

Carol McDonald Connor

Curriculum Vitae

Florida State University and the Florida Center for Reading Research

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Academic Preparation

- 2002 University of Michigan, Ann Arbor, MI
Ph.D. Language, Literacy & Culture, Special Education
- Northwestern University, Evanston, IL
1975 B.S. Speech-Language Pathology
1976 M.A. Speech-Language Pathology
- Certification ASHA Certificate of Clinical Competence – Speech-Language Pathology

Research, Teaching, and Clinical Experience

- 2004-present Assistant Professor, Florida State University, College of Education
Research Faculty, the Florida Center for Reading Research.
Courses taught: LAE5931 Improving Literacy in American (spring 2005) – new course
LAE5515 Language and Literacy Assessment (fall 2005)
LAE5931 Using Literacy Research to Inform Practice – new course
(spring 2006)
RED5147 Foundations of Developmental Reading (fall 2006)
RED5744 Using Literacy Research to Inform Practice (fall 2007)
- 2003-2004 Assistant Research Scientist, Department of Psychology, Developmental Psychology,
University of Michigan. Project Director, Pathways to Literacy Project.
- 2003-2004 Assistant Research Scientist, Center for Human Growth and Development, University of
Michigan
- Fall 2003 Adjunct Faculty Educational Studies, School of Education (Combined Program in
Education and Psychology, CPEP), University of Michigan. Teaching undergraduate
course in Educational Psychology and Human Development.
- 2001-2003 Senior Research Associate, Developmental Psychology, University of Michigan.
Postdoctoral work with Frederick J. Morrison, Ph.D. conducting research on the literacy
development of young children focusing on the impact of child, home, and classroom on
literacy development. Project Director Pathway to Literacy Project.

- 1998-2006 University of Michigan Cochlear Implant Center, research and consultation.
- 2001-2002 Graduate Student Instructor, University of Michigan School of Education. Introduction to Quantitative Methods in Educational Research (Professor Raudenbush), doctoral level course. Research and Educational Practice, an introductory course in research and statistics for masters level students.
- 1997-2001 Graduate Student Research Assistant, University of Michigan School of Education. Michigan Project on African American Language (M-Pal) conducted by Holly K. Craig, Ph.D. and Julie A. Washington, Ph.D. Funded through the Center for the Improvement of Early Reading Achievement (CIERA) and National Institutes of Health Deafness and Communication Disorders (NIDCD).
- 1999 Course Assistant for Arnetha Ball, Ph.D., Child Language Development, a master's level course.
- 1992-1997 Speech-Language Pathologist — Cochlear Implant Center University of Michigan Medical Center. Diagnostic testing and therapy provided to severely and profoundly deaf children and adults. Responsibilities included research, evaluation, treatment, parent training, in-service training to school professionals and the medical center's pediatric residents.
- 1976-1986 Speech-Language Pathologist
 Provided therapy to children and adults with language, speech and voice impairments and learning disabilities across a variety of settings including clinics and schools. Consultant for the Utah Department of Vocational Rehabilitation (UT) and the Springfield, MA Independent Living Center. Director of Residential Services, Independent Living Center, at CSWR (Chicago, IL), supervised a multi-disciplinary team including speech-language pathologists, social workers, and psychologists serving adults with developmental disabilities, including hearing impairment, funded by the Illinois Department of Mental Health.

Grants

- 2007-2011 Principal Investigator: Child-by-Instruction Interactions in Literacy: Examining Causal Effects of Individualized Instruction in First through Third Grade. US Department of Education, Institute for Education Sciences Grant # R305B070074. Funding 7/1/07 through 5/31/2011 (\$3,000,000).
- 2005-2010 Principal Investigator: Child-Instruction Interactions: Causal Effects on Reading. National Institutes of Health, National Institute of Child Health and Human Development, Grant #R01 HD048539. Funding 9/1/2005 through 7/31/2010 (\$2,436,000).
- 2004-2007 Principal Investigator, Child-Instruction Interactions in Early Reading: Examining Causal Effects of Individualized Instruction, US Department of Education, Institute for Education Sciences Grant # R305H04013. Funding 9/1/04 through 8/31/2007 (\$1,632,000).

