

CURRICULUM VITAE

Crystal Bishop, Ph.D.
**Assistant Research Scientist, Anita Zucker Center for Excellence in Early Childhood
Studies**
University of Florida
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EDUCATION

Graduate

- 2013 University of Florida Ph.D.
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 Vanderbilt University M.Ed.
Department of Human and Organizational Development
Major: Human Development Counseling

Undergraduate

- 2004 University of Wyoming B.S. with Honors
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

Refereed Articles and Abstracts

1. Martin, M. K., Snyder, P. A., Reichow, B. R., & **Bishop, C. D.** (2022). Comparing coding viewing and recording methods to quantify embedded instruction learning trials. *Journal of Early Intervention, 44*(4), 353-370. <https://doi.org/10.1177/10538151211069528>
2. Hemmeter, M. L., Fox, L., Snyder, P., Algina, J., Hardy, J. K., **Bishop, C.**, & Veguilla, M. (2021). Corollary child outcomes from the Pyramid Model professional development intervention efficacy trial. *Early Childhood Research Quarterly, 54*(1), 204-218. <https://doi.org/10.1016/j.ecresq.2020.08.004>
3. **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). Division for Early Childhood.
4. 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. J. Winton, C. Guillen, & A. G. Schnitz (Eds.), *Teaming and collaboration: Building and sustaining partnerships: DEC Recommended Practices Monograph Series* (No. 6, pp. 39-52). Division for Early Childhood.
5. **Bishop, C. D.**, Leite, W. L., & 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. <https://doi.org/10.1177/1053815118793430>

6. Snyder, P. A., McLaughlin, T., & **Bishop, C.** (2018). Maximizing contextually relevant learning opportunities through embedded instruction. In P. A. Snyder & M. L. Hemmeter (Eds.), *Instruction: Effective strategies to support engagement, learning, and outcomes: DEC Recommended Practices Monograph Series* (No. 4, pp. 51-64). Division for Early Childhood.
7. **Bishop, C. D.**, Snyder, P. A., & Crow, R. E. (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.
<https://doi.org/10.1177/0271121415594797>
8. Barton, E. E., **Bishop, C. C.**, & Snyder, P. (2014). Quality instruction through complete learning trials: 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). Division for Early Childhood.
9. 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.
<https://doi.org/10.1177/1053815113516794>
10. Malow, B. A., **Crowe, C.**, Henderson, L., McGrew, S. G., 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. <https://doi.org/10.1177/0883073808321044>
11. 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*(1), 34-41. <https://doi.org/10.1016/j.jchemneu.2006.10.003>
12. 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. (2022). Using technology to support PBC implementation. In P. Snyder, M. L. Hemmeter, & L. Fox (Eds.), *Essentials of practice-based coaching* (pp. 163-178). Brookes.
2. Shannon, D., **Bishop, C.**, Snyder, P., & McLaughlin, T. (2022). Coaching strategies and definitions. In P. Snyder, M. L. Hemmeter, & L. Fox (Eds.), *Essentials of practice-based coaching* (pp.57-72). Brookes.

3. Snyder, P., Hemmeter, M. L., Fox, L., & **Bishop, C.** (2022). Shared goal setting and action planning. In P. Snyder, M. L. Hemmeter, & L. Fox (Eds.), *Essentials of practice-based coaching* (pp. 91-110). Brookes.
4. Snyder, P., **Bishop, C.**, Shannon, D., & McLaughlin, T. (2021). Implementing Pyramid Model practices to make a difference for children. In M. L. Hemmeter, M. M. Ostrosky, & L. Fox (Eds.), *Unpacking the Pyramid Model: A practical guide for preschool teachers* (pp. 161-170). Brookes.
5. Snyder, P. A., **Bishop, C. D.**, & Crow, R. (2018). Responsive practice-focused leadership for early intervention. In J. Crockett, B. Billingsley, & M. L. Boscardin (Eds.), *Handbook of leadership and administration for special education* (2nd ed., pp. 393-416). Routledge.
6. Snyder, P., McLaughlin, T., & **Bishop, C. C.** (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). Routledge.
7. **Bishop, C. D.**, Snyder, P. A., Algina, J., & Leite, W. (2016). Expanding frontiers in research designs, methods, and measurement 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). Springer.
8. Snyder, P. A., **Crowe, C. D.**, & 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 for special education* (pp. 315-336). Routledge.
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). Praeger.

