



February 27, 2017

Kate Brown, Governor
160 State Capitol
900 Court Street
Salem, Or 97403-4047

Dear Governor,

I am writing this letter to be considered for appointment as a faculty member to the UO Board of Trustees. I am an Associate Professor with tenure in the Department of Special Education and Clinical Sciences. I was hired from Utah State University one year ago and I have come to greatly value the UO community. The Dean of the College of Education recommended that I apply for this position because of my leadership skills, extensive experience in university departments of education, and because of my research and focus on serving young children and their families from culturally and linguistically diverse backgrounds. I have received two large federal educational grants from the Institute of Educational Sciences to develop Spanish early literacy and language screening measures for use in programs such as Head Start. As the Co-Principal Investigator of this research I manage an annual 400, 000 budget, data collection in three states, and the testing of over 250 children three times a year. I bring up these details to describe the skill set I could bring to role as a faculty member on the board. I am well organized, able to handle many responsibilities at once, and can see the big picture and make difficult decisions when necessary. I am well aware of the fiduciary responsibilities of this position as well as providing faculty representation.

I am a first-generation college student and the first generation in my family to be born in the U.S. My father is from Mexico and my mother immigrated to the U.S. from Germany after WWII. I speak Spanish, English, and some German. Being the child of immigrants afforded me the opportunity to develop in a multicultural and multilingual home. These personal experiences have provided the foundation for my research interests and scholarship. It has also made to committed to fostering equity, accessibility, and inclusion at all levels of education, including higher education. I will bring this passion and commitment to the work of the board.

I also have excellent interpersonal skills and am collaborative and a problem solver by nature. I was drawn to the field of special education because of my innate desire to work on teams and develop solutions to sometimes very complex problems. You will find that I am someone who contributes as a team member, but who is also not afraid to respectfully speak my mind. It would be an excellent opportunity and I would be honored to serve the University of Oregon as a trustee.

Sincerely,

SPECIAL EDUCATION AND CLINICAL SCIENCES

5261 University of Oregon
Eugene, OR 97403-5261
T (541) 346-5521 F (541) 346-0683 <http://education.uoregon.edu/specs>

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

Bio

Lillian Durán has a Ph.D. in Educational Psychology from the University of Minnesota and is currently an Associate Professor in the Department of Special Education and Clinical Sciences at the University of Oregon. She holds a B.A. in Elementary Education from Antioch College and a M.A. in Education and Human Development from the George Washington University. Her research is focused on improving instructional and assessment practices with preschool-aged dual language learners (DLLs). She is currently a Co-Principal Investigator on an IES Goal 5 measurement grant to develop a Spanish version of the Individual Growth and Development Indicators (S-IGDIs) an early language and literacy general outcome measure for screening and progress monitoring in preschool. Dr. Durán frequently delivers presentations nationally on the topic of recommended practices in assessment and intervention with young DLLs with and without identified disabilities. Prior to Dr. Durán's work in higher education she worked for 9 years as an early childhood special education teacher both in Prince George's County, Maryland and in rural south central Minnesota.

Curriculum Vita

Lillian K. Durán, PhD

Associate Professor, *University of Oregon*, Department of Special Education and Clinical Sciences, 5241 University of Oregon, Eugene, OR 97403

RESEARCH INTERESTS

Evidence-based practices with Dual Language Learners (DLLs) in early childhood education; the development of language and literacy assessments and interventions for Spanish-speaking preschoolers; and the development of appropriate evaluation and intervention practices with culturally and linguistically diverse populations receiving Early Childhood Special Education services.

EDUCATION

- 2008 Ph.D., Educational Psychology, University of Minnesota, Minneapolis, MN
Dissertation: An analysis of verbal interactions during dialogic reading with Spanish-speaking children enrolled in a Head Start home visiting program
(Scott R. McConnell, PhD, Committee Chair)
- 1999 M.A., Education and Human Development, The George Washington University, Washington D.C.
- 1995 B.A., Elementary Education, Antioch College, Yellow Springs, OH

PROFESSIONAL EXPERIENCE

- January 2016-present **Associate Professor**, Department of Special Education and Clinical Sciences, *University of Oregon*, Eugene, OR
- August 2009- December 2015 **Assistant Professor**, Department of Special Education and Rehabilitation, *Utah State University*, Logan, UT
- September 2006- June 2009 **Assistant Professor**, Department of Elementary and Early Childhood Education, *Minnesota State University Mankato*, Mankato, MN
- September 2003-June 2006 **Graduate Research Assistant**, The Center for Early Education and Development, *University of Minnesota*, Minneapolis, MN
- January 2004-August 2006 **Adjunct Instructor**, Department of Elementary and Early Childhood Education, *Minnesota State University Mankato*, Mankato, MN
- June 2004-August 2004 **Early Childhood Special Education Student Teacher Supervisor**, Department of Special Education, *University of Minnesota*, Minneapolis, MN

HONORS/AWARDS

- 2014 Special Education and Rehabilitation Department Researcher of the Year Award at USU
- 2013 Special Education and Rehabilitation Department Teacher of the Year Award at USU
- 2012 Women and Gender Research Institute Faculty Travel Grant, USU (\$500)

- 2010 Women and Gender Research Institute Faculty Travel Grant, USU (\$500)
- 2009 American Speech and Hearing Association Multicultural Award
- 2009 New Faculty Initiative Award at Minnesota State University, Mankato
- 2009 The Douglas R. Moore Lectureship from Minnesota State University, Mankato for exemplary research and scholarship (\$4,000)
- 2006 Bush Leadership Fellowship from the Bush Foundation of Minnesota for outstanding leadership potential (\$80,000)
- 1999 “Shifting Paradigms” 95% scholarship at The George Washington University for three years of study