- 2006 Principal Investigator, Assessing Adult Basic Literacy Education Efficacy. A grant from Leon County Schools. Funding January 1, 2006 to June 30, 2006 (\$70,000).
- 2004-2009 Florida Center for Reading Research, Predoctoral Interdisciplinary Training Program (PIRT) Grant, Faculty. US Department of Education.
- 2006-2009 Co-Principal Investigator: Improving Deaf Children's Literacy. US Department of Education, Institute for Education Sciences Grant # R324E06035. Funding 9/1/06 through 8/31/2009 (\$1,468,000).
- 2006-2011 Co-Investigator: Predicting and Preventing the Development of Learning Disabilities. National Institutes of Health, National Institute of Child Health and Human Development, Learning Disabilities Multidisciplinary Research Center Grant #P50 HD062120, Funding 2006-2011 (\$7,252,000).

Fellowships and Awards

- 2007 Recipient of the 2006 President's Early Career Awards for Scientists and Engineers (PECASE). From the website: "...established in 1996, [this award] honors the most promising researchers in the nation within their fields. Nine federal departments and agencies annually nominate scientists and engineers at the start of their independent careers whose work shows exceptional promise for leadership at the frontiers of scientific knowledge during the twenty-first century. Participating agencies award these talented scientists and engineers up to five years of funding to further their research in support of critical government missions." Nominated by the US Department of Education, Institute for Education Sciences.
- 2007 Richard C. Snow Early Career Award from the American Psychological Association.
- 2006 Dina Feitelson Research Award for *Beyond the Reading Wars: The effect of classroom instruction by child interactions on early reading*. This International Reading Association award was established to honor the memory of Dina Feitelson by recognizing an outstanding empirical study published in English in a refereed journal. (http://www.reading.org/association/awards/research_feitelson.html) (\$500).
- Fall 2003 Consultant, Kellogg Expert in Residence Grant, awarded to The Collaboratory for Community Support to develop a community literacy plan for Battle Creek, Michigan.
- 1997-2001 Graduate Fellowship, the Center for the Improvement of Early Reading Achievement (CIERA), U.S. Department of Education, Office of Education Research and Improvement, Grant R305R70004, University of Michigan
- 2000 Louise M. Meffley Fund Award, through the University of Michigan School of Education. This is a meritorious award given for scholarship and contribution to the field of Special Education
- 1999, 2001 Mini-grants provided by the Spencer Research Training Grant, through the University of Michigan School of Education. Funds were awarded to conduct research on the emergent literacy skills of young children with cochlear implants and for my dissertation research.

- 1994-1995 Cochlear Corporation Clinical Fellowship, through the University of Michigan Medical Center and Cochlear Corporation. Funded research and training in use and programming of cochlear implants.
- 1978-1982 U. S. Department of Housing and Urban Development, 202 Housing funds used to develop two apartment buildings, which were designed to be fully accessible to persons with disabilities, Chicago, IL

Research Interests

Over the past twelve years, my research has focused on examining the links between children's language and literacy development. Understanding these links may illuminate reasons for the perplexing difficulties children who are atypical and diverse learners have developing basic and advanced reading skills. Most recently, my research interests have focused on children's learning in the classroom – from preschool through third grade. These studies indicate that the effectiveness of specific instructional activities may depend on the language and reading skills children bring with them to school; these child-by-instruction interactions are evident as early as preschool and continue at least through third grade for a number of child language and literacy outcomes. I am currently the principal investigator conducting a series of randomized control field trial investigating the causal effects of individualizing language arts instruction in first grade based on students' language and early reading skills. This multidisciplinary project includes experts in developmental and cognitive psychology, education, learning sciences, and computer science. Results reveal that instruction that takes into account child-by-instruction interactions leads to stronger student reading outcomes. I also conduct research focusing on the language and literacy development of profoundly deaf children including those who use cochlear implants.

Publications Submitted

- Connor, C. M., Piasta, S. B., Glasney, S., Schatschneider, C., Fishman, B., Underwood, P., et al. (2007). Individualizing student instruction precisely: Effects of child by instruction interactions on first graders' literacy development. Manuscript in review at *Child Development*.
- Connor, C. M., Rice, D. C., Thomas, A., Underwood, P., Glasney, S. L., & Morrison, F. J. (2007). More Science in elementary school: Help or hindrance to students' reading development? Manuscript in review at *Journal of Educational Psychology*.
- Piasta, S. B., & Connor, C. M. (2007). Teachers' knowledge of literacy, classroom practices, and student reading growth. Manuscript in review, *Journal of Educational Psychology*.
- Foorman, B. R., & Connor, C. M. (2007). Primary reading. In A. G. Kamhi & P. D. Pearson (Eds.), *Handbook of reading research*. Manuscript in review, Mahwah, NJ: Lawrence Erlbaum.
- Al Otaiba, S. , Pappamihel, N. E., Petscher, Y., Williams, R. S., Drylund, A. K., & Connor, C. M. (2007). Modeling oral reading fluency development in Latino students: A longitudinal study across second and third grade. Manuscript in second review, *Scientific Studies of Reading*.
- Hindman, A.H., Connor, C.M., & Morrison, F.J. (2007). Teacher outreach across the transition to school: Extent, nature, and relations with child outcomes. Manuscript in review, *Early Childhood Research Quarterly*.

