

# SYLVIA STRALBERG BAGLEY

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## PROFESSIONAL SUMMARY

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Equity-focused, neurodiversity-affirming educator and teacher leader with over 25 years of teaching experience. Currently Assistant Teaching Professor of Equitable Instructional Leadership at the University of Washington. Expertise in crafting and executing highly effective online, in-person, and hybrid courses; coaching and mentoring; student advising; inclusive curriculum development; and program management. Convener and amplifier of collaborators (including teachers, students, caretakers, and administrators) to empower distributed leadership and collective thriving in schools and other educational spaces.

## EDUCATION

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University of California at Los Angeles: Ph.D. – Philosophy and History of Education	2007
University of California at Los Angeles: M.A. – Philosophy and History of Education	2004
California State University at San Marcos: Multiple Subject Teaching Credential	2000
University of California at Santa Cruz: B.A. – Literature and Music	1998

*Highest Honors in Major and College Honors*

## PROFESSORSHIPS

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### UNIVERSITY OF WASHINGTON COLLEGE OF EDUCATION

**Assistant Teaching Professor of Equitable Instructional Leadership** July 2022 – Current

*Director: Teaching, Learning & Curriculum (TLC) Instructional Leadership M.Ed*

*Directing a master's specialization to prepare teachers and coaches for equity-driven, non-administrative leadership positions in school and district settings. Maintaining focus on offering relevant, practice-based coursework (online, in-person, and hybrid), thus allowing student-practitioners to apply their learning directly to their current spaces of work. Supervising yearlong capstone action research projects. Providing ongoing, highly personalized advising to students at all stages of the program. Overseeing community and international partnerships, including relationships with highly diverse school districts throughout the state. Collaborating with a team of diverse faculty, staff, students, schools, and districts working to advance and sustain an educator workforce with commitments to educational justice.*

**Lecturer and Senior Lecturer**

*Director: TLC Instructional Leadership M.Ed*

July 2014 – July 2022

**MOUNT ST. MARY'S UNIVERSITY, LOS ANGELES**

**Assistant Professor: Fritz Burns Endowed Chair of Instructional Leadership** August 2008 – May 2012

*Director: Masters of Education in Instructional Leadership M.S. and Clear Credential Program*

**TEACHING EXPERIENCE**

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**UNIVERSITY OF WASHINGTON COLLEGE OF EDUCATION (2012 – Present)**

Nominee, University of Washington Distinguished Teaching Award

2018, 2019

**EDC&I 525: Teacher Leadership in Today's Schools (core class for IL masters; hybrid in-person/online)**

**Summer quarters taught and revised:** 2015 - Present

*Overview: Students learn to recognize teacher leadership (TL) roles and functions within the educational system; situate understandings about TL within a broader knowledge base regarding leadership within education; self-assess/reflect/inquire about educational philosophies/priorities as preparation for assuming leadership in schools and district; facilitate leadership development among colleagues*

**EDC&I 526: Building Authentic Professional Communities (core class for IL masters; hybrid in-person/online)**

**Summer quarters taught:** 2013, 2014

**Quarters supervised, revised, and co-taught:** 2015 - Present

*Overview: Students understand and articulate strengths and common barriers to professional community; promote and facilitate collective learning opportunities such as Professional Learning Communities (PLCs); build colleagues' capacity to participate in inquiry-oriented, continuous learning activities; advocate for improving the delivery and impact of professional development*

**EDC&I 535: Education Policy for Teacher Leaders (core class for IL masters; async online)**

**Winter or Spring quarters taught and/or revised:** 2019, 2021 - Present

**Quarters supervised and/or significantly revised:** 2015, 2016, 2017, 2018, 2020

*Overview: Students build knowledge of and articulate key educational policy issues as they relate to teachers, teaching, and equitable outcomes; analyze policies through the lens of four enduring tensions (quality of instruction, equity in delivery, efficiency, and choice); practice disciplined inquiry and research with colleagues to advocate for equitable teaching and learning processes; represent and advocate for the profession outside of the classroom*

**EDC&I 552: Coaching and Mentoring Adult Learners (core class for IL masters; async online)**

**Fall quarters taught and/or revised:** 2012-2013, 2015 - Present

**Quarters supervised and/or revised:** 2014

*Overview: Students learn basic knowledge about equity-focused adult professional learning;*