RESEARCH

PEER-REVIEWED PUBLICATIONS – PUBLISHED AND IN PRESS *student authors

- Lund, E. M., Kohlmeier, T. L., & Durán, L. K. (accepted). Comparative language development in bilingual children with autism spectrum disorder: A systematic review. *Journal of Early Intervention*.
- Durán, L. K., Hartzheim, D., Lund, E. M., Simonsmeier, V., & Kohlmeier, T. L. (2016). Bilingual and home language interventions with young dual language learners: A research synthesis. *Language, Speech, and Hearing Services in the Schools*, 47, 347-371.
- Pyle, D., Pyle, N., Lignugaris, B., Durán, L., & Akers, J. (2016). Academic Effects of Peer-Mediated Interventions with English Language Learners A Research Synthesis. *Review of Educational Research*, 0034654316653663.
- Durán, L. K., Gorman, B., Kohlmeier, T.,* & Callard, C.* (2015). The development of a Spanish-English early language and literacy curriculum. *Early Childhood Education Journal*, 44 (5), 453
- Pratt, A.,* Justice, L., Durán, L. K., & Perez, A. (2015). Impacts of parent-implemented early-literacy intervention for Spanish-speaking children with language impairment. *International Journal of Language and Communication Disorders*, 50 (5), 569-579.
- Brodhead, M.*, Durán, L., & Bloom, S. E. (2014). Cultural and linguistic diversity in recent language acquisition research. *The Analysis of Verbal Behavior*, 30 (1), 75-86.
- Durán, L. K., Roseth, C., & Hoffman, P. (2014). An experimental study comparing predominantly English and transitional bilingual education on Spanish-speaking preschoolers' early literacy development: Year two results. *Applied Psycholinguistics*. Advance online publication. doi: 10.1017/S014271641300056.
- Southwick, J.,* Durán, L.K., & Schultz, J. (2013). A Pragmatic Approach to Cultural Competency in Vocational Rehabilitation: The Case of Hmong Americans. *A Journal of Applied Rehabilitation Counseling*, 44 (3), 23-31

- Wolfe, K.,* & Durán, L.K. (2013). Culturally and linguistically diverse parents' perceptions of the IEP process: A review of current research. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 13(2), 4-18.
- Durán, L. K., Roseth, C., Hoffman, P., Robertshaw, M. B.* (2013). An experimental study comparing predominantly English and transitional bilingual education on Spanish-speaking preschoolers' early literacy development: Year three results. *The Bilingual Research Journal*, 36 (1), 6-34
- Durán, L. K., Innocenti, M., Robertshaw, M. B.,* Shea, K.* (2013). The psychometric properties of the Bilingual Early Language Assessment. *National Head Start Association Dialog*, 16 (3), 1-15.
- Durán, L. K., Bloom, S.E., & Samaha, A.L. (2013). Adaptations to a functional behavior assessment with a Spanish-speaking preschooler. *Education and Treatment of Children*, 36 (1), 73-95.
- Durán, L., Cheatham, G., Santos, A. (2011). Evaluating young dual language learners: Gathering and interpreting multiple sources of data to make informed decisions. *Young Exceptional Children Thirteenth Monograph: Gathering Information to Make Informed Childhood Special Education*. Missoula, MT: Division of Early Childhood
- Anthony, J.L., Williams, J.M., Durán, L.K., Gillam, S., Liang, L., Aghara, R., Swank, P., Assel, M., & Landry, S. (2011). Spanish phonological awareness: Dimensionality and sequence of development during the preschool and kindergarten years. *Journal of Educational Psychology*, 103 (4), 857-876.
- Durán, L., Cheatham, G., Darling, S., Moore, S., Preciado, J., Sánchez, S., Thorp, E., Valle-Riestra, D., & Watson, A. (2010) *DEC Position Paper: Responsiveness to ALL children, families, and professionals: Integrating cultural and linguistic diversity into policy and practice*. Missoula, MT: Division of Early Childhood
- Durán, L. K., Roseth, C., & Hoffman, P. (2010). An experimental study comparing English-only and transitional bilingual education on Spanish-speaking preschoolers' early literacy development. *Early Childhood Research Quarterly*, 25 (2), 207-217.
- Kohnert, K., Yim, D., Nett, K., Kan, P.F., Durán, L. (2005). Intervention with linguistically diverse preschool children: A focus on developing home language(s). *Language, Speech and Hearing Services in the Schools*, 36 (3), 251-263.

EDITOR-REVIEWED PUBLICATIONS_*student authors

- Cheatham, G., Durán, L.K, & Hong, J.* (2012). Voices of Families of Young Dual Language Learners with Disabilities. *Young Exceptional Children Fourteenth Monograph: Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities*. Missoula, MT: Division of Early Childhood
- Romero-Little, E., Durán, L.K. & Santos, A. (2012). Supporting the Maintenance and Revitalization of Indigenous Languages and Cultures through Early Childhood Practice. *Young Exceptional Children Fourteenth Monograph: Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities*. Missoula, MT: Division of Early Childhood

- Durán, L. (2011). Harnessing the potential of children who are culturally and linguistically diverse in Early Childhood Special Education. *Utah Special Educator*. Salt Lake City, UT: Utah State Office of Education
- Durán, L. (2009). Do you speak my language? Reframing the potential of children who are culturally and linguistically diverse in Early Childhood Special Education. *Impact*, Summer/Fall Edition, Minneapolis, MN: Institute of Community Integration, University of Minnesota. 22 (1), pp. 18-19
- Derr, A., Durán, L., Christians, K., Fairchild, M., Griebel, S., Mann, D., Paz, C., Pionkowski, A. (2009) *Talk with me manual: Screening, assessment, and intervention with culturally and linguistically diverse children in early childhood special education*. Minnesota Department of Education: Roseville, MN.

