Stanford



Alfredo J. Artiles

Lee L. Jacks Professor of Education
Graduate School of Education

CONTACT INFORMATION

- **Administrative Support**

  Moraima DiMare - Administrative Assistant

  Email mdimare@stanford.edu

Bio

BIO

Alfredo J. Artiles is the Lee L. Jacks Professor of Education and Director of the Research Institute at the Center for Comparative Studies in Race & Ethnicity at Stanford University. Artiles studies equity paradoxes generated by educational policies. He examines the protective and marginalizing effects of disability diagnoses and is advancing responses to these differential impacts. He and his colleagues led the federally funded National Center for Culturally Responsive Educational Systems and the Region IX Equity Assistance Center. He uses an interdisciplinary lens to interrogate the ideologies that organize the sociocultural lives of institutions and makes visible the role of power in naming and ordering intersectional identity categories of exception. He also advances comparative analyses of inclusive education models. Current research projects include:

* Examination of socio-historical, institutional and cultural influences in educators' interpretations and responses to chronic district citations for racial disparities in special education and discipline.
* Re-design of policies and practices that leverage Black family partnerships and interrupt precursors to racial disparities affecting Black learners in a district with chronic disproportionality.
* Analysis of alternative meanings of "disability" and "inclusive education" across institutional contexts and their equity consequences for disparate groups of students.
* Documentation of how disability intersections with other identities (e.g., race, language) become visible or invisible across institutional practices (e.g., referrals, assessment, eligibility meetings) and the consequences for educational opportunities.
* Analysis of equity consequences of inclusive education implementation in Global South contexts.
* Oral history of Larry P v. Riles: An interdisciplinary analysis of disability-race intersections.
* Use of a design-oriented participatory approach to co-create integrated data systems across general education, special education, and bilingual/ English learner programs to improve disability identification practices and equity-driven organizational learning

Dr. Artiles has been appointed to consensus panels of the National Academies of Sciences, Engineering and Medicine that produced the reports "Promoting the Educational Success of Children and Youth Learning English;" "Closing the Opportunity Gap for Young Children;" and "the Future of Education Research at the Institute of Education Sciences in the U.S. Department of Education." He was a member of the White House Commission on Educational Excellence for Hispanics. Artiles is President of the National Academy of Education, is an elected member of the American Academy of Arts

& Sciences, a Fellow of the American Educational Research Association (AERA), and an elected International Fellow of the British Academy. He was elected AERA Vice-President to lead its Social Context of Education Division (Division G).

Prof. Artiles is editor of the book series Futures of Disability in Worlds of Difference (Harvard Education Press). Artiles was a Resident Fellow at Stanford's Center for Advanced Studies in the Behavioral Sciences. He received an Honorary Doctorate from the University of Göteborgs (Sweden) and was Honorary Professor at the University of Birmingham (UK). He delivered AERA's 2011 Wallace Lecture and the 2017 Brown Lecture. Artiles has received numerous awards such as the Palmer O. Johnson Award for the most outstanding article published in an AERA journal and AERA's Review of Research Award. Dr. Artiles has received mentoring awards from the Spencer Foundation, AERA's Division on Social Contexts of Education, and Arizona State University. He was selected Distinguished Alumni from the University of Virginia School of Education.

ACADEMIC APPOINTMENTS

- Professor, Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

- Director of the Research Institute, Center for Comparative Studies in Race & Ethnicity, (2021-2027)
- Affiliated Faculty, Learning Differences and the Future of Special Education Initiative, (2020- present)
- Affiliated Faculty, Center for Comparative Studies in Race & Ethnicity, (2020- present)
- Faculty Affiliate, Stanford King Center on Global Development, (2020- present)
- Affiliated Faculty, Center for the Art and Science of Teaching. Mary Lou Fulton Teachers College, Arizona State University, (2017-2018)
- Dean, Graduate College, Arizona State University, (2016-2020)
- Series Editor, Disability, Culture, and Equity (Teachers College Press), (2015- present)
- Associate Dean of Academic Affairs, Mary Lou Fulton Teachers College, Arizona State University, (2013-2016)
- Visiting Professor, University of Birmingham, United Kingdom, (2013-2016)
- Ryan C. Harris Professor of Special Education, Mary Lou Fulton Teachers College, Arizona State University, (2012-2020)
- Visiting Professor, Universidad Rafael Landívar, Guatemala, (2012-2012)
- Visiting Professor, University of Göteborgs, Sweden, (2011-2011)
- Affiliated Professor, School of Social Transformation, College of Liberal Arts & Sciences, Arizona State University, (2010-2020)
- Visiting Professor, Universidad del Valle de Guatemala,, (2010-2011)
- Visiting Professor, Guest Scientists Programme of the Faculty of Humanities, Leibniz University, Hannover, Germany, (2009-2010)
- Affiliated Professor, School of Transborder Studies, College of Liberal Arts and Sciences, Arizona State University, (2008-2020)
- Professor of Education, Mary Lou Fulton Teachers College, Arizona State University, (2004-2020)
- Southwest Borderlands Initiative Professor, Arizona State University, (2004-2020)