*examine different coaching and mentoring models and articulate rationale and benefits for each one; plan and implement inquiry-based cycles for coaching and mentoring individual teachers and teams; develop and practice coaching strategies (e.g., ways to form coaching relationships, setting agreements for coaching, observing, responding to instruction, designing appropriate coaching goals and strategies, assessing coaching progress); articulate tensions inherent to the role of coaching in a district's plan for teacher development; practice coaching in the context of an instructional vision and develop fluency in observing, describing, and analyzing instruction in relation to a vision; advocate for improved delivery models of peer coaching and mentoring.*

**EDC&I 553: Collecting, Interpreting, and Using Data for School Improvement and Student Thriving (core class for IL masters; asynchronous online)**

**Winter or Spring quarters taught and/or revised:** 2016 - Present

**Quarters supervised:** 2014, 2015

*Overview: Students explore the overlapping and disparate dialogues around data use in education; the potential role of data use in supporting and constraining equity in schools; and current research on how teachers interact with data organizational structures found to support data use in schools. Recent incorporation of Safir & Dugan's "Street Data" focuses on utilizing on-the-ground holistic data from students and communities in order to highlight student voice, transform school culture, and build momentum for equity.*

**EDC&I 572: Action Research in Education (hybrid in-person/online)**

**Wtr, Spring, or Fall quarters taught and/or revised:** 2018 - Present

**Quarters supervised:** 2015, 2016, 2017

*Overview: Students learn to distinguish among several traditions of action research (e.g., teacher-research, collaborative research, and school-wide action research) and understand action research as an approach to educational problem solving and professional development; identify and define a researchable problem of their educational practice; conduct a literature summary that supports the purposes of an action research project; design and conduct a mini-action research project including gaining permissions; engage in data collection through observing, interviewing, and artifact collection; carry out systematic data analysis; develop a written report of the inquiry, findings, and action implications; and offer constructive feedback on classmates' work while incorporate feedback into one's own project.*

**EDC&I 600: Master of Instructional Leadership (IL) Year One Seminars (hybrid meetings once monthly)**

**Quarters revised and taught:** 2014 - Present

*Overview: Goal of Year 1 cohort seminars is to provide advising support; continue to build students' instructional teacher leadership knowledge, skills, and dispositions; provide interpersonal connection with cohort-mates; engage around a core equity-focused practitioner text that will ground their work; and provide ongoing (face-to-face) support and skills practice as students take the core IL online courses.*

**EDC&I 600: Master of Instructional Leadership (IL) Year Two Seminars (hybrid meetings once monthly)**

**Quarters revised and taught:** 2014 - Present

*Overview: Goal of Year 2 cohort seminars is to engage in advising-towards-graduation; continue to build students' teacher leadership knowledge and skills; provide interpersonal connection with cohort-mates; provide support as students carry out, write, and present their capstone projects.*

**EDUC 300D: Educational Leadership for Social Change (synchronous online undergraduate elective)**

**Quarters crafted and taught:** Spring 2023

*Overview: Introduces undergraduates historical trends and ongoing debates surrounding leadership in educational spaces. Students learn how to apply a critical lens to what leadership is (and is not), and discuss how we can move towards more equitable educational opportunities and outcomes. We explore a variety of leadership approaches, culminating in a discussion of what justice-based leadership for social change might look like.*

**EDUC 300E: Coaching & Mentoring for Educ. Thriving (asynchronous online undergraduate elective)**

**Quarters crafted and taught:** Fall 2023

*Overview: Introduces students to the art of coaching and mentoring for educational thriving. Coaching is defined as a conversational practice focused on helping individuals learn and develop as they set goals and change behaviors. We discuss coaching as a process, as a way of being, and as a set of skills. Students practice coaching and mentoring with a volunteer "coachee" in between classes and write a culminating reflection on their growth in this area.*

**MOUNT ST. MARY'S UNIVERSITY (2007 – 2012)**

Courses taught, developed, and/or significantly revised included:

EDU 200: Research Methods in Education  
EDU 241: Effective Practices for Coaching and Mentoring Teachers  
EDU 289: Supporting Educational Equity and Access for English Learners  
EDU 296A and 296B: Masters Project Seminar  
EDU 253: Language Competence and Education  
EDU 225A: Assessment in Teacher Development  
EDU 225D: Portfolio Development and Analysis

