

**Sara J. Staley, PhD****CURRICULUM VITAE**

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**EDUCATION**

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- 2014 Ph.D. University of Colorado Boulder  
Curriculum & Instruction, Literacy Studies
- 2005 M.Ed. University of Kansas  
Curriculum & Instruction
- 2002 B.S. University of Kansas  
Secondary Education, English and Spanish (dual certification)

**PROFESSIONAL EXPERIENCE**

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- 2020–present Assistant Professor, School of Education, University of Colorado Boulder
- 2019–2020 Assistant Research Professor, School of Education, University of Colorado Boulder
- 2017–present Affiliate Faculty, Literacy Studies, School of Education, University of Colorado Boulder
- 2014–2019 Research Associate, School of Education, University of Colorado Boulder
- 2014–present Co-Director, A Queer Endeavor
- 2009–2013 Research and Teaching Assistant, School of Education, University of Colorado Boulder
- 2003–2008 English Language Arts Teacher, La Sierra High School, Riverside, California

**AWARDS AND FELLOWSHIPS**

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- 2018** Kalpana Chawla Award, University of Colorado (with Bethy Leonardi)
- 2017** President’s Diversity Award, University of Colorado (with Bethy Leonardi)
- 2017** National Council of Teachers of English (NCTE) Recipient of the Alan C. Purves Award, Honorable Mention

- 2016** The Jean and Jack Hodges Big Hearts Award (with Bethy Leonardi), Out Boulder County, Boulder, Colorado
- 2013** Summer Dissertation Completion Fellowship, Graduate School, University of Colorado Boulder (\$6,000)
- 2012** “Best Should Teach” Silver Award, Graduate Teacher Program, Graduate School, University of Colorado Boulder
- 2012** Beverly Sears Grant Award, Graduate School, University of Colorado Boulder (\$2,500.00)

## REFEREED PUBLICATIONS

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(† Marks a co-authored piece)

- † **Staley, S.**, & Leonardi, B. (2019). Complicating What we Know: Focusing on Educators’ Processes of Becoming Gender and Sexual Diversity Inclusive. *Theory into Practice*, 58(1), 29-38.
- Staley, S.** (2018). On Getting Stuck: Moving Through Stuck Places in and Beyond Gender and Sexual Diversity-Focused Educational Research. *Harvard Educational Review*, 88(3), 287-307.
- Leonardi, B., & **Staley, S.** (2017). What’s Involved in “The Work”? Understanding Administrators’ Roles in Bringing Trans-Affirming Policies Into Practice. *Gender and Education* 30(6), 754-773.
- Staley, S.**, & Leonardi, B. (2016). Leaning in to Discomfort: Preparing Preservice Teachers for Gender and Sexual Diversity. *Research in the Teaching of English*, 51(2), 209-229.
- Cervetti, G., DiPardo, A., & **Staley, S.** (2014). Entering the Conversation: Exploratory Talk in Middle School Science. *The Elementary School Journal*, 114(4), 547-572.
- DiPardo, A., **Staley, S.**, Selland, M., Martin, A., Genwick, O. (2012). “Anything Could Happen”: Managing Uncertainty in an Academic Writing Partnership. *English Education*, 45, 10-34.

## MANUSCRIPTS UNDER REVIEW FOR PEER-REVIEWED JOURNALS

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- Staley, S.**, & Leonardi, B. (under review). A pretty Queer Thing: Thinking Queerly About Teachers’ Gender and Sexual Diversity-Focused Professional Learning. *Journal of Teacher Education*.

## BOOK CHAPTERS

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- † Leonardi, B., & **Staley, S.** (2018). Gender and Sexual Diversity in Teacher Education. *Oxford Research Encyclopedia of Education*. Oxford Research  
<https://doi.org/10.1093/acrefore/9780190264093.013.281>
- Staley, S.**, & Leonardi, B. (2016). Remaining Stubbornly Faithful: What Queering Academia Does to Queer Teacher-Scholars. In S. Miller and N. Rodriguez, (Eds.), *Educators*

*Queering Academia* (pp. 31-40). New York: Peter Lang.

