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CURRENT POSITION

2016-present

Assistant Research 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 (1)

2015-2020

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

“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

\$2,498,710

SELECTED MANUSCRIPTS- PUBLISHED (5) * = with graduate student or postdoctoral fellow

- 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., & 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 (2)

- 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.
- 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 ARTICLES (1)

- 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 (1) * = with graduate student or postdoctoral fellow

- 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.1603). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

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

- Sáez, L., & Pilger*, M. (November, 2016). 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. (April, 2015). Working memory constraints on learning: Implications for assessment and instruction. Invited presentation at the Center for Teaching and Learning, University of Oregon.

Sáez, L., Lai, C. F.*, Alonzo, J., & Tindal, G. (April, 2014). 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., (February, 2012). Instructional responsiveness: What are teachers doing? Symposium conducted at the Pacific Coast Research Conference (PCRC), Coronado, CA.

SELECTED ASSESSMENT DESIGN/DEVELOPMENT EXPERIENCES (3)

2014-present

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

Designer, developer, and item writer of touch-based Android tablet assessment to measure preschool and kindergarten “learning receptiveness” using a working memory performance task, emergent literacy (book and print knowledge, letter name and sound recognition, and phoneme sensitivity) and early math (shape and pattern recognition, number and counting knowledge, and calculation) early academic measures, and a classroom behavior rating scale. This six time- point screening tool is designed to be used across the preschool-kindergarten transition, and includes easily interpretable score reports.

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- current
Resources

LRA Greenhouse App Pre-K Teacher

Designed and developed a year-round, 16-unit learning receptiveness generative curriculum (including evidence-based strategy-embedded activity plans and printables, teacher implementation guidance resources and supports, and family letters for strengthening literacy skills and self-regulation behaviors), app-enabled progress

monitoring activity engagement checklist, teacher instructional evaluation prompts, assessment coordination and score interpretation guidance, monthly planning tool, and online trainings. All resources are designed to support teachers in taking data-based decision-making steps (assessment, planning, implementation, & evaluation) during the transition to kindergarten for preventing persistent reading difficulties.

SELECTED UNIVERSITY TEACHING EXPERIENCES (4)

2016

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

Instructed 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 15-40 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
Psychology of Reading

SELECTED PROFESSIONAL ACTIVITIES & SERVICES (4)

- Manuscript peer reviewer for *Annals of Dyslexia*, *Applied Cognitive Psychology*, *Journal of Educational Psychology*, *Journal of Learning Disabilities*, and *Learning and Individual Differences*
- Conference proposal peer reviewer for Council for Exceptional Children (CEC), Society for Research on Educational Effectiveness
- Panel proposals evaluator for Oregon Department of Education Early Learning and Readiness competitions, United Way Social Innovation Fund competition
- Member, Lane Early Learning Alliance/Connected Lane County P-3/P-8 and Early Learning Stakeholders Work Group

CURRENT PROFESSIONAL MEMBERSHIPS (2)

*American Educational Research Association (AERA), Learning & Instruction Division

*National Association for the Education of Young Children (NAEYC)