Sarah Caroleo

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ACADEMIC EMPLOYMENT

Brown University — Providence, RI
Postdoctoral Research Associate, Annenberg Institute — 2025–present

Johns Hopkins University — Baltimore, MD
Adjunct Professor, M.S. Education Policy Program — 2026
Adjunct Professor, M.S. International Teaching and Global Leadership Program — 2022–2023

EDUCATION

Johns Hopkins University — Baltimore, MD
Ph.D. Education — 2025
Dissertation: Equipping Educators for Critically Inclusive Instruction
Committee: Jonathan Plucker (chair), Rebecca Cruz, Alexandra Shelton, Lieny Jeon, Meghan Comstock

University of Georgia — Athens, GA
M.Ed. Educational Psychology — 2020

Lipscomb University — Nashville, TN
K–12 English Language Learning Endorsement — 2017

Greenville University — Greenville, IL
B.S. Elementary Education — 2013

RESEARCH FELLOWSHIPS, PRIZES, & AWARDS

Emerging Education Policy Scholar (travel, lodging), Thomas B. Fordham Institute — 2027
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), American Enterprise Institute — 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.

Books

Gray, C., & **Caroleo, S. A.** (under contract; expected Summer 2027). *Perspectives, paradigms, and practices for teaching all high-potential students: Black joy, la excelencia latina, and culturally responsive gifted education.* Routledge.

Journal Articles

15. 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*.
14. 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*.
13. **Caroleo, S. A.**, McClam, R. S., Pellegrini, M., Dmoshinskaia, N., & Visscher, A. J. (In press). An overview of the methods and findings of teacher professional development meta-analyses. *Review of Education*.
12. **Caroleo, S. A.**, Shelton, A., Meyer, M. S., Wytko, R., Cai, F., Sutherland, K.‡, Guilbault, K. M., & Plucker, J. A. (2026). Professional learning for advanced education: A systematic review of multifaceted, equity-focused training approaches. *Journal of Advanced Academics*, OnlineFirst. [Link]
11. Cruz, R. A., Marcucci, O., Parker, A., Alicea, M., **Caroleo, S. A.**, Malekghassemmi, I. & Rice, E. (2026). Restorative or carceral: A mixed methods analysis of school leaders' discipline equity logics. *American Educational Research Journal*, OnlineFirst. [Link]
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 Projects & In Submission

13. **Caroleo, S. A.**, & Miller, J. L. Emotional variability and educator wellbeing: Evidence from a semester-long study [Revise & resubmit at *Educational Studies*].
12. **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 and Archives*].
11. Shin, C., **Caroleo, S. A.**, & Plucker, J. A. Replication prevalence in school psychology research [Revise & resubmit at *Journal of School Psychology*]. [Preprint]
10. Cleveland, C., Almes, J., & **Caroleo, S. A.** Illuminating IEP present levels: A topic modeling approach [Revise & resubmit at *American Educational Research Journal*].
9. Cruz, R. A., **Caroleo, S. A.**, McClam, R. S., & Rice, E. (anticipated Spring 2027). Overcoming "atheoretical" statistics and decontextualized data through Crit/Hierarchical Linear Modeling. In K. Strunk, W. Castillo, & A. Simpfenderfer (Eds.), *Teaching critical quantitative methodologies in education*. Teachers College Press [Chapter accepted; in revisions].
8. Cleveland, C., **Caroleo, S. A.**, & Kaler, L. Quantifying students' special education service hours [Under review].

7. Cleveland, C., Kaler, L., & **Caroleo, S. A.** Examining how special education service hours vary [Under review].
6. 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].
5. **Caroleo, S. A.**, Comstock, M. C., Malekghassemi, I., & Howes, A.‡ Framing learner variability in states' educator preparation policy and guidance: A critical policy analysis [Under review].
4. Cai, F., **Caroleo, S. A.**, & Guilbault, K. M. Brake or accelerator? Achievement growth trajectories associated with gifted and talented program participation among U.S. elementary students across grades 1–5 [Under review].
3. **Caroleo, S. A.**, & Cleveland, C. Special education accountability systems in large U.S. states: Lessons amidst threats to federal oversight [In preparation].
2. Almes, J., **Caroleo, S. A.**, & Cleveland, C. Evaluating tone in IEP present levels statements at scale [In preparation].
1. **Caroleo, S. A.** (anticipated Fall 2027). Enacting equity-centered teaching for intersectional inclusion in early childhood classrooms. In C. Turner & M. Turner (Eds.) *Teaching for belonging: Asset-based, inclusive, and responsive pedagogies in early childhood education.* Teachers College Press [Chapter abstract accepted; in preparation].