## **PRACTICE-ORIENTED PUBLICATIONS**

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† Leonardi, B., & Staley, S. (2015). Affirm Gender and Sexual Diversity Within the School Community. *Phi Delta Kappan*, 97(3), 69-73.

## **MANUSCRIPTS IN PREPARATION**

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Staley, S., & Blackburn, M. V. (in progress). Queering Literacy in Secondary Classrooms: A Case Study of Learning to Teach Literacy Queerly.

Staley, S., & Leonardi, B. (in progress). Learning Through Practice: How Teachers Engage Students in Queer-Inclusive Instruction.

Leonardi, B., & Staley, S. (in progress). Cultivating a Queer Mindset: How One Elementary Teacher Rattled Common Sense.

Staley, S., & Leonardi, B. (in progress). Feelings are Not the Enemy: Queer Teacher-Scholars' Reflections on Queering Academia.

† Leonardi, B., & Staley, S. (in progress). "It Hurts to Become": Two Teachers' Processes of Negotiating Gender and Sexual Diversity-Inclusive Practice.

## **RESEARCH PROJECTS**

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### **Grant-Funded Research**

*Teaching and Learning to Queer the Curriculum*, Outreach & Engagement, \$7,000 (2019-20). Role: Principal Investigator (with Bethy Leonardi).

*Learning Through Practice: How Teachers Engage Students in Gender and Sexual Diversity-Focused Instruction*, Spencer Foundation, \$50,000 (2018-19). Role: Principal Investigator (with Bethy Leonardi).

*Lesson Study: Supporting Educators to Create and Enact Gender and Sexual Diversity Focused Lessons*, Community Foundation Boulder County, \$3,000 (2018-19). Role: Principal Investigator (with Bethy Leonardi).

*"But, What Does it Look Like?": Documenting the Practices of Inclusive Educators*, Women Investing in the School of Education, \$17,196 (2017-19). Role: Principal Investigator (with Bethy Leonardi).

*Building LGBTQ-Inclusive Capacity Through University-District Partnership*, Outreach & Engagement, \$8,523 (2017-18). Role: Principal Investigator (with Bethy Leonardi).

*Disrupting Heteronormativity through Professional Development*, funded by Twisted Foundation, \$330,000.00 (2014-2017). Role: Principal Investigator (with Bethy Leonardi).

*Breaking the Silence*, funded by University of Colorado Crowdfunding Project, \$23,860.00 (2014).

### **Pending or Not Funded Research**

*A Queer Endeavor: An RPP for Building District Capacity for Gender and Sexual Diversity*, Spencer Foundation, \$400,000 (submitted 5/16; not funded). Role: Principal Investigator (with Bethy Leonardi).

*Creating Safe and Affirming Schools for LGBTQ Youth: A Local Partnership*, Foothills United Way, \$36,326 (submitted 8/16; not funded). Role: Principal Investigator (with Bethy Leonardi).

### **ADDITIONAL GRANTS**

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**2018**      *State-wide Educator Institute on LGBTQ-Inclusive Practices*, Micro Grant proposal funded by the Office of Outreach & Engagement, University of Colorado Boulder (\$1,068)

*State-wide Educator Institute on LGBTQ-Inclusive Practices*, The Jared Polis Foundation (\$1,000)

**2013**      Small Grant, United Government of Graduate Students, University of Colorado (\$500.00)

**2012**      Travel Grant, School of Education, University of Colorado Boulder (\$500.00)

### **PROFESSIONAL PAPERS**

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Staley, S., & Leonardi, B. (2020, Apr 17 - 21) Learning Through Practice: How Teachers Engage Students in Gender and Sexual Diversity–Focused Instruction [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rdcdy9b> (Conference Canceled)

Leonardi, B., & Staley, S. (2017, April). What's Involved in 'the Work'? Understanding Administrators' Roles in Bringing Trans-Affirming Policies into Practice. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Staley, S. (2016, April). Working the Tensions: One Teacher's Journey of Cultivating Commitments to Gender and Sexual Diversity. Paper presented at the Annual Meeting of the American Educational Research Association, Washington DC.

