

**CURRICULUM VITAE
OF
ELIZABETH D. CRAMER
GRADUATE PROGRAM DIRECTOR, DEPARTMENT OF TEACHING AND
LEARNING
PROFESSOR AND ONLINE PROGRAM DIRECTOR, SPECIAL EDUCATION
FLORIDA INTERNATIONAL UNIVERSITY
cramere@fiu.edu**

EDUCATION

<u>Degree</u>	<u>Institution</u>	<u>Field</u>	<u>Dates</u>
Ph.D.	University of Miami	Special Education and Reading	May, 2002
M.S.Ed	University of Miami	Early Childhood Special Education and Teaching English to Speakers of Other Languages	June, 1998
B.A.	University of Miami	Special Education and Psychology	May, 1997

FULL-TIME ACADEMIC EXPERIENCE

<u>Institution</u>	<u>Rank</u>	<u>Field</u>	<u>Dates</u>
FIU	Professor/Online Program Director	Special Education	08/16-Present
FIU	Associate Professor/Program Director	Special Education	08/08-08/16
FIU	Assistant Professor	Special Education	08/02-08/08

PART-TIME ACADEMIC EXPERIENCE

<u>Institution</u>	<u>Rank</u>	<u>Field</u>	<u>Dates</u>
University of Miami	Adjunct Instructor	Special Education	08/01-05/02
University of Miami	Research Assistant	Reading/SPED	01/99-05/02
University of Miami	Graduate Assistant	Teaching and Learning	08/00-05/02

NON-ACADEMIC EXPERIENCE

Place of Employment	Title	Dates
Miami-Dade County Public Schools, Miami, FL	Teacher of Students with Autism	1998-2000
Miami-Dade County Public Schools, Miami, FL	Department Chairperson Exceptional Student Education	1998-1999
Miami-Dade County Public Schools, Miami, FL	Varying Exceptionalities Teacher	1997-1998
Monroe Township Public Schools, Monroe, NJ	Substitute Teacher	1995-1997

PUBLICATIONS IN DISCIPLINE (All are peer reviewed)

Books

Harry, B., Klingner, J., & Cramer, E. (2007). *Case studies of minority student placement in special education*. New York, NY: Teachers College Press.

Articles

Cramer, E. D., Little, M, & Alvarez McHatton, P. (2018). Equity, Equality, and Standardization: Expanding the Conversations. *Education and Urban Society*, 50 (5), 483-501.

*Poznanski, B., Hart, K.C., & Cramer, E.D. (2018). Are teachers ready? Preservice teacher knowledge of classroom management and ADHD. *School Mental Health*.

Cramer, E. D. & Gallo, R. (2017). Special Educators' Perceptions of State Standards in a Large, Urban School District. *Journal of Urban Learning, Teaching, and Research*, 13, 34-44.

* Gutierrez, Jr., A., Bennett, K. D., McDowell, L., Cramer, E. D., & Crocco, C. (2016). Comparison of video prompting with and without voice-over narration: A replication with young children with autism. *Behavioral Interventions*, 31, 377-389. doi: 10.1002/bin.1456

Cramer, E. D. (2015). Inequities of intervention among culturally and linguistically diverse students. *Perspectives on Urban Education Journal*, 12 (1). Retrieved from <http://www.urbanedjournal.org/archive/volume-12-issue-1-spring-2015/inequities-intervention-among-culturally-and-linguistically-di>.

Cramer, E. D. (2015). Shifting least restrictive environments in a large, urban school district. *Journal of Urban Learning, Teaching, and Research*, 11, 40-49.

Cramer, E. D., Alvarez McHatton, P., & Little, M. (2015). Constructing a new model for teacher preparation: A collaborative approach. *Action in Teacher Education*, 37 (3), 238-250.

Cramer, E.D., & Bennett, K. D. (2015). Implementing culturally responsive positive behavior interventions and supports in middle school classrooms. *Middle School Journal*, 46 (3), 18-24.

