



Roya Pashmforoosh

ESL/Bilingual Education

Department of Educational Psychology

College of Education and Human Development

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Google Scholar: <https://scholar.google.com/citations>

ACADEMIC HISTORY

Education

Ph.D. Texas A&M University, College Station Educational Psychology
2021 Emphasis Area: ESL/Bilingual Education

Dissertation: Virtual Mentoring and Coaching through Virtual Professional Learning Communities and Reflection: Building Instructional Leadership Capacity of School Leaders to Impact English Learners and Emergent Bilingual Students

Ph.D. Tehran University of Teacher Education, Iran English Applied Linguistics
2017 Emphasis Area: TESL

Dissertation: Non-native Persian-Speaking Teachers' and Learners' Perceptions of Linguistic and Cultural Norms and Pedagogy of English as an International Language (EIL)

M.A. Sharif University of Technology, Iran English Applied Linguistics
2011 Emphasis Area: TESL

B.A. Tehran University of AlZahra, Iran English Language and Literature
2009

Academic Positions

September 2024 – Assistant Professor, ESL/Bilingual Education Program, Department of Educational Psychology, Texas A&M University, College Station, TX.

2022 – August 2024 Visiting Assistant Professor, Accountability, Climate, Equity, and Scholarship (ACES) Faculty Fellow, Texas A&M ADVANCE Scholar, ESL/Bilingual Education Program, Department of Educational Psychology, Texas A&M University, College Station, TX.

2021 – 2022 Research Specialist, ESL/Bilingual Education Program, Department of Educational Psychology, Texas A&M University, College Station, TX.

2017 – 2020 Graduate Research Assistant, ESL/Bilingual Education Program, Department of Educational Psychology, Texas A&M University, College Station, TX.

- 2016 – 2017 Visiting Research Scholar, Department of Teaching, Learning, and Culture, College of Education and Human Development, Texas A&M University, College Station, TX.
- 2014 – 2016 ESL Instructor, Department of Foreign Languages, Tehran University, Private Sector, Iran.
- 2013 – 2016 ESL Instructor, Department of Foreign Languages, Tehran University of Teacher Education, Iran.
- 2011 – 2013 ESL Instructor, Department of Languages and Linguistics, Sharif University of Technology, Iran.
- 2011 – 2012 English Instructor, IELTS (International English Language Testing System), Sharif University of Technology, Iran.
- 2009 – 2011 Graduate Teaching Assistant, Sharif University of Technology, Iran.
- 2008 – 2009 ELA Tutor, Tehran Institute of Technology, Iran.

Administrative Experience

- 2021 – present Postdoctoral Research Associate, Accelerated Preparation of Leaders for Underserved Schools (APLUS), Education Leadership Research Center (ELRC), Texas A&M University.
Roles and Responsibilities: School/teacher recruitment, survey design, data analysis, reporting, and dissemination.
- 2011 – 2012 Head of the Graduate Student Association, Department of Languages and Linguistics, Sharif University of Technology, Iran.
Roles and Responsibilities: keep and maintain the records of the Graduate Student Association and be responsible for official Graduate Student Association correspondence.

RECOGNITIONS AND ACHIEVEMENTS

- 2023 Nominated as a protégé by a distinguished faculty member to participate in Texas A&M Community of Scholars Engagement Evening on September 18 — an initiative to bring the university's most distinguished and accomplished faculty together with outstanding graduate students, postdoctoral students, and junior faculty members.
- 2023 Dean's Award for Exceptional Graduate Student Research (with Tahereh Boroughani) — awarded by the Southwest Educational Research Association (SERA), 2023 (in recognition of our refereed paper).
- 2022 Nominated ADVANCE Scholar, Office for Diversity of the Year '22-23 Scholarship, Texas A&M University.

2021	Nominated Dissertation Research Award, American Educational Research Association, Dissertation of the Year '22 Award Competition for the Mentorship and Mentoring Practices SIG.
2016	Outstanding Research Award, Department of Foreign Languages, Tehran University of Teacher Education.
2016	Nominated Ph.D. Candidate, Department of Foreign Languages, Tehran University of Teacher Education.
2014	Outstanding Graduate Research Award, National Elite Foundation, Tehran University of Teacher Education.
2012	Awarded Member of the National Center for Exceptionally Talented Graduate Students, Tehran University of Teacher Education.
2011	Obtained First Rank in M.A., Sharif University of Technology.
2011	Awarded Member of the National Center for Exceptionally Talented Graduate Students, Sharif University of Technology.

RESEARCH

Areas of Interest

- Bilingual and English as a second language education
- Literacy development for English learners
- Teacher preparation and professional development
- Technology and language learning/teaching

External Grants

Under Review

Increasing Teachers' Knowledge of Structured Literacy and Dyslexia. Improving Reading Skills for Emergent Bilingual and African American Students with Dyslexia and Other Reading Difficulties.

Grant submitted to the Spencer Foundation. Total Budget Request: \$374,946.00 (June 2025 – June 2029).

Investigators: Pittman, R. T. (PI), **Pashmforoosh, R.**, Chang, HeeSun (Co-PI).

Unfunded

Addressing Cyberbullying: Artificial Intelligence Based Interventions for University Students.

Grant submitted to the Researcher Officer for the William T. Grant Foundation. Total Budget Request: \$50,000 over two years (January 2024 – December 2025).

Investigators: **Pashmforoosh, R.** (PI), Wang, J., & Bowman Perrott, L. (Co-PI).

Pakistan Teaching Excellence and Achievement (TEA) English Language U.S. Exchange in Texas. Grant submitted to the U.S. Embassy Islamabad (DOS). CFDA 19.501 - Public Diplomacy Programs for Afghanistan and Pakistan. Total Budget Request: \$1,500,000 (October 2022-June 2024).

Investigators: Irby, B. (PI), Lara-Alecio, R., Fuhui, T., Nafukho, F., Abdelrahman, N., **Pashmforoosh, R.**, Etchells, M. (Co-PI).

Building Instructional Capacity, Leadership, and Student Performance for Academic Content Areas in Economically Challenged Rural Schools: ACERS. Grant submitted to the *U.S. Department of Education*. Total Budget Request: \$10,000,000 over 5 years (January 2019-December 2023).

Investigators: Lara-Alecio, R. (PI), Irby, B., & Tong, F. (Co-PI).

Roles and Responsibilities: proposal development team.

Building Out Opportunities in STEM for Teachers: Impacting Instructional Capacity for Diverse Learners in High-Needs Schools. Grant submitted to the *U.S. Department of Education, Office of Innovation, and Improvement*. Total Budget Request: \$17,978,494, over 3 years (September 2018-August 2021).

Investigators: Lara-Alecio, R. (PI), Irby, B., & Tong, F. (Co-PI).

Roles and Responsibilities: proposal development team.

Internal Grants

Under Review

Addressing Cyberbullying: An Online Instructional Intervention for Undergraduate Students. Grant submitted to the Catapult Seed Grant Program, FY25, Texas A&M University. Total Budget Request: \$30,000.00 (February 2025 – August 2026).

Investigators: **Pashmforoosh, R.** (PI), Rivera, H., Ettekal, I. (**Co-PI**).

Funded

Unraveling the Emotion and Adaptive Stages for Families of Youth with Disabilities.

Catapult Research SEED Grant Program, Texas A&M University. Total Budget Request: \$30,000 (January 2024 – August 2025).

Investigators: Chang, W. H. (PI), Hajovsky, D. B. (Co-PI), Zhang, D. **Pashmforoosh, R.** (**Co-I**).

Preventing and Countering Cyberbullying: New Instructional Interventions for Preservice Teachers. Grant funded by the Texas A&M University, School of Education & Human Development, Teaching Excellence Grant Program (TEGP). Funded \$15,000 (January 2023 – August 2024).

