

Subini Ancy Annamma
Curriculum Vitae
September 2020

Associate Professor
Stanford University
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EDUCATION

2013	Ph.D.	School of Education, University of Colorado Boulder; Educational Equity & Cultural Diversity, Social, Multicultural and Bilingual Foundations
2008	M.A.	School of Education, University of Colorado Boulder; Dual Endorsement: Special Education & English as a Second Language
2002	B.S.	College of Education, University of Wisconsin-Oshkosh; Special Education

PROFESSIONAL EXPERIENCE

2019-present	Associate Professor	Stanford University
2015-2019	Assistant Professor	University of Kansas
2014-2015	Postdoctoral Fellow	University of Denver
2013-2014	Assistant Professor	Indiana University-Indianapolis

AWARDS AND FELLOWSHIPS

2019-2020	American Educational Studies Association Critics Choice Book Award
2019-2020	Critical Race Studies in Education Association Emerging Scholar Award
2018-2019	Ford Foundation Postdoctoral Fellowship Award
2018-2019	National Women's Studies Association Alison Piepmeier Book Prize
2017-2018	University of Kansas School of Education Faculty Achievement Award for Promising Scholar
2017-2018	American Educational Research Association (AERA), Division G Early Career Award
2017-2018	Western Social Science Association, Outstanding Emerging Scholar
2012-2013	Outstanding Doctoral Candidate of 2013, School of Education, University of Colorado Boulder.
2012-2013	AERA Dissertation Minority Fellowship in Education Research Award
2012-2013	Honorable Mention, Ford Foundation Dissertation Fellowship Award
2008-2013	School of Education Fellowship, University of Colorado at Boulder
2006-2008	Dual Endorsement-Special Education & English as A Second Language Fellowship, University of Colorado at Boulder

PUBLICATIONS**REFEREED ARTICLES**

(*indicates graduate student co-author; **indicates post-doctoral fellow co-author)

- Annamma, S. A.** & *Handy, G. T. & (2020). A contrapuntal analysis of justice. *Educational Researcher*. Online First. 1-10
<https://doi.org/10.3102/0013189X20953838>
- Annamma, S.A.**, *Handy, G.T., *Miller, A., & *Jackson, E. (2020). Animating discipline disparities through debilitating practices: Girls of Color & withholding in the classroom. *Teachers College Record*. 122 (5), 1-30.
<https://www-tcrecord-org.stanford.idm.oclc.org/library>
- Annamma, S. A.** & Winn, M. (2019). Transforming our mission: Animating teacher education through intersectional justice. *Theory Into Practice*. 58 (4), 318-327.
<https://www.tandfonline.com/doi/full/10.1080/00405841.2019.1626618>
- Annamma, S. A.** & *Handy, G. T. (2019). DisCrit solidarity as curriculum studies and transformative praxis. *Curriculum Inquiry*. 49 (4), 442-463.
<https://www.tandfonline.com/doi/full/10.1080/03626784.2019.1665456>
- Annamma, S.A.**, Ferri, B. & Connor, D. (2018). Disability Critical Race Theory: Exploring the intersectional lineage, emergence, and potential futures of DisCrit in education. *Review of Research in Education*. 42 (1), 46-71.
<https://doi.org/10.3102/0091732X18759041>
- Annamma, S. A.**, & Morrison, D. (2018a). DisCrit Classroom Ecology: Using praxis to dismantle dysfunctional education landscapes. *Teaching and Teacher Education*. 73, 70-80. <https://doi.org/10.1016/j.tate.2018.03.008>
- Annamma, S.A.** (2018). Mapping consequential geographies in the carceral state: Education Journey Mapping as a qualitative method with girls of color with dis/abilities. *Qualitative Inquiry*. 24 (1), 20-34.
<https://doi.org/10.1177/1077800417728962>
- Annamma, S. A.**, & Morrison, D. (2018b). Identifying dysfunctional education landscapes: A DisCrit analysis of bias in the classroom. *Equity & Excellence in Education*. 51 (2), 114-131. <https://doi.org/10.1080/10665684.2018.1496047>
- Annamma, S.A.** (2017). Not enough: Critiques of Devos and expansive notions of Justice. *International Journal of Qualitative Studies in Education*. 30(10), 1047-1052. <https://doi.org/10.1080/09518398.2017.1312608>
- Annamma, S.A.**, Jackson, D. & Morrison, D. (2017). Conceptualizing color-

