

Seulbi Bailey Lee, M.Ed.

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EDUCATION

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| 2021 – Expected 2025 | Doctor of Philosophy, University of Oregon
Special Education
Specialization in Quantitative Research Methods
Specialization in Educational Data Science |
| 2019 – 2021 | Master of Education, University of Maryland – College Park
Special Education
Honors: Cum Laude
Master's project: The Effectiveness of Video-based Interventions on Teaching Academic Skills to Students with ASD: A Review of Literature |
| 2016 – 2019 | Bachelor of Science, University of Maryland – College Park
Elementary and Middle Special Education
Minor in Human Development |

RESEARCH EXPERIENCE

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| 2023 – present | <u><i>The Eyes as a Window on Cognitive Processing During Reading Timeline</i></u>
Faculty Advisor: Dr. Gina Biancarosa (University of Oregon) <ul style="list-style-type: none">- This project uses eye tracking as a means of understanding the reading comprehension process among school-aged students by having students assessing their sensitivity to inconsistencies in texts to monitor their comprehension and make inferences- Responsibilities include writing a grant proposal, programming eye-tracking experiments, recruiting participants, collecting and analyzing data
<u><i>Linking Language to Literacy with the Eyes: Differences in Emerging Bilingual Good and Poor Readers</i></u>
Faculty Advisors: Drs. Gina Biancarosa and Stephanie De Anda (University of Oregon) <ul style="list-style-type: none">- This project examines the gaze behavior of bilingual readers with good comprehension and reading comprehension difficulties during reading recognition and reading comprehension and how those relate to English language proficiency |
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- Responsibilities include writing research plans, creating stimuli, programming eye-tracking experiments, recruiting participants, collecting, wrangling, and analyzing data

Pictorial and Graphical Representations in Reading Comprehension Interventions for Students with ASD: A Meta-Analysis

Faculty Advisor: Dr. Gina Biancarosa (University of Oregon)

- Lead a team of doctoral students for a meta-analysis project on the use of pictorial and graphical representations in reading comprehension interventions for students with ASD

2022 – 2023

COVID-19 Pandemic and Reading Outcomes

Faculty Advisors: Drs. Gina Biancarosa and Patrick Kennedy (University of Oregon)

- The project examines the impacts of school closures and subsequent reopening on elementary-aged students' reading outcomes of DIBELS 8 subtests including Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), Oral Reading Fluency (ORF), and Maze (i.e., reading comprehension).
- Primary responsibilities have included conducting and writing literature review and running sample data for analyses.

2021 – 2023

MOCCA

Faculty Advisor: Dr. Gina Biancarosa (University of Oregon)

- MOCCA is an online diagnostic reading comprehension assessment that leads educational practitioners to personalized recommendations for interventions for students in Grades 3-6 and college students (MOCCA-C) with instant results.
- Primary responsibilities have included organizing recruitment data, creating social media ads and user guides, reorganizing previous studies to write a technical report, providing professional developments, and engaging in data wrangling for analyses.

Project WRITE

Faculty Advisors: Drs. Sylvia Thompson and Patrick Kennedy (University of Oregon)

- Using the data from the curriculum-based measurement (CBM) and from the Behavior Rating Inventory of Executive Function

2 (BRIEF-2), we explore which factors of writing development influence outcomes on writing measures and instructional practices for emergent bilingual students in elementary schools.

2020 – 2021

Adolescent Literacy & Professional Development Lab

Faculty Advisor: Dr. Jade Wexler (University of Maryland)

- Project AIM is designed to evaluate an intervention coaching model for sustainable implementation of evidence-based literacy practices. Primary responsibilities included gathering data and conducting synthetic literature review.

