CURRICULUM VITAE

Crystal Bishop, Ph.D.
University of Florida
Anita Zucker Center for Excellence in Early Childhood Studies
P.O. Box 117050
Gainesville, FL 32611
crowecd@coe.ufl.edu

EDUCATION

Graduate

2013
Doctor of Philosophy
University of Florida
School of Special Education, School Psychology, and Early Childhood Studies
Doctoral Affiliate: Anita Zucker Center for Excellence in Early Childhood Studies
Major: Special Education
Minor: Research Methodology
Concentrations: Early Childhood Studies, Early Childhood Policy

Dissertation Title: *Measurement Invariance of the Early Childhood Environment Rating Scale-Revised and the Arnett Caregiver Interaction Scale: Results from the Early Childhood Longitudinal Study, Birth Cohort*

2007
Master of Education
Department of Human and Organizational Development
Vanderbilt University
Major: Human Development Counseling

Undergraduate

2004
Bachelor of Science, with Honors
University of Wyoming
Zoology & Physiology Department
Major: Zoology & Physiology
Minor: Psychology

ACADEMIC AND PROFESSIONAL EXPERIENCE

08/18-Present
Assistant Research Scientist
Anita Zucker Center for Excellence in Early Childhood Studies
College of Education, University of Florida

01/17-08/18
Post-Doctoral Associate
Anita Zucker Center for Excellence in Early Childhood Studies
College of Education, University of Florida

07/14-12/16	Institute of Education Sciences Post-Doctoral Fellow Anita Zucker Center for Excellence in Early Childhood Studies College of Education, University of Florida
01/14-07/14	Post-Doctoral Fellow Anita Zucker Center for Excellence in Early Childhood Studies College of Education, University of Florida
07/08-12/13	Graduate Research Assistant Anita Zucker Center for Excellence in Early Childhood Studies College of Education, School of Special Education, School Psychology, and Early Childhood Studies, University of Florida
04/11-02/12	Student Principal Investigator The Effect of Video Self-Monitoring on Preschool Teachers' Instructional Practices Anita Zucker Center for Excellence in Early Childhood Studies College of Education, School of Special Education, School Psychology, and Early Childhood Studies, University of Florida
09/06-07/08	Intern, Research Assistant Department of Special Education, Vanderbilt University
09/05-12/06	Graduate Research Assistant Neurology Department, Sleep Disorders Division, Vanderbilt University
01/06-05/06	Counseling Practicum Student Susan Gray School, Vanderbilt University
07/04-08/05	Infant/Toddler Teacher High Hopes, Inc., Brentwood, TN
05/03-01/04	Youth Worker Cathedral Home for Children, Laramie, WY
02/02-07/04	Undergraduate Research Assistant Department of Zoology & Physiology, University of Wyoming

HONORS AND AWARDS

07/14-12/16	Institute of Education Sciences Post-Doctoral Fellowship Award
10/13	J. David Sexton Doctoral Student Award, International Division for Early Childhood, Council for Exceptional Children
09/12-05/14	Rosser Family Graduate Scholarship
11/09	Trainee, Early Childhood Longitudinal Study, Birth Cohort Training Seminar, Institute of Education Sciences
08/08-08/12	College of Education Alumni Fellowship, University of Florida
08/08-06/12	Scholar, Project Excel, University of Florida

09/06-05/07	Long-Term Trainee, Mid-Tennessee Interdisciplinary Instruction in Neurodevelopmental Disabilities (Leadership Education in Neurodevelopmental and Related Disabilities) Program, Vanderbilt University
05/04	Outstanding Undergraduate in Zoology & Physiology, University of Wyoming
09/03-05/04	NSF EPSCoR Undergraduate Research Fellow, University of Wyoming

SCHOLARLY PUBLICATIONS AND PRODUCTS

In Preparation

1. McLaughlin, T. **Bishop, C.,** & Snyder, P. A. (2019). *Priority learning areas for children with disabilities—What is the focus?* Manuscript in preparation.

Under Revision

1. **Bishop, C.,** Snyder, P. A., & Algina, J. (2020). *Exploring measurement invariance for the ECERS across two types of classrooms.* Manuscript in preparation.

2. Hemmeter, M. L., Fox, L., Snyder, P., Algina, J., Hardy, J. K., **Bishop, C.,** & Veguilla, M. (2020). *Corollary child outcomes from the Pyramid Model professional development intervention efficacy trial.* Manuscript in preparation.

Refereed Articles and Abstracts

1. **Bishop, C.,** Shannon, D., & Harrington, J. (2020). Progress monitoring within the embedded instruction approach: Collecting, sharing, and interpreting data to inform instruction. In M. Mclean, R. Banerjee, J. Squires, & K. Hebbeler (Eds.), *Assessment: Recommended practices for young children and families.* (DEC Recommended Practices Monograph Series No. 7, pp. 135-148). Arlington, VA: Division for Early Childhood.

2. Shannon, D. **Bishop, C.,** Snyder, P. A., & Jaramillo, J. (2019). Developing a collaborative partnership to enhance teaming: Using a practice-based coaching framework. In P. Winton, C. Guillen, & A. Schnitz (Eds.), *Teaming and collaboration* (DEC Recommended Practices Monograph Series No. 6*,* pp. 39-52). Arlington, VA: Division for Early Childhood.