- evasiveness: Using Dis/ability Critical Race Theory to expand a color-blind racial ideology in education and beyond. *Race, Ethnicity and Education*. 20 (2), 147-162. <http://dx.doi.org/10.1080/13613324.2016.1248837>
- Annamma, S.A.** (2016). Disrupting the carceral state through education journey mapping. *International Journal of Qualitative Studies in Education*, 29(9), 1-21. <http://dx.doi.org/10.1080/09518398.2016.1214297>
- Annamma, S.A.**, Anyon, Y., Russell, N., Farrar, J., Greer, E., Downing, B., Simmons, J. (2016). Black girls and school discipline: The complexities of being overrepresented and understudied. *Urban Education*. 54 (2), 211-242. <https://doi.org/10.1177/0042085916646610>
- Boardman, A. G., Klingner, J. K., Buckley, P., **Annamma, S.**, & Lasser, C. J. (2015). The efficacy of Collaborative Strategic Reading in middle school science and social studies classes. *Reading & Writing: An Interdisciplinary Journal*. 28 (9), 1257–1283. <http://dx.doi.org/10.1007/s11145-015-9570-3>
- Annamma, S.A.** (2015). Innocence, ability and whiteness as property: Teacher education and the school-to-prison pipeline. *Urban Review*. 47 (2), 293–316. <http://dx.doi.org/10.1007/s11256-014-0293-6>
- Annamma, S. A.** (2014). Disabling juvenile justice: Engaging the stories of incarcerated young women of color with disabilities. *Remedial and Special Education*, 35(5), 313-324. <http://dx.doi.org/10.1177/0741932514526785>
- Annamma, S.**, Morrison, D. & Jackson, D. (2014). Disproportionality fills the gaps: Connections between achievement, discipline and special education in the school-to-prison pipeline. *Berkley Review of Education*. 5 (1), 53-87. <http://escholarship.org/uc/item/ob13x3cp>
- Annamma, S.**, Connor, D. & Ferri, B. (2013). Dis/ability Critical Race Studies (DisCrit): Theorizing at the intersections of race and dis/ability. *Race, Ethnicity and Education*. 16 (1), 1-31. <http://dx.doi.org/10.1080/13613324.2012.730511>
- Reprinted in:**
In E. Taylor, D. Gillborn, & G. Ladson-Billings (Eds). (2015). *Foundations of Critical Race Theory in Education*. 2nd Edition. Routledge: New York.
- In Connor, D., Ferri, B. & Annamma, S. (Eds). (2016). *Disability Studies & Critical Race Theory in Education*. Teacher's College Press: New York.

Annamma, S. (2013). Undocumented and under surveillance: A case study of an undocumented Latina with a disability in juvenile justice. *Association of Mexican American Educators Journal*, 7(3), 32-41.
<http://amaejournal.asu.edu/index.php/amae/article/view/144/122>

Annamma, S., Boelé, A., Moore, B., Klingner, J. (2013). Challenging the ideology of normal in schools. *International Journal of Inclusive Education*. 17 (12), 1278-1294, <http://dx.doi.org/10.1080/13603116.2013.802379>

Reprinted in:

In Ware, L. & Slee, E. (Eds). (2019). Critical Leaders in the Foundation of Disability: Ellen Brantliner: When Meaning Falts and Words Fail, Ideology Matters Studies. 80-101, Brill: Boston.

Annamma, S. (2012). Gazing into the mirror: Reflections of racial identity transformation in transnational and transracial adoptees. *Journal of Social Distress and the Homeless*, (21) 3 & 4.

Annamma, S., Eppolito, A. M., Klingner, J. K., Boelé, A., Boardman, A. G., Spisak-Stillman, S. (2011). Using collaborative strategic reading to foster success for all students in the middle school classroom. *Voices From the Middle*. 19 (2), 27-32.

Prichard, B., **Annamma, S.**, Boelé, A., Klingner, J. (2010). Race, language, and ability: Deconstructing, reconstructing, and transcending borders of normal. *Teachers College Record*. ID Number: 16028.

BOOKS

Annamma, S. A. (2018). *The Pedagogy of pathologization: Dis/abled girls of color in the school-prison nexus*. New York, NY: Routledge.

Recipient of a 2019 Critics Choice Book Award by the American Educational Studies Association.

Recipient of a 2018 Alison Piepmeier Book Prize by the National Women's Studies Association

Morrison, D., **Annamma, S.**, & Jackson, D. (Eds). (2017). *Critical Race Spatial Analysis: Mapping to Understand and Address Educational Inequity*. Stylus.

Connor, D., Ferri, B. & **Annamma, S.** (Eds). (2016). *Disability Studies & Critical Race Theory in Education*. New York, NY: Teacher's College Press.

