

Sarah Caroleo

Annenberg Institute, Brown University
164 Angell Street Providence, RI 02906

sarah_caroleo@brown.edu | [LinkedIn](#) | [Website](#) | [Google Scholar](#)

ACADEMIC EMPLOYMENT

Brown University Postdoctoral Research Associate, Annenberg Institute Supervisor: Christopher Cleveland	Providence, RI 2025–present
Johns Hopkins University Adjunct Professor, M.S. Education Policy Program Adjunct Professor, M.S. International Teaching and Global Leadership Program	Baltimore, MD 2026 2022–2023

EDUCATION

Johns Hopkins University Ph.D. Education Dissertation: Equipping Educators for Critically Inclusive Instruction Committee: Jonathan Plucker (chair), Rebecca Cruz, Alexandra Shelton, Lieny Jeon, Meghan Comstock	Baltimore, MD 2025
University of Georgia M.Ed. Educational Psychology	Athens, GA 2020
Lipscomb University K–12 English Language Learning Endorsement	Nashville, TN 2017
Greenville University B.S. Elementary Education	Greenville, IL 2013

RESEARCH FELLOWSHIPS, PRIZES, & AWARDS

SPARC Center Scholar (\$1,000), SPARC and AIR	2026–2027
Bayesian Longitudinal Data Modeling Training Participant (lodging), IES	2026
State School Finance Fellow (\$1,000, travel, lodging), EdFund	2025–2026
Doctoral Student Excellence Award , Johns Hopkins University	2025
Education Policy Fellow (\$142,000, tuition, benefits), Johns Hopkins University	2021–2025
Carolyn Callahan Doctoral Student Award (\$200), NAGC	2024
Conference Attendance Grant (\$500), Society for Research on Educational Effectiveness	2024
Education Policy Academy Fellow (travel, lodging), AEI	2024
Outstanding GCE Master's Student Award , University of Georgia	2020
Excellence in Education Award , Greenville University	2013

SCHOLARSHIP

* = denotes equal first authorship; ‡ = denotes student author.

Journal Articles

12. Cruz, R. A., Shelton, A., McClam, R. S., Shepard, L., **Caroleo, S. A.**, Ramirez, I., & Mullins, K. (In press). Policy as an interlocutor between agency and the normative center of schools. *Education Policy Analysis Archives*.
11. Cruz, R. A., Firestone, A. L., **Caroleo, S. A.**, McDermott, C. L., Malekghassemmi, I., Howes, A.‡, McClam, R. S., Shin, C., & Love, H. (In press). The numbers and the narrative behind disproportionality: A mixed methods literature synthesis. *Race Ethnicity and Education*.
10. Shelton, A., McClam, R. S., **Caroleo, S. A.**, & Mullins, K. (2026). Over-worked and under-resourced: First-year out-of-field special education teachers' induction experiences and intent to return. *Professional Development in Education*, 1–22. [\[Link\]](#)
9. **Caroleo, S. A.***, McClam, R. S.*, Shelton, A., Cruz, R. A., & Aramburo, C. M. (2026). Self-efficacy for equity-centered teaching: A scale development study. *AERA Open*, 12(1), 1–29. [\[Link\]](#)
8. Makel, M. C., **Caroleo, S. A.**, Meyer, M. S., Pei, M. A., Fleming, J. I., Cook, B. G., & Plucker, J. A. (2026). “Don’t hate the players, hate the game”: Qualitative insights from education researchers on questionable and open research practices. *Royal Society Open Science*, 13(1), 251888. [\[Link\]](#)
7. McClam, R. S., Shelton, A., Shepard, L. R., Cruz, R. A., **Caroleo, S. A.**, & Love, M. (2026). Inclusion in the time of anti-DEIA: Lessons learned from a research-practice partnership promoting a critical inclusion framework for students with disabilities. *School-University Partnerships*, 19(1), 27–47. [\[Link\]](#)
6. McClam, R. S., **Caroleo, S. A.**, Cruz, R. A., Firestone, A. L., & Ochoa, A. L. (2025). Teaching statistics with honesty: Embedding critical theories into instruction. *Inquiry: Critical Thinking Across the Disciplines*, 34(2), 569–608. [\[Link\]](#)
5. **Caroleo, S. A.** & Hines, M. E. (2025). Teachers' dispositions regarding giftedness in the classroom: An ecological systems perspective. *Journal for the Education of the Gifted*, 48(3), 227–257. [\[Link\]](#)
4. Sodergren, C. D. C., **Caroleo, S. A.**, & Guilbault, K. M. (2025). District gifted education coordinator preparation and development: Establishing training pathways that equip for excellence and strong equity. *Gifted Child Today*, 48(2), 129–142. [\[Link\]](#)
3. **Caroleo, S. A.** (2024). From fixed to flexible: Needed conditions to promote elementary teachers' equitable use of within-class grouping. *Neag School of Education Journal*, 2(1), 19–41. [\[Link\]](#)
2. **Caroleo, S. A.** (2023). A revised GTCrit framework: A broadened critical lens for gifted and