3. **Bishop, C.,** Leite, W., & Snyder, P. A. (2018). Using propensity score weighting to reduce selection bias in large-scale data sets. *Journal of Early Intervention, 40*(4), 347-362. doi.org/10.1177/1053815118793430

4. Snyder, P., McLaughlin, T., & **Bishop, C.** (2018). Contextually relevant learning opportunities through embedded instruction. In P. Snyder & M. L. Hemmeter (Eds.), *Instruction: Effective strategies to support engagement, learning, and outcomes.* (DEC Recommended Practices Monograph Series No. 4, pp. 51-64). Washington, DC: Division for Early Childhood.

5. **Bishop, C.,** Snyder, P. A., & Crow, R. (2015). Impact of video self-monitoring with graduated training on implementation of embedded instructional learning trials. *Topics in Early Childhood Special Education, 35*(3)*,* 170-182. doi: 10.1177/0271121415594797

6. Barton, E., **Bishop, C.,** & Snyder, P. (2014). High quality instruction through CLTs: Blending intentional teaching with embedded instruction. In K. Pretti-Frontczak, J. Grisham-Brown, & L. Sullivan (Eds.), *Blending practices for all children (*Young Exceptional Children monograph series No. 16*,* pp. 73-96). Los Angeles, CA: The Division for Early Childhood of the Council for Exceptional Children.

7. Snyder, P. A., Hemmeter, M. L., Fox, L., **Bishop, C.**, & Miller, M. D. (2013). Developing and gathering psychometric evidence for a fidelity instrument: The Teaching Pyramid Observation Tool-Pilot Version. *Journal of Early Intervention, 35*(2)*,* 150-172. doi: 10.1177/1053815113516794

8. Malow, B. A., **Crowe, C**., Henderson, L., McGrew, S., Wang, L., Song, Y., & Stone, W. L. (2009). A sleep habits questionnaire for children with Autism Spectrum Disorders. *Journal of Child Neurology, 24* (1), 19-24.

9. Lutz, L., Schofield, N., **Crowe, C.**, Dufourny, L., & Skinner, D. C. (2007). No effect of nutrient restriction from gestational days 28 to 78 on immunocytochemically detectable growth hormone-releasing hormone (GHRH) neurons and GHRH receptor colocalization in somatotropes of the ovine female fetus. *Journal of Chemical Neuroanatomy, 33,* 34-41.

10. Cuevas, R., Marzec, M., Howard, P., **Crowe, C.,** Reed, H., Malow, B. (2006). Does actigraphy provide a valid measure of overnight sleep in children with Autism Spectrum Disorders? *Sleep (29)* Abstract Supplement: A300.

Book Chapters

1. **Bishop, C.,** McLeod, R., Artman-Meeker, K., & Hemmeter, M. L. (in press). Using technology to support PBC implementation. In P. Snyder, M. L. Hemmeter, & L. Fox (Eds.) *Essentials of practice-based coaching.* Baltimore, MD: Brookes.

2. Shannon, D., **Bishop, C.,** Snyder, P., & McLaughlin, T. (in press). Coaching strategies and definitions. In P. Snyder, M. L. Hemmeter, & L. Fox (Eds.) *Essentials of practice-based coaching.* Baltimore, MD: Brookes.

3. Snyder, P., Hemmeter, M. L., Fox, L., & **Bishop, C.** (in press). Component 1: Goal setting and action planning. In P. Snyder, M. L. Hemmeter, & L. Fox (Eds.) *Essentials of practice-based coaching.* Baltimore, MD: Brookes.

4. Snyder, P., **Bishop, C.,** Shannon, D., & McLaughlin, T. (in press). Putting it all together: Implement pyramid model practices to make a difference. In M. L. Hemmeter, M. Ostrosky, & L. Fox (Eds.) *Unpacking the Pyramid Model: A practical guide for preschool teachers.* Baltimore, MD: Brookes.

5. Snyder, P. A., **Bishop, C.,** & Crow, R. (2018). Responsive practice-focused instructional leadership for early intervention. In B. Billingsley, M. L. Boscardin, & J. Crockett (Eds.), *Handbook of leadership and administration for special education* (2nd ed., pp. 393-416). New York, NY: Taylor and Francis.

6. Snyder, P., Bishop, C.C., & McLaughlin, T. (2017). Frameworks for guiding program focus and practices in early intervention. In J. M. Kauffman & D. P. Hallahan (Series Eds.) & M. Conroy (Section Ed.), *Handbook of special education: Section XII Early identification and intervention in exceptionality*. New York, NY: Routledge.

7. **Bishop, C.,** Snyder, P., Algina, J., & Leite, W. (2016). Expanding frontiers in research designs and methods in support of evidence-based practice in early childhood special education. In B. Reichow, B. A. Boyd, E. E. Barton, & S. L. Odom (Eds.), *Handbook of early childhood special education* (pp. 501-540). New York: Springer.