- *Gregoire, J. & Cramer, E.D. (2015). An analysis of Haitian parents' perceptions of their children with disabilities. *Multiple Voices for Ethnically Diverse Learners*, 15(1), 3-21.
- *Barrocas, L. & Cramer, E.D. (2014). Placement and achievement of urban Hispanic middle schoolers with specific learning disabilities. *Journal of Urban Learning, Teaching, and Research*, 10, 43-56.
- *Cramer, E. D., Gonzalez, L., & Pellegrini-Lafont, C. (2014). From classmates to inmates: An integrated approach to break the school to prison pipeline. *Equity and Excellence*, 47 (4), 461-475.
- Cramer, E. D., Little, M., & Alvarez McHatton, P. (2014). Demystifying the data-based decision-making process. *Action in Teacher Education*, 36 (5), 389-400.
- *Cramer, E. D., Pellegrini-Lafont, C, & Gonzalez, L. (2014). Towards culturally responsive and integrated instruction for ALL learners: The Integrated Learning Model. *Interdisciplinary Journal of Teaching and Learning (IJTL)*, 4 (2), 110-124.
- *Munoz, L., Pellegrini-Lafont, C., & Cramer, E.D. (2014). Using social media in teacher preparation programs: Twitter as a means to create social presence. *Perspectives on Urban Education Journal*, 11 (2), 57-68.
- *Gonzalez, L. & Cramer, E. D. (2013). Class placement and academic and behavior variables as predictors of graduation for students with disabilities. *Journal of Urban Learning, Teaching, and Research*, 112-123.
- Valle Riestra, D., Cramer, E.D., & Shealey, M., (2011) Promising practices in the recruitment and retention of special education teachers in a Hispanic-serving institution of higher education. *Interdisciplinary Journal of Teaching and Learning (IJTL) 1* (2), 68-88.
- Cramer, E.D., Valle Riestra, D., & Shealey, M. (2011) Advancing the preparation of culturally responsive and competent preservice special education teachers. In McCray, McHatton, and Beverly *Knowledge, Skills and Dispositions for Culturally Competent and Interculturally Sensitive Leaders in Education*.
- Cramer, E.D., Liston, A., Nevin, A. I., & Thousand, J. (2010). Co-Teaching in urban secondary U.S. school districts to meet the needs of all teachers and learners: Implications for teacher education reform. *International Journal of Whole Schooling*, 6 (2), 59-76.
- Cramer, E.D. (2010) Education of children with special needs: Co-teaching. In B. McGaw, E. Baker and P. Peterson (Eds.) *International Encyclopedia of Education*, 3rd Edition. Oxford: Elsevier.
- Hart, J., Cramer, E.D., Harry, B., Klingner, J.K., & Sturges, K. (2010). The continuum of 'troubling to troubled behavior': Exploratory case studies of African American students in programs for emotional disturbance. *Remedial and Special Education*. (31) 3, 148-162.
- Harry, B., Hart, J., Klingner, J.K., & Cramer, E. D. (2009). Response to Kauffman, J.M., Mock, D.R., & Simpson, R. L. (2007). Problems related to under service of students with emotional or behavioral disorders. *Behavioral Disorders*, 34 (3), 164-171.
- *Cramer, E.D., Salazar, M., & Marshall, D. (2008) Urban inclusive practices: A mixed methodological examination. *National Journal of Urban Education and*

- Practice.1* (4), 385-397.
- *Nevin, A.I., Cramer, E.D., Voigt, J., & Salazar, L. (2008). Instructional modifications, adaptations, and accommodations of co-teachers who loop: A descriptive case study. *Teacher Education and Special Education*, 31 (4), 283-297.
- Cramer, E.D. (2007) Perceived needs of urban general educators to effectively instruct all learners. *E Journal of Teaching and Learning in Diverse Settings*.
- *Cramer, E.D., Gudwin, D., & Salazar, M. (2007) Professional development to assist urban schools in making annual yearly progress. *Journal of Urban Learning, Teaching, and Research*, 3, 13-24.
- Cramer, E.D. (2006). "We cannot possibly meet the needs of these children": Complexities of race and disability in the referral process of urban schools. *Multiple Voices for Ethnically Diverse Learners*, 9 (1), 50-63.
- Cramer, E.D., & Nevin, A. I. (2006). A mixed methodology analysis of co-teacher assessments: implications for teacher education. *Teacher Education and Special Education*, 29 (4), 261-274.
- *Cramer, E.D., Nevin, A.I., Salazar, L., & Landa, K. (2006). Co-teaching in an urban, multicultural setting: Research report. *Florida Educational Leadership*, 7 (1), 43-49.
- Drakeford, W., Staples, J.M., & Cramer, E.D. (2006). Minority confinement in the juvenile justice system: Legal, social, and racial factors. *Teaching Exceptional Children*, 39 (1), 52-58.
- Klingner, J. K., Cramer, E., & Harry, B. (2006). Challenges in the implementation of Success for All in four urban high need schools. *Elementary School Journal*, 106 (4), 333-350.
- Sturges, K., Cramer, E.D., Harry, B., & Klingner, K. (2005). Desegregated but unequal: Some paradoxes of parent involvement at Bromden Elementary. *International Journal of Educational Policy, Research, and Practice*, 6 (1), 79-104.