BOOK CHAPTERS

- Durán, L. & Wackerle-Hollman, A. (accepted). Meeting the needs of young dual language learners in multi-tiered systems of support. In J. J. Carta & R. M. Miller (Eds.). *Multi-Tiered Systems of Support for Young Children: A Guide for RTI in Early Education*. Baltimore, MD: Brookes Publishing.
- Durán, L. (accepted). Dual language learners in early intervention programs: Issues of eligibility, access and service provision. In D. Castro & A. Artiles, (Eds.), *Language Learning and Disability: Issues & Opportunities in the Education of Young Bilingual Children*.
- Durán, L., Grisham-Brown, J., & Hemmeter, M. L. (in press). Promoting the language and literacy skills of dual language learners. In J. Grisham-Brown, M.L. Hemmeter, & K. Pretti-Frontzak (Eds.), *Blended Practices for Teaching Young Children in Inclusive Settings*. Baltimore, MD: Brookes Publishing.
- Santos, R. M. & Durán, L. (2014). When Good Intentions are Not Enough: Essentials for Effective Leaders and Educators in Building and Leading Culturally Responsive Schools and Programs. In C. Zhang, C. R. McCray, & S. Cho (Eds.), *Effective Education for all: implementing positive behavior support in early childhood through high school* (pp. 211-255). New York: Peter Lang Publishing Group.

PEER-REVIEWED PUBLICATIONS – MANUSCRIPTS UNDER REVIEW *student authors

- Rodriguez, M., Wackerle-Hollman, A., Palma, J.*, Durán, L., & Brunner, S.* (under review). Multimethod-multisite standard setting for Spanish language development measures.
- Gerencser, N.*, Durán, L. K., Callard, C.*, Kohlmeier, T. *, & Lignugaris-Kraft, B. (under review). Using contextual fit to design a Picture Communication System training program for special education teachers in Mexico. *Augmentative and Alternative Communication*
- Wackerle-Hollman, A., Durán, L. K., Brunner, S.*, Kohlmeier, T.*, Callard, C. & Palma, J. (under review). Spanish Individual Growth and Development Indicators: Phonological awareness measures. *School Psych Review*

MANUSCRIPTS IN PREPARATION *student authors

Durán, L. K., & Wackerle- Hollman, A., Callard, C.*, Kohlmeier, T.*, Brunner, S.*, & Palma, J.* (in preparation). Spanish Individual Growth and Development Indicators: The development of the oral language measures.

Durán, L. K. Wackerle-Hollman, A. Kohlmeier, T. *, Brunner, S. *, Palma, J.* (in preparation). Beyond picture naming: A comparison of four Spanish oral language tasks designed for universal screening

Harris, S.* Lignugaris-Kraft, B, & Durán, L. (in preparation). Reading comprehension for English language learners: A literature review.

GRANTS**EXTERNAL GRANTS/AWARDS**

- 2016 1,498,997 Co-Principal Investigator (Alisha Wackerle-Hollman, PI, Scott McConnell and Michael Rodriguez, Co-PIs) *Expanding Early Language and Literacy Spanish Individual Growth and Development Indicators to Monitor Progress: PM-S-IGDIs*. Institute of Education Sciences, Early Learning Program and Policies, Goal 5 Measurement
- 2014 \$4,436,706 Principal Investigator (Mark Innocenti and Vonda Jump, Co-PIs with Centro de la Familia) *Migrant and Seasonal Head Start Grantee Application-Utah*. Administration for Children and Families, Head Start Bureau (subcontract \$830,812)
- 2014 \$9,960 Principal Investigator. *Preparing Read it Again-Dual Language for on-line dissemination*. American Speech, Language, and Hearing Association Multicultural Grant.
- 2013 \$18,500 Principal Investigator. *Technical Assistance on Assessment and Intervention with Dual Language Learners receiving Early Childhood Special Education*. Utah State Office of Education.
- 2012 \$1,598,000 Co-Principal Investigator (Alisha Wackerle-Hollman, PI; Lillian Durán & Michael Rodriguez, Co-PIs) *Research and development of Spanish individual growth and development indicators (S-IGDIs): Early literacy identification and progress monitoring in Spanish-English bilingual children*, Institute of Education Sciences, Early Learning Services, Goal 5 (CDFA: 83.305A Award: R305A120449)
- 2012 \$35,000 Principal Investigator. *Technical Assistance on Assessment and Intervention with Dual Language Learners receiving Early Childhood Special Education*. Utah State Office of Education.
- 2012 \$9,000 Principal Investigator. *Training on the Bilingual Early Language Assessment*. Utah State Office of Education.
- 2011 \$30,475 Principal Investigator. *Technical Assistance on Assessment and Intervention with Dual Language Learners receiving Early Childhood Special Education*. Utah State Office of Education.
- 2010 \$ 8,244 Principal Investigator. *Improving Assessment and Intervention with Culturally and Linguistically Diverse Populations*. Utah State Office of Education

- 2009 \$672,632 Co-Investigator and Content Area Director: Cultural and Linguistic Diversity (with Ron Gillam, PI, and Karl White, Co-PI). *Future Leaders in Speech-Language Pathology and Audiology: Training Program for Pediatric Communication Disorders*. Department of Health and Human Services – Maternal and Child Health Bureau. (T83MCO9650)

EXTERNAL RESEARCH AWARDS –UNDER REVIEW

- 2016 1,400,000 Principal Investigator, *Project 21: Preparing teachers to serve America's dual language learners with and at-risk for disability in the 21st Century*, Early Intervention and Early Learning in Special Education, Goal 2 Development (CFDA 84.324A)