BOOK CHAPTERS

- Annamma, S.** & Booker, A. (2020). Integrating Intersectionality into the Study of Learning. In Nasir, Lee, Pea, & McKinney de Royston. (Eds). *Handbook of the Cultural Foundations of Learning*.
- **Migliarini, V. & Annamma, S.** (2019). Classroom and behavior management: (Re)conceptualization through Disability Critical Race Theory. In Papa, R. (Ed). *Handbook on Promoting Social Justice in Education* (pp. 1-22). London: Springer.
- **Migliarini, V. & Annamma, S.** (2019). Applying Disability Critical Race Theory (DisCrit) in the Practice of Teacher Education in the United States. In Lampert, J (Ed). *Oxford Research Encyclopedia of Education*. New York: Oxford University Press.
- Annamma, S., Ferri, B. & Connor, D.** (2018). Cultivating and expanding DisCrit (Disability Critical Race Theory). *Manifestos for the Future of Critical Disability Studies (Volume 1)* (pp. 230-238). Ashgate Publishing.
- Annamma, S.** (2017). Cartographies of Inequity. In Morrison, D., Annamma, S., & Jackson, D. (Eds). *Critical Race Spatial Analysis: Mapping to Understand and Address Educational Inequity* (pp. 32-50). Virginia: Stylus.
- Waitoller, F. & **Annamma, S.** (2017). Taking a spatial turn in inclusive education: Understanding complex forms of exclusion at the intersections of multiple markers of difference. In M. Tejero-Hughes & E. Talbott (Eds.), *The Handbook of Research on Diversity in Special Education* (pp. 23-44). New Jersey: John Wiley & Sons, Inc.
- Annamma, S.** (2015). Disrupting the School-to-Prison Pipeline through Disability Critical Race Theory. In L. Drakeford (Ed.) *The Race Controversy in American Education*. Praeger.
- Annamma, S.** (2015). We can't breathe: The impacts of police brutality on women of color. In K. Fasching-Varner & N. Hartlep (Eds). *The Assault on Communities of Color: Exploring the Realities of Race-Based Violence*. Roman & Littlefield.
- Klingner, J. K., Moore, B., Davidson, Boelé, A. L., A., Boardman, A. G., A., Figueroa, R., **Annamma, S.** & Sager, N. (2015). Cultural and linguistic diversity in special education. In J. W. Lloyd, B. Bateman, & M. Tankersley (Eds.). *Enduring Issues in Special Education: Personal Perspectives*. Routledge.
- Annamma, S.** (2014). It was just like a piece of gum: Intersectionality and criminalization of young women of color with disabilities in the school to prison pipeline. 83-102. In D.J. Connor, J.W. Valle, & C. Hale (Eds.), *Practicing*

Disability Studies in Education, Acting Toward Social Change. New York: Teachers College Press.

Connor, D. & **Annamma, S.** (2013). Within everyone's reach: Building a teaching toolbox for all learners. In D. Lawrence-Brown & M. Sapon-Shevin (Eds.), *Condition critical--Key principles for equitable and inclusive education*. New York: Teachers College Press.

Klingner, J.K., Boardman, A.G., & **Annamma, S.** (2013). Promoting high expectations with collaborative strategic reading. In C. Dudley-Marling & S. Michaels (Eds.), *Places where ALL children learn: The power of high expectation curricula*.

WORKS SUBMITTED & IN PREPARATION

Annamma, S.A., *Wilt, C., *Wilmot, J., *Jackson, E.J., *Nyegenye, S., & *Miller, A.L. (invited-under review). Performing Color-Evasiveness: A Critical Discourse Analysis of Teachers Discussing Racial Equity. *Harvard Education Review*.

*Wilmot, J.M., **Migliarini, V., **Annamma, S.A.** (under review). Punishing as policy distraction: How Zero Tolerance and Anti-bullying perpetuate rape culture for Girls of Color. In Farley, A.N., Leonardi, B., & Donnor, J.K. (Eds). *Toward an Understanding of the Politics of Distraction within Education Policy, 2021 PEA Yearbook*.

Annamma, S., *Wilmot, J. & **Migliarini, V. (revise & resubmit-under review October 2019). Everywhere and nowhere: Expansive notions of disability to counter the erasure of Black Women and Girls. In Patton Davis, L., Evans-Winters, V., & Jacobs, C. (Eds). *Investing in the Educational Success of Black Women and Girls*.

*Love, H., **Annamma, S.**, & *Miller, A. (revise & resubmit- under review April 2019). Whose Parenting is Legitimate? School Positioning of Multiply-Marginalized Black Families and Consequences for Black Girls. *Racism by Another Name*. In Hines-Datiri, D. (Ed). *Racism by Another Name*.

*Love, H. R., *Nyegenye, S.N., *Wilt, C., & **Annamma, S.A.** (under review). Black families' resistance to deficit positioning: Addressing the paradox of parent involvement. *Race Ethnicity and Education*.

PUBLIC SCHOLARSHIP & REVIEWS

Pressley, A., **Annamma, S.**, & Thompson, V. (2020). Black Girls with Disabilities Are Disproportionately Criminalized. *Teen Vogue*.

<https://www.teenvogue.com/story/black-girls-disabilities-criminalized>

- Annamma, S.** & Stovall, D. (2020). *Do #BlackLivesMatter in schools? Why the answer is 'no.'* Washington Post Op-Ed.
<https://www.washingtonpost.com/education/2020/07/14/do-blacklivesmatter-schools-why-answer-is-no/>
- Washington, A. (2020). "The Inanity of Zoom School Suspensions". The New York Times. <https://www.nytimes.com/2020/09/04/opinion/coronavirus-schools-suspensions.html?smid=tw-share>
- Annamma, S.** (2014). Whiteness as property: Transracial adoption and inheritance, Cover story. *Gazillion Voices Magazine*, 15.
- Annamma, S.** (2009). Review of *Black Girlhood Celebration* by Ruth Nicole Brown. *Education Review*, 12. Retrieved from <http://edrev.asu.edu/reviews/rev847.pdf>

