

EDUCATION

CUNY Graduate Center	Ph.D. Speech/Language/Hearing Sciences (Literacy focus)
Boston University	M.S. "With Distinction" in Speech Language Pathology
Harvard University	M.Ed. in Reading and Language
Boston University	B.S. in Elementary Education

LICENSES and CERTIFICATIONS:

MA; VT	Educator's License: Elementary Education (K-8)
MA; VT	Educator's License: Reading (All Levels)
MA; VT (Pending)	Educator's License: Speech/Language/Hearing Disorder
MA; VT	Professional License: Speech-Language Pathology
Current	ASHA Certificate of Clinical Competence in SLP

RESEARCH:**1) Decoding Academic Vocabulary:**

What are the effects of teaching K-6 graders to analyze syllables and morphemes (base words, prefixes, suffixes) on literacy skills?

2) Academic Vocabulary Instruction for English Learners:

What are the effects of teaching English Learners to analyze syllables and morphemes (base words, prefixes and suffixes) on literacy skills?

3) Scholarship of Teaching and Learning:

What are the effects of embedding the High Impact Practice (HIP) of student research into undergraduate and graduate coursework?

AWARDS & GRANTS**2019 CARS Summer Grant (\$3,000)**

Center for Advancement of Research and Scholarship (CARS), Bridgewater State University.

Print Referencing of Plurals during Interactive Book Reading: Potential Early Literacy Benefits for Preschoolers and Kindergartners

2018 Community Engaged Scholarship Grant (\$1,000)

Office of Civic Engagement, Bridgewater State University.

Approved IRB: Using Book Kits to Build Vocabulary in Preschoolers from Low Income Families.

2018 Microgrant: Student Partnerships (\$ 990)

Office of Teaching and Learning, Bridgewater State University.

Approved proposal to involve undergraduate students in research: 1) PATH to Academic Language for community college transfer students and English Learners; 2) Language and Linguistics Literature Reviews.

- 2016 **Outstanding Dissertation of the Year- Finalist** (International Literacy Association)
The International Literacy Association (ILA) honors outstanding doctoral students whose research focused on the field of literacy or who conducted related research with implications for literacy. Each study is assessed in light of its approach, its scholarship, and its significant contributions to knowledge within the reading/literacy field. This award is supported by Timothy and Cynthia Shanahan.
- 2015 **Award in Continuing Education (ACE)**, American Speech Language Hearing Association
The **ACE** is a formal recognition of professionals who have demonstrated their commitment to lifelong learning by earning 7.0 **ASHA** continuing education units (CEUs) (equivalent to 70 contact hours) within a 36-month period.
- 2013 **Jeanne S. Chall Fellowship**, International Literacy Association (6,000)
The Jeanne S. Chall Research Fellowship is a grant established to encourage and support dissertation research in reading by promising scholars.
IRA Annual Convention Awards Ceremony (April 2013), San Antonio, TX.
<https://www.literacyworldwide.org/about-us/awards-grants/ila-jeanne-s-chall-research-fellowship>
- 2013 **ASHA Graduate Student Scholarship** (\$5,000)
American Speech-Language-Hearing Foundation Award
For outstanding academic achievement in SLH Sciences Program
<https://www.ashfoundation.org/Apply/Graduate-Student-Scholarship-Recipients/>

WORK EXPERIENCES

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|-----------------|---|
| 2015- Present | Assistant Professor
Communication Sciences and Disorders
Bridgewater State University,
Bridgewater, MA. |
| 2018-2019 | Co-Director of the Graduate Program in Speech Language Pathology
Bridgewater State University |
| Courses Taught: | Graduate: Child Language Disorders: K-12 (Language and Literacy)
Undergraduate: Language Acquisition
Undergraduate: Language Development of Young Children
Undergraduate: Child Language Disorders
Undergraduate: Language and Linguistics (spoken and written language)
Undergraduate: Introduction to Communication Sciences and Disorders |