**ADJUNCT COURSES (2006 – 2007)**

Language Acquisition, Structure, and Use (2006, UCLA)  
The Cultural Foundations of Linguistics (2007, National University)  
Diversity and Change: A Critical Pedagogy (2008, National University)

**PROFESSIONAL DEVELOPMENT COLLABORATIONS**

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Blaine and Nooksack Valley School Districts

September 2021 – May, 2023

*Developed, coordinated, and co-instructed a four-module, two-year teacher leadership partnership with 20 teacher leaders in Blaine and Nooksack Valley School Districts. Modules included Introduction to Teacher Leadership, Building Professional Communities, Data Use for School Improvement, and Coaching & Mentoring Adult Learners.*

Vancouver School District

September 2022 – April, 2023

*Developed, coordinated, and co-instructed an 8-month professional development partnership on student-centered coaching with 80 instructional leaders in Vancouver School District. Participants included Elementary Achievement Coaches, Equity Coaches, Dual Language Coaches, Multilingual Learner Lead Teachers and Specialists, BEST Mentors, PBIS Coaches, Digital Learning Coaches, and Restorative Justice Coaches.*

UW Connect:Ed Summer Professional Development

Summer, 2022 and Summer 2023

*Developed and co-facilitated a six-hour online PD module for local teacher leaders entitled “Every teacher can lead: Finding your niche as a strengths-based teacher-leader.”*

Wahluke School District

September, 2021 – January, 2022

*Developed and coordinated a four-month module on Coaching and Mentoring Adult Learners for 15 instructional leaders in Wahluke School District.*

Lynden and Meridian School Districts

July, 2015 – May, 2017

*Developed, coordinated, and co-instructed a five-module, two-year teacher leadership partnership with 20 teacher leaders in Lynden and Meridian Valley School Districts. Modules included Introduction to Teacher Leadership, Building Professional Communities, Data Use for School Improvement, Coaching & Mentoring Adult Learners, and Education Policy for Teacher Leaders.*

Kent School District

2013 – 2016

*Developed and monitored delivery of “Coaching and Mentoring for Adult Learners” module for three cohorts of 25 mentors each in Kent School District.*

Northshore School District

2014 – 2016

*Developed and monitored delivery of “Coaching and Mentoring for Adult Learners” and “Collecting, Using and Interpreting Data for School Improvement” modules for three cohorts of 25 mentors each in Northshore School District.*

UW College of Education TEP Coaches Professional Development

2014 - 2018

*Developed and delivered quarterly professional development opportunities for coaches across all five teacher preparation programs in the College of Education. Worked closely with all TEP Directors and Field Coordinators.*

Seattle Teacher Residency Program

Summer, 2013 – Spring, 2017

*Developed and delivered professional development for school-based mentors serving in the Residency Program.*

*Developed and delivered a five-course certificate program at MSMU for 15 diverse, competitively selected teacher leaders across Los Angeles Unified School District (LAUSD).*

## COMPETITIVE GRANTS

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### January 2024

Global Innovation Fund (GIF) for \$5000 to promote internationalization of core instructional leadership courses and collaborative efforts with ITARI Institute of Teaching in Bangalore, India.

## MASTER'S COMMITTEE WORK

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### 2023-Present

- Lead advisement for all UW Instructional Leadership master's students
- Lead advisement for 3 Islandwood master's students annually
- Second reader for additional master's students through the COE

### 2014-Present

- Lead advisement for all UW Instructional Leadership master's students
- Second reader for additional master's students through the COE

## DOCTORAL COMMITTEE WORK

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### UW Doctoral Committees (Current Member)

- Christina Nowak (General Special Education; Chairs: Carly Roberts and Nancy Rosenberg)
- Emalise Mitchell (School Psychology; Chair: Jim Mazza)
- Marsa Daniel (Higher Education; Chair: Sara Lopez)

### GSR Positions on UW Doctoral Committees

- Cassandra Lear (Music Department)