Non-refereed Articles

1. McLaughlin, T., & **Bishop, C.** (2015, January/February). Setting up your classroom to prevent challenging behaviors. *Child Care Exchange*, 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). *Session 2: Developing and implementing cross-sector competencies for early childhood personnel featuring Florida* [Webinar presentation materials and resources]. NECTAC 2012 Webinar Series: Building Cross-Sector Professional Development Systems.
2. **Bishop, C.** (2011, October 31). *Developing practitioner competencies that support inclusion: An innovative approach* [Web log message]. <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]. 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.**, Snyder, P., & Turnbull, A. (2024, February 15 – 17). *Partnerships that promote learning for all: Adapting and operationalizing a conceptual framework*. Conference on Research Innovations in Early Childhood Intervention, San Diego, CA, United States.
2. **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]. 2020 Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
3. 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]. 2020 Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
4. **Bishop, C.**, Kinder, K., & Shannon, D. (2019, May). *Lights, camera, action plan!* [Presentation]. National Training Institute on Effective Practices: Addressing Challenging Behavior Conference, Clearwater, FL, United States.
5. **Bishop, C.**, Shannon, D., & Snyder, P. (2018, October). *Constructing a coaching roadmap: Tips for collaborative goal setting and action planning* [Pre-conference workshop presentation]. International Division for Early Childhood Conference, Orlando, FL, United States.

6. **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]. International Division for Early Childhood Conference, Orlando, FL, United States.
7. 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]. Division for Early Childhood conference, Orlando, FL, United States.
8. 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]. International Division for Early Childhood Conference, Orlando, FL, United States.
9. 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]. International Division for Early Childhood Conference, Orlando, FL, United States.
10. **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 presentation]. 2018 Conference for Research Innovations in Early Intervention, San Diego, CA, United States.
11. 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 presentation]. 2018 Conference for Research Innovations in Early Intervention, San Diego, CA, United States.
12. **Bishop, C.**, Snyder, P., Reichow, B., McLaughlin, T., & Polignano, J. (2017, October). *Examining teaching priorities for embedded instruction: Connecting "What" and "How"* [Poster presentation]. 2017 Council for Exceptional Children-Division for Early Childhood Conference, Portland, OR, United States.
13. 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 presentation]. Council for Exceptional Children-Division for Early Childhood Conference, Louisville, KY, United States.
14. **Bishop, C.**, Reichow, B., & Snyder, P. (2016, February). *Considerations for observational measurement of embedded practices in home-based early intervention* [Poster presentation]. 2016 Conference on Research Innovations in Early Intervention Research, San Diego, CA, United States.

15. 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 presentation]. 2015 IES Principal Investigator's Meeting, Washington, DC, United States.
16. **Bishop, C.**, Hardy, J. K., Grifenhagen, J., Hemmeter, M. L., Snyder, P. A., & Fox, L. (2015, October). *Unpacking coaching: Key components and strategies* [Poster presentation]. 2015 Council for Exceptional Children-Division for Early Childhood Conference, Atlanta, GA, United States.
17. **Bishop, C.**, Schnitz, A., & Binder, D. (2014, October). *Using practice-based coaching to support teachers' implementation of evidence-based teaching practice* [Pre-conference session presentation]. Council for Exceptional Children-Division for Early Childhood Conference, St. Louis, MO, United States.
18. **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]. Society of Research Educational Effectiveness Conference, Washington, DC, United States.
19. **Bishop, C.**, Snyder, P., & Wolfe, B. (2014, April). *Embedded instruction: Doing what comes naturally* [Invited presentation]. Division for Early Childhood's New Possibilities Conference, Burlington, VT, United States.
20. **Bishop, C.**, & Higgins, A. (2014, April). *Using practice-based coaching to support teachers' implementation of Teaching Pyramid practices* [Invited presentation]. 11th Annual National Training Institute on Effective Practices Addressing Challenging Behavior, St. Petersburg, FL, United States.
21. **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 presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
22. 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]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
23. Whalon, K., **Bishop, C.**, Snyder, P.A., Conroy, M., & McLaughlin, T. (2013, October). *Applying Practice-Based Coaching with teachers in early childhood settings* [Presentation]. Council for Exceptional Children-Division for Early Childhood Conference, San Francisco, CA, United States.

