**CURRICULUM VITAE**

KRISTIN J. DAVIN

University of North Carolina at Charlotte

Cato College of Education

Middle, Secondary, & K-12 Education

9201 University City Blvd.

Charlotte, NC 28223

kdavin@uncc.edu

**EDUCATION AND PROFESSIONAL CREDENTIALS**

Degrees Date College/University Major

Ph.D. 2011 University of Pittsburgh Foreign Language Education

M.A.Ed. 2004 Wake Forest University Foreign Language Education

B.A. 2003 Wake Forest University Spanish and Communications

**PROFESSIONAL EXPERIENCE**

Dates Institution Title/ responsibilities/nature of work

2019 – present University of North Carolina Associate Professor, Foreign Language Education,

 at Charlotte Middle, Secondary, and K-12 Education and

 Department of Languages and Culture Studies

 Program Director, Foreign Language Education

2017 – 2019 University of North Carolina Assistant Professor, Foreign Language Education,

 at Charlotte Middle, Secondary, and K-12 Education and

 Department of Languages and Culture Studies

 Program Director, Foreign Language Education

 2017 Loyola University Chicago Associate Professor, Foreign and Second Language Education, School of Education

2011 – 2017 Loyola University Chicago Assistant Professor, Foreign and Second Language

 Education, School of Education

 Program Coordinator, Graduate Studies in Rome

2008 – 2011 University of Pittsburgh Adjunct Professor, Foreign Language Education

2006 – 2009 Falk Laboratory School Spanish Teacher, Grades K-5

2004 – 2005 Baltimore County Public Schools Spanish Teacher, Grades 6-8

2003 – 2004 Forsyth County Public Schools Long-term Substitute, Spanish, Grades 9-12

**TEACHING/CURRICULUM DEVELOPMENT**

Courses taught

Methods in K-12 Foreign Language Teaching (FLED 4200/5200)

Assessment in the Teaching of K-12 Foreign Languages (FLED 4104/5104)

 Lab in Content Pedagogy: Foreign Language (FLED 4100L/5100L)

Secondary Methods – Foreign Language (FLED 4200/5200)

 K-8 Methods – Foreign Language (FLED 4201/5201)

 Selected Topics in Spanish (SPAN 4050/5050)

 Culturally Responsive Assessment Practices (TESL 5401)

Teaching and Learning with a Global Framework, Foreign Language (TLSC 350)

Teaching and Learning in an Area of Specialization, Foreign Language (TLSC 340)

Language, Culture, & Pedagogy in Spanish Language Classrooms, Mexico City (TLSC 241)

Individualized Assessment and Instruction for Diverse Students (TLSC 220)

Educational Policy for Diverse Students (TLSC 210)

Assessing English Language Learners (CIEP 376)

Secondary Methods: Foreign Language Education (CIEP M63)

Professional Learning Community, Foreign Language (TLSC 300)

Instructional Leadership for Multicultural Schools, Rome, Italy (CIEP 473)

Teaching and Learning in an Area of Specialization, Foreign Language (TLSC 450)

Teaching and Learning with a Global Framework, Foreign Language (TLSC 451)

Theoretical Foundations of Teaching English, ELLs, and Bilingual Education (CIEP 471)

Assessment of Bilingual Students (CIEP 474)

Doctoral Seminar: The Study of Teaching (CIEP 541)

Curriculum and course development

 Foreign Language Education program (Minor, Graduate Certificate, and MAT), Program Redesign,

 University of North Carolina at Charlotte, 2018-2019

 FLED 5104: Assessment in the Teaching of K-12 Foreign Languages, Course Design, Quality Matters,

 University of North Carolina at Charlotte, 2019

 MDSK 5100L: Lab in Content Pedagogy, Course Design, University of North Carolina at Charlotte,

 2019

 SPAN 4050/5050: From Intermediate to Advanced: Moving up the Proficiency Scale, Course Design,

 Quality Matters, University of North Carolina at Charlotte, 2018

Undergraduate and Graduate Teaching, Learning, and Leading in Schools and Communities (TLLSC)

teacher preparation program, Redesign Steering Committee, Loyola University Chicago, 2012 – 2016

Teaching & Learning Certificate for Practicing Teachers International Baccalaureate: Primary Years

Programme (PYP), Lead Program Developer, Loyola University Chicago, 2015 – 2016

 Teaching & Learning Certificate for Practicing Teachers International Baccalaureate: Middle Years

Programme (MYP), Lead Program Developer, Loyola University Chicago, 2015-2016

Language, Culture, and Pedagogy in Mexico City Study Abroad Program, Co-Lead Program

Developer, Loyola University Chicago, 2014 – 2015

Advising/student-directed scholarship

Doctoral Dissertation Chair

Kushki, A. (Co-Chair; in progress). *The emotional side of dynamic assessment: L2 writing*

 *From Vygotsky's perezhivanie lens.* Loyola University Chicago.

Faryabi, F. (Co-Chair: in progress). *Mediating Iranian EFL teachers' appropriation of dynamic*

 *assessment for written feedback.* Shiraz University.

Hancock, C. (2022). *The Seal of Biliteracy: Equity across lines of race, language, and social class.*

University of North Carolina at Charlotte.

Shah, J. (2017). *Critical media literacy instruction with teacher residents in urban Catholic schools: A*

*comparative case study approach to implementation and critical transformational learning.* Loyola University Chicago.

 Doctoral Dissertation Committee Member

Okraski, C. (in progress). *The impact of first language status on second language teacher EdTPA*

 *performance, perceptions, and preparation.* University of North Carolina at Charlotte.

Basok, E. (in progress). *A critical ethnography of Ohio’s seal of biliteracy policy and implementation.*

The Ohio State University.

Bourneuf, A. (in progress). *Transformative social-emotional learning and pedagogy in the immersion*

*classroom.* University of Washington.

White. T. (in progress). *An exploration of counselor posttraumatic growth due to harmful clinical*

*Supervision.* University of North Carolina at Charlotte.

Sanczyk, A. (2020). *A narrative inquiry of second language teacher agency in promoting culturally*

*responsive pedagogy.* University of North Carolina at Charlotte.

