

CURRICULUM VITAE

Samuel S. David

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IDENTIFYING INFORMATION

Academic Rank

Assistant Professor in Curriculum and Instruction
 Graduate Faculty Appointment in Multilingual Education

Education

Degree	Institution	Date Degree Granted
B.A.	Pomona College Anthropology	1998
M.A.	Brooklyn College Teaching Students with Special Needs Bilingual Education Extension	2008
Ph.D.	Vanderbilt University Learning, Teaching, & Diversity [Dr. Robert Jiménez, Ph.D. Advisor]	2017

New York State Teaching Certifications

Childhood Education (Grades 1-6), Professional Certificate
 Bilingual Education Extension, Permanent Certificate
 Special Education (Grades 1-6), Permanent Certificate

Previous Academic Positions/Employment

University of Minnesota, Twin Cities Assistant Professor Faculty Single Semester Leave Tenure Track Instructor	2016-present January 2017-present Spring 2019 August 2016-January 2017
Vanderbilt University Graduate Instructor Teaching Assistant Practicum Supervisor Research Assistant	2012-2016 2010 & 2015 2011-2014 2011-2012

Other Professional Employment

Diversity and Communities Facilitator Summer 2015
Teach for America, Nashville

Teaching Affiliate Fall 2014
Vanderbilt University's Center for Teaching

P.S. 377 Alejandrina B. de Gautier, New York City 2006-2010
Department of Education, Brooklyn, NY
(Bilingual Special Education Teacher, grades 3-7)

P.S. 156 Waverly, New York City Department of 2004-2006
Education, Brooklyn, NY
(Bilingual Special Education Teacher, grades 4-5)

Current Membership in Professional Organizations

Literacy Research Association
American Association for Applied Linguistics
American Educational Research Association
MinneTESOL

HONORS AND AWARDS FOR RESEARCH/CREATIVE WORK, TEACHING, PUBLIC ENGAGEMENT, AND SERVICE

External Sources

Alan C. Purves Award, National Council of Teachers of English (NCTE). 2015

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Grants and Contracts

External Sources

Funded:

Co-PI
Lyle Spencer Research Award
Project TRANSLATE (Teaching Reading And New Strategic Language Approaches To Emergent Bilinguals), January 2019 – December 2022
\$929,015.11
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Applied – not funded:

Principle Investigator
William T. Grant Foundation, Major Research Grant on Reducing Inequality
Harnessing the power of translation in an era of COVID-19 home schooling, 9/2021 to 8/2022
\$600,00

Internal Sources

Funded

Principle Investigator
 UMN Center for Urban & Regional Affairs, Faculty Interactive Research Program (FIRP)
*Tailoring a multilingual literacy intervention for Minnesota students from less commonly
 spoken language backgrounds, 7/7/21 to 5/12/22*
 \$44,778.00

Principle Investigator
 Center for Advanced Research in Language Acquisition (CARLA) Summer GRA
 Competition
Adapting Project TRANSLATE for intensive English programs, 5/30/22 - 8/28/22
 50% GRA (260 hours) funded

Principle Investigator
 Center for Advanced Research in Language Acquisition (CARLA) Summer GRA
 Competition
On becoming critical intercultural citizens as English language teachers, 5/31/21 - 8/29/21
 50% GRA (260 hours) funded

Principle Investigator
 Center for Advanced Research in Language Acquisition (CARLA) Summer GRA
 Competition
*Strategic language approaches for teachers of emergent multilinguals (SLATE) III,
 5/31/20 to 8/23/20*
 50% GRA (260 hours) funded

Applied - not funded:

Principle Investigator
 University of Minnesota Grant-in-Aid of Research, Artistry, and Scholarship
*Strategic language approaches for teachers of English learners (SLATE) III, January -
 December 2020*
 \$32,220

Co-Principle Investigator
 UMN Center for Urban & Regional Affairs, Faculty Interactive Research Program (FIRP)
*Meeting the needs of long-term English learners: Mapping the terrain in one local school
 district to inform policy and practice, July 2019 – May 2020*
 \$50,689

Principle Investigator
 University of Minnesota Grant-in-Aid of Research, Artistry, and Scholarship
*Strategic language approaches for teachers of English learners (SLATE) II, January -
 December 2019*
 \$30,000

Co-Principle Investigator
 UMN Center for Urban & Regional Affairs, Faculty Interactive Research Program (FIRP)
Meeting the needs of long-term English learners: Mapping the terrain in one local school district to inform policy and practice, July 2018 – May 2019
 \$48,847

Publications

- # S. David was lead author or editor on co-authored manuscript
- ^ S. David shared lead authorship (i.e. roughly equal role in conceptualizing, analyzing and writing)
- * Student co-author(s) or co-editor(s)

Currently under review/in process

- Cole, M.W., **David, S.** & Pacheco, M. (accepted with revisions: 4/3/24). Project TRANSLATE: Collaborative Translanguaging across ELA Settings. *English Journal* [Special issue: Decentering the E: Teaching the Language Arts through a Biliteracy Stance. Guest editors: Cati V. de los Rios and Mandy Stewart].
- David, S.** (under review: originally submitted 10/2023; second revise and resubmit on 4/7/24; revised manuscript due 5/7/24). Professional vision in the multilingual classroom. *Linguistics and Education*.
- Cole, M.W., Phillips Galloway, E., **David, S. S.**, White, H., & Jiménez, R. T. (under review: submitted 4/10/24). Making metalinguistic noticing the norm: Examining lessons learned from supporting educators across diverse schooling and sociopolitical contexts. In H. Hong & A.C. DaSilva Iddings (eds.), *Empowering Multilingual Learners: Innovative Approaches to Foster Equity and Inclusivity in Teacher Education*. Routledge.