advanced education settings. *Berkeley Review of Education*, 12(2), 81–108. [\[Link\]](#)

1. Guilbault, K. M. & **Caroleo, S. A.** (2023). A survey of the challenges and responsibilities of district gifted education coordinators before and during the COVID-19 pandemic. *Journal of Gifted Education and Creativity*, 10(4), 275–292. [\[Link\]](#)

Book Chapters

7. **Caroleo, S. A.**, Shin, C., & Plucker, J. A. (In press). Replication in educational research. In D. Trafimow (Ed.), *Research handbook on the replication crisis*. Edward Elgar Publishing.
6. Fredericks, S. J., & **Caroleo, S. A.** (2026). Afterschool education: A promising lever to promote excellence and equity. In J. A. Plucker & M. S. Meyer (Eds.), *The future of advanced education and talent development* (pp. 123–132). Emerald Publishing Limited. [\[Link\]](#)
5. **Caroleo, S. A.**, Pei, M. A., & Danielian, J. (2026). Eminent scholars' past hopes for the future of advanced education and talent development. In J. A. Plucker & M. S. Meyer (Eds.), *The future of advanced education and talent development* (pp. 5–15). Emerald Publishing Limited. [\[Link\]](#)
4. Wytko, R., **Caroleo, S. A.**, & Plucker, J. A. (2026). Using the Excellence Gap Intervention Model to dismantle equity barriers and empower advanced achievement among all students. In M. Nuñez-Zippelius, S. Z. Zhang, & P. Merrotsy (Eds.), *Topics in extraordinary achievement in historically excluded groups* (pp. 1–17). Springer. [\[Link\]](#)
3. Meyer, M. S., **Caroleo, S. A.**, & Guilbault, K. M. (2025). Identification for equal access and the assessment of learning progress. In C. L. Weber, C. Boswell, & W. A. Behrens (Eds.), *Exploring critical issues in gifted education: A case studies approach* (2nd ed.). Routledge. [\[Link\]](#)
2. **Caroleo, S. A.**, & Plucker, J. A. (2024). Giftedness. In F. Darbellay (Ed.), *Elgar encyclopedia of interdisciplinarity and transdisciplinarity* (pp. 235–239). Edward Elgar Publishing. [\[Link\]](#)
1. Guilbault, K. M., Chandler, K., & **Caroleo, S. A.** (2023). Supervision and observation in the gifted education classroom. In A. L. Lavigne & M. L. Derrington (Eds.), *Actionable feedback to PK–12 teachers* (pp. 149–161). Bloomsbury Publishing. [\[Link\]](#)

Working Papers & In Submission

13. Shin, C., **Caroleo, S. A.**, & Plucker, J. A. Replication prevalence in school psychology research [Revise & resubmit at *Journal of School Psychology*]. [\[Preprint\]](#)
12. Cruz, R. A., Marcucci, O., Parker, A., Alicea, M., **Caroleo, S. A.**, Malekghassemmi, I. & Rice, E. Restorative or carceral: A mixed methods analysis of school leaders' discipline equity logics [Revise & resubmit at *American Educational Research Journal*].
11. **Caroleo, S. A.**, & Miller, J. L. Emotional variability and educator wellbeing: Evidence from a semester-long study [Revise & resubmit at *Educational Studies*].