INTERNAL GRANTS/AWARDS

- 2016 19,915 Principal Investigator, *Developing Culturally and Linguistically appropriate early childhood special education materials for Latino families*, Fairway Fund
- 2016 2,155 Principal Investigator, Initiating a Global Education program for COE students to work with students with disabilities in Mexico, Taylor Fund
- 2011 \$4,990 Principal Investigator, *Drafting a Spanish Early Literacy Curriculum*, Utah State University, GEM Grant: Grant-writing Experience through Mentorship
- 2010 \$4,750 Principal Investigator, *Developing a disabilities studies program in Puerto Vallarta, Mexico for students pursuing licensure in Special Education*, Utah State University, Global Engagement Faculty Study Abroad Seed Grant
- 2007 \$4,830 Principal Investigator, *An analysis of verbal interactions during dialogic reading with Spanish-speaking children enrolled in a Head Start home visiting program*, Minnesota State University, Mankato Faculty Research Grant

EXTERNAL AWARDS – UNFUNDED

- 2015 \$1,243,291 Co-Principal Investigator (Timothy Slocum, PI & Ronald Gillam, Co-PI). *Interdisciplinary leadership program to enhance language and literacy outcomes of learners with disabilities*. U.S. Department of Education (CFDA 84.325 D)
- 2014 \$1,499,607 Principal Investigator (Brenda Gorman and Laura Reynolds, Co-PIs) *Developing a dual language version of the Read it Again-PreK curriculum*. Institute of Education Sciences, Early Learning Programs and Policies, Goal 2 Development
- 2014 \$1,242,730 Co-Principal Investigator (Timothy Slocum, PI & Ronald Gillam, Co-PI). *Multidisciplinary leadership preparation to enhance language and literacy outcomes for learners with disabilities*. U.S. Department of Education (CFDA 84.325 D)
- 2013 \$1,043,055 Principal Investigator (Brenda Gorman and Laura Reynolds, Co-PIs) *Developing a dual language version of the Read it Again-PreK curriculum*. Institute of Education Sciences, Early Learning Programs and Policies, Goal 2 Development
- 2010 \$15,000,000 (\$1,014,975 sub-award) Co-Investigator and Content Area Director: *Dual Language Learners* (Amy Santos, PI, Gregory Cheatham, Susan Fowler, Tawara Goode, Diane Perry, and Sylvia Sánchez, Co-PIs). *National Center on*

Cultural and Linguistic Responsiveness (NCCLR). Administration for Children and Families, Head Start Bureau

- 2009 \$189,000 Principal Investigator, *Supporting early literacy and language development in Spanish-speaking preschoolers in Migrant Head Start*, Foundation for Child Development Young Scholars Grant Competition
- 2008 \$165,800 Principal Investigator, *National Survey of Services provided to English Language Learners in Early Childhood Special Education*, Foundation for Child Development Young Scholars grant Competition
- 2006 \$15,800 Principal Investigator, *An analysis of verbal interactions during dialogic reading with Spanish-speaking children enrolled in a Head Start home visiting program*, Head Start Graduate Student Research Grant, No. HHS-2006-ACF-OPRE-YD-0068

PRESENTATIONS

JURIED PRESENTATIONS *student presenters

- Durán, L. K. & Wackerle-Hollman, A. (February, 2017). The development of a Spanish storybook based preschool universal screening measure. Pacific Coast Research Conference, San Diego, CA.
- Durán, L. K. (July, 2016). Exploring the relationships between English and Spanish preschool language and literacy ability, language exposure, language of instruction, and kindergarten outcomes). Society for the Scientific Study of Reading. Porto, Portugal.
- Durán, L. K. & Wackerle-Hollman, A. (February, 2016). Multi-tiered systems of support for dual language learners: Universal Screening and tier 2 intervention. Conference on Research innovations in Early Intervention. San Diego, CA.
- Durán, L. K. & Wackerle-Hollman, A. (December, 2015). The development of a Spanish storybook-based preschool universal screening measure. Literacy Research Association. San Diego, CA.
- Durán, L. K. & Wackerle-Hollman, A. (November, 2015). The development of the Individual Growth and Development Indicators-Español. American Speech and Hearing Association. Denver, CO
- Durán, L. K. (July, 2015). Innovations in the development of a Spanish early language and literacy general outcome measure: The Spanish Individual Growth and Development Indicators (S-IGDIs). Society for the Scientific Study of Reading. Kona, HI.
- Kohlmeier, T.*, Durán, L. K. (July, 2015). Findings from a quasi-experimental study investigating the effects of the Read it Again-Dual Language Preschool curriculum. Society for the Scientific Study of Reading. Kona, HI.
- Gorman, B., & Durán, L. K. (July, 2015). Read it again-dual language early literacy curriculum: Feasibility and usability. Society for the Scientific Study of Reading. Kona, HI.
- Durán, L. K., Gorman, B., Kohlmeier, T.*, Callard, C.* (October, 2014). Promoting the early

- literacy and language development of dual language learners. National Division for Early Childhood Pre-Conference, St. Louis, MO.
- Durán, L. K., Wackerle-Hollman, A. (October, 2014). The importance of measuring home language in universal screening. National Division for Early Childhood, St. Louis, MO.
- Cheatham, G., & Durán, L. K. (October, 2014). Selections from Young Exceptional Children Monograph # 14: A focus on home language and differentiating language difference from disability. National Division for Early Childhood. St. Louis, MO.
- Durán, L. K., (July, 2014). Read it Again–Dual Language: A Spanish-English curriculum innovation. Society for the Scientific Study of Reading. Santa Fe, NM.
- Durán, L. K., Wackerle-Hollman, A., Peña, E., LaForrett, D. (February, 2014). Examining the challenges and current innovations of assessing Spanish-speaking preschoolers. Conference on Research Innovations in Early Intervention. San Diego, CA.
- Durán, L. K., Wackerle-Hollman, A., Rodriguez, M., McConnell, S. Kohlmeier, T*., Callard, C*. (October, 2013). Development of Spanish individual growth and development indicators: Pioneering new assessment methodology. National Division for Early Childhood Conference. San Francisco, CA.
- Knoche, L., Durán, L., La Forrett, D., & Carta, J. (October, 2012). Using Data to make Instructional Decisions for Dual Language Learners. National Division for Early Childhood Conference. Minneapolis, MN.
- Santos, R., Cheatham, G., & Durán, L. (October, 2012). Introducing the 14th Young Exceptional Children Monograph: Serving Dual Language Learners with or at-risk for Disabilities. National Division for Early Childhood Conference. Minneapolis, MN.
- Durán, L., Pandit, S. Brandt, H., & Kohlmeier, T.* (October, 2012). A Statewide model of training focused on Culturally and Linguistically Diverse Populations. National Division for Early Childhood Conference. Minneapolis, MN.
- Durán, L., & Santos, R. (2012). Making the Ideal Real: Effective classroom Strategies for Dual Language Learners. National Division for Early Childhood Pre-Conference. Minneapolis, MN.
- Durán, L. (February, 2011). An Experimental Study Comparing English-only and Transitional Bilingual Education in Head Start: Year Three Results. Edward Zigler Western Research Institute, California Head Start Association: San Francisco, CA.
- Durán, L. (October, 2010). Practical strategies for home visiting culturally and linguistically diverse families. National Division for Early Childhood Conference. Kansas City, MO
- Durán, L. (October, 2010) Evidence-based practices with Dual Language Learners: Assessment and intervention. National Division for Early Childhood Pre-Conference. Kansas City, MO

