

Leah G. Durán

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EDUCATION

- 2015, Ph.D. The University of Texas at Austin
Curriculum and Instruction; Specialization in Language and Literacy Studies
- 2009, Ed.M. Harvard Graduate School of Education
Language and Literacy
- 2006, B.A. Brown University
Latin American Studies

EMPLOYMENT

- 2021-present Associate Professor, Department of Teaching, Learning and Sociocultural Studies, College of Education, University of Arizona, Tucson, AZ.
Affiliate Faculty, Second Language Acquisition and Teaching
Affiliate Faculty, Worlds of Words Center of Global Literacies and Literatures
- 2015-2021 Assistant Professor, Department of Teaching, Learning and Sociocultural Studies, College of Education, University of Arizona, Tucson, AZ.
- 2011-2015 Assistant Instructor/Teaching Assistant, College of Education, University of Texas, Austin, TX.
- 2009-2010 Teacher (Grade 2 ESL), University of Texas Elementary School, Austin, TX.
- 2006-2008 Teacher (Grade 2 Bilingual), Austin Independent School District, Austin, TX.
- Spring 2005 English Teacher, Escuela Primaria Guadalupe Victoria, Secretaría de Educación Pública, México.

HONORS AND AWARDS

- Fellow, Udall Center for Public Policy, University of Arizona (2023-2024).
- Arthur Applebee Award for Excellence in Research on Literacy, Literacy Research Association (2022).
- Postdoctoral Fellowship, National Academy of Education/Spencer Foundation (2019-2021).
- Maria Urquides Laureate Award, College of Education, University of Arizona (2019).
- Richard Ruiz Scholar in Residence, Resplandor International/Worlds of Words (2018).
- Fellow, Tucson Public Voices, The Op-Ed Project (2016-2017).
- University Continuing Fellowship, Graduate School of UT-Austin (2013-2015).

RESEARCH ACTIVITY

Refereed Journal Publications (* denotes graduate student co-author)

- **Durán**, L. & Bernstein, K. (Forthcoming). Names y nombres: Names as an entry point to biliteracy in the early childhood classroom. *Journal of Early Childhood Literacy*.
- **Durán**, L., & *Lopez, R. (2022). Recipes as invitations to read, write and play in preschool. *The Reading Teacher*. 76(4), 412-420.
- **Durán**, L. & *Aguilera, M. (2022). Walls, bridges, papers, borders: Civic literacy in the borderlands. *Research in the Teaching of English*. 22(2), 156-176.
- Curiel, L.C., & **Durán**, L. (2021). A historical inquiry into bilingual reading textbooks: Coloniality and biliteracy at the turn of the 20th century. *Reading Research Quarterly*. 56(3), 497-518.
- **Durán**, L. (2020). "Todas las poems que están creative": Language ideologies, bilingual children and writing. *Journal of Language, Identity and Education*. 9(6), 412-427.
- **Durán**, L. & Henderson, K. I. (2018). Cases of linguistic flexibility in the classroom. *EuroAmerican Journal of Applied Linguistics and Languages*. 5(2), 76-90.
- **Durán**, L. (2018). Understanding young children's everyday biliteracy: "Spontaneous" and "scientific" influences on learning. *Journal of Early Childhood Literacy*. 18(1), 71-96.
- Martínez, R., & **Durán**, L., & Hikida, M. (2017). "Spanish learners": Identity and interaction among multilingual children in a Spanish-English dual language classroom. *International Multilingual Research Journal*. 11(3), 167-183.
- **Durán**, L. (2017). Audience and young bilingual children: Building on strengths. *Journal of Literacy Research*. 49(1), 92-114.
- **Durán**, L. (2016). Revisiting Family Message Journals: Audience and biliteracy development in a first grade ESL classroom. *Language Arts*. 93 (5), 354-365.
- Lindenberg, A., Henderson, K., **Durán**, L. (2016). Teacher professional development and practices using technology in high-poverty rural primary schools in Nicaragua. *Global Education Review*. 3(1), 66-87.
- Martínez, R., Hikida, M., & **Durán**, L. (2014). Unpacking ideologies of linguistic purism: How dual language teachers make sense of everyday translanguaging. *International Multilingual Research Journal*. 9(1), 26-42.
- **Durán**, L., & Palmer, D. (2013). Pluralist discourses of bilingualism and translanguaging talk in classrooms. *Journal of Early Childhood Literacy*, 14 (3), 367-388.
- Worthy, J., **Durán**, L., Hikida, M., Pruitt, A., & Peterson, K. (2013). Spaces for dynamic bilingualism in read-aloud discussions: Developing and strengthening bilingual and academic skills. *Bilingual Research Journal*, 36 (3), 311-328.