Journal Articles

Peer Reviewed Articles

- *Klco, A., Grucelski, *K., Joo, D. & **David, S.** (2023). Leveraging students' home languages through translation: Teacher's adaptations for sheltered content instruction. *MinneTESOL Journal* 39(1). Selected as a featured article in October 2023. <https://minnetesoljournal.org/leveraging-students-home-languages-through-translation-teachers-adaptations-for-sheltered-content-instruction/>
- #**David, S.**, *Shepard-Carey, L., *Swearingen, A., *Hemsath, D., & *Heo, S. (2022). Entry points and trajectories: Teachers learning and doing translanguaging pedagogy. *TESOL Journal*, 13(1), e603. <https://doi.org/10.1002/tesj.603> (recognized as a Top Cited Article in TESOL Journal between Jan. 2021 & Dec. 2022)
- ^Cole, M. & **David, S.** (2021). Mapping bias: A rhizomatic critique of the National Literacy Panel report. *Bilingual Research Journal*, 4(2), 231-248. <http://dx.doi.org/10.1080/15235882.2021.1942322>
- ^**David, S.** & Cole, M. (2021). Jostling Isaac: Dynamic configurations of bodies and objects during a language problem solving event. *Classroom Discourse* 12(1-2), 101-120 [Special issue: Classroom Discourse at the Intersection of Language

- Education and Materiality. Guest editors: Corinne S. Mathieu, Teppo Jakonen, and Nausica Marcos Miguel]. <https://doi.org/10.1080/19463014.2020.1867593>
- #David, S., Pacheco, M., Jiménez, R.T. (2019). Designing translanguaging pedagogies: Exploring collaborative translation through a classroom teaching experiment. *Cognition & Instruction* 37(2), 252-275. <https://doi.org/10.1080/07370008.2019.1580283>
- David, S. (2016). Funds of knowledge for scholars: The translation of theory and its implications. *NABE Journal of Research and Practice* 7(1). <https://doi.org/10.1080/26390043.2016.12067803>
- ^Cole, M.W., David, S. & Jiménez, R.T. (2016). Collaborative translation: Negotiating student investment in culturally responsive pedagogy. *Language Arts*. 93(6), 430-443. Stable URL: <https://www.jstor.org/stable/pdf/44809867>
- ^Jiménez, R.T., David, S., Fagan, K., Risko, V., Pacheco, M., Pray, L., Gonzales, M. (2015). Using translation to drive conceptual development for students becoming literate in English as an additional language. *Research in the Teaching of English*, 49(3), 248-271. Stable URL: <https://www.jstor.org/stable/pdf/24398702>
- Pacheco, M., David, S., Jiménez, R.T. (2015). Translating pedagogies: Leveraging students' heritage languages in the literacy classroom. *Middle Grades Research Journal* 10(1), 49-63.
- Cole, M.W, Puzio, K., Keyes, C., Jiménez, R.T., Pray, L. & David, S. (2012). Contesting language orientations: A critical multicultural perspective on local language policy in two middle schools. *Middle Grades Research Journal*, 7(2), 129-143.

Invited Articles

- #*Regmi, M. & David, S. (2023). Making space for students' cultural and linguistic assets: A case study of students from less commonly spoken language backgrounds. *CURA Reporter*. <https://www.cura.umn.edu/research/making-space-students-cultural-and-linguistic-assets-case-study-students-less-commonly>
- David, S. (2021). The mobility of ideologies in language teacher education. *The Modern Language Journal*, 105(2). 595-599. <https://doi.org/10.1111/modl.12729>
- ^David, S., Gibson, P., & *Togo Malm, P. (2020). Language needs of population served. In *Oxford Research Encyclopedia of Social Work*. Oxford University Press. doi: <http://dx.doi.org/10.1093/acrefore/9780199975839.013.968>
- Jiménez, R.T., David, S., Pacheco, M., Risko, V., Pray, L., Fagan, K., Gonzales, M. (2015). Supporting teachers of English language learners: Leveraging students' linguistic strengths through translation. *The Reading Teacher*, 68(6), 406-412. <https://doi.org/10.1002/trtr.1289>

Books and Book Chapters

- David, S. (2024). Escíballo en tu own words, güey. In Darren LaScotte & Elaine Tarone (eds.), *Heteroglossia and Language Play in Multilingual Speech: Pedagogical and Theoretical Implications*, 67-90. Berlin: De Gruyter Mouton.
- ^David, S., Cole, M., & *Mathieu, C. (2022). Beyond grammar-translation: Material mediation as a pivotal feature of effective translation pedagogy. In (LaScotte, D., Mathieu, C. & David, S., eds.) *New Perspectives on Material Mediation in Language Teaching and Learning*, 89-109.

