

TRICIA HAGEN GRAY, PH.D.

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EDUCATION AND CERTIFICATION

Doctor of Philosophy in Educational Studies, University of Nebraska-Lincoln, 2017

Area of Specialization: Teaching, Curriculum, and Learning

Dissertation: "Hear Us, See Us": Constructing Citizenship in the Margins

Professor Lauren Gatti, Chair

Master of Science in Education, Wayne State College, 2009

Emphasis: Curriculum and Instruction

Bachelor of Science in Education, University of Nebraska-Lincoln, 1997

Emphasis: 7-12 Spanish

Nebraska State Teacher Licensure

2007-present: 7-12 Spanish

Minnesota State Teacher Licensure

1999-2008: 7-12 Spanish

Missouri State Teacher Licensure

1997-2003: 7-12 Spanish

PROFESSIONAL EXPERIENCE

Assistant Professor of Practice, University of Nebraska-Lincoln Department of Teaching, Learning, and Teacher Education

2019-present

Course title (*denotes graduate course)	Format	Terms taught
TEAC 297A Professional Practicum Experiences II Elementary (~24 students/course) <ul style="list-style-type: none">• Pre-program practicum experience in local elementary school classrooms• Developing and sustaining relationships within partnering schools	In person Field placements	Fall 2019
TEAC 302 Children's Literature (~25 students/course)	Online asynchronous	Summer 2020 Fall 2020 Summer 2021
TEAC 302 Children's Literature (special section for Indigenous Roots teacher preparation program) (~7 students/course) <ul style="list-style-type: none">• Explicit aim at exploring culturally revitalizing and culturally sustaining pedagogies and curriculum design	Videoconferencing	Summer 2020
TEAC 307 Teaching Social Studies in the Elementary School (~30 students/course)	In person Videoconferencing Hybrid	Fall 2019 Spring 2020 Fall 2020

		Spring 2021 Fall 2021 Spring 2022 Summer 2022 Fall 2022 Spring 2023 Summer 2023 Fall 2023 Spring 2024 Summer 2024
TEAC 307 Teaching Social Studies in the Elementary School (special section for Indigenous Roots teacher preparation program) (~7 students/course) <ul style="list-style-type: none"> Explicit aim at exploring culturally revitalizing and culturally sustaining pedagogies and curriculum design 	In person Videoconferencing On site in Tribal communities	Summer 2019
TEAC 330 Multicultural Education (~15 students/course)	In person	Summer 2022 Summer 2023
TEAC 331 School and Society (~32 students/course)	In person Videoconferencing	Spring 2021 Fall 2021 Spring 2023 Summer 2024
TEAC 397W/894W Practicum Experience in the Secondary Social Sciences	Field placements	Fall 2023
TEAC 403A Elementary Student Teaching Capstone Seminar (~90 students/course)	In person Hybrid Videoconferencing	Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021 Spring 2022 Fall 2022 Fall 2023
TEAC 403B Secondary Student Teaching Capstone Seminar (~30 students/course)	In person	Spring 2023
TEAC 451W/851W (~22 students/course)	In person	Spring 2024
TEAC 452W/852W Curriculum Principles and Practices Secondary Social Science (~22 students/course)	In person	Fall 2023
*TEAC 800 Inquiry into Teaching and Learning (~24 students/course)	Online asynchronous	Summer 2020 Summer 2021 Summer 2022
*TEAC 895 Independent Study <ul style="list-style-type: none"> Sidney Doty: Culturally responsive behavior management (Fall 2023) Brooke Morrison: Trauma-informed educational philosophies and practices (Spring 2022) 	Hybrid	Spring 2022 Fall 2023

- Carried a 4 X 4 course load (~100 students/term)
- Taught across multiple department programs (Elementary, Secondary, Educational Foundations, Graduate)

- Taught summer courses
- Advisor for master's degree students:
 - Sidney Doty, completed Summer 2024
 - Melissa Sellers, completed Summer 2024
 - William Wilton (thesis)
 - Jessica Wiltshire
 - Ruth Plasek
 - Xavi Galvan-Rodriguez
 - Jordan Johnson
 - Skylar Jones
 - Margaret Buettner
 - Grace Burry
- Doctoral supervisory committee member:
 - Katie Johnson (reader)
 - Ellie Johnson
 - Megan Petrit (reader), completed Summer 2024
- Guest lecturer in two sections of TEAC 452W (Curriculum Principles and Practices Secondary Social Science) course (Fall 2022)
- Mentored two new instructors for the TEAC 403A spring 2023 course
- Contributed to the ongoing analysis and vision process for the Elementary Teacher Education Program and the Secondary Teacher Education Program