Books

- DeJulio, S. & **Durán**, L. (Eds.) (Forthcoming). *Exploring and Expanding Literacy Histories of the United States: A Spotlight on Under-recognized Histories*. Routledge Press.

Chapters of Books, Handbooks and Encyclopedias (Invited and/or Refereed)

- Hoffman, J. **Durán**, L., & DeJulio, S. (Forthcoming). Transformative Literacy Teacher Preparation: Third Space, Hybrid Spaces, and Boundary Crossing as Frameworks for Innovating on Practice. In M. Sailors, I. Nuñez, V. Watson, D. Alvermann & J. Hoffman, (Eds). *Theories, Models, and Practices of Literacy, 8th Edition*. Routledge.

- **Durán, L** & *Lopez, R, & *Analla, S. (2023). Pandemic as portal: Early Childhood Education in the COVID-19 pandemic. In H. Yoon, A. Lin Goodwin & C. Genishi (Eds.) *Reimagining Diversity, Equity, and Justice in Early Childhood*. Routledge.
- Martínez, R., **Durán, L.** & Hikida, M. (2019). “Where everyday translanguaging meets academic writing: Exploring tensions and generative connections for bilingual Latina/o/x students. In I. García-Sánchez & M. Faulstich Orellana, (Eds.), *Language and Cultural Practices in Communities and Schools: Bridging Learning for Students from Non-Dominant Groups*. Routledge.
- Martínez, R., **Durán, L.** & Hikida, M. (2019). “Translanguaging and the transformation of classroom space: On the affordances of disrupting linguistic boundaries”. In M. Pacheco, P.Z. Morales, C. Hamilton (Eds.), *Transforming schooling for second language learners: Policies, pedagogies, and practices*. Information Age Publishing.
- **Durán, L.**, Hikida, M. & Martínez, R. (2018) “Community-mediated educational practices”. In J. Liontas, (Ed.), *TESOL Encyclopedia of English Language Teaching Administrative and Organizational Issues*. TESOL Inc/Wiley International. DOI: 10.1002/9781118784235
- Toribio, A. J., & **Durán, L.** (2018). “Understanding Spanish heritage speakers’ translanguaging practices”. K. Potowski, (Ed.), *Handbook of Spanish as a heritage/minority language*. Routledge.
- Martínez, R., Hikida, M., & **Durán, L.** (2017). “Unpacking ideologies of linguistic purism: How dual language teachers make sense of everyday translanguaging”. In M. Gort (Ed.), *The complex and dynamic languaging practices of emergent bilinguals: Translanguaging across diverse education and community contexts*. Routledge. [Reprinted from *International Multilingual Research Journal*, 9[1], 2015]
- **Durán, L.**, Martínez, R., & Hikida, M. (2017). “Beyond bilingual: Including multilingual students in dual language classrooms.” In E. Barbian, G.C. Gonzales, & P. Mejía, (Eds.), *Rethinking Bilingual Education*. Rethinking Schools.

Briefs and White Papers

- **Durán, L.**, & *Lopez, R. (2020). Young children, families and learning during the COVID-19 pandemic/ Niños pequeños, familias y maestros durante la pandemia COVID-19. Frances McClelland Institute for Children, Families and Youth. <https://fmi.arizona.edu/COVID19>

Public Scholarship (Editor-refereed)