RESEARCH PROJECTS

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|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 2020-present | Demystifying Disproportionality through DisCrit; (PI) |
| 2018-present | DisCrit Incarcerated: Examining Intersectional Inequities in Youth Prisons (\$45,000 awarded); (PI) |
| 2018-2019 | Criminalized Literacies: Reimagining the education of incarcerated Girls of Color through Sociocritical Literacy; (PI) |
| 2017-present | DisCrit Solidarity: Pre-service Teachers' Beliefs About and Attitudes Toward Classroom Management; (Co-PI) |
| 2015-2017 | Voices Unheard: Reducing Racial & Gender Disparities in Discipline through the Voices of Girls of Color, their Families, & School Personnel; (PI) |
| 2013-2014 | Searching for Solutions: Eliminating racial disparities in disciplinary practice; (Co-PI) |
| 2011-2013 | Resistance & Resilience: Females of Color with Disabilities in the School to Prison Pipeline; PI (\$12,000 awarded). |

INVITED PRESENTATIONS

- 2020 Invited panelist, in *Rights, difference, and the future of inclusion for students with disabilities*. Presidential Session, American Educational Research Association (AERA); San Francisco, CA.
- 2020 Invited panelist, in *Children, policies of Containment, and the carceral state*. Vice Presidential Session, Division G. American Educational Research Association (AERA); San Francisco, CA.
- 2019 Invited panelist, in *Community Scholarship and Activism: Collective Struggle Beyond the Academy*. American Educational Studies Association (AESA); Baltimore, MD.

- 2019 Invited speaker, In *Living legacy, struggle and commitments in public education: Doing the work of Critical Women of Color Feminisms*. Presidential Session. American Educational Research Association (AERA); New York, New York.
- 2019 Invited speaker, “You must be retar**d” or “deported”: how to harass a scholar of color out of safety. In *Cutting out your tongue: Scholars under fire in the age of neoliberal education and white nationalism*. Division G Vice-Presidential Session American Educational Research Association (AERA); New York, New York.
- 2018 Invited keynote, Reimagining a Classroom Ecology through Intersectional Justice—Examining racism, ableism, and justice in classroom spaces. Institute for Teachers of Color (ITOC); UC Riverside, Riverside, CA.
- 2018 Invited speaker; Book Talk. Transformative Justice in Education Center; University of California Davis; Davis, CA
- 2018 Invited speaker, Book Talk. In *Justice across ability: Race, disability, and the law*; East Bay Law Center and University of California Berkeley; Berkeley, CA.
- 2018 Invited speaker, *The Pedagogy of Pathologization—Book Talk*; University of California Los Angeles; Los Angeles, CA.
- 2018 Invited panelist, In *The school-to-prison pipeline: Why are there so many deaf/disabled children behind bars? Helping Educate to Advance the Rights of the Deaf/Disabled (HEARD)*. Webinar.
- 2017 Invited panelist; Featured Session: *Disability Critical Race Theory in Education: Intersectionality Enacted in the Pursuit of Justice*. Western Social Science Association (WSSA); San Francisco, CA.
- 2017 Invited panelist; Plenary Session: Disability Critical Race Theory and Education in a Carceral State. In *Disabling White Feminism*. Sociologists for Women in Society (SWS); Albuquerque, MN.
- 2017 Invited panelist, Race, Gender, and Disability Justice. In *In solidarity we rise: Healing, opportunity and justice for Girls of Color*. The National Crittenton Foundation; Washington D.C.
- 2017 Invited panelist; Dis/ability and Latinx students in the School-to-Prison Pipeline. In *Education*. The National Coalition for Latinxs with Disabilities (CNLD); Berkeley, CA.

- 2017 Invited speaker; Crippin Justice: Understanding the Links Between Racial and Disability Justice. Institute for Teachers of Color Committed to Racial Justice (ITOC); Los Angeles, CA.
- 2016 Invited panelist; Dis/abling curriculum in carceral spaces. In *Animating the boundaries of curriculum: Intersectional disruptions of space, time, culture, and dispossession*; Division B-Curriculum Studies. American Educational Research Association (AERA); Washington, D.C.
- 2016 Invited panelist; Legal, Theoretical and Ethics Based Approaches. In *Race and ability in education policy*. Roosevelt House Spotlight on Education Policy: Race and Ability. New York, New York.
- 2016 Invited speaker; Race, gender, and disability in school discipline; In *Civil rights and the school-to-prison pipeline in Indiana*. The Indiana Advisory Committee to the United States Commission on Civil Rights. Webinar.
- 2016 Invited speaker, Constructing criminals in a carceral state. Disability Studies Seminar. University of Kansas. Lawrence, KS.
- 2016 Invited speaker, KU Womyn of Color Retreat. University of Kansas. Lawrence, KS.
- 2015 Invited keynote speaker; *Interrupting the school-to-prison pipeline: Practices to support children of color in schools*. PACT International. Tahoe City, CA.
- 2015 Invited moderator, *Navigating Online Communities: Spaces of Resistance Through Critical Discourse*; Division G at KU. University of Kansas. Lawrence, KS.
- 2015 Invited panelist. Black lives matter. KU Professionals for Disability. University of Kansas. Lawrence, KS.
- 2015 Invited speaker; *Disrupting the criminalization of youth of color with disabilities through voice*. In *Diversity Summit 2015: Interrogating the "I" in IRISE: Power, Privilege, and Research*.
- 2014 Invited panelist; *Undocumented and under surveillance*. In *Latino students and the school-to-prison pipeline*. Latino Education and Advocacy Days (LEAD); 2014 LEAD Summit; San Bernardino, CA.
- 2014 Invited panelist; *The school-to-prison pipeline: What it is and what we can do to disrupt it?*, IU School of Education at IUPUI and the IUPUI Office of Diversity,