10. **Caroleo, S. A.**, Shelton, A., Meyer, M. S., Wytko, R., Cai, F., Sutherland, K.‡, Guilbault, K. M., & Plucker, J. A. Professional learning for advanced education: A systematic review of multifaceted, equity-focused training approaches [Revise & resubmit at *Journal of Advanced Academics*].
9. **Caroleo, S. A.**, McClam, R. S., Cruz, R. A., & Shelton, A. Equity under pressure: The role of DEI-related instructional bans on K-12 teachers' self-efficacy for equity-centered teaching [Revise & resubmit at *Education Policy Analysis Archives*].
8. Cruz, R. A., **Caroleo, S. A.**, & McClam, R. S. Overcoming “atheoretical” statistics and decontextualized data through Crit/HLM: A Charm City narrative [Chapter accepted in *Teaching QuantCrit Approaches for Quantitative Methods*; in revisions].
7. **Caroleo, S. A.**, McClam, R. S., Dmoshinskaia, N., Pellegrini, M., & Visscher, A. J. An overview of the methods and findings of teacher professional development meta-analyses [Under review].
6. Cleveland, C., Almes, J., & **Caroleo, S. A.** Illuminating IEP present levels: A topic modeling approach [Under review].
5. Bjorklund-Young, A., **Caroleo, S. A.**, Ochoa, A. L., & Watson, A. Unpacking the black box of K–12 curriculum implementations in the United States: A systematic review [Under review].
4. Cleveland, C., **Caroleo, S. A.**, & Kaler, L. Quantifying students' special education service hours [Under review].
3. Cleveland, C., Kaler, L., & **Caroleo, S. A.** Examining how special education service hours vary [Under review].
2. **Caroleo, S. A.**, Comstock, M. C., Malekghassemi, I., & Howes, A.‡ Framing learner variability in states' educator preparation policy and guidance: A critical policy analysis [In preparation].
1. **Caroleo, S. A.**, & Cleveland, C. Special education accountability systems in large U.S. states: Lessons amidst threats to federal oversight [In preparation].

Policy/Research Reports and Briefs

2. Cleveland, C., & **Caroleo, S. A.** (In press). Individualized Education Programs (IEPs) at scale: How research-practice partnerships focused on IEPs can improve special education policy and programming. *Wheelock Educational Policy Center*.
1. Cruz, R. A., McClam, R. S., & **Caroleo, S. A.** (In press). Best practices for reducing disproportionality in discipline. *EdResearch for Action*.

Data & Resource Products

4. Cruz, R. A., **Caroleo, S. A.**, & McClam, R. S. (2026). Overcoming “atheoretical” statistics and decontextualized data through Crit/HLM. *OSF*. [\[Link\]](#)
3. **Caroleo, S. A.***, McClam, R. S.*, Shelton, A., Cruz, R. A., & Aramburo, C. M. (2026). Data access files: Measuring self-efficacy for equity-centered teaching: A scale development and evaluation study. *Inter-university Consortium for Political and Social Research* [distributor]. [\[Link\]](#)
2. **Caroleo, S. A.**, Shelton, A., Meyer, M. S., Guilbault, K. M., & Plucker, J. A. (2025). Professional learning for advanced education: A systematic review of multifaceted training approaches. *OSF*. [\[Link\]](#)
1. Meyer, M. S., Guilbault, K. M., & **Caroleo, S. A.** (2025). Case studies in gifted education and advanced academics. *OSF*. [\[Link\]](#)

Other Public Scholarship

4. Burnett, C., (Host) & **Caroleo, S. A.** (2026–present). Training educators for positive advanced learning outcomes [Audio podcast episode]. In *Fueling Creativity in Education*. Podbean. [\[Link\]](#)
3. Parker, A. E., Guilbault, K. M., & **Caroleo, S. A.** (2024). Navigating the storm: Strategies for supporting teachers and administrators amid on-going pandemic-related burnout. *SENG*.
2. Barkley, S., (Host) & **Caroleo, S. A.** (2023–present). Promoting self-efficacy [Audio podcast episode]. In *Ponders Out Loud*. Podbean. [\[Link\]](#)
1. **Caroleo, S. A.** (2023, April 20). Teachers don’t need more self-care. They need self-efficacy. *Education Week*. [\[Link\]](#)