- Durán, L., & Hoffman, P. (February, 2010). An Experimental Study Comparing English-Only and Transitional Bilingual Education on Spanish Speaking Preschoolers' Early Literacy Development. National Association of Bilingual Education: Denver, CO
- Durán, L., & Mann, D. (October, 2009). Talk with me: An on-line resource manual to support evidence-based practices with culturally and linguistically diverse children and families in ECSE, National Division for Early Childhood Conference: Albuquerque, NM
- Romero, E., & Durán, L. (October, 2009). Part I: Early Learning and Literacy Experiences of Young Indigenous Children, National Division for Early Childhood Conference: Albuquerque, NM.
- Durán, L., Moore, S., Little, E. & Moquino, T. (October, 2009). Part II: ECSE Practice in Indigenous Communities: Supporting Language and Culture, National Division for Early Childhood Conference: Albuquerque, NM
- Durán, L, Mendoza, I, Wolf, S., Rezac, S. (October, 2008) Evidence-based Practices with Spanish Speakers in Head Start. The National Dual Language Head Start Institute, Washington D.C.
- Durán, L., Mendoza, I., Wolf, S., Dykstra, K. (October, 2008) ¡Adelante! Strategies for supporting Spanish Language Development in Young Spanish Speakers. National Division for Early Childhood Conference, Minneapolis, MN
- Durán, L. & Moore, S. (October, 2008) Revitalization of Native American Languages and Culture: Implications for Early Childhood Special Education Practice. National Division for Early Childhood Conference, Minneapolis, MN
- Moore, S., Durán, L., & Perez-Mendez, C. (October, 2008). Early Recognition and Response equals Prevention: Evidence-based Practices for meeting the Educational Needs of Children and Families from Cultural, Linguistic, and Ability-diverse Backgrounds in Early Care and Education. National Division for Early Childhood Pre-Conference, Minneapolis, MN
- Durán, L. (March, 2008). Supporting Early Literacy in Young English Language Learners: Language of the Heart at your Library. National Public Library Conference, Minneapolis, MN
- Durán, L. (October, 2006) Appropriate Services in ECSE for Young English Language Learners: Language, Culture, and Practice. National Division for Early Childhood Conference. Little Rock, AK
- Durán, L. (March, 2006) Appropriate Services for Young Children Learning English as Second Language: Current Research, Best Practices and Policy Issues. Center for Early Education and Development Symposium. Minneapolis, MN
- Durán, L. (December, 2005) Can Children with Developmental Delays learn more than Language? Current Research, Policy Issues, and Best Practices for serving Children who are learning English as a Second Language in Early Childhood Special Education. National Early Childhood Technical Assistance Center Conference. Washington D.C.

Watson, C., Neilsen-Gatti, S. & Durán, L. (October, 2005). Bridging Education and Mental Health. National Division for Early Childhood Conference. Portland, OR

Durán, L., Fisher, C., Swanson, J. (April, 2002) Behavior Assistance Teams and Positive Behavioral Support in Early Childhood Settings. Minnesota Children's Mental Health Association. Duluth, MN

Durán, L., Fisher, C. (February, 2002) Conducting Functional Behavioral Assessments in Early Childhood Settings: The Behavior Team Model. Minnesota Division for Early Childhood Conference. Minneapolis, MN

JURIED POSTER PRESENTATIONS *student presenters

Brunner, S.*, Kohlmeier, T.*, Palma, J.*, Wackerle-Hollman, A., Durán, L., & Callard, C.* (2016, July). Impact of language of instruction and language modeling on growth trajectories of Spanish-English dual language learner preschoolers' early literacy skills. Twenty-Third Annual Meeting of Society for the Scientific Study of Reading, Porto, Portugal.

Callard, C.*, Durán, L., Wackerle-Hollman, A., Palma, J.*, Kohlmeier, T.*, Brunner, S.* (2016, July). IGDIs-Español: *How home language exposure, language of instruction, and sex correlate with differential tier assignments on three measures of oral language.* Poster session presented at the twenty-third annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Palma, J.*, Brunner, S.*, Wackerle-Hollman, A., Rodriguez, M. C., Durán, L.*, Kohlmeier, T.*, & Callard, C.* (July 2016). Evaluating child responses as a means for validation of construct representation on a Spanish verb task. 2016 Annual Conference of the Society for the Scientific Study of Reading in Porto, Portugal.

Schalla, L., Durán, L. K. & Pratt, A.* Exploring the home literacy environments of young children in Mexico. American Speech and Hearing Association. Denver, CO. November 12-14, 2015.