Investigators: **Pashmforoosh, R.** (PI), Wang, J. (Co-PI).

Incorporating World Englishes through Consciousness-Raising Activities into a Teacher Education Program. Grant funded by *the Texas A&M University's Diversity SEED*. Funded \$3,000 for 1 year (2016-2017). Completed.

Investigators: Dixon, L. Q. (PI), Eslami, Z. R. (Co-PI), & **Pashmforoosh, R.** (**Co-PI**).

Roles and Responsibilities: School/teacher recruitment, survey design, data analysis, reporting, and dissemination.

Unfunded

Exploring Stakeholder Perspectives on AI Integration in Educational Settings.

Catapult Research SEED Grant Program, Texas A&M University. Total Budget Request: \$30,000 (January 2024 – August 2025).

Investigators: **Pashmforoosh, R.** (PI), Tiwari, Ananya (**Co-PI**).

Increasing Teacher Reading Knowledge in Dyslexia and STEM for Emergent Bilinguals.
Catapult Research SEED Grant Program, Texas A&M University. Total Budget Request:
\$30,000 (January 2023 – December 2024).

Investigators: Pittman, R. T. (PI), **Pashmforoosh, R.**, Perez, G., & Kipp, A. (Co-PI).

Research Experience in Large-Scale Federally Funded Projects and Contracts

Completed

Accelerated Preparation of Leaders for Underserved Schools (A-PLUS): Building Instructional Capacity to Impact Diverse Learners. (Grant Award No. #U423A170053). Grant funded by U.S. Department of Education, Office of Innovation, and Improvement (OII). Total Budget Request: \$ 13,692,601 over 3 years (September 2017-August 2020).

Investigators: Irby, B. (PI), Tong, F. (Co-PI), Torres, M. (Co-PI), & Lara-Alecio, R. (Co-PI).

Roles and Responsibilities: Leading the assessment and data collection, leading author on a series of peer-reviewed papers and presentations examining instruments, teacher perception, and impact of the intervention on student outcome, annual reporting, and school recruitment.

Literacy-Infused Science Using Technology Innovation Opportunity (LISTO). (Grant Award No. U411B160011). Grant funded by U.S. Department of Education, Investing in Innovation (i3). Funded \$12,000,000 for 5 years (2017-2021).

Investigators: Lara-Alecio, R. (PI), Irby, B. (Co-PI), Tong, F. (Co-PI), Jones, R. (Co-PI), Capraro, R. (Co-PI), & Capraro, M. M. (Co-PI).

Roles and Responsibilities: As a graduate research assistant, I was involved in the dissemination efforts and data collection procedures.

English Language and Literacy Acquisition-Validation (ELLA-V). (Grant Award No. U411B120047). Grant funded by U.S. Department of Education, Investing in Innovation (i3). Funded \$15,000,000 for 5 years (2013-2017).

Investigators: Lara-Alecio, R. (PI), Irby, B. (Co-PI), & Tong, F. (Co-PI).

Roles and Responsibilities: As a graduate research assistant, I was involved in the dissemination efforts and data collection procedures.

Refereed Publications

Pashmforoosh, R., Irby, B. J., Lara-Alecio, R., & Tong, F. (2024, accepted with minor revision). Virtual professional development for enhancing teacher leaders' culturally and linguistically responsive teaching. *NABE Journal of Research and Practice*. [Indexed in ERIC; ProQuest Linguistics and Language Behavior Abstracts Online, ProQuest Education Abstracts]

Wang, J. & **Pashmforoosh, R.** (2024). A new framework for ethical artificial intelligence: Keeping HRD in the loop. *Journal of Human Resource Development International*.
<https://doi.org/10.1080/13678868.2024.2346492> [2023 impact factor: 3.8, 2023 CiteScore: 11.4]

Irby, B. J., Villarreal, E., Lara-Alecio, R., Tong, F., Etchells, M. J., Geng, Z., **Pashmforoosh, R.**, Prickett, C., Ireland, S., & Spinner, M. (2024). Principal candidates' perceptions of

leadership growth during their summer residency practicum experience. *International Journal of Educational Leadership Preparation*. [the International Council of Professors of Educational Leadership]

- Irby, B. J., & **Pashmforoosh, R.** (2024). Editorial: Mentoring, coaching, and tutoring as an enterprise. *Frontiers in Education*, Section Teacher Education. 9, <https://doi.org/10.3389/feduc.2024.1382129>
- Pashmforoosh, R.**, Irby, B. J., Lara-Alecio, R., & Tong, F. (2023). Developing school leaders' instructional leadership practices through reflection. *Journal of Educational Leadership Review*. 24(1), 44-63.
- Pashmforoosh, R.**, Irby, B. J., Lara-Alecio, R., & Tong, F. (2023). Building school leaders' instructional leadership capacity through virtual professional leadership learning communities. *Frontiers in Education*, Sec. Leadership in Education, 8, 1168734. <https://doi.org/10.3389/feduc.2023.1168734>. [Impact Score for 2021: 2.32]
- Eslami, Z. R., Larina, T. V., & **Pashmforoosh, R.** (2023). Identity, politeness, and discursive practices in a changing world. *Journal of Linguistics*, 27(1), 7-38.
- Nafukho, F. M., Irby, B. J., **Pashmforoosh, R.**, Lara-Alecio, R., Tong, F., Lockhart, M. E., Mansour, W. E., Tang, S., Etchells, M., Wang, Z. (2023). Training design in mediating the relationship between participants' motivation, work environment, and transfer of learning. *European Journal of Training and Development*, 47(10), 112-132. <https://doi.org/10.1108/EJTD-06-2022-0070>. [ISI 2022 impact factor: 2.2, 5-year impact factor: 2.4]
- Irby, B., **Pashmforoosh, R.**, Lara-Alecio, R., Tong, F., Etchells, M. & Rodriguez, L. (2023). Virtual mentoring and coaching through virtual professional learning communities for school leaders: A mixed-method study. *Mentoring and Tutoring: Partnership in Learning*, 31(1), 6-38. [Impact Score .70; Emerging Sources Citation Index (Clarivate Analytics) and Scopus; Mentoring and tutoring is a small field of study; this journal is one of two main mentoring journals in the field and is the longest published journal in this area for 30 years- published by Routledge: Taylor and Francis Publishing and the International Council of Professors of Educational Leadership]
- Irby, B. J., **Pashmforoosh, R.**, Druery, D. M., Lara-Alecio, R., Tong, F., Etchells, M., & Algert, N.T. (2022) Virtual professional development on conflict management for school leaders. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2022.849278>. [Impact Score for 2021: 2.32]
- Irby, B. J., **Pashmforoosh, R.**, Tong, F., Lara-Alecio, R., Etchells, M., Rodriguez, L., Prickett, C., & Zhao, Y. (2022). Virtual mentoring and coaching for school leaders participating in virtual professional learning communities. *International Journal of Mentoring and Coaching in Education*. 11(3). <https://www.emerald.com/insight/content/doi/10.1108/IJMCE-06-2021-0072/full/html> [Impact Score: 1.25; Emerging Sources Citation Index (Clarivate Analytics) and Scopus; Mentoring and coaching is a smaller field of study; this Impact Factor is substantial for this field; this journal is one of two main mentoring journals in the field- published by Emerald Publishing]