Lenis-Sucerquia, E. (2019). *An exploration into teachers’ understandings and*

*operationalization of academic language and explicit comprehension strategy instruction in reading for English Language Learners in secondary school.* University of North Carolina at Charlotte.

Morgan, J. (2019). *Models of effective culturally responsive leadership for English Language*

*Learners*. University of North Carolina at Charlotte.

Vyn, R. (2019). A synthesis of AAPPL outcomes data with teachers’ reported washback and

decision-making practices: an evaluation of k-12 language program performance. University of Iowa.

Barton, T. (in progress). *Adult education, language learning, and the role of capital in two*

 *community-based organizations.* Loyola University Chicago.

Ayala, M. (2018). *How does the classroom teacher promote academic success in the Spanish*

*native speaker class: A study of classroom teachers’ perceptions of culturally relevant pedagogy in the Spanish native speaker course at the high school level.* Loyola University Chicago.

Hamedah, L. (2017). *An exploration of elementary teacher’s beliefs and perceptions about science*

*inquiry: A mixed methods study.* Loyola University Chicago

Lee, S.Y. (2016). *Dynamic assessment in foreign language individualized instruction.* The Ohio State

University.

Chavoshan, I. (2016). *Unanticipated student utterances in an adult ESL grammar classroom.*

University of Pittsburgh.

Arreguin, S. (2015). *Reform through a student lens: The experience of Latino/a students in an*

*International Baccalaureate Diploma Program in Chicago.* Loyola University Chicago.

**RESEARCH**

Books

Davin, K. J., & Heineke, A. J. (2022). *Promoting multilingualism in schools: A framework for*

*implementing the Seal of Biliteracy.* ACTFL Press. #\*

Heineke, A. J., & Davin, K. J. (Eds.) (2020). *The Seal of Biliteracy: Case studies of language*

*policy in practice.* Charlotte, NC: Information Age Publishing.

Book Chapters (# = refereed, \*= data-based)

Heineke, A.J., Davin, K.J., & Elliott, J. (in press). The Seal of Biliteracy and dual language bilingual

education. In J. Freire, C. Alfaro, & de Jong, E. *The handbook of dual language bilingual education.* Routledge. #

Kissau, S., Davin, K. J., Stephan, M., & Kolano, L. (2021). School districts and graduate

teacher training programs: Mutually beneficial partnerships? In R. M. Reardon & J. Leonard (Eds.), *Learning to read the world and the word: School-university-community*

*collaboration to enrich immigrant literacy and teacher education* (pp. 159-182).

Information Age Publishing.

Hancock, C., & Davin, K. J. (2021). Shifting ideologies: The Seal of Biliteracy in the United

States. In U. Lanvers, A. Thompson, & M. East (Eds.), *Language learning and teaching in Anglophone countries: Challenges, policies, ways forward* (pp. 71–88)*.* London: Palgrave Macmillan. \*#

Davin, K. J. (2020). The Seal of Biliteracy across the United States: Considerations for policy

implementation. In A. J. Heineke & K. J. Davin (Eds.), *The Seal of Biliteracy: Case studies of language policy in practice* (pp. 3–16)*.* Charlotte, NC: Information Age Publishing.

Okraski, C., & Hancock, C., & Davin, K. J. (2020). Promoting equitable access to the Seal of

Biliteracy: The case of Minnesota. In A. J. Heineke & K. J. Davin (Eds.), *The Seal of Biliteracy: Case studies of language policy in practice* (pp. 67–84)*.* Charlotte, NC: Information Age Publishing. \*

Davin, K. J., & Herazo, J. D. (2020). Reconceptualizing classroom dynamic assessment: Lessons

from teacher practice. In M. E. Poehner, & O. Inbar-Lourie (Eds.), *Toward a reconceptualization of L2 classroom assessment: Praxis and researcher-teacher partnership* (pp. 197–217). Berlin: Springer Publishing. \*

Davin, K. J., & Kushki, A. (2019). Framing our approach to teacher education: Sociocultural theory

and the field-based apprenticeship model. In A. J. Heineke, & A. M. Ryan (Eds.), *Teaching, Learning, and Leading with Schools and Communities: Field-based teacher education for the next generation* (pp. 13–24). New York: Routledge. #

Donato, R., & Davin, K. J. (2018). The role of ontogenetic development in teacher education.

In J. Lantolf, M. E. Poehner, & M. Swain (Eds.), *Handbook of sociocultural theory and second language learning* (pp. 457–471). New York: Routledge.

Davin, K. J. (2018). Mediator and learner engagement in co-regulated inter-psychological

activity. In J. Lantolf, M. E. Poehner, & M. Swain (Eds.), *Handbook of sociocultural theory and second language learning* (pp. 282–294)*.* New York: Routledge.

Poehner, M. E., Davin, K. J., & Lantolf, J. P. (2017). Dynamic assessment. In E. Shohamy (Ed.),

N. Hornberger (Gen. Ed.), *Encyclopedia of Language and Education Volume 8, Language Assessment and Testing* (pp. 243–256).Berlin: Springer Publishing.#

Articles in Refereed Journals (# = refereed, \*= data-based)

Davin, K. J., Heineke, A. J., & Hancock, C. R. (2022). The Seal of Biliteracy: A ten-year

 retrospective. *Foreign Language Annals, 55*(1), 10–34*.* <https://doi.org/10.1111/flan.12596> \*#

 Kushki, A., Rahimi, M., & Davin, K. J. (2022). Written corrective feedback: A case for dynamic

assessment. *Assessing Writing, 52.* <https://doi.org/10.1016/j.asw.2022.100606> \*#

Davin, K. J., & Kushki, A. (2022). A Sociocultural perspective: Seeking evidence of development

 in a PACE approach to grammar instruction. *Language Learning, 72*(S1), 165–202.

