

ADAI ABEBE TEFERA

University of Arizona
Department of Disability & Psychoeducational Studies
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CHRONOLOGY OF EDUCATION

Ph.D., Urban Schooling, University of California, Los Angeles

M.P.P., Public Policy, University of California, Los Angeles

B.S., Political Science (major), and Ethnic Studies (minor), Santa Clara University

CHRONOLOGY OF EMPLOYMENT

2023 - present	Associate Professor Special Education University of Arizona
2019 - 2023	Assistant Professor Special Education University of Arizona
2015 - 2019	Assistant Professor Foundations of Education Virginia Commonwealth University
2012 - 2015	Postdoctoral Scholar & Fulton Research Scientist Equity Alliance & edXchange (knowledge mobilization initiative) Arizona State University
2011 - 2012	Postdoctoral Scholar & Senior Policy Analyst Center for Education Policy Research University of New Mexico
2010 - 2011	Education Fellow Congressional Black Caucus Foundation U.S. House of Representatives, Congressman Chaka Fattah
2009 - 2010	Graduate Student Researcher UCLA Civil Rights Project/Proyecto Derechos Civiles University of California, Los Angeles
2003 - 2007	Graduate Student Researcher UCLA Gaining Early Awareness for Undergraduate Programs University of California, Los Angeles

HONORS, AWARDS, & SPECIAL FELLOWSHIPS

Summer 2023	Diverse Policy Voices Fellowship Research-to-Policy Collaboration, Penn State University
2023	Research-to-Policy Scholar Award Research-to-Policy Collaboration, Penn State University
2023	Outstanding Reviewer Award: Review of Educational Research American Education Research Association
2021	Early Career Award: Division G American Education Research Association
2017	Semifinalist: National Academy of Education/Spencer Postdoctoral Fellowship
2012 - 2013	Postdoctoral Fellow: Special Education Leadership for School-Wide Equity Office of Special Education Programs
2010 - 2011	Congressional Education Fellow: Congressional Black Caucus Foundation Congressman Chaka Fattah
2009 - 2010	Project Advance Dissertation Fellowship University of California, Los Angeles Merit Award

PUBLICATIONS

Articles: (**indicates alphabetical order, ^ indicates equal contribution among authors, * indicates student author at time of writing or publication)

Cuba, M. & **Tefera, A. A.** (in press). Contextualizing multilingual learner disproportionality in special education: A mixed methods approach. *Teachers College Record*.

Tefera, A. A., Siegel-Hawley, G., Sjogren, A., & Naff, D. (accepted). A call for race-conscious practices to disrupt racial disparities in K-12 school discipline. *Phi Delta Kappan*.

Tefera, A. A. & Fischman, G. E. (2024). Beyond good intentions in special education policy: Engaging with critical intersectional qualitative research. *Qualitative Inquiry*, 30(1), 48-58.
<https://doi.org/10.1177/10778004231165461>

Tefera, A. A., Artiles, A. J., Kramarczuk Voulgarides, C., Aylward, A., & Diaz, S. (2023). The aftermath of disproportionality citations: Situating disability-race intersections in historical, spatial, and sociocultural contexts. *American Educational Research Journal*. Online first.
<https://doi.org/10.3102/00028312221147007>

Tefera, A. A., Siegel-Hawley, G., & *Sjogren, A. (2022). The (in)visibility of race in school discipline across urban, suburban, and exurban contexts. *Teachers College Record*, 124(40).
<https://doi.org/10.1177/01614681221093282>