HONORS AND AWARDS

- Elected International Fellow, The British Academy (2026)
- President, National Academy of Education (2025-2029)
- Luminary Award from the Division for Culturally and Linguistically Diverse Exceptional Children, Council for Exceptional Children (2025)
- Lifetime Achievement Award from the Bilingual Education Research Special Interest Group, American Educational Research Association (2025)
- Outstanding Friend of Public Education, Horace Mann League (2024)
- Elected Member, American Academy of Arts and Sciences (2023)
- 2022 AERA Scholars of Color Distinguished Career Contribution Award, American Educational Research Association (2022)

- Senior Research Fellow, Learning Policy Institute (2021 - present)
- Research Fellow, Latinx Research Center, Santa Clara University (2021-present)
- Elected Member, National Academy of Education (2019 - present)
- Honorary Doctorate, University of Göteborgs, Sweden (2019)
- Spencer Mentor Award, The Spencer Foundation (2019)
- RHSU Edu-Scholar Public Influence List, Education Week (2017-present)
- Presidential Citation, American Educational Research Association (2017)
- Review of Research Award, American Educational Research Association (2017)
- Honorary Professor, School of Education (College of Social Sciences), University of Birmingham, United Kingdom (2016-2023)
- Faculty Google Award for Diversity and Inclusion, Arizona State University (2014)
- Graduate Education Outstanding Doctoral Mentor, Arizona State University Graduate College (2014)
- Mentoring Award, American Educational Research Association, Division G (2014)
- Palmer O. Johnson Award for best article published in an AERA journal, American Educational Research Association (2012)
- Commissioner, White House Commission on Educational Excellence for Hispanics (2011 – 2017)
- Fellow, American Educational Research Association (2010 - present)
- Vice President, American Educational Research Association, Division G (2009 - 2011)
- Distinguished Alumni Award, University of Virginia's Curry School of Education Foundation (2009)
- Residential Fellow, Center for Advanced Study in the Behavioral Sciences at Stanford University (2008-2008)
- Fellow, National Education Policy Center (2007 - present)
- Teacher Education and Special Education Annual Publication Award, Council for Exceptional Children's Teacher Education Division (2002)
- Early Career Award, American Educational Research Association's Committee on Scholars of Color in Education (2001)
- Post-doctoral Fellow, National Academy of Education/Spencer Foundation (1998 - 2000)
- Fulbright-LASPAU Scholar, University of Virginia (1988 - 1992)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Advisory Board Member. Collaborative Research Centre (CRC)., PIs: Merle Hummrich & Vera Moser. Goethe-Universität Frankfurt am Main. Germany. (2026 - present)
- Advisory Board Member. Individualized Language Plans for Multilingual Learners with Disabilities: Investigating Implementation and Stakeholder Perspectives., PIs: Sara Kangas & Jamie Schissel. Funder by Spencer Foundation. (2025 - present)
- Advisory Group Member. Revision of PK-12 Vision for Advanced Literacy, Chicago Public Schools (2024 - 2024)
- Advisory Board Member. Preparation of culturally sustaining leaders in special education through apprenticeship learning., PIs: Adai Tefera. Co-PIs: González, T., Lansey, K., Liaupsin, C., & Hong, S. University of Arizona. Funded by the U.S. Department of Education. (2023 - present)
- Member - Research Advisory Committee, National Academy of Education (2022 - 2025)
- Member, Los Angeles Unified School District Research Advisory Board (2022 - 2023)
- Thought Leader Conversation Series: Pursuing Equity at the Intersection of Language and Disability, National Center for Systemic Improvement. WestEd (2022 - 2023)
- Member of the Board of Directors, National Academy of Education (2021 - present)
- Member, Selection Committee for the NAEd/Spencer Postdoctoral Fellowship Program (2021 - 2023)
- Consensus Study Panel: "The Future of Education Research at the Institute of Education Sciences", National Academies of Sciences, Engineering, and Medicine (2021 - 2022)
- Chair, Lifetime Achievement Award committee. AERA Division G (2021 - 2021)
- Chair, Henry Trueba Award Committee, American Educational Research Association Social Contexts of Education Division (2021 - 2021)

