

# Leilani M. Sáez, Ph.D.

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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

### **MANUSCRIPTS- PUBLISHED (7) \* = 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. (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. (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 COMMUNICATIONS (2)**

- Smith, J. L. M., **Sáez, L.**, (Authors). (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/>

**TECHNICAL REPORTS (11) \* = 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.

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.

**PRESENTATIONS (18) \* = with graduate student or postdoctoral fellow**

- 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. (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.
- Nese, J. F. T., Alonzo, Sáez, L., & Tindal, G. (February, 2015). 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. (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.
- Park, B.\*, Sáez, L., Alonzo, J., & Tindal, G. (April, 2012). 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.\* (April, 2012). 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. (February, 2011). 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. (February, 2011). 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. (June, 2010). 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.** (February, 2010). 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. (April, 2010). 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.** (February, 2006). 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). 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.** (February, 2003). 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.** (April, 2002). 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 (4)**

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.

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.

### **CURRICULUM DESIGN/TEACHER RESOURCES DEVELOPMENT EXPERIENCE (1)**

2015- current LRA Greenhouse App Pre-K Teacher Tool

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.

### **PROJECT MANAGEMENT EXPERIENCES (8)**

August 2015-current Project ICEBERG Pre-K Implementation

Recruited sites, coordinated participation, and organized, implemented, and evaluated findings from assorted data collection activities (surveys, focus groups, observations, and LRA administrations) conducted at 1 - 4 sites. Supervised the work of six team members to develop, revise, and produce LRA Greenhouse activities, including two graduate teaching fellows (GTF), and a post-doctoral fellow.

April-July 2015 LRA Small Scale Tryouts

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.

February 2014 Preschool Behavior Rating Scale Development Observations

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.

Sept 2012- June 2013 easyCBM Growth Study

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, internal consistency and



*Educating Children with Disabilities*

2005	Co-Instructor, Graduate School of Education University of California, Berkeley Co-Instructor: Anne Cunningham <i>Psychology of Reading</i>
2000	Co-Instructor, Educational Psychology Department University of Minnesota, Twin Cities Co-instructor: Judith Punčochář, Ph. D. <i>Human Relations: Applied Skills for School and Society</i>
1999	Instructor, Educational Psychology Department University of Minnesota, Twin Cities <i>Psychology of Student Learning</i>

**RELEVANT PROFESSIONAL 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 & SERVICES (5)**

- Manuscript peer reviewer for *Annals of Dyslexia*, *Applied Cognitive Psychology*, *Journal of Educational Psychology*, *Journal of Learning Disabilities*, *Early Childhood Research Quarterly*, and *Learning and Individual Differences* (2007-present)
- Conference proposal peer reviewer for Council for Exceptional Children (CEC), Society for Research on Educational Effectiveness (2011- present)
- Panel proposals evaluator for Oregon Department of Education Early Learning and Readiness competitions (2014), United Way Social Innovation Fund competition (2015)
- Assessment item reviewer panel participant for easyCBM middle school math assessment (2011), Oregon Extended state assessment (2014)
- Member, Lane Early Learning Alliance/Connected Lane County P-3 Work Group (2015-present)

**PROFESSIONAL MEMBERSHIPS (3)**

- American Educational Research Association (AERA) since 2002  
Learning & Instruction Division
- National Association for the Education of Young Children (NAEYC) since 2016
- Council for Learning Disabilities (CLD) since 2017