8. Snyder, P., **Crowe, C**., & Crow, R. (2012). Responsive instructional leadership for early intervention. In J. B. Crockett, B. S. Billingsley, & M. L. Boscardin (Eds.), *Handbook of leadership and administration* (pp. 315-336). New York: Taylor & Francis.

9. Snyder, P., Denney, M., Pasia, C., & Rakap, S., & **Crowe, C.** (2011). Professional development in early childhood intervention. In C. Groark (Series Ed.) & L. Kaczmarek (Vol. Ed.), *Early childhood intervention program policies for special needs children: Vol. 3. Emerging issues* (pp. 169-204). Santa Barbara, CA: Praeger.

Non-refereed Articles

1. McLaughlin, T., & **Bishop, C.** (January/February, 2015). Setting up your program to prevent challenging behaviors. *Child Care Exchange* (pp. 42-47).

Instruments

1. Snyder, P., McLaughlin, T., Hemmeter, M. L., McLean, M., **Bishop, C.,** Clark, C., & Embedded Instruction for Early Learning Project. (2017). *LTRS: Learning target rating scale – Research Version 3.1.* [Manual]. Unpublished instrument. Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida, Gainesville, FL.

2. Snyder, P., **Bishop, C.,** Hemmeter, M. L., Sandall, S., McLean, M., Crow, R., & Embedded Instruction for Early Learning Project (2017). *EIOS: Embedded instruction observation system – Research Version 2.1.* [Manual and training videos]. Unpublished instrument. Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida, Gainesville, FL.

3. **Snyder, P**. Bishop, C., & Reichow, B. (2014). *Embedded instruction for early learning observation system-Early intervention*. [Manual and training videos]. Unpublished

instrument. Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida, Gainesville, FL.

4. **Crowe, C**., Snyder, P., Mullin, M., Crow, R., & Embedded Instruction for Early Learning Project (2009). *Embedded instruction for early learning observation system-Teacher Version (EIOS-T).* [Manual and training videos]. Unpublished instrument. College of Education, University of Florida, Gainesville, FL.

5. Snyder, P., **Crowe, C**., Hemmeter, M. L., Sandall, S., McLean, M., Crow, R., & Embedded Instruction for Early Learning Project (2009). *EIOS: Embedded instruction for early learning observation system.* [Manual and training videos]. Unpublished instrument. College of Education, University of Florida, Gainesville, FL.

Non-Print Media

1. Ghasvini, A., Moore, A., Galant, K., & **Bishop, C.** (2012, May 23). NECTAC 2012 webinar series: Building cross-sector professional development systems. Session 2: Developing and implementing cross-sector competencies for early childhood personnel featuring Florida [Webinar presentation materials and resources].

2. **Bishop, C.** (2011, October 31). Developing practitioner competencies that support inclusion: An innovative approach [Web log message]. Available at http://npdci.fpg.unc.edu/discussions/developing-practitioner-competencies

3. Snyder, P., Eyler, F. D., Behnke, M. L., Hennessey, S., & Project Test Validation Team. (2011). *Tools for Early Steps Teams* [Interactive CD]. Available from the Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida, Gainesville, FL.

Collaborative Technical and Training Manuals and Reports

1. Snyder, P., Hemmeter, M. L., **Bishop, C.,** Shannon, D., McLean, M., & Embedded Instruction for Early Learning Project. (2016). *Coaching preschool teachers to use embedded instruction practices – Research version 3.3* [Manual and coaching protocols]. Unpublished manual. Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida, Gainesville, FL.

2. Embedded Instruction for Early Learning Project. (2015). *Tools for Teachers module 1: Overview*. [Workbook and practice guide]. Unpublished professional development series. Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida, Gainesville, FL.

3. Embedded Instruction for Early Learning Project. (2015). *Tools for Teachers module 2: What to teach and when to teach*. [Workbook and practice guide]. Unpublished professional development series. Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida, Gainesville, FL.

4. Embedded Instruction for Early Learning Project. (2015). *Tools for Teachers module 3: How to teach*. [Workbook and practice guide]. Unpublished professional development series. Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida, Gainesville, FL.

5. Embedded Instruction for Early Learning Project. (2015). *Tools for Teachers module 4: How to evaluate*. [Workbook and practice guide]. Unpublished professional development series. Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida, Gainesville, FL.

6. Florida Expanding Opportunities for Early Childhood Inclusion. (2012). *Florida's targeted competencies for specialists supporting inclusion*. Unpublished manuscript.

SCHOLARLY PRESENTATIONS

National and International Presentations

1. **Bishop, C.,** Hojnoski, R., Hardy, J. K., & Hendrix, N. M. (2020, February). *Bringing early intervention to the mathematics research table: Considerations and opportunities*. Panel presentation at the 2020 Conference on Research Innovations in Early Intervention. San Diego, CA.

2. Martin, M., Snyder, P., Reichow, B., **Bishop, C.,** Zheng, Q., & Germansky, S. (2020, February). *Comparison of complete embedded instruction learning trials using two observational coding methodologies*. Poster presentation at the 2020 Conference on Research Innovations in Early Intervention. San Diego, CA.

3. **Bishop, C.,** Kinder, K., & Shannon, D. (2019, May). *Lights, camera, action plan!* Presentation at the National Training Institute on Effective Practices: Addressing Challenging Behavior conference. Clearwater, FL.