- Member - "Distinguished Contributions to Research in Education" Award Committee, American Educational Research Association (2021 - 2021)
- Member - Lifetime Achievement Award Committee, American Educational Research Association's Cultural Historical Special Interest Group (2021 - 2021)
- Consensus Study Panel: "Exploring the Opportunity Gap for Young Children from Birth to Eight", National Academies of Sciences, Engineering, and Medicine (2020 - 2023)
- Chair, President-Elect and Board Nominating Committee. National Academy of Education. (2020 - 2020)
- Member, Nominating committee for Vice President, AERA Division K (2020 - 2020)
- Member, Doris Entwisle Early Career Award Committee. American Sociological Association, Sociology of Education Section (2019 - 2019)
- Member of the Board of Trustees, Center for Applied Linguistics (2018 - 2024)
- Member, AERA Fellows Selection Committee (2017 - 2019)
- Review Panel Member, Lyle Spencer Research Award program. Spencer Foundation (2017 - 2019)
- Consensus Study Panel: "Fostering the Development & Educational Success of Dual Language Learners", National Academies of Sciences, Engineering and Medicine (2015 - 2016)
- Chair, Henry Trueba Award for Research Leading to the Transformation of the Social Contexts of Education. AERA Division G (2014 - 2015)
- Commissioner, White House Commission on Educational Excellence for Hispanics (2011 - 2016)
- Member at-Large, AERA Council (2011 - 2013)
- Member, AERA Executive Council (2010 - 2013)
- Member, Equity and Excellence Working Group. National Academy of Education White Paper Initiative. (2008 - 2009)
- Working Group Member, Teaching Diverse Students Initiative. Southern Poverty Law Center. (2006 - 2008)
- Juror, Eloísa de Lorenzo Award - Excellence in special education research in the American continent. Organization of American States and the University of Kansas (1995 - 1995)

PROGRAM AFFILIATIONS

- Center for Comparative Studies in Race and Ethnicity (CCSRE)

PROFESSIONAL EDUCATION

- Ph.D., University of Virginia , Education/Special education.

Research & Scholarship

RESEARCH INTERESTS

- Bilingual & Multilingual Education
- Culturally Responsive Pedagogies
- Education Policy
- Educational Inequality
- Global and Comparative Education
- Intersectionality of Race and Disability
- Language Policy
- Social Stratification
- Sociology of Education
- Special Education & Disability Studies

PROJECTS

- From disparities to thriving: A systemic approach to disability identification, discipline, and Black student success. - Stanford University

- Language & disability intersections: Co-designing data infrastructures & visualizations for equity & organizational learning - Stanford University and UCLA
- Operationalizing equity policies: Contextualized AI learning tools for student success teams. - Stanford University
- Multilingual learners of English with disabilities in California: Patterns in enrollment, opportunities, outcomes, and county-level variation. - Stanford University
- Illuminating the textures of disability-race intersections: An interdisciplinary study of Larry P's classification trajectories. - Stanford University

Teaching

COURSES

2026-27

- (Re)Framing Disability Intersections with Race, National Origin, & Culture in Spain and the U.S.: OSPMADRD 91 (Aut)
- Graduate Workshop: Comparative Studies in Race and Ethnicity: CSRE 301C (Win)
- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Win)
- Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices: AFRICAAM 106, CSRE 103B, EDUC 103B, EDUC 337 (Spr)