Policy/Research Reports and Briefs

3. 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.*
2. Cleveland, C., & **Caroleo, S. A.** (2026). Evaluating California's special education Compliance and Improvement Monitoring process: Year 1 Report. *California Department of Education.*
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

Principal or Co-Principal Investigator

CoLab Early Elementary School Success 2027–2029
The impacts of preschool and full-day kindergarten expansion in Massachusetts.
Co-PI w/ Christopher Cleveland (PI). $100,000. Invited to submission post-LOI.

California Department of Education 2025–2029
Evaluating the special education compliance and improvement monitoring process.
Co-PI w/ Christopher Cleveland (PI). $450,000.

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 2026–2030
Enhancing literacy for English learners: Valuing assets through engagement.
Contractor w/ Patricia Rice Doran (PI). $3,800,000.

San Francisco Unified School District 2026–2028
Toward Black student thriving in SFUSD: Redesigning systems to understand and abolish racial disparities.
Contractor w/ Alfredo Artiles (PI). $800,000.

Oregon State University Faculty Seed Grant 2026–2027
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

32. Almes, J., **Caroleo, S. A.**, & Cleveland, C. (2026). *Unveiling valence on students' present levels: The validation of tone in IEP documents* [Paper presentation]. 2026 Society for Research on Educational Effectiveness (SREE) Conference. Baltimore, MD.

31. **Caroleo, S. A.**, & Cleveland, C. (2026). *Evaluating state-level special education accountability: A mixed methods study of California's Compliance and Improvement Monitoring framework* [Paper presentation]. 2026 SREE Conference. Baltimore, MD.
30. **Caroleo, S. A.** (2026). *Towards critically inclusive classrooms: Patterns and predictors of U.S. elementary teachers' curricular modification priorities* [Roundtable presentation]. 2026 American Educational Research Association (AERA) Annual Meeting, Los Angeles, CA.
29. McClam, R. S., & **Caroleo, S. A.** (2026). *Mixed methods integration: Theory-driven joint displays for visualizing equity policy* [Roundtable presentation]. 2026 AERA Annual Meeting, Los Angeles, CA.
28. Cruz, R. A., Firestone, A., **Caroleo, S. A.**, McDermott, L. McClam, R. S., Malekghassemi, I., Howes, A., & Love, H. (2026) *Anti-racist critical perspectives diversifying special education research: Challenging traditional narratives of objectivity, neutrality, and science* [Symposium panel session]. 2026 AERA Annual Meeting, Los Angeles, CA.
27. McClam, R. S., Shelton, A., Shepard, L. R., Cruz, R. A., **Caroleo, S. A.**, & Love, M. L. (2026). *Thriving in context: Exploring dimensions of variation in equity-driven partnership research* [Symposium panel session]. 2026 AERA Annual Meeting, Los Angeles, CA.
26. **Caroleo, S. A.** (2026). *Teacher preparation for learner variability: A critical policy analysis of 15 states.* [Paper presentation]. 2026 Association of Education Finance and Policy (AEFP) Annual Conference, Chicago, IL.
25. Cleveland, C., **Caroleo, S. A**., & Kaler, L. *Quantifying special education service hour variation: Evidence from a statewide set of IEPs* [Paper presentation]. 2026 AEFP Annual Conference, Chicago, IL.
24. Cleveland, C., Almes, J., & **Caroleo, S. A.** (2026). *Exploring individualized education program (IEP) present levels of performance at scale* [Paper presentation]. 2026 AEFP Annual Conference, Chicago, IL.
23. Cruz, R. A., Shelton, A., McClam, R. S., **Caroleo, S. A**., Shepard, L. R., Ramirez, I., & Mullins, K. (2026). *Policy as an interlocutor between agency and the normative structure of schools* [Paper presentation]. 2026 AEFP Annual Conference, Chicago, IL.
22. Cruz, R. A., Shelton, A., Shepard, L., McClam, R. S., **Caroleo, S. A.**, Mullins, K., & Ramirez, I. (2026). *Policy as an interlocutor between agency and the normative center of schools* [Poster presentation]. 2026 Sociology of Education Association Conference. Pacific Grove, CA.
21. **Caroleo, S. A.**, Shelton, A., Meyer, M. S., Wytko, R., Cai, F., Sutherland, K., Guilbault, K., & Plucker, J. A. (2025) *Training educators for positive advanced learning outcomes: A systematic review* [Poster presentation]. 2025 National Association for Gifted Children (NAGC) Annual Convention, Pittsburgh, PA.
20. Pannone, C., McClam, R. S., **Caroleo, S. A.**, Dmonshiskaia, N., Pellegrini, & Visscher, A. (2025). *A review of the findings of teacher professional development meta-analyses* [Paper presentation]. 2025 SREE Conference, Chicago, IL.
19. **Caroleo, S. A**., McClam, R. S., Shelton, A., & Cruz, R. A. (2025). *Measuring self-efficacy for equity-centered teaching practices: A scale development and evaluation study* [Paper presentation]. 2025 AERA Annual Meeting, Denver, CO.
18. Shelton, A., **Caroleo, S.**, McClam, R., & Mullins, K. (2025). *First-year conditionally certified special education teachers' induction experiences and intent to return* [Roundtable presentation]. 2025 AERA Annual Meeting, Denver, CO.
17. McClam, R. S., **Caroleo, S. A.**, Cruz, R. A., Firestone, A., & Ochoa, A. (2025). *Teaching statistics with honesty: A Quant/Crit approach* [Roundtable presentation]. 2025 AERA Annual Meeting, Denver, CO.
16. Cruz, R., Firestone, A., **Caroleo, S. A.**, McDermott, L., McClam, R., Malekghassemi, I.,

