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EDUCATION

Ed.D., Exceptional Student Education Florida International University	2016
Ed.M., Education Policy and Management Harvard Graduate School of Education	2011
M.S., Exceptional Student Education Florida International University	2009
B.S., Exceptional Student Education with ESOL endorsement Florida International University Magna Cum Laude	2005
Language Study Abroad in Curitiba, Brazil Universidade Federal do Paraná Dartmouth College	2001

PROFESSORIAL APPOINTMENTS

Summer 2021–present	Associate Professor of Education, Department of Educational Psychology, Counseling, and Special Education, College of Education, Pennsylvania State University, University Park, PA
Spring 2021–present	Honorary Visiting Assistant Professor, Department of Curriculum and Teaching, Teachers College, Columbia University, New York, NY
Fall 2017– Spring 2021	Assistant Professor of Special Education and Cultural and Linguistic Diversity, Mary Lou Fulton College, Arizona State University, Tempe, AZ

PUBLICATIONS

* indicates doctoral student(s) participating as authors

** indicates reprint

Peer-Reviewed Journal Articles

22. Boveda, M. (2023). Mamá Osa in the mountains: African ascendants' embodiments of fugitivity, freedom, and self-care in the Americas. *Feminist Formations*, 35(2), 226-248. <https://doi.org/10.1353/ff.2023.a907928>.
21. Boveda, L., & Boveda, M. (2023). Centering youth of color activism and knowledge in the Critical Race Theory debates. *Teachers College Record*, 125(5), 118–129. <https://doi.org/10.1177/01614681231181822>

20. **Boveda, M.** & Annamma, S. A. (2023). Beyond Making a Statement: An intersectional framing of the power and possibilities of positioning. *Educational Researcher*, 52(5), 306-314. <https://doi.org/10.3102/0013189X231167149>
19. Mason-Williams, L., Bettini, E., L., Morris Matthews, H., **Boveda, M.**, Rodgers, W., Zeng, Y. & Zhao, S. (2023). Disparities in teachers' access to schools' collective social assets based on role, race, and poverty. *Remedial and Special Education*, 44(1), 3-15. <https://doi.org/10.1177/0741932521106817>
18. Liou, D.D. & **Boveda, M.** (2022). The coloniality of false racial binaries: Intersectional consciousness as antiracist expectations for multiracial coalition-building. *Educational Studies* 58(3), 368-385. <https://doi.org/10.1080/00131946.2022.2033751>
17. **Boveda, M.** & Weinberg, A. E. (2022). Centering racialized educators in collaborative teacher education: The development of the intersectionally conscious collaboration protocol. *Teacher Education and Special Education*, 45(1), 8-26. <https://doi.org/10.1177/08884064211062874>
16. Scott, L.A., Cormier, C., & **Boveda, M.** (2022). Critical issues for the preparation and workforce development of racialized special educators. *Teacher Education and Special Education*, 45(1), 5-7 <https://doi.org/10.1177/08884064211070571>
15. Vega, B., Liera, R., & **Boveda, M.** (2022). Hispanic Serving Institutions as Racialized Organizations: Elevating Intersectional Consciousness to Reframe the "H" in HSI. *AERA Open*. <https://doi.org/10.1177/23328584221095074>
14. **Boveda, M.** & Allen, K.M. (2021). Remote portals: Enacting Black feminisms and humanization to disrupt isolation in teacher education. *Bank Street Occasional Paper Series*, 46 <https://educate.bankstreet.edu/occasional-paper-series/vol2021/iss46/3>
13. Cormier, C., **Boveda, M.**, Aladejebi, F., & Gathoni, A. (2021). A transnational examination of Black teachers' affirmations of learners' socioemotional and mental health needs. *Kappa Delta Pi Record*, 57(1), 30-36, <https://doi.org/10.1080/00228958.2021.1851584>
12. **Boveda, M.**, Jackson, J.*, & Clement, V.* (2020). Rappers' (special) education revelations: A Black feminist decolonial analysis. *Curriculum Inquiry*, 51(1), 98-107, <https://doi.org/10.1080/03626784.2020.1819146>
11. **Boveda, M.** & Weinberg, A. (2020). Facilitating intersectionally conscious collaborations in physics education. *The Physics Teacher*, 58, 480-483, <https://doi.org/10.1119/10.0002066>
10. **Boveda, M.** & McCray, E. (2020). Writing (for) our lives: Black feminisms, interconnected guidance, and qualitative research in special education. *International Journal of Qualitative Studies in Education*, 34(6), 496-514, <https://doi.org/10.1080/09518398.2020.1771465>
9. Pugach, M., Blanton, L., Mickelson, A., & **Boveda, M.** (2020). Curriculum theory: The missing perspective in teacher education for inclusion. *Teacher Education and Special Education* 43(1), 85-103, <https://doi.org/10.1177/0888406419883665>
8. **Boveda, M.**, Reyes, G., & Aronson, B.A. (2019). Disciplined to access the general education curriculum: Girls of color, disabilities, and specialized education programming. *Curriculum Inquiry* 4(4), 405-425. <https://doi.org/10.1080/03626784.2019.1652543>

7. **Boveda, M.** (2019). An Afro-Latina's navigation of the academy: Tracings of audacious departures, re-entries, and intersectional consciousness. *Feminist Formations*, 31, 103-123. <http://doi.org/10.1353/ff.2019.0011>
6. **Boveda, M.** & Bhattacharya, K. (2019). Love as de/colonial onto-epistemology: A post-oppositional approach to educational research ethics. *The Urban Review*, 51, 5-25. <https://doi.org/10.1007/s11256-018-00493-z>
5. **Boveda, M.** & Aronson, B.A. (2019). Special education preservice teachers, intersectional diversity, and the privileging of emerging professional identities. *Remedial and Special Education*, 40(4), 248-60. doi.org/10.1177/0741932519838621
4. Blanton, L. P., Pugach, M. C., & **Boveda, M.** (2018). Interrogating the intersections between general and special education in the history of teacher education reform. *Journal of Teacher Education*, 69(4), 354-366. <https://doi.org/10.1177/0022487118778539>
3. Aronson, B.A. & **Boveda, M.** (2017). The intersection of white supremacy and the education industrial complex: An analysis of #BlackLivesMatter and the criminalization of people with disabilities. *Journal of Educational Controversy*, 12(1), article 6. <https://cedar.wvu.edu/jec/vol12/iss1/6>
2. **Boveda, M.** (2017). From an “insider” to an “outsider”: The metamorphosis of an educator navigating school-university partnerships in urban communities. *The Journal of School & Society*, 4(1), 76–84.
1. Blanton, L. P., **Boveda, M.**, Munoz, L. R., & Pugach, M. C. (2017). The affordances and constraints of special education initial teacher licensure policy for teacher preparation. *Teacher Education and Special Education*, 40(1), 77-91. doi.org/10.1177/0888406416665449

Peer-Reviewed Journal Editorial/Editorships

3. **Boveda, M.**, Ford, K. S., Frankenberg, E., & López, F. (Eds). (2023). Editorial Vision 2022–2025. *Review of Educational Research*. <https://doi.org/10.3102/00346543231170179>
2. Scott, L., Cormier, C., & **Boveda, M.** (Eds). (2022). Critical Issues for the preparation and workforce development of racialized special educators. *Teacher Education and Special Education*, 45(1)
1. Evans-Winter, V., **Boveda, M.** & Bhattacharya, K. (Eds). (2021). Black women's improvisations: Shifting methodological (mis)understandings within and across borders. *International Journal of Qualitative Studies in Education*, 34(1).

Edited Book

1. Hines, D. E., **Boveda, M.** & Lindo, E. (Eds.) (2021). *Racism by another name: Black students, overrepresentation, and carceral state in special education*. Information Age Publishing.

Peer-Reviewed and Invited Book Chapters in Edited Volumes

13. **Boveda, M.** & Hernandez, M.* (in press). Expanding epistemological possibilities in research about diversifying the teacher workforce. E. D. McCray, E. Bettini, M.T. Brownell, J. McCleskey; & P.T. Sindelar (Eds). *Handbook of research on special education teacher preparation*. (2nd edition) .Routledge.