- *LaScotte, D., *Mathieu, C. & **David, S.** (Eds.) (2022). *New Perspectives on Material Mediation in Language Teaching and Learning*. Springer Educational Linguistics Series.
- Jiménez, R.T., **David, S.**, Pacheco, M., Risko, V., Pray, L., Fagan, K., Gonzales, M. (2017). *Creating responsive teachers of Hispanic and bilingual students learning English*. In Horowitz, R., & Samuels, J. (Eds.). *The achievement gap in reading: Complex causes, persistent issues, possible solutions* (pp.38-56). Routledge.

Annotated Bibliographies

- ^Frederick, A., Crampton, A., Ortmann, L., Allen, K., Baker, J., Beach, R., Cole, M., **David, S.**, Doerr-Stevens, C., Fogarty, E., Ittner, A., Israelson, M., Jocius, R., Liang, L.A., Madson, M., Martin-Kerr, K., Peterson, D., Pyscher, T., Rollag Yoon, S., Rummel, A., Share, J., Sterner, S., Struck, M., Stutelberg, E., Sulzer, M., Thein, A.H. (2020). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 54(3), AB1-AB43. Urbana, IL: National Council of Teachers of English. Available in whole as a downloadable pdf file at <http://www2.ncte.org/resources/journals/research-in-the-teaching-of-english/> (**Contribution: co-author of section on Second Language Literacies w/ Fredrick & Cole**)
- ^Frederick, A., Crampton, A., **David, S.**, Allen, K., Baker, J., Beach, R., Cole, M., Doerr-Stevens, C., Fogarty, E., Ittner, A., Israelson, M., Jocius, R., Liang, L.A., Madson, M., Martin-Kerr, K., Ortmann, L., Peterson, D., Pyscher, T., Rollag Yoon, S., Rummel, A., Share, J., Sterner, S., Struck, M., Stutelberg, E., Sulzer, M., Thein, A.H. (2019). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 53(3), AB1-AB43. Urbana, IL: National Council of Teachers of English. Available in whole as a downloadable pdf file at <http://www2.ncte.org/resources/journals/research-in-the-teaching-of-english/> (**Contribution: co-editor of the issue w/ Frederick & Crampton; co-author of section on Second Language Literacies w/ Fredrick & Cole**)
- ^Tierney, J.D., Mason, A.M., Frederick, A., Allen, K., Baker, J., Beach, R., Case, A., Cole, M., Crampton, A., **David, S.**, Doerr-Stevens, C., Fogarty, E., Isaacson, K., Israelson, M., Ittner, A., Joubert, E., Liang, L.A., Martin-Kerr, K.G., Madson, M., Ortmann, L., Peterson, D., Rummel, A., Struck, M., Stutelberg, E., Sulzer, M., Thein, A.H. (2018). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 52(3), AB1-AB45. Urbana, IL: National Council of Teachers of English. Available in whole as a downloadable pdf file at <http://www2.ncte.org/resources/journals/research-in-the-teaching-of-english/> (**Contribution: co-author of section on Second Language Literacies w/ Fredrick & Cole**)

Other Publications

- David, S.** (2012). Translating childhoods: Immigrant youth, language and culture, by Marjorie Faulstich Orellana [book review]. *Bilingual Research Journal*, 35(2), 239-245.

David, S. (2017, April 14). Developing curricula that empowers multilingual students. *Improving Lives Blog*. <https://medium.com/@jeankquam/developing-curricula-that-empowers-multilingual-students-545f1aacf1bf>

Presentations, Posters, and Exhibits

Invited Presentations at Professional Meetings, Conferences, etc.

- David, S. (2022, October). *Multilingual pedagogies supporting learning*. Invited presentation for the National Seminar for Finnish Language Teachers
- David, S. (2021, April). *Project Translate: Teaching Reading And New Strategic Language Approaches To Emergent multilinguals*. Invited presentation for the Peabody Research Spotlight, online.
- Swearingen, A. J., & David, S. (2021, November). *Harm and hope: Reflexive conflicts and transformations in white pre-service teachers' developing critical cultural awareness*. Invited CARLA Talk, Center for Advanced Research on Language Acquisition, University of Minnesota. Minneapolis, MN.
- Swearingen, A. J., & David, S. (2020, October). *Praxis and ideology: Analyzing teacher learning in a translanguaging professional development*. Invited CARLA Talk, Center for Advanced Research on Language Acquisition, University of Minnesota. Minneapolis, MN.
- David, S. (2019, April). *Las paredes vueltas de lado son puentes: Translingual scholarship in the borderlands*. Invited plenary for the Second Language Acquisition Student Symposium, Madison, WI.
- David, S. (2017, February). *Emergent practices in translingual pedagogy: Teachers learning to facilitate collaborative translation*. Center for Advanced Research on Language Acquisition (CARLA), Minneapolis, MN
- Jiménez, R.T., David, S., Fagan, K., Risko, V., Pacheco, M., Pray, L., Gonzales, M. (2015, November). *Using translation to drive conceptual development for students becoming literate in English as an Additional Language*. Paper presented upon acceptance of the Alan C. Purves Award at the annual conference of the National Council of Teachers of English (NCTE), Minneapolis, MN.