- Irby, B., **Pashmforoosh, R.**, Druery, D. M., Eljaouhari, N., Tong, F., & Lara-Alecio, R. (2022). An analysis of virtual professional development for school leaders during COVID-19. *International Journal of Virtual and Personal Learning Environments*, 12(1), 1-19. <http://doi.org/10.4018/IJVPLE.302097> [Impact Factor 1.28; Virtual and personal learning environments is a smaller field of study; this IF is substantial for this field; Published by IGI-Global]
- Tajeddin, Z., Atai, M. R., & **Pashmforoosh, R.** (2020). Beliefs about English as an international language: Voices from Persian-speaking English teachers. *Pedagogies: An International Journal*, 15(2), 127-145. [indexed in Scopus]
- Tajeddin, Z., & **Pashmforoosh, R.** (2020). Non-native teachers' beliefs about language pedagogy in English as an international language. *Journal of Research in Applied Linguistics*, 11(1), 44-65.
- Eslami, Z. R., Moody, S., & **Pashmforoosh, R.** (2019). Educating pre-service teachers about World Englishes: Instructional activities and teachers' perceptions. *TESL-EJ Journal*, 22(4). [indexed in Scopus]
- Tajeddin, Z., Alemi, M., & **Pashmforoosh, R.** (2017). The status of native speaker linguistic and pragmatic norms in the context of English as an international language: Exploring the perceptions among nonnative teachers. *Language and Intercultural Communication*, 18(3), 300-314. [ISI 2019 impact factor: 1.292]
- Tajeddin, Z., Alemi, M., & **Pashmforoosh, R.** (2017). Acquisition of pragmatic routines by learners of L2 English: Investigating common errors and sources of pragmatic fossilization. *TESL-EJ*, 21(2), 1-21. [indexed in Scopus]
- Alemi, M., & **Pashmforoosh, R.** (2017). long-term involvement learning. *Journal of Mechanical Engineering*, 33(3), 55-61.
- Babaii, E., Taghaddomi, Sh., & **Pashmforoosh, R.** (2016). Speaking self-assessment: Mismatches between learners' and teachers' criteria. *Language Testing Journal*, 33(3), 411-437. [Impact Factor: 4.1, 5-year Impact Factor: 4.4]
- Pashmforoosh, R.**, & Babaii, E. (2015). Whose culture and how far? Culture presentation in current business English textbook series. *Journal of Teaching in International Business*, 26(3), 216-236. [CiteScore: 0.74; indexed in Scopus]
- Tajeddin, Z., Alemi, M., & **Pashmforoosh, R.** (2012). Non-native teachers' criteria in rating L2 learners' speaking ability: Does the rater-training program make a difference? *TELL Journal*, 5(1), 125-153.
- Alemi, M., Daftarifard, P., & **Pashmforoosh, R.** (2011). The impact of language anxiety and language proficiency on willingness to communicate in English as a foreign language context. *Cross Cultural Communication*, 7(3), 150-166.

Manuscripts Under Peer-Review

- Pashmforoosh, R.** (2024). Toward responsible artificial intelligence: An integrated framework for teachers. *Computers & Education Open*. [impact factor: 4.1]
- Pashmforoosh, R., Wang, J., Dardashti, A., Chen, Y., Zhao, J., & Ramirez, D.** (2024). Teachers' knowledge and capacity to manage cyberbullying during and after COVID-19: A systematic literature review. *Computers & Education*. [impact factor: 8.9, 2022 CiteScore: 27.1]
- Boroughani, T., Bailey-Bonaiti, E. L., **Pashmforoosh, R.**, & Eslami, Z. R. (2024). Teachers' knowledge, perceptions, and practices to support students with dyslexia: A systematic review of the literature. *Annals of Dyslexia: An Interdisciplinary Journal of the International Dyslexia Association*. [2023 impact factor: 2.1]
- Chen, Y., **Pashmforoosh, R.**, & Chen, L. (2024). The role of situation comedy in EFL pragmatic instruction: A systematic literature review. *The Language Learning Journal*. [2023 impact factor: 2.2, 2023 CiteScore: 5.5]

Manuscripts In Preparation

- Pashmforoosh, R.**, & Dardashti, A. (2024). Artificial intelligence in education: Introspection on equity along gender, ethnicity, multilingualism, and socio-economic status. [Manuscript in preparation]. Department of Educational Psychology, Texas A&M University.
- Pashmforoosh, R.**, Irby, B. J., Lara-Alecio, R., Tong, F. (2024). Virtual mentoring and coaching for school leaders: A systematic review of the literature. [Manuscript in preparation]. Department of Educational Psychology, Texas A&M University.
- Pashmforoosh, R.**, Guerrero, C., Tang, S., Lara-Alecio, R., Irby, B. J., & Tong, F. (2024). Language of instruction: Student mirroring of teacher language [Manuscript in preparation]. Department of Educational Psychology, Texas A&M University.
- Pashmforoosh, R.**, Irby, B. J., Taheri, M., Chen, Y., Lara-Alecio, R. (2024). Reflection practices of pre-service teachers of emergent bilinguals: A systematic review of literature. [Manuscript in preparation]. Department of Educational Psychology, Texas A&M University.
- Irby, B. J., Elfaragy, H., **Pashmforoosh, R.**, Singer, E., Pugliese, E., Lara-Alecio, R., & Tong, F. (2024). Understanding how a virtual summer leadership institute can contribute to enhancing the instructional capacities of educators. [Manuscript in preparation]. Department of Educational Psychology, Texas A&M University.
- Irby, B. J., **Pashmforoosh, R.**, Lockhart, M. E., Lara-Alecio, R., Tong, F., Tang, S., & Etchells, M. (2022). Building teacher leaders' instructional capacity through virtual mentoring and coaching [Manuscript in preparation]. Department of Education Administration and Human Resource Development, Texas A&M University.

Invited Chapters and Other in Progress Publications

Irby, B. J., **Pashmforoosh, R.**, Abdelrahman, N., & Lara-Alecio, R. (2025). The symbiotic relationship between metacognition and reflection. In *Metacognition: New ways to think and learn*. Cambridge Scholars Press.

Pashmforoosh, R. (2024). English accents in the context of English as an international language: Persian-speaking English language teachers' perceptions. In H. Saeli, et al. (Eds.), *Handbook of teaching and learning Persian as a second language*. Springer. Handbooks in Languages and Linguistics. Springer, Singapore.
https://doi.org/10.1007/978-981-97-1818-4_3-1

Pashmforoosh, R. & Boroughani, T. (2024). Global English and pre-service teacher education. In A. Mahboob (Ed.), *English in the real world*, section English in higher education. Texas A&M University [Book chapter in preparation].

Pashmforoosh, R., Irby, B. J., Lara-Alecio, R., Abdelrahman, N., & Tong, F. (2020). *There is no monster outside: It's a virus* (Farsi). Center for Research & Development in Dual Language & Literacy Acquisition. Texas A&M University.

Irby, B. J., Lincoln, Y., Gonzalez, E., & **Pashmforoosh, R.** (in progress and discussions with Routledge Taylor & Francis). *Qualitative research approaches: Tools, methods, and techniques with exemplars*. Texas A&M University [Book in preparation].

Druery, D., Etchells, M., **Pashmforoosh, R.**, & Sutton Jones, K. (in progress). STEM in rural education. In K. Sutton Jones et al. (Eds.), *Building rural teaching in access secondary science: Enhancing science teaching for high needs students in rural schools*. Center for Research & Development in Dual Language & Literacy Acquisition. Texas A&M University [Book chapter in preparation].

Technical Research Reports Prepared for Private, State, & Federal Agencies and School Districts

Irby, B. J., Tong, F., Lara-Alecio, R., **Pashmforoosh, R.**, Etchells, M., & Rodriguez, L. (2021). *Project A-PLUS 5th Year Annual Performance Report (Components 2&3)*. Annual report submitted to the Office of Investment and Innovation, U.S. Department of Education.