12. **Boveda, M.,** Reyes, G., & Aronson, B.A**. (2023). Disciplined to access the general education curriculum: Girls of color, disabilities, and specialized education programming. In G. Parekh, E. J. Grace, & N. Erevelles (Eds.), *Disability as meta curriculum. Epistemologies, ontologies, and transformative praxis*. Routledge.
11. **Boveda, M.** & Aronson, B. (2022). Fostering teachers' intersectional competence. In F. Waitoller & K. King Thorius (Eds.), *Sustaining disabled youth. Centering disability in asset pedagogies* (pp. 156-158). Teachers College Press.
10. McCray, E.D., & **Boveda, M.** (2023). Flows, riffs, and freestyles: Black feminist reimagining of multi-tiered systems of support. In W. Hunter, J. Taylor, & L. Scott (Eds.), *The mixtape volume 1: Culturally sustaining practices within MTSS featuring the everlasting mission of student engagement..* Council for Exceptional Children.
9. **Boveda, M.** (2022). Developing intersectional consciousness. A de/colonial approach to researching pedagogy in the higher education context. In R. M. Johnson, U. Anya, & L. A. Garces (Eds.), *Racial equity on college campuses: Connecting research to practice* (pp. 103-120). SUNY Press.
8. **Boveda, M.** (2022). The mistress and the master's house: Revisiting Lorde's speech to the New York University Institute for the Humanities. In L. Patton-Davis, V. Evans-Winters, & C. Jacobs (Eds.), *Investing in the educational success of Black women and girls.*, (pp. 214-226). Stylus Publishing.
7. **Boveda, M.** (2021). Surprising home visits. In D. Connor & B. Ferri (Eds.), *How teaching shapes our thinking about disabilities: Stories from the field.* (pp. 193-194). Peter Lang Publishing. doi.org/10.3726/b18015
6. Bhattacharya, K. & **Boveda, M.** (2020). Enacting Anzaldúan spiritual activism: Intersecting personal and collective shadows in public intellectualism. In T.C. Wells, D.L. Carlson, & M. Koro-Ljungberg, (Eds.). *Intra-Public Intellectualism: Critical Qualitative Inquiry in the Academy* (pp. 171-191). Myers Education Press.
5. Cochran, G., **Boveda, M.,** & Prescod Weinstein, C. (2020). Intersectionality in STEM education. In C.C. Johnson, M. Mohr-Schroeder, T. Moore, & L. English (Eds.), *Handbook of research on STEM education* (pp 257-266). Routledge.
4. **Boveda, M.** (2019). Intersectional competence within diverse Latinx communities: Conceptualizing differences at a Hispanic serving institution. In N. D. Hartlep & D. Ball (Eds.), *Racial battle fatigue in faculty: Perspectives and lessons from higher education.* (pp. 101-114). Routledge.
3. **Boveda, M.** (2017). Sancocho: How Mami's stories fed my curiosity and continue to sustain me. In D.Y. Ford, J.L. Davis, M. Trotman Scott, & Y. Sealey-Ruiz, (Eds.), *Gumbo for the soul: Liberating stories and memoirs to inspire gifted females of color* (pp. 45-50). Information Age Publishing.
2. **Boveda, M.** (2017). Habitus, the social capital of the working class, and the intersectionality of an Afro-Latina's experiences. In M. Trotman Scott, D. Y. Ford, R. B. Goings, T. Wingfield, & M. Henfield (Eds.), *R.A.C.E. mentoring through social media: Black and Hispanic scholars share their journey in the academy* (pp. 53-62). Information Age Publishing.
1. Pugach, M.C., Blanton, L.P., & **Boveda, M.** (2014). Working together: Research on the preparation of general education and special education teachers for inclusion and collaboration. In P. D. Sindelar, E.D. McCray, M. T. Brownell, & B. Lignugaris/Kraft (Eds.). *Handbook of research on special education teacher preparation.* (pp. 143–160). Routledge.

Policy and Research Report

2. Boveda, L., & Boveda, M. (2023). Youth of color activism matters in the Critical Race Theory (CRT) debates. *Teachers College Record*, 125 (5), 130-134.
<https://doi.org/10.1177/01614681231181823>
1. Blanton, L. P., Pugach, M. C., & Boveda, M. (2014). *Teacher education reform initiatives and special education: Convergence, divergence, and missed opportunities*. Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform (CEEDAR) Center website:
http://ceedar.education.ufl.edu/wp-content/uploads/2014/09/LS-3_FINAL_09-20-14.pdf

Book Reviews

2. Boveda, M. (2019, August 1). Review of *Strengths-based approaches to educating all learners with disabilities: Beyond special education*, by Wehmeyer, M.L. *Teachers College Record*. Retrieved from:
<https://www.tcrecord.org/books/abstract.asp?ContentId=23014>
1. Boveda, M. (2018, January 10). Review of *Troublemakers: Lessons in freedom from young children at school*, by Shalaby, C. *Education Review/Reseñas Educativas*, 25. doi.org/10.14507/er.v25.2299

Other Publications

12. Boveda, M. (2023, April 20). Recognizing intersection of race, gender, disability helps students thrive. Why is that a crime in Florida? | Opinion. *Miami Herald*.
<https://www.miamiherald.com/opinion/op-ed/article274456765.html>
11. Boveda, M. (2022, April 20). Students of color in special education are less likely to get the help they need - here are 3 ways teachers can do better. *The Conversation*.
<https://theconversation.com/students-of-color-in-special-education-are-less-likely-to-get-the-help-they-need-here-are-3-ways-teachers-can-do-better-178111>
10. Boveda, M., Donaldson, M., Threkeld, A., Wilt, C., & Nyegenye, S. (2021). Executive summary: Special education advocate training to address anti-Black racism in special education. An Easterseals Partnership with the Collaborative on Racialized Disability (CORD).
<https://www.easterseals.com/shared-components/document-library/cord-research-executive.pdf>
9. Weinberg, A.E. & Boveda, M. (2021). Intersectionality conscious collaboration protocol: Educator Preparation version1.figshare. Online Resource, <http://doi.org/10.6084/m9.figshare.17288243>
8. Boveda, M. & Weinberg, A. E. (2020). Intersectionally conscious collaboration protocol: Teacher educators version1.figshare. Online resource. <http://doi.org/10.6084/m9.figshare.13252085.v4>
7. Cochran, G. & Boveda, M. (2020). A framework for improving diversity work in physics. *2020 PERC Proceedings*; Peer-reviewed plenary, American Association of Physics Teacher.,
<http://doi.org/10.1119/perc.2020.plenary.pr.Cochran>
6. Boveda, M. (2019). Developing intersectional competence in the mathematical and physical sciences. *Bulletin of the American Physical Society*.
<http://meetings.aps.org/Meeting/CEDBER19/Session/2A.1>
5. Boveda, M. (2019, May 17). “Have you talked to him?” Interrogating adults’ reactions to children. *The Equity Alliance Blog*.

<https://equityalliance.stanford.edu/content/“have-you-talked-him”-interrogating-adults’-reactions-to-children>

4. Aronson, B. & **Boveda, M.** (2016, August). The shooting of Charles Kinsey and the erasure of Arnaldo Rio Soto. *DDEL VOICES*, 6(3), 8-9. <https://bit.ly/3mdlKa4>
3. Aydarova, O., **Boveda, M.**, Caldas, B., Hayes, N., & Warner, C. (2016, July). The teacher education thought collective: Confronting myths at AERA. *Teaching and Teacher Education Division K AERA Newsletter. Summer 2016*, 8-9.
2. **Boveda, M.** (2009). Making the curriculum meaningful. In M.C. Pugach, *Because teaching matters*, (2nd ed., p. 153). John Wiley and Sons.
1. **Boveda, M.** (2009). Making schools work for every student. In M.C. Pugach, *Because teaching matters*, (2nd ed., p. 195). John Wiley and Sons.

WORKS IN PROGRESS

Peer-Reviewed Journal

Lopez, F. & **Boveda, M.** (under review). Centering student voice to inform teacher practice and research: Validation of an asset-based identities measure. [Manuscript submitted for Publication]

Aryee-Price, O. & **Boveda, M.**, (in progress). Santrofi anoma: Black Lives Matter and how it feels to be a dilemma.

Book Chapters In Progress

Boveda, M., Richmond, A.*, & Armandariz, K*., (In progress) Reimagining teacher preparation for interconnected guidance: Collaborations between educators and related service personnel

Other Publications in Progress

Boveda, M. & Boveda, L. (accepted). Fact sheet: Centering youth of color activism and knowledge in the Critical Race Theory debates.

Rock, M., Kozleski, E., **Boveda, M.**, & Bruder, M.B. (under review). Creating a 21st century educator workforce: Using systems thinking to chart and sustain the course. AERA Research Mini-Conference White Paper.

Boveda, M. & Ruiz, E.A. (accepted)). Intersectional competence in teaching. In M.T. Winn & L.T. Winn (Ed.), *Bloomsbury Encyclopedia of Social Justice (Vol. 8)*. Bloomsbury.