Contributed Papers Presented at Professional Meetings, Conferences, etc.

* Student co-presenter

- David, S. & *Ganser, L. (2024, March). *Teacher language background as a shared professional resource for the co-constructed understanding of translanguaging pedagogy*. Annual conference of the American Association for Applied Linguistics (AAAL), Houston, TX.
- David, S., *Crayton, C., *Joo, D., *Klco, A. & *Swearingen, A. (2023, December). *Interrogating language hierarchies in sheltered content classrooms: A translanguaging design study*. Annual conference of the Literacy Research Association (LRA), Atlanta, GA.
- David, S. & Cole, M. (2022, December). *Translanguaging pedagogy and the discursive co-construction of metalinguistic knowledge*. Annual conference of the Literacy Research Association (LRA), Phoenix, AZ.
- David, S., Gruselski, K., *Joo, D., *Crayton, C., *Klco, A. (2022, November). *Leveraging students' home languages through translation: teachers' adaptation for sheltered content instruction*. Annual Minnesota English Learner Education Conference (MELED), Minneapolis, MN.

- David, S. & *Regmi, M. (2022, September). *Tailoring a multilingual content-area literacy intervention for students from less commonly spoken language backgrounds*. Annual conference of the British Association for Applied Linguistics (BAAL), Belfast, UK.
- David, S., *Shepard-Carey, L. & *Swearingen, A. (2021, March). *Entry points and trajectories: Teachers learning and doing translanguaging pedagogy*. Annual conference of Teachers of English to Speakers of Other Languages (TESOL), online.
- David, S. & *Swearingen, A. (2020, November). *Promoting emergent multilinguals' literacy skills through collaborative translation: Project TRANSLATE*. Annual Minnesota English Learner Education Conference (MELED), Minneapolis, MN.
- David, S., *Mathieu, C. & Cole, M. (2019, December). *Peeking over the language barrier: Material mediation in a translanguing literacy activity*. Annual conference of the Literacy Research Association (LRA), Tampa, FL.
- Stone, K, Bertrand, S. & David, S. (2019, March). *Moving beyond the ordinary: Community-engaged language teacher preparation*. Annual conference of Teachers of English to Speakers of Other Languages (TESOL), Atlanta, GA.
- *Swearingen, A. & David, S. (2018, December). *The impact of canine-assisted reading on second language affective reading engagement: A mixed method study*. Annual conference of the Literacy Research Association (LRA), Indian Wells, CA.
- David, S. & Cole, M. (2018, April). *A series of bifurcating lines and tangentially related points: LatCrit, rhizomatic mapping, and the National Literacy Panel on Language Minority Children and Youth*. Annual conference of the American Educational Research Association (AERA), New York, NY.
- David, S., Martinez-Garza, M., & Pacheco, M. (2018, March). "Escíbelo en tu own words, güey,": *Leveraging linguistic mestizaje in the literacy classroom*. Annual conference of the American Association for Applied Linguistics (AAAL), Chicago, IL.
- David, S. & Cole, M. (2017, December). *Critiquing epistemologies in research on the literacy development of linguistically diverse students*. Annual conference of the Literacy Research Association (LRA), Tampa, FL.
- David, S. (2017, April). *Horizontes de observación: Using linguistic and spatial resources to teach across language difference*. Annual conference of the American Educational Research Association (AERA), San Antonio, TX.
- David, S. (2015, December). *Vision & Voice: Professional development for translanguaging pedagogy*. Annual conference of the Literacy Research Association (LRA), Carlsbad, CA.
- David, S. (2015, April). *Professional vision in the multilingual classroom*. Annual conference of the American Educational Research Association (AERA), Chicago, IL.
- David, S. (2015, April). *Learning to leverage bilingual practices in classroom activity*. Annual conference of the International Linguistics Association (ILA), New York, NY.
- David, S., Pacheco, M., Jiménez, R.T., Risko, V. (2014, December). *Translate: Promoting English learners' text comprehension*. Annual conference of the Tennessee Reading Association (TRA), Nashville, TN.
- David, S., George, C., Hendricks, K., & Hawkins, W. (2014, November). *Dismantling fronteras in an alternative certification program: Culturally responsive pedagogy at Teach for America*. Annual conference of the National Association for Multicultural Education (NAME), Tucson, AZ.
- Cole, M. & David, S. (2014, April). "I don't never like Spanish": *Language identity as a mediator of culturally-relevant pedagogy*. Annual conference of the American Educational Research Association (AERA), Philadelphia, PA.
- Jiménez, R.T., David, S., Fagan, K., Risko, V., Pacheco, M., Pray, L., Gonzales, M. (2013, December). *Using translation to drive conceptual development for students becoming*

