

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
<u>Dissertation:</u> Equipping Educators for Critically Inclusive Instruction	
<u>Committee:</u> 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

9. State School Finance Workshop Series Fellow (\$3,000), EdFund 2025–2026
8. Doctoral Student Excellence Award, Johns Hopkins University 2025
7. Education Policy Fellow (\$142,000), Johns Hopkins University 2021–2025
6. Carolyn Callahan Doctoral Student Award (\$200), National Association for Gifted Children (NAGC) 2024
5. Conference Attendance Grant (\$500), Society for Research on Educational Effectiveness 2024
4. Education Policy Academy Fellow (\$1,000), American Enterprise Institute 2024
3. 2nd Place Completed Graduate Research Paper, NAGC 2023
2. Outstanding GCE Master's Student Award, University of Georgia 2020

1. Excellence in Education Award, Greenville University	2013
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SCHOLARSHIP

* = denotes equal first authorship

Refereed Journal Articles

10. 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*.
9. 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*.
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. (2025). 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*, 1–21. [\[Link\]](#)
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.** (In press). 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*. Emerald Publishing.
5. **Caroleo, S. A.**, Pei, M. A., & Danielian, J. (In press). 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*. Emerald Publishing.
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

14. **Caroleo, S. A.***, McClam, R. S.*, Shelton, A., & Cruz, R. A. (2026). Self-efficacy for equity-centered teaching: A scale development study [Conditionally accepted pending minor revisions at *AERA Open*].
13. Bjorklund-Young, A., **Caroleo, S. A.**, Ochoa, A. L., & Watson, A. (2026). Unpacking the black box of K–12 curriculum implementations in the United States: A systematic review [Revise & resubmit at *Review of Educational Research*].
12. Shin, C., **Caroleo, S. A.**, & Plucker, J. A. (2026). Replication prevalence in school psychology research [Revise & resubmit at *Journal of School Psychology*]. [\[Preprint\]](#)
11. Cruz, R. A., Marcucci, O., Parker, A., Alicea, M., **Caroleo, S. A.**, Malekghassem, I. & Rice, E. (2026). Restorative or carceral: A mixed methods analysis of school leaders' discipline equity logics [Revise & resubmit at *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 [Special issue abstract accepted at *Professional Development in Education*; under external review].

9. **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 [Under external review].
8. **Caroleo, S. A.**, & Miller, J. L. (2026). Emotional variability and educator wellbeing: Evidence from a semester-long study [Under internal review].
7. **Caroleo, S. A.**, Comstock, M. C., Malekghassemi, I., & Howes, A. (2026). Framing learner variability in states' educator preparation policy and guidance: A critical policy analysis [Under internal review].
6. **Caroleo, S. A.***, McClam, R. S.*., Dmoshinskaia, N., Pellegrini, M., & Visscher, A. J. (2026). An overview of the methods and findings of teacher professional development meta-analyses [Under internal review].
5. Cleveland, C., **Caroleo, S. A.**, & Kaler, L. (2026). Quantifying special education service hours [In preparation].
4. Cleveland, C., Kaler, L., & **Caroleo, S. A.** (2026). Examining how special education service hours vary [In preparation].
3. Cleveland, C., Almes, J., & **Caroleo, S. A.** (2026). Illuminating IEP present levels: A topic modeling approach [In preparation].
2. **Caroleo, S. A.** (2026). Elementary teachers' modification priorities with district-provided curriculum [In preparation].
1. **Caroleo, S. A.***, McClam, R. S.*., Cruz, R. A., & Shelton, A. (2026). Equity under pressure: The role of DEI-related instructional bans on K-12 teachers' self-efficacy for equity-centered teaching [In preparation].

Policy/Research Reports and Briefs

2. Cleveland, C., **Caroleo, S. A.**, Kaler, L., & Almes, J. (In press). Examining content of Indiana's PreK-13 Individualized Education Program documents. *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*.

Other Public Scholarship

4. Burnett, C., (Host) & **Caroleo, S. A.** (2026–present). Training educators for positive advanced learning outcomes. 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*. [\[Link\]](#)
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 Investigator

Spencer Foundation Research Grants on Education: Small. 2026–2029
Strengthening teacher preparation for inclusive instruction: Policy, program, and graduate perspectives. \$50,000. Under peer review.

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: Rebecca Cruz. Co-PI: Rachel McClam. \$1,500.

Consultant or Key Personnel

California State Department of Education. 2026–present
Evaluating the special education compliance and improvement monitoring process.
PI: Christopher Cleveland. \$150,000.

Maryland State Department of Education. 2024–present
Transforming inclusion dedicated to equity.
PI: Rebecca Cruz. Co-PI: Alexandra Shelton. \$700,000.

U.S. Department of Education, Jacob K. Javits Program Grant. 2023–2025
Project PTAL: Professional transformation for advanced learning.
PI: Jonathan Plucker. Co-PI: Keri Guilbault. \$1,000,000.

Maryland State Department of Education. 2023–2025
Rising into special education teacher collaborative.
PI: Alexandra Shelton. Co-PI: Rebecca Cruz. \$1,400,000.

Bill & Melinda Gates Foundation. 2022–2024
An evaluation of Eureka Math 2 curriculum.
PI: Alanna Bjorklund-Young. \$1,000,000.

CONFERENCES & TALKS

Conference Presentations

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, U.S.
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 Society for Research on Educational Effectiveness (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 chair & discussant (2026). *Interpreting, Negotiating, Teaching: The Role of Teachers in Producing and Disrupting Curriculum*. 2026 AERA Annual Meeting, Los Angeles, CA.
3. Paper session chair & discussant (2026). *Giftedness, Creativity, and Talent Roundtable: Behaviors and Learning Concepts*. 2026 AERA Annual Meeting, Los Angeles, CA.
2. Roundtable session chair & discussant (2026). *Fostering Social-Emotional Competence and Well-being*. 2026 AERA Annual Meeting, Los Angeles, CA.
1. Paper session chair & discussant. (2025). *Session 12A: Heterogeneity Matters for Science and Research*. 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 EXPERIENCE

Instructor of Record

Spr 2026	ED.820.606 State and Local Education Policy Johns Hopkins, M.S. Education Policy Program 18 students. Online. Substantially revised.
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. Developed from scratch.

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.

PROFESSIONAL SERVICE

Teaching Credentials

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

Teaching Positions

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

Consulting Positions

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

SERVICE ACTIVITIES

Reviewing Activities

Journals

Journal of Advanced Academics
Journal for the Education of Gifted
Cogent Education

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 Social Chair, Brown Postdoctoral Leadership Committee
2024–2025 Member, PhD Advisory Committee for Vice Provost of JHU Graduate Education
2024–2025 Search Committee Member, Grigg Endowed Professorship in Education Policy
2024 Co-leader, Hidden Curriculum Doctoral Student Book Club Series
2023–2024 Co-organizer, 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 Member, 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
2022–2023 Expert Research Advisor, AP Research Course, Sayville High School; Sayville, NY