24. **Bishop, C., Snyder, P. A., & Algina, J.** (2013, October). *Examining childcare quality for young children with special needs* [Poster presentation]. Council for Exceptional Children-Division for Early Childhood Conference, San Francisco, CA, United States.
25. **Bishop, C., Snyder, P. A., & Crow, R.** (2012, October). *Impact of video self-monitoring on preschool teachers' implementation of embedded-instruction learning trials* [Poster presentation]. Council for Exceptional Children-Division for Early Childhood Conference, Minneapolis, MN, United States.
26. Taylor, C., Lieberman, R. G., & **Bishop, C. C.** (2012, February). *Consistent decision making: Who, what, when, how* [Panel presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
27. **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]. 2012 Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
28. **Bishop, C., Kasian, D., & Snyder, P.** (2011, November). *Evaluating embedded-instruction practices: Measurement characteristics of the embedded instruction observation system-II (EIOS-II)* [Poster presentation]. Council for Exceptional Children-Division for Early Childhood Conference, Washington, DC, United States.
29. McLaughlin, T., **Bishop, C., Moore, K., & Snyder, P.** (2011, November). *Using activity-based assessment to identify priority learning targets for embedded instruction* [Presentation]. Council for Exceptional Children-Division for Early Childhood Conference, Washington, DC, United States.
30. **Crowe, C., Artman, K., Morris, J., & McLaughlin, T.** (2011, April). *Unpacking coaching to support implementation of multi-component interventions for early childhood practitioners* [Paper presentation]. American Educational Research Association Annual Meeting, New Orleans, LA, United States.
31. 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 presentation]. American Educational Research Association Annual Meeting, New Orleans, LA, United States.
32. **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]. Council for Exceptional Children-Division for Early Childhood Conference, Kansas City, MO, United States.
33. **Crowe, C., & Snyder, P.** (2010, October). *Examining preschool-to-kindergarten transition processes: Relationships within a nationally representative sample* [Poster

- presentation]. Council for Exceptional Children-Division for Early Childhood Conference, Kansas City, MO, United States.
34. **Crowe, C.,** Pasia, C., & Snyder, P. (2010, February). *Counting embedded learning trials with the embedded instruction observations system (EIOS)* [Poster presentation]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
 35. **Crowe, C.,** Pasia, C., & Snyder, P. (2009, October). *Counting complete learning trials with the embedded instruction observation system (EIOS)* [Poster presentation]. Council for Exceptional Children-Division for Early Childhood Conference, Albuquerque, NM, United States.
 36. **Crowe, C.,** Snyder, P., Hemmeter, M. L., & Pasia, C. (2009, July). *Counting complete learning trials: Embedded instruction observation system (EIOS)* [Presentation]. International Association of Special Education Conference, Alicante, Spain.
 37. 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]. Conference on Research Innovations in Early Intervention, San Diego, CA, United States.
 38. Henderson, L., **Crowe, C.,** Stone, W., McGrew, S., & Malow, B. A. (2008, March). *A sleep habits questionnaire for children with Autism Spectrum Disorders* [Paper presentation]. 41st Annual Gatlinburg Conference Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA, United States.
 39. 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 presentation]. SLEEP 21st Annual Meeting of the APSS, Minneapolis, MN, United States.
 40. 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 presentation]. SLEEP 20th Annual Meeting of the APSS, Salt Lake City, UT, United States.

Regional Presentations

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

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 presentation]. University of Florida Postdoctoral Research Symposium, Gainesville, FL, United States.
4. McMonigle, T., & **Bishop, C.** (2013, November). *Using books to teach young children emotional literacy* [Presentation]. 6th Annual Early Learning Conference, Spring Hill, FL, United States.
5. **Crowe, C.**, & Pasia, C. (2011, April). *Supporting your child's learning in everyday routines* [Presentation]. Annual G.A.T.O.R. Conference, Gainesville, FL, United States.

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

1. Algina, J., & **Bishop, C.** (2015, March). *Directed acyclic graphs* [Presentation]. Anita Zucker Center for Excellence in Early Childhood Studies Research Evaluation and Methodology Brown Bag Series, University of Florida.
2. Algina, J., & **Bishop, C.** (2015, January). *Complex sampling designs and secondary analysis of large-scale survey data* [Presentation]. Anita Zucker Center for Excellence in Early Childhood Studies Research Evaluation and Methodology Brown Bag Series, University of Florida.