- Equity, and Inclusion, Call to Action Film Series, Center for Urban and Multicultural Education (CUME), the Children Policy and Law Initiative (CPLI), Great Lakes Equity Center (GLEC), and Prisoners Reformed United, Incorporated (PRUI).
- 2014 Invited panelist; *School to success vs. school to prison pipeline panel*; Region V State Equity Leaders' Summit, Great Lakes Equity Center.
- 2014 Invited speaker; *Whiteness as property: Race, ability and innocence in the School to Prison Pipeline*. Spring 2014 Colloquium Series, Center for Urban and Multicultural Education (CUME); Indiana University-Indianapolis.
- 2013 Invited panelist; *Slavery by another name*. Call to action film series. Indiana University Robert H. McKinney School of Law, Indiana University School of Education, Indianapolis and Indianapolis Urban League.
- 2013 Invited panelist; Conference Chair Invited Session. The Interdependence of Race and Ability: A Dialogue. Critical Race Studies in Education Association (CRSEA); Nashville, TN.
- 2013 Invited poster presenter. Resistance & resilience: The trajectories of females of color with disabilities through the School to Prison Pipeline. Poster; American Educational Research Association (AERA); San Francisco, CA.
- 2013 Invited workshop presenter; Restorative and Transformative Justice Approaches in Schools. PACT Camp International. Tahoe City, CA.
- 2013 Invited workshop presenter; Race, Space and Place: Transnational and Transracial Adoptees Navigating Racial Hierarchies in Schools & Learning. PACT Camp International. Tahoe City, CA.
- 2012 Invited panelist; Religion and Race for Adult Adoptees. Adoption Initiative Conference at St. John's University; New York, New York.
- 2010 Invited speaker; Beyond brown dolls, books and other things: The racial identity transformation of transnational and transracial adoptees. Dillon International; Tulsa, Oklahoma.

CONFERENCE PRESENTATIONS

REFEREED

- Annamma, S. A. & Winn, M. (2020). *Intersectional Justice for the Public Good*. American Educational Research Association (AERA); San Francisco, CA.
- Annamma, S.A. & Handy, T. (November 2019). *DisCrit Solidarity as Curriculum Studies and Transformative Praxis*. American Educational Studies Association (AES);

Baltimore, MD.

Love, H. R., **Annamma, S.**, Wilt, C., & Nyegenye, S. (May 2019). *The paradox of parent involvement: A DisCrit analysis of Black families' resistance to deficit positioning of disabled Black girls*. Critical Race Studies in Education Association (CRSEA); Los Angeles, CA.

Beneke, M. R., & **Annamma, S. A.** (May, 2019) *Re-imagining positionality: A DisCrit analysis of axiology in qualitative research*. Critical Race Studies in Education Association (CRSEA); Los Angeles, CA.

Handy, G. T., Miller, A. L., Jackson, E. E., Wilmot, J. M., **Annamma, S. A.**, (April, 2019). *Enabling radical inclusion: Girls of color reimagine inclusive education*. American Educational Research Association (AERA); Toronto, ON.

Migliarini, V. & **Annamma, S.A.** (April, 2019). *Shifting Pre-service teachers' attitudes towards classroom management: a DisCrit solidarity approach to secondary education*. In "Whose Truth(s)?" Advancing DisCrit Solidarity in Research and Practice to Disrupt Educational Inequities. American Educational Research Association (AERA); Toronto, ON.

Miller, A., Wilt, C.L., **Annamma, S.A.**, & Nyegenye, S.N. (April, 2019). *Excavating Inequities: Making Space for Girls of Color through Education Journey Mapping*. In *The Role of Mapping Methodologies to Disrupt Neoliberalism and Injustices at the Intersections of Ableism and Racism*. American Educational Research Association (AERA); Toronto, ON.

Annamma, S. (2018, April). *Expansive notions of justice: How Disability Justice strengthens the movement towards justice*. In *Intersectionality and Disability: "Nowhere and Everywhere at Once"*. American Educational Research Association (AERA); New York, New York.

Annamma, S. (2018, April). *"(Not) disciplining rape culture in carceral state education"*. In *Carceral State Education: Violence, Trauma, and Resistance*. American Educational Research Association (AERA); New York, New York.

Annamma, S., Miller, A., & Jackson, E. (2018, April). *Animating Discipline Disparities through Disabling Practices: Girls of Color and Unsupportive Classrooms*. American Educational Research Association (AERA); New York, New York.