- Kramarczuk Voulgarides, C., Aylward, A., **Tefera, A. A.**, Artiles, A. J., & Diaz, S., & Noguera, P. (2021). Unpacking the logic of compliance in special education: Contextual influences on discipline racial disparities in suburban schools. *Sociology of Education*, 94(3), 208-226. <https://doi.org/10.1177/0038040721101332>
- Tefera, A. A.**, & Fischman, G.E. (2020). How and why context matters in the study of racial disproportionality in special education: Toward a critical disability education policy approach. *Equity and Excellence in Education*, 53(4), 434-449. <https://doi.org/10.1080/10665684.2020.1791284>
- Zuiker, J. S., *Piepgrass, N., Anderson, K., **Tefera, A. A.**, *Winn, K., & Fischman, G. (2019). Advancing knowledge mobilization in colleges of education. *International Journal of Education Policy and Leadership*. <https://doi:10.22230/ijep.2018v15n1a808>
- Tefera, A. A.** (2019). Listening to and learning from Black and Latinx students with disabilities: Examining the challenges and contradictions of high-stakes testing policies. *The Urban Review*, 51(3), 457-476. <https://doi.org/10.1007/s11256-019-00496-4>
- Tefera, A. A.**, Hernández-Saca, D., & *Lester, A. (2019). Troubling the master narrative of grit: Counterstories of Black and Latinx students with disabilities during an era of high-stakes testing. *Education Policy Analysis Archives*, 27(1). <http://dx.doi.org/10.14507/epaa.26.3380>
- Tefera, A. A.**, Powers, J., & Fischman, G. (2018). Intersectionality in education: A conceptual aspiration and research imperative. *Review of Research in Education*, 42, vii-xvii. <https://doi.org/10.3102/0091732X18768504>
- ^Fischman, G. E., & Anderson, K., & **Tefera, A. A.**, & Zuiker, S. (2018). If mobilizing educational research is the answer, who can afford to ask the question? Faculty perspectives on knowledge mobilization. *AERA Open*. <https://doi.org/10.1177/2332858417750133>
- Sandoval, D. C., Hernández-Saca, D., & **Tefera, A. A.** (2017). Intersectional rights of teachers and students in computer science and special education: Implications for urban schooling. *Urban Education*. (online first). <https://doi.org/10.1177/0042085917714512>
- Kramarczuk Voulgarides, C., & **Tefera, A. A.** (2017). Reframing the racialization of disabilities in policy and practice. *Theory into Practice*, 56(3), 161-168. <https://doi.org/10.1080/00405841.2017.1336037>
- Tefera, A. A.**, & Kramarczuk Voulgarides, C. (2016). Is education policy alleviating or perpetuating the racialization of disabilities? An analysis of “Big-P” and “little-p” policies. *Teachers College Record*, 118(14), 1-24. ID Number 21541.
- Fischman, G. E., & **Tefera, A. A.** (2014). Qualitative research in an age of educationalese. *Education Policy Analysis Archives*, 22(7). <https://dx.doi.org/10.14507/epaa.v22n7.2014>

Book Chapters

- Frankenberg, E., Siegel Hawley, G., & **Tefera, A. A.** (in press). Race-conscious educational policies in an increasingly race-evasive context. *American Education Research Association Handbook of Education Policy Research*.

González, T., Kulkarni, S., & **Tefera, A. A.** (2023). Centering culturally relevant and sustaining special education preparation. In McCray, E. D., Betinni, E., Brownell, M. T., McLeskey, J., & Sindelar, P. T. (Eds.), *Handbook of Special Education Teacher Preparation*. (pp. 145-165). Routledge. DOI: [10.4324/9781003297093-10](https://doi.org/10.4324/9781003297093-10)

Tefera, A. A., & Artiles, A. J. (2022). Learning disabilities' unsettling intersections: Disrupting learning, cultural, socioeconomic, and environmental deficits. *International Encyclopedia of Education: Fourth Edition* (pp. 279-287). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.07092-5>

Tefera, A. A., Artiles, A. J., *Lester, A., & *Cuba, M. (2019). Grappling with the paradoxes of inclusive education in the US: Intersectional considerations in policy and practice. In Hartmann, M., Hummel, M., Lichtblau, M., Löser, J., & Thomas, S. (Eds.), *Facetten inklusiver bildung*. (pp. 117-125). Klinkhardt.

Tefera, A. A., Aguilar-Rios, C., Artiles, A. J., Kramarczuk Voulgarides, C., & Vélez, V. (2017). Developing a critical space perspective in the examination of the racialization of disabilities. In Ares, N. & Buendia, E. *Deterritorializing/Reterritorializing: Critical geographies of educational reform*, (pp. 191-207). Sense Publishers.