Howes, A., & Love, H. (2025). *The numbers and the narrative: A mixed methods approach to literature synthesis using disproportionality* [Paper presentation]. 2025 AERA Annual Meeting, Denver, CO.

15. McClam, R. S., **Caroleo, S. A.**, Shelton, A., & Cruz, R. A. (2025). *Self-efficacy for equity-centered teaching: A tool for teacher and school development* [Poster presentation]. 2025 Council for Exceptional Children (CEC) Convention, Baltimore, MD.
14. McClam, R. S., Cruz, R. A., Shelton, A., & **Caroleo, S. A.** (2025). *Rising into special education (RISE): A research-practice collaborative* [Concurrent 60-minute presentation]. 2025 CEC Convention, Baltimore, MD.
13. **Caroleo, S. A.**, & McClam, R. S. (2025). *Navigating instructional bans: The impact on teachers' self-efficacy in equity-centered practices* [Paper presentation]. 2025 AEFP Annual Conference, Washington, D. C.
12. **Caroleo, S. A.**, & Meyer, M. S. (2024). *Cultivating understanding of advanced learners: Professional learning with open-source case studies* [Paper presentation]. 2024 Maryland State Conference on Gifted and Talented Education. Virtual.
11. **Caroleo, S. A.** (2024). *How to GTCrit: Applying a critical lens to gifted education research and beyond* [Concurrent 60-minute presentation]. 2024 NAGC Annual Convention, Seattle, WA.
10. **Caroleo, S. A**., McClam, R. S., Cruz, R. A., & Shelton, A. (2024). *In-the-pipeline: Development of a scale measuring teachers' self-efficacy for equity-centered teaching practices* [Poster presentation]. 2024 SREE Conference, Baltimore, MD.
9. **Caroleo, S. A.** (2024). *Perceptions of rigor in an open enrollment environment* [Poster presentation]. 2024 AERA Annual Meeting, Philadelphia, PA.
8. **Caroleo, S. A.** (2024). *Curriculum quality and high expectations better predict NYC constituents' perceptions of instructional rigor than school type* [Poster presentation]. 2024 AEFP Annual Conference, Baltimore, MD.
7. Guilbault, K. M. & **Caroleo, S. A.** (2023). *A survey of the responsibilities and challenges of district gifted education coordinators before and during the COVID-19 pandemic* [Paper presentation]. International Congress on Gifted Youth and Sustainability of the Education, Virtual.
6. Meyer, M. S., **Caroleo, S. A.**, & Guilbault, K. M. (2023). *Creating and using case studies to customize professional learning* [Concurrent 60-minute presentation]. 2023 NAGC Annual Convention, Orlando, FL.
5. Guilbault, K. M., Chandler, K., & **Caroleo, S. A.** (2023). *Let's PIVOT! Perception of instruction in virtual/online teaching scales* [Speed 30-minute presentation]. 2023 NAGC Annual Convention, Orlando, FL.
4. McClam, R., & **Caroleo, S. A.** (2023). *Putting professional development into practice: Measuring the relationship between teacher motivation and PD implementation* [Poster presentation]. 2023 SREE Conference, Washington, D. C.
3. **Caroleo, S. A.**, & Miller, J. L. (2023). *Checking in on educator well-being: The promise of experiencing even some positive emotions* [Paper presentation]. 2023 American Psychological Association Convention, Washington, D. C.
2. Guilbault, K. M., Chandler, K., & **Caroleo, S. A.** (2023). *Content-focused feedback practices in teacher supervision* [Symposium panel presentation]. 2023 AERA Annual Meeting, Chicago, IL.
1. **Caroleo, S. A.**, & Hines, M. E. (2022). *Policy's role in shaping teachers' mindsets: A qualitative pilot study* [Poster presentation]. 2022 NAGC Annual Convention, Indianapolis, IN.

