

SALINA T. GRAY
CURRICULUME VITAE
2021

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EDUCATION

- 2014 Ph.D. Education, Stanford University
Curriculum Studies and Science Teacher Education
- Dissertation: ‘Is science for all? The relationship between middle and high school science students' perceptions of race and their science affinity-identities.’*
- 1998 M.A. Curriculum and Instruction, Pepperdine University
- 1994 B.S. Biology/Pre-Med with minor in Chemistry, Prairie View A&M University

CREDENTIAL

- 1998 California Multiple Subject Teaching Credential, with Cross-cultural language and academic development (CLAD) certification, Pepperdine University
- Biological Science Authorization
 - General Science Authorization

CERTIFICATION

- 2019 Resilience Toolkit, Lumos Transforms, Los Angeles, CA.
- 2018 200 Hour Registered Yoga Teacher and Wellness Certificate, Breathe for Change, Los Angeles, CA.

PROFESSIONAL INTEREST

Racial Identity, Science Identity, Transformative Justice and Education, Trauma Informed Pedagogy, STEAM education, Media Literacy, Teacher Education, Science Teacher Professional Development, Critical Pedagogy, Culturally Relevant Pedagogy, Resilience, Social Emotional Learning

PUBLICATIONS

Patterson, A. & Gray, S. (2019). Teaching to transform: The (W)holistic science pedagogy. *Theory into Practice*, 58(4), 328-337.

Tolbert, S., Schindel, A., Gray, S., Kenny, L., Rivera, M., Snook, S., & Widimaier, C. (2019). Empowerment. In D. Ford (Ed.), *Key words in radical philosophy and education*. New York: Peter Lang Publishing.

Brown, B. A., Henderson, J. B., Gray, S., Donovan, B., Sullivan, S., Patterson, A., & Wagstaff, W. (2016). From description to explanation: An empirical exploration of the African-American pipeline problem in STEM. *Journal of Research in Science Teaching*, 53(1), 146-177.

Rivera, M.; Brown, B.; Gray, S.T.; Sullivan, S. (2014). Urban middle school students' reflections on critical science inquiry. *Journal of Research in Science Teaching*, 51(9), 1119-1149.

Brown, B. A., Henderson, J. B., Gray, S.T., Donovan, B., & Sullivan, S. (2013). From access to success: Identity contingencies & African-American pathways to science. *Higher Education Studies*, 3(1), 1-13.

Gray, S.T. (2013). Black students in science: More than meets the eye. *International Journal of Education and Culture*, 2(4), 246-260.

Brown, B., Henderson, J. B., Gray, S., Sullivan, S., Donovan, B., Patterson, A., & Wagstaff, W. (2012). The Black Scientists Project: An examination of success and access to science careers.

In Press/Accepted

Patterson Williams, A. & Gray, S. (Accepted). Teaching for justice: The (W)holistic science pedagogy. Target Journal: *The Science Teacher*.

Patterson Williams, A. & Gray, S. (In press). Promoting equity and justice in science classrooms via the (W)holistic Science Pedagogy. M. Winn & L.T. Winn (Eds). *Transforming Teaching and Learning through Restorative Justice* for Harvard Education Press: Cambridge, MA.

Reports, Conference Proceedings & White Papers

Patterson, A., Scipio, D., Braaten, M., Gray, S., Freelon, R., Brown, B., & Winn, M. T. (2018). Spotlight on Transformative Justice in Science. [Handout]. Transformative Justice in Education (TJE) Center, University of California, Davis, Davis, CA.

Patterson, A. & Gray, S. (2017). *The (W)holistic Science Pedagogy: A Multi-dimensional Commitment to Science Instruction*. Paper presented at the annual meeting of the National Association for Research in Science Teaching-San Antonio, Texas.

PRESENTATIONS

Keynote Address

Gray, Salina (2021). "Pedagogy of Resilience". California Teacher's Association's Good Teaching Conference, Secondary Edition.

Gray, Salina (2021). "Pedagogy of Resilience". California Teacher's Association's Good Teaching Conference, Elementary Edition. \

Invited Talks

Gray, S. (2019). 'Wholistic Science Pedagogy'. Facilitated a full day in-service for faculty at Prairie View A&M University.

Patterson Williams, A. & Gray, S. (2020). *Restoring and Healing through Science Pedagogy*. [Presidential session]. American Educational Research Association Conference, San Francisco, California. (Conference canceled)

Gray, S. (2019). Science Workshop Facilitator, Institute for Teachers of Color (ITOC) at UC Riverside, Riverside, California.

Patterson Williams, A. & Gray, S. (2019). (W)holistic Science Pedagogy, a Transformative Approach to Instruction. Paper presented at the Spencer Transformative Justice in Teacher Education Learning Community Convening-Transformative Justice in Education (TJE) Center, University of California, Davis.

Gray, S. & Patterson, A. (2017). Chemistry around us: The story of Flint. A teaching demonstration presented at the Toward a Transformative Justice Teacher Education Research Convening-Transformative Justice in Education (TJE) Center, University of California, Davis.

