CURRICULUM VITAE

KRISTIN J. DAVIN
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Middle, Secondary & K-12 Education
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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
2023 – present	University of North Carolina at Charlotte	Professor, Foreign Language Education Middle, Secondary & K-12 Education and Department of Languages and Culture Studies Program Director, Foreign Language Education
2019 – 2023	University of North Carolina at Charlotte	Associate Professor, Foreign Language Education, Middle, Secondary, and K-12 Education and Department of Languages and Culture Studies Program Director, Foreign Language Education
2017 – 2019	University of North Carolina at Charlotte	Assistant Professor, Foreign Language Education, 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

RESEARCH

Books

Heineke, A. J., & Davin, K. J. (2026). *Pathways to the Seal of Biliteracy: Promoting multilingualism in elementary and middle schools.* Georgetown University Press. #*

Davin, K. J., & Heineke, A. J. (2025). *The Seal of Biliteracy in higher education: Harnessing students' cultural and linguistic strengths at colleges and universities.* Routledge.

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)

Davin, K. J. (2025). Origins and purposes of the Seal of Biliteracy. In K. J. Davin & A. J. Heineke (Eds.), *Harnessing students' cultural and linguistic strengths at colleges and universities.* Routledge. https://doi.org/10.4324/9781032667249-2

Davin, K. J., & Heineke, A. J. (2025). The Seal of Biliteracy in world language education. In V. Russell, K. Murphy-Judy, F. Troyan, & K. Hines-Gaither (Eds.), *The handbook of research on world language instruction* (pp. 533–545). Routledge.

Kushki, A., & Davin, K. J. (2025). Dynamic assessment in world language education. In V. Russell, K. Murphy-Judy, F. Troyan, & K. Hines-Gaither (Eds.), *The handbook of research on world language instruction* (pp. 313–325). Routledge.

Heineke, A. J., Davin, K. J., & Elliott, J. (2023). The Seal of Biliteracy and dual language bilingual education. In J. Freire, C. Alfaro, & E. de Jong (Eds.), *The handbook of dual language bilingual education* (pp. 337–346). 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. *

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. #

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

Wang, J., Davin, K. J., Kissau, S. P., & Dornburg, A. (2026). From crisis to catalyst: How U.S. world language teachers are leveraging GenAI to navigate systemic challenges. *Foreign Language Annals*. https://doi.org/10.1111/flan.70069 *#

Davin, K. J., Kissau, S. P., Haudeck, H., Ade-Thurow, B., Gómez-Pereira, D., Oon, P. T., & Dornburg, A. (2026). Global and educational disparities in AI integration: A study of L2 teacher training and usage patterns. *System, 136*, 103901. https://doi.org/10.1016/j.system.2025.103901 *#

Dornburg, A., & Davin, K. J. (2025). ChatGPT in foreign language lesson plan creation: Trends, variability, and historical biases. *ReCALL, 37*(3), 332–347. https://doi.org/10.1017/S0958344024000272 *#

Kissau, S. P., Davin, K. J., & Price, L. (2025). Enhancing online K-12 world language instruction: Administrator and teacher perspectives. *CALICO Journal, 42*(2). https://doi.org/10.3138/calico-2024-0016 *#

Heineke, A. J., & Davin, K. J. (2025). Pathways to biliteracy: Investigating the implementation of the Seal of Biliteracy in elementary and secondary schools in Chicago. *Urban Education, 60(*6), 1672–1707. https://doi.org/10.1177/00420859241244773 *#

Liu, Q., Cruz, K., & Davin, K. J. (2024). Leveraging the Seal of Biliteracy in community-based heritage language schools. *The Central States Conference on the Teaching of Foreign Languages Report,* 145–162. *#

Davin, K. J., & Donato, R. (2024). Stories of struggle and resilience: Examining the experiences of two Spanish teachers through history in person. *Modern Language Journal, 108*(3), 670–687. https://doi.org/10.1111/modl.12947 *#

Davin, K. J., Moore, K., & Hancock, C. R. (2024). An examination of post-graduation benefits of earning a Seal of Biliteracy. *Foreign Language Annals, 57*(3), 634–653. https://doi.org/10.1111/flan.12753 *#

Kissau, S., Davin, K. J., Ade-Thurow, B., Haudeck, H., & Wang, C. (2024). The influence of emergency remote teaching on K-12 world language instruction. *NECTFL Review, 92,* 129–151.*#

Price, L. B., Davin, K. J., & Kissau, S. P. (2024). Building classroom community in online language learning. *The Language Educator, 19*(1), 28–31.*#

Faryabi, F., Rahimi, M., & Davin, K. J. (2023). Professional development as praxis: EFL teachers' challenges in learning to implement dynamic assessment of writing. *TESOL Journal.* https://doi.org/10.1002/tesj.734 *#