### Completed UW Doctoral Committees (Member)

- Naomi Fair (General Special Education; Chair: Carly Roberts) (grad: July 2024)
- Devin Daugherty (School Psychology; Chair: Janine Jones) (grad: July 2024)
- Anran Ouyang (Learning Sciences and Human Development; Chair: Gail Joseph) (grad: Jan 2024)
- Hanna Hong (Language, Literacy, and Culture; Chair: Manka Varghese) (grad: Dec 2023)
- Katie Kuhl (Org. and Policy Studies; Chairs: Meredith Honig, Kristie Kauerz) (grad: July 2023)
- Caroline Long (Teacher Ed. & Teacher Lrng. for Justice; Chair: Mark Windschitl) (grad: July 2023)
- Min Hwangbo (Learning Sciences and Human Development; Chair: Gail Joseph; 2021)
- Erin Stewart (General Special Education; Chair: Carly Roberts; 2021)
- Virginia Tse (Learning Sciences and Human Development; Chair: Gail Joseph; 2021)
- Michael W. Mahoney (General Special Education; Chair: Carol Davis; 2019)

- Natalie Pullen (General Special Education; Chairs: Beth West and Ilene Schwartz; 2019)
- Maries Huening (Teaching and Curriculum; Chair: Kara Jackson; 2018)
- Kjellaug Stroomer-Rowe (Organizational and Policy Studies; Chair: Michael Knapp; 2016)

#### **Completed GSR Positions on UW Doctoral Committees**

- Shaun Day (Music Department) (grad: July 2024)

### **SERVICE TO THE UNIVERSITY AND THE PROFESSION**

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#### **During time at University of Washington (2012 – Present)**

Reviewer of Doi Doctoral Dissertation Fund Submissions	Dec 2024
Participation in first international ATLAS (Advancing TL and Scholarship) Conference	Oct 2024
<a href="#">HunDRED</a> Advisory Board Member (Spotlight on Wellbeing in Schools)	Summer 2024
UW COE Diversity and Equity Committee Member (2 <sup>nd</sup> year)	Fall, 2022 – Spr. 2024
Univ. Child Dev. School Grad. School of Educ. Acad. Affairs Committee Member	Fall 2022 - Present
Folk Education Assoc. of America (FEAA) Board Member/VP/Diversity Chair	January 2023 – Present
UW COE Community Partner Fellows Scholarship Review Committee	April, 2023
UW Host: Math Education Professors from NTNU (Norway)	April 21-27, 2023
UW Connect: Ed Advisory Board Member	2021 – Present
Univ. Child Dev. School Grad. School of Education Course Designer & Instructor (EDU 561: Understanding Research Design & EDU 562: Interpreting Research for Schools)	Summer 2021 – Fall 2021
<i>International Journal of Teacher Leadership</i> Peer Reviewer	2017 – Present
<i>Professional Development in Education (PDIE)</i> Peer Reviewer	2017 – Present
AERA Teacher Leadership Congress Co-Facilitator	2017 – 2019
UW COE Technology Task Force Member	2015 – 2020

#### **During time at Mount St. Mary's University (2008 – 2012)**

Los Angeles Teacher Prep (LATP) High School Quality Review Team Member	Spring, 2011
MSMU Search Committee Member for Director of Special Education	Spring, 2011
MSMU Institutional Review Board Acting Chair	Spring, 2011
MSMU Title V Grant Graduate Mentor	2010 – 2012
MSMU Academic Technology Advisory Group Member	2009 – 2012
MSMU Institutional Review Board Member	2009 – 2012