RESEARCH GRANTS

Funded Grants

2021 Principal Investigator, López, F. with Co-Principal Investigators, **Boveda, M.**, Gray, D.L., Ram, N, González, N., López,L., & Oviedo, D. *Asset-Based Intersectional Identities Among Latinx, Black, and Indigenous Youth: Centering Student Voice to Inform*

Teacher Practice and Research. Leveraging Education Advanced Research Now (LEARN), Assessment for Good, (Amount granted \$300,000). April 2022 – March 2023

- 2019 Principal Investigator, Cramer. E. with Co-Principal Investigators, Artiles, A., Benedict, A., **Boveda, M.** *Inclusive Consortium of Leaders in Urban Disabilities Education (Project INCLUDE)* CFDA 84.325D. Directed in the Priority to Office of Special Education Programs, U.S. Department of Education (Amount granted: \$3,711,729 with 100% university cost share). October 2019 – October 2024.
- 2019 Principal Investigator with Weinberg, A. E. (Co-Principal Investigator). *Protocols for Coteaching and Collaborative Practices*. Faculty Fund for Teaching Excellence and Student Success, Arizona State University, (Amount granted: \$10,000). February – June 2019.
- 2019 Principal Investigator with Weinberg, A. E. *Teacher Candidate Affordances and Perceptions of Efficacy in Collectively-Taught Elementary and Typical Student Teaching Settings*, ASU Office of Scholarship & Innovation Internal Research Grant Program, Mary Lou Fulton Teachers College. (Amount granted: \$600). August 2019 – Sept 2019.
- 2019 Principal Investigator, *Black Feminist Literature and Epistemologies*. Learning Community Grant. Office of Scholarship & Innovation 2017-18 Internal Research Grant Program, Mary Lou Fulton Teachers College, Tempe, AZ (Amount granted: \$1000). January – May 2020.
- 2017 Principal Investigator. *Toward Establishing Evidence of External Validity for the Intersectional Competence Measure*. Office of Scholarship & Innovation 2017-18 Internal Research Grant Program, Mary Lou Fulton Teachers College, Tempe, AZ, (Amount granted: \$9,158.00). January – May 2019.

Unfunded Grants

- 2022 Principal Investigator with Co-Principal investigators Lindo E., Threlkeld A., Nyegenye S., Wilt, C., *Rethinking Special Education Advocacy: From Advocates to Critical Supporters who center Black Youth and Families*, Spencer Foundation (Amount requested: \$398,971).
- 2022 Principal Investigators, McCray. E., **Boveda, M.**, King-Thorius, K. with Co-Principal investigator, Santamaria Graff, C., *Project Disrupting Inequities in Research and Education using Cultural Theories (DIRECT)* CFDA 84.325D. Directed in the Priority to Office of Special Education Programs, U.S. Department of Education (Amount requested: \$3,595,113).
- 2021 Principal Investigator with Weinberg, A. E. (Co-Principal Investigator). *Intersectionally Conscious Collaboration for Educator Preparation*. AERA Division K Anti-Racist Teaching and Teacher Education Seed Grant Proposal, (Amount requested: \$14,858).
- 2021 Principal Investigators, McCray. E., **Boveda, M.**, King-Thorius, K. with

Co-Principal investigators, Collins, K., Patterson, A., Campbell, As., Santamaria Graff, C., & Paredes Scribner, S., *Project Disrupting Inequities in Research and Education using Cultural Theories (DIRECT)* CFDA 84.325D. Directed in the Priority to Office of Special Education Programs, U.S. Department of Education (Amount requested: \$3,750, 000).

- 2020 Principal Investigator, Cochran , G.I., with Co-Principal Investigator, **Boveda, M.**. ECR DBER DCL: Collaborative Research – *A Synthesis of Knowledge on Intersectionality in Discipline-Based STEM Education Research*, National Science Foundation, (Amount requested, \$464,170).
- 2020 Principal Investigator, **Boveda, M.**, with Co-Principal Investigator, Zheng, Y. *Establishing Evidence of Validity for the Intersectional Competence Measure* Spencer Foundation Research Grants on Education: Small. (Amount requested, \$50,000).
- 2020 Principal Co-Investigators, **Boveda, M.** & Weinberg A.E . *The Development and Validation of Intersectional Consciousness with University STEM Faculty and Teacher Educators* ASU Institute for Social Science Research Seed Grant Program, (Amount requested \$7,947.63).
- 2020 Principal Investigator, Benedict A. with Co-Principal investigators, **Boveda, M.**, Weinberg, A., Horner-Theisen, V, Thompson, N. & Kurz, A. *Intersectionally Diverse Collaborative Urban Teacher Education (Project InDUCTEd)* CFR 75.105. Department of Education (Amount requested: \$2,199,481 with 100% university cost share).
- 2019 Principal Investigator, Liou, D.D., with Co-Principal Investigators Adelman, M., **Boveda, M.**, Sampson, C., & Rotheram-Fuller, E. *Co-Constructing Equity, Diversity, and Inclusivity*. Spencer Foundation Research-Practice Partnership Program, (Amount requested \$400,000)
- 2018 Principal Investigator with Weinberg, A. (Co-Investigator). *Ethical Collaboration for Enhancing the Intersectional Competence of Preservice Teachers*. Center for Education and Ethics Research Grants, University of Wisconsin-Madison and the University of Illinois-Chicago. (Amount requested: \$40,000)

AWARDS, DISTINCTIONS, AND GRANT SUPPORT

- 2023 2023 AERA Scholars of Color Early Career Contribution Award, American Educational Research Association
- 2023 Outstanding Reviewer for 2022, *Educational Researcher*, American Educational Research Association
- 2022 Forest of the Rain, I AM L.E.E. Laureate, Content of the Year
- 2022 Division for Culturally and Linguistically Diverse Exceptional Learners of the Council for Exceptional Children, Early Career Award
- 2021 Center for Innovation in Teacher Education and Development (CITED) Faculty Fellow, 2021-2024 Cohort

- 2020 Nominated, 2021 Scholars of Color Scholars Early Career Contribution Award , American Education Research Association
- 2020 Nominated, ASU Graduate College Outstanding Faculty Mentor Award, Doctoral Mentor Category
- 2019 Co-Nominated with Andrea Weinberg, the Arizona State University Catalyst Award
- 2018 Recipient of the Outstanding Dissertation Award from the Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG of AERA.
- 2016 Recipient of the International Teacher Leadership Conference scholarship, Lastering, Center for Learning, University of Florida
- 2015 Selected participant for the Graduate Student Seminar, AERA Division K, American Education Research Association, Chicago, Illinois
- 2011 Recipient of the Intellectual Contribution/Faculty Distinction Award, Harvard Graduate School of Education
- 2011–2016 Cohort member and recipient of *Empowering Diverse Urban Change Agents Through Education* (Project EDUCATE), U.S. Department of Education full tuition funding for doctoral degree in special education
- 2007–2009 Cohort member and recipient of *Qualified Urban Elementary Special-education Teachers* (Project QUEST), U.S. Department of Education full tuition funding for master's degree in special education
- 2006 Recipient of Jack Lamb Rookie Teacher of the Year, Florida Council for Exceptional Children
- 2006 Rookie Teacher of the Year, Council for Exceptional Children, Miami Chapter 121
- 2007 Principal Investigator. *Citibank Success Fund, Education Fund Mini-Grant*, “Reading Between the Lens” for Myrtle Grove Elementary School, \$1000.
- 2005 Graduate with high honors from Florida International University
- 2004 Recipient of the Jane O. McQuire Memorial Endowment Scholarship, College of Education, Florida International University
- 2001–2002 Dean’s List: Sophomore Fall, Winter and Spring Semesters, Dartmouth College

PROFESSIONAL MEETINGS

Invited Talks

- 2023 **Boveda, M.** (keynote speaker). Collaborating Across Differences: Elevating Intersectional Consciousness to Improve Outcomes for All Students. Ohio Deans Compact on Exceptional Children, Dublin, Ohio, September 21-22.