TEACHING EXPERIENCE

Higher Education

2023 – present

Graduate Teaching Fellow

Department of Special Education and Clinical Sciences,
College of Education, University of Oregon

School Year 2023 – 2024

Faculty Supervisor: Dr. Lillian Durán

- SPED 440/550 Early Literacy for Diverse Learners
 - o Provide academic assistance for undergraduate and graduate students in teacher preparation programs

Spring, Fall 2023

Student Teaching University Supervisor

Department of Special Education and Clinical Sciences,
College of Education, University of Oregon

Faculty Supervisor: Dr. Kyle Reardon

- SPED 654 Student Teaching II K-12
 - o Observe student teacher's instructions at sites and provide feedback for better instructional and behavioral management strategies
 - o Organize and lead regular meetings to review progress

2021 – 2023

Graduate Teaching Fellow

Department of Special Education and Clinical Sciences,
College of Education, University of Oregon

School Years 2021 – 2022, 2022 – 2023

Faculty Supervisor: Dr. Elisa Jamgochian

- SPED 406 Special Education Minor Field Studies
- SPED 407 Seminar: Special Education Minor
- SPED 420 Applied Experience in Special Education

- Supported undergraduate students in field study placements
- Developed and updated materials designed to promote the undergraduate special education minor program
- Evaluated student performance and provide feedback

Summer 2022

Guest Lecture

Department of Special Education and Clinical Sciences,
College of Education, University of Oregon

- SPED 511 Foundations of Disability
 - Panel presentations on IEPs, related services, behavior management

PreK-12 Education

2019 – 2020

Special Education Lead Teacher

Lt. Joseph P. Kennedy Institute, Washington DC

Grades 1-3; Cross-categorical self-contained classroom

- Lead teacher of students with autism, traumatic brain injury, ADHD, developmental delay, intellectual disability, and multiple disabilities
- Organized and led regular classroom team meetings with four paraprofessionals
- Participated in designing, provided behavior plans to improve desired behaviors, and monitored students' progress
- Designed and implemented lesson plans, activities, and assessments for a diverse group of students with disabilities in a Title 1 school
- Participated in weekly administration team meetings
- Provided online lesson sessions and monitored progress during distance learning

2018 – 2019

Student Aide

Center for Young Children, University of Maryland

Ages 3 – 6

- Interacted with children during the day by reading books, engaging in sensory activities, and playing outside
- Helped with general housekeeping duties during lunch, nap, and snack times

2017 – 2019

Special Education Teacher Intern

University of Maryland Teacher Preparation Program
 Prince George's County Public Schools, MD
 Grade 5; Autism-cluster classroom (SY 2018-2019)
 Grade 1; One-to-one reading instructions (Spring 2018)
 Grade 4; Adaptive feeding to students with cerebral palsy (Spring 2018)
 Grades 1 and 2; Inclusion classrooms (Fall 2017)
 Grade 3; Self-contained classroom for students with severe disabilities (Fall 2017)

2016 – 2017

English as a Second Language Instructor
 Daejeon, South Korea
 - Provided English as a Second Language classes and individual lessons to elementary and middle school students in South Korea

PUBLICATIONS

Refereed Papers:

1. Linan-Thompson, S., Kennedy, P., Kim, W., & **Lee, S.B.** (under review). The Use of Written Expression CBM (WE-CBM) to Measure English Learners' Writing Development. *Elementary School Journal*.

Other Published Work:

3. **Lee, S.B.** (2023, October). *Participation in Outdoor Activities of Students with Disabilities and Perpetuating Challenges* (written in Korean; 장애학생들의 야외 활동 참여 그리고 지속되는 어려움). *Special Education in Practice* (현장특수교육), National Institute of Special Education, Ministry of Education, Republic of Korea (대한민국 교육부 국립특수교육원).
2. **Lee, S.B.** (2023, July). *Promoting Environmental Awareness and Education* (written in Korean; 환경 인식 개선과 생태 환경 교육). *Special Education in Practice* (현장특수교육), National Institute of Special Education, Ministry of Education, Republic of Korea (대한민국 교육부 국립특수교육원).
1. **Lee, S.B.** (2023, May). *Utilizing EdTech in US Special Education Classrooms* (written in Korean; 미국 특수교육 교실에서의 에듀테크 활용). *Special Education in Practice* (현장특수교육), National Institute of Special Education, Ministry of Education, Republic of Korea (대한민국 교육부 국립특수교육원).