2025-26

- (Re)Framing Difference: Interdisciplinary Perspectives on Disability, Race and Culture: AFRICAAM 442, CSRE 343, EDUC 442, FEMGEN 442, PEDS 242 (Win)
- CSRE Graduate Student Interdisciplinary Seminar: CSRE 303 (Aut, Win, Spr)
- Qualitative Analysis in Education: EDUC 450A (Spr)
- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Aut)

2024-25

- CSRE Graduate Student Interdisciplinary Seminar: CSRE 303 (Aut, Win)
- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Aut)
- Race, Ethnicity, and Linguistic Diversity in Classrooms: Sociocultural Theory and Practices: AFRICAAM 106, CSRE 103B, EDUC 103B, EDUC 337 (Win)

2023-24

- (Re)Framing Difference: Interdisciplinary Perspectives on Disability, Race and Culture: AFRICAAM 442, CSRE 343, EDUC 442, FEMGEN 442, PEDS 242 (Aut)
- CSRE Graduate Student Workshop Series: CSRE 303 (Win, Spr)
- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Win)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Nallely Aceves, Madeline Anderson

Doctoral Dissertation Advisor (AC)

Daniela Gamboa Zapatel, Gabriela Lopez

Doctoral Dissertation Co-Advisor (AC)

Kristen Jackson, Chris Plantinos

Doctoral (Program)

Daniela Gamboa Zapatel, Kristen Jackson, Gabriela Lopez, Maria Melendrez Espinoza, Gloria Sevilla

Publications

PUBLICATIONS

- **Deepening the study of disproportionality in special education: A contextual analysis within suburban school districts** *Exceptional Children*
  Aylward, A., Artiles, A. J., Voulgarides, C. K., Tefera, A., Alvarado, S. L., Noguera, P.
  2026

- **Multilingual learners of English with disabilities in California: Patterns in enrollment, opportunities, outcomes, and county-level variation.**
  Artiles, A. J., Souto-Maior, J.
  Stanford University.
  2026 ; Getting Down to Facts III

- **How do you document future-making? A conversation about speculative methodologies** *Teachers College Record*
  Mirra, N., Artiles, A. J.
  2026

- **An analytical frame to study intersecting ability and language differences: Notes for an interdisciplinary proleptic vision** *Teachers College Record*
  Artiles, A. J., Batz, R., Cuba, M.
  2026

- **Disrupting the cultural historical geographies of inclusion: Notes for (re)framing policy research on inclusive education** *Handbook of education policy research*
  Artiles, A. J., Cavendish, W., Gamboa-Zapatel, D., Caballeros, M. Z.
  American Educational Research Association.2025; 2nd

- **Towards the full potential of Lau: Interrogating the intersectional nuances of language, disability, & race** *BILINGUAL RESEARCH JOURNAL*
  Gonzalez, T., Artiles, A. J., Martinez-Alvarez, P., Salinas, S. M.
  2024

- **Disability as an Afterthought: Probing the Invisibility of Ability Differences in Interdisciplinary Advances in Learning** *REVIEW OF RESEARCH IN EDUCATION*
  Artiles, A. J., Trent, S. C.
  2023; 47 (1): 202-212

- **The Aftermath of Disproportionality Citations: Situating Disability-Race Intersections in Historical, Spatial, and Sociocultural Contexts** *AMERICAN EDUCATIONAL RESEARCH JOURNAL*
  Tefera, A. A., Artiles, A. J., Kramarczuk Voulgarides, C., Aylward, A., Alvarado, S.
  2023

- **Racial Equity by Design: Forming Transformative Agency to Address the Racialization of School Discipline** *URBAN EDUCATION*
  Ko, D., Bal, A., Artiles, A. J.
  2022

- **The Future of Education Research at the Institute of Education Sciences: Advancing an Equity-Oriented Science [Committee Member]**
  Gamoran, A., Dibner, K., et al
  National Academies Press.
  2022

- **Interdisciplinary notes on the dual nature of disability: Disrupting ideology-ontology circuits in racial disparities research** *Literacy Research: Theory, Method, and Practice*
  Artiles, A. J.
  2022