- 2023 **Boveda, M.** (invited speaker). Literature reviews: Editing *Review of Educational Research*. New Mexico State University, Virtual, September 2.
- 2023 **Boveda, M.** (discussant). Aronson, B., Angeles, S., Harmon, M. T., Krishnamoorthy, R. & Martinez, R., Community Anchoring of Our Embodied Intersectional Being, Paper will be presented at the Annual Conference, American Educational Studies Association, Louisville, KY, November 8-12.
- 2023 **Boveda, M.** (keynote speaker). *Understanding Intersectional Professional Vulnerability: The Cost and Benefits of Teaching Marginalized Students*. Ohio Council for Children with Behavior Disorders, Cincinnati, OH, June 13-14.
- 2023 **Boveda, M.** (invited speaker). *Developing Intersectionally Conscious Collaborations to Enact Culturally Responsive Mentoring*. Career and Occupational Mentoring for the Professional Advancement of Science Students (COMPASS), Virtual, May 18.
- 2023 **Boveda, M.** (invited participant). *Investing in the research and success of African American girls and women: What is the way forward?* Speaker Session, American Educational Research Association Conference, Chicago, April 16.
- 2023 **Boveda, M.** (presenter). *From "Advocate" to "Critical Supporter": Theorizing special education advocacy when centering Black families*. Roundtable Session: Centering Black Families and Black Youth in Inquiry and Transformative Education. American Educational Research Association Conference, Chicago, April 15.
- 2023 McCray, E. D., & **Boveda, M.** (presenter). *"Like running water": Intersectional consciousness among Black women special education faculty*. American Educational Research Association Conference, Chicago, April 15.
- 2023 **Boveda, M.** (invited panelist). *The Critical Race Theory debate: Next steps for now and the future*. Critical Conversations Webinar. Michigan Council for Exceptional Children (MCEC), Virtual Meeting, February 16.
- 2023 **Boveda, M.** (invited speaker). *Disability Justice and Physics Education: Dreaming of Liberatory Futures*. 2023 American Association of Physics Teachers Winter Meeting, Portland, Oregon, January 14-17.
- 2022 **Boveda, M.** (invited participant). *Envisioning an Interdisciplinary Future for Special Education and Gifted Racial Equity Research*. Envisioning an Interdisciplinary Future. Funded by the Spencer Foundation. City University of New York Hunter College's Roosevelt House Public Policy Institute, New York, NY, December 1-2.
- 2022 **Boveda, M.** (invited keynote speaker). Opening General Session: Building Bridges around Diversity and Equity. Teacher Education Division 2022 Annual Conference, Council for Exceptional Children Richmond, Virginia. November 8.
- 2022 **Boveda, M.** (invited plenary speaker). Diversity Caucus Spotlight Session. Teacher Education Division 2022 Annual Conference, Council for Exceptional Children Richmond, Virginia. November 8-11.

- 2022 **Boveda, M.** (invited keynote speaker). *Taking the unknown road and developing intersectional consciousness*. Workshop. Department of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas (Virtual), September 17.
- 2022 **Boveda, M.** (invited speaker, faculty mentor). *How scholars position themselves in their writing: Beyond making positionality statements*. Curriculum Inquiry Writers' Retreat, University of Toronto, Toronto, ON, June 14-17.
- 2022 **Boveda, M.** (discussant). *Setting an agenda for an anti-racist program of research in educational psychology*. American Educational Research Association Small Conference, State College, PA, April 4.
- 2022 Boveda, M. (invited speaker). *The intersection of race and disability in education*. UFV em Formação (Virtual) Universidade Federal de Viçosa, Brazil, March 28.
- 2022 **Boveda, M.** (invited speaker). *Elevating Intersectional Consciousness: Preparing teachers to work with students with disabilities*. Department of Special Education, College of Education, University of Illinois, Urbana-Champaign, IL, March 10-11.
- 2022 **Boveda, M.** (keynote speaker). *Equity in education post-Pandemic*. AACTE 74th Annual Meeting Holmes Program. American Association of Colleges for Teacher Education, New Orleans, LA, March 3-4.
- 2022 **Boveda, M.** (invited speaker). *The Critical Race Theory debate: Promoting a marketplace of ideas*. Equity Through Collaboration and Engagement Webinar Series, Michigan Council for Exceptional Children (MCEC). February 10.
- 2022 **Boveda, M.** (invited speaker). *Race and Equity in Special Education*. American Association of Colleges for Teacher Education (Virtual), January 28.
- 2022 **Boveda, M.** (invited speaker). *Imagining more inclusive and just futures in science education research, policy, and practice*. Presidential Webinar, NARST. January 28.
- 2021 **Boveda, M.** (invited speaker). *Steering into the Future: Directions for Teacher Preparations Practice and Research*. Keynote Panel, Teacher Education Division Conference, Council for Exceptional Children, Fort Worth, TX, November 4.
- 2021 **Boveda, M.** (invited speaker). *Addressing Disparities of Black Students with Disabilities*. Equity & Diversity Webinar. Easterseals and EducationWeek (Virtual), October 6.
- 2021 **Boveda, M.** (invited speaker). *Striving for Quality and Equity in Challenging Times*. Higher Education Consortium for Special Education Winter Summit. Opening Day Virtual Panel, February 4.
- 2020 **Boveda, M.** (invited speaker). *International Peoples with Disabilities Day: Facebook Live Event*. The National Black Lives Matters at School's Steering Committee. Facebook Live Event, December 18.
- 2020 **Boveda, M.** (invited speaker). *Elevating Critical Research in Special Education: A Conversation with Multiple Voices Editors*. Division of Diverse Exceptional Learners

of the Council for Exceptional Children, Virtual Meeting. November 9.

- 2020 **Boveda, M.** (invited speaker). *Developing Intersectional Competence: Are General and Special Education Preservice Teachers Prepared to Respond to Multiple Differences?* Dean's Equity Forum (Virtual), College of Education, Pennsylvania State University, November 12.
- 2020 **Boveda, M.** (invited speaker). *Intersectionality Conscious Collaboration and Ableism. Advancing Coherent and Equitable Systems of Science Education (ACESSE 50+)*, funded by National Science Foundation, Virtual Network Meeting, November 8-10.
- 2020 **Boveda, M.** (invited speaker). *Disciplined to Access the General Education Curriculum: Critical Disruptions of U.S.-Based Inclusive Education Discourse*, Special and Inclusive Education, Special Interest Group, American Education Research Association, Virtual Speaker Series, October 14.
- 2020 **Boveda, M.** (plenary speaker). *Intersectionality and Transdisciplinarity in Physics Education*. American Association of Physics Education. Virtual Summer Meeting, July 20.
- 2020 **Boveda, M.** (invited speaker). *Preparing educators for diverse, equitable and inclusive practices*. American Association of Colleges for Teacher Education and Learning Policy Institute webinar, January 30.
- 2019 **Boveda, M.** (keynote address). *Developing intersectional competence in the mathematical and physical sciences*. Conference for Equity in Discipline Based-Education Research in the Mathematical and Physical Sciences, funded by the Spencer Foundation. Rutgers University, May 31- June 1.
- 2019 **Boveda, M.** (invited participant). *An Afro-Latina's development of intersectional consciousness: A de/colonial approach to educational research ethics*. Envisioning Racial Equity on College Campuses: Bridging Research-to-Practice Gaps for Institutional Transformation, funded by the Spencer Foundation. State College, PA, February 7-9th.
- 2018 **Boveda, M.,** Aviles, A., & Williams, N, (invited panelist), *How to hit the job market as a "critical" scholar?* Critical Race Studies in Education Association Conference, Albuquerque, NM, May 30.
- 2018 **Boveda, M.** (invited speaker). *Developing and measuring intersectional competence: Are general and special education teachers prepared to respond to multiple differences?* Miami University, College of Education, Health, and Society, Oxford, OH, February 22.
- 2014 **Boveda, M.** (invited speaker). *Intersectionality: Responding to Shifting Demographics Web Series*. Hosted by the Diversity Caucus of the Teacher Education Division, Council for Exceptional Children, February 27.
- 2012 **Boveda, M.** (invited speaker). *Universal design for learning: "What do you mean that I must have an inclusive classroom?"* Invited webinar speaker for the Christian Education Essential Services (CEES), Bakke Graduate University Teacher Seminar held in the National Library, Georgetown, Guyana, August 7.

Conference/Conference Panels Organized

- 2023 **Boveda, M.** (Conference Organizer and Thematic Lead). The Batschelet Conference on Intercultural and Intersectional Competence for School Leaders: Building an Empirical Base for Professional Development. University Park, PA, October 18-19.
- 2023 **Boveda, M.** (chair). *From special education advocates to critical supporters: Rethinking advocacy for Black youth labeled with disabilities and their families.* Division K Virtual Sessions, American Educational Research Association Conference, Virtual, May 5.
- 2023 **Boveda, M.** (chair). *Intersectionality and Teacher Education Research.* Invited Speaker Session for the American Educational Research Association Conference, Chicago, April 16.
- 2023 **Boveda, M.** (chair). *The Role of Resistance in Medical, Legal, and Educator Professional Identity Formation: A Conversation in Chicago.* Speaker Session for the American Educational Research Association Conference, Chicago, April 15.
- 2023 Boveda, M. (chair). *DisCrit mothering: Interrogating consequential education for our children's lives and humanity.* Symposium for the American Educational Research Association Conference, Chicago, April 14.
- 2020 Ana Louise Keating (invited keynote speaker), Kakali Bhattacharya (invited keynote speaker), & **Boveda, M.** (co-organizer and moderator). *Dialogues with more-than-human worlds: Approaches to writing, methodologies, and pedagogies.* Comparative & International Education Society Society, v-CIES, March 25, 2020. <https://cies2020.org/keynotes/dialogues-with-more-than-human-worlds/>
- 2019 **Boveda, M.** (chair). Mothering and daughtering as methodological framing: Black and transnational feminist interrogations of curricular inquiry. Thematic roundtable for the American Education Research Association Conference, Toronto, Canada, April 5-9.
- 2018 Bhattacharya K. (co-organizer), **Boveda, M.** (chair, co-organizer), Evans-Winter, V., & Laura, C., *Inspired by love: Revolutionary love-based ontoepistemic and ethical possibilities for transformative methodology.* Symposium for the American Educational Research Association Conference, New York, NY, April 13-17.
- 2017 **Boveda, M.** & Patterson, D. (co-chairs). *TED Diversity caucus showcase: Elevating the experience in expertise.* Symposium for the Teacher Education Division Annual Conference, Council for Exceptional Children, Savannah, GA, November 8-10.