Senior Research Associate, International Consortium for Multilingual Excellence in Education (ICMEE)
<https://cehs.unl.edu/icmee/>

2019-2021

- Grant awarded to Dr. Kara Viesca by the U.S. Department of Education's Office of English Language Acquisition (PR Award # T365Z160351) aimed at designing professional learning opportunities to improve teaching and learning for multilingual students
- Served on the seven-member Nebraska-based ICMEE Advisory Board to coordinate and lead efforts to serve schools serving multilingual learners
- Developed, tested, revised, and launched an eWorkshop on Whiteness in Education
- Analyzed qualitative data collected in a multisite, multistate study about how content teachers integrate strategies and employ tactics to best serve multilingual students in their classrooms
- Worked collaboratively to develop learning coalitions across the state of Nebraska with teachers, administrators, and state education agency (SEA) professionals working with multilingual learners

Lecturer, University of Nebraska-Lincoln Department of Teaching, Learning, and Teacher Education
 2016-2019

- Elementary Teacher Education Program (ETEP) faculty
- Designed and taught TEAC 307 Social Studies for the Elementary School (in-person) and TEAC 302 Children's Literature (online and in-person)
- Coordinated and taught TEAC 403A (online/in-person) Elementary Education Capstone Seminar for elementary student teachers (~80 students/semester)
- Designed and taught a hybrid (online/in-person) TEAC 307 (Roots) Social Studies in the Elementary School course for the Indigenous Roots program students with an explicit aim at culturally-relevant and culturally-sustaining pedagogy and curriculum design

- Designed and taught graduate-level TEAC 801 Curriculum Inquiry course (online and in-person)
- Reviewed elementary teacher education program application files
- Served as capstone support faculty for capstone projects and presentations
- Engaged in recruitment activities for prospective students and their parents (writing postcards to newly accepted students, meeting with visitors in person, and participating in Columbus High School's "Ask Me Anything!" initiative via Zoom videoconference)
- Mentored and collaborated with new instructors of elementary education and graduate Curriculum Inquiry courses
- Collaborated with the Native American Education department at Lincoln Public Schools to integrate a practicum experience into the TEAC 307 Social Studies in the Elementary School course
- Contributed to the ongoing analysis and vision process for the Elementary Teacher Education Program

Postdoctoral Research Associate, International Consortium for Multilingual Excellence in Education (ICMEE <https://cehs.unl.edu/icmee/>)

2018-2019

- Assisted in the management of a grant awarded to Dr. Kara Viesca by the U.S. Department of Education's Office of English Language Acquisition (PR Award # T365Z160351) aimed at designing professional learning opportunities to improve teaching and learning for multilingual students
- Served on the ICMEE Administrative Team to facilitate communication with school districts and consortium members, to recruit new eWorkshop users, and to assist new users in enrollment process
- Coordinated with Dr. Viesca in scale-up efforts to pilot eWorkshops with five states across the WIDA consortium
- Coordinated with Dr. Viesca in scale-down efforts to assess and address the needs of Nebraska schools in working with multilingual learners (Nebraska is not a member of the WIDA consortium)
- Collaborated on the design and implementation of a comprehensive multi-institutional case study of how eWorkshop participation by teachers influences the teaching and learning of multilingual learners
- Collaborated with the Design Strand of the project to assess need for new eWorkshop topics and to improve the existing eWorkshops
- Reviewed new and current ICMEE eWorkshops for appropriate content, functionality, and pedagogically sound materials, learning activities, and essential questions
- Collaborated with the Research strand to study the impact and experience of the eWorkshops
- Contributed to the production of scholarly manuscripts drawing on the content of eWorkshops and data from eWorkshop participants
- Facilitated the onboarding process for ICMEE eWorkshop users and helped troubleshoot issues
- Established and sustained relationships with consortium collaborators
- Created and routed consulting agreements between collaborators around the world and the business office of the College of Education and Human Sciences

Adjunct Faculty, Wayne State College

2009-2019

- Mediated communication between Wayne State College and adjunct faculty facilitators of Community of Learning in South Sioux City, Iowa, and Fremont, Nebraska
- Supported other facilitators through observation, dialogue and shared journaling
- Co-planned and co-facilitated delivery of integrated conceptual curriculum of 30(+6) hours for five cohorts of a master's degree program in community of learning format (hybrid face-to-face and online delivery)

Course Number	Course Title
EDU 510	Culturally Responsive Teaching
EDU 603	Introduction to Graduate Studies & Research
EDU 652	Instructional Theory & Practice
EDU 658	Fundamentals of Curriculum Development PK-16
EDU 674	History & Philosophy of Education
EDU 626	Advanced Educational Psychology
EDU 627	Current Issues & Trends in Education
EDU 635	Differentiated Methodology
EDU 651	Classroom Assessment
EDU 655	School Law: Operational Aspects & Cases
EDU 693	Final Research