- **Durán, L.** (Forthcoming). Reading the nation: Migration as a generative theme in US History. *WOW Review: Reading Across Cultures*.
- **Durán, L.** (July/August/September, 2022). Ask the researchers: What should teachers know about teaching bi/multilingual children? *Literacy Today*. 40(1), 2-5.
- **Durán, L.** & Hikida, M. (May 2, 2022). Making sense of reading’s forever wars. *Phi Delta Kappan*. <https://kappanonline.org/readings-forever-wars-duran-hikida/>
- Brochin, C., **Durán, L.**, & Short, K. (October 14, 2021). Digging deeper into migration histories through multimodal text sets. *Worlds of Worlds: Center of Global Literacies and Literatures*. <https://wowlit.org/blog/2021/10/14/digging-deeper-into-migration-stories-through-multimodal-text-sets/>.
- **Durán, L.** (June 1, 2017). Bring back bilingual education in Arizona. *Arizona Daily Star*. Retrieved June 30, 2017 from http://tucson.com/news/opinion/columnists/guest/leah-dur-n-bring-back-bilingual-education-in-arizona/article_19750913-5444-5c36-b026-9ed5d19e78c0.html
- **Durán, L.** (February 20, 2017). The truth about the word gap. *Ozy.com*. Retrieved March 21, 2017 from <http://www.ozy.com/pov/the-truth-about-the-word-gap/75658>.

Manuscripts In Progress

- Durán, L. & Hikida, M. Understanding the relationship between thriving and literacy. [In preparation].
- Durán, L. “Dignity and worth as a person”: Teacher organizing, Bilingual Education Act of 1968, and bilingual education today. [Book manuscript in preparation].
- Durán, L., *Jiang, N., Hoffman, J., Holyoke, E., Wetzell, M. M., *Marek, M. Pre-service teachers mentoring in hybrid spaces using Beautiful Books and drama. [Manuscript in preparation].
- Durán, L. & *Aguilera, M. Parent language ideologies in Arizona. [Manuscript in preparation].

Invited Presentations [Selected]

- Durán, L. (February, 2024). “Dignity and worth as a person”: Teacher organizing, the Bilingual Education Act of 1968, and bilingual education today. Udall Center for Public Policy, University of Arizona. Tucson, Arizona.
- Durán, L. (February, 2024). Two ways of thinking about third spaces. Gervitz Graduate School of Education, University of California, Santa Barbara. [Virtual].
- Durán, L. (November, 2023). Understanding the “word gap”. (Keynote). University of Iowa College of Education Teacher Education Program. [Virtual].
- Durán, L. (October, 2023). Play and the everyday: New designs for literacy learning. University of Pennsylvania Graduate School of Education. Philadelphia, PA.
- Durán, L. (February, 2023). Civic literacy in the borderlands. Borderlands Education Center, University of Arizona, Tucson, AZ.
- Durán, L. (February, 2023). Civic literacy in the borderlands. University of Vermont College of Education and Social Services, Burlington, VT.
- Durán, L. (February, 2021). Asset-based approaches to emergent biliteracy. Erikson Institute, Chicago, IL.
- Durán, L. (July 5, 2018). El uso de la literatura infantil para promover el amor a la lectura. Casa de la cultura, Guanajuato, GTO, México.
- Durán, L. (June, 2018). El uso de la literatura infantil en la enseñanza del inglés. Departamento de Letras Hispánicas, Universidad de Guanajuato, GTO, México.
- Durán, L. (June, 2018). Investigación-Acción: Lectoescritura en dos idiomas. Benemerita y Centenaria Escuela Normal Oficial de Guanajuato, GTO, México.

National and International Conference Presentations [Selected]

- Durán, L., Cueto, D., Brochin, C., Short, K. & Obregón, N. (2022). Crossing borders through books: Salas de libros and transnational partnerships. Symposium presented at the annual meeting of the Literacy Research Association (LRA).
- Durán, L. (2022). *Designs for the future in literacy teacher education research*. Paper presented at the annual meeting of the Literacy Research Association (LRA). Phoenix, AZ.
- Durán, L., *Jiang, N. & *Garivaldo, B. (2022). *Pre-service teachers mentoring in hybrid spaces using Beautiful Books and drama*. Paper presented at the annual meeting of the Literacy Research Association (LRA). Phoenix, AZ.
- Short, K., Durán, L., Agus, Z., Anderson, K., Bustos, C., Guerrero, R., Froehbrodt, R., Vasquez, P., *Clough, L., *Reyes, L., *Tourtellot, D., (2022) *Multimodal Text Sets of the Untold and Silenced Stories in Our Communities*. Symposium presented at the annual meeting of the National Council of Teachers of English (NCTE).