## INVITED PROFESSIONAL PRESENTATIONS

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- Sept. 12, 2024. (Co-presented with Dr. Carly Roberts.) Conceptualizing qualitative method: Focus groups and interviews. Harvard Center for Education Policy Strategic Data Project: Fall Fellows Workshop.
- March 14, 2024. Teacher well-being at the heart of student thriving: In conversation with teacher leaders. Connect:Ed Webinar. [This webinar is available for viewing here: <https://youtu.be/Vqh59L8L9p8?si=QMUOdGJpsw9-btoQ>]
- November 16, 2023. Keynote Lecture. Action research as ongoing evidence: Teachers leading meaningful reform. Invited lecture for Beijing Normal University's International Conference on Evidence-Based Education. My talk is available to check out here: <https://youtu.be/38qG0skCrS0>
- May 17, 2023. Centering students in all we do: In conversation with teacher leaders. Connect:Ed Webinar. This webinar is available for viewing here: <https://youtu.be/Jxoo6g-9nf4?si=Wj6K9fswZqbJ8ywp>
- December 6, 2022. Teacher leadership for educational justice. UW COE EDFLPS M.Ed professional seminar.
- May 26, 2022. COE Ambassador Board Presentation on Instructional Leadership Master's Program. Co-presented with invited teacher-leader alums.
- October 9, 2020. Every teacher can lead: Collaboration through differentiated teacher leadership. Seattle Public Schools Math Conference.
- August 18, 2017. Promoting Teacher-Leadership and Collegial Professional Development in P-3 Settings. University of Washington Washington P-3 Executive Leadership Certificate Program.
- June 30, 2016. Kollar Building Professional Learning Communities Symposium. Hosted by UW English Department.
- February 6, 2016. The art and science of mentoring. Keynote Address for the UW School of Medicine Anesthesiology and Pain Medicine Annual Faculty Retreat.
- November 29, 2012. Online learning pedagogy: Creating meaningful learning opportunities for teachers. Panel member for Brown Bag Presentation, UW's College of Education.
- November 16, 2011). Host and coordinator: Community screening of the 2011 documentary *American Teacher* at Mount St. Mary's University.
- August 17, 2011 (with C. Johnston and S. Tochluk). Going Hybrid Online: Best Practices. Presented at MSMC's Title V Graduate Faculty Development Day.
- August 13, 2011. Classroom Engagement Strategies. Presented at Mount St. Mary's Faculty Development Workshop "Secrets of Successful Professors".
- July 23, 2011. Are We Failing Our Kids? The Need for Education Reform. Panel Moderator for MSMC Summer Leadership Institute.



March 16, 2010. Competition Phenomenon in Higher Education. Presentation for MSMC's Meeting of the Minds: Scholarly Interests, Projects, and Accomplishments.

September 23, 2009. Host and coordinator of panel presentation at MSMC: "Passion and Purpose: Teachers Leading the Way."

## RESEARCH AND SCHOLARSHIP

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### Refereed Journal Publications

- Bagley, S.S., & Pierce, E. (2024).** Mentoring teachers for anti-bias, anti-racist (ABAR) work: Building transformative and equity-focused school communities. *The Chronicle of Mentoring & Coaching*, 8(3), 691-697.
- Elkorrhli, E.A.B. & **Bagley, S.S. (2022).** Cognitive mapping of critical global citizenship education: Conversations with teacher educators in Norway. *Prospects*.  
<https://doi.org/10.1007/s11125-022-09624-7>
- Bagley, S.S. & Tang, K. (2018).** Teacher leadership in special education: Skills, roles, and perceptions. *Journal of Interdisciplinary Teacher Leadership*, 2(1), 44-63.
- Bagley, S.S. & Margolis, J. (2018).** The emergence and failure to launch of hybrid teacher leadership. *International Journal of Teacher Leadership*, 9(1), 33-46.
- Portnoi, L. & **Bagley, S.S. (2018).** Universities in the age of internationalization, competition and cooperation. In P.N. Teixeira and J-C. Shin (Eds.), *Encyclopedia of International Higher Education Systems and Institutions*.
- Bagley, S.S. (March, 2016).** Teacher leaders or teacher-leaders? An argument on behalf of hyphenated hybridity. *Teachers College Record* commentary.
- Bagley, S.S. & Portnoi, L. (2016).** Higher education and the discourse on global competition: Vernacular approaches within higher education policy documents. In: J. Zajda & V. Rust, *Globalisation and Higher Education Reforms*. Dordrecht: Springer.
- Portnoi, L., & **Bagley, S.S. (Nov/Dec, 2015).** The AAUP's role in a globalized, competitive higher education landscape. *Academe*.
- Bagley, S.S., & Portnoi, L. (Winter 2014).** Setting the stage: Global competition in higher education. *New Directions in Higher Education*, 2014(168), 5-11.
- Portnoi, L., & **Bagley, S.S. (Winter 2014).** A critical analysis of global competition in higher education: Synthesizing themes. *New Directions in Higher Education*, 2014(168), 97-100.
- Portnoi, L., & **Bagley, S.S., Eds. (Winter, 2014).** Critical Perspectives on Global Competition in Higher Education. *New Directions in Higher Education*, 2014(168). Jossey-Bass.
- Bagley, S.S. & Rust, V.D. (2013).** Folk schools in the United States: A Scandinavian inspiration. In Nordvall, H., Crowther, J. & Laginder, A. (Eds.), *Popular education, power, and democracy: Swedish experiences and contributions*. NIACE.