CONFERENCE PRESENTATIONS & WEBINARS

6. **Lee, S.B.** (2023, June). *Webinar for Teachers and Parents of Students with Reading Difficulties* (delivered in Korean). Webinar hosted by Korean Teachers Abroad Association, U.S.A.

5. Khurana, H., & Lee, S.B. (2023, February). *COVID-19 related School Closures and Reading Outcomes*. Graduate Research Forum, University of Oregon, Eugene, OR.
4. Lee, S.B., & Biancarosa, G. (2023, February). *Making Sense of MOCCA* (delivered online). Professional Development hosted by Alisal Elementary School, Pleasanton, CA.
3. Lee, S.B., Biancarosa, G., & Daza, T. (2022, December). *Making Sense of MOCCA*. Professional Development hosted by Riverbend Elementary School, Springfield, OR.
2. Lee, S.B. (2022, November). *What only we could do as teachers* (delivered in Korean). Webinar hosted by Korean Teachers Abroad Association, U.S.A.
1. Lee, S.B., Dorman, M., Cook, M., & Thompson, S. (2022, October). *Write This Way: Instructional Writing Practices for Emergent Bilingual Students*. Panel presentation at the International Conference on Learning disabilities, Richmond, VA.

SERVICES

2022 – present	Special Education Department Steward Graduate Teaching Fellows Federation, University of Oregon
2022 – 2023	Executive member, Korean Teachers Abroad Association (해외 교육자 모임)
	<ul style="list-style-type: none"> - Organize meetings, conferences, small group communities among Korean teachers working abroad, including the United States, Canada, United Kingdom, the United Arab Emirates, and teachers in Korea who are interested in working abroad
Apr – Dec 2022	Community Lead, ENGIN, Ukraine
	<ul style="list-style-type: none"> - Monitored and built appropriate communication in ENGIN online community - Collaborated with team members to organize community events
2021 – 2022	Mentor, ENGIN, Ukraine
	<ul style="list-style-type: none"> - Helped Ukrainian students improve their spoken English and intercultural skills, equipping them to access academic opportunities
2018 – 2020	English as a Second Language Instructor St. Mark's Catholic Church, College Park, MD
	<ul style="list-style-type: none"> - Taught English as a Second Language class to immigrant families

PROFESSIONAL LICENSES

2019 – present	Maryland Educator Certificate, Professional Eligibility Certificate
	<ul style="list-style-type: none"> - Generic Special Education (grades 1-8) - Severe and Profound Disabilities (birth – 21) - Reading Endorsement

HONORS & AWARDS

Summer 2023	Korean American Scholarship Foundation Recipient Western Regional Chapter of Korean American Scholarship Foundation (KASF)
School Year 2022 – 2023	Sammie Barker McCormack Scholarship Award, University of Oregon
Spring 2021	Cum Laude Graduate, University of Maryland – College Park
Spring 2021	Roberta Ma Scholarship Award, University of Maryland – College Park
School Year 2020 – 2021	T. Paul & Ellen Gaske Scholarship in Special Education Award, University of Maryland – College Park
School Year 2018 – 2019	Dr. Jean Hebel Special Education Endowed Scholarship Award, University of Maryland – College Park
School Year 2016 – 2017	Philip L. and Ora T. Ordwein Scholarship Award, University of Maryland – College Park
Fall 2016, Fall 2017, Spring 2018, Fall 2018 2015 – present	Semester Academic Honors (Dean's List), University of Maryland – College Park Golden key International Honor Society

LANGUAGES

English	Full professional proficiency
Korean	Native proficiency
German	Elementary proficiency
Chinese	Elementary proficiency