Leonardi, B., & Staley, S. (2016, April). "It Hurts to Become": Two Teachers' Processes of Negotiating Gender and Sexual Diversity-Inclusive Practice. Paper presented at the Annual Meeting of the American Educational Research Association, Washington DC.

Staley, S., & Leonardi, B. (2015, December). Remaining Stubbornly Faithful: What Queering

Academia Does to Queer Teacher-Scholars. Paper presented at the Annual Meeting of the Literacy Research Association, Carlsbad, CA.

Leonardi, B., & Staley, S. (2015, November). Breaking the Silence: Affirming Gender and Sexual Diversity in Educational Contexts. Presentation at the Annual Meeting of the American Educational Studies Association, San Antonio, TX.

Staley, S., & Leonardi, B. (2013, December). Breaking the Silence: Preparing Preservice Teachers to Disrupt Heteronormativity. Paper presented at the Annual Meeting of the Literacy Research Association, Dallas, TX.

Staley, S. (2013, April). Beyond Common Sense: Preservice Teachers' Emergent Understandings of Effective ELA Pedagogy. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Staley, S., & Cervetti, G. (2011, April). Making Room for Exploratory Talk: Science as a Context for Fostering Academic Discourse. Presentation at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Staley, S. (2011, October). The Site of Struggle That is the English Language Arts: What Preservice Teachers Need to Know About the History of the Field. Paper presented at the Annual Meeting of the American Association for Teaching and Curriculum, Denver, CO.

Cervetti, G., & Staley, S. (2010, July). The Challenges and Dilemmas of Using Exploratory Talk. Paper presented at the Annual Meeting of the International Research Association, Auckland, New Zealand.

Staley, S. (2010, May). Transforming Identities, Communities, and Spaces: What Could Have Been But Wasn't. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

### **SELECTED INVITED TALKS AND OTHER PRESENTATIONS**

Staley, S., & Leonardi, B. (2019, November). Taking a queer approach to leading. Professional development facilitated for College of Communication, Media, and Information faculty leadership team, University of Colorado, Boulder, CO.

Leonardi, B., & Staley, S. (2019, October). Affirming Gender, Sexual, and Family Diversity in Our Schools. Professional development facilitated for elementary education teacher candidates, Boston University, Boston, MA.

Staley, S., & Leonardi, B. (2018, March). Digging in to act out: Creating spaces of security for LGBTQ students. Presentation at the 37th Annual Gender Studies Symposium, Lewis & Clark College, Portland, OR. (Invited presentation)

Leonardi, B., & Staley, S. (2018, January). Creating safe, affirming schools for gender, sexual, and family diversity. Professional development facilitated for Denver Teach Today