4. **Bishop, C.,** Shannon, D., & Snyder, P. (2018, October). *Constructing a coaching roadmap: Tips for collaborative goal setting and action planning*. Pre-conference workshop presented at the International Division for Early Childhood Conference. Orlando, FL.

5. **Bishop, C.,** Snyder, P., Shannon, D., McLean, M., & Hemmeter, M.L., (2018, October). *Preschool teachers' engagement in two variations of practice-based coaching: On-site and self-coaching*. Poster presentation at the International Division for Early Childhood Conference. Orlando, FL.

6. Martin, M., Snyder, P., Reichow, B., **Bishop, C.,** & Zheng, Q. (2018, October). *Comparing in-situ and video coding of embedded instruction learning trials*. Poster presentation at the Division for Early Childhood conference. Orlando, Florida.

7. McLean, M., Self, S., Snyder, S., Shannon, D., McLaughlin, T., & **Bishop, C.** (2018, October). *Supporting implementation of embedded instruction in inclusive classrooms:*

Lessons learned from California. Presentation at the International Division for Early Childhood Conference. Orlando, FL.

8. Shannon, D., **Bishop, C.,** Snyder, P., Hemmeter, M.L., Milam, M., & Basler, S. (2018, October). *Five essential strategies for facilitating adult learning within the practice-based coaching framework.* Presentation at the International Division for Early Childhood Conference. Orlando, FL.

9. **Bishop, C.,** Snyder, P., Reichow, B., McLaughlin, T., McLean, M., Polignano, J., & Li, Y. (2018, March). *Learning targets in embedded instruction: Analyzing types of behaviors targeted and content alignment with early learning guidelines.* Poster presented at the 2018 Conference for Research Innovations in Early Intervention, San Diego, CA.

10. Snyder, P., Shannon, D., **Bishop, C.,** McLean, M., Hemmeter, M. L., & Milam, E. (2018, March). *Describing the form, content, and intensity of ongoing professional development experiences of preschool teachers.* Poster presented at the 2018 Conference for Research Innovations in Early Intervention, San Diego, CA.

11. **Bishop, C.,** Snyder, P., Reichow, B., McLaughlin, T., & Polignano, J. (2017, October). *Examining teaching priorities for embedded instruction: Connecting "What" and "How".* Poster presented at the 2017 Council for Exceptional Children-Division for Early Childhood Conference, Portland, OR.

12. Shannon, D., **Bishop, C.,** Snyder, P., Megrath, K., Corr, C., Milam, M., & Hemmeter, M. L. (2016, October). *Implementation fidelity: Using data to understand what makes coaching effective.* Poster presented at the Council for Exceptional Children-Division for Early Childhood Conference, Louisville, KY.

13. **Bishop, C.,** Reichow, B., & Snyder, P. (2016, February). *Considerations for observational measurement of embedded practices in home-based early intervention.* Poster presented at the 2016 Conference on Research Innovations in Early Intervention Research, San Diego, CA.

14. Woods, J., Snyder, P., Salisbury, C., Reichow, B., Mawdsley, H., & **Bishop, C.** (2015, December). *Embedded practices and intervention with caregivers: Findings from a feasibility study.* Poster presented at the 2015 IES Principal Investigator's Meeting, Washington, DC.

15. **Bishop, C.,** Hardy, J., K., Grifenhagen, J., Hemmeter, M. L., Snyder, P. A., & Fox, L. (2015, October). *Unpacking coaching: Key components and strategies.* Poster presented at the 2015 Council for Exceptional Children-Division for Early Childhood Conference, Atlanta, GA.

16. **Bishop, C.,** Schnitz, A., & Binder, D. (2014, October). *Using practice-based coaching to support teachers' implementation of evidence-based teaching practices.* Pre-conference

session presented at the Council for Exceptional Children-Division for Early Childhood Conference, St. Louis, MO.

17. **Bishop, C.,** Snyder, P., & Algina, J. (2014, September). *Exploring measurement invariance for the ECERS-R and the Arnett Caregiver Interaction Scale: Findings from the Early Childhood Longitudinal Study, Birth Cohort.* Laptop presentation at the Society of Research Educational Effectiveness Conference, Washington, DC.

18. **Bishop, C.,** Snyder, P., & Wolfe, B. (2014, April). *Embedded instruction: Doing what comes naturally.* Invited presentation at the Division for Early Childhood's New Possibilities Conference, Burlington, VT.

19. **Bishop, C.,** & Higgins, A. (2014, April). *Using practice-based coaching to support teachers' implementation of Teaching Pyramid practices.* Invited presentation at the 11th Annual National Training Institute on Effective Practices Addressing Challenging Behavior, St. Petersburg, FL.

20. **Bishop, C.**, Snyder, P., & Algina, J. (2014, February). *Exploring measurement invariance for the ECERS-R and the Arnett Caregiver Interaction Scale: Findings from the Early Childhood Longitudinal Study, Birth Cohort.* Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.

21. Winton, P., Hemmeter, M. L., & **Bishop, C.** (2014, February). *Measures that support data-based decision-making for fidelity of implementation of recommended practices.* Panel presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.