- Supported the development and implementation of Professional Development Plans (PDPs) for cohort members
- Assisted P-12 teachers in developing qualitative action research proposals for Institutional Review Board approval
- Advised teachers in designing and conducting action research projects and file paper completion
- Supported the student-led Capstone Fair in which the learners shared their research with invited guests

Adjunct Faculty, Midland University

2015-2016

- Planned and taught EDU 220 Multicultural Education course with integrated field experience in an urban context and in local public service agencies
- Served as instructor for Beginning Spanish course (hybrid online and face-to-face delivery format)

Graduate Research Assistant to Dr. Lauren Gatti, University of Nebraska-Lincoln

2013-2015

- Conducted classroom observations and semi-structured follow-up interviews with study participants
- Transcribed interviews
- Prepared summaries of relevant literature
- Copyedited and indexed book manuscript
- Copyedited journal articles in preparation for submission

Graduate Teaching Assistant, University of Nebraska-Lincoln

2011-2015

Course Title	Role
TEAC 801 Curriculum Inquiry	Instructor
TEAC 302 Children's Literature	Instructor
TEAC 351 Learner-centered Environment (online)	Instructor
TEAC 330 Multicultural Education	Instructor
TEAC 297A Pre-program Practicum Experience	University Supervisor
TEAC 297B Practicum for Math Block of Elementary Teacher Education Program	University Supervisor
TEAC 403A Student Teaching	University Supervisor
TEAC 403A Elementary Student Teaching Capstone Seminar	Support Faculty

- Planned and recruited participants for the *Discover Education!* summer camp for the College of Education and Human Sciences (CEHS) (2012)
- Directed the CEHS *Discover Education!* summer camp (2014)
- Collaborated with international postdoctoral scholar to facilitate understanding of practicum model

Spanish Teacher, Fremont High School, Fremont, Nebraska
2007-2011

- Implemented curriculum of Spanish levels I and II for grades 9-12 in a block schedule
- Researched, designed, and implemented curriculum for Spanish course for proficient speakers of Spanish
- Advised students in course registration and college and scholarship information
- Established a teacher-led staff development team
- Translated/facilitated meetings between Spanish-speaking parents and students and monolingual English-speaking school personnel and school resource officers
- Translated school documents for distribution to Spanish-speaking families and students

Spanish Teacher, Cass Lake-Bena High School, Cass Lake, Minnesota
1999-2007

- Developed and implemented curriculum of Spanish levels I-IV for grades 9-12 and Exploratory Spanish for grades 7-8 in a public district located on the Tribal lands of the Leech Lake Band of Ojibwe
- Advised students and families in course registration and college and scholarship preparation
- Served on the school site team for school improvement
- Established and led the site staff development team and co-founded the district staff development team
- Mentored new staff members to support and assist them in the transition to our school environment
- Organized, managed fundraising efforts, and led a yearly Spanish Club travel study to an international Spanish-dominant destination (Mexico and Costa Rica) and recruited and trained additional parent and teacher chaperones

Spanish Teacher and Program Mentor, Upward Bound Project, Bemidji State University
2000-2006 Summer program

- Developed and implemented curriculum of Spanish levels I and II, Hispanic Art and Culture, and Modern Languages for federal Upward Bound Project summer academic program
- Sponsored student field trips to Minneapolis and Chicago

Spanish Teacher, Ruskin High School, Kansas City, Missouri

1997-1999

- Implemented curriculum of Spanish levels I and II on a block schedule in an urban-suburban public school
- Independently sponsored and led student travel study to Mexico

HONORS & AWARDS

- [University of Nebraska system-wide Presidential Excellence Collaboration Award for Racial Literacy Roundtables, 2022](#), (\$25,000)
- Nominated for the College of Education and Human Sciences Outstanding Teaching Award, 2020, 2021, 2022, 2023
- University of Nebraska-Lincoln Family and Friends Certificate of Recognition for Contributions to Students, 2013-14, 2014-15, 2015-16, 2016-17, 2019-20, 2020-21, 2023-24
- Invited faculty guest to the UNL College of Education and Human Sciences Distinguished Graduates dinner, 2014, 2015, 2016, 2017, 2018, 2019, 2021, 2022, 2023
- Rosalie W. Farley Fellowship (internal funding), 2014
- Robert and Olga Kopp Memorial Student Support Fellowship (internal funding), 2014
- Departmental Graduate Student Travel Award (internal funding), 2014, 2015, 2016