- Bagley, S.S.** & Portnoi, L. (2012). Expanding the notion of 'world-class' higher education institutions. *CIES Perspectives*, Issue 159.
- Portnoi, L. & **Bagley, S.S.** (2011). Global competition in higher education: Strategies in a glonacal context. *World Studies in Education*, 12(1).
- Bagley, S.S.** (2010). Students, teachers, and alternative assessment in secondary school: Relational models theory (RMT) in the field of education. *Australian Educational Researcher*, 37(1), 83-106.
- Bagley, S.S.** (Summer, 2008). High school students' perceptions of narrative evaluations as summative assessment. *American Secondary Education*, 36(3), 15-32.
- Bagley, S.S.** (2008). Growth, personalization, and dialogical exchange in high school: A discursive analysis of alternative assessment. *InterActions: UCLA Journal of Education and Information Studies*, Vol. 4, Issue 1.
- Stralberg, S.** (2006). Reflections, journeys, and possessions: Metaphors of assessment used by high school students. *Teachers College Record*, Published: July 05, 2006. <http://www.tcrecord.org>. ID Number: 1257

### **Invited Books, Book Chapters, and Other Publications**

- Portnoi, L., Rust, V.D., and **Bagley, S.S.**, Editors. (2010). *Higher education, policy, and the global competition phenomenon*. Palgrave Macmillan. Winner, 2nd place: CIES HESIG (Higher Education Special Interest Group) Best Book Award.
- Portnoi, L., **Bagley, S.S.**, and Rust, V.D. (2010). Mapping the terrain: The global competition phenomenon in higher education. In L. Portnoi, V.D. Rust, and S.S. Bagley (Eds.), *Higher education, policy, and the global competition phenomenon*. Palgrave Macmillan.
- Bagley, S.S.** (February, 2010). Book review: Higher Learning, Greater Good by Walter W. McMahon (The John Hopkins University Press, Baltimore, 2009). *Comparative Education Review*, 54(1), 125-127.
- Bagley, S.S.** & Rust, V.D. (March, 2009). The Scandinavian folk high school: Community-based education in Norway, Sweden, and Denmark. In R. Raby & E. Valeau (Eds.), *Community college models: Globalization and higher education*. Springer Publishers. [Awarded 2010 CIES Higher Education SIG Best Book award].

### **Refereed Scholarly and Professional Presentations**

#### **FOCUS: TEACHER LEADERSHIP**

- Bagley, S.S.,** Fogel, E., & Stickney, K. (December, 2024). Boosting student engagement through teacher leadership: Equity-centered approaches for supporting teachers. Washington Education Research Association (WERA) Conference in Tacoma. *[co-presented with IL students]*
- Bagley, S.S.** & Pierce, E. (November 2024). Mentoring teachers for anti-bias, anti-racist (ABAR) work: Building transformative and equity-focused school communities. University of New Mexico Mentoring Institute Annual Conference.
- Bagley, S.S.** (July, 2024). Coaching for positive disintegration in schools: Supporting educators' journeys towards transformational change. Dabrowski Congress 2024: Living the Theory.
- Bagley, S.S.,** Fair, N., Ling, M., & Snookal, H. (December, 2023). Critical collaboration for inclusion and social justice: Reimagining equity-focused PLCs. Washington Education Research Association (WERA) Conference in Tacoma. *[co-presented with IL student, UW doctoral student, and principal]*
- Bagley, S.S.,** Fyten, N., & Blake, S. (March, 2023). Teacher leaders driving change: Facilitating student-informed assessment practices. Washington Education Research Association (WERA) Conference in Tacoma. *[presented with IL student and IL alum]*
- Bagley, S.S.,** Hancock, C., & Sharnbroich, R.M. (December, 2018). Book clubs for equity: Teachers reading, discussing, and taking action. Washington Education Research Association (WERA) Conference in Seattle. *[presented with IL alums]*
- Bagley, S.S.** (March 2018). Conceptualizing teacher-leadership: An interdisciplinary and complexity-driven approach. Paper in panel presentation: "Looking Back, Looking Forward: Exploring Conceptual Frameworks of Teacher Leadership". AERA NYC.
- Bagley, S.S.** (April, 2017). Understanding interpersonal dynamics of teacher-leadership through relational models theory. Paper in roundtable presentation: "Structural, Conceptual, Interpersonal, and Critical Challenges to Teacher-Leadership." American Education Research Association (AERA) Annual Conference in San Antonio, TX.
- Bagley, S.S.,** Schiesz, S., & Slack, A. (December, 2016). Building trust and empowering teachers through protocols, norms, and effective facilitation of PLCs. Washington Education Research Association (WERA) Conference in Seattle. *[presented with IL alums]*
- Bagley, S.S.** (November, 2016). Teacher-leadership as empowered biliteracy. Presented at the 2016 American Education Studies Association (AESA) Annual Conference in Seattle, Washington.
- Bagley, S.S.,** Condreay, S., & Miller, A. (December 2015). Fostering student growth and authentic teacher development through learning labs and inquiry-oriented PLCs. Washington Education Research Association (WERA) Conference in Seattle. *[presented with IL alums]*
- Bagley, S.S.,** Stroomer-Rowe, K., Cunningham, D., Haas, A., McBride, J., Schaefer, G., & Williams, S. (December, 2014). Effective support for mentors and coaches: A hybrid-online partnership between University of Washington and Kent and Northshore School Districts. Presented at the Washington Education Research Association (WERA) Conference in Seattle.
- Cherry, D., McKenna, C., Hintz, Al., Place, N., Todd, J., **Bagley, S.,** Gallucci, C., & Loeb, H. (December, 2013). New developments in teacher learning in Washington state: Promising strategies in