Morrison, F. J., & Connor, C. M. (2007). Literacy development in the transition to school: An integrative framework. In J. Meece & J. Eccles (Eds.), *Handbook of research on schools, schooling, and human development*: Lawrence Erlbaum Associates. Manuscript in review.

Publications Published or In Press – Peer Reviewed Journals

Connor, C. M., Morrison, F. J., Fishman, B. J., Schatschneider, C., & Underwood, P. (2007). THE EARLY YEARS: Algorithm-Guided Individualized Reading Instruction. *Science*, 315(5811), 464-465.

Connor, C. M., Morrison, F. J., & Underwood, P. (2007). A Second Chance in Second Grade? The cumulative impact of first and second grade reading instruction on students' letter-word reading skills. *Scientific Studies of Reading*.11(3), 199-233.

Connor, C. M., (2007) *Learning environments underlying literacy acquisition*. Manuscript in press, Encyclopedia of Language and Literacy Development. Canada: CLLRNet
<http://www.literacyencyclopedia.ca/>

Connor, C. M., Jakobsons, L., Crowe, E. C. & Granger, J., (2007). Instruction and student engagement in Reading First classrooms. Manuscript in press, *Elementary School Journal*.

Hindman, A.H., Connor, C.M., Jewkes, A.M, & Morrison, F.J. (2007). Untangling the Effects of Shared Book Reading: Multiple Factors and their Associations with Preschool Literacy Outcomes. Manuscript in press, *Early Childhood Research Quarterly*.

McClelland, M. M., Cameron, C. E., Connor, C. M., Farris, C. L., Jewkes, A. M., & Morrison, F. J. (2007). Self-regulation and preschoolers' vocabulary, literacy and math skills. *Developmental Psychology*, 43(4), 947-459.

Cameron, C. E., Connor, C. M., Morrison, F. J., & Jewkes, A. M. (in press). Effects of Classroom Organization on Letter-Word Reading in First Grade. *Journal of School Psychology*.

Al Otaiba, S., Connor, C. M., Kosanovich, M., Schatschneider, C., Dyrland, A. K., & Lane, H. (in press). Reading First Kindergarten Classroom Instruction and Students' Phonological Awareness and Decoding Fluency Growth. *Journal of School Psychology*.

Cameron, C. E., McClelland, M. M., Jewkes, A. M., Connor, C. M., Farris, C. L., & Morrison, F. J. (in press). Touch your toes! Developing a behavioral measure of preschool self-regulation., *Early Childhood Research Quarterly*.

Moeller, M. P., Tomblin, J. B., Yoshinaga-Itano, C., Connor, C. M., & Jerger, S. (in press). Current state of knowledge: Language and literacy of children with hearing impairment. *Ear and Hearing*.

Connor, C. M., Craig, H.K., Raudenbush, S.W., Heavner, K. & Zwolan, T.A. (2006). The age at which young deaf children receive cochlear implants: Is there an added value for early implantation? *Ear and Hearing*.27(6), 628-644.

Connor, C. M., Morrison, F. J., & Slominski, L. (2006). Preschool instruction and children's literacy skill growth. *Journal of Educational Psychology*, 98(4), 665-689.