Peer-Reviewed Conference Papers

* indicates doctoral student(s) participating as authors

- 2023 **Boveda, M.** *Mamá Osa in the Mountains: African Ascendientes' Embodiments of*

Fugitivity and Freedom in the Americas. Paper presented at the Caribbean Feminisms: Genealogies and Geographies of Resistance, The Association of Caribbean Women Writers & Scholars (ACWWS), San José Province, Costa Rica, June 22-23.

- 2022 **Boveda, M.**, Fitchett, C., Courtade, G. R., Hott, B. L. *Special education journals: Who is publishing and who is reviewing?* Teacher Education Division 2022 Annual Conference, Council for Exceptional Children, Richmond, Virginia, November 8-11.
- 2022 **Boveda, M.**, Threlkeld, A. D., Nyegenye, S., Watson, E., & Wilt, C. *Building bridges between higher education and the community through non-profit partnership*. Teacher Education Division 2022 Annual Conference, Council for Exceptional Children, Richmond, Virginia, November 8-11.
- 2022 Threlkeld, A. D., **Boveda, M.**, Lindo, E., Nyegenye, S., & Wilt, C. *Developing advocates capable of supporting Black families with children with disabilities: A design study approach*. International Conference on Urban Education, Cancun, Mexico, November 2-5.
- 2022 **Boveda, M.**, Souto-Manning, M. (session organizer), *The Pandemic as a Portal: On Transformative Ruptures and (Im)Possible Futures for Education*. Paper accepted for the American Education Research Association Annual Meeting, April 21-26.
- 2022 **Boveda, M.** Souto-Manning, M. (session organizer), *Cultivating Equitable and Racially-Just Teaching and Learning: An Imperative in Brazilian Public Schools*. Session accepted for the American Education Research Association Annual Meeting, April 21-26.
- 2022 Cormier, C., Aladejebi, F. & **Boveda, M.** Black Educators and the Struggle for Educational Justice. Paper accepted for the American Education Research Association Annual Meeting, April 21-26.
- 2022 Tewa, R.*, Begay, N.*, & **Boveda, M.** *Qualitative Investigation of Two Navajo Scholars' Academic Journey in Special Education*. Paper presented for Council for Exceptional Children 2022 Convention and Expo, January 16-19.
- 2021 **Boveda, M.** *Theorizing to Transform Teacher Education for Disability-Inclusive Practices*. Paper presented at the American Education Research Association Annual Meeting, Virtual Meeting, April 9-12.
- 2021 Weinberg, A. & **Boveda, M.** *Intersectionally conscious collaboration: Validation of a protocol in a university-based Teacher Education Program*. Paper presented at the American Education Research Association Annual Meeting, Virtual Meeting, April 9-12.
- 2021 **Boveda, M.** *Cimarrona Knowledges: Mapping Ancestral Enactments of Personal Maronage and Black Feminist Refusals*. Paper accepted for the American Education Research Association Annual Meeting, Virtual Meeting, April 9-12. (session cancelled).
- 2021 Cramer, E., Benedict, A., Cumming, M., & **Boveda, M.** *Project INCLUDE: Building University Partnerships to Diversify the Special Education Teacher and Researcher Work Force*. CEC's Learning Interactive Virtual Event (CEC L.I.V.E.), March 8-13.

- 2021 Begay, N.*, Tewa, R.*, & **Boveda, M.** *Balancing two worlds during a pandemic: Indigenous scholars interrogating specialized education services* [Conference session]. 2021 Virtual Alumni of Color Conference, Harvard Graduate School of Education Virtual Event, March 6-7.
- 2020 Cid, X., Hernandez, B., Esqueive, J., Antonetti, V., & **Boveda, M.** *Celebrating Afro Latinidad in astronomy, physics, and throughout all levels of academia*. Paper presented at the Society for Advancement of Chicanos/Hispanics and Native Americans in Science The National Diversity in STEM Virtual Conference, October 19- 24, 2020
- 2020 McCray, E. & **Boveda, M.** *(Re)centering interconnectivity: Endarkened feminist inquiry in special education*, Paper accepted for the American Education Research Association Conference, San Francisco, CA, April 17-21. Conference cancelled.
- 2020 **Boveda, M.** *Testing my gangsta: Improvised assessments of Black girlhood in “high-ability” academic spaces*. Paper accepted for the American Education Research Association Conference, San Francisco, CA, April 17-21. Conference Cancelled.
- 2020 Hines, D., **Boveda, M.** & Lindo, E. *Examining the mass incarceration, intersectionalities, and carceral state of special education for Black children*. Paper accepted for the American Education Research Association Conference, San Francisco, CA, April 17-21. Conference cancelled.
- 2020 **Boveda, M.** *Intersectional consciousness, Black feminism(s), and Critical Race Theories for the Collaborative Physics Educator*. Paper presented at the American Association of Physics Teacher Conference, Orlando, FL, January 18-21.
- 2020 *Salinas, S. & **Boveda, M.** *Bifocal teacher preparation: Special education for culturally and linguistically diverse learners [from] a critical, historical policy perspective*. Paper presented at the Council for Exceptional Children Convention and Expo, Portland, OR, February 5-8.
- 2019 Weinberg, A. E., & **Boveda, M.**, *Intersectionally conscious collaboration: Validation of a protocol in a university-based teacher education program*. Paper presented for the Arizona Educational Research Organization (AERO) Annual Conference, Tempe, AZ, December 6.
- 2019 **Boveda, M.**, Reyes, G., & Aronson, B., *De/colonizing “access” to the general education curriculum: Girls of color, dis/abilities, and specialized education programming*. Paper presented for the American Education Research Association Conference, Toronto, Canada, April 5-9.
- 2019 **Boveda, M.** *Centering Mami-Informed Ontoepistemologies*. Paper presented for the American Education Research Association Conference, Toronto, Canada, April 5-9.
- 2019 **Boveda, M.** & McCray, E. *Black feminist perspectives in special education*. Paper presented for the International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, USA, May 15-18.

- 2019 Parra-Gaeta, I. & **Boveda, M.** *From a Chilean higher education practitioner to a U.S.-based doctoral student: Embodied lessons when thinking about home.* Paper presented for the annual Alumni of Color Conference, Harvard Graduate School of Education, Cambridge, MA, March 1-2.
- 2019 Trotman Scott, M., Simmons-Reed, E., Taradash, G., **Boveda, M.** & Ford, D. *The bill of rights for students of color with exceptionalities.* Paper presented for Council for Exceptional Children Convention and Expo, Indianapolis, IN, Jan. 29- Feb 2.
- 2019 Bettini, E., Mason-Williams, L., Matthews, H., **Boveda, M.** & Rodgers, W. *Novice teachers' commitment and the relationship between role, social resources, and school poverty.* Session accepted for Council for Exceptional Children Convention and Expo, Indianapolis, IN, Jan. 29- Feb 2.
- 2018 **Boveda, M.**, Reyes, G., & Aronson, B. *Disciplined to access the general education curriculum: Girls of color, disabilities, and specialized education programming.* Paper presented for the American Educational Studies Association Annual Conference, Greenville, SC, Nov. 7-11.
- 2018 **Boveda, M.** *Love as methodology: Contextualizing rigor and setting standards.* Paper presented for the American Educational Research Association Conference, New York, NY, April 13-17.
- 2018 **Boveda, M.** Ransom, J., Aronson, B., Hines, D. & Jackson, I. *A Review of intersectionality as a lens across equity-based research in education.* Paper presented for the American Educational Research Association Conference, New York, NY, April 13-17.
- 2018 Aronson, B. & **Boveda, M.** *The Intersection of White Supremacy and the Education Industrial Complex: An Analysis of #BlackLivesMatter and the Criminalization of People with Disabilities.* Paper presented for the American Educational Research Association Conference, New York, NY, April 13-17.
- 2018 Bettini, E., Mason-Williams, L., Matthews, H., **Boveda, M.** & Rodgers, W. *Novice teachers' access to social resources: Special vs. general educators in high- vs. low-poverty schools.* Paper presented for the American Education Research Association Conference, New York, NY, April 13-17.
- 2017 Aronson, B.A., Aydarova, O., **Boveda, M.**, Cordova, R., Hayes, N., & Reyes, G. *Teacher educators as collectives of diverse transformative intellectuals.* Session presented at the American Educational Studies Association, Pittsburgh, PA, November 1-5.
- 2017 Bettini, E., Mason-Williams, L., Mathews, H., **Boveda, M.**, & Rodgers, W. *Comparing novice teachers' access to supportive social contexts across shortage versus Non-shortage areas.* Paper presented at the Teacher Education Division Annual Conference, Council for Exceptional Children, Savannah, GA, November 8-10.
- 2017 **Boveda, M.** *Contextualizing rigor and setting standards for education research after Harvey, Irma, and Maria.* Paper presented at the De tripas corazones symposium: Puerto Rico's resilience, creativity, and solidarity after Hurricane Irma. Arizona State University, Phoenix, AZ, November 20.