- **Inclusive knowledge production at an elementary school through family-school-university partnerships: A formative intervention study** *LEARNING CULTURE AND SOCIAL INTERACTION*
  Afacan, K., Bal, A., Artiles, A. J., Cakir, H., Ko, D., Mawene, D., Kim, H.
  2021; 31

- **Unpacking the Logic of Compliance in Special Education: Contextual Influences on Discipline Racial Disparities in Suburban Schools** *Sociology of Education*
  Voulgarides, C. K., Aylward, A., Tefera, A., Artiles, A. J., Alvarado, S. L., Noguera, P.
  2021: 1-19

- **Language, learning and disability in the education of young bilingual children**
  edited by Castro, D., Artiles, A. J.
  Multilingual Matters.2021

- **Wrestling with the paradoxes of equity: A cultural-historical re-framing of technical assistance interventions** *Multiple Voices*
  Gonzalez, T., Artiles, A. J.
  2020; 20 (1): 5-15

- **Fourteenth Annual Brown Lecture in Education Research: Reenvisioning Equity Research: Disability Identification Disparities as a Case in Point** *EDUCATIONAL RESEARCHER*
  Artiles, A. J.
  2019; 48 (6): 325–35

- **Promoting the Educational Success of Children and Youth Learning English: Promising Futures** *PROMOTING THE EDUCATIONAL SUCCESS OF CHILDREN AND YOUTH LEARNING ENGLISH: PROMISING FUTURES*
  edited by Takanishi, R., LeMenestrel, S.
  2017: 1-507

- **Objects of Protection, Enduring Nodes of Difference: Disability Intersections With "Other" Differences, 1916 to 2016** *REVIEW OF RESEARCH IN EDUCATION, VOL 40: EDUCATION RESEARCH: A CENTURY OF DISCOVERY*
  Artiles, A. J., Dorn, S., Bal, A.
  edited by Alexander, P. A., Levine, F. J., Tate, W. F.
  2016; 40: 777–820

- **Untangling the Racialization of Disabilities An Intersectionality Critique Across Disability Models** *DU BOIS REVIEW-SOCIAL SCIENCE RESEARCH ON RACE*
  Artiles, A. J.
  2013; 10 (2): 329–47

- **Inclusive Education: Examining Equity on Five Continents**
  edited by Artiles, A. J., Kozleski, E. B., Waitoller , F. R.
  Harvard Education Press.2011

- **The 2011 Wallace Foundation Distinguished Lecture - Toward an interdisciplinary understanding of educational equity and difference: The case of the racialization of ability** *Educational Researcher*
  Artiles, A. J.
  2011

- **Beyond Static Markers in Disproportionality Research Studying Emotional/Behavioral Disorders in Cultural and Historical Contexts** *BEHAVIORAL DISORDERS*
  Osher, D., Artiles, A. J., Losen, D. J.
  2026

- **Labeling diversity: The pathologization of difference in students with cultural and linguistic diversity.** *Revista Española de Pedagogía*
  Chieppa, M. A., Sandoval Mena, M., Artiles, A. J.
  2026; 84 (294): 371-386

- **Speculative approaches for addressing disability–language intersections** *Teachers College Record*
  Ko, D., Artiles, A. J., Martínez-Alvarez, P.
  2026

- **A critical historical analysis of the trajectories and equity tensions in inclusive education for students with disabilities** *Third International Handbook of Educational Change*
  Boveda, M., Artiles, A. J., Oliveira, B.
  Springer.2026; 3rd: 1-22