<https://doi.org/10.1111/lang.12473> \*#

Kissau, S., Davin, K. J., Wang, C., & Haudeck, H. (2022). Enhancing foreign language

teacher candidates’ oral proficiency: An international comparison. *Research in Comparative*

*and International Education, 17*(1), 124–142*.* <https://doi.org/10.1177/17454999211028052>\*#

Kissau, S., Davin, K. J., Keßler, J., Brunsmeier, S., & Herazo, J. D. (2022). Language teacher

preparation in a pandemic: An international comparison of responses to COVID-19. *NECTFL Review, 88,* 17–36*.* \*#

Sagre, A., Herazo, J. D., & Davin, K. J. (2022). Contradictions in teachers’ classroom dynamic

 assessment implementation: An activity system analysis. *TESOL Quarterly, 56*(1), 154–177.

<https://doi.org/10.1002/tesq.3046>\*#

Davin, K. J. (2021). Critical language testing: Factors influencing students’ decisions to (not) pursue

 the Seal of Biliteracy. *Harvard Educational Review, 91*(2), 179–203.

<https://doi.org/10.17763/1943-5045-91.2.179> \*#

 Heineke, A. J., & Davin, K. J. (2021). Implementing the Seal of Biliteracy: A multiple case study

 of six high-awarding districts. *Modern Language Journal, 105*(2), 395–411.

<https://doi.org/10.1111/modl.12708>\*#

 Barahona, M., & Davin, K. J. (2021). A practice-based approach to language teacher

 preparation: A cross-continental collaboration. *Profile, 23*(1), 181–196.

<https://doi.org/10.15446/profile.v23n1.85326> \*#

Heineke, A. J., Roudebush, A., Papola-Ellis, A., Davin, K., Cohen, S., & Wright-Costello, B.

(2020). Apprenticing educators of English learners: Partnerships to promote linguistically responsive practice in classrooms, schools, and communities. *The Professional Educator, 43*(1). <https://wp.auburn.edu/educate/archives/> \*#

Hancock, C., & Davin, K. J. (2020). A comparative case study: Administrators' and students'

 perceptions of the Seal of Biliteracy. *Foreign Language Annals, 53*(3), 458–477*.*

 <https://doi.org/10.1111/flan.12479> \*#

Hancock, C. R., Davin, K. J., Williams, J. A., & Lewis, C. (2020). Global initiatives in North

Carolina: The impact on culturally and linguistically diverse learners. *Dimension,* 132–150*.* <https://eric.ed.gov/?id=EJ1249862>\*#

Heineke, A. J., & Davin, K. J. (2020). Building a multilingual America: Policy

journeys to enact the Seal of Biliteracy. *Educational Policy, 34*(4), 619–643. <https://doi.org/10.1177/0895904818802099> \*#

Davin, K. J., Hancock, C., & Mariyappan, S. (2019). Growing Tamil in Minnesota through the Seal

of Biliteracy. *The Language Educator, 14*(4), 44–47.\*

Kissau, S., Davin, K. J., & Wang, C. (2019). Enhancing teacher candidate oral proficiency through

interdepartmental collaboration. *Foreign Language Annals*, *52*(2), 358–372. https://doi.org/10.1177/17454999211028052 \*#

Heineke, A. J., Davin, K. J., & Dávila, A. (2019). Promoting multilingualism for English Learners:

The Seal of Biliteracy in Washington State. *TESOL Journal, 10*(3).

<https://doi.org/10.1002/tesj.451> *#*

Kissau, S., Davin, K. J., Wang, C., Haudeck. H., Rodgers, M., & Du, L. (2019). Recruiting foreign

 language teachers: An international comparison of career choice influences. *Research in Comparative and International Education, 14*(2), *184*–200. <https://doi.org/10.1177/1745499919846015>\*#

Davin, K. J., & Gomez, D. (2019). Evaluating instruction through dynamic assessment.

*Language and Sociocultural Theory, 6*(1), 6–31. <https://doi.org/10.1558/lst.38914>\*#

Herazo, J. D., Davin, K. J., & Sagre, A. M. (2019). Corrective feedback and dynamic

assessment: Comparisons from an activity theory perspective. *Modern Language Journal, 103*(2), 443–458*.* <https://doi.org/10.1111/modl.12559>\*#

Kissau, S., Davin, K. J., & Wang, C. (2019). Recruitment and retention: Analyzing

 foreign language teachers’ motivation influences and perceptions. *Teaching and Teacher*

*Education*, 78, 174–182. <https://doi.org/10.1016/j.tate.2018.11.020>\*#

Davin, K. J., & Heineke, A. J. (2018). The Seal of Biliteracy: Adding students’ voices to the

conversation. *Bilingual Research Journal, 41*(3), 312–328.

<https://doi.org/10.1080/15235882.2018.1481896> \*#

Heineke, A. J., & Davin, K. J., & Bedford, A. (2018). The Seal of Biliteracy: Considering equity and

access for English Learners. *Education Policy Analysis Archives, 26*(99), 1–8. <https://doi.org/10.14507/epaa.26.3825> #

Donato, R., & Davin, K. J. (2018). The genesis of classroom discursive practices as history in

 person processes. *Language Teaching Research, 22*(6), 739–760.

<https://doi.org/10.1177/1362168817702672>\*#

Heineke, A. J., Papola-Ellis, A., Davin, K. J., Cohen, S., Roudebush, A., Wright-Costello, B, & Fendt,

C. (2018). Language matters: Developing educators’ expertise for English Learners in linguistically diverse communities. *Language, Culture and Curriculum*, *32*(1), 63–77. https://doi.org/10.1080/07908318.2018.1493493 \*#

Davin, K. J., Okraski, C., & Heineke, A. (2018). Empowering heritage learners through the Seal

 of Biliteracy. *The Language Educator*, 13(2), 37–40. \*#

Davin, K. J., Heineke, A. J., & Egnatz, L. (2018). The Seal of Biliteracy: Successes and challenges

 of implementation. *Foreign Language Annals, 51*(2), 275–289.

 <https://doi.org/10.1111/flan.12336>\*#

Davin, K. J., Chavoshan, I., & Donato, R. (2018). All your teachers are there when you teach.