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

6. **Caroleo, S. A.**, & Cleveland, C. (2027, Jan. 21). *Supporting districts for special education improvement plan development and implementation*. Presented to California Department of Education's special education technical assistance provider network.
5. **Caroleo, S. A.** (2027, Jan. 20). *Defining, describing, and deploying tier 2 social-emotional learning practices*. Presented to Rhode Island district leaders for the Student Mental Health Network.
4. **Caroleo, S. A.**, & Bala, K. (2026, Mar. 3). *Improving behavior systems in schools and classrooms*. Presented to the Rhode Island School Superintendents Association.
3. **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.
2. **Caroleo, S. A.**, & Plucker, J. A. (2025, June 11*). Project PTAL: Professional transformation for advanced learning*. Presented to U.S. House of Representatives Staff Members as part of Hopkins on the Hill.
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 Ph.D. Class.

ACADEMIC TEACHING & ADVISING EXPERIENCE

Instructor of Record

Spr 2026	State and Local Education Policy Johns Hopkins, M.S. Education Policy Program 19 students. Online. Substantially revised syllabus. **Average course rating: 3.95/4**
Sum 2022, 2023	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. **Average course rating: 3.91/4**

Teaching Assistant

Fall 2023	Intermediate Statistics Johns Hopkins, M.S. Education Policy Program Jodi Miller. 26 students. Online.
Spr 2022	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.

Research Advising

Brown University
Master of Public Affairs Research Fellowship
Fall 2026: 2
Urban Education Policy A.M. Research Fellowship
Sum 2026: 3
Undergraduate Research Fellows for Social Science and Public Policy Program
Sum 2026: 1

Johns Hopkins University
M.S. Education Policy Capstone
Sum 2026: 1
Sum 2025: 1

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
Education Policy Analysis Archives
Exceptional Children
Gifted Child Quarterly
International Journal of Inclusive Education
Journal of Advanced Academics
Journal of Curriculum Studies
Journal for the Education of Gifted
Review of Educational Research

Reviewing - Conferences

2026–present AEFP, 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 Co-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 Chair, Jeannie Oakes Research into Practice Award Committee; AERA Access, Tracking, & Detracking SIG
2024–present Advisory Board Member, Columbia Gifted and Talented Youth
2023–2025 Graduate Student Committee Member; AERA Research on Giftedness, Creativity, and Talent SIG