

Sarah Caroleo

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ACADEMIC EMPLOYMENT

Brown University Postdoctoral Research Associate, Annenberg Institute	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 <u>Dissertation</u> : Equipping Educators for Critically Inclusive Instruction <u>Committee</u> : 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

9. State School Finance Workshop Series Fellow (\$2,000), 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. 2 nd 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

SCHOLARSHIP

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

Refereed Journal Articles

11. 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*.
10. 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*.
9. **Caroleo, S. A.***, McClam, R. S.*, Shelton, A., & Cruz, R. A. (In press). Self-efficacy for equity-centered teaching: A scale development study. *AERA Open*.
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.** (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

15. 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*].
14. Shin, C., **Caroleo, S. A.**, & Plucker, J. A. (2026). Replication prevalence in school psychology research [Revise & resubmit at *Journal of School Psychology*]. [\[Preprint\]](#)
13. 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 [Revise & resubmit at *American Educational Research Journal*].

12. **Caroleo, S. A.**, & Miller, J. L. (2026). K–12 educator wellbeing in a post-pandemic context: The importance of regularly experiencing even some positive emotions [Revise & resubmit at *Educational Studies*]
11. 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].
10. Cruz, R. A., **Caroleo, S. A.**, & McClam, R. S. (2026). Overcoming “atheoretical” statistics and decontextualized data through Crit/HLM: A Charm City narrative [Chapter accepted in *Teaching QuantCrit Approaches for Quantitative Methods*; 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.**, Comstock, M. C., Malekghassemi, I., & Howes, A.‡ (2026). Framing learner variability in states’ educator preparation policy and guidance: A critical policy analysis [Under external review].
7. **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 external review].
6. Cleveland, C., **Caroleo, S. A.**, & Kaler, L. (2026). Quantifying students’ special education service hours [Under internal review].
5. Cleveland, C., Kaler, L., & **Caroleo, S. A.** (2026). Examining how special education service hours vary [Under internal review].
4. **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 [Under internal review].
3. **Caroleo, S. A.**, & Cleveland, C. (2026). Special education accountability systems in large U.S. states: Lessons amidst threats to federal oversight [In preparation].
2. Cleveland, C., Almes, J., & **Caroleo, S. A.** (2026). Illuminating IEP present levels: A topic modeling approach [In preparation].
1. **Caroleo, S. A.** (2026). Elementary teachers’ modification priorities with district-provided curriculum [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

5. Guilbault, K. M., Sodergren, C., & **Caroleo, S. A.** (In press). From content experts to systems leaders: Preparing district gifted education coordinators. *Teaching for High Potential*.
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

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| Spencer Foundation Research Grants on Education: Small.
<i>Strengthening teacher preparation for inclusive instruction: Policy, program, and graduate perspectives.</i> \$50,000. Under peer review. | 2026–2029 |
| JHU SOE Faculty Senate Teaching and Research Pitch Grant.
<i>Teachers’ self-efficacy for equity-centered teaching practices: A scale development and evaluation study.</i>
Co-PIs: Rachel McClam, Rebecca Cruz. \$1,500. | 2024–2025 |

Consultant or Key Personnel

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| California State Department of Education.
<i>Evaluating the special education compliance and improvement monitoring process.</i>
PI: Christopher Cleveland. \$150,000. | 2026–present |
| Maryland State Department of Education.
<i>Transforming inclusion dedicated to equity.</i> | 2024–present |

- 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 AEFPP 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 AEFPP 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 AEFPP 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

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|----------------|---|
| Spr 2026 | ED.820.606 State and Local Education Policy
Johns Hopkins, M.S. Education Policy Program
19 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

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

SERVICE ACTIVITIES

Reviewing Activities

Journals

Cogent Education

Education Sciences

Journal of Advanced Academics

Journal for the Education of Gifted

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, 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

- 2024–present Advisory Board Member, Columbia Gifted and Talented Youth; New York City, NY
- 2025–2026 Committee Member, Jeannie Oakes Research into Practice Award; AERA Access, Tracking, & Detracking SIG
- 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