- Connor, C. M., & Craig, H. K. (2006). African American preschoolers' use of African American English and their emergent literacy development: A complex relation. *Journal of Speech, Language and Hearing Research, 49*(4), 771-792.
- Connor, C. M. (2006). Examining the communication skills of a young cochlear implant pioneer, *Journal of Deaf Studies and Deaf Education*. First published on June 5, 2006, 10.1093/deafed/enl001.
- Connor, C. M., Son, S.H., Hindman, A., & Morrison, F. J. (2005). Teacher qualifications, classroom practices, and family characteristics: Complex effects on first graders' language and early reading. *Journal of School Psychology, 43*, 343-375.
- Cameron, C. E., Connor, C. M., & Morrison, F. J. (2005). Effects of variation in teacher organization on classroom functioning. *Journal of School Psychology, Vol. 43*(1), 61-85.
- Connor, C. M., Morrison, F. J., & Katch, E. L. (2004). Beyond the Reading Wars: The effect of classroom instruction by child interactions on early reading. *Scientific Studies of Reading, 8*(4), 305-336. Winner of the 2006 Dina Feitelson Research Award.
- Connor, C. M., Morrison, F. J., & Petrella, J. N. (2004). Effective reading comprehension instruction: Examining child by instruction interactions. *Journal of Educational Psychology, 96*(4), 682-698.
- Connor, C. M., & Morrison, F. J. (2004:1-11). Services or programs that influence young children's academic success and school completion. In R. E. Tremblay, R. G. Barr & R. D. Peters (Eds.), *Encyclopaedia on Early Childhood Development*. Montreal: Centre of Excellence for Early Child Development. Available at: <http://www.excellence-earlychildhood.ca/documents/Connor-MorrisonANGxp.pdf>.
- Connor, C. M., & Zwolan, T. (2004). Examining multiple sources of influence on the reading comprehension skills of children who use cochlear implants. *Journal of Speech Language, and Hearing Research, 47*(3), 509-526.
- Craig, H. K., Connor, C. M., & Washington, J. A. (2003). Early positive predictors of later reading comprehension for African American students: A preliminary examination. *Language, Speech, and Hearing Services in Schools, 34*, 31-43.
- Morrison, F., & Connor, C. M. (2002). Understanding schooling effects on early literacy. *Journal of School Psychology, 40*(6), 493-500.
- Connor, C. M., Hieber, S., Arts, A., & Zwolan, T. (2000). Speech, vocabulary and the education of children with cochlear implants: Total or Oral Communication? *Journal of Speech, Language, and Hearing Research, 43*, 1185-1204.
- Zwolan, T., Connor, C. M., & Kileny, P. K. (2000). Use of the foundations in speech perception program as a home rehabilitation tool. *Journal of Academy of Rehabilitative Audiologists (JARA), XXXIII*, 39-51.

Publications Published or In Press – Books, Book Chapters, and Reports

- Connor, C. M., & Al Otaiba, S. (in press). Literacy. In *Encyclopedia of Infant and Early Childhood Development*. Kidlington, Oxford UK: Elsevier Limited.

- Morrison, F. J., & Connor, C. M. (in press). The transition to school: Child-instruction transactions in learning to read. In A. Sameroff (Ed.), *Transactions in development*. Washington DC: American Psychological Association Books.
- Connor, C. M., & Steadman, S. C. (2006). *Adult basic education: Effective classrooms and successful students: Executive summary and full report of findings and recommendations*. Tallahassee: Florida Center for Reading Research at Florida State University.
- Connor, C. M., & Rex, L. A. (2006). Using sociocultural and developmental/cognitive lenses to inform classroom-based assessments of children's reading. In L. A. Rex (Ed.), *Discourse of opportunity: How talk in learning situations creates and constrains* (pp. 153-185). Cresskill, NJ: Hampton Press.
- Morrison, F. J., Connor, C. M., & Bachman, H. J. (2005). The transition to school. In D. K. Dickinson & S. B. Neuman (Eds.), *Handbook of early literacy, volume 2*: New York: Guilford Press.
- Morrison, F.J., Bachman, H. & Connor, C. M. (2005). *Improving Literacy in America: Guidelines from Research*, New Haven, CT: Yale University Press.
- Connor, C. M. (2002). *Preschool children and teachers talking together: The influence of child, family, teacher, and classroom characteristics on children's developing literacy*. Doctoral Dissertation, University of Michigan, Ann Arbor. Chair, Holly K. Craig; Committee, Susan B. Neuman, Stephen Raudenbush, Deborah Keller-Cohen (Cognate).

Conference Presentations

- Connor, C. M. (2007, August). *Improving instruction for Florida's youngest learners*. Teacher Quality Research Symposium, Florida State University, College of Education, Tallahassee.
- Connor, C. M. (2007, July). *Symposium chair: Complexity in the learning environment: Interventions and interactions*. Society for the Scientific Study of Reading Conference, Prague.
- Connor, C. M. (2007, July). *The effect of individualized reading instruction on student reading outcomes: The results of a randomized field trial*. Society for the Scientific Study of Reading Conference, Prague.
- Connor, C. M. (2007, June). *Supporting effective instruction: Technology and professional development*. Paper presented at the Institute for Education Sciences Conference, Washington DC.
- Connor, C. M., Morrison, F. J., Schatschneider, C., Fishman, B., & Underwood, P. (2007, March). *Child X instruction interactions: Examining effects of individualizing student instruction*. Paper presented at the Institute for Education Sciences Conference, Washington DC.
- Crowe, E., & Connor, C. M. (2007, May). *Examining core reading curriculums: Relations between instructional materials, student level of reading achievement, and oral reading fluency*. Paper presented at the Institute for Education Sciences Conference, Washington DC.
- Lederberg, A.R. Easterbrooks, S., Connor, C.M., Miller, E.M. & Page, J.R. (2007, May). *Improving Young Deaf Children's Emergent Literacy Skills*. Paper presented at the Institute for Education Sciences Conference, Washington DC.