RESEARCH FUNDING

Principal or Co-Principal Investigator

- | | |
|---|-----------|
| Spencer Foundation Research Grants on Education: Small.
<i>Strengthening teacher preparation for inclusive instruction: Policy, program, and graduate perspectives.</i> PI. \$50,000. In preparation. | 2027–2030 |
| The Brady Education Foundation.
<i>The impacts of preschool and full-day kindergarten expansion in Massachusetts.</i>
Co-PI w/ Christopher Cleveland (PI). \$100,000. Invited to Stage 1 submission post-LOI. | 2027–2029 |
| American Psychological Association Division 15 Early Career Research Grant.
<i>Examining the profiles and predictors of U.S. elementary teachers’ curricular modification priorities.</i>
PI. \$10,000. Under review. | 2026–2028 |

- California Department of Education. 2026–present
Evaluating the special education compliance and improvement monitoring process.
 Co-PI w/ Christopher Cleveland (PI). \$150,000.
- JHU SOE Faculty Senate Teaching and Research Pitch Grant. 2024–2025
Teachers' self-efficacy for equity-centered teaching practices: A scale development and evaluation study.
 PI w/ Rachel McClam & Rebecca Cruz (Co-PIs). \$1,500.

Key Personnel

- U.S. Department of Education, Office of English Language Acquisition 2026–present
Enhancing literacy for English learners: Valuing assets through engagement.
 Contractor w/ Patricia Rice Doran (PI). \$3,800,000.
- Oregon State University Faculty Seed Grant. 2026–present
General educator perspectives on special education.
 Consultant w/ Logan McDermott (PI). \$5,000.
- Maryland State Department of Education. 2024–2026
Transforming inclusion dedicated to equity.
 Research Assistant w/ Rebecca Cruz (PI). \$700,000.
- U.S. Department of Education, Jacob K. Javits Program Grant. 2023–2025
Project PTAL: Professional transformation for advanced learning.
 Research Assistant w/ Jonathan Plucker (PI). \$1,000,000.
- Maryland State Department of Education. 2023–2025
Rising into special education teacher collaborative.
 Research Assistant w/ Alexandra Shelton (PI). \$1,400,000.
- Bill & Melinda Gates Foundation. 2022–2024
An evaluation of Eureka Math 2 curriculum.
 Research Assistant w/ Alanna Bjorklund-Young (PI). \$1,000,000.

CONFERENCES & TALKS

Conference Presentations

- 2026 Association for Education Finance and Policy (AEFP); American Educational Research Association (AERA); Sociology of Education Association Conference
- 2025 AEFP; Council for Exceptional Children; AERA; Society for Research on Educational Effectiveness (SREE); National Association for Gifted Children (NAGC)
- 2024 AEFP; AERA; SREE; NAGC; Maryland State Conference on Gifted and Talented Education

2023 AERA; American Psychological Association; SREE; NAGC; International Congress on Gifted Youth and Sustainability of the Education

2022 JHU IDEAS Conference; NAGC

Conference Discussant or Chair Duties

4. Paper session discussant (2026). *Interpreting, Negotiating, Teaching: The Role of Teachers in Producing and Disrupting Curriculum*. Division B, Section 4 (Policies and the Politics of Curriculum). 2026 AERA Annual Meeting, Los Angeles, CA.
3. Roundtable session chair discussant (2026). *Giftedness, Creativity, and Talent Roundtable: Behaviors and Learning Concepts*. Research on Giftedness, Creativity, and Talent SIG. 2026 AERA Annual Meeting, Los Angeles, CA.
2. Roundtable session discussant (2026). *Fostering Social-Emotional Competence and Well-being*. Special and Inclusive Education SIG. 2026 AERA Annual Meeting, Los Angeles, CA.
1. Paper session chair & discussant. (2025). *Session 12A: Heterogeneity Matters for Science and Research*. Academic Learning and Supports in K–12 Section. 2025 SREE Conference, Chicago, IL.