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
- 09/07-05/08 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:

1. 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; Volusia County, FL, United States.
2. **Bishop, C.**, & Shannon, D. (2016, January). *Using books to teach young children emotional literacy* [Professional development training]. St. Johns County, FL, United States.
3. 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 & St. Johns County, FL, United States.
4. Snyder, P. A., **Bishop, C.**, & McMonigle, T. (2013, October; 2014, July). *Teaching Pyramid training workshop series* [Professional development training 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, United States.
5. 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, United States.
6. Snyder, P., McLaughlin, T., & **Crowe, C.** (2010, November). *Teaming for embedded instruction* [Professional development follow-up]. Clay County, FL, United States.
7. Snyder, P., McLaughlin, T., & **Crowe, C.** (2010, October). *Lessons learned from embedded instruction* [Professional development follow-up]. Clay County, FL, United States.

Invited Professional Development Presentations

1. Upchurch, S., & **Bishop, C.** (2016, September). *Building nurturing and responsive relationships to support social emotional development* [Professional development workshop]. Clay County, FL, United States.
2. **Bishop, C.**, & Snyder, P. (2016, February). *Program effectiveness and quality: Using practice-based coaching to support implementation of quality interactional and teaching practices* [Presentation]. Annual Florida Prekindergarten Contacts Meeting.

3. **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, United States.
4. 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, United States.
5. **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, United States.
6. **Bishop, C.** (2011, December). *Using the EIOS-T to inform coaching for embedded instruction* [Professional development for Project EI/EC Connect]. Milwaukee, WI, United States.
7. **Bishop, C.** (2011, November). *Embedded instruction observation system-Teacher version (EIOS-T)* [Professional development for Project EI/EC Connect]. Milwaukee, WI, United States.
8. **Crowe, C.** (2008, November). *Preschoolers learn by doing* [Presentation]. November, 2008 Tot Time docent training for the University of Florida Harn Museum of Art, Gainesville, FL, United States.

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, <i>Journal of Positive Behavior Interventions</i>
2016-Present	Editorial Board, <i>Topics in Early Childhood Special Education</i>
2016-Present	Editorial Board, <i>Journal of Early Intervention</i>
2015	Guest Reviewer, <i>Topics in Early Childhood Special Education</i>

- 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—Pending Decision

What Do You See?: Supporting Family Engagement in Science Museums, Institute of Museum and Library Services- Museums for America Grant (Role: Advisor); PI-Dr. Megan Ennes. \$250,000

Submitted—Not Funded

Revolutionizing the 3R's of Early Learning: Leveraging AI to Optimize Outcomes for Young Children and Their Families, UF Strategic Funding FY 2024, Submitted August 2023, \$3.2M.

Revolutionizing the 3R's of Early Learning with Technology and AI, UF Strategic Funding FY 2024, Re-Submitted October 2023, \$3.2M.

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

Co-Director, *Florida Embedded Practices and Intervention with Caregivers Early Steps Professional Development* (P. A. Snyder, Director; M. Romano, Co-Director), Florida Department of Health, Children's Medical Services, Early Steps, Funded 2023-2026, Contract COQXY, \$2,136,000.

Co-Principal Investigator, *Embedded Instruction California, Year 9* (P. A. Snyder, Principal Investigator; M. McLean & D. Shannon, Co-PIs), Desired Results Access Project, Napa County Office of Education, Funded 2023-2024, \$223,552.

Co-Principal Investigator, *Initial Efficacy Trial of Florida Embedded Practices and Intervention with Caregivers* (P. Snyder, PI, J. Algina, M. Romano, J. Woods, Co-PIs), Institute of Education Sciences, R324A210081, Funded 2021-2025, \$3,799,999.

Principal Investigator, *Development and Validation of Tools for Families (TFF): An Intervention to Promote Family Engagement in Embedded Instruction in Early Learning* (P. Snyder and J. Algina, Co-PI), Institute of Education Sciences, R324A200044, Funded 2020-2024, \$1,399,999.

Previous

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.

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.

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.

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