22. Whalon, K., **Bishop**, **C.,** Snyder, P.A., Conroy, M., & McLaughlin, T. (2013, October). *Applying Practice-Based Coaching with teachers in early childhood settings.* Presentation at the Council for Exceptional Children-Division for Early Childhood Conference, San Francisco, CA.

23. **Bishop, C.,** Snyder, P. A., & Algina, J. (2013, October). *Examining childcare quality for young children with special needs.* Poster presented at the Council for Exceptional Children-Division for Early Childhood Conference, San Francisco, CA.

24. **Bishop, C.**, Snyder, P. A., & Crow, R. (2012, October). *Impact of video self-monitoring on preschool teachers' implementation of embedded-instruction learning trials.* Poster presented at the Council for Exceptional Children-Division for Early Childhood Conference, Minneapolis, MN.

25. Taylor, C., Lieberman, R. G., & **Bishop, C. C.**. (2012, February). *Consistent decision making: Who, what, when, how.* Panel presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.

26. **Bishop, C.,** Leite, W., & Snyder, P. (2012, February). *Use of quasi-experimental methods to examine the impact of parent involvement in early intervention programming on child outcomes in preschool and kindergarten.* Poster presentation at the 2012 Conference on Research Innovations in Early Intervention, San Diego, CA.

27. **Bishop, C.,** Kasian, D., & Snyder, P. (2011, November). *Evaluating embedded-instruction practices: Measurement characteristics of the embedded instruction observation system-II (EIOS-II).* Poster presented at the Council for Exceptional Children-Division for Early Childhood Conference, Washington, DC.

28. McLaughlin, T., **Bishop, C.,** Moore, K., & Snyder, P. (2011, November). *Using activity-based assessment to identify priority learning targets for embedded instruction.* Presentation at the Council for Exceptional Children-Division for Early Childhood Conference, Washington, DC.

29. **Crowe, C**., Artman, K., Morris, J., & McLaughlin, T. (2011, April). *Unpacking coaching to support implementation of multi-component interventions for early childhood practitioners.* Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.

30. Snyder, P., **Crowe, C.**, Miller, D., & Hemmeter, M. L. (2011, April). *Evaluating implementation of evidence-based practices in preschool: Psychometric properties of the teaching pyramid observation tool.* Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.

31. **Crowe, C**., McLaughlin, T., Snyder, P., Sandall, S., Hemmeter, M. L., & Welsh, J. (2010, October). *Relationships between high-quality professional development and teachers implementation of embedded instruction.* Presentation at the Council for Exceptional Children-Division for Early Childhood Conference, Kansas City, MO.

32. **Crowe, C**., & Snyder, P. (2010, October). *Examining preschool-to-kindergarten transition processes: Relationships within a nationally representative sample*. Poster presentation at the Council for Exceptional Children-Division for Early Childhood Conference, Kansas City, MO.

33. **Crowe, C**., Pasia, C., & Snyder, P. (2010, February). *Counting embedded learning trials with the embedded instruction observations system (EIOS).* Poster presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.

34. **Crowe, C.,** Pasia, C., & Snyder, P. (2009, October). *Counting complete learning trials with the embedded instruction observation system (EIOS)*. Poster presentation at the Council for Exceptional Children-Division for Early Childhood Conference, Albuquerque, NM.

35. **Crowe, C.**, Snyder, P., Hemmeter, M. L., & Pasia, C. (2009, July). *Counting complete learning trials: Embedded instruction observation system (EIOS)*. Presentation at the International Association of Special Education Conference, Alicante, Spain.

36. Hancock, T. B., Ton, J., & **Crowe, C**. (2008, February). *The effects of parent and therapist implemented enhanced milieu teaching on the language production of children with Autism.* Poster presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.

37. Henderson, L., **Crowe, C**., Stone, W., McGrew, S., & Malow, B. A. (2008, March). *A sleep habits questionnaire for children with Autism Spectrum Disorders.* Paper presented at the 41st Annual Gatlinburg Conference Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.

38. Adkins, K. W., Goldman, S. E., **Crowe, C.,** & Malow, B. (2007, June). *Practical tips for conducting successful actigraphy research in children with Autism Spectrum Disorders.* Poster presented at the SLEEP 21st Annual Meeting of the APSS, Minneapolis, MN.

39. Cuevas, R., Marzec, M., Howard, P., **Crowe, C**., Reed, H., & Malow, B. (2006, June). *Does actigraphy provide a valid measure of overnight sleep in children with Autism Spectrum Disorders?* Poster presented at the SLEEP 20th Annual Meeting of the APSS, Salt Lake City, UT.

Regional Presentations

1. Shannon, D., **Bishop, C.,** and Jaramillo, J. (2018, March). *Engineering the environmental promote engagement.* Presentation at the Early Learning Coalition of Alachua County Tracks to Excellence, Conference, Gainesville, FL.
2. **Bishop, C.** (2016, August). *Embedded instruction observation system: Development, validation, and applications.* Presentation to students at Vanderbilt University, Nashville, TN.