- Connor, C. M., Piasta, S., Glasney, S., & Morrison, F. J. (2007, March). *Child X instruction interactions: Examining causal effects of individualizing student instruction*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston.
- Piasta, S. B., Connor, C. M., & Fishman, B. (2007, March). Fostering early literacy development: Linking teacher knowledge and practice to student reading growth. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Connor, C. M., & Craig, H. K. (2007, March). *African American children's language and literacy skills and use of African American English: A complex relation*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston.
- Lederberg, A.R. Easterbrooks, S., Connor, C.M., Miller, E.M. & Page, J.R. (2007, March). Improving Young Deaf Children's Emergent Literacy Skills. Presented at the Decoding and Reading Comprehension in Deaf Children Pre-Conference Workshop of the biennial meetings of the Society for Research on Child Development, Boston, MA.
- Connor, C. M., Piasta, S., Fishman, B., & Morrison, F. J. (2007, February). *Individualizing student instruction, practice-based professional development, teachers' knowledge about language and literacy concepts, and students' reading skills*. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Connor, C. M., & Morrison, F. J. (2006, May). *Individualizing student reading instruction: Planning and Implementation*. Paper presented at the International Reading Association, Chicago.
- Connor, C. M., & Morrison, F. J. (2006, April). *Supporting teachers' efforts to use assessment to guide instruction*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Connor, C. M., & Morrison, F. J. (2006). *Supporting teachers' efforts to use assessment to guide instruction: Preliminary results of a randomized cluster field trial*. FCRR Research colloquium Tallahassee: Florida State University and the Florida Center for Reading Research.
- Piasta, S.B., & Connor, C.M. (2006, April). Teacher knowledge, teacher practices, and student outcomes: Preliminary data from the Individualizing Student Instruction Project. Paper presented at the Conference on Human Development, Louisville, KY.
- Piasta, S.B., & Connor, C.M. (2006, July). Highly qualified teachers: The importance of teacher content knowledge in promoting instructional practices related to student reading growth. Poster to be presented at the Thirteenth Annual Meeting of the Society for the Scientific Study of Reading, Vancouver, Canada.
- Connor, C. M., Jakobsons, L. J., & Granger, J. (2006). *Individual differences in the reading fluency of children and their instructional implications - Instruction and fluency*. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Thomas, A., Connor, C.M., Rice, D., and Morrison, F.J. (2006). Time spent in science is not time taken away from reading. Poster presented at the Conference on Human Development annual meeting, April 28, Louisville, KY.

- Connor, C., Rice, D., Thomas, A., and Morrison, F.J. (2006). Early elementary science instruction: Time, type, and impact on student literacy. Presented at the National Association of Research in Science Teaching annual meeting, April 5, San Francisco, CA.
- Glasney, S., Schatschneider, C., and Connor, C. (2006). Expressive and Receptive Vocabulary Related to Story Comprehension in Preschool Children. Poster to be presented at the Conference on Human Development annual meeting, April 29, 2006, Louisville, KY
- Glasney, S., Schatschneider, C., and Connor, C. (2006). Expressive and Receptive Vocabulary Related to Story Comprehension in Preschool Children. Poster to be presented at the Society for the Scientific Study of Reading annual meeting, July 6, Vancouver, BC.
- Kershaw, S., Schatschneider, C., Connor, C. (2006). The Relationship Between Oral Comprehension and Reading Fluency as it Relates to Reading Comprehension. Poster to be presented at the Society for the Scientific Study of Reading Conference, July 6-8 in Vancouver, BC.
- Rice, D. C., & Connor, C. M. (2006, April). *Science instruction: How much time is really spent on task?* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Connor, C.M. & Morrison, F. J. (2005, August) *The impact of software on preschool literacy*. Invited paper presented at the PBS Ready to Learn Summer Institute – Technology Use in Preschool, Washington DC.
- Morrison, F. J., Jewkes, A. M., & Connor, C. M. (2005, August) *Pathways to Literacy Project*. Paper presented at the Conference of the American Psychological Association, Washington DC.
- Connor, C. M. (2005, June). *Transition to school, achievement and student X environment interactions, Symposium chair*. Presented at the Twelfth Annual Meeting of the Society for Scientific Study of Reading, Toronto.
- Connor, C. M., & Morrison, F. J. (2005, April). *Examining preschool literacy instruction and students' vocabulary, alphabet, and word recognition growth*. Paper presented at the American Educational Research Association, Montreal.
- Connor, C. M., & Morrison, F. J. (2005, June). *Individual students' differences in response to preschool literacy instruction: effects on vocabulary, alphabet and letter-word recognition skill growth*. Paper presented at the Twelfth Annual Meeting of the Society for Scientific Study of Reading, Toronto.
- Connor, C. M., & Morrison, F. J. (2005, April). *Examining preschool literacy instruction and preschoolers' alphabet and word recognition skill growth*. Paper presented at the Biennial Conference of the Society for Research on Child Development, Atlanta.
- Connor, C. M., Raudenbush, S. W., Zwolan, T., & Craig, H. K. (2005, April). *Age at cochlear implantation and children's vocabulary growth: Indications of an early sensitive phase for*

