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## CURRENT POSITION

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| 2016-present | Assistant Research Professor<br>Behavioral Research & Teaching<br>University of Oregon |

## PREVIOUS POSITION

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| 2012- 2016 | Research Associate<br>Behavioral Research & Teaching<br>University of Oregon |

## EDUCATION

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| 2010-2012 | Institute of Education Sciences Postdoctoral Fellow<br>University of Oregon |
| 2009-2010 | Institute of Education Sciences Postdoctoral Fellow<br>Florida State University |
| 2004-2005 | Postdoctoral Scholar<br>University of California, Berkeley |
| 2004 Ph.D. | Educational Psychology<br>University of California, Riverside |
| 2001 M.A. | Educational Psychology<br>University of Minnesota, Twin Cities |
| 1995 B.S. | (Self - Designed) Educational Studies<br>Vanderbilt University |

## GRANT FUNDING

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** *= 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., & 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** *= 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

**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  * = *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.

**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.

**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.

## SELECTED PRESENTATIONS  * = *with graduate student or postdoctoral fellow*

Pilger*, M., Hinkle*, H., & **Sáez**, L. (2018, February). <u>Nurturing Preschool Minds: Teachers' Perceptions of a Tablet-Based Literacy System</u>. Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

**Sáez**, **L.,** & Pilger*, M. (November, 2016). <u>The Learning Receptiveness Assessment: A tablet-based tool for bridging kindergarten and preschool early screenings to prevent learning difficulties</u>. Poster presented at the annual meeting of the National Association for the Education of Young Children (NAEYC), Los Angeles, CA.

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

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

**Sáez, L.**, (February, 2012). <u>Instructional responsiveness: What are teachers doing?</u> Symposium conducted at the Pacific Coast Research Conference (PCRC), Coronado, CA.

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

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

**Sáez, L.** (February, 2006). <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. (April, 2002). <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.

## ASSESSMENT DESIGN/DEVELOPMENT EXPERIENCES

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

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.