- teacher licensure candidates, University of Colorado Denver, Denver, CO.
- Leonardi, B., & Staley, S. (2017, June). Affirming gender, sexual, and family diversity in PK-12 schools. Professional development facilitated for elementary and secondary administrators and teacher leaders, Adams 12 Five Star School District, Thornton, CO.
- Staley, S., & Leonardi, B. (2016, November). Breaking the silence: Queer-affirming pedagogy and practice in the English classroom. Classroom demonstration at the annual meeting of the National Council of Teachers of English, Atlanta, GA.
- Staley, S., & Leonardi, B. (2016, October). Affirming gender and sexual diversity in K-12 and higher education. Professional development facilitated for school of education faculty, Kennesaw State University, Kennesaw, GA.
- Leonardi, B., & Staley, S. (2016, October). Creating safe schools through inclusive and affirming policy and practice. Professional development facilitated for counseling and mental health staff, Adams 12 Five Star School District, Thornton, CO.
- Staley, S., & Leonardi, B. (2016, October). Complicating “the work”: Moving beyond legal frameworks. Professional development facilitated for elementary and secondary principals, St. Vrain Valley School District, Longmont, CO.
- Leonardi, B., & Staley, S. (2016, August). Breaking the silence: Affirming gender and sexual diversity in education contexts. Professional development facilitated for the school of education and human development faculty, University of Colorado Denver, Denver, CO.
- Staley, S., & Leonardi, B. (2016, August). School climate and culture: Taking stock and taking action. Professional development facilitated for elementary and secondary principals, Boulder Valley School District, Boulder, CO.
- Leonardi, B., & Staley, S. (2016, August). Disrupting heteronormativity in the elementary grades. Professional development facilitated for staff, Eisenhower Elementary, Boulder, CO.
- Barr, J., Cabrera, R., Clay, E., Edbrooke, O., Hamasaki, R., Katsampes, P., Leonardi, B., Staley, S., Stegall, T., & Williams, S. (2016, July). One district’s journey: Affirming gender and sexual diversity. Presentation delivered at annual meeting of the Colorado Association of School Executives, Breckenridge, CO.
- Leonardi, B., & Staley, S. (2016, May). Affirming gender and family diversity in the school community. Professional development facilitated for staff, Lyons Elementary, Lyons, CO.
- Staley, S., & Leonardi, B. (2016, May). Disrupting heteronormativity through literacy and literature. Professional development facilitated for library and media specialists, Boulder Valley School District, Boulder, CO.
- Staley, S., & Leonardi, B. (2016, March). Breaking the silence: Honoring the voices of LGBTQ youth in preparing our teachers. Professional development facilitated for the Seattle Teacher Residency, University of Washington, Seattle, WA.

- Leonardi, B., & Staley, S. (2016, February). Affirming gender and sexual diversity in our schools. Professional development facilitated for elementary and secondary principals, St. Vrain Valley School District, Longmont, CO.
- Leonardi, B., & Staley, S. (2015, August). Affirming gender and sexual diversity in our schools. Professional development facilitated for all administrators and district leadership in Boulder Valley School District, Boulder, CO.
- Staley, S., & Leonardi, B. (2015, January). Breaking the silence: Honoring the voices of LGBTQ youth and allies in preparing our teachers. Professional development facilitated for staff, Denver West Leadership Academy, Denver, CO.
- Staley, S., & Leonardi, B. (2014, October). Breaking the silence: Affirming gender and sexual diversity in higher education. Presentation delivered at Front Range Community College, Longmont, CO.
- Leonardi, B., & Staley, S. (2014, October). Gender and sexual diversity-inclusive education: Affirming our youth. Professional development facilitated for New Vista High School staff, Boulder, CO.
- Leonardi, B., & Staley, S. (2014, October). Breaking the Silence around Gender and Sexual Diversity: Opening the Conversation. Presentation delivered at Teachers of Color and Allies Summit, Boulder, CO. (Invited presentation)
- Leonardi, B., & Staley, S. (2013, October). Breaking the silence: Honoring the voices of LGBTQ youth and allies in preparing our teachers. Presentation delivered at the annual PFLAG national convention, Washington DC.
- Staley, S. (2013). Intersections of race, gender, and sexuality in English language arts curriculum. Presentation at the 4<sup>th</sup> Annual RISE Symposium, University of Colorado Boulder, Boulder, CO. (Invited presentation)
- Staley, S. (2012). Understanding US high school students: Context for understanding teaching as an international teaching assistant in the US. Presentation at the Graduate Teacher Program Fall Intensive Conference, University of Colorado Boulder, Boulder, CO.
- Bien, A. & Staley, S. (2011). Theory into Practice in EDUC 4411. Presentation at the Connected Learning Research Network meeting, University of Boulder Colorado, Boulder, CO. (Principal Investigator: Mizuko Ito)