- literate in English as an Additional Language*. Annual conference of the Literacy Research Association (LRA), Dallas, TX.
- Pacheco, M. & David, S. (2013, December). *Translating identity: Examining pedagogical strategies for teachers working with bilingual students*. Annual conference of the Literacy Research Association (LRA), Dallas, TX.
- Cole, M. & David, S. (2013, December). *Negotiating language identities: Investment during collaborative translation*. Annual conference of the Literacy Research Association (LRA), Dallas, TX.
- Pacheco, M., David, S. & Carr, S. (2013, November). "My students know lots of things, just not English!": *Leveraging students' heritage languages in literacy instruction*. Annual conference of the National Association for Multicultural Education (NAME), Oakland, CA.
- Jiménez, R.T., David, S., Keyes, C. & Pray, L. (2013, April). *Translation as culturally responsive pedagogy*. Annual conference of the American Educational Research Association (AERA), San Francisco, CA.
- David, S. & Cole, M. (2013, February). "I love you but she knows how to translate better": *Translation & identity amongst bilingual middle school students*. Annual conference of the National Association for Bilingual Education (NABE), Orlando, FL.
- Pacheco, M. & David, S. (2012, December). *Translation in the third space: Pedagogical literacies for monolingual teachers working with English language learners*. Annual conference of the Literacy Research Association (LRA), San Diego, CA.

Symposia/colloquia organization and participation at refereed scholarly meetings

S. David was a convener of the symposium

* Student co-presenter

- Tarone, E., David, S., Godfrey, L., King, K., LaScotte, D. & Liu, M. (2024, March). *Heteroglossia and language play in multilingual speech*. Annual conference of the American Association for Applied Linguistics (AAAL), Houston, TX.
- David, S., *Crayton, C., *Joo, D., *Klco, A. & *Swearingen, A. (2023, April). (presenter). *A professional vision analysis of ESL teachers learning to integrate collaborative translation into sheltered content classrooms*. In E. Phillips-Galloway (chair) *Challenging English Monolingual Narratives: Exploring Curriculum-Embedded Professional Learning to Promote Translingual Instruction*. AERA Annual Meeting, Chicago, IL.
- David, S. (2021, April). (presenter). *Designing translingual pedagogies: Exploring pedagogical translation through a classroom teaching experiment*. In L. Shepard-Carey (chair) *Envisioning the possibilities for translanguaging pedagogies through teacher-researcher collaboration in second language contexts*. AERA Annual Meeting, San Francisco, CA.
- Pacheco, M. B., David, S. & Jimenez, R. T. (2020, April). *Designing translingual pedagogies: Exploring pedagogical translation through a classroom teaching experiment* [Symposium]. AERA Annual Meeting, San Francisco, CA <http://tinyurl.com/w52pa57> (Conference Canceled)
- David, S. (2019, December). (presenter). *Translingual pedagogy as emergent social practice*. In R.T. Jiménez (chair) *Translanguaging, theory, and how these play out for teachers and emergent bilingual students*. Annual conference of the Literacy Research Association (LRA), Tampa, FL.
- #David, S. (2019, March). (co-convener and presenter). *Peeking over the language barrier: Using material and spatial design to create horizons of observation in a translingual literacy activity*. In S. David, *C. Mathieu & *D. LaScotte (co-conveners), *Making voices visible: the role of material mediation in new approaches to language learner pedagogy*.

- Colloquium presented at the annual conference of the American Association of Applied Linguistics (AAAL), Atlanta, GA.
- David, S., *Shepard-Carey, L., *Swearingen, A., *Hemsath, D. & *Ho, S. (presenters). *Strategic language approaches for teachers of emergent-multilinguals (SLATE)*. In L. Shepard-Carey (chair) *Stance, design, and shifts: Exploring translanguaging pedagogies in literacy instruction and teacher education*. Annual conference of the Literacy Research Association (LRA), December 2019, Tampa, FL.
- David, S. (2018, December). (presenter). *The humanizing potential of translingual professional learning*. In R.T. Jiménez (chair) *Creating community through translanguaging: Welcoming newcomers, developing language, and strengthening pedagogy*. Annual conference of the Literacy Research Association (LRA), Indian Wells, CA.
- David, S. (presenter). *Co-constructing new translingual practice in 8th grade language arts classrooms: Opportunities and challenges*. In R.T. Jiménez (chair) *Using translanguaging pedagogies to reposition emergent bilinguals as experts*. Annual conference of the Literacy Research Association (LRA), December 2017, Tampa, FL.
- David, S. & Jiménez, R.T. (presenters). *Teacher learning in translingual spaces*. In D. Reynolds (chair) *Dimensions of EL literacy education: Lessons from small-group monolingual and bilingual reading instruction*. Annual conference of the Literacy Research Association (LRA), December 2016, Nashville, TN.
- David, S. (presenter). *Translation as critical literacy*. In R. Jocius (convener) *The power of perspective: Designing and enacting critical response to literature units in k-12 settings*. Annual conference of the International Reading Association, May 2014, New Orleans, LA.
- #David, S. (convener and presenter). *¿Que significa eso?: Spontaneous translation as a window into student linguistic resources*. In R.T. Jiménez (chair) *Translation as a generative construct for teaching literacy: New pedagogies for the glocal age*. Annual conference of the Literacy Research Association (LRA), December 2012, San Diego, CA.
- David, S. (2011, December). *Quiere decir: Case study of a “struggling reader.”* In R.T. Jiménez (chair) *Two bites of the apple: Leveraging L1 to support L2 reading comprehension*. [Alternative session]. Annual conference of the Literacy Research Association (LRA), Jacksonville, FL.