<http://www.ustream.tv/recorded/109951779>

- 2017 Aydarova, O., **Boveda, M.**, Caldas, B., Hayes, N., & Warner, C. *Confronting myths in teacher education policy and practice: An interdisciplinary collective approach*. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX, April 27-May 1.
- 2016 Bettini, E., **Boveda, M.**, & Billingsley, B. *Cultivating special educators to serve students with disabilities in high poverty schools*. Paper presented at Teacher Education Division Annual Conference, Council for Exceptional Children, Lexington, KY, November 9-12.
- 2016 **Boveda, M.** *Developing intersectional competence: Recognizing and responding to multiple markers of difference*. Paper presented at International Conference on Urban Education, San Juan, Puerto Rico, November 3-6.
- 2016 **Boveda, M.** *Establishing the theoretical and qualitative basis for validating the intersectional competence measure*. Paper presented at American Educational Research Association Annual Meeting, Washington, DC, April 8-12.
- 2016 Goodwin, L., Aydarova, O., **Boveda, M.**, Caldas, B., Hayes, N., & Warner, C. *Myths about teacher preparation: Dismantling common misconceptions about our work and our impact*. Co-chaired Dialogue session presented at American Educational Research Association Annual Meeting, Washington, DC, April 8-12.
- 2015 Pellegrini, C., Muñoz, L., **Boveda, M.**, Cramer, E. & Blanton, L.P. *Empowering diverse urban change agents through education*. Single paper presented at Teacher Education Division Annual Conference, Council for Exceptional Children, Tempe, AZ, November 4-7.
- 2015 **Boveda, M.**, Jasper, A.D., & Patterson, D. *Evaluating the diversity views of teacher educators*. Conversation session at Teacher Education Division Annual Conference, Council for Exceptional Children, Tempe, AZ, November 4-7.
- 2014 **Boveda, M.** *Personnel preparation: Examining the discourse of collaborative teacher education research*. Professional poster presented at the Office of Special Education Program's Project Director's Conference, U.S. Department of Education, Washington DC, July 21-23.
- 2014 **Boveda, M.** *Intersectionality and teacher education: Going beyond special and general education identity markers in collaboration discourse*. Professional poster presented at the annual Alumni of Color Conference, Harvard Graduate School of Education, Cambridge, MA, February 28- March 1.
- 2014 **Boveda, M.** *Enacting intersectionality: Preparing teachers to understand and respond to multiple diversities*. Paper presented at the FCEC Annual Conference, Florida Council for Exceptional Children, Orlando, FL, October 16-18.
- 2013 Blanton, L.P. & **Boveda, M.** *Co-teaching as mentoring in teacher education*. Conversation session with Linda P. Blanton at Teacher Education Division Annual Conference, Council for Exceptional Children, Ft. Lauderdale, FL, November 5-9.

- 2013 Blanton, L.P., Paliokas, K., **Boveda, M.**, & Muñoz, L. *How teacher licensure policy in special education influence school practice: A case of mixed messages*. Paper presented at American Education Research Association Annual Meeting, San Francisco, CA, April 27- May 2.
- 2013 **Boveda, M.** *The wild west and the school cafeteria: Qualitative Interviews of two special education faculty members*. Graduate student poster presented at the FCEC Annual Conference, Florida Council for Exceptional Children, St. Petersburg, FL, October 17-19.
- 2012 **Boveda, M.** *Preparing preservice teachers to collaborate: A review of empirical studies on co-teaching*. Professional poster presented at the FCEC Annual Conference, Florida Council for Exceptional Children, Jupiter, FL, October 25-27.
- 2011 Yoskikawa, H., **Boveda, M.**, & Batista, Cheyenne. *Dean's advisory committee on equity and diversity: Data from the student experiences surveys and student perspectives*. Paper presented at faculty of whole meeting at Harvard Graduate School of Education, Boston, MA, March 7.
- 2011 **Boveda, M.** *Education completion in the Dominican Republic¹*. Paper presentation at annual International Education Policy Conference, Harvard Graduate School of Education, Cambridge, MA, January 20-21.
- 2010 **Boveda, M.** & Hand, A. *Leveraging international best practices to support national efforts to attract high quality candidates into the teaching profession*. Paper presented by Fernando Reimers at the Global Education Advisory Council: World Economic Forum, Davos, Switzerland.
- 2009 **Boveda, M.** *The influence of implementing dialogues/ literature circles on the use of higher order questions for students with disabilities*. Poster presented at Action Research Project Symposium, Florida International University, Miami, FL.

Conference Activities

- 2021 Discussant for the symposium “It’s Our Responsibility as Teacher Educators?: Toward Justice in Brazilian Public Schooling” at the American Education Research Conference, Virtual Meeting, April 9-12.
- 2021 Discussant for the symposium “In the Pursuit of Justice in Brazilian Public Schooling” at the American Education Research Conference, Virtual Meeting, April 9-12.
- 2018 Invited speaker: *How to hit the job market as a ‘critical’ scholar*. Graduate Student Pre-Conference of the Critical Race Studies in Education Association Conference, Albuquerque New Mexico, May 29- June 1.
- 2018 Chair and discussant for the roundtable session “Further Application of Paulo Freire’s Pedagogy” at the American Educational Research Association Conference, New York, NY, April 13-17.

¹ Paper used by Creative International Associates to inform a Spring 2011 project in Dominican Republic.

- 2018 Chair for the roundtable session “Examining Gender in Science, Technology, Engineering, and Math (STEM)” at the American Educational Research Association Conference, New York, NY, April 13-17.
- 2018 Discussant for the paper session “Teacher Experiences of Race and Diversity in Teacher Education” at the American Educational Research Association Conference, New York, NY, April 13-17.

RESEARCH EXPERIENCE

Intersectional Consciousness of Black Women in Special Education

(IRB ID: STUDY00012163)

Principal Investigator

Arizona State University

With Principal Investigator Erica D. McCray, University of Florida (IRB202001567)

The research team is conducting qualitative interviews and document reviews to interrogate the experiences of Black women faculty in special education, disability studies, and inclusive education. Interview questions and content analysis will attend to participants’ intersectional consciousness—that is, teacher educators’ awareness of how sociocultural and minoritized identities intersect with efforts to disseminate knowledge, prepare P-12 educators, and engage in equity-based research agendas.

Deaf Inclusion in Brazilian Public School classrooms: Mapping and understanding the role of reaching tools, practices, and approaches in inclusive learning

Consultant and Faculty Research Affiliate

Teachers College, Columbia University; Fundação Lemann

Assist with the theoretical and methodological framework of the research project. This multi-site qualitative study, involves interview with teachers and Deaf student, classroom observations, and analyses of artifacts (e.g., lesson plans, teaching materials, student work) with the aim of documenting tools, practices, and approaches used to include Deaf individuals in Brazilian public schools.

Intersectional Conscious Collaboration Protocol: Establishing Evidence of Validity

(IRB ID: STUDY00010379)

Principal Co-Investigator with Andrea Weinberg

Arizona State University

August 1, 2019 – present

Facilitating qualitative interviews of teacher educators’ and preservice teachers’ understanding of a co-teaching and collaboration protocol. The protocol expands on existing collaborative models using intersectional competence and sociocultural frameworks to establish and maintain collaborative collegial relationships.

Toward Establishing Evidence of External Validity for the Intersectional Competence Measure (IRB ID: STUDY00007591)

Principal Investigator

Arizona State University

January 1, 2018 – present

Facilitator and recruiter for focus groups and cognitive interviews in the Midwestern, Southeastern and Southwestern regions of the United States; develop data collection tools and instruments; and analyze qualitative data.

Dissertation Research (IRB protocol #103179)
Florida International University
June 2013 – June 2016

Identified the knowledge, skills, and dispositions that preservice teachers need to demonstrate intersectional competence; recruited expert panel members and participants; developed data collection tools and instruments; data analysis.

