

ELIZABETH COYNE CROWE

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ACADEMIC PREPARATION

- 2009** Florida State University, Tallahassee, FL
Doctor of Philosophy in Reading Education
- 2003** Florida State University, Panama City, FL
Master of Science in Reading Education
- 2000** Florida State University, Panama City, FL
Bachelor of Science in Elementary Education

RESEARCH AND TEACHING EXPERIENCE

7/2015-PRESENT

PRINCIPAL

UNIVERSITY ACADEMY – PK-8TH GRADE PUBLIC CHARTER SCHOOL

- Supporting, Managing, and Developing a Faculty of 80 Teachers and Staff Members
- Curriculum and Program Decision-Making for 615 students
- Management of School Budget in excess of 3.8MM
- Oversight and Management of Facilities

8/2014 – 7/2015

ASSOCIATE PROFESSOR

FLORIDA STATE UNIVERSITY, COLLEGE OF EDUCATION, ELEMENTARY
EDUCATION/READING AND LANGUAGE ARTS

Teaching Responsibilities:

Early Literacy Learning (Fall 2014/Spring 2015)
Teaching Reading in the Elementary School (Fall 2014/Spring 2015)
Teaching Oral and Written Expression in the Elementary School (Fall 2015)
Literacy Instruction and Assessment (Spring 2015)
Development and Assessment of Emergent Reading (Spring 2015)
Seminar and Practicum in Reading and Language Arts (Spring 2015)

• Advising and Leadership Responsibilities:

Recruiting and advising students in College of Education graduate and undergraduate programs

• Research Responsibilities:

Conduct research with undergraduate students in the College of Education

2008-2014

ASSOCIATE IN RESEARCH

FLORIDA STATE UNIVERSITY/FLORIDA CENTER FOR READING RESEARCH

2010-Present: Project Director for the Reading for Understanding (RFU) Efficacy Studies (Funded by IES).

2011- Present: Intervention Coordinator for the TEXTS (Teaching Expository Text Structures) intervention study. (Funded by IES).

2008-2011: Project Director for the Individualizing Student Instruction Study: a longitudinal examination of child by instruction interactions in reading and math from first through third grade (Funded by IES, NIH).

2006-2008

PREDOCTORAL INTERDISCIPLINARY RESEARCH TRAINING FELLOW

FLORIDA STATE UNIVERSITY/FLORIDA CENTER FOR READING RESEARCH

- Selected from a highly competitive pool of doctoral students in education, psychology, communication disorders, and educational leadership
- Developed of online professional development resources for teachers in a study of individualized reading instruction
- Provided assistance to faculty on ongoing research projects
- Assisted with manuscript writing
- Provided face to face language arts professional development for study participants

2004-PRESENT

INSTRUCTOR

FLORIDA STATE UNIVERSITY, PANAMA CITY, FLORIDA

- Practicum in ESOL/Reading (2017)
- Differentiated Instruction (2009, 2017)
- Teaching Reading in the Elementary School (2016)
- Assessment in the Elementary and Middle School (2015, 2016)
- Developmental Psychology (FSU, Tallahassee, Guest Lecturer, 2012)
- Linguistics Research (2011)
- Oral and Written Expression (2009)
- Educational Assessment (2008)
- Elementary School Social Studies (2008)
- Teaching Math in Elementary School (2005)
- Technology in the Elementary and Middle School (2004, 2005)

1998-2006

TEACHER

2005-2006 Patronis Elementary, Panama City Beach, FL, Fifth Grade

2003-2005 Patronis Elementary, Panama City Beach, FL, Fourth Grade

2002-2003 Patronis Elementary, Panama City Beach, FL, First Grade

2001-2002 Patronis Elementary, Panama City Beach, FL, Kindergarten

2001 Patronis Elementary, Panama City Beach, FL, Kindergarten

2000 Patronis Elementary, Panama City Beach, FL, Internship, Third Grade

1999-2000 Primary Prep School, Panama City Beach, FL. Preschool Teacher

1998-1999 First Presbyterian School, Panama City, FL, Music Instructor, Preschool-Fourth Grade

CERTIFICATION AND RELEVANT EXPERIENCE

2014 – Present	Alignment Bay Committee Member – Early Childhood Education
2012 – 2015	Consultant to At-Risk Schools, Bay District Schools, Panama City FL
2012 – 2014	Board Member, University Academy, Panama City, FL
2000 – 2022	Florida K-6 Teacher Certification, Gifted and Talented Endorsement
2006	National Board Certification
2003	Clinical Education Training

PUBLICATIONS

Al Otaiba, S., Connor, C.M. & Crowe, E. Reading and Writing. (2017). Available at:
<https://doi.org/10.1007/s11145-017-9769-6>

Connor, C.M., et al.. Examining the Efficacy of Targeted Component Interventions on Language and Literacy for Third and Fourth Graders' who are at Risk of Comprehension Difficulties. (In Review). *Scientific Studies of Reading*.