 *System*, *72*, 139–150. <https://doi.org/10.1016/j.system.2017.12.001> \*#

Heineke, A. J., Papola-Ellis, A., Cohen, S., & Davin, K. J. (2018). Prioritizing English learners

through linguistically responsive professional development: An apprenticeship model to build capacity in diverse schools. *Improving Schools, 21*(1), 32–47. <https://doi.org/10.1177/1365480217732632> \*#

Davin, K. J., & Heineke, A. J. (2017). The Seal of Biliteracy: Variations in policy and outcomes.

 *Foreign Language Annals, 50*(3), 486–499. <https://doi.org/10.1111/flan.12279> \*#

Davin, K. J., Herazo, J. D., & Sagre, A. M. (2017). Learning to mediate: Teacher

 appropriation of dynamic assessment. *Language Teaching Research, 21*(5), 632–651.

 <https://doi.org/10.1177/1362168816654309>\*#

Davin, K. J. (2016). Classroom dynamic assessment: A critical examination of constructs and

 practices. *Modern Language Journal, 100*(4),813-829. <https://doi.org/10.1111/modl.12352>

\*#

Davin, K. J., & Heineke, A. J. (2016). Preparing teachers for language assessment: A practice-

 based approach. *TESOL Journal*, *7*(4), 921–938. <https://doi.org/10.1002/tesj.253> \*#

Davin, K. J., & Troyan, F. J. (2015). The implementation of high leverage teaching

practices: From the university classroom to the field site. *Foreign Language Annals, 48*(1),124–142. <https://doi.org/10.1111/flan.12124> \*#

Davin, K. J., Rempert, T. A., & Hammerand, A. A. (2014). Converting data to knowledge: One

district’s experience using large-scale proficiency assessment. *Foreign Language Annals, 47(*2), 241–260*.* <https://doi.org/10.1111/flan.12081> \*#

Davin, K. J., Troyan, F. J., & Hellmann, A. (2014). Classroom dynamic assessment of reading

comprehension with second language learners. *Language and Sociocultural Theory*, *1*(1), 1–23. <https://doi.org/10.1558/lst.v1i1.1> \*#

Heineke, A. J., & Davin, K. J. (2014). Situating practice in schools and communities: Case studies of

teacher candidates in diverse field experiences with English language learners. *NABE Journal of Research and Practice, 5*(1). <https://doi.org/10.1080/26390043.2014.12067774> \*#

Davin, K. J., Ensminger, D. C., & De la Pena, C. (2013, October). Taking a project-based approach to

integrating tech and languages in middle school. *The Language Educator*, 48–51. \*#

Troyan, F., Davin, K. J., & Donato, R. (2013). Exploring a practice-based approach to foreign

language teacher preparation: A work in progress. *Canadian Modern Language Review, 69*(2), 154–180. <https://doi.org/10.3138/cmlr.1523> \*#

Davin, K. J., & Donato, R. (2013). Student collaboration and teacher‐directed classroom

dynamic assessment: A complementary pairing. *Foreign Language Annals, 46*(1), 5–22. <https://doi.org/10.1111/flan.12012> \*#

Davin, K. J. (2013). Integration of dynamic assessment and instructional conversations to promote

development and improve assessment in the language classroom. *Language Teaching Research.* *17*(3), 303–322. <https://doi.org/10.1177/1362168813482934> \*#

Davin, K. J., Troyan, F., Donato, R., & Hellmann, A. (2011). Research on the implementation of the

IPA in an elementary Spanish program. *Foreign Language Annals, 44*(4), 605–625*.* <https://doi.org/10.1111/j.1944-9720.2011.01153.x> *\*#*

Invited Articles

Troyan, F. J., & Davin, K. J. (2017). Using authentic resources to support all three modes of

communication: A focus on communicative genres. *The* *Language Educator, 12*(4), 24-26.

Toth, P. D., & Davin, K. J. (2016). The sociocognitive imperative of L2 pedagogy. *Modern*

*Language Journal*, *100*(S1), 148–168. <https://doi.org/10.1111/modl.12306> #

 Other Publications

Davin, K. J. (2021). The Seal of Biliteracy: College credit and placement. *The Language Educator,*

16(2), 24–26.

Troyan, F. J., Davin, K. J., Donato, R., & Hellmann, A. (2012) Integrated performance assessment in

an elementary school Spanish program. *Focus on Elementary, 24*(3), 1-5.

Davin, K. J., Troyan, F., Donato, R., & Hellmann, A. (2011). In the classroom: A guide to IPA

 implementation in FLES Programs. *The Language Educator, 6*(4), 47-51.

Davin, K. J. (2010). Motivating students through culture. *Learning Languages, 15*(2), 8-9.

Works in progress

 Submitted/ under review

Faryabi, F., Rahimi, M., & Davin, K. J. (in review). Teachers’ challenges in implementing dynamic

 assessment of essay writing. \*#

 Manuscripts in preparation

Davin, K. J., Moore, K., & Hancock, C. R. (in preparation). Post-graduation reflections on the impact

of earning a Seal of Biliteracy. \*#

 Kissau, S., Moore, K., & Davin, K. (in preparation). Preparing Cherokee teachers in a world language

education program.

 Kissau, S., Davin, K. J., Haudeck, H., & Wang, C. (in preparation). Facilitating target language

comprehensibility: An international comparison of teacher preparation.