Workshops, dialogues and study sessions at refereed scholarly meetings

* Student co-presenter

- David, S. (2023, December). *Implementing Project TRANSLATE: A Translanguaging Design study*. In McCarty, R. & Township, N. (conveners) *Design-based experiments in literacy research*. [Study session]. Annual conference of the Literacy Research Association (LRA), Atlanta, GA. (I am a featured presenter for one day of the study session).
- David, S. & Gruselski, K. (2023, November). *Embracing multilingualism in the classroom: Strategies for welcoming students’ languages and leveraging their linguistic skills for learning*. [Workshop]. Annual Minnesota English Learner Education Conference (MELED), Minneapolis, MN.
- David, S. & Deroo, M. (2021, December). *Resisting linguistic hegemonic practices: Centering black and indigenous languaging as contrapuntal*. [Study session]. Annual conference of the Literacy Research Association (LRA), Atlanta, GA.
- *Swearingen, A. & David, S. (2021, March). *Translanguaging in the EFL classroom: Student voice, freedom, and access*. [Dialogue]. Annual conference of Teachers of English to Speakers of Other Languages (TESOL), online.

- David, S. & *Swearingen, A. (2021, March). *Harnessing the power of translation for reading comprehension: Project TRANSLATE*. [Workshop]. Annual conference of Teachers of English to Speakers of Other Languages (TESOL), online.
- Pratt, K. & David, S. (2020, December). *Pockets of hope: Transnationalism as an asset for systemic change*. [Study session]. Annual conference of the Literacy Research Association (LRA), online.
- David, S. (2017, October). *Using collaborative translation to promote literacy skills (even if you don't speak their language!)*. [Workshop]. Annual Minnesota English Learner Education Conference (MELED), Minneapolis, MN.

Roundtable discussions at refereed scholarly meetings

* Student co-presenter

- David, S., *Swearingen, A., *Bach, J., *Knopf, L. & *Rowekamp, S. (2021, December). *Emergent bilinguals' metalinguistic awareness during collaborative translation*. Annual conference of the Literacy Research Association (LRA), Atlanta, GA.
- *Swearingen, A. & David, S. (2021, April). *Tensions and trajectories: Teacher language ideologies in developing translanguaging stance*. AERA Annual Meeting, San Francisco, CA.

Posters or Exhibitions

- David, S., *Klco, A., *Aziz, J., *Crayton, C., *Ganser, L., *Joo, D. & *Swearingen, A. (2023, March). *Developing professional vision for integrating collaborative translation in sheltered ESL content classrooms*. Annual conference of the American Association for Applied Linguistics (AAAL), Portland, OR.
- Rowe, D., Pacheco, S. & David, S. (2012, December). *Learning from pre-school children's multimodal composing with iPad's BookCreator*. [Poster]. In B. Dalton (session organizer & panelist) *The methodological road only partially taken: Ways of knowing and communicating multimodal literacy research*. [Alternative session]. Annual conference of the Literacy Research Association (LRA), San Diego, CA.
- David, S. (2012, March). *Translation as reading comprehension strategy: Case study of a "struggling reader"*. [Poster]. Annual conference of the Tennessee chapter of Teachers of English to Speakers of Other Languages (TNTESOL), Nashville, TN.

TEACHING AND CURRICULUM DEVELOPMENT

University of Minnesota

Courses, seminars, and instructional units taught:

- CI 5619, *Teaching World Languages and Cultures in Elementary Settings* (2023)
- CI 5632, *Literacy and Language Development in Second Language Classrooms* (2017, 2018, 2019, 2020, 2021, 2022, 2023)
- CI 5635 *Culture and Diversity in Second Language Classrooms* (2018, 2020, 2021, 2022, 2023, 2024)
- CI 5641 *Language, Culture, and Education* (2023, 2024)
- CI 5645 *Methods for Teaching English Learners* (2016, 2017, 2018, 2019, 2020 Spring, 2020 Fall)

CI 5656 *Teaching Literacy in Second Language Classrooms* (2021, 2022, 2023)
 CI 5657 *Teaching Speaking and Listening in Second Language Classrooms* (2017)
 CI 8162 *Research II: Analysis & Manuscript Preparation* (2018, 2022)

Invited guest lectures

“Revising for Academic Journals” (Faculty presenter at Writing Retreat; November 3, 2023)
 CI 8470, “Designing translingual pedagogies” (March 31, 2020)
 CI 5656, “Differentiating for language learners with special needs” (December 11, 2019)
 CI 8135, “What is sociolinguistics and why is it important in education and ed research?”
 (February 21, 2018; February 27, 2019)
 CI 5632, “Community and transnational literacies” (October 4, 2016)