Kissau, S., Davin, K., & Moore, K. (2023). Preparing Cherokee teachers in a world language education program. *Journal of Teacher Education.* https://doi.org/10.1177/00224871231165478 *#

Kissau, S., Davin, K. J., Haudeck, H., & Wang, C. (2023). Different approaches, similar results: Preparing foreign language teachers to implement high-leverage teaching practices. *Foreign Language Annals, 56*(4), 950–971. https://doi.org/10.1111/flan.12688 *#

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/10.1111/flan.12394 *#

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. J. (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 Peña, 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

Davin, K. J., Lachance, J., Francis, H., Tooni, M., Climbingbear, T., Guy, S., Jumper, D. D., Long, M., Swimmer, A., & Dornburg, A. (in review). Not just another language: Challenges in adapting high-leverage teaching practices for Indigenous language revitalization.

Davin, K. J., Wilson, W. H., Yoshimi, D., Kukahiko, K., & Dornburg, A. (in review). Examining the landscape of language reclamation in Hawai‘i: Past, present, and future.

Wang, J., Shao, S., Davin, K. J., Dornburg, A. (in review). When positive tone cloaks stereotypes: Racialized construction of language learners in AI-generated reading passages.

In preparation

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

National/International Presentations

Davin, K. J., & Troyan, F. J. (2025). Foreign Language Annals informational session. Presentation at the ACTFL conference, New Orleans, Louisiana.

Alfaro, C., Esquierdo, J. J., & Davin, K. J. (2025). The Seal of Biliteracy in K-20 education: Policy, research, practice, and future directions. Paper presented at the National Association for Bilingual Education (NABE) conference, Atlanta, Georgia. *#

Davin, K. J., & Heineke, A. J. (2025). Leveraging the Seal of Biliteracy in higher education. Colloquium delivered at the American Association for Applied Linguistics Conference, Denver, Colorado.

Davin, K. J. (2025). Origins and purposes of the Seal of Biliteracy. Paper presented at the American Association for Applied Linguistics Conference, Denver, Colorado. #

Davin, K. J., & Heineke, A. J. (2025). Leveraging the Seal of Biliteracy in higher education. Paper presented at the Symposium on Language Pedagogy in Higher Education conference. Online.

Davin, K. J., & Kissau, S. P. (2024). *Effective online teaching strategies: Lessons from a global pandemic.* Paper presented at the International Association of Applied Linguistics (AILA) conference, Kuala Lumpur, Malaysia.

Kissau, S. P., & Davin, K. J. (2024). *Preparing teachers of Indigenous languages: Lessons learned.* Paper presented at the International Association of Applied Linguistics (AILA) conference, Kuala Lumpur, Malaysia.

Davin, K. J., & Dornburg, A. (2024). *AI prompt engineering strategies for task-based language instruction.* Paper presented at the Task-Based Language Teaching in Asia 2024 conference, Nagoya, Japan.

Davin, K. J. (2024). *Leveraging the Seal of Biliteracy to promote multilingualism for all*. Keynote address at the 9th International Conference on Immersion and Dual Language Education, Salt Lake City, Utah. *

Davin, K. J. (2024). *Defining the WHY: Benefits & power of the Seal of Biliteracy.* Keynote address at the fall meeting of the COFLT-WAFLT Bi-State Conference, Portland, Oregon. *

Kissau, S., Davin, K. J., Haudeck, H., & Ade-Thurow, B. (2024). *Effective online world language teaching strategies: Lessons from a global pandemic.* Paper presented at the German-American Symposium, Charlotte, North Carolina. *

Davin, K. J., & Donato, R. (2024*). Stories of struggle and resilience: Examining the experiences of two Spanish teachers through history in person.* Paper presented at the 12th International Language Teacher Education Conference, Minneapolis, Minnesota. *

Heineke, A. J., & Davin, K. J. (2024). *Pathways to biliteracy: Leveraging the Seal of Biliteracy to nurture children's multilingualism in elementary and middle schools.* Paper presented at the annual meeting of the American Association for Applied Linguistics, Houston, Texas. *#

Davin, K. J., Heineke, A. J., Fadda-Ginski, A., & Szuber, A. (2023). *Pathway awards and the Seal of Biliteracy.* Paper presented at the annual meeting of ACTFL, Chicago, Illinois. *#

Kissau, S. P., & Davin, K. J. (2023). *Effective online teaching strategies: Lessons from a global pandemic.* Paper presented at the annual meeting of ACTFL, Chicago, Illinois. *#

Davin, K. J., & Troyan, F. J. (2023). *How to publish in Foreign Language Annals.* Session presented at the annual meeting of ACTFL, Chicago, Illinois. *#

Davin, K. J., & Heineke, A. J. (2022). *The five P's of Seal of Biliteracy implementation.* Paper presented at the annual meeting of ACTFL, Boston, Massachusetts. *#

Kissau, S. P., & Davin, K. J. (2022). *Preparing teachers of Indigenous languages: Lessons learned.* Paper presented at the annual meeting of ACTFL, Boston, Massachusetts. *#

Davin, K. J. (2022). *Defining the why: Benefits and power of the Seal of Biliteracy.* Invited keynote at the annual meeting of the Idaho Association of Teachers of Language and Culture.