SERVICE ACTIVITIES**SERVICE TO THE DEPARTMENT**

- Reviewed Elementary Teacher Education Program application files (every October and February).
- Attended roundtable discussions with students majoring in secondary social studies in Dr. Jillian Harpster's TEAC 161 Teaching Matters course. (November 2023).
- Planning Committee for [M3](#) mini-conference "Language, Education, and Migration: Cultivating Linguistic and Cultural Diversity" (September 9, 2023). Department of Teaching, Learning, and Teacher Education, University of Nebraska-Lincoln.
- Hosted a group of high school students through the TRIO Educational Talent Search office in a class session. February 2023; February 2024.
- Search committee member for English Education Assistant Professor of Practice. August 2022-February 2023.
- Visited with prospective doctoral student in social studies education during her recruitment visit to Lincoln. April 9, 2022.
- Engaged with admitted students and their guests at events hosted by the College of Education and Human Sciences for the Admitted Students Day event. March 26, 2022.
- Contributed to the ad hoc committee to identify and address needs in the clinical work in the department. Spring 2022 work to construct a course evaluation for clinical supervisors.
- Served as a reference and recommendation letter writer for current students and students applying to various TLTE secondary program areas, graduate programs, and jobs (ongoing, ~50/academic year).

- Served on the interview and review panel for the secondary Social Studies program application process (February 2022-present).
- Search Committee for TLTE Department Chair (February 2021). Participated in the search for the Chair position to begin July 2021. Department of Teaching, Learning, and Teacher Education, University of Nebraska-Lincoln.
- TLTE Extended Personnel Committee (January 2021-May 2023). Participated in the annual review of the Professor of Practice file. Department of Teaching, Learning, and Teacher Education, University of Nebraska-Lincoln.
- TLTE Department Retreat (January 2021). Led the planning and facilitation of the six-hour department retreat aimed at cultivating dialogue around race and antiracism. Department of Teaching, Learning, and Teacher Education, University of Nebraska-Lincoln.
- TLTE Dialogues (August 2020). Conceptualized and coordinated a series of nine interactive student-led sessions to dialogue about events of 2020. Department of Teaching, Learning, and Teacher Education, University of Nebraska-Lincoln.
- Department Advisory Council member (elected to two-year term). (June 2020-May 2023). Department of Teaching, Learning, and Teacher Education, University of Nebraska-Lincoln.
- Participated in Question-and-Answer panel for new doctoral students in TEAC 995A Doctoral Seminar, 2018, 2022
- Participated in Question-and-Answer panel for new graduate students in the Department of Teaching, Learning, and Teacher Education, 2017

SERVICE TO THE COLLEGE

- Lead team member of the Racial Literacy Roundtables (July 2024-present). College of Education and Human Sciences, University of Nebraska-Lincoln.
- Offered session at Teaching at Nebraska college recruitment event (February 9, 2024). Developed and facilitated a session in partnership with Dr. Jillian Harpster.
- Assisted with the Career Closet event (December 4, 2023). Assisted with set-up, organizing, clean-up).
- Member of planning committee for the Educators of Color Summit (Joint initiative with Lincoln Public Schools). (November 2023-present). Assisted with organizational aspects (i.e., planning, set-up and clean-up, publicity, guest registration).
- Member of planning committee for the Teachers of Color Summit (April 2023). Assisted with organizational aspects (i.e., arranged for guest parking, set-up and clean-up, publicity).
- Reviewer of application portfolios for Teacher Scholars Academy (June 2022-present).
- Facilitated a seminar for new cohort of Teacher Scholars Academy (September 2021).
- ACE 10 Reporting and peer review (September-December 2021). Generated and submitted ACE 10 report for TEAC 403A course and peer-reviewed report for another course in the College of Education and Human Sciences.
- Exploring Queer Teacher Identities (EQTI) (June 2020-2021, currently inactive). Created and served as faculty sponsor for a support and professional development group for future educators and program alumni who identify as LGBTQIA+. College of Education and Human Sciences, University of Nebraska-Lincoln.
- Teacher Scholars Academy Faculty Committee (June 2020-present). College of Education and Human Sciences, University of Nebraska-Lincoln.