- Durán, L. (April 2022). *Recovering insights from the past: What the founders of bilingual education can teach us now*. Poster presented at the annual meeting of the American Association for Educational Research (AERA). San Diego, CA.
- Durán, L. (December 2021). *Building on family language and literacy practices in early childhood classrooms*. Symposium presented at the annual meeting of the Literacy Research Association (LRA). [Virtual].
- Durán, L. & *Lopez, R. (April 2021). *Designing and refining culturally sustaining pedagogies for emergent literacy*. Roundtable presented at the annual meeting of the American Educational Research Association (AERA). [Virtual].
- Durán, L. (November, 2020). *From everyday practices to pedagogies for biliteracy*. Presentation at the Fall retreat for Spencer Foundation/National Academy of Education. [Virtual].
- Durán, L. (April, 2020). *New directions: Asset-based biliteracy pedagogies in preschool*. [Invited Poster Session]. Annual meeting of American Educational Research Association (AERA). San Francisco, CA (Conference canceled).
- Durán, L. & *Aguilera, M. (April, 2019). *Parent language ideologies in Arizona*. Paper presented at the annual meeting of the American Educational Research Association (AERA). Toronto, ON.
- Durán, L. (December, 2018). *Radicalizing Writer's Workshop: Disrupting monolingual language ideologies through multilingual and multimodal practices*. Symposium presented at the annual meeting of the Literacy Research Association (LRA). Indian Wells, CA.
- Durán, L. & *Aguilera, M. (April, 2018). *Young children writing against a border wall*. Paper presented at the annual meeting of the American Educational Research Association (AERA). New York, NY.
- Durán, L. (March, 2018). *Symbolic competence and young multilingual speakers: What's at stake in applying theories developed for adult languaging to young children's interactions*. Paper presented at annual meeting of the American Association for Applied Linguistics (AAAL). Chicago, IL.
- Durán, L. (December, 2017). *Inquiry into emergent biliteracy*. Paper presented at the annual meeting of the Literacy Research Association (LRA). Tampa, FL.
- Durán, L. & Henderson, K. (April, 2017) *Pockets of hope: Linguistic flexibility in the classroom*. Paper presented at annual meeting of the American Educational Research Association (AERA). San Antonio, TX.
- Durán, L. (April, 2017). *"Wiggle Room": Teaching against the grain with bilingual children*. Paper presented at annual meeting of the American Educational Research Association (AERA). San Antonio, TX.
- Durán, L. (April, 2017). *Co-constructing notions of linguistic prestige*. Symposium presented at the annual meeting of the American Educational Research Association (AERA). San Antonio, TX.
- Durán, L. (December, 2016). *Biliteracy as resource*. Symposium presented at the annual meeting of the Literacy Research Association (LRA). Nashville, TN.
- Durán, L. (December, 2016). *Todas las poems que están creative: Confronting inequitable language policy*. Symposium presented at the annual meeting of the Literacy Research Association (LRA). Nashville, TN.
- Durán, L. (April, 2016). *Young bilingual children's rhetorical astuteness*. Roundtable presented at the annual meeting of the American Educational Research Association (AERA). Washington, DC.
- Durán, L. (April, 2016). *Spontaneous biliteracy*. Paper presented at the annual meeting of the American Educational Research Association (AERA). Washington, DC.
- Durán, L. & Smith, W. (December, 2015). *Rosa Parque, Rubi Bridges, & Martin Luther Rey: Young Latino children learning Black history*. Paper presented at the annual meeting of the Literacy Research Association (LRA). Carlsbad, CA.

