 literacy instruction and easyCBM measurement use for determining risk for reading difficulties. Study included in- depth pre- and post- observation teacher interviews with the participating general and special education teachers. Supervised work of a doctoral research assistant.

2011- 2012

easyCBM Beginning Reading Measures Alignment
PI: Julie Alonzo

Hired, trained, and supervised the work of 23 teachers nation-wide to examine alignment between Common Core English Language Arts standards and easyCBM Kindergarten and Grade 1 Phoneme Segmenting task, and Kindergarten and Grades 1-3 Word Reading tasks.

2004 – 2005

Center for the Improvement of Early Reading Achievement (CIERA)
University of California, Berkeley
PI: P. David Pearson

Conducted structured classroom observations of reading comprehension instruction in grades 2-5

(vocabulary enhancement, cognitive strategy, and dialectical inquiry methods) and teacher professional development meetings, administered assessments and conducted passage think-alouds, and engaged in passage text analysis. Supervised and coordinated the work of three retired teacher data collectors.

2000 - 2004 Reading Risk Assessment Project
Frostig Project
University of California, Riverside
PI: H. Lee Swanson

Managed two longitudinal research projects examining the relation between cognitive processing and K-12 reading and math achievement, including test battery development, data collection coordination, data entry, analysis, and results dissemination.

UNIVERSITY TEACHING EXPERIENCES (12)

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

Instructed 9 graduate students for a hybrid online course using Adobe Connect and Oba technologies.

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 15-100 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

UNIVERSITY SERVICE (3)

- Thesis Committee, Makayla Whitney (February – June 2022)

- College of Education Diversity, Equity, and Inclusion member (2019 - 2020; Co-chair 2021- 2022)
- Dissertation Committee, Thomas Charboneau (December 2019- May 2020)

RELEVANT PROFESSIONAL EDUCATION POSITIONS (3)

1997-1998	Child Care Provider Journey Home St. Cloud, Minnesota
1996-1997	Learning Disabilities Specialist Tennessee Technological University Cookeville, Tennessee
1995-1996	Learning Disabilities Teacher Rivendale Institute of Learning Springfield, Missouri

PROFESSIONAL ACTIVITIES & COMMUNITY SERVICES (5+)

- Reviewer:
 - Grant proposal for the Swiss National Science Foundation (2023)
 - Manuscript peer review: *Annals of Dyslexia, Applied Cognitive Psychology, Journal of Educational Psychology, Journal of Learning Disabilities, Journal of School Psychology, Early Childhood Research Quarterly, Cognition and Development, Teaching Exceptional Children, and Learning and Individual Differences* (2007-2019)
 - Conference proposals for Council for Exceptional Children (CEC), Society for Research on Educational Effectiveness (2011-2019)
- Co-Facilitator: Professional Learning Network, Northwest Regional ESD (2018-2019)
- Committee Member:
 - United Way Research & Evaluation committee (2018-2019)
 - Lane Early Learning Alliance/Connected Lane County P-3 Work Group and Stakeholders (2015- 2019)
 - P-3/P-8 Conference Group Facilitator and planning committee (2017-2018)
- Evaluation:
 - Panel proposals: Oregon Department of Education Early Learning and Readiness competitions (2014), United Way Social Innovation Fund competition (2015)
 - Assessment: Oregon Extended educational state assessment (2021, 2014), easyCBM middle school math assessment (2011)
- Presentations:
 - City of Eugene free seminars, brain fog and optimal brain functioning (2022 – current)