Davin, K. J. (2022). *Defining the how: Seal implementation K-16.* Invited keynote at the annual meeting of the Idaho Association of Teachers of Language and Culture.

Davin, K. J. (2022). *Forging alliances through the Seal of Biliteracy.* Invited plenary address at the MLA Academic Program Services (MAPS) Leadership Institute.

Davin, K. J. (2022). *The impact of the Seal of Biliteracy on students post-graduation.* Paper accepted at the annual meeting of the American Association for Applied Linguistics, Pittsburgh, Pennsylvania. *#

Heineke, A. J., & Davin, K. J. (2022). *Common characteristics of Seal of Biliteracy implementation across six high-awarding districts.* Paper presented at the annual meeting of the American Association for Applied Linguistics, Pittsburgh, Pennsylvania. *#

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). *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 for 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 for 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 for 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 for 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), 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 biennial meeting of the International Conference on Language Teacher Education, 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 for 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 for 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, 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, 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 for 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 for 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 the annual 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 for 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 for Applied Linguistics, Boston, MA. *#

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. *#

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, Minneapolis, MN. *

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 Languages, San Antonio, TX. #

State/Regional Presentations

Davin, K. J., Okraski, C., & Hobgood, B. (2025). Then and now: What's new in world language teacher prep. Session presented at the Foreign Language Association of North Carolina conference.

Dornburg, A., & Davin, K. (2024). *Advanced prompt engineering techniques can assist instructional design for language teachers*. Session presented at the 2nd Annual Charlotte AI Institute for Smarter Learning, Charlotte, North Carolina. *

Dornburg, A., & Davin, K. (2024). *Exploring the pedagogical potential of ChatGPT for language teaching and learning.* Paper presented at the annual meeting of the Southwest Conference on Language Teaching, Honolulu, HI. *#

Davin, K., Yoshimi, D., & Kukahiko, K. (2024). *Promoting multilingualism with the Seal of Biliteracy.* Paper presented at the annual meeting of the Southwest Conference on Language Teaching, Honolulu, HI. *#

Yoshimi, D., Kukahiko, K., Wilson, W., Dornburg, A., & Davin, K. (2024). *Examining the landscape of language revitalization in Hawai'i: Past, present, and future.* Paper presented at the annual meeting of the Southwest Conference on Language Teaching, Honolulu, HI. *#

Kissau, S. P., & Davin, K. J. (2023). *Effective online teaching strategies: Lessons from a global pandemic.* Paper presented at the annual meeting of the Foreign Language Association of North Carolina, Winston-Salem, NC. *#

Davin, K. J. (2022, October). Students' perspectives on the impact of the Seal of Biliteracy. Paper presented at the annual meeting of the Foreign Language Association of North Carolina, Durham, NC. *#

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., & 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 Council 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, A. (2011, April). FLES IPA: What it takes.* Paper presented at the Northeast Conference on the Teaching of Foreign Languages, Baltimore, MD. *#

Hellmann, 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: Davin, K. J. CO-PIs: Kissau, S., & Diegmann, D. (2025–2030). Teaching our rich cultural heritage: Eastern Band of Cherokee Indians teacher licensure partnership program. Office of Indian Education, $1,521,164.

PIs: Dornburg, A., Yoder, J., & Baker, E.; Senior Personnel: Davin, K., & Lachance, J. (2024–2027). Collaborative research: OSIB: A multi-omic evaluation of innate immune responses across vertebrate evolution. NSF IOS, $1,528,681. UNC Charlotte portion of this award was $458,015.

PI: Davin, K. J., CO-PIs: Yoshimi, D., & Wilson, W. (2022–2023). *Investigating the Seal of Biliteracy for Native American Language Revitalization in Hawai'i.* American Council on the Teaching of Foreign Languages. $3,800

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

PI: Davin, K. J., CO-PI: Herazo, J. D. (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: Kissau, S., CO-PI: Davin, K.J. (2022). *Effective world language teaching strategies: Lessons from a global pandemic.* North Carolina Department of Public Instruction. $148,492

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., & Papola-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. M., & 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., CO-PI: Dornburg, A. (2022). *Education-based efforts to mitigate language loss and preserve linguistic diversity.* Ignite Planning Grant. $99,998

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

TEACHING/CURRICULUM DEVELOPMENT

Courses taught

Special Topics: Language, Identity, and Culture (EDUC 8080)
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

EDUC 8080: Special Topics: Language, Identity, and Culture. University of North Carolina at Charlotte, 2025.