## **OTHER EXPERIENCE**

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### **Higher Education Teaching Experience**

- 2010 – present     School of Education, University of Colorado Boulder.  
                                  Courses taught (and developed\*):  
                                  EDUC 6964, C&I Capstone Course for MA Degrees in K-12 Humanities &

## Math/Science

EDUC 5365, Secondary English/Language Arts Methods  
 EDUC 5325/4325, Queering Literacy in Secondary Classrooms\*  
 EDUC 5295/4295, Reading & Literacy in Secondary Classrooms\*  
 EDUC 5222/4222, Language Study for Educators\*  
 EDUC 5001, Framing Equity & Justice in the Humanities Classroom\*  
 EDUC 4513, Education & Practice for Student Teachers  
 EDUC 4342, Composition for Teachers  
 EDUC 4122, Secondary General Methods

- 2013 – 2014 Program for Writing & Rhetoric, University of Colorado Boulder.  
 Courses taught (and developed\*):  
 WRTG 3020, Advanced Topics in Writing\*  
 WRTG 1150, First-Year Writing & Rhetoric
- 2012 – 2013 Lead Graduate Teacher, Graduate Teacher Program, University of Colorado Boulder
- 2011 Teaching Assistant, School of Education, University of Colorado Boulder  
 EDUC 4411, Educational Psychology for Elementary Schools: Learning in Robust Ecologies  
 Lead instructor: Professor Kris Gutiérrez.

**Professional Development Experience**

- 2018 – present Weld County RJ-5 School District  
*Consultant and Professional Development Facilitator*
- Developed and provided professional learning opportunities and materials on gender and sexual diversity-inclusive policy and practice for district leadership, administrators, and teacher leaders
- 2018 – present Summit County School District  
*Consultant and Professional Development Facilitator*
- Developed and provided professional learning opportunities and materials on gender and sexual diversity-inclusive policy and practice for district leadership, counselors, administrators, and teacher leaders; supported district in their implementation
- 2016 – present Adams 12 Five Star Schools  
*Consultant and Professional Development Facilitator*
- Developed and provided professional learning opportunities and materials on gender and sexual diversity-inclusive policy and practice for district leadership, counselors, administrators, and teacher leaders
- 2015 – present St. Vrain Valley School District  
*Consultant and Professional Development Facilitator*
- Developed and provided professional learning opportunities and



materials on gender and sexual diversity-inclusive practice; supported district and schools in their implementation

- 2015 – present Boulder Valley School District  
*Consultant and Professional Development Facilitator*
- Developed and provided professional learning opportunities and materials on gender and sexual diversity-inclusive policy and practice; supported district and schools in their implementation

## **SERVICE**

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### **School of Education**

- 2018-19 Coordinator of program redesign, Secondary Humanities Teacher Licensure (with Dr. Wendy Glenn)
- 2014 Search Committee, Secondary Literacy
- 2010-present Guest lecturer, Topics of gender, sexual, and family diversity in schools

### **Community**

- 2018 & 2019 Program coordinator, Statewide Institute on LGBTQ-Inclusive Educational Practices
- 2013-2015 Co-chair, Boulder Valley Safe Schools Coalition
- 2014-present Consultant on LGBTQ-inclusive capacity building for schools and organizations across Colorado

### **National**

#### Manuscript Reviewing

*Research in the Teaching of English*

*SUNY Press*

*The New Educator*

#### Proposal Reviewing

American Educational Research Association

Literacy Research Association

National Council of Teachers of English

## **DOCTORAL COMMITTEES**

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### Dissertation Committee Member

Christine Zabala

## **RESEARCH INTERESTS**

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Teacher learning; LGBTQ+ youth in schools; queer theory; queer pedagogy; anti-oppressive education; teacher education practices and pedagogies; teacher quality and accountability policies