Conference Presentations

Patterson Williams, A. & Gray, S. (2020). *Teaching to Transform: The (W)holistic Science Pedagogy*. [Conference session]. American Educational Research Association Conference, San Francisco, California. (Conference canceled)

Tolbert, S., Gray, K., Stevens, V., Combs, M., Griego-Jones, T., & Dias, Jesus. (November, 2014). “Becoming” and “Being” a Socially Just Department of Teaching & Learning: Encouraging a Critical Stance. Annual meeting of the National Association of Multicultural Education (NAME), Tucson, AZ.

Gray, S. (2018). Science Workshop Facilitator, Institute for Teachers of Color (ITOC) at UC Riverside.

Patterson, A. & Gray, S. (2017). *(W)holistic Science Pedagogy: A multi-dimensional commitment to science instruction*. Poster presented at NARST (National Association for Research in Science Teaching), in San Antonio, TX.

Gray, S. (2016). *Towards Just Sustainability: A workshop for Social Justice Environmental Science Education*. Critical Teaching in Action: Environmental Education and Social Justice, Mount Saint Mary’s University, Los Angeles, CA.

Gray, S. (2015). *Social Justice and Science Teaching*. A workshop at Free Minds, Free People (FMFP) Conference, Oakland, CA.

Gray, S., Tolbert, S., Morales-Doyle, & D., Frausto, A. (2015). *De/Reconstructing (Re)volutionary and socially just places of Learning in formal science classrooms*. A paper set at the Annual Meeting of the National Association for Research in Science Teaching (NARST), Chicago, Illinois.

Gray, S. (2014). Co-Discussant in Symposium – *Impact: Mini-symposium as a powerful synergy for young Black scholars in science education*. Presented at NARST, Pittsburgh, PA.

Holthuis, N., Lotan, R.A., Saltzman, J., Mastrandrea, M., Gray, S., Bofferding, L., & Sullivan, S. (2012). *The Stanford Global Climate Change Education Project: Classroom implementation, student achievement, and project evaluation*. Poster at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Holthuis, N., Lotan, R., Saltzman, J., Mastrandrea, M., Diffenbaugh, P., Gray, S., & Kloser, M. (2011). *Advancing climate change education: Student engagement and teacher talk in the classroom*. Poster presented at American Geophysical Union Fall Meeting, San Francisco, CA.

Gray, S. (2011). *Critical Science Education*. Teachers for Social Justice (T4SJ) Conference, San Francisco, CA.

Gray, S. (2009). *Engaging Students in Science*. Teacher Education for the Advancement of a Multicultural Society (TEAMS), San Francisco, CA.

Brown, B., Gray, S., & Henderson, B. (2009). *Isn't that just good teaching?: Language, identity, and science teaching & learning*. Presentation at Annual NARST (National Association for Research in Science Teaching) meeting, Garden Grove, CA.

Gray, S. (2008). *Introduction to Critical Pedagogy*. Workshop presented at Teacher Education for the Advancement of a Multicultural Society (TEAMS), San Francisco, CA.

Gray, S. (2008). *Liberatory Education*. Annual Education Research Association (AERA) in New York, NY.

Gray, S. (2007). *Social Justice Education*. Workshop at Free Minds, Free People Education Conference, Chicago, Illinois.

Gray, S. (2007). *Media Assassins*, a presentation on Critical Media Literacy at California Association of Bilingual Educators (CABE), Long Beach, CA.

Gray, S. (2006). *Social Justice Education*. Workshop at KIPP Schools National Conference, New Orleans, Louisiana.

Gray, S. (2004). *Critical Media Literacy* at Education Annual Education Research Association (AERA) in San Diego, CA.

Tochluk, S. & Gray, S. (2004). *Emancipatory education from a depth psychological perspective* at 4th International Conference on Diversity in Organizations, Communities and Nations, Los Angeles, CA.

TEACHING EXPERIENCE

2020-present	7 th grade science, Mountain View Middle School, Moreno Valley Unified School District, Moreno Valley, CA
2015 – 2020	7 th grade and 8 th grade Science Teacher Frank D. Parent Middle School, Inglewood, CA
2014-2015	7 th grade Life Science/ 8 th grade Physical Science Teacher Inglewood Middle Charter Academy, Inglewood, CA
2009-2015	7 th and 8 th grade science, summer program Stanford Teacher Education Program (STEP),
2007-2008	5 th Grade Teacher, Culture and Language Academy of Success Los Angeles, CA
2005 – 2007	4 th Grade Teacher and Grade Level Chair, View Park Preparatory Accelerated Charter School, Los Angeles, CA
2002–2005	4 th Grade Teacher, 99 th Street Elementary, Los Angeles, CA
2000 – 2002	3 rd Grade Teacher, View Park Preparatory Accelerated Charter School, Los Angeles, CA
1997-2000	3 rd and 4 th Grade Teacher, Woodworth Elementary School, Inglewood, CA
1996-1997	Chemistry and Environmental Science Teacher, MacArthur High School, Houston, TX