Palma, J.*, Brunner, S.*, Wackerle-Hollman, A., & Durán, L. Developmental trajectories of Spanish-English bilingual preschoolers: Exploring ability and language of instruction. American Speech and Hearing Association. Denver, CO. November 12-14, 2015.

Gerencser, K.*, Durán, L. K., Callard, C.*, & Kohlmeier, T.* PECS training for special education teachers in Mexico. American Speech and Hearing Association. Denver, CO. November 12-14, 2015.

Callard, C.*, & Durán, L. K. Differential tier designation of three oral language measures. Poster Presentation at the Society for the Scientific Study of Reading. Kona, HI, July 15-18, 2015.

Durán, L., Kohlmeier, T.*, Callard, C.*, Wackerle-Hollman, A. "An analysis of English-influenced Spanish Responses on the S-IGDIs. Poster Presentation at the National Division for Early Childhood Conference, St. Louis, MO, October 7-9, 2014.

Durán, L., Gorman, B., Kohlmeier, T.*, Callard, C.* "Considerations In The Development of A Dual Language Early Language And Literacy Curriculum." Poster

- Presentation at the 9th Biennial Conference on Research Innovations in Early Intervention, San Diego, CA, February 20-22, 2014.
- Durán, L., Hollman, A., Kohlmeier, T.*, & Callard, C.*. “Evaluating English-Influenced Spanish.” Poster Presentation at the 9th Biennial Conference On Research Innovations in Early Intervention, San Diego, CA, February 20-22, 2014.
- Hollman, A., Durán, L. K., Rodriguez, M. & McConnell, S. “Development of Spanish individual growth and development indicators: Pioneering new assessment methodology.” Poster Presentation at the Bilingual Research Conference, Houston, TX, May 16-17, 2013.
- Durán, L., Robertshaw, B.*, & Shea, K.*, & Gorman, B. “Implementing the Read it Again Pre-K curriculum with Dual Language Learners.” Poster Presentation at the Conference on Research Innovations in Early Intervention. San Diego, CA, February 23-25, 2012.
- Durán, L., Innocenti, M., Robertshaw, B.*, & Shea, K.* “Psychometric properties of the Bilingual Early Language Assessment.” Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA, February 23-25, 2012.
- Durán, L., Innocenti, M., Robertshaw, B.*, & Shea, K.* “Psychometric properties of the Bilingual Early Language Assessment.” Poster presented at the National Division for Early Childhood Conference. National Harbor, MD, November 15-18, 2011.
- Durán, L. “An Experimental Study Comparing English-Only and Transitional Bilingual Education on Spanish Speaking Preschoolers’ Early Literacy Development.” Poster presented at the Conference on Research Innovations in Early Intervention. San Diego, CA, February 21-24, 2010.
- Durán, L. “An Analysis of Verbal Interactions during Dialogic Reading with Spanish-speaking Children enrolled in a Head Start Home Visiting Program.” Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA, February 20-23, 2008.

INVITED PRESENTATIONS

- Durán, L. (October, 2015). Effective Practices with dual language learners, Unity Council Head Start, Oakland, CA
- Durán, L. (August, 2013). Special education law and serving dual language learners in ECSE. Utah Institute on Special Education Law, Ogden, UT
- Durán, L. (June, 2013). Bringing the evidence into practice with Dual Language Learners in early childhood programs. Minnesota Early Intervention Institute: Collegeville, MN
- Durán, L. (June, 2013). Effective classroom strategies for young dual language learners. Texas NAEYC 3rd Annual School Readiness Summit, San Antonio, TX
- Durán, L., Wackerle-Hollman, A., & McConnell, S. (September, 2012). The Development of the Spanish Version of the Individual Growth and Development Indicators. National Center for Response to Intervention in Early Childhood Annual Summit. Santa Ana Pueblo, NM.

- Durán, L., (June, 2012) Effective Practices for young Dual Language Learners. Effective Practices Conference, Utah State University: Logan, UT
- Durán, L. (June, 2012). Bringing the evidence into practice with Dual Language Learners in early childhood programs. Minnesota Early Intervention Institute: Collegeville, MN
- Durán, L., & Santos, A. (September, 2011). Evidence-based and recommended tier one strategies for dual language learners: What should I do tomorrow? National Center for Response to Intervention in Early Childhood Annual Summit. Santa Ana Pueblo, NM.
- Durán, L. (August, 2011). Legal requirements and recommended practices in the Special Education Evaluation of English Language Learners: Distinguishing disability from difference Utah Special Education Law Conference: Ogden, UT.
- Bloom, S. & Durán, L. (June, 2011). Adaptations to a functional behavior assessment with a Spanish-speaking preschooler. Effective Practices Conference, Utah State University: Logan, UT
- Durán, L. (June, 2011). Determining language proficiency in young dual language learners. Effective Practices Conference, Utah State University: Logan, UT
- Durán, L. (June, 2011). Bringing the evidence into practice with Dual Language Learners in early childhood programs. Minnesota Early Intervention Institute: Collegeville, MN
- Durán, L. (June, 2011). Evidence-based practices with Dual Language Learners. National Head Start Management Academy: San Antonio, TX.
- Durán, L. (October, 2010). Chair of a panel on Dual Language Learners: Quality Tier One Environments for young Dual Language Learners: Where are we and where are we going? National Center for Response to Intervention in Early Childhood Annual Summit. Kansas City, MO
- Durán, L. (June, 2010). Literacy and language development of dual language learners. University of Kentucky, Lexington, KY
- Durán, L. (June, 2010). Literacy development of dual language learners. Early Reading First grant training. University of Illinois, Champaign, IL
- Durán, L. (June, 2010). Evidence-based practices with dual language learners. Minnesota Early Intervention Institute. Collegeville, MN
- Durán, L. (February, 2010). Screening and evaluating young dual language learners to determine eligibility for Special Education. Utah State Department of Education: Salt Lake City, UT
- Durán, L. (June, 2009). Routines-based Intervention with culturally and linguistically diverse families. Minnesota Early Intervention Institute. Collegeville, MN
- Durán, L. (June, 2009) Evidence-based Practices for young English Language Learners. Utah State University: Effective Practices Conference. Logan, UT