Grants

- Co-PI (with Drs. Carol Brochin, Desirée Cueto, Lillian Gorman and Kathy Short). *Expanding Salas de Libros: Innovative Literary Engagements for Arizona QT BIPOC Communities*. University of Arizona Hispanic Serving Institution Seed Grant. \$25,000. (2023)
- Co-PI (with Drs. Carol Brochin and Kathy Short). *We the People: Migrant Waves in the Making of America*. National Endowment for the Humanities Summer Institute for K-12 Teachers Grant, \$189,999. (2023). <https://wethepeople.coe.arizona.edu/>
- Co-PI (with Drs. Sandra Soto and Carol Brochin). *NEA The Big Read: Tucson (Postcolonial Love Poem by Natalie Diaz)*. National Endowment for the Arts. \$19,900. (2022-2023). <https://bigread.arizona.edu/>
- Co-PI (with Drs. Carol Brochin and Kathy Short). "We the People:" *Building Salas de Libros to Explore Migrant Waves in Our Nation's History*, National Writing Project. Building a More Perfect Union: Pandemic Recovery Grant, \$50,000. (2022-2023). <https://salasdelibros.coe.arizona.edu/>
- Collaborator. (with PI Mary Feeney). *Fostering the "Aha!" Moments of Learning with Primary Sources through Librarian-Faculty Partnerships*, Library of Congress Teaching with Primary Sources Grant, \$83,226. (2021-2022).
- Co-PI (with Drs. Carol Brochin and Kathy Short). *We the People: Migrant Waves in the Making of America*. National Endowment for the Humanities Summer Institute for K-12 teachers Grant, \$174,375. (2021).
- Co-PI (with Drs. Carol Brochin and Kathy Short). *Salas de Libros: Transnational Partnerships for Literacy Communities*. University of Arizona International Research and Development and Academic Program Development Grant. \$29,780. (2019-2020).
- PI. *Wildcat Literacy Studio*. University of Arizona Office of Student Engagement. \$5,000. (2017-2018).
- PI. *Designing Powerful Literacy Pedagogies for Bilingual Children*. University of Arizona Seed Grant, \$5950 (2016-2017).

UNIVERSITY TEACHING EXPERIENCE

University of Arizona

Graduate:

- TLS 654: Educational and Applied Linguistics
- TLS 505: Language and Literacy
- TLS 795a: Biliteracy and Multiliteracies Across Languages and Cultures
- LRC 581: Multicultural Children's Literature and Literacy
- LRC/TLS 578: Field Research in Communities and Schools
- LIS/TLS 579: Literature and Literacy for Young Children
- LRC 595a: Forbidden Fiction: Banned and Challenged Children's Books

Undergraduate

- TLS 319: Literacy Practices for Young Children
- TLS 312: Early Language and Literacy Development
- TLS 403: Reflective Professionalism and Leadership in Early Childhood Education

University of Texas at Austin

Assistant Instructor (Instructor of record)

- EDC 339D: Reading Assessment and Development
- EDC 370E: Reading Methods (bilingual and generalist cohorts)
- EDC 339C: Community Literacy

SUPERVISION OF RESEARCH

Ph.D. Dissertation Supervision

- Co-chair (with Dr. Perry Gilmore), Michelle Aguilera, Ph. D, 2022. The University of Arizona; *Language ideologies, linguistic agency and the verbal play of young children.*
- Chair, Rebecca Lopez. Ph.D., 2021 The University of Arizona; *Exploring the implementation of an emergent writing curriculum in a preschool classroom.*
- Co-chair (with Dr. Marcy Wood), Diana Hill. Ph.D., 2020. The University of Arizona; *Learning dispositions in early childhood education.*

Member, Dissertation Committee

- Hasan Alshuhri, Ph.D. 2024. Language, Reading and Culture. The University of Arizona. *Saudi Cosmopolitan Transnational Parents' Ideologies, Language Policy, and their Children's Struggle with Homeland Integration.*
- Deonna Tourtellot, Ph.D. 2023. Teaching, Learning and Sociocultural Studies. The University of Arizona. *Encouraging young children to read the world through multimodal transactions and play with literature.*
- Lindsey Rowe, Ph.D. 2021. Teaching and Learning. The Ohio State University; *Constructing composing practices: Using a social literacies perspective to explore writing.*
- Lauren Clough, Ph.D. 2021 Educational Psychology. The University of Arizona; *A case study of a high school Gender and Sexuality Alliance.*
- Hyunjung Lee, Ph.D. 2021. Language, Reading and Culture. The University of Arizona; *Effects of an English immersion program of Korean EFL university students' language learning.*
- Xiao Yin, Ph.D. 2021. Teaching, Learning and Sociocultural Studies. The University of Arizona; *Language socialization in a Chinese preschool.*
- Angelica Serrano, Ph.D. 2019. Language, Reading and Culture. The University of Arizona; *Encouraging dialogue around social issues with Latinx students through literature discussion and culturally relevant literature.*
- Andrea Herrera Dulcet, Ph.D. 2019, Spanish and Portuguese. The University of Arizona; *Spanish with an attitude: Critical translangual competence for Spanish heritage language learners.*
- Ana Fierro, Ph.D. 2018, Language, Reading and Culture. The University of Arizona; *Multimodal biliteracy in the Arizona-Sonora borderlands.*
- Noura Al-Hudaib, Ph.D. 2018, Language, Reading and Culture. The University of Arizona; *Exploring funds of knowledge in Muslim immigrant families.*