Annamma, S. (2017, November). *(Not) Disciplining rape culture in carceral state education*. In *Carceral State Education as Violence, Trauma, and Resistance*. National Women's Studies Association (NWSA); Baltimore, Maryland.

- Annamma, S.** (2017, November). Designing for Resistance in Prison Nation. In *Transforming Practices: Engaging in Design as Praxis*. Association for the Study of Higher Education (ASHE); Houston, Texas.
- Annamma, S.** (2017, April). A critical race sympathetic touch: Shifting from classroom management to dismantle the school-to-prison pipeline. In *Critical Race Classroom Ecology: Using Critical Race Theory to Inform Praxis in the P-20 Classroom*. American Educational Research Association (AERA); San Antonio, TX.
- Annamma, S.** (2016, April). Reframing the school-to-prison pipeline within the “New Eugenics” of the carceral state. In *The "New Eugenics" and education*. American Educational Research Association (AERA); Washington, D.C.
- Annamma, S.** (2016, April). Disrupting cartographies of inequity: Education Journey Mapping as a qualitative methodology. In *Critical Race Theory and the spatial analysis: Cases of praxis to disrupt racial injustice*. American Educational Research Association (AERA); Washington, D.C.
- Annamma, S., Morrison, M. & Jackson, D.** (2016, April). Conceptualizing color-evasiveness: Using Disability Critical Race Theory to expand notions of color-blindness. In *Disability Critical Race Theory and conceptualizations of place and space: Working toward intersectional understanding*. American Educational Research Association (AERA); Washington, D.C.
- Annamma, S.** (2015, November). *Dis/ability Critical Race Studies (DisCrit): Using love to theorize the intersections of race & dis/ability*. American Educational Studies Association (AESAS); San Antonio, TX.
- Annamma, S.** (2015, November). *Whiteness as property: Love, innocence, and ability in teacher education*. American Educational Studies Association (AESAS); San Antonio, TX.
- Annamma, S.** (2015, October). *Categorizing to cast away: The misery imposed on young women of color with disabilities in a carceral state*. American Studies Association (ASA); Toronto, Canada.
- Annamma, S.** (2015, June). *A carceral state education: Criminalizing deviant bodies*. Society for Disability Studies (SDS); Atlanta, GA.
- Annamma, S. & Joseph, N.** (2015, April). *Black girls and school discipline: The complexities of being overrepresented & understudied*. American Educational Research Association (AERA); Chicago, IL.

- Annamma, S.** (2015, April). Cartographies of inequity: Mapping the trajectories of young women of color through the school-to-prison pipeline. In *The search for justice in critical race spatial analysis*. American Educational Research Association (AERA); Chicago, IL.
- Annamma, S.** (2015, April). Disabling race and racing disability: Developing DisCrit. American Educational Research Association (AERA); Chicago, IL.
- Annamma, S.** (2015, April). Whiteness as property: innocence and ability in teacher education; in Panel: *Critical race theory as a transformative practice in teacher education*. American Educational Research Association (AERA); Chicago, IL.
- Annamma, S.** (2014, November). Incarceration nation: Young women of color recognizing & resisting the school-to-prison pipeline. National Women's Studies Association (NWSA); San Juan, Puerto Rico.
- Annamma, S.** (2014, November). Educating the educators through radical honesty: Feminist transgressions in teacher education; in Panel: *Teaching from a place of radical honesty: A Labor of Love*. National Women's Studies Association (NWSA); San Juan, Puerto Rico.
- Williams, N. & **Annamma, S.** (2014, November). We know racial disproportionality in discipline is a problem; what's the policy got to do wit' it? The International Conference on Urban Education (ICUE); Montego Bay, Jamaica.
- Annamma, S.** (2014, April). Fake it to make it: Criminalization and education in the School to Prison Pipeline. American Educational Research Association (AERA); Philadelphia, PA.
- Annamma, S., Morrison, D., Jackson, D., Garlick, G.** (2014, April). The spatial search to understand and address educational inequity to inform praxis. Symposium. American Educational Research Association (AERA); Philadelphia, PA.
- Annamma, S., Morrison, D., Jackson, D., Garlick, G.** (2014, April). Disproportionality fills the gaps: Connections between achievement, discipline, and special education in the School to Prison Pipeline. American Educational Research Association (AERA); Philadelphia, PA.
- Annamma, S.** (2013, November). Fake it to make it: The education trajectories of young women of color with disabilities through the School to Prison Pipeline. American Educational Studies Association (AESA); Baltimore, MD.