- Racial Literacy Roundtables leadership team member and leader of facilitator preparation meetings (June 2020-present). College of Education and Human Sciences, University of Nebraska-Lincoln.
- Co-organized “Teaching in a Pandemic: A Webinar for Preservice Teachers.” College of Education and Human Sciences. (Online webinar). (May 11, 2020). University of Nebraska-Lincoln.
- Collaborated with Office of Field Experiences to establish a career development program for all students in the Department of Teaching, Learning, and Teacher Education, 2019
- Served as the faculty sponsor for the UNL chapter of Aspiring Educators, the university’s chapter of the Nebraska State Education Association (NSEA), 2019-2022
- Served on planning committee for the College of Education and Human Sciences Student Dinner & Dialogue conference event, 2016-2017

SERVICE TO THE UNIVERSITY

- Mentored students in contracts with Honors Program for honors credit in TEAC 307 and TEAC 331, 2019-present
 - Brett Foster
 - Alex Ellis
 - Audrey Feitl
 - Rachel Anderson
- Served on faculty advisory board for the Racial Justice Alliance, 2021-present
- Served as a Husker Dialogues conversation guide, University of Nebraska-Lincoln, 2016-2020

EXTERNAL SERVICE

- Served as a panelist for Leadership Lincoln Education Day, “But What About Critical Thinking?” (February 8, 2024).
- Served as Nebraska state delegate at the AAUP 2022 Biennial Meeting in Arlington, VA, presenting a summary report to local (UNL) and state (Nebraska) AAUP chapters, 2022
- Elected as Member-at-Large for the executive committee of the UNL chapter of American Association of University Professors (AAUP), 2021-2023
- Served as a reviewer for Division G of the American Educational Research Association annual conference, 2021
- Served as a peer reviewer for the *Journal of Latinos and Education*, 2020-present (~2 reviews/year)
- Member of Better Together – Greater Fremont, a multicultural inclusion council for the city of Fremont and Dodge County, Nebraska, 2019-March 2022
- Lincoln Public Schools Native American Demonstration Grant Partnership Advisory Board, 2021-present
- Continuing collaboration with Lincoln Public Schools Native American Education (Federal Programs) Families Read! initiative, 2019-present
- Served on curriculum review working group for the Nebraska State Social Studies Standards in collaboration with the Nebraska Department of Education, 2018-2019
- Tutored Spanish-speaking students in English Language Learning program, Fremont High School, Spring, 2015
- Translated and scored eighth grade baseline writing tests written in Spanish utilizing district scoring rubric, Fremont Public Schools, Fall, 2015

- Facilitated curriculum mapping and Nebraska English Language Arts (ELA) standards alignment with ELA teachers, Fremont Middle School, Summer, 2015

PROFESSIONAL AFFILIATIONS

- College and University Faculty Assembly (CUFA) of the National Council on the Social Studies: since 2016
- American Anthropological Association (AAA): since 2012
- American Education Research Association (AERA): since 2012
- UNL Department of Teaching, Learning, and Teacher Education Graduate Student Association: 2012-2017

PROJECT FUNDING

- Zuckerman, S. (PI), Reichenberg, R. (Co-PI), **Gray, T.** (Co-PI). (Submitted 2021). *A Comparative Case Study of Rural Elementary Schools in New Arrival Immigrant Locations that Outperform Expectations*. Spencer Foundation Small Grant in Education. REQ: \$48,978. Not funded.
- Viesca, K. M. (PI). Daamgard, K. (Co-PI), & Mitchell-McCollough, J. (Co-PI). (2021). Senior Personnel: Stacy Asher, Elaine Chan, Wen-Chia Chang, Timo Ehmke, Lauren Gatti, **Tricia Gray**, Ted Hamann, Svenja Hammer, Gabriela Hernández, Jennifer Hofsommer, Lydiah Kiramba, Aino Larsen, Amanda Morales, Mardi Schmeichel, Claudia Yunes, and Alexa Yunes-Koch. *Interconnected Coalitions for Multilingual Education and Equity*. Department of Education Office of English Language Acquisition National Professional Development Program. REQ: \$3 million. Not funded.
- Viesca, K., Gatti, L., **Gray, T.**, Johnson, A., Kiramba, L. (2020). Co-PI and Senior Personnel. *Inquiry and Productive Play as Curriculum Development Opportunities for Multilingual Students* (internal funding). Office of Research and Economic Development (ORED) COVID-19 Rapid Response Grant Program, University of Nebraska-Lincoln. REQ: \$50,000. Funded.

PUBLISHED CURRICULUM MATERIALS

- **Gray, T.**, & ICMEE Admin. Team. (2021). *Unpack Your Impact* (O'Brien & Tabb, 2020) online book club design. Online book club for pre- and in-service teachers of elementary social studies.
- COVID-19 Rapid Response Team. (2020). Supplementary Curriculum Packets. Printable low-tech activities packets for grades K-1, 2-3, and 4-5 at levels 2 and 3 of English language proficiency. (15 total).
- ICMEE Admin. Team. (2020). Supplementary Curriculum Packets. Printable low-tech activities packets for grades K-1, 2-3, and 4-5 students at levels 1 and 2 of English language proficiency. (3 total).
- ICMEE eWorkshop Design Strand. (2019). *Whiteness in Education*. Online professional development eWorkshop for K-12 teachers.