Irby, B. J., Tong, F., Lara-Alecio, R., Etchells, M., **Pashmforoosh, R.**, & Rodriguez, L. (2021). *Project A-PLUS 4th Year Annual Performance Report*. Annual report submitted to the Office of Investment and Innovation, U.S. Department of Education.

Irby, B., Tong, F., Lara-Alecio, R., **Pashmforoosh, R.**, Etchells, M., & Rodriguez, L. (2020). *Project A-PLUS 3rd Year Annual Performance Report (Components 2&3)*. Annual report submitted to the Office of Investment and Innovation, U.S. Department of Education.

Irby, B. J., Tong, F., Lara-Alecio, R., **Pashmforoosh, R.**, Etchells, M., & Rodriguez, L. (2019). *Project A-PLUS 2nd Year Annual Performance Report (Components 2&3)*. Annual report submitted to the Office of Investment and Innovation, U.S. Department of Education.

Irby, B. J., Lara-Alecio, R., Tong, F., & **Pashmforoosh, R.** (2018). *Grades K-3 English learners' academic achievement through i-3 science-infused literacy innovations in Aldine Independent School District*. Project ELLA-V technical report presented at the Dual Language & Literacy Institute, Center for Research and Development in Dual Language and Literacy Acquisition, Texas A&M University.

Irby, B. J., **Pashmforoosh, R.**, Lara-Alecio, R., & Tong, F. (2018). *Grades K-3 English learners' academic achievement through i-3 science-infused literacy innovations in the United Independent School District*. Project ELLA-V technical report presented at the Dual Language & Literacy Institute, Center for Research and Development in Dual Language and Literacy Acquisition, Texas A&M University.

Irby, B. J., **Pashmforoosh, R.**, Lara-Alecio, R., & Tong, F. (2018). *Grades K-3 English learners' academic achievement through i-3 science-infused literacy innovations in Spring Branch Independent School District*. Project ELLA-V technical report presented at the Dual Language & Literacy Institute, Center for Research and Development in Dual Language and Literacy Acquisition, Texas A&M University.

Irby, B. J., **Pashmforoosh, R.**, Lara-Alecio, R., & Tong, F. (2018). *Grades K-3 English learners' academic achievement through i-3 science-infused literacy innovations in San Felipe Del Rio Consolidated Independent School District*. Project ELLA-V technical report presented at the Dual Language & Literacy Institute, Center for Research and Development in Dual Language and Literacy Acquisition, Texas A&M University.

Irby, B. J., **Pashmforoosh, R.**, Lara-Alecio, R., & Tong, F. (2018). *Grades K-3 English learners' academic achievement through i-3 science-infused literacy innovations in Laredo Independent School District*. Project ELLA-V technical report presented at the Dual Language & Literacy Institute, Center for Research and Development in Dual Language and Literacy Acquisition, Texas A&M University.

Irby, B. J., **Pashmforoosh, R.**, Lara-Alecio, R., & Tong, F. (2018). *Grades K-3 English learners' academic achievement through i-3 science-infused literacy innovations in Houston Independent School District*. Project ELLA-V technical report presented at the Dual Language & Literacy Institute, Center for Research and Development in Dual Language and Literacy Acquisition, Texas A&M University.

Irby, B. J., **Pashmforoosh, R.**, Lara-Alecio, R., & Tong, F. (2018). *Grades K-3 English learners' academic achievement through i-3 science-infused literacy innovations in Galena Park Independent School District*. Project ELLA-V technical report presented at the Dual Language & Literacy Institute, Center for Research and Development in Dual Language and Literacy Acquisition, Texas A&M University.

Irby, B. J., **Pashmforoosh, R.**, Lara-Alecio, R., & Tong, F. (2018). *Grades K-3 English learners' academic achievement through i-3 science-infused literacy innovations in Donna Independent School District*. Project ELLA-V technical report presented at the Dual Language & Literacy Institute, Center for Research and Development in Dual Language and Literacy Acquisition, Texas A&M University.

Irby, B. J., **Pashmforoosh, R.**, Lara-Alecio, R., & Tong, F. (2018). *Grades K-3 English learners' academic achievement through i-3 science-infused literacy innovations in Bryan Independent School District*. Project ELLA-V technical report presented at the Dual Language & Literacy Institute, Center for Research and Development in Dual Language and Literacy Acquisition, Texas A&M University.

Irby, B. J., **Pashmforoosh, R.**, Lara-Alecio, R., & Tong, F. (2018). *Grades K-3 English learners' academic achievement through i-3 science-infused literacy innovations in Brownsville Independent School District*. Project ELLA-V technical report presented at the Dual Language & Literacy Institute, Center for Research and Development in Dual Language and Literacy Acquisition, Texas A&M University.

Conference Proceedings

Alemi, M., & **Pashmforoosh, R.** (2013). EFL teachers' self-efficacy beliefs in teaching literature. *The International Journal of Literacies*, Common Ground Publishing, 19(2), 25-36. ISSN: 2327-0136.

Khosravizadeh, P., & **Pashmforoosh, R.** (2012). How are parts of speech learned? A lexical-driven or a structure-driven model. *Procedia-Social and Behavioral Sciences*, 4th International Conference of Cognitive Science, 32, 275-282.

Alemi, M., & **Pashmforoosh, R.** (2011). EFL learners' willingness to communicate: The interplay between language learning anxiety and language proficiency. *Proceedings of International Symposium on Integrating Research, Education, and Problem Solving*, Orlando, Florida.

Research Briefs

Irby, B. J., Lara-Alecio, R., Tong, F., Druery, D., **Pashmforoosh, R.**, Eljaouhari, N., Sutton-Jones, K. L., Harris, H., & Etchells, M. J. (2021). *Summer leadership institutes for school leaders serving underserved campuses* [Research brief]. Education Leadership Research Center. <http://elrc.tamu.edu/wp-content/uploads/2021/04/APLUS-Research-Brief-Component-4.pdf>

Irby, B. J., Lara-Alecio, R., Tong, F., **Pashmforoosh, R.**, Etchells, M. J., Rodriguez, L., Zhao, Y., Wang, C., Jian, Y., & Bhatnagar, A. (2021). *Virtual professional development for campus leaders*. [Research brief]. Education Leadership Research Center. <http://elrc.tamu.edu/wp-content/uploads/2021/04/APLUS-Research-Brief-Component-3.pdf>

Irby, B. J., Lara-Alecio, R., Tong, F., **Pashmforoosh, R.**, de Marin, S., Xie, S., Bali, A., Shah, K., Rodriguez, L., Sutton-Jones, K. L., Harris, H., & Etchells, M. J. (2021). *Virtual professional development for campus teacher leaders* [Research brief]. Education Leadership Research Center. <http://elrc.tamu.edu/wp-content/uploads/2021/04/APLUS-Research-Brief-Component-2.pdf>