- **Taming the duality of disability. Critical cultural-historical tools to disrupt equity paradoxes** *Revista Española de Pedagogía*
  Artiles, A. J.
  2025; 83: 290
- **Beyond demography: Integrating mind, culture, and equity in learning disabilities research** *Handbook of learning disabilities*
  Ferrell, A., Artiles, A. J.
  Guilford.2025; 3rd
- **The value of variation: Embracing heterogeneity in intervention research. Teachers College Record** *Teachers College Record*
  Conway, C., Tipton, E., Artiles, A. J.
  2024
- **Dilemmas of classifying difference: The promises and disruptions of inclusive education across cultural contexts** *Revista Brasileira de Educação Especial*
  Caballeros, M. Z., Artiles, A. J., Gamboa-Zapatel, D.
  2024; 30: 1-16
- **Learning disabilities' unsettling intersections: Betwixt learning, cultural, socioeconomic, and environmental deficiencies** *International Encyclopedia of Education*
  Tefera, A., Artiles, A. J.
  Elsevier.2023; 4th
- **Accountability elasticity in relation to US federal legislation at the intersection of race and disability** *HANDBOOK OF EDUCATION POLICY*
  Thorius, K., Artiles, A. J.
  edited by Postiglione, G. A., Johnstone, C. J., Teter, W. R.
  2023; 6: 181-195
- **Interdisciplinary Inequality Research in the E/BD Field: Animating Intersectionality, Reflexivity, and Equity** *JOURNAL OF EMOTIONAL AND BEHAVIORAL DISORDERS*
  Artiles, A. J.
  2022
- **Interdisciplinary inequality research in the E/BD field: Animating reflexivity, equity, and intersectionality** *Journal of Emotional and Behavioral Disorders*
  Artiles, A. J.
  2022
- **Language, learning and disability in the education of young bilingual children**
  edited by Castro, D., Artiles, A. J.
  Multilingual Matters/Center for Applied Linguistics.2021
- **Inclusive education in the 21st century: Disruptive interventions** *Educational Forum*
  Artiles, A. J.
  2020; 84 (Special issue editor): 289-390
- **Understanding Practice and Intersectionality in Teacher Education in the Age of Diversity and Inequality** *TEACHERS COLLEGE RECORD*
  Artiles, A. J.
  2019; 121 (6)
- **Supporting Children with Disabilities in Low- and Middle- Income Countries: Promoting Inclusive Practice within Community-Based Childcare Centres in Malawi through a Bioecological Systems Perspective** *INTERNATIONAL JOURNAL OF EARLY CHILDHOOD*
  McLinden, M., Lynch, P., Soni, A., Artiles, A., Kholowa, F., Kamchedzera, E., Mbukwa, J., Mankhwazi, M.
  2018; 50 (2): 159–74
- **World Yearbook of Education 2017 Assessment Inequalities Introduction** *WORLD YEARBOOK OF EDUCATION 2017: ASSESSMENT INEQUALITIES*
  Allan, J., Artiles, A. J.
  edited by Allan, J., Artiles, A. J.
  2017: 1–11

- **In search of voice: theory and methods in K-12 student voice research in the US, 1990-2010** *EDUCATIONAL REVIEW*
  Gonzalez, T. E., Hernandez-Saca, D. I., Artiles, A. J.
  2017; 69 (4): 451–73

- **DEVELOPING A CRITICAL SPACE PERSPECTIVE IN THE EXAMINATION OF THE RACIALIZATION OF DISABILITIES** *DETERRITORIALIZING/ RETERRITORIALIZING: CRITICAL GEOGRAPHY OF EDUCATIONAL REFORM*
  Tefera, A. A., Aguilar, C., Artiles, A. J., Voulgarides, C., Velez, V.
  edited by Ares, N., Buendia, E., Helfenbein, R.
  2017; 8: 191–207

- **Teacher learning as curating: Becoming inclusive educators in school/university partnerships** *TEACHING AND TEACHER EDUCATION*
  Waitoller, F. R., Artiles, A. J.
  2016; 59: 360–71

- **Risks and Consequences of Oversimplifying Educational Inequities: A Response to Morgan et al. (2015)** *EDUCATIONAL RESEARCHER*
  Skiba, R. J., Artiles, A. J., Kozleski, E. B., Losen, D. J., Harry, E. G.
  2016; 45 (3): 221–25

- **Addressing Special Education Inequity Through Systemic Change: Contributions of Ecologically Based Organizational Consultation** *JOURNAL OF EDUCATIONAL AND PSYCHOLOGICAL CONSULTATION*
  Sullivan, A. L., Artiles, A. J., Hernandez-Saca, D. I.
  2015; 25 (2-3): 129–47

- **Beyond responsiveness to identity badges: future research on culture in disability and implications for Response to Intervention** *EDUCATIONAL REVIEW*
  Artiles, A. J.
  2015; 67 (1): 1–22

- **The Intersections of Language Differences and Learning Disabilities Narratives in Action** *ROUTLEDGE HANDBOOK OF EDUCATIONAL LINGUISTICS*
  Gonzalez, T., Tefera, A., Artiles, A.
  edited by Bigelow, M., EnnserKananen, J.
  2015: 145–57