- language development*. Paper presented at the Biennial Conference of the Society for Research in Child Development, Atlanta.
- Morrison, F. J., & Connor, C. M. (2005, April). *Schooling and academic development: Exploring child-instruction interactions*. Paper presented at the Biennial Conference of the Society for Research in Child Development, Atlanta.
- Cameron, C. E., Connor, C. M., & Morrison, F. J. (2005, April). *Effects of non-instructional activities on decoding skills: The role of organization*. Paper presented at the Biennial Conference of the Society for Research in Child Development, Atlanta.
- Connor, C. M., Morrison, F. J., & Slominski, L. (2005, April). *Examining preschool literacy instruction and preschoolers' vocabulary, alphabet and word recognition skill growth*. Paper presented at the AERA 2005 Annual Meeting, Montreal.
- Cameron, C. E., Connor, C. M., & Morrison, F. J. (2005, April). *Effects of classroom organization on decoding skills in first grade*. Paper presented at the 2005 AERA Annual Meeting, Montreal.
- Connor, C. M., Morrison, F. J., Lonigan, C. J., Farver, J., Phillips, B. M., Frijters, J. C., et al. (2005, June). *A Symposium: Children's transition to school and academic achievement in the context of child X environment interactions*. Paper presented at the Symposium for Scientific Studies of Reading, Toronto.
- Connor, C. M., & Morrison, F. J. (2004, July). *Child by instruction interactions: Implications for children with reading disabilities*. Invited Symposium: *The nature of and intervention for reading disabilities* presented at the IARLD Conference, Ann Arbor, MI.
- Connor, C. M., & Morrison, F. J. (2004, July). *Child-instruction interactions in early reading: Examining causal effects of individualized instruction*. Invited paper presented at the CIERA Summer Institute, Ann Arbor, MI.
- Connor, C. M., Morrison, F. J., & Petrella, J. N. (2004, June). *Effective reading comprehension instruction: Examining child by instruction interactions*. Paper presented at the Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam.
- Morrison, F. J. & Connor, C. M. (2004, February). *Beyond the reading wars: The best instruction depends on the child*. Paper presented at the American Association for the Advancement of Science Annual Meeting, Seattle, WA.
- Tomblin, J. B., & Connor, C. M. (2003, November). *Reading development in children with cochlear implants*. Invited paper presented at the ASHA Convention, Chicago.
- Morrison, F. J. & Connor, C. M. (2003, June) *Beyond the reading wars: Effective instruction for diverse learners*. Invited presentation at the University of Michigan/Michigan State Summer Institute for Superintendents: Accounting for Quality: Leadership for Student Achievement
- Connor, C. M. (2003, April). *The effect of age at implantation and sign language use on the vocabulary and reading skills of children who use cochlear implants*. Paper presented at the SRCD Biennial Meeting.