3. **Bishop, C.**, Snyder, P., & Algina, J. (2014, April). *Exploring measurement invariance for the ECERS-R and the Arnett Caregiver Interaction Scale: Findings from the Early Childhood Longitudinal Study, Birth Cohort.* Poster presented at the University of Florida Postdoctoral Research Symposium.

4. McMonigle, T., & **Bishop, C.** (2013, November). *Using books to teach young children emotional literacy*. Presentation at the 6th Annual Early Learning Conference, Spring Hill, FL.

5. **Crowe, C.,** & Pasia, C. (2011, April). *Supporting your child's learning in everyday routines.* Presentation at the Annual G.A.T.O.R. Conference, Gainesville, FL.

TEACHING AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Master's Thesis Committees

Committee Member:

Tiantian Sun – College of Education (Special Education/Early Childhood Studies), University of Florida (May 2018)

Mackenzie Martin – College of Education (Special Education/Early Childhood Studies), University of Florida (May 2019)

Course Teaching

Language Acquisition (LIN 3710), Co-Instructor, College of Education, School of Special Education, School Psychology, and Early Childhood Studies, University of Florida, Gainesville, FL

Families, Disability, and Diversity (EEC 6933), Guest Lecturer, College of Education, School of Special Education, School Psychology, and Early Childhood Studies, University of Florida, Gainesville, FL

Embedded Instruction within a Tiered Framework, Instructor, Kansas Inservice Training Summer Institute 2014, Manhattan, KS

Family Focused Involvement in Early Childhood and Early Childhood Special Education (EEX 4754), Co-Instructor, College of Education, School of Special Education, School Psychology, and Early Childhood Studies, University of Florida, Gainesville, FL

Small Group Behavior (HOD 1100), Teaching Assistant and Lab Facilitator, Department of Human and Organizational Development, Vanderbilt University, Nashville, TN

Lectures

Algina, J., & **Bishop, C**. (2015, March). *Directed acyclic graphs.* Presentation for the Anita Zucker Center for Excellence in Early Childhood Studies Research Evaluation and Methodology Brown Bag Series, University of Florida, Gainesville, FL.

Algina, J., & **Bishop, C**. (2015, January). *Complex sampling designs and secondary analysis of large-scale survey data.* Presentation for the Anita Zucker Center for Excellence in Early Childhood Studies Research Evaluation and Methodology Brown Bag Series, University of Florida, Gainesville, FL.

Coaching

10/12-09/15	Practice-Based Coaching Trainer, Practice-Based Coaching Leadership Academy Facilitator, National Center for Quality Teaching and Learning, Anita Zucker Center for Excellence in Early Childhood Studies, College of Education, University of Florida, Gainesville, FL
07/12-05/14	Lead Pyramid Model Coach, Workshop Facilitator, Examining the Efficacy of a Classroom-Wide Model for Promoting Social-Emotional Development and Addressing Challenging Behavior in Preschool Children with or At-Risk for Disabilities, University of Florida Project, Anita Zucker Center for Excellence in Early Childhood Studies, College of Education, University of Florida, Gainesville, FL,
09/07—5/08	Enhanced Milieu Teaching Coach, Improving Language and Literacy Outcomes for Preschool Children at Highest Risk for Reading Project, Vanderbilt University/Jefferson County Committee for Economic Opportunity Head Start, Birmingham, AL
09/06-07/08	Parent Trainer, Social Communicative Effects of Language Intervention Project, Vanderbilt University, Nashville, TN

Ongoing Professional Development Training and Certifications

12/16-Present	Classroom Assessment Scoring System (PreK) Affiliate Trainer, Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida, Gainesville, FL
08/15-Present	Inservice Workshop Facilitator, St. Johns County School District, St. Johns County, FL
05/14-Present	Teaching Pyramid Observation Tool Trainer, Anita Zucker Center for Excellence in Early Childhood Studies, College of Education, University of Florida, Gainesville, FL
08/10-Present	Inservice Workshop Facilitator, Clay County School District, Clay County, FL

Selected Inservice Trainings:

Snyder, P. A., McLean, M., **Bishop, C.**, & Shannon, D. (2016, October). *Embedded Instruction for Early Learning: Tools for Teachers workshop series*. Professional development workshop series. Clay County, FL, St. Johns County, FL, Marion County, FL, and Volusia County, FL.

Bishop, C., & Shannon, D. (2016, January). *Using books to teach young children emotional literacy.* Professional development training, St. Johns County, FL.

Snyder, P. A., McLean, M., **Bishop, C.**, & Shannon, D. (2015, October). *Embedded Instruction for Early Learning: Tools for Teachers workshop series*. Professional development workshop series. Clay County, FL and St. Johns County, FL.

Snyder, P. A., **Bishop, C.,** & McMonigle, T. (2013, October; 2014, July). *Teaching Pyramid training workshop series.* Professional development for Examining the Efficacy of a Classroom-Wide Model for Promoting Social-Emotional Development and Addressing Challenging Behavior in Preschool Children with or At-Risk for Disabilities, Center for Excellence in Early Childhood Studies, University of Florida, Gainesville, FL.

McLaughlin, T., **Bishop, C.,** & Snyder, P. (2011, August). *High quality classroom environments and responsive interactions to prevent challenging behaviors and promote positive behavior.* Professional development training, Clay County, FL.