- **Equity Challenges in the Accountability Age Demographic Representation and Distribution in the Teacher Workforce** *HANDBOOK OF RESEARCH ON SPECIAL EDUCATION TEACHER PREPARATION*
  Kozleski, E. B., Artiles, A. J., McCray, E. D., Lacy, L.
  edited by Sindelar, P. T., McCray, E. D., Brownell, M. T., LignugarisKraft, B.
  2014: 113–26

- **A Decade of Professional Development Research for Inclusive Education: A Critical Review and Notes for a Research Program** *REVIEW OF EDUCATIONAL RESEARCH*
  Waitoller, F. R., Artiles, A. J.
  2013; 83 (3): 319–56

- **PLACEMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS IN PROGRAMS FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS: CONTEMPORARY TRENDS AND RESEARCH NEEDS** *BEHAVIORAL DISORDERS: IDENTIFICATION, ASSESSMENT, AND INSTRUCTION OF STUDENTS WITH EBD*
  Artiles, A. J., Bal, A., Trent, S. C., Thorius, K.
  edited by Bakken, J. P., Obiakor, F. E., Rotatori, A. F.
  2012; 22: 107–27

- **Theorizing Racial Inequity in Special Education: Applying Structural Inequity Theory to Disproportionality** *URBAN EDUCATION*
  Sullivan, A. L., Artiles, A. J.
  2011; 46 (6): 1526–52

- **Beyond Culture as Group Traits: Future Learning Disabilities Ontology, Epistemology, and Inquiry on Research Knowledge Use** *LEARNING DISABILITY QUARTERLY*
  Artiles, A. J., Thorius, K., Bal, A., Neal, R., Waitoller, F. R., Hernandez-Saca, D.
  2011; 34 (3): 167–79

- **Grappling with the Intersection of Language and Ability Differences Equity Issues for Chicano/Latino Students in Special Education** *CHICANO SCHOOL FAILURE AND SUCCESS: PAST, PRESENT, AND FUTURE 3RD EDITION*
  Artiles, A. J., Waitoller, F. R., Neal, R.
  edited by Valencia, R. R.
  2011: 213–34
- **Grappling with the Intersection of Language and Ability Differences Equity Issues for Chicano/Latino Students in Special Education** *CHICANO SCHOOL FAILURE AND SUCCESS: PAST, PRESENT, AND FUTURE, 3RD EDITION*
  Artiles, A. J., Waitoller, F. R., Neal, R.
  edited by Valencia, R. R.
  2011: 213–34
- **What counts as response and intervention in RTI? A sociocultural analysis** *PSICOTHEMA*
  Artiles, A. J., Kozleski, E. B.
  2010; 22 (4): 949–54
- **The Miner's Canary A Review of Overrepresentation Research and Explanations** *JOURNAL OF SPECIAL EDUCATION*
  Waitoller, F. R., Artiles, A. J., Cheney, D. A.
  2010; 44 (1): 29–49
- **Justifying and Explaining Disproportionality, 1968-2008: A Critique of Underlying Views of Culture** *EXCEPTIONAL CHILDREN*
  Artiles, A. J., Kozleski, E. B., Trent, S. C., Osher, D., Ortiz, A.
  2010; 76 (3): 279–99
- **Back to the Future: A Critique of Response to Intervention's Social Justice Views** *THEORY INTO PRACTICE*
  Artiles, A. J., Bal, A., Thorius, K.
  2010; 49 (4): 250–57
- **Risk, Equity, and Schooling: Transforming the Discourse Introduction** *REVIEW OF RESEARCH IN EDUCATION, VOL 33, 2009*
  Gadsden, V. L., Davis, J., Artiles, A. J.
  edited by Gadsden, V. L., Davis, J. E., Artiles, A. J.
  2009; 33: VII-XI
- **The Next Generation of Disproportionality Research Toward a Comparative Model in the Study of Equity in Ability Differences** *JOURNAL OF SPECIAL EDUCATION*
  Artiles, A. J., Bal, A.
  2008; 42 (1): 4–14
- **Beyond research on cultural minorities: Challenges and implications of research as situated cultural practice** *EXCEPTIONAL CHILDREN*
  Arzubiaga, A. E., Artiles, A. J., King, K. A., Harris-Murri, N.
  2008; 74 (3): 309–27
- **The Antinomies of Global English and National Pedagogies EDITORS' INTRODUCTION** *INTERNATIONAL MULTILINGUAL RESEARCH JOURNAL*
  Wiley, T. G., Artiles, A. J.
  2007; 1 (2): 57–60
- **Forging a knowledge base on English Language Learners with special needs: Theoretical, population, and technical issues** *TEACHERS COLLEGE RECORD*
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- **Within-group diversity in minority disproportionate representation: Engish-language learners in urban school districts** *EXCEPTIONAL CHILDREN*
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PRESENTATIONS