RELATED EXPERIENCE

2020	Co-founder of STEM Soul TEACH, developer of transformative science curriculum
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2020-Present	Mentor in Breathe for Change Wellness and Training Program for Educators
2016-Present	Adjunct Faculty/Instructor, Department of Education, Mount St. Mary's University, Los Angeles, CA.
2019-2020	Lead Facilitator of Social Emotional Learning and Facilitation (SEL*F) Los Angeles Breathe for Change Wellness & Yoga Training for Educators
2007-2014	Adjunct Faculty Member, Department of Education Mount St. Mary's University, Los Angeles, CA

GRADUATE EXPERIENCE

2015-2018	Teaching Event Advisor, Stanford Teacher Education Program (STEP), Stanford Graduate School of Education
2012-2014	Science Teaching Event Advisor, STEP-Stanford GSE Science Teacher Mentor, Center to Support Excellence in Teaching (CSET), Stanford GSE Science Section Instructor Language, Policies, and Practices Stanford Teacher Education Program (STEP)
2011-2013	Section Leader, Equity & Democracy, STEP
2009-2011	Teaching Assistant, Curriculum and Instruction in Secondary Science, STEP
2009-2013	Teacher Mentor, Stanford Teacher Education Program (STEP) Stanford Graduate School of Education (GSE)
2008-2014	Clinical Work Supervisor, STEP- Stanford GSE
2008-2014	Science Performance Assessment of California Teachers (PACT) Scorer and Trainer, STEP- Stanford GSE

RESEARCH EXPERIENCE

- 2012 – 2013 Research Assistant, 100 Black Men Community School Project,
Stanford University
- Created data collection instruments, collected and analyzed qualitative and quantitative data
- 2010-2011 Principal Investigator, *Black Students and Science Identity*
Qualifying Research Paper, Stanford University
- Independently conducted original research including instrument design, collection, and analysis of quantitative and qualitative data
- 2009-2012 Research Assistant,
NASA Climate Change Education project, Stanford University
- Co-wrote, developed and piloted middle and high school climate change curricula; participated in curriculum evaluation team; collected and analyzed qualitative and quantitative data
- 2009 Research Assistant, Qualitative analysis: group interview coding and
Analysis
Promoting Equity in Science Education, Stanford University
- 2008-2010 Research Assistant, Black Scientists Project
Stanford University
- Conducted qualitative research analysis on project including instrument design and collection

AWARDS AND HONORS

- 2020 Science Teaching Program Lead, Institute for Teachers of Color (ITOC),
UC Riverside, sessions held monthly August 2020 – April 2021

- 2019 Theory Into Practice 2019 Best Article Award, Theory Into Practice, Journal
- 2018 One of the Teachers of the Year for Parent School, Inglewood, California.
- 2017 Participating Scholar, *Toward a Restorative Justice Teacher Education*, at the Transformative Justice in Education at University of California, Davis.
- 2013-2015 Scholar, NSF Funded grant: Mini-Symposia: The Results of the African Diaspora: Developing Black Scholars in Science Education for the 21st Century in the United States, Part II, Atlanta, Georgia.
- 2012 Recipient, Jhumki Basu Fellowship, National Association for Research in Science Teaching
- 2010 Recipient, Bernie Gifford Fellowship, Stanford University
- 2008 5-Step Lesson Design featured in *Planning to change the world: A plan book for social justice teachers*. Mack, T. & Picower, B. (Eds.). (2008). NY: NYCoRE and Education for Liberation.
- 2007 Selected vignette: “Media Assassins” at the 99th St. Elementary School. In Cummins, J., Brown, K., & Sayers, D. *Literacy, technology, and diversity: Teaching for success in changing times*. Boston: Pearson.

SERVICE TO THE FIELD

- 2018-Present Free wellness circles and workshops
- 2020 Founder of STEM Soul, a non-profit dedicated to providing transformative science experiences for children
- 2018 Volunteer Yoga Class
- 2018 Offered free yoga classes at local women’s gym (now closed)
- 2017 Member of Strategic Planning Committee for Los Angeles Trauma Informed Task Force

- 2017 Education Work Group Coordinator, People’s Education Movement,
Los Angeles Chapter
- 2015 Guest Speaker at ‘Grinding on Saturdays’, for CalState TEACH,
Presenting a practitioner workshop called: Social Justice and the K-12
Educator, Los Angeles, CA
- 2012 Founding Board Member of Roses in Concrete Community School,
Oakland, CA
- 2011 Member of advisory circle for Complex Movements,
Detroit, Michigan
- 2009 Mentor and Advisor, Middle School Community Service Project- Stanford
University

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

- 2020-present Member, Moreno Valley Education Association, Moreno Valley
Unified School District
- 2016-2018 Human Rights Committee Coordinator, Inglewood Teachers Association
- 2011- 2015 Member, National Association for Research in Science Teaching
- 2012- 2014 Board Representative, Continental and Diasporic Africa in Science
Education (CADASE) – NARST Research Interest Group