- Connor, C. M., Morrison, J. F., & Katch, E. L. (2003, April). *Beyond the Reading Wars: The effect of classroom instruction by child interactions on early reading*. Paper presented at the SRCD Biennial Meeting.
- Connor, C. M., Geers, A., Nicholas, J., Luetke-Stahlman, B., and Ertmer, D., (2002, November) *Choices in communication modality for very young cochlear implant recipients*. Invited seminar presented at the American Speech, Language and Hearing Association, Atlanta.
- Morrison, F. J., & Connor, C. M. (2002, August). *School transition in at-risk children*. Paper presented at the APA Conference, Chicago.
- Connor, C. M. (2002, July). *Oral language development in preschool: Intricate links to literacy*. Paper presented at the 3rd Annual CIERA Summer Institute, Ann Arbor, MI.
- Connor, C. M., & Craig, H. K. (2002, June). *Cultural-linguistically diverse preschoolers' responses to teacher requests and effects on early reading skills*. Paper presented at the Society for the Scientific Study of Reading, Chicago.
- Morrison, F., Connor, C. M., & Katch, L. E. (2002, June). *Specificity in classroom instruction effects on first graders' reading outcomes*. Paper presented at the Society for the Scientific Study of Reading, Chicago.
- Connor, C. M., Morrison, F. J., Griffin, E. A., & Katch, L. (2002, April). *Children with varying skill levels benefit from different reading instruction practices*. Paper presented at the Conference on Human Development, Charlotte, NC.
- Connor, C. M., Craig, H. K., & Washington, J. A. (2001, November). *Oral language predictors of reading achievement for African American students*. Paper presented at the American Speech, Language, and Hearing Association, New Orleans.
- Connor, C. M., Raudenbush, S. W., & Craig, H. K., (2001, June) *The age at which children receive cochlear implants and their receptive vocabulary development*. Paper presented the 22nd Annual Symposium on Research on Child Language Disorders. Madison, WI.
- Connor, C. M. (2001, March) *Discussant, Assessment*. Paper presented at the Symposium on Early Literacy Instruction for Children at Risk: Research-based Solutions, CIERA, March 24, Ann Arbor, MI.
- Craig, H.K., Washington, J.A. & Connor, C.M. (2000, November-December) *Similarities and differences in language production of African American children among reading, writing, and oracy contexts*. Paper presented at the National Reading Conference Annual Meeting, Scottsdale, AZ.
- Craig, H.K., Washington, J.A., & Connor, C.M. (2000, June) *The language skills of African American children across multiple literacy contexts*. Paper presented at the Symposium on Research of Child Language Disorders (SRCLD), Madison, Wisconsin.
- Connor, C.M. & Rex, L.A., (2000, April) *Informing Teacher and Clinician Collaboration: Classroom-based Assessment of Discourse Interactions to Explore Children's Language and Reading Abilities*. Paper presented at the Annual Convention of the American Educational Research Association, New Orleans.

- Connor, C.M., Craig, H.K., & Washington, J.A. (1999, June) *Oral language comprehension as a predictor of later reading comprehension*. Paper presented at the Symposium on Research of Child Language Disorders (SRCLD), Madison, Wisconsin.
- Craig, H. K., Washington, J. A., & Connor, C. M. (1998, December). *Oral language, reading, and African American Children*. Paper presented at the National Reading Conference Annual Meeting, Austin, TX.
- Connor, C. M., Hieber, S., & Zwolan, T. A. (1998, March). *What do speech language pathologists and audiologists need to know about cochlear implants?* Invited Paper presented at the GSHA Conference, Atlanta, GA.
- Connor, C.M., Locke, J. L., & Zwolan, T. (1997, May). *Developmental Neurolinguistics and Language Development in Children Using Cochlear Implants*. Paper presented at the Fifth International Cochlear Implant Conference, New York, New York.
- Connor, C. M., Comstock, A., & Zwolan, T. A. (1997, November). *Neurological issues in young cochlear implant users*. Paper presented at the ASHA Conference, Boston.
- Connor, C. M., Hieber, S., & Zwolan, T. A. (1997, November). *What do speech language pathologists need to know about cochlear implants?* Paper presented at the ASHA Conference, Boston.
- Connor, C. M., Hieber, S., & Zwolan, T. A. (1997, May). *Oral versus total communication and cochlear implants*. Paper presented at the Fifth International Cochlear Implant Conference, New York, New York.
- Connor, C. M., & Zwolan, T. A. (1995, October). *Language, reading and the cochlear Implant*. Paper presented at the tenth annual conference on issues in language and deafness, Nebraska City, NB.
- Connor, C. M., Hieber, S., & Ashbaugh, C. (1995, March). *Maximizing the benefits children receive with cochlear implants*. Paper presented at the MSHA Annual Conferences, Kalamazoo, MI.
- Connor, C. M., & Zwolan, T. A. (1995, December). *Speech and the Cochlear Implant -- Taking the long term view*. Paper presented at the Annual Convention the American Speech Language and Hearing Association, Orlando, FL.
- Connor, C. M., Zwolan, T. A., & Kileny, P. (1994, November). *Changes in prelinguistically deafened adults' vowel formant frequency with cochlear implant use*. Paper presented at the ASHA Conference, New Orleans.
- Connor, C. M., Phillips, S. Z., & Kileny, P. (1993, November). *The Vocabulary Skills of Children Using Cochlear Implants*. Paper presented at the Annual Convention of the American Speech Language and Hearing Association, New Orleans, LA.