Connor, C. M., Morrison, F. J., Schatschneider, C., Toste, J., Lundblom, E. G., Crowe, E., & Fishman, B. (2011). Effective classroom instruction: Implications of child characteristic by instruction interactions on first graders' word reading achievement. *Journal for Research on Educational Effectiveness*, 4(3), 173-207.

Connor, C. M., Piasta, S. B., Fishman, B., Glasney, S., Schatschneider, C., Crowe, E., Underwood, P., & Morrison, F. J. (2009). Individualizing student instruction precisely: Effects of child by instruction interactions on first graders' literacy development. *Child Development*, 80(1), 77-100.

Connor, C. M., Morrison, F. J., Fishman, B., Ponitz, C. C., Glasney, S., Underwood, P., et al. (2009). The ISI classroom observation system: Examining the literacy instruction provided to individual students. *Educational Researcher*, 38(2), 85-99.

Crowe, E., Connor, C. M., & Petscher, Y. (2009). Examining the core: Relations among reading curriculums, poverty, and first through third grade reading achievement. *Journal of School Psychology* 47, 187-214.

Connor, C. M., Jakobsons, L. J., Crowe, E., & Meadows, J. (2009). Instruction, differentiation, and student engagement in Reading First classrooms. *Elementary School Journal*, 109(3), 221-250.

PRESENTATIONS

Crowe, E. C. & Connor, C.M. (2011, December) *Differential effects of mathematics instruction*. Presented at the Florida Center for STEM, Destin, Florida.

Crowe, E. C., Connor, C.M., Mazzocco, M.M. (2011, September) *Examining the impact of child x instruction Interactions in first grade*. Paper presented at the Society for Research in Educational Effectiveness (Mathematics Session), Washington, D.C.

Crowe, E. C. & Connor, C.M. (2011, July) *Paths to proficiency: profiles and predictions from preschool to fifth grade*. Paper presented at the Annual Meeting of the Society for Scientific Study of Reading, St. Pete Beach, FL

Connor, C. M., Morrison, F. J., & Crowe, E. C. (2010, July) *Refining dynamic system forecasting intervention models: New child X instruction interactions for third graders*. Paper presented at the Annual Meeting of the Society for Scientific Study of Reading, Berlin.

Crowe, E.C., Connor, C.M., Underwood, P., & Morrison, F. (2009, July). *Using technology to support the efficacy of teachers' first grade literacy instruction*. Paper presented at the Annual Meeting of the Society for Scientific Study of Reading, Boston.

Connor, C. M., Morrison, F. J., Fishman, B., Schatschneider, C., Underwood, P., & Crowe, E. C. (2009, April). *First and second grade literacy skill growth: Independent and cumulative effects of Individualized Reading Instruction*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver.

Crowe, E.C. (2008, March) *Are above average readers making adequate progress?* Paper presented to the American Educational Research Association, New York, NY.

Crowe, E. C. & Connor, C. M. (2007, April). *Examining core curriculums: relations between instructional materials, child characteristics, and oral reading fluency*. Poster the Florida Reading Research Conference, Tampa, Florida.

Crowe, E. C. & Connor, C. M. (2007, June). *Examining core curriculums: relations between instructional materials, child characteristics, and oral reading fluency*. Poster presented at the annual meeting of the Institute of Education Sciences. Washington, D.C.

GRANTS

R305 F100027 **Lonigan & Connor (Co-PI)** **7/1/2010 – 6/31/2015**

US Department of Education, Institute for Education Sciences (IES)

Reading for Understanding Research Initiative: Preschool through 5th Grade

The goal of this research project is to understand and promote the development of reading comprehension skills among at-risk students.

Role: Project Director

R21 HD062834 **Connor (PI)** **3/1/2010 – 2/28/2013**

NICHD

Developing Dynamic Forecasting Intervention Models for Upper Elementary Students

This study follows children who were in first through third grade into fourth and fifth grade. Combining assessment and classroom observation, the research investigates whether there are child X instruction interactions in fourth and fifth grade

Role: Key Personnel

COMPLETED RESEARCH

R01 HD048539 **Connor (PI)** **9/1/2005 - 7/31/2011**

NICHD

Child-Instruction Interactions: Causal Effects on Reading

This study includes randomized control field trials assessing the efficacy of individualized instruction based on child X instruction interaction research for first through third graders in two school districts.

Role: Project Director

R305 B070074 **Connor (PI)** **7/1/07 - 5/31/2012**

US Department of Education, Institute for Education Sciences (IES)

Child-by-Instruction Interactions in Literacy: Examining Causal Effects of Individualized Instruction in Second and Third Grade.

This study includes 4 randomized control field trials assessing the efficacy of individualized instruction based on child X instruction interaction research for second and third graders in two school districts.

Role: Project Director

R305 H04013 **Connor (PI)** **9/1/04 through 8/31/2007**

US Department of Education, Institute for Education Sciences

Child-Instruction Interactions in Early Reading: Examining Causal Effects of Individualized Instruction

This study developed and tested the efficacy of individualized instruction using dynamic forecasting intervention modeling to recommend amounts and types of instruction for first graders based on their language and literacy skills.

Role: Doctoral Student