2018- Present	Reading Specialist, Dover Elementary School, Dover, VT. One of Vermont's two International Baccalaureate Schools
2014-2015	FT Clinical Faculty Massachusetts General Hospital Institute of Health Professions Communication Sciences and Disorders Program Charlestown, MA. Supervised graduate students in assessment and treatment of children and adults with Reading Disabilities
2001-2014	The Language Link: Hastings-on-Hudson, NY Founder: Private Practice as Speech-Language Pathologist, Reading Specialist Provided reading and language assessment and treatment to Pre-K- 12 th graders.
1996-2001	Speech-Language Pathologist for Public Elementary Schools Lexington, MA; Greenwich, CT; New Canaan, CT.
1993-1998	Massachusetts General Hospital: Boston, MA. Speech-Language Pathologist, Speech-Language Department Adjunct Faculty: MGH Institute of Health Professions Clinical Supervisor, Guest Lecturer on Written Language Disorders Diagnosed and treated children and adults with spoken and written language disorders including developmental and acquired dyslexia
1989-1990	Chelsea Public Schools under BU Management Reading Specialist/Classroom Teacher for 1 st and 4 th graders Taught Reading and Language Arts to English Language Learners
1988-1989	American School of Valencia: Valencia, Spain. Reading Specialist/ School Reading Coordinator Taught Language Arts to PK-12 English Language Learners
1987-1988	Dyslexia Teaching Centre: London, England Reading Specialist/ Reading Tutor Tutored British and American children
1985-1987	Krebs/Cotting School: Lexington, MA. Reading Specialist/ Coordinator of Upper Elementary Reading Taught Reading and Writing, Coordinated Schoolwide Assessment
1983-1984	Belmont Public Schools: Belmont, MA Special Education Assistant for Emotionally Disturbed children
1982-1983	Newton Public Schools: Newton, MA.

Kindergarten Teacher

PUBLICATIONS

Gray, S. H. (2019). Linking root words and derived forms for adult struggling readers. *Adult Literacy Education: The International Journal of Literacy, Language and Numeracy*, 1(1), 19-36. Available online: https://www.proliteracy.org/Portals/0/pdf/Research/ALE%20Journal/ALE_ResearchJournal-v001_01-2019-19_Gray.pdf?ver=2019-03-27-140055-890

Gray, S., Ehri, L., & Locke, J. (2018). Morpho-phonemic analysis boosts word reading for adult struggling readers. *Reading and Writing*, 1-24. 10.1007/s11145-017-9774-9. Available online: https://link.springer.com/article/10.1007/s11145-017-9774-9?wt_mc=Internal.Event.1.SEM.ArticleAuthorOnlineFirst

Gray, S. H. (2015). *The effects of morpho-phonemic and whole word instruction on the literacy skills of adult struggling readers* (Doctoral dissertation, City University of New York). ProQuest Dissertations and Theses, 140 pages; 3683265. https://academicworks.cuny.edu/gc_etds/565/

INVITED PRESENTATIONS

Gray, S. H., (Dec 2019). Course-Embedded Undergraduate Research Experiences in Communication Sciences and Disorders. Poster presented at 2019 Teaching & Learning Conference, "Share your W?SE: Sustaining Disciplinary Pedagogies for a Better World (Wisdom, ?uestions, Signature pedagogies, Experiences); 2019 Dec 12; Bridgewater, MA.

Gray, S. H., (Dec 2019). Scaffolding Success in Undergraduate Research: Rubrics, Templates and Academic Language. Poster presented at 2019 Teaching & Learning Conference, "Share your W?SE: Sustaining Disciplinary Pedagogies for a Better World (Wisdom, ?uestions, Signature pedagogies, Experiences); 2019 Dec 12; Bridgewater, MA.

Gray, S., Mannion, M., Cimini, K., Conger, S., Giorgio, G., Kerr, N., (December, 2018) Community engaged scholarship project: Preschool morphological awareness and interactive book reading with print-referencing. Invited poster for Universal Children's Day. Bridgewater State University, Bridgewater, MA.

Gray, S. (Jan 2016). The Importance of Morphological Awareness in Literacy Instruction for Struggling Readers and English Language Learners. Invited Presentation for "Bridgewater State University Resources for Reading Specialists Conference: Engaging All Readers with the Common Core", Bridgewater, MA.

Gray, S. (March 2015). Morphological Awareness: At the Core of Linguistic Awareness. Invited guest lecture to masters' students in Spoken and Written Developmental Disorders course at the MGH Institute of Health Professions, Communication Sciences and Disorders Program, Charlestown, MA.

Gray, S. (February 2015). The Benefits of Morphological Awareness and Literacy: Integrating Evidence Based Practice. Invited guest lecture to masters' students in Written Language Seminar course at the MGH Institute of Health Professions, Communication Sciences and Disorders Program, Charlestown, MA.