PEER-REVIEWED JOURNAL ARTICLES

- Phillips, A., & Gray, T. (in preparation). Reclaiming and remaking racialized school spaces. (in preparation).
- Masterson, J., Gray, T., Viesca, K., Mitchell-McCollough, J., & Morgensen, C. (under review: revise and resubmit). Evasion pedagogies and the total institution: A day in the life of six multilingual students. *International Journal of Multilingualism*.
- Gray, T., & Phillips, A. (2023). [Unsettling teacher preparation: Cultivating liminality and remaking space](#). *International Journal of Social Pedagogy*, 12(1). DOI: 10.14324/111.444.ijsp.2023.v12.x.017
- Viesca, K., Yunes-Koch, A., & Gray, T. (2023). [The evasion pedagogy of anti-Critical Race Theory policy actions](#). Special issue of *Thresholds in Education: Critical Race Theory in K-12 Education and Teacher Preparation: Hysteria, Censorship, and the Death to Just Education (K-12 and Teacher Education)*. (pp. 79-95). Guest editor, Dr. Cheryl Matias.
- Viesca, K., & Gray, T. (2021). Disrupting evasion pedagogies. *Journal of Language, Identity, and Education*. 20(3), 213-220, DOI: [10.1080/15348458.2021.1893173](#)
- Gray, T. (2020). [Teaching and learning amid demographic change: A thematic review of school responses to newcomer students in the New Latino Diaspora](#). *Journal of Latinos and Education*. DOI: [10.1080/15348431.2020.1819284](#)

BOOKS

- Gray, T. (2024). *Learning to hide: The English learning classroom as sanctuary and trap for newcomer students*. In E. T. Hamann & R. Hopson (Eds.) *Education Policy in Practice: Critical Cultural Studies Series*. Charlotte, NC: Information Age Publishing.
- Phillips, A., & Gray, T. (Eds.). (2021). *Agency in constrained academic contexts: Explorations of space in educational anthropology*. Lanham, MD: Lexington Books.

BOOK CHAPTERS

- Phillips, A. P., & Gray, T. (under review). Exploring agency in constrained spaces in educational anthropology. In M. Eisenhart (Ed.), *Research Handbook on the Anthropology of Education: Practices and Methods*. Edward Elgar Press.
- Viesca, K. M., & Gray, T. (accepted). Never say sorry: The evasion pedagogy of apology avoidance. In C. Matias, Jackson, & P. Gorski (Eds.). *The other elephant: White liberalism and the persistence of racism in schools*.
- Viesca, K. M., & Gray, T. (accepted). Antiracist possibilities through naming and disrupting evasion pedagogies. In L. de Oliveira, T. Ferguson, & K. Johnson (Series Eds.). Title to be determined.
- Gray, T. (forthcoming). Re-imagining and re-engineering inclusive schooling for all students in the New Latinx Diaspora. In E. T. Hamann, S. Herrera, E. G. Murillo, Jr., & S. Wortham (Eds.). *Teaching and Learning in the New Latino Diaspora: Creating Culturally Responsive Practice*. Teachers College Press.
- Gray, T. (2021). "I am their teacher": How a Latina paraeducator "remakes the rules" of school by being there. In A. Phillips & T. Gray (Eds.). *Agency in constrained academic contexts: Explorations of space in educational anthropology*. Lanham, MD: Lexington Books.

- **Gray, T.** (2021). Navigating insiderness in a study of newcomers' construction of citizen identities. In L. Sarroub & C. Nicholas (Eds.), *Local contexts for ethnographic research: Practices, dilemmas, & innovations*. Lanham, MD: Rowman & Littlefield.
- Viesca, K. M., **Gray, T.**, Masterson, J., Demers, K., Dray, B., Nguyen, D., Terrell, K., Guzmán, M., & Pollard-Durodola, S. (2020). Content teacher ideologies and perspectives on multilingual learners. In S. Hammer, K. M. Viesca, & N. Commins (Eds.). *Teaching content and language in the multilingual classroom: International research in policy, perspectives, preparation, and practice*. New York, NY: Routledge.