Collaborative Efforts and Activities

CI 5150: New emergent reading course for ESL/World language licensure programs w/ Laura Mogelson and Karla Stone
 CI 5655: New online course on Teaching Dual Identified Students serving UMN Special Education licensure programs
 CI 8161/8162: co-taught SLE research seminar w/ Kendall King (2021-2022)
 CI 5645: syllabus and rubrics; technology integration (TETI); managing GA and CF instructors (w/ Blanca Caldas, 2016-present)
 CI 5645 (005): opened new section for the Special Education licensure program, revised course syllabus (minor course change) to cover both SPED and EIEd program standards (2019); ongoing collaboration with instructor and Special Education LPLs to update content and standards
 CI 8161/8162: co-taught SLE research seminar w/ Martha Bigelow (2017-2018)
 SLE post-bac program (rel. to CI 5632 & 5635): technology integration (TETI); assisting with program administration; created LTEL research collaboration/learning opportunity with Bloomington public schools (w/Karla Stone)
 Multiple Pathways to Teaching: consulting on program design for ESL licensure (2019)

Faculty Development Activities regarding teaching:

Faculty Success Program, National Center for Faculty Development & Diversity, May 17-Aug 6, 2021
 Teaching with Technology workshop, Center for Educational Innovation, 8/30/2016
 Teacher Education Technology Integration (TETI) workshop, May 21-23, 2018
 TETI Summer Learning Experience, May 21-24, 2019
 TETI Summer Learning Experience, May 21, 2020
 TREKS, August 19-23, 2019

ADVISING AND MENTORING

University of Minnesota

Graduate Student Activities (*current advisees and committee assignments shaded*)

Master of Arts Advising and Committee Assignments

Student			My role		Benchmarks	
Name	Term admitted	Program or Track and Plan	Advisor	Committee Member	Thesis Mtg.	Graduated
Bach, Julia	Fall 2019	SLE (Plan A)	X		5-10-22	Enrolled PhD
Boardway, David	Fall 2014	TESOL (Plan B)		X	4-27-17	Spr 17
Johnson, Susan	Fall 2015	TESOL (Plan B)		X	3-6-18	Spr 18
Joo, Danielle	Fall 2021	TESOL (Plan B)	X		5-22-23	Sum 23
Klco, Alayna	Fall 2023	TESOL (Plan B)		X	5-1-23	Sum 23
Samuel Miller	Fall 2023	TESOL (Plan B)	X			
Morataya, Jonathan	Fall 2020	TESOL (Plan B)	X			
Stewart, Janet	Fall 2017	TESOL (Plan B)	X		1-17-20	Spr 20
Zhong, Suting	Fall 2020	TESOL (Plan B)	X		6-24-22	Sum 22

Doctor of Philosophy Advising and Committee Assignments

Student info			My role				Benchmarks				
Name	Term Admitted	Program or Track	Advisor	Final Chair	Member	Final Reader	Program Approv.	Written Prelim†	Oral Prelim	Thesis Panel	Final
Bach, Julia	Fall 2020	SLE	Co				X	1-12-23	2-22-23	4-6-23	
Gopalakrishnan, Anuradha	Fall 2015	SLE			X		X	5-18-18	10-16-18	12-12-18	6-1-21
Hemsath, Dustin	Fall 2018	SLE	Co				X	5-4-21	11-29-21	1-31-22	
Heo, Saem	Fall 2018	SLE			X	X	X	9-2-21	10-26-21	2-10-22	6-1-23
Ju, Zhongkui	Spr 2016	SLE		X	X	X	X	X	7-5-18	8-16-18	8-5-19
Mathieu, Corrine	Fall 2016	SLE			X	X	X	1-19-19	2-22-19	4-10-19	6-7-21
Sanville, Chris	Fall 2022	SLE	X								
Shepard-Carey, Leah	Fall 2017	SLE			X	X	X	11-19-19	12-10-19	1-30-20	6-21-21
Swearingen, Amanda	Fall 2017	SLE	Co				X	5-9-22	5-16-22	6-6-22	
Zilmer, Caleb	Fall 2014	SLE	Co			X	X	X	5-31-18	7-16-19	4-11-23

†Note: a date in this column indicates when a written prelim was submitted to me. An X indicates students who have completed written prelims, but I was not a reader.