Refereed Conference Presentations

International

- Pashmforoosh, R., & Tiwari, A.** (2025, April). Ethical artificial intelligence in education: Introspection on equity along gender, ethnicity, multilingualism, and socio-economic status. Paper will be presented at the American Educational Research Association (AERA), Denver, Colorado.
- Pashmforoosh, Wang, J., Chen, Y., Dardashti, A., & Zhao, J.** (2025, April). Teachers' knowledge and capacity to manage cyberbullying during and after COVID-19: A systematic literature review. Paper will be presented at the American Educational Research Association (AERA), Denver, Colorado.
- Pashmforoosh, R., Irby, B. J., Lara-Alecio, R., & Tong, F.** (2025, April). Virtual professional development for enhancing teacher leaders' culturally and linguistically responsive teaching. Paper will be presented at the American Educational Research Association (AERA), Denver, Colorado.
- Pashmforoosh, R., Irby, B. J., Taheri, M., Chen, Y., & Lara-Alecio, R.** (2025, April). Reflection practices of pre-service teachers of emergent bilinguals: A systematic review of literature. Paper will be presented at the American Educational Research Association (AERA), Denver, Colorado.
- Pashmforoosh, R., & Wang, J.** (2024, April). Responsible artificial intelligence for teachers: An integrated framework. Paper presented at the American Educational Research Association (AERA), Philadelphia, Pennsylvania.
- Pashmforoosh, R., & Boroughani, T.** (2024, March). Investigating non-native teachers' beliefs about native-speaker norms and language pedagogy in the context of English as an international language. Paper presented at the American Association for Applied Linguistics (AAAL), Houston, TX.
- Boroughani, T., & Pashmforoosh, R.** (2024, March). In-service teachers' knowledge of dyslexia: A systematic review of the literature. Paper presented at the American Association for Applied Linguistics (AAAL), Houston, TX.
- Pashmforoosh, R. & Boroughani, T.** (2024, March). Teachers' perceptions of cultural and linguistic responsiveness of individualized education programs. Paper presented at the TESOL International Association, Tampa, Florida.
- Boroughani, T., & Pashmforoosh, R.** (2024, March). Investigating knowledge and beliefs of pre-service English as a second language teachers about dyslexia. Paper presented at the TESOL International Association, Tampa, Florida.
- Pashmforoosh, R., Eslami, Z.** (2023, March). Rethinking language norms in a time of resurgent nationalism: Implications for teaching English as an international language (EIL). Paper presented at the American Association for Applied Linguistics (AAAL). Portland, Oregon.

- Pashmforoosh, R.,** Wang, J., & Eslami, Z. (2023, March). Incorporating pedagogical interventions into a preservice teacher education program to counter cyber hate speech. Paper presented at the American Association for Applied Linguistics (AAAL). Portland, Oregon.
- Drury, D., **Pashmforoosh, R.,** Irby, B. J., Tong, F., Lara-Alecio, R. (2022, November). Equity and sustainability via virtual professional development in peer coaching for school leaders during a pandemic. Paper presented at the University Council for Educational Administration (UCEA). Seattle, WA.
- McIntush, K. E., Gentry, B., Etchells, M., **Pashmforoosh, R.,** Irby, B. J., Tong, F. (2022, November). A qualitative examination of campus improvement plans: Improvements resting from coaching and professional development efforts. Paper presented at the University Council for Educational Administration (UCEA). Seattle, WA.
- Pashmforoosh, R.,** Irby, B. J., Lara-Alecio, R., & Tong, F., (2022, April). *Virtual professional leadership learning communities (VPLC) for building school leaders' instructional capacity.* Paper presented at the American Educational Research Association (AERA). San Diego, CA.
- Pashmforoosh, R.,** Lockhart, B. M., Irby, B. J., Nafukho, F. M., Avci, H., Etchells, M. J., Lara-Alecio, R., & Tong, F., (2022, April). *The impact of training design in mediating the relationship between participants' motivation and work environment.* Paper presented at the American Educational Research Association (AERA). San Diego, CA.
- Irby, B. J., Sutton-Jones, K., **Pashmforoosh, R.,** Tang, Sh., Etchells, M. J., Lara-Alecio, R., & Tong, F., (2022, April). *Assessing the content validity of a massive open online professional individualized learning (MOOPIL) rubric.* Paper presented at the American Educational Research Association (AERA). San Diego, CA.
- Villarreal, E., Irby, B. J., Lara-Alecio, R., & Tong, F., Etchells, M. J., Abdelrahman, N., & **Pashmforoosh, R.,** (2022, April). *Principal candidates' perceptions of leadership growth during their summer residency practicum experience.* Paper presented at the American Educational Research Association (AERA). San Diego, CA.
- Pashmforoosh, R.** Irby, B. J. Etchells, Avce, H., M., Tong, F., & Lara-Alecio, R. (2021, November). Virtual mentoring and coaching using professional learning communities for building teacher leaders' instructional capacity. Paper presented at the Cambodia International Conference on Mentoring Educators (CICME), New Generation Pedagogical Research Center, National Institute of Education, Cambodia.
- Pashmforoosh, R.** Irby, B. J. Etchells, M., Tong, F., & Lara-Alecio, R. (2021, November). The effectiveness of virtual mentoring and coaching (VMC) for school leaders in high-needs schools. Paper presented at the Cambodia International Conference on Mentoring Educators (CICME), New Generation Pedagogical Research Center, National Institute of Education, Cambodia.

- Villarreal, E., Gentry, B., McIntush, K., **Pashmforoosh, R.**, Sun, H., Irby, B. J., Etchells, M. J. (2021, November). *Using root cause analysis for urban school improvement*. Paper presented at the University Council for Educational Administration (UCEA).
- Irby, B. J., Druery, D. M., **Pashmforoosh, R.**, Tong, F., & Lara-Alecio, R. (2021, October). *Virtual professional development in conflict management for women leaders*. Paper presented at the Research on Women and Education SIG, the American Educational Research Association (AERA, Online).
- Villarreal, E., McIntush, K., Gentry, B., **Pashmforoosh, R.**, Irby, B. J., Lara-Alecio, R., Tong, F., Etchells, M. J. (2021, August). *Using the leadership walkthrough instrument for leadership coaching for school enhancement*. Paper presented at the International Council of Professors of Educational Leadership (Online).
- Irby, B. J., Villarreal, E., Lara-Alecio, R., Tong, F., Etchells, M. J., Geng, Z., **Pashmforoosh, R.**, El Jaouhari, N., Prickett, C., Ireland, S., & Spinner, M. (2021, April). *Principal candidates' perceptions of leadership growth during their summer residency practicum experience*. Paper presented at the American Educational Research Association (Online).
- Pashmforoosh, R.**, Zhao, Y., Etchells, M., Prickett, C., Irby, B. J., Tong, F., & Lara-Alecio, R. (2021, April). *Virtual mentoring and coaching for school leaders*. Paper presented at the American Educational Research Association (Online).
- Pashmforoosh, R.**, Irby, B. J., Lara-Alecio, R., & Tong, F. (2021, April). *Developing school leaders' instructional leadership through reflection*. Paper presented at the American Educational Research Association (Online).
- Pashmforoosh, R.**, Eslami, Z. (2021, March). *Educating pre-service teachers about world Englishes*. Paper presented at the American Association for Applied Linguistics (Online).
- Irby, B. J., S., Tong, F., Lara-Alecio, R., Torres, M., **Pashmforoosh, R.**, Qin, L., Rodriguez, L., Chen, Z., & Cajiao-Wingenbach, L. (2020, April). *The effects of virtual mentoring and coaching (VMC) on principals' leadership development: A mixed methods study*. Accepted at the American Educational Research Association (AERA). San Francisco, CA (Conference canceled).
- Irby, B. J., Tong, F., Lara-Alecio, R., Qin, L., Druery, D. M., **Pashmforoosh, R.**, Chen, Z., Eljaouhari, N. H., & Cajiao-Wingenbach, L. (2020, April). *School leaders' professional development in conflict management: The effectiveness of Summer Leadership Institute (SLI)*. Accepted at the American Educational Research Association (AERA). San Francisco, CA (Conference canceled).
- Lara-Alecio, R., Irby, B. J., Tong, F., Guerrero, C., Tang, Sh., Wang, Z., Zhen, F., **Pashmforoosh, R.**, & Pathikonda, Sh. (2019, April). *The impact of virtual PD on science teachers' fidelity of implementation in a randomized study*. Paper presented at the American Educational Research Association (AERA). Toronto, Canada.