- Annamma, S.** (2013, November). Mapping the margins: Methodological pluralism in surveilled spaces. American Educational Studies Association (AESA); Baltimore, MD.
- Annamma, S.,** Boelé, A., Moore, B., Klingner, J. (2013, April). Institutionalizing intellectual poverty: A critique of Special Education informed by the research and scholarship of Ellen J. Brantlinger. Symposium. American Educational Research Association (AERA); San Francisco, CA.
- Annamma, S.,** Connor, D. & Ferri, B. (2013, April). Dis/ability Critical Race Studies (DisCrit): Theorizing at the intersections of race and dis/ability. American Educational Research Association (AERA); San Francisco, CA.
- Annamma, S.** (2012, October). Race, Space & Place: Transnational and transracial adoptees navigating racial hierarchies in schools & learning. Adoption Initiative at St. John's University; New York, New York.
- Annamma, S.,** Connor, D. & Ferri, B. (2012, May). Dis/ability Critical Race Studies (DisCrit): Theorizing at the intersections of race and dis/ability. Disability Studies in Education (DSE); New York, New York.
- Martinez Jr. E., **Annamma, S.,** Childs, J. Lopez, R., Jackson, D. & De Walt, P. (2012, May). Racialized political talk: How race has permeated education rhetoric in political contexts. Critical Race Studies in Education Association (CRSEA); New York, New York.
- Annamma, S.,** Bien, A., Jackson, D.D., Mendoza, E., Morrison, D., & Paguyo, C.H. (October, 2011). *Creating RISE: Imagining and enacting change in a graduate school community.* Presentation delivered to NAGPS (National Association of Graduate-Professional Students) Conference, Boulder, CO.
- Annamma, S.,** Morrison, D., Jackson, D. (2011, May). Disproportionality fills the gaps: Connections between achievement, discipline, and special education in the School to Prison Pipeline. Critical Race Studies in Education Association (CRSEA); San Antonio, Texas.
- Klingner, J., Boardman, A., & Boelé, A & **Annamma, S.** (2011, April). Teacher-Student interactions during reading comprehension strategies instruction in middle school language arts classrooms. American Educational Research Association (AERA); New Orleans, Louisiana.
- Klingner, J., Boardman, A., Scornavacco, K., Boelé, A. & **Annamma, S.** (2011, April). Peer discussions during collaborative strategic reading group work. American Educational Research Association (AERA); New Orleans, Louisiana.

Boardman, A., Klingner, J. & **Annamma, S.** (2011, April). Supporting English language learners with Collaborative Strategic Reading,” Council for Exceptional Children (CEC) Washington, DC.

Annamma, S. & Cooper Lewter, K. (2010, October). Disrupting dichotomous discourse through autoethnography. Adoption Initiative at St. John’s University; New York, New York.

Annamma, S. (2010, October). Unraveling messages: The adoptive family's impact on the racial identity development of transnational and transracial adoptees. Adoption Initiative at St. John’s University; New York, New York.

Annamma, S., Bien, A., Jackson, D., Mendoza, E., Morrison, D., Paguyo, C. (2010, May). Disrupting racist discourses: An exercise in praxis in a school of education community. Critical Race Studies in Education Association (CRSEA); Salt Lake City, Utah.

Annamma, S. (2010, April). The racial identity development of transnational and transracial adoptees. American Educational Research Association (AERA); Denver, Colorado.

Klingner, J., Boardman, A., **Annamma, S.** & Boelé, A. (2010, April). “Coaching in professional development: Using teachers' responses to coaching to improve professional development. American Educational Research Association (AERA); Denver, Colorado.

Klingner, J., Boardman, A., **Annamma, S.** & Boelé, A. (2010, April). Implementing Collaborative Strategic Reading with adolescent struggling readers: Implementation Challenges and Facilitators. American Educational Research Association (AERA); Denver, Colorado.

Solis, M., Boelé, A. & **Annamma, S.** (2010, April). Collaborative Strategic Reading. Council for Exceptional Children (CEC), Nashville, TN.

Klingner, J., Boardman, A., Boelé, A. and **Annamma, S.** (December, 2009). Collaborative Strategic Reading with adolescent struggling readers: A mixed methods study. National Reading Conference (NRC); Albuquerque, New Mexico.

Donato, R., **Annamma, S.,** Jackson, D. (2009, November). The experiences of graduate students of color in a predominantly white institution. Teachers of Color & Allies Summit (TOCA); Boulder, Colorado.

Slavick, J., Boelé, A., **Annamma, S.**, Harris, K. & Hurtado, M. (2009, October). RTI considerations for English Language Learners, Colorado Association of Bilingual Educators (CABE); Denver, Colorado.

Annamma, S., Csapo, M. & McEntree, V. (2009, July). Volunteering in India: Real life reports and stories, International Association of Special Education (IASE); Alicante Spain.

TEACHING EXPERIENCE

Stanford University

ED 439 Critical Race Theory in Education	(Fall 2020)
ED 433 Intersectional Qualitative Approaches	(Spring 2020)
ED 428 Intersectional Justice in Education Policy and Practice	(Winter 2020)

The University of Kansas

EPSY 456 Motivating and Managing Learners in the Middle and Secondary Classroom <i>Undergraduate</i>	(Fall 2017- 2 sections)
SPED 937 Cross-Specialization Seminar II <i>Doctoral</i>	(Fall 2016)
SPED 985 Naturalistic Research <i>Doctoral</i>	(Spring 2018, Spring 2017, Spring 2016)
SPED 955 Intersectional Injustice in Special Education Policy & Practice <i>Doctoral</i>	(Spring 2018, Fall 2015)

The University of Denver

Dismantling the School to Prison Pipeline: Race, Gender, & Intersectionality in the time of Mass Criminalization	(Winter 2015)
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*Undergraduate***Indiana University, Indianapolis**