Conference Presentations(# = refereed presentations, \*=data-based)

National/International Presentations

Davin, K. J., Black, C. R., Bray Rankin, B. L., & Haxhi, J. L. (2021). *K-16 Pathways to Proficiency:*

*The Impact of the Seal of Biliteracy*. Paper presented at the virtual annual meeting of the American Council on the Teaching of Foreign Languages. \*#

Heineke, A. J., & Davin, K. J. (2021). *A framework for implementing the Seal of Biliteracy.* Paper

presented at the virtual annual meeting of the American Council on the Teaching of Foreign Languages. \*#

Davin, K. J. (2021). *Leveraging the Seal of Biliteracy.* Paper presented at the virtual fall meeting of

the Foreign Language Association of North Carolina. \*#

Davin, K. J. (2021). *Critical testing: Factors influencing students’ decision to (not) pursue the Seal of*

*Biliteracy.* Paper presented at the virtual annual meeting of the American Association of

Applied Linguistics. \*#

Rankin, B. B., Berman, H., Black, C., Davin, K., Haxhi, J., & Oleksak. R. (2021). *Pathways to*

*proficiency: The impact of the Seal of Biliteracy on higher education.* Paper presented at the virtual annual meeting of the Modern Language Association, Toronto, Canada.\*#

Okraski, C., Kissau, S., & Davin, K. J. (2019, November). *Growing enrollment in world language*

*teacher training programs.* Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, Washington, D.C. \*#

Davin, K. J., & Hancock, C. R. (2019, November). *The Seal of Biliteracy: Lessons from Minnesota.*

Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, Washington, D.C. \*#

Davin, K. J., & Kushki, A. (2019, November). *Analysis and measurement of concept development.*

Paper presented at the annual meeting of the Sociocultural Theory and L2 Learning working

group, Pittsburgh, PA. \*#

 Heineke, A. J., & Davin, K. J. (2019, June). *Pipelines to practice: A framework to utilize the Seal of*

*Biliteracy in teacher education.* Paper presented at the 11th International Language Teacher

Education conference, Minneapolis, Minnesota. #

Davin, K. J., & Kushki, A. (2019, March). Analyzing development: A Sociocultural approach. In P.

Toth (Chair), *What do the data show? Multiple theoretical perspectives on learning in a single L2 classroom*. Language Learning Roundtable Colloquium conducted at the annual meeting of the American Association of Applied Linguistics, Atlanta, GA. \*#

Davin, K. J., & Heineke, A. J. (2019, March). The Seal of Biliteracy: Adding students’ voices to the

conversation. Paper presented at the annual meeting of the American Association of Applied Linguistics, Atlanta, GA. \*#

Davin, K. J. (2018, November). *ACTFL plenary II: Moving the language agenda forward in the U.S.*

Plenary address presented at the annual meeting of the American Council on the Teaching of Foreign Languages, New Orleans, LA. \*#

Kissau, S., & Davin, K. J. (2018, November). *Motivation to become a foreign language teacher: A*

*guide for recruitment.* Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, New Orleans, LA. \*#

Sagre, A., Davin, K. J., & Herazo, J. D. (2018, November). *Tensions when implementing dynamic*

*assessment in the EFL classroom.* Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, New Orleans, LA. \*#

 Kushki, A., Davin, K. J., & Rahimi, M. (2018, November). *Exploring written corrective feedback*

*through a sociocultural lens: A case against the directness debate.* Paper presented at the annual Sociocultural Theory and Second Language Learning conference, Pittsburgh, PA. \*#

Davin, K. J. (2018, March). *State policy implementation for English Learners.* Paper presented at the

annual meeting of the Teachers of English to Speakers of Other Languages, Chicago, IL. \*#

Davin, K. J., & Donato, R. (2018, March). *History-in-person: Novice L2 teachers’*

*contradictions in practice.* Paper presented at the annual meeting of the American Association of Applied Linguistics, Chicago, IL. \*#

Herazo, J. D., & Davin, K. J. (2018, March). *Reconceptualizing classroom dynamic assessment:*

*Lessons from teacher practice.* Paper presented at the annual meeting of the American Association of Applied Linguistics, Chicago, IL. \*#

Davin, K. J., Heineke, A. J., & Egnatz, L. (2017, November). *Seal of Biliteracy implementation:*

*Benefits and challenges.* Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, Nashville, TN. \*#

 Davin, K. J. (2017, November). *State-of-the-states update on Seals of Biliteracy.* Invited address

at the annual meeting of the National Council of State Supervisors for Languages, Nashville, TN. \*

 Davin, K. J. (2017, November). *Supporting proficiency-based goals and outcomes at the K-12 level.*

Invited panel at the annual meeting of the National Council of State Supervisors for Languages, Nashville, TN. \*

Toth, P., & Davin, K. (2017, August). *On the importance of a sociocognitive perspective for effective*

*L2 pedagogy.* Paper presented at the **18th World Congress of the International Association of Applied Linguistics (AILA), July, 2017, Rio de Janeiro, Brazil. #**

Davin, K. J., & Toth, P. D. (2017, February). *L2/FL teacher preparation and the imperative of a*

*sociocognitive perspective*. Paper presented at the biannual meeting of the International Language Teacher Educator conference, Los Angeles, CA. #

Toth, P. D., & Davin, K. J. (2016, November). *The imperative of a sociocognitive perspective for L2*

*instruction*. Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, Boston, MA. #

Davin, K. J., Herazo, J. D., & Sagre, A. (2016, April). *Teachers’ implementation of dynamic*

*assessment: Influence on lesson design.* Paper presented at the annual meeting of the American Association of Applied Linguistics, Orlando, FL. \*#

 Davin, K. J. (2016, April). *Increasing interaction in the English classroom.* Invited address at

 the METworks annual conference, Panama City, Panama.

Herazo, J. D., Davin, K. J., & Sagre, A. (2016, April). *Corrective feedback and dynamic assessment:*

*Comparisons from an Activity Theory perspective.* Paper presented at the annual meeting of the American Association of Applied Linguistics, Orlando, FL. \*#

Davin, K. J., Gomez, D. (2016, March). *Shared responsibility in dynamic assessment: Learners as*

*assessors.* Paper presented at the Georgetown University Roundtable: Useful Assessment and Evaluation in Language Education, Washington, D.C. \*#

 Toth, P. D., & Davin, K. J. (2016, January). *The sociocognitive imperative of L2 pedagogy.* Invited

 paper at the annual meeting of the Modern Language Association, Austin, TX.