pre-service and teacher leadership programs. Panel presentation at the 2013 Washington Education Research Association Conference in Seattle.

**Bagley, S.S.** & Tang, K. (February, 2012). Teacher leadership in special education: Exploring skills, roles, and perceptions. Presented at the 2012 ATE (Assoc. for Teacher Educators) Conf. in San Antonio.

#### **FOCUS: COMPARATIVE, INTERNATIONAL, AND FOLK EDUCATION**

Palani, M., & **Bagley, S.S.** (April 2025). Building foresight competency in preservice teachers: Designing relevant education in a digital society. To be presented at the 2025 CIES Conference in Chicago.

**Bagley, S.S.**, & Portnoi, L. (March, 2016). Global competition in higher education: A comparative analysis of locally contextualized priorities in education policy documents. Presented at the 2016 CIES Annual Conference in Vancouver, B.C.

Portnoi, L., & **Bagley, S.S.** (March, 2015). Comparative qualitative policy document analysis: Analyzing and comparing across contexts. Presented at the 2015 CIES Annual Conference in Wash. D.C.

**Bagley, S.S.** & Portnoi, L. (March, 2013). Examining the discourse on global competition: Vernacular approaches within higher education policy documents. Presented at the 2013 CIES Annual Conference in New Orleans, Louisiana.

Portnoi, L. & **Bagley, S.S.** (October, 2012). Comparative Analysis Methods for Studying the Discourse on Global Competition in Higher Education Policy Documents. Presented at the 2012 CIES Western Regional Conference in Phoenix, AZ.

Portnoi, L. & **Bagley, S.S.** (April, 2012). Vernacular globalization and mediation of the discourse on global competition in higher education. Accepted for presentation at the 2012 CIES Annual Conference in San Juan, Puerto Rico.

**Bagley, S.S.** & Portnoi, L. (October, 2011). Expanding the notion of what it means to be a “world class” institution. Presented at the 2011 CIES Western Regional Conference in Stanford.

Portnoi, L. & **Bagley, S.S.** (May, 2011). Global competition in higher education: Strategies in a glonacal context. Presented at the 2011 Comparative and International Education Conference in Montreal.

**Bagley, S.S.** (October, 2010). Folk schools in the United States: A Scandinavian inspiration. Presented at the 2010 CIES Western Regional Conference, CSULB.

**Bagley, S.S.** (October, 2010). Invited participant in closing plenary session: “An Interactive Dialogue on Hope and Education”. 2010 CIES Western Regional Conference, CSULB.

Portnoi, L., Rust, V., and **Bagley, S.S.** (March, 2010). Global Education in Higher Education Panels (Parts 1 & 2). Panel facilitation at the 2010 Comparative and International Education Conference (CIES) in Chicago, Illinois.