Tefera, A. A., González, T., & Artiles, A. J. (2017). Challenges to policy as a tool for educational equity: The case of language and ability difference intersections. In Salas, S., & Portes, P.R. (Eds.), *Latinization of K-12 communities: National perspectives on regional change*, (pp. 205-226). SUNY Press.

González, T., **Tefera, A. A.**, & Artiles, A. J. (2014). The intersection of language and disability: A narrative in action. In M. Bigelow, & J. Enns-Kananen (Eds.), *Handbook of educational linguistics*, (pp.145-157). Routledge.

Tefera, A. A., & King Thorius, K., & Artiles, A. J. (2013). Teacher influences in the racialization of disabilities. In R. Milner, & K. Lomotey (Eds.), *Handbook of urban education*, (pp. 256-270). Routledge.

Book Reviews

Tefera, A. A., & *Johnson, M. (2020). Review: Ears, eyes, and hands: Reflections on language, literacy, and linguistics. *Education Review/Reseñas Educativas*.

Tefera, A. A. (2007). Review: Segregated schools: Educational apartheid in post-civil rights America, by Paul Street. *InterActions: UCLA Journal of Education and Information Studies*, 3(1), 1-4.

Other Scholarly Publications

Salinas, S., **Tefera, A. A.**, Gallegos, B., & Ko, D. (2021). Equity recommendations for schools in a post-COVID-19 context. Research brief. Division for Culturally and Linguistically Diverse Exceptional Learners. Government Relations Committee.

Tefera, A. A. (2021). Disability and its discontents: Imagining new possibilities for research and practice. Research brief. Spencer Foundation.

Siegel-Hawley, G., **Tefera, A. A.**, Naff, D., & *Lester, A. (2019). Achieving racial equity in school disciplinary policies and practices. Phase II Final report. Metropolitan Education Research Consortium (MERC). Virginia Commonwealth University.

**Referenced in letter from Congressman McEachin of Virginia to U.S. Secretary of Education to support Equity in IDEA and address racial disparities in school discipline.*

Holton, A., **Tefera, A. A.**, *Cuba, M., & *Lester, A. (2018). A review of special education equity and parent engagement in Henrico County Public Schools.

Tefera, A. A., Siegel-Hawley, G., & *Levy, R. (2017). Why do racial disparities in school discipline persist? The role of people, places, processes, and policies. Research brief. Metropolitan Education Research Consortium (MERC). Virginia Commonwealth University.

Fischman, G. E. & **Tefera, A.A.** (2014). If the research is not used, does it exist? *Teachers College Record*. [Commentary]. <http://www.tcrecord.org> ID Number: 17570

Tefera, A. A., Winograd, P., Gonzales, A., *Gias, S., Heredia Griego, M., & McCloud, A. (2012). *Mapping the landscape of African Americans in New Mexico*. University of New Mexico Center for Education Policy Research & New Mexico Office of African American Affairs.

Tefera, A. A., & Heredia Griego, M. (2012). *Using community-based participatory research and spatial mapping to understand parent engagement and decision-making in early childhood education in southwest Albuquerque*. University of New Mexico Center for Education Policy Research.

Frankenberg, E., Siegel-Hawley, G. & **Tefera, A.A.** (2011). *School integration efforts after "Parents Involved"*. American Bar Association, *Human Rights*, 37(4), 10-13.

Tefera, A. A., Siegel-Hawley, G., & Frankenberg, E. (2011). *Integrating suburban schools: How to benefit from growing diversity and avoid segregation*. UCLA Civil Rights Project/UCLA Proyecto Derechos Civiles.

^Chang, S., Kidder, E., Martinez, J., Schaub, J., & **Tefera, A.A.** (2004). *Building blocks for LA's children: Strategies to provide universal access to preschool for the city of Los Angeles*. UCLA Luskin School of Public Affairs, Ralph and Goldy Lewis Center for Regional Policy Studies.