Gray, S. (1998). A Practical Guide to Teaching Reading: Integrating Spoken and Written Language in a Holistic Model of Language Learning. Invited In-Service for Classroom Teachers presented at Bridge School, Lexington Public Schools, Lexington, MA.

Gray, S. (1997, 1998). Case Studies in Literacy and Written Language Instruction. Invited Lecture presented to master's level students in Communication Disorders, Boston University, Boston, MA.

Gray, S. & Sanders, R. [1996]. In-Service Training on Written Language: ASHA Continuing Education event, Massachusetts General Hospital Speech Department, Boston, MA.

PEER REVIEWED PAPERS

Gray, S. (November, 2018). Teaching Older Struggling Readers to Analyze Morphemes and Phonemes Boosts Word Reading. Peer reviewed technical research session presented at ASHA Convention, Boston, MA.

Gray, S. & Merritt, K. (November, 2018). Undergraduate Research 101: Brief Structured Literature Review Posters as a starting point. Peer reviewed interactive paper/ poster session presented at ASHA Convention, Boston, MA.

Gray, S. (June 2018). Teaching struggling readers to see the "light" in "enlightenment": Two research studies. Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL) 2018 conference.

Gray, S. (August 2017). Increased Civic Engagement After Civics Lessons on the Rights and Responsibilities of Citizens, Peer reviewed paper/ Research Session presented at the American Teacher Educators (ATE) conference, Pittsburgh, PA.

Gray, S. (July 2014). Empowering GED Students with academic vocabulary and morpho-syllabic word study. Peer reviewed paper /Poster Session presented at the Society for the Scientific Study of Reading Conference, Santa Fe, NM.

Gray, S. (February 2013). Exploring the potential of morphological instruction for GED Students. Peer reviewed paper / Poster Session presented to NY State Legislators at Annual SUNY/CUNY STEM Research Poster Session. New York Statehouse, Albany, NY.

Gabig, C., & Gray, S., (Nov. 2011). The importance of being earnest about morphological awareness and literacy. Peer reviewed paper / Seminar Session presented at ASHA Convention, San Diego, CA.

Gray, S. (Nov. 2010). Persistent morphological difficulties in dyslexic adults' spelling. Peer reviewed paper / Poster Session presented at ASHA Convention, Philadelphia, PA.

Gray, S., & Sanders, R. (Nov. 1995). The missing link in SLP's evolution: reading and written language. Peer reviewed paper/ Seminar Session at 1995 ASHA Convention, Orlando, FL.

Gray, S. (Nov. 1994). Persistent meta-linguistic difficulties in adults with developmental dyslexia. Peer reviewed paper/ Poster Session at ASHA Convention, New Orleans, LA.

PROFESSIONAL SERVICE

- 2018- 2019 Co-Chair of the SLP Graduate Program at Bridgewater State University;
Chair of the Admission Committee for the SLP Graduate Program
- 2017 Chair of Faculty Search Committee (2016-2017), CSD, Bridgewater State University
- 2016- 2019 Advisory Board, Center for Advancement of Research and Scholarship (CARS),
Bridgewater State University
- 2016 NSSLHA Faculty Advisor, Bridgewater State University
- 2016 Forum Organizer. Created *CSD Faculty Forum* at Bridgewater State University.
Organized forum with speakers from CSD graduate programs for NSSLHA students
- 2015 Writer and Reviewer. Wellesley College Center for Women, Wellesley, MA
Exchanged and reviewed papers and grant proposals with an informal writers' group.
- 2012-2013 Admissions Committee Member (2012-2013). CUNY Graduate Center, NY, NY.
- 2010 Reviewer, *Reading Research Quarterly*.
Reviewed article on morphological awareness and literacy with mentor, Linnea Ehri.
- 1994-1996 Delegate in PARTNERS Healthcare Collaborative Governance (1994-1998), MGH, Boston, MA.
- 1997-1998 Chair of Faculty Search Committee, Bridge School, Lexington Public Schools, Lexington, MA.

PROFESSIONAL MEMBERSHIPS

American Speech-Language Hearing Association
American Teacher Educators
Association of American Colleges & Universities
International Dyslexia Association
International Literacy Association
Society for the Scientific Study of Reading