Portnoi, L., **Bagley, S.S.**, and Rust, V. (November, 2009). Global Competition in Higher Education: Trends, Strategies, and Tensions. CIES Western Regional Conference, UCLA.

- Bagley, S.S.** (March 2009). Community-Based Folk High Schools in Norway, Sweden, and Denmark. A panel presentation at the 2009 Comparative and International Education Society Conference in Charleston, South Carolina.
- Dhanatya, C.; Kawano, M.S.; and **Stralberg, S.** (Oct., 2006). What is College Like in Turkey or Ghana? The Need for Shared Information on Higher Education Systems and Institutions Around the World. Panel presentation at the 2006 Western Regional Conference of the Comparative and International Education Society in Fremont, California.
- Jacob, J.; Rust, V.; **Stralberg, S.**; Toutant, L.; and Wells, T. (Mar, 2006). The Center for International & Development Education at UCLA: Promoting Research, Collaboration, and Academic Opportunities for Graduate Students. A panel presentation at the 2006 Comparative and International Education Society Conference in Honolulu, Hawaii.
- Portnoi, L., Rust, V., **Stralberg, S.**, Toutant, L., and Zhang, H. (Sept, 2005). Internationalization of the University: Learning to Live Together in a Globalized World. A panel presentation at the Western Regional Conference of the Comparative and International Education Society in British Columbia.

#### **FOCUS: AUTHENTIC ASSESSMENT IN HIGH SCHOOL**

- Bagley, S.S.** (April, 2009). Developing Lifelong Learning Habits in High School: The Role of Authentic Assessment Methods. Presented at the 2009 AERA Conference in San Diego, California.
- Bagley, S.S.** (March, 2008). Students, Teachers, and Alternative Assessment: Relational Models in High School. Presented at the 2008 AERA Conference in New York City, New York.
- Bagley, S.S.** (March, 2008). Assessment as a Reflection of Academic Identity in High School. Presented at the 2008 AERA Conference in New York City, New York.
- Stralberg, S.** (Apr, 2006). Alternative Assessment in High School: How Students Respond to Narrative Evaluations and Portfolio Assessment. Presented at the 2006 AERA Conference in San Francisco.
- Stralberg, S.** (Apr, 2006). The Rhetoric of Alternative Assessment: Emphasizing Growth, Personalization, and Dialectical Exchange. Presented at the 2006 AERA Conference in San Francisco.

#### **FOCUS: OTHER**

- Laningham, A., Patalan, N., St. Clair, C., Lim, L., & **Bagley, S.** (Nov, 2024). Empowering Advocates: Strategies for Supporting the Social & Emotional Needs of Gifted & Talented Children. Panel presentation by SENG Board Members at the 2024 NAGC (National Association for Gifted Children) Conference in Seattle, WA.
- Stralberg, S.** (Mar, 2006). Relational Models Between Teachers and Students: A Cross-Cultural Analysis. Presented at the 2006 Comparative and International Education Society Conference in Honolulu.
- Stralberg, S.** (Sept, 2005). Making a Difference in the World: A High School Curriculum for Global Citizens. Presented at the Western Regional Conference of CIES in B.C., Vancouver.
- Guevara, E., Share, J., & **Stralberg, S.** (Feb, 2004). A Question of Voice: Moving from Object to Subject. An original video presentation at the Paolo Freire Conference, UCLA (Los Angeles).

## **ADDITIONAL COMMUNITY SERVICE**

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Latino Development Organization (LDO) Sponsor at Monroe Correctional Complex Present	2024 – Present
MOHAI place-based education workshop consultant/participant	March 15, 2024
SENG (Supporting the Emotional Needs of the Gifted) Board Member, Executive Committee Secretary & SENG Community Group Chair	2021 – Present
Viets4Afghans Sponsor Circle Member	2022 – 2024
Ruby Bridges Elementary School PTSA Secretary/VP (Northshore School District)	2021 – 2024
University Beyond Bars Volunteer Instructor and EPAT (Educational Planning & Assessment Team) Member at Monroe Correctional Complex	2015 – 2020
Kenmore Elementary School PTA Vice & Co-President, Northshore School District	2015 – 2018
L.A. Teacher Prep (LATP) Pilot High School community board member	2010 – 2012