Publications for the Public

Tefera, A. A., González, T., Sandoval, C. D., & *Diaz, S. (2014). *Teaching and learning at the matrix of language, immigration, and disability junctures*. [web log post]. Equity Alliance at Arizona State University.

Topper, A., **Tefera, A. A.**, & Fischman, G. (2014). *How do we know when educational research matters?* The official blog of the American Education Research Association, Division J.

Tefera, A. A. (2013). *In pursuit of our inalienable rights: Reflections on the presidential inauguration* [web log post]. Equity Alliance at Arizona State University.

REFEREED CONFERENCES/SCHOLARLY PRESENTATIONS

- Hernández-Saca, D.I., Phuong, J., & **Tefera, A. A.** (2024, April). *Freedom dreaming together at the boundaries of special education and disability studies: A critical auto-ethnographic self-study*. Paper submission to the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Cuba, M., & **Tefera, A. A.** (2023). *Multilingual learners at the intersection: A mixed-methods study of disproportionate representation*. Paper presented at the Council for Exceptional Children, Louisville, KY.
- Tefera, A. A., (2022, November). *Interpreting and researching teacher workforce and policy*. Invited keynote presentation at the Council for Exceptional Children Teacher Education Division. Richmond, VA.
- Tefera, A. A.** (2022, December). *Envisioning an interdisciplinary future for special education and gifted racial equity research*. Invited conference funded by Spencer Foundation Conference Grant. New York, NY.
- Salinas, S., **Tefera, A. A.**, Gallegos, B., & Ko, D. (2022, April). *Equity recommendations for re-opening schools post-COVID-19 for students at the intersection of race and disability differences*. Paper accepted at the American Education Research Association, San Diego, CA.
- ^Amos, L., Fish, R., Henderson, L., & Larson, K., & **Tefera, A. A.** (2022, January). *Reducing disproportionality in special education and exclusionary discipline*. Multi-presentation session at the Council for Exceptional Children. Virtual Conference.
- Kramarczuk, C. V., Aylward, A., **Tefera, A. A.**, Artiles, A. J., Alvarado, S. (2021, August). *The persistence of racial discipline disparities and the logic of compliance in special education*. American Sociology Association. Virtual Conference.
- Tefera, A. A.**, González, T. (2021, March). *Race, disability, & segregation: Tools of exclusion in special education policy*. Paper accepted as a Multi-presentation Session to the Council for Exceptional Children. (Virtual conference)
- González, T., & **Tefera, A. A.** (2021, March). *Rethinking inclusive education as a participatory process*. Paper accepted as a Multi-presentation Session to the Council for Exceptional Children. (Virtual conference)
- Broda, M., **Tefera, A. A.**, & *Ekholm, E. (2020, June). *Missing the trees for the forest? Using machine learning to explore sociodemographic predictors of school-wide racial and ethnic disproportionality in special education identification*. Poster accepted at the Modern Modeling Methods (M3) Conference, Storrs, CT. (Conference cancelled due to COVID-19)
- Tefera, A. A.**, *Lester, A., & *Cuba, M. (2020, April). *The myth of inclusion in IDEA: How separate and unequal schools persist for students of color with disabilities*. Paper accepted to the American Educational Research Association, San Francisco, CA. (Conference cancelled due to COVID-19)