MULTIMEDIA SCHOLARSHIP

- Hamann, E. T., Díaz, C., Eckerson, J., **Gray, T.**, & Morgenson, C. (2020). [*Teacher Perspectives on Supporting Students to Feel Welcome and Safe in Politically and Socially Challenging Times*](#). (Vodcast). Midwest and Plains Equity Assistance Center, Indianapolis, IN.
- Hamann, E. T., Díaz, C., Eckerson, J., **Gray, T.**, & Morgenson, C. (2018). [*Teacher Perspectives and Teacher Participation in School Reform for Educational Equity*](#). (Vodcast). Midwest and Plains Equity Assistance Center, Indianapolis, IN.
- **Gray, T.** (2017). [*"Hear Us, See Us": Constructing Citizenship in the Margins*](#). (Unpublished doctoral dissertation). University of Nebraska-Lincoln.
- Hamann, E. T., Díaz, C., Eckerson, J., **Gray, T.**, & Morgenson, C. (2017). [*Teacher Perspectives on Equitable Education for Immigrant Students*](#). (Vodcast). Midwest and Plains Equity Assistance Center, Indianapolis, IN.

PRESENTATION OF RESEARCH

- **Gray, T.** (under review). *Newcomers as Citizens: Learning from Missed Opportunities in the Sheltered EL Social Studies Classroom*. American Educational Research Association, Denver, CO.
- Phillips, A., & **Gray, T.** (under review). *Explorations of Space, Agency, and Justice*. American Educational Research Association, Denver, CO.
- Trainin, G., D'Adamo, K., & **Gray, T.** (2024, February 17). *Scaffolding Liberatory Practices in Preservice Teacher Education*. Annual meeting of the American Association of Colleges for Teacher Education, Aurora, CO. (Non-presenting co-author).
- **Gray, T.** (2023, November 29). *Learning to hide: Cacophony in the "sheltered" social studies classroom* [Research to Practice session]. Annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Nashville, TN. (Paper accepted but could not attend).
- **Gray, T.** (2023, November 15). *Leveraging care in the English Learning classroom: Cultural Community Wealth to what end?* [Paper]. Annual meeting of the American Anthropological Association, Toronto, ON.
- **Gray, T.** (2023, April 14). *Scholarship of Teaching and Learning*. [Panel organized by P. Springer and J. Raible on the Scholarship of Teaching and Learning]. CEHS Scholarly Enhancement Program for Professors of Practice. (Virtual format).
- **Gray, T.**, & Phillips, A. (2022, November 9). *Unsettling teacher preparation: Cultivating liminality and remaking space*. [Paper]. Annual meeting of the American Anthropological Association, Seattle, WA.

- **Gray, T.** (2022, February 4). *Remaking the Elementary Student Teaching Seminar Course Through the Scholarship of Teaching and Learning*. [Panel organized by P. Springer and J. Raible on the Scholarship of Teaching and Learning]. CEHS Scholarly Enhancement Program for Professors of Practice. (Virtual format).
- Phillips, A., & **Gray, T.** (2022, April 26). *Reclaiming and remaking racialized school spaces: Illuminating agency through expanding understandings of space*. [Paper]. 2022 AERA Annual meeting, San Diego, CA. (Virtual presentation).
- **Gray, T.** (2021, November 21). *Imagining and Re-engineering Inclusive Schooling for All Students in the New Latinx Diaspora*. [Panel chaired by J. Sierk: Imagineering Professional Development for Educational Leaders in the New Latinx Diaspora of the US Midwest. Annual Meeting of the American Anthropological Association. (Virtual format).
- **Gray, T.** (2021, Jan 21). *The Scholarship of Teaching and Learning in an Elementary Student Teaching Seminar Course*. [Panel organized by P. Springer and S. Hong on the Scholarship of Teaching and Learning]. CEHS Scholarly Enhancement Program for Professors of Practice. (Virtual format).
- **Gray, T.** (2020, Nov 13). *Navigating Insiderness*. [Panel chaired by L. Sarroub & C. Nicholas: Doing Home (Field) Work: The Ethnography of Education in Familiar Contexts]. Annual Meeting of the American Anthropological Association. (Virtual format).
- **Gray, T.** (2020, Oct 3). *Disrupting Evasion Pedagogies in the New Latinx Diaspora*. [Plenary speaker]. Annual conference of the Nebraska International Languages Association. (Virtual format).
- Masterson, J. & **Gray, T.** (2020, Apr 17 - 21) *Linguistic Navigators: Exploring the Role of Space, Place, and Language in Multilingual Students' Experiences in a Public Middle School* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wk9p3hc> (Conference Canceled).
- Viesca, K. M., Strom, K. J., Gatti, L., **Gray, T.**, Masterson, J., Heinz, B., Linzell, C. H., Morgenson, C., Rfissa, Y., Hammer, S. & Damgaard, K. (2020, Apr 17 - 21) *Content Teaching for Multilingual Students: A Complex Assemblage of Interconnected Elements* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/seru5c2> (Conference Canceled).
- **Gray, T.** (2019, November). *Learning to Hide: The EL Classroom as Sanctuary and Trap* [Paper Presentation]. Annual Meeting of the American Anthropological Association Vancouver, BC
- Phillips, A., & **Gray, T.** (2019, November). *Collaborative Agency in Constrained Spaces* [Panel Co-Discussant]. Annual meeting of the American Anthropological Association Vancouver, BC
- Kim, J., Carson, C., **Gray, T.**, Schmidt, T., Guan, L., Palmquist, K., & Viesca, K. M. (2019, April). *Learning to be linguistically relevant teachers through online professional development*. Paper presented at the annual meeting of the American Educational Research Association (AERA) Toronto, ON
- **Gray, T.**, Staples-Farmer, S., Eckerson, J., & Thomas, S. (2019, June). *Practice as stance in the academy* [Learning Exchange]. Convening of the Carnegie Project for the Education Doctorate (CPED) Lincoln, NE
- Mitchell-McCollough, J., Hamann, E. T., & **Gray, T.** (2019, June). *Revisiting Revisiting Education in the New Latino Diaspora in the Trump Era* [Paper Presentation]. Annual conference of Cambio de Colores: Latinos in the Heartland Columbia, MO