Current Professional Affiliations

Society for Research on Child Development
 Society for the Scientific Study of Reading, voting member
 American Speech Language and Hearing Association
 American Educational Research Association

AACTE (representative for FSU College of Education, 2005-2006)
AAAS – Association for the Advancement of Science
APA – American Psychological Association

Service/Professional Development

- 2007 Reviewer for *Child Development*
- 2007 Reviewer for *Journal of Applied Developmental Psychology*
- 2007 Review for the *Spanish Journal of Psychology*
2007 Reviewer for *Early Education and Development*
- 2007 Reviewer for *Reading Research Quarterly*
- 2007 Grant proposal reviewer, Netherlands Organisation for Health Research and Development (ZonMw), Health Care Efficiency Research Programme
<http://www.zonmw.nl/en/programmes/health-care-efficiency-research.html>
- 2006 National Institutes of Health, National Institute of Deafness and Communicative Disorders, Member of Expert Panel for workshop on *Outcomes Research in Children with Hearing Loss*. Focus on literacy and academic achievement.
- 2006-2007 Reviewer for *Developmental Psychology*
- 2006 Reviewer for *Cognitive Development, Journal of School Psychology*, and the *American Journal of Speech Language Pathology*
- 2005-2006 Guest Editor, *Journal of Deaf Studies and Deaf Education*
- 2005-present Reviewer for *Ear & Hearing*
- 2004-presnt Reviewer for *Scientific Studies of Reading*
- 2004-present Reviewer for *Journal of Speech, Language and Hearing Research*
- 2004-2006 Reviewer for *Journal of Phonetics*
- 2005 Co-chair with Richard Wagner, First Annual Florida Reading Research Conference sponsored by the Florida Center for Reading Research/Florida State University. April 2-3, Tallahassee, FL. Approximately 130 participants.
- 2005 Co-chair with Amy Lederberg and Patricia Spencer, SRCD preconference, Development of children with cochlear implants. Supported by CRADL and Cochlear Corporation. April 6, Atlanta, GA. Approximately 50 participants.
- 2004-05, 2007 Reviewer and Panel Moderator for *Early Reading First Grants*, U.S. Department of Education.
- 2004 Reviewer for NIDCD BBBP-A(02) Deafness and Cochlear Implants

- 2004 Reviewer for *Journal of Educational Psychology*
- 2003, 2004 Expert panel reviewer for *Early Reading First* Grants, U.S. Department of Education.
- 2003 Reviewer NRC 2003 conference, Area 11: Literacy Learning and Practice in Multilingual and Multicultural Settings. Also invited for 2004 Conference.
- 2003-present Reviewer for the AERA Conference.
- 2002, 2006 Reviewer for the 2003 and 2007 SRCDC Conferences.
- 2002 Reviewer for *Journal of Learning Disabilities*.
- 2000 to 2002 Facilitator, Center for Improving Early Reading Achievement (CIERA) Summer Institute, August 2000, July 2001, & July 2002, University of Michigan, Ann Arbor.
- 2000-2001 Member of the Southfield Public Schools Special Needs Reader Action Research Committee.

Web-based Tools and Sites Developed

- 2005-Present Developed Assessment-to-Instruction (A2i) software, which uses research generated algorithms to generate recommended amounts and types of language arts instruction based on individual students' vocabulary and letter-word recognition scores. Also developed, the ISI Online Resource Guide, which is integrated with A2i, to support teachers' efforts to individualize instruction in their classroom. (<http://isi.fcrr.org>). Log in: A2idemo, Password: isi06!.
- 2003-2004 Supervised creation of Pathways to Literacy web site
- 2001 Sim-Classroom, a data-driven professional development tool for teachers.
- 2000 to 2001 Notebook.edu, a web-based tool designed to support the writing skills of 6-12th grade students while promoting teacher and specialist collaboration to meet the needs of students at risk for academic failure.
- 1997 Supervised development of web site for University of Michigan Cochlear Implant Center (<http://www.med.umich.edu/oto/ci>).