Curriculum and Assessment in Special Education (Fall 2013)
Graduate/Undergraduate combined

Classroom Management and Positive Behavioral Supports (Summer 2013,
Graduate/Undergraduate combined Spring 2014)

Introduction to Special Education (Spring 2014)
Graduate/Undergraduate combined

University of Colorado Boulder

Curriculum and Multicultural Education (Fall 2014)
Graduate

Differentiated Instruction in Diverse Secondary Classrooms (Fall 2011,
Undergraduate Summer 2011,
 Spring 2011,
 Fall 2010,
 Summer 2010)

SERVICE TO PROFESSION

Current

International/National

2019-present *Multiple Voices for Ethnically Diverse Exceptional Learners*
 Consulting Editor

2017-present *Race Ethnicity and Education* Editorial Board Member

2018-present *Focus on Exceptional Children* Editorial Board Member

2017-present Office of Juvenile Justice and Delinquency Prevention (OJJDP)
 National Girls Initiative Member

2018-present Conference Proposal Reviewer, American Educational Research
 Association (AERA) Division G

Graduate School of Education

2019-present Member, Stanford Teacher Education Program (STEP) Steering
 Committee

2019-present Member, Stanford Teacher Education Program (STEP) STEP Advisory Board

2019-present Member, Race, Inequality, and Language in Education (RILE) RILE Visiting Professor Committee

Past

International/National

2018-2020 Co-Chair, Critical Educators for Social Justice (CESJ) SIG, American Educational Research Association (AERA)

2016-2019 *Multiple Voices for Ethnically Diverse Exceptional Learners* Editorial Board Member

2017-2018 Committee member, American Educational Research Association (AERA) Division G Early Career Award committee

2015-2016 Co-Program Chair
Critical Race Studies in Education Association

2014-2015 American Educational Research Association (AERA); Critical Educators for Social Justice SIG scholar Activist Award
Committee Member

2013-2014 Associate Editor of *International Journal of Qualitative Studies in Education*

2011-2013 Graduate Student Representative
Conference Committee Member
Critical Race Studies Association in Education

2010-2012 Conference Committee Member.
The Adoption Initiative: A Biennial Adoption Conference

State

2014-2015 University of Denver Representative of Colorado Consortium of Special Education Teachers of Educators (CCSETE)

University of Kansas, School of Education

2016-2019 Faculty Advisor, American Educational Research Association (AERA) Division G Graduate Student Campus Liaisons, University of Kansas

2016- 2019 Faculty Co-Advisor, KU Graduate Students of Color; University of Kansas

2015-2016 KU Multicultural Leadership Committee

2008-2010 Co-founder and Board Member
Racial Initiatives for Students and Educators
(R.I.S.E.), University of Colorado at Boulder

Department of Special Education

2016-2019 Personnel Committee; Department of Special Education

2015-2016 KU Special Education Knowledge Mobilization Committee

Peer Reviewer

2017-2018 *Educational Researcher*
Equity and Excellence in Education
Race Ethnicity and Education
Teacher's College Record
International Journal of Qualitative Studies in Education

2016-2017 *Education Policy Analysis Archives*
Journal of Literacy Research
International Journal of Qualitative Studies in Education

2015-2016 *International Journal of Qualitative Studies in Education*

2014-2015 *International Journal for Inclusive Education*
Multiple Voices

2013-2014 *American Educational Research Journal*
Urban Education
International Journal for Inclusive Education

2012-2013 *The Journal of Special Education*
The High School Journal

2011-2012 *The Journal of Special Education*
Journal of Social Distress and the Homeless

2010-2011 *The Journal of Special Education*

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

2008- present American Educational Research Association (AERA)

2012-present AERA Division G: Social Context of Education

2012-present Critical Educators for Social Justice, Special Interest Group (AERA)

2008- present Critical Examination of Race, Ethnicity, Class and Gender,
Special Interest Group (AERA)

2010- present Disability Studies in Education, Special Interest Group (AERA)

2012- 2016 Special Education Research, Special Interest Group (AERA)

2008- present Critical Race Studies Association in Education (CRSEA)

- 2006- present Council for Exceptional Children (CEC); Special Interest Division:
Division for Culturally and Linguistically Diverse Exceptional
Learners (DDEL) member
- 2008- 2010 National Council of Teacher of English (NCTE)

CERTIFICATIONS

- 2005-2015 Colorado Professional Teacher License: Special Education Generalist
Ages 5-21
- 2010-2015 Colorado Professional Teacher License: Linguistically Diverse Learners
- 2003-2008 California Level I Education Specialist Credential: Moderate/Severe
Disabilities

ADDITIONAL TEACHING & RESEARCH EXPERIENCE

- 2008-2013 **Instructor** University of Colorado Boulder
- 2008-2013 **Research Assistant** School of Education,
Dr. Janette Klingner. Collaborative Strategic Reading (CSR).
University of Colorado at Boulder, Boulder, CO.
- 2002-2008 **Special Education Teacher** Middle & High School, Public
School & Juvenile Justice, CA & CO