 Davin, K. J. (2015, November). *ACTFL Plenary: Research priorities – Phase III: Using research to*

*transform professional practice.* Invited plenary at the annual meeting of the American Council on the Teaching of Foreign Languages, San Diego, California. \*#

 Herazo, J. D., & Davin, K. J. (2015, November). *Research priorities area: High leverage teaching*

*practices.* Invited paper at the annual meeting of the American Council on the Teaching of Foreign Languages, San Diego, California. \*

Davin, K. J. (2015, August). *Increasing interaction in the foreign language classroom.* Invited

plenary address at the International Conference on Innovative Research in Foreign Language Education Conference, Montería, Colombia. \*

Davin, K. J., & Sagre, A. M. (2015, August). *Implementing classroom dynamic assessment.* Paper

presented at the International Conference on Innovative Research in Foreign Language Education Conference, Montería, Colombia. \*

Troyan, F. J., & Davin, K. J. (2015, June). *Pre-service L2 teachers’ appropriation of praxis tools:*

*Windows into concept development.* Paper presented at the annual Thinking, Learning, Doing (TLD2) conference, Groningen, The Netherlands. \*#

Davin, K. J., & Donato, R. (2015, June). *A practice theory approach to understanding classroom*

*discourse.* Paper presented at the annual Thinking, Learning, Doing (TLD2) conference, Groningen, The Netherlands. \*#

Davin, K. J. (2015, May). *Performance-based assessment.* Keynote address at the Annual Alumni Encounter, Universidad de Córdoba Montería, Montería, Colombia.

Davin, K. J., & Donato, R. (2015, April). *Transforming discursive practice: Sites of contention.*

Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. \*#

Herazo, J. D., & Davin, K. J. (2015, March). *Transforming classroom discourse through dynamic*

*assessment.* Paper presented at the annual meeting of the American Association of Applied Linguistics, Toronto, Canada. \*#

Davin, K. J. (2014, November). *Career builder: Gain insight from a panel of your peers.* Invited panel

at the annual meeting of the American Council on the Teaching of Foreign Languages, San Antonio, TX.

Davin, K. J., & Troyan, F. J. (2014, November). *High leverage teaching practices: From the*

*university to the classroom.* Invited paper at the annual meeting of the American Council on the Teaching of Foreign Languages, San Antonio, TX. \*

 Donato, R., & Davin, K. J. (2014, October). *The genesis of classroom discourse as history-in-*

 *person processes.* Invited plenary address at the 1st International and 7th National Foreign

 Languages Research Congress, Montería, Colombia.

Donato, R., & Davin, K. J. (2014, August). *The genesis of classroom discourse as history-in-person*

*processes.* Paper presented at the International Association of Applied Linguistics World Congress, Brisbane, Australia. \*#

Davin, K. J., & Troyan, F. J. (2014, April). *Tools and feedback protocols for the development of*

*HLTPs with foreign language teachers.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. \*#

Davin, K. J., & Donato, R. (2014, March). *The genesis of classroom discourse as history-in-person*

*processes.* Paper presented at the annual meeting of the American Association of Applied Linguistics, Portland, OR. \*#

Davin, K. J., & Poehner, M. E. (2013, November). *ACTFL featured session: AAAL at ACTFL.*

*Learning to teach ‘reactively’ through dynamic assessment.* Invited paper at theAnnual Meeting of the American Council on the Teaching of Foreign Languages, Orlando, FL. \*

Davin, K. J., & Troyan, F. J. (2013, November). *A dynamic interpretive communication task:*

*Promoting and assessing reading comprehension.* Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, Orlando, FL. \*#

Davin, K. J., & Heineke, A. (2013, April). *A comparative case study of teacher candidates in field-*

*based experiences with English Language Learners.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. \*#

Poehner, M. E., & Davin, K. J. (2013, March). *Learning to teach ‘reactively’ through dynamic*

*assessment.* [Part of the Wilga Rivers Pedagogy Colloquium.] Invited paper at the Annual Meeting of the American Association of Applied Linguistics, Dallas, TX. \*

Rempert, T., Davin, K. J., & Hammerand, A. (2012, November). *Using proficiency data to inform*

*instruction*. Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, Philadelphia, PA. \*#

Davin, K. J., & Hellmann, A. (2012, November). *Implementation of group dynamic assessment in*

*the K-12 language classroom.* Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, Philadelphia, PA. \*#

Davin, K. J. (2012, March). *Group dynamic assessment of elementary school Spanish learners*

*studying interrogative use and formation.* Paper presented at the annual meeting of the American Association of Applied Linguistics, Boston, MA. \*#

Donato, R., & Davin, K. (2011, May). *Exploring new directions in the preparation of beginning*

*foreign language teachers.* Invited workshop at the Seventh International Conference on Language Teacher Education, Minnesota, MN. \*

Davin, K. J., & Donato, R. (2011, November). *Toward a practice-based approach in second*

*language education.* Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, Denver, CO. \*#

Davin, K. J., Troyan, F., & Hellmann, A. (2010, November). *The IPA at the elementary level: What*

*does it look like?* Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, Boston, MA. \*#

Davin, K. J., & Sinal, K. (2007, November). *Bullseye: Keeping your class in the target language.*

Paper presented at the annual meeting of the American Council on the Teaching of Foreign Language, San Antonio, TX. #

State/Regional Presentations

Davin, K. J., & Hancock, C. R. (2020, October). *Critical considerations for implementing the Global*

*Languages Endorsement.* Paper presented virtually at the annual meeting of the Foreign Language Association of North Carolina, Winston-Salem, NC. \*#

Hancock, C. R., Okraski, C., & Davin, K. J. (2019, October). *How can the Seal of Biliteracy impact*

 *your language program?* Paper presented at the annual meeting of the Foreign Language

Association of North Carolina, Winston-Salem, NC. \*#

Davin, K. J. (2018, October). *Students’ perceptions of the Seal of Biliteracy.* Paper presented at the

annual meeting of the Foreign Language Association of North Carolina, Durham, NC. \*#

Gunter, A. M., Davin, K. J., Pack, J. (2018, October). *NC’s Seal of Biliteracy: An update on the global*

*languages endorsement.* Paper presented at the annual meeting of the Foreign Language Association of North Carolina, Durham, NC. \*#

Davin, K.J . (2017, October). *The Global Languages Endorsement: From policy to practice.* Paper

presented at the annual meeting of the Foreign Language Association of North Carolina, Durham, NC. \*

Davin, K. J., & Martinez, L. (2017, March). *Examining teacher talk: How discursive practices*