Proceedings

N/A

Chapters in Books

- Rodriguez, A., Gallo, R., Gonzalez, J.C., & Cramer, E.D. (2019) Building school level capacity through problem solving an approach to parental engagement in a large urban setting. In *Family, School, and Community Partnerships for Individuals with Disabilities*.
- Cramer, E. D., Little, M., & Alvarez McHatton, P. (2015). Demystifying the data-based decision-making process. *ATE Yearbook XXIII, Optimizing Teaching, Learning, and School with Classroom Assessment, Program Evaluation, and Educator Accountability*.
- Cramer, E. D. (2006). In the Beginning: Early Reading and Phonological Awareness. In Schumm, J. S. (Ed.). *Reading assessment and instruction for all learners: A comprehensive guide for classroom and resource settings*. New York: Guilford.

Government Reports/Monographs

N/A

Book Reviews

- Cramer, E. D. (2000). The Gutenberg elegies: The fate of reading in an electronic age. *Educational Studies*, 31 (1), 56-59.
- Cramer, E. D. (2000). Literacy online: The promise (and peril) of reading and writing with computers. *Educational Studies*, 31 (1), 59-61.

OTHER PUBLICATIONS

- Cramer, E.D. (2018). Culturally responsive leadership: Bridging divides in a polarized world. *Leadership Insights*.
<https://lead.fiu.edu/resources/news/categories/leadership-insight/culturally-responsive-leadership.html>

PRESENTED PAPERS AND LECTURES

- Hart, K. C., *Poznanski, B., & Cramer, E. (2019, March). *Project INDUCT: Positive Behavioral Support Interventions for New Diverse Urban Classroom Teachers*. Paper presented at the 2019 SRCD Biennial Meeting, Baltimore, MD.
- Cramer, E.D. (2018, November). *A Collaborative Approach to Parental Engagement in a Large Urban Setting*. Presentation at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Las Vegas, NV.
- Cramer, E.D. (2018, September). *Parental Engagement for Students with Disabilities, English Language Learners, and Students at Risk for Academic Failure*. Presentation at the MDCPS Department of Family Support Services Principals' Meeting, Miami, FL.
- Cramer, E. D. (2018, April). *Least Restrictive Environments and Achievement for Students with Disabilities in a Large, Urban School District*. Invited session at the Annual Conference of the American Educational Research Association, New York, NY.
- Cramer, E.D. (2018, January). *Trends in Education*. Presentation at the Florida Independent State Schools Annual Meeting, Miami, FL.
- Cramer, E.D. (2017, November). *Parental Engagement in a Large, Urban School District for Students with Disabilities, English Language Learners, and Students at Risk for Academic Failure*. Presentation at the MDCPS Department of Family Support Services Principals' Meeting, Miami, FL.
- Cramer, E.D., Gallo, R., Long, H., & Costa, A. (2017, November). *Least Restrictive Environments and Achievement for Students with Disabilities in a Large, Urban School District*. Presentation at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
- Cramer, E. D. (2017, April). *Professional development needs of special educators to implement state standards for students with disabilities: An Education Research Service Project*. Invited session at the Annual Conference of the American Educational Research Association, San Antonio, TX.
- *Poznanski, B. Cramer, E., & Hart, K. C. (2017, February). *Preservice teacher knowledge and opinions about attention-deficit/hyperactivity disorder and behavioral principles*. Poster presented at the 2017 Miami International Child and Adolescent Mental Health Conference, Miami, Florida.