- Tong, F., Lara-Alecio, R., Irby, B. J., Tang, Sh., Guerrero, C., Wang, Z., **Pashmforoosh, R.**, & Cajiao-Wingenbach, L. (2019). *Teachers' native language and their kindergarten ELs' English learning: A randomized study in school*. Paper presented at the American Educational Research Association (AERA), Toronto, Canada.
- Eslami, Z. R., Dixon, Q., & **Pashmforoosh, R.** (2018, February). *WE/EIL-aware teacher education: Consciousness-raising activities in a teacher education program*. Paper presented at the 7th International Conference of TESOL Sudan. Khartoum, Sudan.
- Pashmforoosh, R.**, & Eslami, Z. R. (2017, July). *Raising awareness about World Englishes in a teacher education program*. Paper presented at 22nd Conference of the International Association for World Englishes (IAWE 2017): Local and Global Contexts of World Englishes, Syracuse, NY.
- Pashmforoosh, R.**, & Moody, S. (2017, July). *World Englishes: Preservice teachers' perceptions of effective awareness raising Activities*. Paper presented at 22nd Conference of the International Association for World Englishes (IAWE 2017): Local and Global Contexts of World Englishes, Syracuse, NY.
- Dixon, L. Q., Ziglari, L., Chen, Z., Riberio, A., **Pashmforoosh, R.**, et al. (2017, July). *The relationship of Spanish spelling to English writing two years later among Spanish-English bilingual children*. Paper presented at the 24th Annual Society for the Scientific Study of Reading (SSSR) Conference, Halifax, Nova Scotia, Canada.
- Pashmforoosh, R.**, Alemi, M., & Tajeddin, Z. (2015, July). *Making requests in service encounter: A study of conversational moves and pragmalinguistic realizations in the L1 Persian context*. Paper presented at the 14th International Pragmatics (IPrA) Conference, Antwerp, Belgium.
- Tajeddin, Z., Alemi, M., & **Pashmforoosh, R.** (2015, July). *The Fossilization of Pragmatic Routines in Persian-speaking Learners of L2 English*. Paper presented at the 14th International Pragmatics (IPrA) Conference, Antwerp, Belgium.
- Tajeddin, Z., Alemi, M., & **Pashmforoosh, R.** (2015, January). *Teaching English as an International Language (EIL): Investigating EFL Teachers' Perceptions of Linguistic, Pragmatic, and Intercultural Norms*. Paper presented at the Third International Conference on Language, Discourse, and Pragmatics, Ahvaz, Iran.
- Tajeddin, Z., & **Pashmforoosh, R.** (2013, November). *The interplay between EFL teachers' efficacy from learners' perspectives and language learning anxiety*. Paper presented at the 11th TELLSI International Conference, Mashhad, Iran.
- Alemi, M., & **Pashmforoosh, R.** (2013, May). *What is facilitating long-term retention of vocabulary: Computer-assisted, mobile-based, or dictionary-involvement learning?* Paper presented at the International Conference on Current Trends in ELT: Putting the Learner in the Spotlight, Urmia, Iran.
- Alemi, M., & **Pashmforoosh, R.** (2013, May). *Engineering and humanities university students' critical thinking skills in the Iranian EFL context*. Poster session presented at the Fifth

International Conference of Cognitive Science (5th ICCS), Tehran, Iran.

Tajeddin, Z., Alemi, M., & **Pashmforoosh, R.** (2013, January). *Service Encounters in Persian*. Paper presented at the Second National Conference on Language, Discourse, and Pragmatics, Ahvaz, Iran.

Tajeddin, Z., Alemi, M., & **Pashmforoosh, R.** (2012, October). *Non-native teachers' response to speaking rater training: Impact on their attitudes toward speaking construct and scoring accuracy*. Paper presented at the 10th International TELLSI Conference: Bridging the Gap between Research, Policy, and Practice. Shahid Beheshti University, Tehran, Iran.

Alemi, M., & **Pashmforoosh, R.** (2012, July). *EFL teachers' self-efficacy beliefs in teaching literature*. Paper presented at the Nineteenth International Conference on Learning. University of London, London, UK.

Alemi, M., & **Pashmforoosh, R.** (2011, November). *EFL learners' willingness to communicate: The interplay between language learning anxiety and language proficiency*. Paper presented at the International Symposium on Integrating Research, Education, and Problem Solving. Orlando, Florida.

Tajeddin, Z., Alemi, M., & **Pashmforoosh, R.** (2011, May). *Non-native teachers' criteria in rating L2 learners' speaking ability: Does the rater-training program make a difference?* Paper presented at the First International TESOL Persia Conference, Tehran, Iran.

Khosravizadeh, P., & **Pashmforoosh, R.** (2010, May). *How are parts of speech learned? A lexical-driven or a structure-driven model*. Poster session presented at the Fourth International Conference of Cognitive Science (4th ICCS), Tehran, Iran.

Khosravizadeh, P., & **Pashmforoosh, R.** (2010, May). *Google translation: A semantic structure analysis*. Poster session presented at the Fourth International Conference of Cognitive Science (4th ICCS), Tehran, Iran.

National/Regional

Dardashti, A., & **Pashmforoosh, R.** (2025, February). Teachers' knowledge and capacity in cyberbullying management during and post COVID-19: A systematic literature review. Paper will be presented at the Southwest Educational Research Association (SERA), San Antonio, TX.

Chen, Y., & **Pashmforoosh, R.** (2025, February). Enhancing preservice teachers' preparedness: Integrating cyberbullying training into teacher education programs. Paper will be presented at the Southwest Educational Research Association (SERA), San Antonio, TX.

Boroughani, T., **Pashmforoosh, R.**, & Bailey-Bonaiti, E. L. (2024, February). Individualized education program (IEP) processes: Perspectives of parents and educators. Paper presented at the Southwest Educational Research Association (SERA), Arlington, TX.

Pashmforoosh, R., & Wang, J. (2024, February). Ethical and responsible artificial intelligence for teachers. Paper presented at the Southwest Educational Research Association (SERA), Arlington, TX.

Pashmforoosh, R., & Wang, J. (2023, October). Responsible artificial intelligence for teachers: An integrated framework. Paper presented at the 50th Annual Fall Conference: Research on Women and Education: American Educational Research Association (AERA) SIG. Las Vegas, Nevada.

Pashmforoosh, R., & Irby, B. J. (2023, October). Research on women's engagement in Massive Open Online Professional Individualized Learning. Paper presented at the 50th Annual Fall Conference: Research on Women and Education: American Educational Research Association (AERA) SIG. Las Vegas, Nevada.

Boroughani, T., & **Pashmforoosh, R.** (2023, October). Examining preservice teachers' knowledge and beliefs of dyslexia. Paper presented at the 50th Annual Fall Conference: Research on Women and Education: American Educational Research Association (AERA) SIG. Las Vegas, Nevada.

Boroughani, T., **Pashmforoosh, R., & Bailey-Bonaiti, E. L.** (2023, October). Evaluating parent participation in individualized education programs: A qualitative exploration of parent opinions. Paper presented at the 50th Annual Fall Conference: Research on Women and Education: American Educational Research Association (AERA) SIG. Las Vegas, Nevada.

Pashmforoosh, R., Irby, B. J. (2022, December). Building female school leaders' instructional leadership capacity through virtual professional learning communities. Paper presented at the 47th Annual Fall Conference: Research on Women and Education: American Educational Research Association (AERA) SIG. Houston, TX.

Pashmforoosh, R., Eslami, R., & Wang, J. (2022, December). Educating preservice teachers about (cyber)bullying: Teachers' perceptions and instructional activities. Paper presented at the 47th Annual Fall Conference: Research on Women and Education: American Educational Research Association (AERA) SIG. Houston, TX.