Invited Talks

3. **Caroleo, S. A.**, & Bala, K. (2026, Mar. 3). *Improving behavior systems in schools and classrooms*. Presented to the Rhode Island School Superintendents Association.
2. **Caroleo, S. A.** (2025, Dec. 12). *A critical policy analysis of states' teacher preparation for learner variability*. Presented as part of the Annenberg Institute Half-Baked Speaker Series.
1. **Caroleo, S. A.** (2024, May 10). *Perceptions of rigor in an open enrollment environment*. Presented to the Johns Hopkins University School of Education's National Advisory Council.

Guest Lecture

1. **Caroleo, S. A.** (2025). *Using data dictionaries for maximal organizational and workflow*. Johns Hopkins University School of Education ED.883.812 Data Workflow PhD. Class.

ACADEMIC TEACHING & ADVISING EXPERIENCE

Instructor of Record

- | | |
|----------------|--|
| Spr 2026 | ED.820.606 State and Local Education Policy
Johns Hopkins, M.S. Education Policy Program
19 students. Online. Substantially revised syllabus. |
| Sum 2022, 2023 | ED.885.510 Curriculum, Instruction, and Assessment for Advanced Learners
Johns Hopkins, M.S. International Teaching and Global Leadership Program
29 students per class. In person. Designed new syllabus. |

Teaching Assistant

- Fall 2023 ED.820.601 Intermediate Statistics
Johns Hopkins, M.S. Education Policy Program
Jodi Miller. 26 students. Online.
- Spr 2022 ED.813.652 Introduction to Global Education Policy and Analysis
Johns Hopkins, M.S. International Teaching and Global Leadership Program
Laurence Peters. Three sections, 78 students total. In person.

Advising

- Sum 2026 Rachel Adenan (Johns Hopkins M.S. Education Policy, ED.820.610
Capstone course)
James Barrie (Brown University Undergraduate Research Fellows for Social
Science and Public Policy Program, Internship)

PROFESSIONAL SERVICE

Teaching Credentials

California Multiple Subjects Teaching Credential, English Language Learning Endorsement (K–12),
Tennessee Gifted Teaching Standard

Teaching Positions

- 2018–2021 4th Grade Teacher, Burbank Unified School District, Burbank, CA
2017–2018 1st Grade Teacher, Seven Arrows Elementary, Pacific Palisades, CA
2014–2017 K–4 Advanced Academics Teacher, Metro Nashville Public Schools, Nashville, TN
2013–2014 4-year-olds Pre-K Teacher, Woodmont Christian Preschool, Nashville, TN

Consulting Positions

- 2025–2026 GLEAM Framework Research Evaluator, *UnboundEd*
2023–2024 Program Evaluator, EdInquiry's *The Biggest Winner Math Challenge*

SERVICE ACTIVITIES

Reviewing - Journals

Behavioral Sciences
Education Sciences
Educational Policy Analysis Archives
Exceptional Children
International Journal of Inclusive Education
Journal of Advanced Academics
Journal for the Education of Gifted
Social Sciences

Reviewing - Conferences

- 2026–present AAFP, K-12 School Politics, Governance, Leadership, and Organizations section
- 2025–present SREE, Teachers & School Leaders section; Academic Learning & Supports section
- 2023–present AERA, Division L Educational Policy & Politics; Access, Tracking, & Detracking SIG; Division K Teaching & Teacher Education; Research on Giftedness, Creativity, and Talent SIG

University Service

- 2025–present Social Chair, Brown Postdoctoral Leadership Committee
- 2024–2025 Member, PhD Advisory Committee for Vice Provost of JHU Graduate Education
- 2024–2025 Search Committee Member, JHU Grigg Endowed Professorship in Education Policy
- 2024 Co-leader, JHU Hidden Curriculum Doctoral Student Book Club Series
- 2023–2024 Co-organizer, JHU Schoolhouse Talks Doctoral Student Speaker Series
- 2023–2024 Member, JHU Sustainability Leadership Council; K-12 Education Working Group
- 2022 Speaker, JHU Ph.D. Program Informational Webinar for Prospective Students

External Service

- 2025–present Committee Chair, Jeannie Oakes Research into Practice Award; AERA Access, Tracking, & Detracking SIG
- 2024–present Advisory Board Member, Columbia Gifted and Talented Youth; New York City, NY
- 2023–2025 Graduate Student Committee Member; AERA Research on Giftedness, Creativity, and Talent SIG