- Cramer, E.D. (2017, January). *Preparing Rigorous and Effective Professionals as Autism Researchers and Educators*. Presentation at the Hawaiian International Conference on Education, Honolulu, HI.
- *Cramer, E.D, Pellegrini Lafont, C., Taylor, K., Briggs, P., & Baptiste, B. (2016, November). *Professional development needs of special educators to implement state standards for students with disabilities*. Presentation at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Lexington, KY.
- Alvarez McHatton, P. & Cramer, E.D. (2015, November). *Special education and general education: The need for culturally responsive collaboration*. Presentation at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Phoenix, AZ.
- Alvarez McHatton, P., Cramer, E.D., & Little, M. (2015, November). *Using data to inform practice: Demystifying the process*. Presentation at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Phoenix, AZ.
- Pellegrini Lafont, C., Munoz, L., Boveda, M., Cramer, E.D., & Blanton, L.P. (2015, November). *Empowering diverse change agents through education*. Presentation at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Phoenix, AZ.
- Cramer, E.D. (2015, April, Invited Presentation) *Writing for Multiple Voices*. Presentation at the Annual Conference of the Council for Exceptional Children, San Diego, CA.
- Cramer, E.D. & Bondie, R. (2015, April). *Co-teaching playbook: A visible plan for teachers with limited planning time*. Poster Presentation at the Annual Conference of the Council for Exceptional Children, San Diego, CA.
- Cramer, E.D. (2015, February, Invited Presentation) *Demystifying the data-based decision making process*. Paper presented at the Annual Meeting of the Association of Teacher Educators, Phoenix, AZ.
- Cramer, E.D. & Bondie, R. (2014, November). *Co-teaching playbooks to save planning time*. Presentation at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.
- *Cramer, E. D. (2014, April). Facilitator of the DDEL Student Research Forum. Council for Exceptional Children, Philadelphia, PA.
- *Cramer, E. D. (2013, July). Invited moderator and discussant of Large Group Panel Session: *Pursuing educational justice for diverse exceptional learners through a cultural lens: Preparing teachers and leaders*. Office of Special Education Programs Project Directors Meeting, Washington, DC.
- *Cramer, E. D. (2013, April). Invited Session Chair, *Parents of children with disabilities from an array of cultural backgrounds*. Annual Meeting of the Council for Exceptional Children, San Antonio, TX.
- *Cramer, E. D. (2013, April). Facilitator of the DDEL Student Research Forum. Council for Exceptional Children, San Antonio, TX.
- *Cramer, E. D. (2012, April). Facilitator of the DDEL Student Research Forum. Council for Exceptional Children, Denver, CO.
- *Cramer, E.D., Valle Riestra, D. & Gonzalez, L. (2011, July). *Supporting special*

- education pre-service teachers through mentoring.* Office of Special Education Programs Project Directors Meeting, Washington, DC.
- Blanton, L., Cramer, E.D., Valle Riestra, D., Miller, L., Fine, J., Brewe, E., & Fernandez, M. (2011, February). *Multiple entry points for success in collaborative teacher education.* American Association for Colleges of Teacher Education, San Diego, CA.
- Cramer, E.D., & Valle Riestra, D. (2011, January). *Innovative programs for critical shortage areas in the field of special education.* Hawaii International Conference on Education, Honolulu, HI.
- Cramer, E.D., Sobel, D., & Davis, T. (2010, April, invited). *Innovative approaches to the redesign of preparation programs for highly qualified special Educators.* Invited Session at the Council for Exceptional Children, Nashville, TN.
- Blanton, L., Jones, B., Kroeger, S., Cramer, E.D., & Valle Riestra, D. (2009, November, invited). *Conducting special education teacher education program evaluations using Logic Models.* Part of Research Strand at Teacher Education Division of the Council for Exceptional Children, Charlotte, NC.
- Brownell, M., Lignugaris, B., Maheady, L., Blanton, L., Cramer, E.D., Jones, B., Kroeger, S., & Valle Riestra, D. (2009, November, invited). *Special education teacher education research round table.* Part of Research Strand at Teacher Education Division of the Council for Exceptional Children, Charlotte, NC.
- *Cramer, E. D., & Barrocas, L. (2009, April). *Achievement of minority middle schoolers in inclusive settings.* Paper presented to the Council for Exceptional Children, Seattle, WA.
- *Manfra, L., Cramer, E.D., & Hartman, S. (2009, April). *Associations between month of birth and academic indicators of achievement and aptitude in young children.* Poster presented at SCRD. Denver, CO.
- *Gonzalez, L., Barbetta, P., & Cramer, E. D. (2009, April). *Project QUEST summer institute: Bridging the gap between theory and practice.* Paper presented to the Council for Exceptional Children, Seattle, WA.
- *Gonzalez, L., Barbetta, P., & Cramer, E. D. (2008, November). *Project QUEST summer institute: Bridging the gap between theory and practice.* Paper presented to the Teacher Education Division of the Council for Exceptional Children, Dallas, TX.
- Cramer, E., Barbetta, P., & Riestra, D. (2008, April) *Florida International University special education program improvement.* Part of Diverse Educational Learners Symposium at the Council for Exceptional Children, Boston, MA.
- *Cramer, E., Salazar, M., & Gudwin, G. (2008, March). *Professional development to assist urban schools in making annual yearly progress.* Roundtable session at the Annual Conference of the American Educational Research Association, New York, NY.
- Cramer, E., Barbetta, P., & Nevin, A. (2008, February). *Impact of implementing strategies to increase retention of under-represented populations in a special education leadership doctoral program.* Paper presented to the American Association for Colleges of Teacher Education, New Orleans, LA.
- *Cramer, E., Salazar, M., & Gudwin, D.G. (2007, November). *Professional development:*