UNIVERSITY TEACHING EXPERIENCE

Undergraduate – Penn State University

SPLED 410 Culturally Responsive Pedagogy in Special Education (Fall 2022) – Taught undergraduate special education students about issues and practical applications regarding the education of culturally and linguistically diverse students with disabilities.

Graduate and Undergraduate – Penn State University

EDPSY/SPLED 408 Meeting the Instructional Needs of English Language Learners and English Language Learners with Special Needs (Fall 2021) – Taught undergraduate special education and graduate counselor education students about issues and practical applications regarding the education of culturally and linguistically diverse students with disabilities.

Graduate – Penn State University

SPLED 602 Supervised Experience in College Teaching (Fall 2022) – *In-person*. Supervised a graduate student's teaching of an undergraduate special education class.

SPLED 573 Introduction to Research in Special Education (Fall 2022) – On-line, asynchronous course. Taught graduate students how to find solutions in the literature to everyday classroom problems. Students learn how to (a) find information in the literature, (b) evaluate the technical adequacy of the information, and (c) apply the information to their setting.

Graduate – Arizona State University

DCI 691 - Critical Theory in Education (Spring 2021) – Engaged doctoral students in readings, media, and analyses of social theory and educational issues from both critical and postcritical perspectives. Students explore the deployment of power through school structures, processes, practices, and discourses.

SPE 792 - Sociocultural Research Group (Fall 2020) – Facilitate a doctoral seminar of students and candidates from various departments throughout the university. The central lens used to explore, critique, reflect on, and develop our research is work based on a sociocultural perspective.

ELL 515 - Structured English Immersion (SEI) Methods (Fall 2019) – Taught special education teacher candidates about the role of language and culture in teaching, different program types, and specific SEI strategies for teaching English Language Learners (ELLs).

SPE 555 - Inclusive Practices for Diverse Learners (Fall 2017) – Taught general education secondary teachers about the instruction and assessments needed to meet the needs of all learners in inclusive settings. The students were also required to create plans to address challenging classroom behaviors.

Graduate and Undergraduate – Arizona State University

SPE 430- Professional Practices, Foundations, and Collaborative Teaching in Special Education (Spring 2018) – Teach preservice special education teachers the foundations of special education such as effective collaboration and communication skills and co-teaching models that promote inclusive practices.

Undergraduate – Arizona State University

SPE 317/ BLE 408 – Special Education for Culturally and Linguistically Diverse Children and Youth, (Fall, 2018, Spring 2019, Fall 2019, Fall 2020). Instructor and Course Coordinator. General issues and practical applications regarding the education of culturally and linguistically diverse students with disabilities.

SPE 417- Inclusion Practices at the Secondary Level (Spring 2018) – Teaching preservice teachers to apply curricular practices to work with students with special needs in the middle and secondary school contexts.

Graduate – Florida International University

Academic Coach (online) EEX 6912 Advanced Theory and Research in Special Education (Spring 2016) – Facilitated online sections of the course with over 40 in-service teachers with the preparation of a literature review and the design of action research projects that were implemented at their urban school settings

EEX 6228 Integration of Curriculum, Assessment, and Instruction (Fall 2015)– Facilitated online section of the graduate course designed to foster an understanding of the teacher’s role in inquiry and how to use inquiry to analyze and address classroom practices and issues in the areas of assessment, curriculum, and instruction

Undergraduate – Florida International University

Adjunct Lecturer

EEX 3070 Teaching Exceptional Students in Inclusive Settings – Taught in person and online sections of the course, designed for general and special educators to develop the understandings, skills, and dispositions needed to work with students with exceptionalities in inclusive settings.

Guest Doctoral Instructor

MUE 3395 Music in Special Education – Sections taught by Cathy Benedict; Ari Nemsar. Guest lectured on the components and legal requirements for the Individual Education Program.

Graduate and Undergraduate – Dartmouth College

Assistant Teacher

SPAN 1: Spanish I, PORT: Introductory Intensive Portuguese, & PORT 3: Intermediate Intensive Portuguese – Implemented the Rassias Method for the Spanish and Portuguese Department, prepared course materials, and worked with undergraduate and graduate students in developing Spanish and Portuguese proficiency

Student Advising and Committees

The Pennsylvania State University PhD Committee Co-Chair

Christina Gilhuber (anticipated Summer 2023). Dissertation Title - TBD

American University School of Education EdD Committee Member

Cheyenne Batista (Spring 2022). Dissertation Title - “I Am Not Scary. I Am Strong. There’s A Difference.” Disrupting Misogynoir and Transforming Interpersonal Conflict for Black Women Education Leaders – A Multiple-Case Study

ASU Mary Lou Fulton Teachers College PhD Committee Member

Wendy Wakefield (Spring 2021). Dissertation Title – *RESET-Ting Professional Development: Fostering Mid-Career K-8 Teachers' Identities and Actions as Culturally Responsive Science and Engineering Educators*

ASU Mary Lou Fulton Teachers College EdD Committee Member

Julia Brady (Spring 2021). Dissertation Title – *Preparing teachers for diverse classrooms: Developing Intersectional Competence*

ASU Barrett Honors College Director

Carolina Siulok (Fall 2018), Undergraduate Thesis Title - Systematic Literature Review : *Conceptualization of Inclusive Education within Arizona's Borderlands*

Lauren Hawks (Fall 2020), Undergraduate Thesis Title - *How Asian American Educators Consider their Socio-Cultural Identity Markers*

SERVICE

Service to the Field (Boards, Professional Organizations, and Advisory Committees)

2023–2028	Advisory Committee Member for Early Childhood Intervention Personnel Development Equity Center, Division for Early Childhood, Council for Exceptional Children.
2022–present	Advisory Committee Member for NewSchools Venture Fund Learning Differences Advisory Board.
2022	2022 AERA Critical Examinations of Race, Ethnicity, Class, and Gender in Education Outstanding Dissertation of the Year Committee Member, American Educational Research Association
2022	2022 AERA Division K Outstanding Dissertation of the Year Committee Member, American Educational Research Association
2022–2024	Division K Annual Meeting Program Planning Chair, American Educational Research Association
2021–2024	Council for Exceptional Children Publications Committee Member

- 2020–2021 Division for Culturally and Linguistically Diverse Exceptional Learners of Council for Exceptional Children Research and Professional Issues Committee Member
- 2019–2021 Arizona Department of Education’s Culturally Inclusive Practices Advisory Council
- 2019–2020 Immediate Past Chair, Diversity Caucus of the Teacher Education Division of Council for Exceptional Children
- 2017–2019 Presidential Line for Division for Culturally and Linguistically Diverse Exceptional Learners of Council for Exceptional Children
- 2017–2019 Chair, Diversity Caucus of the Teacher Education Division of Council for Exceptional Children
- 2017–2019 Teacher Education Division (TED) of CEC Ad Hoc Committee Member
- 2017–2018 *Teacher Education Special Education* Editor Search Committee
- 2015–2016 Associate Chair, Diversity Caucus of the Teacher Education Division of Council for Exceptional Children
- 2015–2016 Constitution & Bylaws Chair, Division for Culturally and Linguistically Diverse Exceptional Learners of Council for Exceptional Children
- 2013–2017 Presidential Line for Miami Chapter 121 of Council for Exceptional Children
- 2013–2017 Newsletter Editor (Co-editor with Donna Y. Ford, 2016-17), Division for Culturally and Linguistically Diverse Exceptional Learners of Council for Exceptional Children

University Service

- 2021–2022 Search Committee Co-Chair SPLED Program, Department of Educational Psychology, Counseling, and Special Education, Pennsylvania State University
- 2021-2022 Equity Cohort Committee member, Department of Curriculum & Instruction, , Pennsylvania State University
- 2021 Hiring Committee Member, Administrative Assistant, Department of Educational Psychology, Counseling, and Special Education, Pennsylvania State University
- 2018–2020 Tempe Campus Representative, Faculty Women of Color Caucus at Arizona State University
- 2020–2021 Mary Lou Fulton Teachers College Equity Council Member, Arizona State University
- 2019–2020 Mary Lou Fulton Teachers College Curriculum Review Committee Member, Arizona State University

2019–2021	Education, Policy, and Evaluation PhD Program Admissions Committee, Mary Lou Fulton Teachers College, Arizona State University
2018–2020	Faculty Women of Color Caucus at Arizona State University
2017–2021	Faculty advisor for the ASU Chapter of the National Association for Multicultural Education (NAME)
2017–2019	Early Career Scholar of the Teaching and Learning Initiative of the Institute for the Science of Teaching and Learning, Florida International University
2016	Recruitment session for Master of Science candidates, U.S. Department of Education funded Project OPERATE (Online Preparation of Educators and Researchers in Autism Who Teach Effectively), Florida International University
2014	Recruitment session for Master of Science candidates, U.S. Department of Education funded Project PREPARE (Preparing Rigorous and Effective Professionals as Autism Researchers and Educators), Florida International University
2010–2016	Admissions Ambassador, participated in recruitment events; coordinated three sessions for prospective Harvard Graduate School of Education students in Miami, FL