Durán, L. (June, 2009) The ABCs of Early Literacy. Utah State University: Effective Practices Conference: Logan, UT

Durán, L. (June, 2008) Appropriate Services for Culturally and Linguistically Diverse Populations in ECSE: Language Culture, and Practice. Minnesota Early Intervention Institute, St. Cloud, MN

Durán, L. & Reichle, J. (May, 2004) Addressing the Needs of Preschoolers who engage in Challenging Behavior. Center for Early Education and Development Symposium. Minneapolis, MN

Watson, C., Swanson, J. & Durán, L. (May, 2004) Bridging Education and Mental Health in Early Childhood. Center for Early Education and Development Symposium. Minneapolis, MN

SELECTED PROFESSIONAL DEVELOPMENT PRESENTATIONS

Durán, L. (August, 2015). Implementing the Creative Curriculum with dual language learners: Strategies for adaptation. El Centro Inc. Dual Language Academy. Kansas City, KS

Durán, L. (August, 2014). Head Start policy and practice recommendations with young dual language learners. Salt Lake City Head Start. Salt Lake City, UT.

Durán, L. (August, 2014). Effective practices with young dual language learners. El Centro Inc. Dual Language Academy. Kansas City, KS

Durán, L. (July, 2014). Early Intervention with dual language learners: Language, culture, and practice. DDI Vantage Early Head Start, Taylorsville, UT.

Durán, L. (April, 2014). Minnesota Early Intervention Cultural and Linguistic Diversity Statewide Cadre Training. Minnesota Department of Education. Roseville, MN

Durán, L. (October, 2012). Minnesota Early Intervention Cultural and Linguistic Diversity Statewide Cadre Training. Minnesota Department of Education. Roseville, MN

Durán, L. (July, 2011). Family literacy night: ¡Vamos a leer! Centro de la Familia, Migrant Head Start. Providence, UT

Durán, L. (May, 2011). Minnesota Early Intervention Cultural and Linguistic Diversity Statewide Cadre Training. Minnesota Department of Education. Roseville, MN

Durán, L. (April, 2011). Early Childhood Special Education and Head Start: What you need to know? Centro de la Familia, Migrant Head Start. Honeyville, UT

Durán, L. (April, 2011). Dual Language and Literacy Development. Centro de la Familia, Migrant Head Start. Providence, UT

Durán, L. (November, 2010) Do you speak my language? Appropriate evaluation procedures for culturally and linguistically diverse students referred to Special Education. Southwest Service Cooperative. Marshall, MN

- Durán, L. (November, 2010). Minnesota Early Intervention Cultural and Linguistic Diversity Statewide Cadre Training. Minnesota Department of Education. Roseville, MN
- Durán, L. (October, 2007) Appropriate services for young ELLs in Early Childhood Special Education. Statewide Early Childhood Special Education Leadership Conference. Brainerd, MN
- Durán, L. (January, 2007) *Appropriate Services for Young Spanish-speaking Children: Research and Practice*. Spanish Language and Literacy Conference. The Minnesota Humanities Commission. Owatonna, MN
- Durán, L. (December, 2006) *Bilingual Language Learners*. State Early Childhood Resource Center (SERC). Cromwell, CT
- Durán, L. (March, 2006) *Supporting Early Literacy in Young English Language Learners*. Hennepin County Public Library System. Minneapolis, MN
- Durán, L. & Neilsen-Gatti, S. (February, 2006) *Bridging Education and Mental Health*. Josephine County Early Intervention Services. Medford, OR
- Watson, C. & Durán, L. (October, 2004) *Bridging Education and Mental Health*. Center for Disabilities at the University of South Dakota. Sioux Falls, SD
- Durán, L. (January, 2004) *Cultural Competence in Early Childhood Special Education. Screening, Assessment, and Intervention*. Chanhassen Public Schools. Chanhassen, MN

WEBINARS

- 2010- 2014 *Minnesota Department of Education*, Monthly webinars delivered to a statewide master cadre to provide ongoing technical assistance on best practices in serving culturally and linguistically diverse populations in early intervention.
- 2011 *University of Central Florida*, A series of four synchronous webinars to provide content on dual language development and screening, assessment, and intervention that could be accessed by all professionals involved in delivering services in early childhood special education statewide.

CONSULTATION EXPERIENCE

- 2013 –present *University of Kansas, Juniper Gardens*, contracted to consult on an IES grant focused on developing on-line support for the Early Communication Indicator and the best approaches to screening and progress monitoring with infants and toddlers who are dual language learners.
- 2013-present *El Centro*, El Centro is an organization in Kansas City, KS dedicated to Latino empowerment and it operates a bilingual preschool program with 5 classrooms to serve the community. Consulted to help them improve their bilingual instructional model.
- 2011-2013 *Head Start National Center for Quality in Teaching and Learning*, contracted to write screening guidelines and recommended instructional practices with

- preschool-aged dual language learners and develop an on-line training module on these topics.
- 2010-2015 *Utah State Office of Education*, contracted to deliver trainings throughout the state on assessment and intervention with young dual language learners in Early Childhood Special Education.
- 2010-2015 *Minnesota Department of Education*, led a statewide effort to provide training and technical assistance to a cadre of early intervention professionals who will serve as regional experts in cultural and linguistic diversity and early intervention.
- 2009-2015 *Centro de la Familia, Migrant Head Start in Utah*, Disabilities consultant throughout programs in Utah
- 2009-2010 *Minneapolis Public Schools*, led a year-long Professional Learning Community on the topic of cultural and linguistic responsiveness for Early Childhood Special Education professionals
- 2007- 2009 *Minnesota Department of Health*, conducted child assessments as the Educational Specialist on a regional Development and Behavior Learning Clinic
- 2008-2009 *Minnesota Valley Action Council Head Start*, provided technical assistance to Head Start programs in six counties in rural south central Minnesota to address concerns regarding practices with dual language learners noted during a federal review of their programs.
- 2006-2007 *Hennepin County Library*, co-authored “World Language Story Times”, a document that detailed best practices during story time at public libraries with dual language learners. Practices have been adopted by many of the largest libraries in the state.