Etchells, M., McIntush, K., **Pashmforoosh, R.,** Irby, B. J., Lara-Alecio, R., & Tong, F. (2022, August). *Educator support through online professional development and mentoring.* Paper presented at the International Council of Professors of Educational Leadership (ICPEL). Denver, Colorado.

McIntush, K. Etchells, M., **Pashmforoosh, R.,** Irby, B. J., Lara-Alecio, R., & Tong, F. (2022, August). *Top-class educational professional development: Online learning to support and sustain teachers and leaders.* Paper presented at the International Council of Professors of Educational Leadership (ICPEL). Denver, Colorado.

Villarreal, E., McIntush, K., Gentry, B., **Pashmforoosh, R.,** Irby, B. J., Lara-Alecio, R., Tong, F., Etchells, M. J. (2021, August). *Using the leadership walkthrough instrument for leadership coaching for school enhancement.* Paper presented at the International Council of Professors of Educational Leadership (Online).

- Villarreal, E., McIntush, K., Gentry, B., **Pashmforoosh, R.**, Irby, B. J., Lara-Alecio, R., Tong, F., Etchells, M. J. (2021, August). *Using the leadership walkthrough instrument for leadership coaching for school enhancement*. Paper presented at the International Council of Professors of Educational Leadership (Online).
- Irby, B. J., Vargas, M., & **Pashmforoosh, R.** (2019, October). *Educating pre-service teachers about multicultural education: Instructional activities and teachers' perceptions*. Paper presented at the Texas Association for Bilingual Education (TABE), Corpus Christi, TX.
- Pashmforoosh, R.**, & Tajeddin, Z. (2017, February). *Persian-speaking English teachers' perceptions of native English speakers' language norms*. Paper Presented at the 18th Texas Language Education Research Conference, University of Texas at San Antonio, TX.
- Babaii, E., & **Pashmforoosh, R.** (2015, October). *Whose culture and how far? Culture presentation in current business English textbook series*. Paper presented at the Third ELT Conference, Allameh Tabataba'i University, Tehran, Iran.
- Taghaddomi, Sh., & **Pashmforoosh, R.** (2014, September). *Speaking Self-assessment: Mismatches between Learners' and Teachers' Criteria*. Paper presented at the 7th IELTI Conference, University of Tehran, Tehran, Iran.
- Khosravizadeh, P., & **Pashmforoosh, R.** (2010, May). *Google translation: A semantic structure analysis*. Poster session presented at the Fourth International Conference of Cognitive Science (4th ICCS), Tehran, Iran.

Invited Presentations

- Guerrero, C., **Pashmforoosh, R.**, Abdelrahman, N., Singer, E., Vargas, M., Choron, V., & Sutton-Jones, K. (2021, November). Implementing virtual mentoring and coaching within large-scale projects. A plenary session was presented at the Cambodia International Conference on Mentoring Educators (CICME), New Generation Pedagogical Research Center, National Institute of Education, Cambodia.
- Pashmforoosh, R.**, & Dixon, Q. L. (2018, October). *Incorporating World Englishes through consciousness-raising activities into a teacher education program*. Enhancing Diversity Seminar Series, Office for Diversity, Texas A&M University.
- Cajiao-Wingenbach, L., Tang, S., Ireland, S., Eljaouhari, N., & **Pashmforoosh, R.** (2017, November). *Research on innovations of literacy practices for bilingual learners*. Literacy Studies Group (LSG), Glasscock Center for Humanities Research Working Group, Texas A&M University.
- Cajiao-Wingenbach, L., Tang, S., Ireland, S., Eljaouhari, N., & **Pashmforoosh, R.** (2017, October). *Enhancing graduate student's knowledge and skills through project English language and literacy acquisition-validation (ELLA-V): Graduate student research panel*. Memorial Student Center (MSC), Texas A&M University.

Pashmforoosh, R. (2016, November). The status of native speaker linguistic and pragmatic norms in the context of English as an international language (EIL): Exploring the perceptions of Persian nonnative English-speaking teachers. Paper Presented at the Third Language Matters Talk, Glasscock Center for Humanities Research Working Group, Texas A&M University.

TEACHING

University Teaching Experience

- Fall 2024 **Instructor**, Second Language Acquisition (BESL 619), Texas A&M University, College Station, TX. (face-to-face)
- Fall 2024 **Instructor**, ESL Methods II (INST 363), Texas A&M University, College Station, TX. (face-to-face)
- Spring 2024 **Instructor**, ESL Methods I (INST 362), Texas A&M University, College Station, TX. (face-to-face)
- Fall 2022 **Instructor**, ESL Methods I (INST 362), Texas A&M University, College Station, TX. (face-to-face)
- Spring 2019 **Alternate Instructor**, Teacher Action Research (EPSY 615), Texas A&M University, College Station, TX. (Graduate Course, Online)
- Fall 2018 **Alternate Instructor**, BESL Curriculum Development (EPSY 614), Texas A&M University, College Station, TX. (Graduate Course, Online)
- Spring 2018 **Alternate Instructor**, Teacher Action Research (EPSY 615), Texas A&M University, College Station, TX. (Graduate Course, Online)
- Fall 2015 **Instructor**, Fundamentals of Phonetics, Tehran University – Private Sector, Tehran, Iran. (Graduate Course, face-to-face)
- Spring 2015 **Instructor**, Sociolinguistics, Tehran University – Private Sector, Tehran, Iran. (Graduate Course, face-to-face)
- Fall 2014 **Instructor**, Statistical Course for the Social Sciences, Tehran University, Private Sector, Tehran, Iran. (Graduate Course, face-to-face)

K-16 Teaching Experience

- 2017 – 2020 **ESL Teacher**, Online Professional Development Course, Center for Research & Development in Dual Language & Literacy Acquisition (CRDLLA), Texas A&M University, College Station, TX. (Teacher Preparation Course, Online)
- 2013 – 2016 **English Teacher**, General English for Undergraduate Students, Tehran University of Teacher Education, Tehran, Iran. (Face-to-face)
- 2011 – 2013 **English Teacher**, General English for Undergraduate Students, Sharif University of Technology, Tehran, Iran. (Face-to-face)
- 2011 – 2013 **ESP Teacher**, English for Specific Purposes (ESP), Sharif University of Technology, Tehran, Iran. (Face-to-face)
- 2011 – 2012 **IELTS English Teacher**, Languages and Linguistics Center, Sharif University of Technology, Tehran, Iran. (Face-to-face)

- 2009 – 2011 **Teaching Assistant**, General English for Undergraduate Students, Sharif University of Technology, Tehran, Iran. (Face-to-face)
- 2008 – 2009 **ELA Tutor**, English Oral Language for Middle School Students (Grades 5-8), Tehran Institute of Technology, Tehran, Iran. (Face-to-face)

Awards Received

- 2022 **Teaching Excellence Grant**, School of Education & Human Development, Texas A&M University (\$15,000).
- 2020 **EPSY Scholarship**, Department of Educational Psychology, Texas A&M University (\$800).
- 2020 **TX-Public Education Grant—Intl**, International Student Service, Texas A&M University (\$2,000).
- 2020 **EPSO Travel Award**, Department of Educational Psychology, Texas A&M University (\$250).
- 2019 **EPSY Scholarship**, Department of Educational Psychology, Texas A&M University (\$800).
- 2019 **Graduate Research Grant**, College of Education and Human Development, Texas A&M University (\$1,000).
- 2018 **EPSY Scholarship**, Department of Educational Psychology, Texas A&M University (\$800).
- 2018 **EPSO Travel Award**, Department of Educational Psychology, Texas A&M University (\$250).
- 2017 **EPSO Travel Award**, Department of Educational Psychology, Texas A&M University (\$250).
- 2017-2020 **Research Graduate Assistantship**, Department of Educational Psychology, Texas A&M University.