- Naff, D., **Tefera, A. A.**, & *Lester, A. (2020, April). *Educator perceptions of school discipline and racial disproportionality: A multiple case study*. Paper accepted to the American Educational Research Association, San Francisco, CA. (Conference cancelled due to COVID-19)
- Kramarczuk Voulgarides, C., Aylward, **Tefera, A. A.**, Artiles, A. J., & *Diaz, S. (2020, April). *Race, disability, and policy: Examining the boundaries of legal compliance when pursuing equity in education*. Paper accepted to the American Educational Research Association, San Francisco, CA. (Conference cancelled due to COVID-19)
- Aylward, A., Kramarczuk Voulgarides, C., **Tefera, A. A.**, Artiles, A. J., & *Diaz, S. (2020, April). *Moving beyond controlling for local context to understand disproportionality in special education*. Paper accepted to the American Educational Research Association, San Francisco, CA. (Conference cancelled due to COVID-19)
- Kramarczuk Voulgarides, C., Aylward, A., **Tefera, A. A.**, & Artiles, A. J. (2019, August). *Race, disability, and policy: Examining the boundaries of legal compliance when pursuing equity in education*. American Sociological Association, New York, NY.
- Tefera, A. A.**, Kramarczuk Voulgarides, C., Artiles, A. J., Aylward, A., & *Diaz, S. (2019, April). *Examining the twists, turns, and textures of education policy: How and why context matters in the racialization of disabilities*. Paper presented at the American Educational Research Association, Toronto, CA.
- Tefera, A. A.**, Hernández-Saca, D., & *Lester, A. (2019, April). *Troubling grit and high-stakes testing: Counterstories of Black and Latinx students with dis/abilities*. Paper to be presented at the American Educational Research Association, Toronto, CA.
- Broda, M., **Tefera, A. A.**, & *Ekholm, E. (2019, April). *Missing the trees for the forest: The importance of context and limits of generalizability in the racialization of dis/abilities*. Paper to be presented at the American Educational Research Association, Toronto, CA.
- Kramarczuk Voulgarides, C., **Tefera, A. A.**, Aylward, A., & Artiles, A. J. (2019, February). *The boundaries of legal compliance and the dualism of disability: Race, policy, and inequities in special education*. Paper presented at the Sociology of Education Association, Monterey, CA.
- Tefera, A. A.** (2018, April). Beyond the doctorate: Transition from graduate student into and outside academia. Presentation at the American Educational Research Association, New York, NY.
- Tefera, A. A.**, Kramarczuk Voulgarides, C., Artiles, A. J., *Diaz, S. (2017, November). *Special education policy enactments and entanglements: Considering complex suburban school contexts in the racialization of disabilities*. Paper presented to the American Anthropological Association, Washington, D.C.
- Tefera, A. A.**, Kramarczuk Voulgarides, C., Artiles, A. J., *Diaz, S., **Jackson, L., & Aylward, A. (2017, April). *Between and between: Students of color with disabilities and the paradox of equity in educational policy*. Paper presented to the American Educational Research Association, San Antonio, TX.

- Kramarczuk Voulgarides, C., **Tefera, A. A.**, *Diaz, S., Artiles, A. J., **Jackson, L., & Aylward, A. (2017, April). *Assuring equal opportunity and access through policy: Is the promise enough? Examining persistent racial inequities in special education*. Paper presented to the American Educational Research Association, San Antonio, TX.
- Kramarczuk Voulgarides, C., **Tefera, A. A.**, Aylward, A., & Artiles, A. J. (2016, April). *Can equity be mandated and achieved? Examining the relationship between policy, local context, and the production of racial inequities in special education*. Paper presented to the American Educational Research Association, Washington, DC.
- Zuiker, S., **Tefera, A. A.**, *Piepgrass, N., & *Winn, K. (2015, December). *Building two-way roads: Knowledge mobilization in and beyond Arizona's systems of education*. Presented at Arizona Educational Research Organization, Tempe, AZ.
- Kramarczuk Voulgarides, C., Aylward, A., **Tefera, A. A.**, & Artiles, A. J. (2015, August). *Paradoxes and inequities in special education policy and the law*. Paper presented to the American Sociological Association, Chicago, IL.
- Tefera, A. A.**, & Fischman, G. E. (2014, November). *Linking educational scholarship with policy and practice through knowledge mobilization*. Paper proposal presented to the Association for the Study of Higher Education, Washington, D.C.
- Tefera, A. A.**, Heredia Griego, M., & Pedroza, A. (2014, April). *Using community-based participatory action research to build partnerships and improve equity in educational policy*. Paper presented to American Educational Research Association, Philadelphia, PA.
- Desai, S. & **Tefera, A. A.** (2014, April). *I am more than my voice: The journey of a woman of color toward spoken word and exploring her dis/ability*. Paper presented to American Educational Research Association, Philadelphia, PA.
- Tefera, A. A.** (2013, April). *Understanding the intersection of race and dis/ability in educational policy*. Paper presented at the American Educational Research Association, San Francisco, CA.
- Winograd, P., Heredia-Griego, M., & **Tefera, A. A.** (2012, November). *Principal evaluation: Lessons learned, lessons yet to come*. Paper presented to University Council for Education Administration, Denver, CO.
- Tefera, A. A.** (2012, April). *Achievement gap or opportunity gap? Implications of high stakes testing policies for African American and Latina/o students with dis/abilities*. Paper presented at the American Educational Research Association, Vancouver, CA.
- Tefera, A. A.** (2011, May). *Critical race theory and students of color: Internalized racism and ableism across the educational pipeline*. Paper presented at the Critical Race Studies in Education Conference, San Antonio, TX.
- Tefera, A. A.** (2009, March). *Students with disabilities & cognitive and emotional engagement: An examination of the implications of current accountability policies*. Paper presented at the American Educational Research Association, San Diego, CA.