Editorial Responsibilities

Co-Editor

2022–2025 *Review of Educational Research*

Editorial Boards

2023– <i>present</i>	International Editorial Board Member, <i>Curriculum Inquiry</i>
2022– <i>present</i>	Editorial Board Member, <i>Teacher Education and Special Education (TESE)</i>
2020– <i>present</i>	Reviewer, <i>Learning Disabilities Research & Practice</i>
2019– <i>present</i>	Consulting Editor, <i>Multiple Voices for Ethnically Diverse Exceptional Learners</i>
2016–2019	Reviewer, <i>Education and Urban Society</i>

Ad Hoc Editorial Commitments

2021– <i>present</i>	<i>The Urban Review</i>
2021– <i>present</i>	<i>Physical Review Physics Education Research</i>
2021– <i>present</i>	<i>Review of Educational Research</i>
2021– <i>present</i>	<i>Teaching and Teacher Education</i>
2021– <i>present</i>	<i>Teacher Education and Special Education</i>
2021– <i>present</i>	<i>Hypatia: A Journal of Feminist Philosophy</i>
2021– <i>present</i>	<i>Journal of Sociology</i>
2021– <i>present</i>	<i>American Journal of Sociology</i>
2020– <i>present</i>	<i>Equity and Excellence in Education</i>
2019– <i>present</i>	<i>Journal of Teacher Education</i>
2019– <i>present</i>	<i>TESOL Quarterly</i>
2019– <i>present</i>	<i>The Physics Teacher</i>
2019– <i>present</i>	<i>Oxford encyclopedia</i> , Oxford University Press
2018– <i>present</i>	<i>Teachers College Record</i>

2018–present	<i>Remedial and Special Education</i>
2018–present	<i>International Journal of Inclusive Education</i>
2018–present	<i>Qualitative Inquiry</i>
2018–present	<i>Curriculum Inquiry</i>
2018–present	<i>Educational Policy Analysis and Archives</i>
2018	<i>Education and Treatment of Children</i>
2018	<i>The Equity Alliance Blog,</i>
2017–present	<i>Multicultural Perspectives</i>
2016–2018	<i>Multiple Voices for Ethnically Diverse Exceptional Learners</i>

Conference Session Reviewer

Alumni of Color Conference, Harvard Graduate School of Education
 Council for Exceptional Children Annual Convention (CEC)
 Division B (Curriculum Studies) of AERA
 Division G (Social Context of Education) of AERA
 Division K (Teaching and Teacher Education)
 Division L (Educational Policy and Politics) of AERA
 Special Interest Group (SIG) Arts-Based Educational Researcher of American Educational Research Association (AERA)
 SIG-Arts Based Educational Research
 SIG- Critical Examination of Race, Ethnicity, Class, and Gender in Education
 SIG- Disabilities Study of AERA
 SIG - Special Education Research of AERA
 SIG - Urban Learning, Teaching, and Research of AERA
 Special Interest Group (SIG) - Disability Studies in Education of AERA
 SIG - Inclusion and Accommodation in Education Assessment of AERA
 South Florida Education Research Annual Conference at Florida International University
 Student Research Conference, Harvard Graduate School of Education
 Teacher Education Division Conference of CEC

MEDIA ACTIVITY

“‘I’m not dismissed!’ Daughtering as an analytical framework in the Black feminist tradition. A discussion with Leah and Dr. Mildred Boveda.”, invited guest for the Hello Mother, Hello Daughter Podcast, October 22, 2023
<https://hellomotherhellodaughter.buzzsprout.com/2050668/13696250>

“Black Children Are Being Misassigned To Special Education Classes”, featured in *MadameNoire* April 26, 2023
<https://madamenoire.com/1341006/black-children-are-being-misassigned-to-special-education-classes/#vuukle-emote>

“Penn State community talks about experiences in the College of Education, ‘real-school environment’”, featured in *Daily Collegian* April 12, 2023
https://www.collegian.psu.edu/news/campus/penn-state-community-talks-about-experiences-in-the-college-of-education-real-school-environment/article_8d38eb18-d8d2-11ed-8c9e-bf05445e7b23.htm

“Labeled as Disabled, A new book gives a forum for the experiences of Black students and families.”, featured in *TCU Endeavors* February 08, 2023
<https://endeavors.tcu.edu/labeled-as-disabled/>

“Latinx scholars speak out on racial assimilation in higher education” featured in *Penn State News* June 29, 2022;

- <https://www.psu.edu/news/education/story/latinx-scholars-speak-out-racial-assimilation-higher-education/>
- “Qué alegan los detractores de Ketanji Brown Jackson, la jueza nominada por Joe Biden a la Corte Suprema” featured in *Noticias Telemundo* March 20, 2022;
<https://www.telemundo.com/noticias/edicion-noticias-telemundo/justicia/video/que-alegan-los-detractores-de-ketanji-brown-jackson-la-jueza-nominada-por-joe-biden-la-tmvo10371827>
- “La jueza que Biden nominó a la Corte Suprema tiene un récord mixto en sentencias sobre inmigración.” featured in *Noticias Telemundo* February 25, 2022;
<https://www.telemundo.com/noticias/amp-video/tmvo10358944>
- “Por qué importa que los maestros enseñen libremente sobre racismo en las escuelas” featured in *Noticias Telemundo* February 10, 2022;
<https://www.telemundo.com/noticias/noticias-telemundo/estados-unidos/mes-de-la-herencia-negra-por-que-importa-que-los-maestros-ensenen-sobr-rcna15615>
- “AACTE Celebrates Member Leaders of Hispanic Heritage,” featured in blog *Ed Prep Matters* October 14,
<https://edprepmatters.net/2021/10/aacte-celebrates-member-leaders-of-hispanic-heritage/>
- “Dr. Mildred Boveda-Beautiful Risks in Education,” guest on the *Learning Futures Podcast* November 17, 2020;
<https://learning-futures.simplecast.com/episodes/dr-mildred-boveda-beautiful-risks-in-education>
- “Assistant professor launches book focus Black literature,” featured in *MLFTC News and People* August 24, 2020;
<https://education.asu.edu/news/assistant-professor-launches-book-club-focus-black-literature>
- “Book discussion highlights education, identity,” featured in *My Local News Arizona*, November 15, 2019;
<https://mylocalnews.us/arizona/2019/11/book-discussion-highlights-education-identity/>
- “Intersectionality,” invited guest for the Tote and Pear Podcast, January 2, 2019,
<https://www.toteandpears.com/podcast-blog/2intersectionality>
- “Author Interview: Blanton, Pugach, & Boveda,” featured in *JTE Insider*, November 5, 2018,
<https://edwp.educ.msu.edu/jte-insider/2018/author-interview-blanton-pugach-boveda/>
- “Why the Myth of Meritocracy Hurts Kids of Color”, quoted in *The Atlantic*, July 27, 2017
<https://www.theatlantic.com/education/archive/2017/07/internalizing-the-myth-of-meritocracy/535035/>
- “Keeping our Children Safe”, invited radio guest on We Educate Miami, WMBM 1490 AM, October 29, 2013
- “Mildred Boveda, EPM'11: Navigating Social Change”, Original profile May 25, 2011,
HGSE News
<https://www.gse.harvard.edu/news/11/05/mildred-boveda-epm11-navigating-social-change>
update May 4, 2016,
<https://www.gse.harvard.edu/news/16/05/checking-class-2011>
- “Unequal Education,” quoted in *In These Times* magazine, February 16, 2009
<https://inthesetimes.com/article/unequal-education>

MEMBERSHIPS

American Educational Research Association
 American Education Studies Association
 Council for Exceptional Children
 Teacher Education Thought Collective

PK-12 TEACHING EXPERIENCE

2016–2017 *Elementary Teacher*, North Dade Center for Modern Languages, Miami, FL

2005–2010 *Varying Exceptionality Teacher*, Myrtle Grove Elementary School, Miami, FL

OTHER PROFESSIONAL EXPERIENCES

2012–2016 *Adjunct Lecturer*, School of Education, Florida International University, Miami, FL

2012 *Doctoral Intern*, Research to Practice Division, Office of Special Education Programs, U.S. Department of Education, Washington, DC

2011 *Project Coordinator*, Race to the Top-funded Sheltered Instruction Observation Protocol (SIOP) Institute (\$163,000), Office of English Language Learners, Boston Public Schools, Boston, MA

2008–2010 *Miami Dade County Public Schools Before/ After School Program Manager*, Myrtle Grove Elementary School, Miami, FL

LANGUAGE PROFICIENCY

English and Spanish (native proficiency)

Portuguese (intermediate proficiency)