EXTERNAL SERVICE

Editorship and Editorial Boards

- 2023 – 2024 Special Issue Guest Editor, *Frontiers in Education*, Sect. Teacher and Teacher Education
- 2019 – 2022 Assistant Editor and Reviewer, *Dual Language Research and Practice Journal*

Field Reviewer Assignments

- 2024 – present Language and Communication (Elsevier)
- 2022 – present International Journal of Mentoring & Coaching in Education
- 2022 – 2023 The Electronic Journal for English as a Second Language (TESL-EJ)
- 2019 – 2021 International Journal of Multilingualism
- 2018 – 2019 Dual Language Research and Practice Journal

Distinguished Research Paper Committee

- 2024 Reviewer/Member, *Mentorship and Mentoring Practices SIG*, American Educational Research Association (AERA)
- 2022 Reviewer/Member, Distinguished Research Paper Committee, *Mentorship and Mentoring Practices SIG*, American Educational Research Association (AERA)
- 2021 Reviewer/Member, Distinguished Research Paper Committee, *Mentorship and Mentoring Practices SIG*, American Educational Research

Testing Service

- 2012 – 2014 National Organization for Educational Testing

Facilitator

- 2018 – 2019 Conflict Management & Difficult Dialogue Facilitator

Memberships

- American Association for Applied Linguistics (AAAL)
- American Educational Research Association (AERA)
 - Divisions: A: Administration, Organization, & Leadership
H: Research, Evaluation, & Assessment in Schools
 - SIGs: Bilingual Education and Research
Mentorship and Mentoring Practices
- International Pragmatics Association (IPrA)
- International Association for World Englishes (IAWE)
- National Association of Bilingual Education (NABE)
- Texas Association of Bilingual Education (TABE)
- University Council for Educational Administration (UCEA)
- TESOL International Association

Outreach Service to Individual Schools & Districts

- 2017 – 2018 Bryan Independent School District, Mentor for Texas A&M University, Mentoring Up.

INTERNAL SERVICE

Student Advising/Committee

- 2024 Doctoral student committee at Texas A&M University
 Connie Guo, Ph.D. student in BESL
 Huan Meng, Ph.D. student in BESL
 Leyla Norman, Ph.D. student in BESL
 Mohammad Taheri, Ph.D. student in BESL
- 2023 Master’s student committee at Texas A&M University
 Norma A. Vargas, MED in BESL
 Gay Erwin, MED in BESL

Mentoring

- 2023-2024 Mentoring senior doctoral students in BESL
(Amirpooya D. Dardashti and yanbing Chen)
- 2022 – 2023 Mentoring two junior doctoral students in BESL/Special Education
(Ebony Bailey-Bonaiti and Tahereh Boroughani) — awarded the Graduate
Student Research Award in 2023 at Texas A&M University.

Department- and Program-Level Committee Member

- 2024 BESL Graduate Student Scholarship Committee, EPSY, Texas A&M University.
- 2023 ACES Faculty Search Committee, EPSY, Texas A&M University.
- 2023 BESL Academic Travel Grant Awards Committee, Texas A&M University.
- 2022 BESL Program Scholarship Committee, EPSY, Texas A&M University.

Coordinator

- 2021 Mentoring and Coaching Leadership Institute, Texas A&M University.
- 2021 Professional Development for School Leaders, Texas A&M University.
- 2015 Academic Writing Workshop, University of Tehran Teacher Education.
- 2015 Academic Writing Workshop, Young Researchers and Elite Club, Tehran, Iran.
- 2013 Workshop on Developing School Science Textbook for the EFL Students,
SAMA Organization, Tehran, Iran.
- 2012 Proposal Writing Workshop, Department of Languages and Linguistics, Sharif
University of Technology, Tehran, Iran.

SPECIALIZED TRAINING AND CERTIFICATIONS

- 2023 **Faculty Success Program (FSP)**, Faculty Bootcamp, National Center for Faculty
Development and Diversity (NCFDD).
- 2023 **Teaching with AI**, Center for Teaching Excellence Texas A&M University.
- 2023 **AI Academy**, Intercultural Development Research Association (IDRA), Texas.
- 2023 **Separating Difference from Disability with Multilingual Learners of English
(MLEs)**, TESOL International Association.

- 2023 **Kay & Jerry Cox Fellow**, Early Career Participation in the Service Teaching and Research Mentoring Program, School of Education & Human Development, Texas A&M University.
- 2022 **Promoting Active Learning**, The Association of College, and University Educators (ACUE), Texas A&M University.
- 2021 **What Works Clearinghouse (WWC) Single Case Design Standards Version 4.1 Certification**, Institute for Education Sciences (IES), U.S. Department of Education.
- 2021 **What Works Clearinghouse (WWC) Group Design Standards Version 4.1 Certification**, Institute for Education Sciences (IES), U.S. Department of Education.
- 2021 **Authorship vs. Inventorship: Patenting in the Life Sciences**, Texas A&M University.
- 2021 **Learning Analytics and Education Research**, The AERA-ICPSR PEERS Data Hub.
- 2021 **Research in Urban STEM Education**, The AERA-ICPSR PEERS Data Hub.
- 2021 **ICQM: Shaping Critical Data Science for a Diverse World**, The AERA- ICPSR PEERS Data Hub.
- 2021 **Introduction to Qualitative Meta-Synthesis Methods: Achieving STEM Equity and Inclusion through Syntheses**, The AERA- ICPSR PEERS Data Hub.
- 2021 **Advancing Qualitative and Mixed Methods Data Collection and Analysis with Visual Displays (PDC-04)**, Professional Development Courses, AERA.
- 2020 **Creating a Data Management Plan**, Research Data Management Workshop, Texas A&M University.
- 2020 **Managing Research Data: A Guide to Good Practice**, Research Data Management Workshop, Texas A&M University.
- 2020 **Keeping your Research Data Out of the "Data Dumpster"**, Research Data Management Workshop, Texas A&M University.
- 2020 **Publishing Data in the Texas Data Repository**, Research Data Management Workshop, Texas A&M University.
- 2020 **Summer Leadership Institute**, Education Leadership Research Center, Texas A&M University.
- 2020 **Grant Writing Workshop**, College of Education and Human Development, Texas A&M University.
- 2019 **Stata Workshop**, College of Education and Human Development, Texas A&M University.
- 2019 **IRB Workshop**, College of Education and Human Development, Texas A&M University.

- 2019 **Proposal Writing Workshop**, Program to Enhance Scholarly and Creative Activities, Office of Vice-President for Research, Texas A&M University.
- 2019 **Difficult Dialogue Facilitator Training and Certification (40 hours)**, Office of the Vice President and Associate Provost for Diversity, Texas A&M University.
- 2018 **Mentoring Undergraduate Researchers: A Workshop for Graduate Students**, LAUNCH: Undergraduate Research, Texas A&M University.
- 2016 **CITI Training in Human Research (Social and Behavioral Research)**, Texas A&M University.
- 2016 **Hands-on Workshop: Introduction to Rasch Measurement with WINSTEPS**, Department of Foreign Languages, University of Tehran.
- 2011 **Author Workshop by Springer and Ednaz on How to Publish a Scientific Journal Article**, Sharif University of Technology.
- 2010 **Hands-on Workshop: Workshop on Using Role-Play to Assess Speaking Ability**, Iran Language Institute, Cultural and Artistic Center in Tehran.