- Tefera, A. A.** (2008, August). *No child left behind? Implications for African American and Latina/o students in special education.* Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
- Tefera, A. A.** (2008, August). *GEAR UPs flipping deficit thinking by redefining who is considered college bound.* Poster presented at the Hawaii International Conference on Education, Honolulu, HI.
- Tefera, A. A.** (2007, April). *Exploring implications of the California High School Exit Exam for students of color with dis/abilities.* Paper presented at the American Educational Research Association, Chicago, IL.
- Tefera, A. A.** (2007, January). *Politics, policy & NCLB: Addressing inequities facing students of color in special education.* Paper presented at the UC Conference for Research in Special Education, Disabilities, and Developmental Risk, Santa Barbara, CA.

SELECTED INVITED PRESENTATIONS

- Tefera, A. A.** (2023, February). *Intersectional justice: Disability, race, and policy in schools.* Institute for Teachers of Color. Virtual Presentation.
- Tefera, A. A.** (2021, September). *Uncovering segregation: How disability, race, and language become tools of exclusion.* Division for Culturally and Linguistically Diverse Exceptional Learners, Council for Exceptional Children. Virtual Conference.
- Tefera, A. A.** (2021, March). *Disability and its discontents: Imagining new possibilities for research and practice.* Spencer Foundation. Panelist. Spencer Foundation. Virtual Meeting.
- Tefera, A. A.** (2018, September). *Reclaiming our civil rights: Combatting the Trump administration's assault on public education.* Education Braintrust. Panelist. Congressional Black Caucus Foundation Annual Leadership Conference. Washington, DC.
- Tefera, A. A.** (2018, September). *Willfully defying: Let our children learn.* Panelist. Congressional Black Caucus Foundation Annual Leadership Conference. Washington, DC.
- Berry, R., **Tefera, A. A.**, Walker, L. (2017, October). *Understanding and impacting poverty: A discussion about race, power, and privilege.* Panelist. Virginia Commonwealth University, Richmond, VA.
- Tefera, A. A.** (2016, February). *For whom and to what end? An analysis of knowledge mobilization strategies developed by schools of education.* Visiting Scholars Series. Arizona State University, Tempe, AZ.
- Tefera, A. A.** (2016, February). *Connecting research with policy and practice for educational equity.* Arizona State University, Tempe, AZ.
- Tefera, A. A.** (2016, February). *Knowledge mobilization efforts in colleges of education.* School of Education Brown Bag Presentation, Virginia Commonwealth University.
- Speece, D. & **Tefera, A. A.** (2016, January). *What, when, and how? Making strategic decisions about grants in your research career.* Set, Grant Workshop. Virginia Commonwealth University, Richmond, VA.