Snyder, P., McLaughlin, T., & **Crowe, C.** (2010, November). *Teaming for embedded instruction.* Professional development follow-up, Clay County, FL.

Snyder, P., McLaughlin, T., & **Crowe, C.** (2010, October). *Lessons learned from embedded instruction.* Professional development follow-up, Clay County, FL.

Invited Professional Development Presentations

Upchurch, S., & **Bishop, C.** (2016, September). *Building nurturing and responsive relationships to support social emotional development.* Professional development workshop, Clay County, FL.

Bishop, C., & Snyder, P. (2016, February). *Program effectiveness and quality: Using practice-based coaching to support implementation of quality interactional and teaching practices.* Presentation at the Annual Florida Prekindergarten Contacts Meeting.

Bishop, C., & Snyder, P. (2014, August). *Practice-based coaching follow up: Let's get ready to coach!* Professional development for the Vermont Agency of Education, Burlington, VT.

Snyder, P., **Bishop, C.,** & Wolfe, B. (2014, May). *Practice-based coaching to support implementation of evidence-based teaching practices.* Professional development for the Vermont Agency of Education, Burlington, VT.

Bishop, C., & McMonigle, T. (2013, June). *Building relationships and teaching classroom expectations: Strategies for preventing challenging behavior and promoting social and emotional development.* Professional development for Baby Gator Child Development and Research Center, University of Florida, Gainesville, FL.

Bishop, C. (2011, December). *Using the EIOS-T to inform coaching for embedded instruction.* Professional development for Project EI/EC Connect, Milwaukee, WI.

Bishop, C. (2011, November). *Embedded instruction observation system-Teacher version (EIOS-T).* Professional development for Project EI/EC Connect, Milwaukee, WI.

Crowe, C. (2008, November). *Preschoolers learn by doing*. Presentation at the November, 2008 Tot Time docent training for the University of Florida Harn Museum of Art, Gainesville, FL.

TRAININGS ATTENDED

12/16	Classroom Assessment Scoring System PreK Observation Train-the-Trainer
05/16	Methods Training for Research Using Cost-Effectiveness and Cost-Benefit Analysis
05/15	Statistical Horizons—Causal Inference with Directed Graphs
11/09	Early Childhood Longitudinal Study, Birth Cohort Training Seminar

EDITORIAL SERVICE

2018-Present	Editorial Board, *Journal of Positive Behavior Interventions*
2016-Present	Editorial Board, *Topics in Early Childhood Special Education*
2016-Present	Editorial Board, *Journal of Early Intervention*
2015	Guest Reviewer, *Topics in Early Childhood Special Education*
2012	Reviewer, Council for Exceptional Children-Division for Early Childhood
2011	Volunteer Reviewer, American Educational Research Association
2010	Guest Reviewer, *Young Exceptional Children*

COMMITTEES AND CONSULTING

2017-Present	Pyramid Model Consortium Consultant
2017-2020	Conference on Research Innovations in Early Intervention Planning Committee
2016-Present	Teachstone-CLASS Prek Affiliate Trainer
2016-Present	Division for Early Childhood Publications and Products Committee, Council for Exceptional Children-Division for Early Childhood
2014-Present	Division for Early Childhood Recommended Practices Panel of Excellence, Council for Exceptional Children-Division for Early Childhood
2014	Faculty Search Advisory Committee Member, Optimizing Early Childhood Initiative, University of Florida Center for Excellence in Early Childhood Studies, Gainesville, FL
2011	Technical Consultant, Preparation and Retention of Early Intervention/Early Childhood Special Education Personnel in High-Need Communities: Connecting Evidence-Based Professional Development

and Practice (Project EI/EC Connect), University of Wisconsin-Milwaukee

2008-Present	Member, Florida Expanding Opportunities for Early Childhood, State of Florida
2008-2012	Coordinator/Member, Florida Expanding Opportunities for Early Childhood Inclusion Competency Workgroup, State of Florida
2008	Technical Consultant for NAEYC Accreditation, Baby Gator Child Development and Research Center, University of Florida, Gainesville, FL

GRANT INVOLVEMENT

Submitted—Under Consideration for Funding

Principal Investigator, *Development and Validation of Tools for Families (TFF): An Intervention to Promote Family Engagement in Embedded Instruction in Early Learning* (C. Bishop, PI, P. Snyder, B. Reichow, J. Algina, and M. McLean, Co-PIs), Institute of Education Sciences, R324A200044, FY2019, $1,400.000.

Submitted—Not Funded

Co-Principal Investigator, *Examining Disparities in ECE Access Using the Florida Index of Child Care Accessibility* (H. Knopf, PI; E. McCray, Co-PI), Robert Wood Johnson Foundation, FY2020.

Principal Investigator, *Development and Validation of Tools for Families (TFF): An Intervention to Promote Family Engagement in Embedded Instruction for Early Learning* (C. Bishop, PI, P. Snyder, B. Reichow, J. Algina, and M. McLean, Co-PIs), Institute of Education Sciences, R324A190062, FY2019, $1,400,000.