*influence learning.* Paper presented at the annual meeting of the Central States Conference on the Teaching of Foreign Languages, Chicago, IL. \*#

Davin, K. J. (2016, March). *Interventionist dynamic assessment*. Invited paper at Rutgers University,

Camden, NJ. \*

 Davin, K. J. (2015, September). *Implementing dynamic assessment in the classroom.* Invited

 presentation at The Ohio State University, Columbus, OH. \*

Davin, K. J. (2013, October). *Observation tools for teacher candidates.* Presentation at the annual

 meeting of the Illinois Council on the Teaching of Foreign Languages, Tinley Park, IL. #

Cummings, R., & Davin, K. J. (2013, October). *Integrated performance assessment for Latin*

Presentation at the annual meeting of the Illinois Council on the Teaching of Foreign Languages, Tinley Park, IL. #

Davin, K. J. (2013, April). *Preparing for graduate school.* Keynote address delivered at the Achieving

College Excellence Career Summit, Loyola University Chicago, Chicago, IL.

De la Peña, C., Davin, K. J., & Ensminger, D. (2012, October). *Slowmation: Using animation to*

*teach Spanish.* Paper presented at the Illinois Conference on the Teaching of Foreign Languages, Tinley Park, IL. \*#

Davin, K. J. (2012, September). *Digital natives and 21st century skills*. Invited presentation at the

Goethe Institute, Chicago, IL.

Davin, K. J., Troyan, F., & Hellmann, A. (2012, March). *Integrated performance assessment for*

*FLES.* Paper presented at Central States Conference on the Teaching of Foreign Languages, Milwaukee, WI. \*#

Troyan, F., Davin, K.J., & Hellmann. (2011, April). *A. FLES IPA: What it takes.* Paper presented at

 the Northeast Conference on the Teaching of Foreign Languages, Baltimore, MD. \*#

Hellman, A., Davin, K. J., & Troyan, F. (2010, October). *The Integrated Performance Assessment*

*(IPA): How to make it work in your classroom.* Paper presented at the annual meeting of the Pennsylvania State Modern Language Association, Erie, PA. \*#

Grants and Contracts

National Grants

PI: Ladenheim, R., CO-PIs: Kissau, S., Davin, K., & Meyers, S. (2019-2020). *Building leadership for*

*change through school immersion.* Cultural Mission of the Royal Embassy of Saudi Arabia. $536,432

CO-PIs: Herazo, J. D., & Davin, K. J. (2014). *Transforming classroom discourse through dynamic*

*assessment*, Research Priorities Grant, American Council on the Teaching of Foreign Languages, $2,500

 CO-PIs: Davin, K. J., & Troyan, F. J. (2013). *Implementation of high leverage teaching practices by*

*FL Teachers*, Research Priorities Grant, American Council on the Teaching of Foreign Languages, $1,200

State/Local Grants and Contracts

PI: Tharrington, K., CO-PI: Davin, K. J. (2018). *Reaching and teaching in North Carolina.* Foreign

 Language Association of North Carolina. $500

PI: Heineke, A., CO-PIs: Davin, K. J., Cohen, S., & Pappola-Ellis, A. (2014-2016) *Language matters:*

*Design and implementation of linguistically responsive curriculum & instruction*. Chicago Community Trust. $270,000 annually.

CO-PIs: Herazo, J. D., Sagre, A. B., & Davin, K. J. (2014-2016). *La transformación del discurso de aula*

*mediante la evaluación dinámica.* Universidad de Córdoba Montería. $11,000

University Faculty Development Grants

PI: Davin, K. J. (2022). *Investigating the influence of pathway awards on Seal of Biliteracy*

 *attainment.* Faculty Research Grant, University of North Carolina at Charlotte. $8,000

PI: Davin, K. J. (2017). *Increasing equity and access to the Seal of Biliteracy*. Faculty Research Grant,

University of North Carolina at Charlotte. $5,946

CO-PIs: Davin, K. J., & Kissau, S. (2017). *Advanced oral proficiency: An interdisciplinary approach*

*To preparing Spanish teachers*.Scholarship of Teaching and Learning (SOTL) Grant, University of North Carolina at Charlotte. $9,250

PI: Davin, K. J. (2015). *Teaching grammar in the primary school foreign language classroom: A*

*concept-based approach.* Research Support Grant, Loyola University Chicago. $7,000

 PI: Davin, K. J. (2014). *Transforming classroom discourse through dynamic assessment.* Summer

Research Grant, Loyola University Chicago. $5,000

 PI: Davin, K. J. (2013). *Investigating the use of language proficiency data by teachers, schools, and*

*districts*, Summer Research Grant, Loyola University Chicago, $7,000

**SERVICE/ OUTREACH/ ENGAGEMENT**

Service to the University

College Review Committee Member (2021– 2022)

Search Committee Member, Faculty Site Coordinator (2021)

Search Committee Member, Associate Dean Search (2020)

Faculty Council, Member and Vice Chair (2019 – 2021)

Teacher Preparation Redesign Steering Committee, Member (2018 – 2019)

Teaching Awards Committee, Member (2017 – 2019)

Internationalization Committee Member (2017 – present)

LUROP Undergraduate Research Fellowship Mentor (2016 – 2017)

Program Director, Graduate Studies in Rome (2016 – 2017)

Search Chair, Clinical Assistant Professor of Elementary Education position (Spring 2016)

Faculty Center for Ignatian Pedagogy, Advisory Board Member (Spring 2015 – Spring 2017)

Graduate Program Coordinator, International Baccalaureate Practicing Teacher Certification (Spring 2016

* present)

Curriculum & Instruction Doctoral Admissions Committee (2015 – 2017)

International Baccalaureate Level I Certificate Program Writer (2015 – 2017)

Co-Program Creator & Director, Mexico City Immersion, 2013 – 2016)

Teacher Preparation Redesign Steering Committee, Member (2011 – 2014)

Achieving College Excellence, Faculty Mentor (2011– 2015)

Fulbright Scholar Program, Faculty Mentor (Fall 2013)