- Tefera, A. A.** (2015, April). *Publishing and presenting social justice work*. Mentoring Pre-conference Program. Division G. American Educational Research Association, Chicago, IL.
- Tefera, A. A.** (2015, April). *Beyond the good intentions of policy: Research for equity and impact*. edXchange Saturday Scholars, Arizona State University, Tempe, AZ.
- Fischman, G. E. & **Tefera, A. A.** (2014, September). *A modest proposal for research use: Building opportunities for dialogue, solutions and generating trust between researchers, practitioners, and policy makers*. Excellence in Education Conference, Arizona State University, Tempe, AZ.
- Winograd, P., Gonzales, A., Stevenson, K., **Tefera, A.A.**, & Heredia-Griego, M. (2012, April). *Lessons learned from accelerated learning programs in New Mexico*. Testimony to U.S. Senate Health, Education, Labor, and Pensions (HELP) Committee.
- Thorstensen, B. & **Tefera, A. A.** (2012, June). *Creating an effective teacher evaluation system in New Mexico*. New Mexico Legislative Education Study Committee, New Mexico State Legislature, Santa Fe, NM.
- Tefera, A. A.** (2011, March). *Educational policy & Capitol Hill: What is it like?* Education Policy Studies, Washington Seminar. Professor Erica Frankenberg. Pennsylvania State University, Washington, DC.

FUNDED GRANTS

- Tefera, A. A.** (PI), González, T (Co-PI), Lansey, K. (Co-PI), Liaupsin, C., (Co-PI), & Hong, S. (Co-PI) (2023). *Preparation of culturally sustaining leaders in special education through apprenticeship learning*. Department of Education. Office of Special Education Programs. (\$1 million)
- Jameson, M., (PI) Lansey, K. (Co-PI), Steganga, S. (Co-PI), González, T. (Co-PI), **Tefera, A. A.** (Co-PI). *Systems change for inclusive education: A national collaborative effort for students with extensive support needs*. Department of Education. Office of Special Education Programs. (\$2.1 million)
- Tefera, A. A.** (PI), & Broda, M. (Co-PI) (2017). *Missing the trees for the forest: The importance of context and limits of generalizability in the racialization of dis/abilities*. VCU Presidential Research Quest Fund. University Competitive Award. (\$50,000)
- Tefera, A. A.** (2017). *Geospatial and text analysis: Utilizing interdisciplinary research tools to reduce inequities in education*. Faculty Excellence Fund. VCU School of Education Competitive Internal Award. (\$5,000)
- Tefera, A. A.** (PI), Artiles, A. J. (Co-PI), Kramarczuk Voulgarides, C. (Co-PI), & Noguera, P (Co-PI). (2014-2016). *Paradoxes and inequalities in special education and the law*. Officers' Research Grant. William T. Grant Foundation: Researcher Officers' Grant. (\$23,639)
- Fischman, G. (PI), Zuiker, S. (Co-PI), **Tefera, A. A.** (Co-PI), & Anderson, K. (Co-PI) (2014-2015). *Education research: For whom and to what end? An analysis of knowledge mobilization strategies developed by schools of education*. Spencer Foundation: Small Research Grant. (\$46,856)
- Tefera, A. A.** (2008-2009). Dissertation Research Grant. University of California, Los Angeles, Institute of American Cultures. (\$5,000)

Tefera, A. A. (2006 & 2007). University Fellowship. University of California, Los Angeles, Graduate School of Education and Information Studies. (\$5,500 & \$6,000)

SERVICE

National

- 2021 - present Division of Research: Public Policy Committee Member
Council for Exceptional Children
- 2021 - 2023 Division L - Policy & Politics in Education Secretary
American Education Research Association
- 2021 - 2022 Government Relations Chair
Division for Culturally and Linguistically Diverse Exceptional Learners
Council for Exceptional Children
- 2022 - 2023 Children's Equity Project Partner & Consultant
Arizona State University
- 2022 Dissertation Award Committee Member
Division G: Social Context in Education
American Education Research Association
- 2021 & 2022 Doctoral Mentoring Sessions Volunteer
Teacher Education Division
Council for Exceptional Children
- Doctoral Mentoring Session Volunteer
Division for Culturally and Linguistically Diverse Exceptional Learners
Council for Exceptional Children
- 2020 Biden-Harris Education Policy Transition Committee Member
- Division L Dissertation Award Committee Member
American Education Research Association
- 2019 - 2020 Division L: Legal and Judicial Issues for Equity Section Chair
American Education Research Association
- 2018 Moderator: "Welcoming people with disabilities in all schools"
The Leadership Conference Education Fund
- 2018 Panelist: "Beyond the doctorate: Transition from graduate student into
and outside academia"
American Education Research Association
- 2017 Roundtable Chair: "Advancing educational opportunities through
inclusive education"
American Education Research Association