Principal Investigator, *Development and Evaluation of Tools for Families (TFF): Professional Development for Teachers to Collaborate with Families to Plan, Implement, and Evaluate Embedded Instruction in Early Learning* (C. Bishop, PI, P. Snyder, B. Reichow, J. Algina, and M. McLean, Co-PIs), Institute of Education Sciences, R324A190062, FY2018, $1,400,000.

Current

Project Coordinator, *Florida Embedded Practices and Intervention with Caregivers Early Steps Professional Development* (P. A. Snyder, PI; B. Reichow, M. Romano, Co-PIs), Florida Department of Health, Children's Medical Services, Early Steps, Funded 2019-2022, Contract COQXY, $1,610,355.

Editor, *Starting Ahead. Staying Ahead. The A to Z's of Early Childhood: Communication the Science of Early Childhood Development and Learning to Those Who Need it Most From a Trusted Source* (Anita Zucker Center for Excellence in Early Childhood Studies), University of Florida, funded 2018-2020, Moonshot Award, $300,000.

Investigator, *Building a Statewide System for Inclusion* (H. Knopf, PI). South Carolina Department of Social Services, Funded 2019-2020, $38,400.

Project Coordinator, *Impact of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices: An Efficacy Trial of Tools for Teachers* (P. A. Snyder, PI; M.L. Hemmeter, J. A. Algina, M. Mclean, Co-PIs). Institute of Education Sciences, U.S. Department of Education, Funded 2015-2019, No-Cost Extension 2019-2020, R32A150076, $3,498,113

Previous

Investigator, *Building a Statewide System for Inclusion* (H. Knopf, PI). South Carolina Department of Social Services, Funded 2018-2019, Sub-award 19-3801, $38,400.

Researcher, *Embedded Instruction-California Project* (P. Snyder, PI; M. McLean, Co-PI), California Department of Education-Special Education Division, Santa Clara County Office of Education, Funded 2018-2019, Sub-contract AWD04636, $490,686

Project Coordinator, Lead Coach, Workshop Facilitator, *Examining the Potential Efficacy of a Classroom-Wide Model for Promoting Social Emotional Development and Addressing Challenging Behavior in Preschool children with or At-Risk for Disabilities* (M. L. Hemmeter, PI; P. Snyder, L. Fox, J. Algina, Co-PIs). Institute of Education Sciences, U.S. Department of Education, Funded 2012-2016, R324A120178

Research Assistant (measure development and training, data processing, data analysis), *Embedded Practices and Interventions with Caregivers (EPIC)*, (J. Woods, PI; P. Snyder, C. Salisbury, Co-PIs), Institute of Education Sciences, U.S. Department of Education, funded 2013-2016, R324A130121

Practice-Based Coaching Trainer, Practice-Based Coaching Leadership Academy Facilitator, *National Center for Quality Teaching and Learning* (P. Snyder; UF PI). Head Start Bureau, Administration on Children and Families, U.S. Department of Health and Human Services, Grant #90HC0002

Co-PI, *Practice-Based Coaching to Support Inclusion and Multi-Tiered Support Systems* (P. Snyder, PI). Vermont Agency of Education and the University of Vermont, Funded 2014 ($10,601)

Research Assistant (measure development, data collection, child assessment, data entry, trainer for primary dependent measure, annual report preparation, grant writing), *Impact of Professional development on Preschool Teachers' Use of Embedded-Instruction Practices* (P.

Snyder, PI; M. L. Hemmeter, M. McLean, S. Sandall, Co-PIs), Institute of Education Sciences, U.S. Department of Education, funded 2007-2010, R324A07008
A
Research Assistant (data entry, data analysis), *Examining the Potential Efficacy of a Classroom-Wide Model for Promoting Social Emotional Development and Addressing Challenging Behavior in Preschool Children with and Without Disabilities* (M. L. Hemmeter, PI; P. Snyder, L. Fox, Co-PIs), Institute of Education Sciences, U.S. Department of Education, funded 2007-2011, R324A07212

Research Assistant (data analysis), *TEIDS Plus: Integrating Quality Assurance and Data-Based Decision Making to Enhance IFSP Quality, Implementation, and Child and Family Outcomes* (R. A McWilliam, PI; P. Snyder, Co-PI). Institute of Education Sciences, U.S. Department of Education, funded 2007-2011, R324B07266

Graduate Assistant (module development), *Tools for Early Steps Teams (Project TEST): Supporting Implementation of Teaming and Integrated Service Delivery Within a Primary Service Provider Approach* (P. Snyder, PI). Florida Early Steps, Florida Department of Health, funded 2010-2011, Contract #s 00076734 and 00078489

Enhanced Milieu Teaching Coach, *Improving Language and Literacy Outcomes for Preschool Children at Highest Risk for Reading* (A. Kaiser, PI), Institute of Education Sciences, U.S. Department of Education, funded 2006-2011, R324E06008

Parent Trainer, Child Therapist, *Social Communicative Effects of Language Intervention* (A. Kaiser, PI), National Institute of Health, U.S. Department of Health funded 2004-2009, HD4574501A1

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

Council for Exceptional Children-Division for Early Childhood

HONORARY SOCIETIES

Phi Beta Kappa
Phi Kappa Phi
Golden Key Honor Society
National Society of Collegiate Scholars