- Choreographies of inclusive education: The uses and futures of a venerable idea - Conference on Inclusive Education II: Support-related diagnostics (9/11/2024)
- The remainders of difference & inequality: Futurescapes of inclusive education research in the XXI century - “Inclusion —- Recognition – Justice” Lecture Series. Goethe University. (11/17/2022)
- Unpacking the spectacle of disability-race differences: Opportunities for future racial disparities research - Keynote presented at the European Educational Research Association conference (8/9/2023)
- The dual nature of disability: Notes on future interdisciplinary research on racial disparities - Literacy Research Association annual meeting (December 2021)
- Expansive futures for disability intersectional learning research: Braiding culture, history, equity, and enabling technologies - American Educational Research Association annual meeting (4/1/2022)
- 14th Annual Brown Lecture: Re-envisioning equity research: Disability identification disparities as a case in point - American Educational Research Association (10/1/2017)
- ED Talk: The paradoxes of equity: Disability & race intersections - Centennial meeting of the American Educational Research Association (April 2016)
- Jane Blumenfeld Distinguished Lecture: Interdisciplinary notes on the intersections of ability & language differences: Complicating traditional paradigms - University of New Mexico (October 2015)
- Ridley Lecture: Culture in disability in the global era: Interdisciplinary notes for new research programs - University of Virginia (March 2015)
- Inaugural Lecture: Future research on the intersections of ability, race, and language differences: Re-framing the roles of history and poverty - University of Birmingham, United Kingdom (March 2014)
- Wallace Foundation Distinguished Lecture: Toward an interdisciplinary understanding of educational inequity and difference: The case of the racialization of ability - Annual meeting of the American Educational Research Association (4/2011)
- Keynote: Inclusive education in the global South: A cultural-historical critique - CINTEDES - International Colloquium in Special Education and School Inclusion (June 2019)
- Highlighted Session: Inclusive education in developing countries: A case study from Guatemala - Council for Exceptional Children’s Division for International Special Education Services International Conference (July 2018)
- Bowen Fellows Lecture Series: Beyond responsiveness to identity badges: Culture’s complexities in the time of global differences - Claremont Graduate University (May 2013)
- Edward L. Meyen Distinguished Lecture: Beyond responsiveness to student traits: A three-culture research approach - University of Kansas (October 2011)
- Benjamin Bloom Lecture: Changing educational systems - Notes on technical assistance as mediating structure - USAID & Universidad de San Carlos (August 2010)
- Disrupting oversimplifications about the dual nature of disability: Interdisciplinary research on disability-race intersections - RILE Speaker Series, Stanford University
- The wisdom of practice: Meaningful inclusion of students with disabilities - American Educational Research Association annual meeting (April 2022)
- Toward the fulfillment of full personhood: The persistent invisibility of Latinx communities across institutions - American Educational Research Association annual meeting (April 2022)
- On the urgency to disrupt essentializing frames: Engaging disability intersections in teacher education - California Council on Teacher Education annual meeting (October 2021)

- Creating expansive and equitable learning environments: elaborating the RISE learning principles - American Educational Research Association annual meeting (April 2021)
- Inclusive education in the age of homogenization: Future research about lives on the boundaries. - World Education Research Association WERA Focal meeting and Associaçao Nacional de Pos-Graduação e Pesquisaem Educação (ANPED) annual meeting (10/17/2025)
- Communication and mobilization of science: Challenges & opportunities. - Universidad del Valle, Guatemala (2/6/2025)