SERVICE AND OUTREACH

Administrative and Committee Work

- Member, University of Arizona Early Childhood Center Working Group (2022-2024).
- Member, TLSS Career Track Tenure & Promotion Committee (2022-2023)
- Member, TLSS Early Childhood Education Program Committee (2020-present)
- Member, COEBE (College of Education Bilingual Education) Committee (2016-present)
- Co-Chair, COEBE Committee (2018-2019)
- Chair, Faculty Search Committee, Associate/Full Professor of Practice Position, Teaching Learning and Sociocultural Studies (2019)
- Member, Faculty Search Committee, Assistant Professor of Practice Position, Teaching Learning and Sociocultural Studies (2018)
- Member, Faculty Search Committee, Associate/Full Professor Position, Teaching Learning and Sociocultural Studies (2018)
- Member, Elementary Curriculum Revision Committee (2016-2017).
- Member, Graduate Curriculum Committee (2015-2016).
- Advisor, MA students in Early Childhood Education and Language, Reading and Culture programs (2015-present).

Community Service/Outreach

- Organizer, *The Big Read: Tucson* (Spring 2023).
- Exhibitor, Love of Literacy Children's Book Festival, Tucson Children's Museum (September 2022)
- Member, University of Arizona Early Childhood Education Community of Practice (2015-present)
- Literacy Task Force, Arizona Department of Education, 2021-2022
- Interpreter, Kino Border Initiative, 2021
- Coordinator, Wildcat Literacy Studio, Ochoa Community School/John Valenzuela Youth Center (2016-present)
- Facilitator, Early Childhood Education Professional Learning Opportunities (2015-2021)
- Moderator, Tucson Festival of Books (2018, 2021, 2022)
- Professional development (with COEBE), Sunnyside Unified School District Dual Language Planning Team (2018-2019)
- Professional development, Secretary of Public Education, Guanajuato, GTO, México (Summer 2018)
- Discussant, TLS Graduate Student Colloquy (2018, 2021)
- Speaker, Southern Arizona Association for the Education of Young Children (2016)
- Speaker, College of Education Winter Convocation Ceremony (2016-2017)

Service to the Profession

Manuscript Reviewer

- *Journal of Literacy Research* (Editorial Review Board)
- *Language Arts* (Editorial Review Board)
- *Research in the Teaching of English* (Editorial Review Board)

- Committee member, Alan C. Purves Award (2024)
- *American Educational Research Journal*
- *Teachers College Record*
- *Linguistics and Education*
- *Equity and Excellence in Education*
- *Modern Language Journal*
- *Anthropology & Education Quarterly*
- *Journal of Early Childhood Literacy*
- *Contemporary Issues in Early Childhood*
- *International Multilingual Research Journal*
- *The Reading Teacher*
- *Critical Inquiry in Language Studies*
- *Bilingual Research Journal*
- *Journal of Language, Identity and Education*
- *Literacy Research: Theory, Methods and Practice*

External Reviewer for Tenure and Promotion

- College of Health, Education and Social Transformation, New Mexico State University (2024)

RECORD OF MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS AND LICENSURES

Professional Organizations

- American Educational Research Association
 - Division G: Social Context of Education
 - Division F: History and Historiography
 - Bilingual Education Special Interest Group
 - Advocacy Working Group
 - History Subcommittee
 - Language and Social Processes Special Interest Group
 - Critical Perspectives on Early Childhood Education Special Interest Group
- Literacy Research Association
 - Ethnicity, Race and Multilingualism ICG
 - History of Literacy ICG

Licensures and Certifications

- Texas Bilingual Generalist Certificate, Early Childhood – Grade 4
- Texas Oral Proficiency Test – Spanish