Professional Student Activities (current advisees and committee assignments shaded)***M.Ed. Professional Studies in SLE, and Additional Licensure advisees***

Name	Term Admitted	Term Completed	License and/or degree
Atwood, Andrew	Spring 2021	Spring 2022	M.Ed only
Fernandez, Moises	Spring 2022	Fall 2023	M.Ed only
Guo, Qianyun	Fall 2021		M.Ed only
Hodel, Anika	Spring 2022		M.Ed only
Hohlen, Maggie	Fall 2021	discontinued	M.Ed only
Kelly, Donna	Fall 2018	Spring 2021	ESL add. lic.
Kraus, Emily	Fall 2020		ESL add. lic.
Kretzschmar, Michael	Fall 2021		M.Ed only
Lin-Celeste, Patty	Fall 2017	Fall 2020	M.Ed + Chinese add. lic.
Mathews, Ashley	Fall 2020	Summer 2022	M.Ed + ESL add. lic.
McCormick, Molly	Fall 2020	Summer 2022	M.Ed + ESL add. lic.
Myers, Tieler	Fall 2019 (switched from MA TESOL)	Spring 2021	M.Ed only
Nichols, Monica	Spring 2018	Fall 2021	M.Ed + Spanish add. lic
Nguyen, Trinh	Spring 2023		ESL add. lic.
Qian, Xin	Spring 2023		M.Ed only
Richardson, Emily	Fall 2023		German expanded lic.
Stabrino, Leticia	Fall 2020	Fall 2021	Spanish add. lic.
Sun, Weiran	Spring 2021	Spring 2022	M.Ed only
Xiao, Gengqi	Spring 2022	discontinued	M.Ed only
Zhao, Jing	Summer 2021	discontinued	ESL add. lic.

Master of Education, Working Professionals Initial Teacher Licensure Program

Name	Term Admitted	Term Completed	License area
Ariga, Satomi	Fall 2019	Spring 2022	Japanese
Bluth, Caroline	Fall 2023		ESL
Fang, Pei-Wen	Fall 2019		Chinese
Fruth, Joseph	Summer 2022		ESL & Spanish
Gage, Emily	Fall 2020	Fall 2021	ESL
Hamer, Tilde	Fall 2021	Summer 2023	German
LaMachia Stephens, Rachel	Spring 2019	MEd: Fall 2021	ESL
Lin, Jyh-Cherng	Fall 2022		Chinese
Odenbach, Timothy	Fall 2018	Spring 2021	Spanish
Payia Yang, Rachel	Fall 2020	Spring 2023	French

Scotfield, Vera	Summer 2020	Summer 2022	ESL
Sun, Weiran	Summer 2022	Spring 2023	Chinese

Undergraduate Research Fellows sponsored

Lily Knopf (UROP, Spring 2021)
Chiron Crayton (MSROP, Summer 2022)

Visiting Scholars Hosted

Xiaoling Jin (China, 2017)
Arezou Sobhani (New Zealand, 2018-2020)

SERVICE AND PUBLIC OUTREACH

Service To The Discipline/Profession/Interdisciplinary Area(s)

Reviewer for Academic Journals

Linguistics and Education (2024)
Language, Identity and Education (2019, 2022, 2023)
Literacy, Research and Instruction (2017, 2019, 2020, 2021, 2023)
TESOL Quarterly (2017)
Bilingual Research Journal (2013, 2014, 2017, 2023)
Literacy Research Association Yearbook (2014)
Journal of Multilingual Education Research (2010)
Teachers College Record (2022)

Conference review work

International Language Teacher Education conference (2024)
Second Language Research Forum (2020)
Literacy Research Association (2012, 2014, 2018, 2022, 2023)

Reviews for external funding agencies, foundations, etc.

University of Missouri Research Board (2018)

Professional committee memberships

Brian K. Street Award Committee, Literacy Research Association (2022-2024)
Co-chair, Multilingual and Transnational Innovative Community Group, Literacy Research Association (2020-2022)

Service To The University/College/Department

University of Minnesota

University-wide service

- Center for Advanced Research in Language Acquisition (CARLA), Executive Committee Member (2017-2019, 2021-2022)

Collegiate Service

- CEHD Teacher Preparation Advisory Group (2023-2024)
- Faculty sponsor: University Association of Intellectual Minorities (2018-2019)

Department/Unit Service

- Program Area Coordinator: Multilingual Education, AY 2023-24
- Licensure Program Lead: Multilingual Education Working Professionals Initial and Additional Licensure Programs, Jan. 2021 – present
 - 2022-23: Completed PERCA reaccreditation and submitted program revisions to Curriculum Council
- Program Coordinator: M.Ed. Professional Studies Program in SLE, Jan. 2021 – present
- Program Coordinator: Graduate Certificate in Advanced Practices in Second Language Teaching, May. 2022 – present
- Course coordinator: CI 5655, 5656, 5657
 - Supervise GA/CF instructors, ensure course is kept up-to-date and new instructors can access Canvas, syllabi, and materials
- Member: Teachers of Color Recruitment committee (2019-present; acting chair in fall 2021)
- Member: Teacher Education Program Advisory Committee for SLE (2016-present)
- Cohort 4 Instructional Lead: Elementary Education initial licensure program (2018)
- Chair: Research committee (2018)
- Member: Research committee (2017-2018)
- Member: Chair's Advisory committee (2018)
- Member: STEM Education Hiring Committee (Fall 2017)
- Member: Elementary Education Core Group (2016-2017)

Public And Other Service

Member of Minnesota Department of Education English Learners Stakeholder Input Group (ELSIG), 2017-present.

Volunteer ESL instructor, Washington Technology Magnet School, St Paul, MN, Spring 2018

Consultant, Teach for America Nashville: Culturally responsive pedagogy (CRP) teacher training, Nashville, TN, 2013-2014