- 2015 Moderator: “Improving school discipline through equitable practices”
New York University
- 2015 Dissertation Award Committee Member
Critical Educators for Social Justice SIG
American Education Research Association
- 2012 Roundtable Chair: “Disability and accountability in schools”
American Education Research Association
- 2012 Scholar Activist Award Committee Member
Critical Educators for Social Justice SIG
American Education Research Association

Editorial Service

- 2023 - present Associate Editor: Review of Educational Research
- 2023 - present Editorial Board Member: Exceptional Children
- 2021 - present Co-Editor (with Taucia González) of Encyclopedia of Social Justice in
Education: Disability
- 2021 - 2023 Editorial Board Member: Review of Educational Research
- 2019 - 2023 Consulting Editor: Multiple Voices for Ethnically Diverse Exceptional
Learners
- 2018 Co-editor (with Jeanne Powers and Gustavo Fischman): Review of
Research in education – Intersectionality in Educational Research
- 2015 - 2020 Editorial Board Member: Education Policy Analysis Archives
- 2015 - 2020 Editorial Board Member: Education Review/Reseñas Educativas

Invited Journal/Chapter Reviewer: AERA Open, AERA Handbook on Transforming the Special Education Workforce, American Educational Research Journal, American Journal of Education, Anthropology of Education Quarterly, Democracy and Education, Educational Psychologist, Educational Researcher, Education Policy. Analysis Archives, Educational Studies, Equity and Excellence in Education, Exceptional Children, Remedial and Special Education, Review of Educational Research, Sociology of Race and Ethnicity; Taboo: The Journal of Culture and Education, Teacher Education and Special Education

Invited Grant Reviewer: William T. Grant Foundation, American Institute of Research

University Service

2019 - 2020 Marshall Foundation Award Committee Member
University of Arizona

2019 iCubed Core Committee Member
Virginia Commonwealth University

2018 University Council Member
Virginia Commonwealth University

College/ School Service

University of Arizona

2023 - College Council Member

2023 - Women of Color Faculty Collective Co-Chair

2019 - Education Policy Center Faculty Affiliate

2022 Search Committee Member
Assistant Professor in Learning and Sociocultural Studies

2021 - 2022 Search Committee Member
Open Rank Professor in Rehabilitation Counseling

2021 & 2022 Search Committee Member
Disability and Psychoeducational Studies Personnel Committee

2021 Search Committee Member
Education Policy Center Assistant Director

2021 Education Policy Center Co-moderator
Jonathan Kozol Presentation

2020 Search Committee Member
Professor of Practice in Visual Impairments

Virginia Commonwealth University

2018 - 2019 Search Committee Member
Associate Director for the Partnership for People with Disabilities

2017 - 2018 Diversity, Equity, & Inclusion School Committee Co-Chair

Search Committee Member
Associate Dean for Research and Faculty Development

2018 Search Committee Member
iCubed Faculty Positions

2017 - 2018 Teacher Pipeline Initiative Committee Member
2016 - 2017 Diversity, Equity, and Inclusion Committee Chair
2015 - 2016 Diversity, Equity, and Inclusion Committee Member

MEMBERSHIPS IN ORGANIZATIONS

American Educational Research Association (AERA)

 Division L: Educational Policy and Politics

 Division G: Social Context of Education

 Disability Studies in Education, and Special and Inclusive Education Special Interest Groups

Council for Exceptional Children (CEC)

 Division of Research (DR)

 Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)

 Teacher Education Division (TED)