

# Sarah Caroleo

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## ACADEMIC EMPLOYMENT

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

## EDUCATION

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<b>Johns Hopkins University</b> 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
<b>University of Georgia</b> M.Ed. Educational Psychology	Athens, GA 2020
<b>Lipscomb University</b> K–12 English Language Learning Endorsement	Nashville, TN 2017
<b>Greenville University</b> B.S. Elementary Education	Greenville, IL 2013

## RESEARCH FELLOWSHIPS, PRIZES, & AWARDS

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

**SCHOLARSHIP**

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

**Journal Articles**

13. 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*.
12. 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*.
11. Cruz, R. A., Marcucci, O., Parker, A., Alicea, M., **Caroleo, S. A.**, Malekghassemmi, I., & Rice, E. (In press). Restorative or carceral: A mixed methods analysis of school leaders' discipline equity logics. *American Educational Research Journal*.
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* (2<sup>nd</sup> 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

12. Shin, C., **Caroleo, S. A.**, & Plucker, J. A. Replication prevalence in school psychology research [Revise & resubmit at *Journal of School Psychology*]. [\[Preprint\]](#)
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. **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 [Revise & resubmit at *Review of Education*].
7. Cleveland, C., Almes, J., & **Caroleo, S. A.** Illuminating IEP present levels: A topic modeling approach [Revise & resubmit at *American Educational Research Journal*].
76. 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].
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.** (2026). Evidence-based practices to reduce racial inequity in school discipline. *EdResearch for Action*. [\[Link\]](#)

## 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

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### Principal or Co-Principal Investigator

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|---|-----------|
| Spencer Foundation Research Grants on Education: Small.<br><i>Strengthening teacher preparation for inclusive instruction: Policy, program, and graduate perspectives.</i> PI. \$50,000. In preparation.                    | 2027–2030 |
| The Brady Education Foundation.<br><i>The impacts of preschool and full-day kindergarten expansion in Massachusetts.</i><br>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.<br><i>Examining the profiles and predictors of U.S. elementary teachers’ curricular modification priorities.</i><br>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

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### Conference Presentations

- 2026 Association for Education Finance and Policy (AEFP); American Educational Research Association (AERA); Sociology of Education Association Conference; Society for Research on Educational Effectiveness (SREE)
- 2025 AEFP; Council for Exceptional Children; AERA; 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.
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.
2. Roundtable session discussant (2026). *Fostering Social-Emotional Competence and Well-being*. Special and Inclusive Education SIG. 2026 AERA Annual Meeting.
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.

### 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

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### Instructor of Record

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| Spr 2026       | ED.820.606 State and Local Education Policy<br>Johns Hopkins, M.S. Education Policy Program<br>19 students. Online. Substantially revised syllabus.  |
| Sum 2022, 2023 | ED.885.510 Curriculum, Instruction, and Assessment for Advanced Learners<br>Johns Hopkins, M.S. International Teaching and Global Leadership Program<br>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                    Johns Hopkins M.S. Education Policy, ED.820.610 Capstone
- Rachel Adenan  
Brown University Undergraduate Research Fellows for Social Science and Public Policy Program, Internship
  - James Barrie  
Brown University Urban Education Policy A. M., Internship
  - Julianny Almonte, Jose Arriaza, Edgar Diaz

**PROFESSIONAL SERVICE**

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**Teaching Credentials**

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

**Teaching Positions**

- 2018–2021    4<sup>th</sup> Grade Teacher, Burbank Unified School District, Burbank, CA  
2017–2018    1<sup>st</sup> 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**

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**Reviewing - Journals**

Education Sciences  
Education 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