NCATE/CAEP Report, SPA Report Preparation, Nationally Recognized (Fall 2011 – Spring 2017)

The Cuba Project, Faculty (Fall 2011-Spring 2013)

Service to the Profession

Global Languages Endorsement Revision Committee Member, North Carolina Department of Public

 Instruction (Fall 2020)

Conference Proposal Reviewer, American Association of Applied Linguistics (beginning 2019)

Global Languages Endorsement Review Committee, North Carolina Department of Public Instruction

 (beginning November 2019)

Editorial service

Editorial Committee, PROFILE: Issues in Teachers’ Professional Development (beginning fall 2020)

Advisory Board Member, Contingencies: A Journal of Global Pedagogy (beginning spring 2020)

Editor, Catalyst, Foreign Language Association of North Carolina (beginning October 2018)

Ad hoc Reviewer, Teaching and Teacher Education (beginning April 2018)

Ad hoc Reviewer, Language Assessment Quarterly (beginning April 2018)

Ad hoc Reviewer, Applied Psycholinguistics (beginning March 2018)

Book Reviewer, ACTFL (beginning 2016)

Ad hoc Reviewer, Modern Language Journal (beginning July 2016)

Ad hoc Reviewer, TESOL Journal (beginning August 2015)

Conference Paper Reviewer, American Association of Applied Linguistics (2015, September)

Ad hoc Reviewer, GIST (beginning May 2015)

Book Chapter Reviewer, AERA Handbook of Research on Teaching (2013, October)

Ad hoc Reviewer, Applied Linguistics (beginning 2014)

Ad hoc Reviewer, Language and Sociocultural Theory (beginning 2014)

Ad hoc Reviewer, SAGE Open (beginning 2014)

Ad hoc Reviewer, Language Learning & Technology (beginning 2014)

ESL Standards Taskforce, Illinois State Board of Education (2013 – 2014)

Ad hoc Reviewer, Language Testing (beginning 2013)

Ad hoc Reviewer, Language Learning (beginning 2013)

Ad hoc Reviewer, Foreign Language Annals (beginning 2013)

Professional leadership positions

Chair, Teacher Development SIG, American Council on the Teaching of Foreign Languages

(beginning January 2021)

 Board Member, Foreign Language Association of North Carolina (October 2018 – present)

Vice Chair, Teacher Development SIG, American Council on the Teaching of Foreign Languages

 (January 2020 – present)

Member of Conference Planning Committee, 7th International CARLA Conference on Dual Language

 and Immersion Education

Chair, Research SIG, American Council on the Teaching of Foreign Languages (January 2017 –

2018)

Service to the Community and Practitioners

Selected community workshops and presentations

Davin, K. J. (2022, April). *The Seal of Biliteracy: A 10-year retrospective.* [Invited presentation].

Buckeye language education resource center. The Ohio State University, Columbus, Ohio.

Davin, K. J. (2022, April). *Strengthening your core.* [Two-part workshop series]. Center for Advanced

Language Proficiency Education and Research. Pennsylvania State University, Pennsylvania.

Davin, K. J. (2021, May*). Leveraging the Seal of Biliteracy for higher education world language*

*placement and enrollment.* [Webinar]. Avant Assessment & the Foreign Language Association of North Carolina.

Davin, K. J. (2021, November). *Leveraging the Seal of Biliteracy to advocate for student access to*

*IHEs*. [Webinar]. East Carolina University Dual Language Immersion Learning Exchange.

Davin, K. J. (2021, March). *Careers in education.* [Webinar]. Wake Forest University & Winston-

Salem/Forsyth County.

Davin, K. J., Lara, A. C., Randolph, L. J. (2020, December). *The future of language learning in North*

*Carolina.* [Webinar]. Center for Middle East and Islamic Studies, Duke-UNC Consortium for Middle East Studies.

Davin, K. J., & Okraski, C. (2020, September). *Conducting the edTPA in a virtual environment.*

[Webinar]. Teacher Development Special Interest Group, ACTFL.

Davin, K. J. (2020). *ACTFL summer learning series.* [Three-part workshop facilitator]. ACTFL.

Davin, K. J. (2020). *Language education policy: The Seal of Biliteracy.* [Keynote address].

International Educators of Illinois Antiracism in International Education Speaker Series. Chicago, Illinois.

Davin, K. J. (2019, February). *Backward design in language program development.* [Invited

workshop]. University of Georgia.

Davin, K. J. (2019, April). *Strengthening the Core: High-leverage practices in world language*

*education.* [Invited workshop]. University of Arizona.

Davin, K. J., & Hancock, C. (2019, September). *Seal of Biliteracy: Past, present, and future research.*

[Invited webinar]. National Council of State Supervisors for Languages.

Davin, K. J. (2019, October). Learning through languages high school research symposium.

[Webinar]. Center for Middle East and Islamic Studies, Duke-UNC Consortium for Middle East Studies.

Davin, K. J. (2018). *Teaching English to adults.* [Three-Session Workshop Series]. El Centro

 Comunitario, Brevard, North Carolina.

Davin, K. J., Lara, A. C., Randolph, L. J. (2018). *Reaching and teaching across North Carolina*.

 [Webinar]. North Carolina Department of Public Instruction, North Carolina.

**HONORS AND AWARDS**

Thomas L. Reynolds Leadership Award for Excellence in Graduate Program Administration. (2022). University

 of North Carolina at Charlotte.

Award for Excellence in Research. (2022). Cato College of Education. University of North Carolina at

 Charlotte.

SCOLT Educator of Excellence Award. (2022). Southern Conference on Language Teaching.

Stephan A. Freeman Award for Best Published Article in Language Teaching. (2022). Northeast Conference on

 the Teaching of Foreign Languages.

Anthony Papalia Award for Excellence in Teacher Education. (2020). American Council on the Teaching of

 Foreign Languages.

Distinguished Service Award. (2016). Illinois Council on the Teaching of Foreign Languages.

**PROFESSIONAL MEMBERSHIPS**

American Association of Applied Linguistics

American Council on the Teaching of Foreign Languages

Foreign Language Association of North Carolina