UNIVERSITY INSTRUCTION

Utah State University, Logan

- SPED 7820** Doctoral Seminar: English Language Learners and Literacy (new course)
- SPED 7400** Doctoral Seminar: Cultural and Linguistic Diversity and Disability
- SPED 5710** Teaching Infants and Young Children with Disabilities
- SPED 5730** Strategies for Teaching Young Children with Disabilities
- SPED 6300** Effective Practices with Culturally and Linguistically Diverse Students with Disabilities (new course)

Minnesota State University, Mankato

- SPED 440** Assessing Young Children with Special Needs
- SPED 421** Partnering with Parents and Professionals
- SPED 409** Learning and Human Development
- SPED 413** Professional Growth and Development
- EEC 424** Students with Special Educational and Behavioral Needs in the Regular Education Classroom
- EEC 682** Appropriate Services for Culturally and Linguistically Diverse Populations in ECSE: Language, Culture, and Practice
- EEC 674** Etiology, Symptomatology of Disabilities and Intervention

EEC 680 Formal Assessment of Young Children and Ongoing Progress Monitoring in Special Education
EEC 681 Supporting Language, Literacy, and Cognitive Development
EEC 678 Supporting Gross and Fine Motor Development in Young Children with Special Needs
EEC 679 Interdisciplinary Teaming in Early Childhood Special Education
EEC 683 Curriculum and Methods for Young Children with Special Needs
EEC 684 Preschool/Primary Field Experience
EEC 687 Social/Emotional Development, Mental Health, and Positive Behavior Support
EEC 691 Curriculum and Methods for Home Visiting Infants with Special Needs
EEC 692 Infant Home Visiting Field Experience
EEC 697 ECSE Student Teaching
EEC 698 ECSE Student Teaching Seminar

Teaching Experience

September 2003-2005 **Early Childhood Special Education 0-3 Home Visitor,**
Mankato Public Schools, Mankato MN

July 2000-August 2003 **Early Childhood Special Education Lead Teacher and 0-3**
Home Visitor,
River Bend Education District, New Ulm, MN

Sept. 1996-June 2000 **Early Childhood Special Education Preschool Teacher, Fort**
Foot Elementary School, Fort Washington, MD

Feb. 1995-June 1995 **4th Grade Teacher, Seabrook Elementary School, Lanham, MD**

SERVICE

PUBLICATIONS

Editorial Responsibilities

Co-Editor, *Young Exceptional Children Monograph No. 14: Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities*, 2012
 Associate Editor, *Education and Treatment of Children*

Editorial Boards

Young Exceptional Children, 2011-present

Reviewer

Journal of Speech, Language, and Hearing Research, 2015
Early Childhood Education Journal, 2015
Reading and Writing, 2014-present
Bilingual Research Journal, 2013-present
NHSA Dialog: A research-to-practice journal for the early childhood field, 2012
International Journal of Bilingual Education and Bilingualism, 2012
American Journal of Speech and Language Pathology, 2012
Journal of Speech, Language, and Hearing Services in the Schools, 2012
Early Childhood Research Quarterly, 2011-present
Educational Psychology, 2011
Journal of Early Intervention, 2010
Education and Treatment of Children, 2010
Young Exceptional Children, 2007-present
The Elementary School Journal, 2016

CONFERENCES

Reviewer, Proposals in the Policy and Research Strand for the National Division of Early Childhood Conference, 2014

Reviewer, Proposals in the Policy Strand for the National Division of Early Childhood Conference, 2013

Chair of the Research Strand for the National Division of Early Childhood Conference, 2011

Reviewer, Proposals in the Cultural Diversity Strand for the National Division of Early Childhood Conference, 2007- 2009

Guest Reviewer of presentation proposals in the Early Childhood Strand for The National Council of Exceptional Children Conference, 2009

UNIVERSITY**Utah State University**

2009-present Supporting faculty in infusing content related to cultural and linguistic diversity throughout undergraduate and graduate courses in the Special Education Department at USU and developing specialized courses as needed in this content area

2010 University Latino Day Organizing Committee

Graduate Thesis Committees (Chair)

Emily Cavanaugh

Jessica Flenniken

Micah Jessup

Kerry Shea (Completed)

Graduate Thesis Committees (Member)

Melody Andreasen

Jessica Dalton

Teresa Fish

Julia Goepel

Shalee Thompson

Doctoral Dissertation Committees (Chair)

Teresa Kohlmeier

Chase Callard

Doctoral Dissertation Committees (Member)

Carmen Romo

Dan Kelsey

Casey Clay

Minnesota State University, Mankato

2008-2009 Graduate Research Committee, Member

2007-2009 College of Education Diversity Committee, Chair,

2006-2008 Undergraduate Research Conference Committee, Member

2006-2007 Developed a graduate level Early Childhood Special Education licensure program in the Department of Elementary and Early Childhood Education

PROFESSIONAL ORGANIZATION MEMBERSHIP

Society for the Scientific Study of Reading

National Association for the Education of Young Children 2011- present

Society for Research on Child Development 2011- present

National Association of Bilingual Education (NABE) 2010-2011

Council for Exceptional Children (CEC) 2009-present,

Division for Early Childhood

Division for Research

Division for Culturally and Linguistically Diverse Exceptional Learners

OTHER COMMITTEE MEMBERSHIPS

2006-2008 Minnesota State Diversity Advisory Council, Minnesota State Department of Education