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; 2022). *The emotional side of dynamic assessment: L2 writing from Vygotsky's perezhivanie lens.* Loyola University Chicago.

Faryabi, F. (Co-Chair; 2023). *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

Alomary, N. (in progress). *Examining the experiences of linguistically and culturally diverse educators working with high-school multilingual students.* University of North Carolina at Charlotte.

Cruz, K. (2025). *Staff members in a community-based organization for multilingual learners: A case study.* University of North Carolina at Charlotte.

Fano-Trabanco, A. (2024). *Exploring the relationship between mindfulness and second language teaching.* University of Calgary.

Basok, E. (2023). *A critical ethnography of Ohio's seal of biliteracy policy and implementation.* The Ohio State University.

Okraski, C. (2022). *The impact of first language status on second language teacher edTPA performance, perceptions, and preparation.* University of North Carolina at Charlotte.

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

White, T. (2022). *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. (2019). *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.

SERVICE/ OUTREACH/ ENGAGEMENT

Service to the University

Research Advisory Committee (2025 – present)
College Review Committee Chair (2025 – 2026)
Curriculum Committee (2024 – 2026)
Internationalization Committee Member (2017 – 2023)
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)
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

ACTFL Teacher Recruitment and Retention Taskforce (2024)
Global Languages Endorsement Revision Committee Member, North Carolina Department of Public Instruction (fall 2020)
Conference Proposal Reviewer, American Association for Applied Linguistics (beginning 2019)
Global Languages Endorsement Review Committee, North Carolina Department of Public Instruction (beginning November 2019)

Editorial service

Co-Editor, Myths Book Series, University of Michigan Press (beginning January 2025)
Co-Editor, Foreign Language Annals (beginning fall 2023)
Editor, Perspectives Column, Modern Language Journal (2023 – 2026)
Editorial Advisory Board Member, TESOL Journal (beginning spring 2022)
Editorial Committee, PROFILE: Issues in Teachers' Professional Development (beginning fall 2020)
Advisory Board Member, Contingencies: A Journal of Global Pedagogy (beginning spring 2020)
Editorial Board Member, Foreign Language Annals (beginning spring 2023)
Editor, Catalyst, Foreign Language Association of North Carolina (2018–2022)
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 for 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 (January 2021 – January 2022)
Board Member, Foreign Language Association of North Carolina (October 2018 – October 2022)
Vice Chair, Teacher Development SIG, American Council on the Teaching of Foreign Languages (January 2020 – January 2021)
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. (2025, October). *Unlocking potential: How the Seal of Biliteracy can transform higher education language programs.* [Invited keynote]. Center for Advanced Research on Language Acquisition.
Davin, K. J. (2025, July). *Advocacy in action: How to effectively advocate for language programs within schools, districts, and at the state level*. [Invited keynote]. Global perspectives on the future of foreign language teaching in K-12 education: Advocacy, AI and international collaboration.
Davin, K. J. (2023, January). *The Seal of Biliteracy: Past, present, and future.* [Invited lecture].

National Museum of Language.

Davin, K. J. (2022, December). *Critical testing: Factors influencing students' decisions to (not) pursue a Seal of Biliteracy.* [Invited online webinar]. Ludwigsburg University.

Davin, K. J. (2022, September). *The history of the Seal of Biliteracy.* [Invited keynote]. The New Alabama Seal of Biliteracy: Language Study Rising Workshop. Birmingham, Alabama.

Davin, K. J. (2022, May). *Writing for publication.* [Invited workshop series]. Universidad de Córdoba Montería Córdoba, Colombia.

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. (2022, February). *From research to practice: Not your typical book club.* [Invited facilitation]. ACTFL.

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

Best Cambridge University Press ReCALL Paper. (2026). *ChatGPT in foreign language lesson plan creation: Trends, variability, and historical biases.*

Cato College of Education Distinguished Professor Award. (2025). University of North Carolina at Charlotte.

Center for Teaching and Learning Trailblazer Award. (2024). University of North Carolina at Charlotte.

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.

Stephen A. Freeman Award for Best Published Article in Language Teaching. (2022). Northeast Conference on the Teaching of Foreign Languages. *Critical language testing: Factors influencing students' decisions to (not) pursue the Seal of Biliteracy.*

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 for Applied Linguistics
American Council on the Teaching of Foreign Languages
Foreign Language Association of North Carolina