- **Gray, T.** (2018, November). *"I Am Their Teacher": A Portrait of a Latina Paraeducator in a High School English Learning Classroom* [Paper Presentation]. Annual meeting of the American Anthropological Association San José, CA
- Viesca, K., Linzell, C., **Gray, T.**, Lobato Arias, A., Durodola, S. (2018, October). *What Does Effective Content Teaching for Multilingual Students Look Like?* [Paper Presentation]. Annual conference of WIDA Detroit, MI
- **Gray, T.** (2018, June). *Learning to Hide: Mapping the Margins in High School* [Paper Presentation]. Researching Teaching and Learning in Diverse Classrooms: Multiculturalism, Multilingualism, and Migration Conference Lincoln, NE
- **Gray, T.**, & Phillips, A. (2016, June). *Teaching Democracy: Why What We Teach and How We Teach in K-12 Classrooms Matters to All of Us* [Paper Presentation]. Annual conference of Frontiers of Democracy Boston, MA
- Phillips, A., & **Gray, T.** (2015, April). *Intellectual Midwifery in Educational Research: Theorizing the Maieutic Researcher Position* [Paper Presentation]. Annual conference of the American Educational Research Association Chicago, IL
- Phillips, A., & **Gray, T.** (2014, April). *Democratic Teacher Education: Encouraging Student Agency in a Content Methods Course* [Paper Presentation] Invisible College, Narrative Inquiry Special Interest Group of the American Educational Research Association Philadelphia, PA
- Hamann, E. T., Eckerson, J., & **Gray, T.** (2012, November). *Xenophobia, Disquiet, or Welcome? Community Sense-making and Related Educational Environments in the New Latino Diaspora* [Paper Presentation]. Annual conference of the American Anthropological Association San Francisco, CA
- Phillips, A., **Gray, T.**, & Trainin, G. (2014, September). *Layers of Dialogue: Integrating Research and Teaching in Elementary Teacher Education* [Paper Presentation]. College of Education and Human Sciences Showcase of Research Lincoln, NE
- Kokensparger, B., Fanning, L., **Gray, T.**, Hermann, R., Musson, A., & Wilson, A. (2011, November). *Is It Possible to Design a "Canon" to Fit the Needs of All New Doctoral Students in Education?* [Paper Presentation]. College of Education and Human Sciences Student Research Conference Lincoln, NE

PROFESSIONAL DEVELOPMENT ACTIVITIES

- (2023, March 30). Collective Impact: DEI Communities of Care. Invited campus-wide professional development and well-being for people doing work in diversity, equity, and inclusion. UNL Office of Diversity and Inclusion. University of Nebraska-Lincoln.
- (2022, November 29-December 1). Annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS).
- (2022, September 8). Equity and Compliance Training for Search Committee members. University of Nebraska-Lincoln. UNL Office of Equity and Compliance.
- (2022, August 8). Nebraska Teacher Educator Forum. Nebraska Department of Education.
- (2022, February 17). *Diversity and Inclusion: From Strategies to Practice*. [Workshop facilitated by Drs. Gwen Combs and Nkenge Friday]. UNL New Faculty Development Program. (Virtual format).
- (2019-2022). New Faculty Development Program (5 workshops). University of Nebraska-Lincoln.