

NISHITA GRACE ISAAC, Ph.D.

SUMMARY: Instructional designer, researcher, and educator. My work spans curriculum and assessment design in K–5 and higher education, with a focus on literacy and multilingual learning, as well as the design and evaluation of AI-enabled educational tools.

PROFESSIONAL EXPERIENCE

24/7 Teach

Instructional Designer

New York, remote

April 2026 to present

- Designed the role-based conversation pathways for an AI copilot that gives teachers and school leaders guidance on integrating AI into their instructional and administrative work.
- Wrote and tested the copilot's prompts and built its knowledge base and safeguards, so that educators handling student records and other sensitive information could use it responsibly.
- Developed a quality assurance framework and rubric for an asynchronous AI literacy course, reviewed the course against it, and worked with designers and course creators on the revisions.

Initiative for Multilingual Studies

Research Consultant, formerly Research Assistant

Georgetown University, Washington, DC

November 2022 to June 2026

- Built the first K-5 Urdu curriculum framework for a new dual language immersion program, setting grade-level learning goals, proficiency benchmarks, and skill progressions, and turning them into student-facing materials.
- Designed the program's English and Urdu literacy assessments and scoring rubrics, and analyzed a year of learner data using AI-assisted workflows with review steps to guide curriculum revisions.
- Coordinated the federally funded partnership behind the program, managing review board approvals with the university and the school district and working closely with teachers, families, and school leaders.

Assessment and Evaluation Language Resource Center

Assessment Design and Research Assistant

Georgetown University, Washington, DC

January to August 2023

- Developed standards-aligned learning progressions, proficiency benchmarks, and can-do statements that defined grade-level literacy expectations for a K-5 dual language program.
- Guided teacher teams through a backward design process, facilitating curriculum workshops and cross-grade review so that learning goals and assessments held together across grade levels.
- Conducted an assessment-based needs analysis of educators teaching less commonly taught languages, developing the interview, survey, and classroom observation protocols it relied on.

New Education Group, Foundation for Innovation and Research in Education

Volunteer Cooperating Researcher

Bhopal, India

May 2022 to July 2023

- Evaluated the K-2 Hindi and English literacy assessments used in a mother tongue-based program for tribal children, recommending revisions grounded in how children learn to read.
- Investigated the difficulties of building instructional materials for languages that are primarily spoken, including spelling conventions, standardization, and variation across dialects.
- Led a teacher feedback study that identified gaps between classroom needs and available materials, and documented how community members, educators, and linguists worked together on them.

NALSAR University of Law

Research Intern, later voluntary research assistant

Hyderabad, India

May to December 2018

- Developed and piloted narrative assessment tasks in Hindi and English that examined how multilingual children performed as the reasoning demands of a task increased.
- Translated and adapted the Multilingual Assessment Instrument for Narratives from English into Hindi to assess oral language development among multilingual learners.
- Co-developed assessment tasks on phonological, phonemic, and semantic awareness for Hindi and English bilingual learners, drawing on established bilingual vocabulary measures.

TEACHING EXPERIENCE

Batten University, formerly Virginia Wesleyan University

Assistant Professor, LING 105 The Art of Writing

Virginia Beach, VAFall 2026

- Teach an undergraduate academic writing course that moves students from personal writing to critical reading, then to writing for different audiences, and finally to a researched argument.
- Designed the course, its assignment sequence, and its AI-use guidelines, teaching students ethical ways to use AI for feedback and error checking without outsourcing their own thinking.

Georgetown University, Department of Linguistics

Teaching Associate and Teaching Assistant, Language and Social Justice

Washington, DCFall 2021, 2022, 2023

- Adapted and expanded an existing undergraduate curriculum, developing learner-centered modules and authentic materials, and teaching with discussion, group work, media, and guest speakers.
- Designed formative and summative assessments, gave individual feedback on student inquiry and academic writing, and managed course delivery through Canvas, including grading and communication.

Silver Oaks International Schools

High School Homeroom Teacher, English Language Arts, short-term

Hyderabad, India2019

- Developed and delivered Grade 9 English instruction, writing standards-aligned lessons and materials that targeted grammar, vocabulary, reading, and writing across mixed proficiency levels.
- Designed formative assessments, worksheets, and classroom activities, using student performance across the term to refine the clarity and effectiveness of lessons and assessment items.

EDUCATION

Ph.D., 2026	Applied Linguistics	Georgetown University, Washington, DC
M.S., 2024	Applied Linguistics	Georgetown University, Washington, DC
M.A., 2019	English Language Teaching	English and Foreign Languages University, Hyderabad, India
B.A. (Hons.), 2017	English Literature Philosophy	Bhopal School of Social Sciences, Bhopal, India

SELECTED SCHOLARSHIP

- Ashraf, H., Isaac, N. G., and Ortega, L. Building dual language bilingual education without a roadmap. Language and Education. <https://doi.org/10.1080/09500782.2026.2683521>
- Eleven conference papers and posters since 2020, including six at the American Association for Applied Linguistics, with research grants from HaBilNet and INTPART.

CORE COMPETENCIES

Curriculum & design	Curriculum development and writing, instructional materials, backward design, course design
Assessment	Assessment and task design, rubrics, proficiency benchmarks, standards alignment
Evaluation	Learner performance analysis, program evaluation, quality assurance review, needs analysis
AI in learning	AI literacy for educators, prompt writing and testing, AI agents, AI-use guidelines
Research	Qualitative and mixed methods, data analysis, research ethics and review board process
Tools	Canvas, Claude, ChatGPT, MAXQDA, Google Workspace, Excel, Gamma, CorelDRAW
Languages	Hindi (native), English (near-native), Urdu (research expertise), Devanagari literacy