- Assisting urban schools in making annual yearly progress.* Paper presented to the Teacher Education Division of the Council for Exceptional Children, Milwaukee, WI.
- Cramer, E. (2007, July, invited). *How to implement diversity.* Presentation to the Council for Exceptional Children Leadership Institute (Washington, DC; July 2007).
- Cramer, E. & Nevin, A. (2007, April). *Instructional modifications, adaptations, and accommodations of co-teachers who loop: A descriptive case study.* Paper presented at the Annual Conference of the American Educational Research Association. Chicago, IL.
- *Cramer, E., Morris, V., & Kaslofsky, W. (2007, April). *Urban inclusive practices: A Mixed methodological examination.* Paper presented to the Council for Exceptional Children. Louisville, KY.
- *Cramer, E., Nevin, A., & Voigt, J. (2007, February). *Instructional modifications, adaptations, and accommodations of co-teachers who loop: A descriptive case study.* Paper presented at the Annual Conference of the Eastern Educational Research Association. Clearwater, FL.
- Cramer, E. (2006, November). *Preparing urban special education academic leaders: Early development and recruitment lessons learned.* Presented at the Teacher Education Division of the Council for Exceptional Children. San Diego, CA.
- Gordillo, W., Orlando, C., Cramer, E., Nevin, A., & Marshall, D. (2006, September). *Restructuring for student success: Achieving positive learning outcomes for students with disabilities in inclusive settings.* Presented at the Annual Meeting of The Collaborative: Improving Outcomes for Students with Disabilities in Urban Schools Through Partnerships. Miami, FL.
- Cramer, E., & Nevin, A., (2006, April). *Strategies for democratizing the special education leadership workforce.* Paper presented for American Educational Research Association Symposium: Stead, V. (Chair). *Perspectives on the equitable diversification of teacher education admissions policy.* San Francisco, CA.
- Cramer, E. (2006, April). *Preparing highly qualified teachers in urban settings.* Poster presented at the Annual Meeting of Council for Exceptional Children. Salt Lake City, UT.
- Cramer, E., (2006, April). *The accommodated learner in the urban, multicultural setting.* Paper presented at the Annual Conference of the Council for Exceptional Children. Salt Lake City, UT.
- Cramer, E., Liston, A., Nevin, A., & Thousand, J. (2006, February). *Co-teaching in urban school districts to meet the needs of all teachers and learners: Implications for teacher education reform.* American Association for Colleges of Teacher Education. San Diego, CA.
- Cramer, E., (2005, November). *Promoting a co-teacher team in an urban, multicultural setting.* Paper presented at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children. Portland, ME.
- Cramer, E., & Nevin, A. (2005, April). *A Mixed Methodology Approach to Study the Relationship Between Co-Teachers.* Paper presented at the Annual Conference of the American Educational Research Association. Montreal, CA.
- Cramer, E., (2005, April). *Promoting a co-teacher team in an urban, multicultural*

- setting*. Paper presented at the Annual Conference of the Council for Exceptional Children. Baltimore, MD.
- Cramer, E., (2004, November). Participant in *Research in Diversity Symposium*. Teacher Education Division of the Council for Exceptional Children. Albuquerque, NM.
- Cramer, E. (2004, May). *Revisiting perceived needs of urban general educators to effectively instruct all learners: Lessons learned and future directions*. Paper presented at LASER Research Think Tank VI. San Juan, Puerto Rico.
- Cramer, E., (2004, April). *Perceived needs of urban general educators to effectively instruct all learners*. Paper presented at the Annual Conference of the Council for Exceptional Children. New Orleans, LA.
- Cramer, E. (2004, February). *Teacher experience and referral decisions*. Paper presented at the Annual Conference of the Eastern Educational Research Association. Clearwater, FL.
- Cramer, E. (2003, September). *Research proposal: Perceived needs of urban general educators to effectively instruct all learners*. Presented at the LASER Research Think Tank V. Albuquerque, NM.
- Cramer, E. (2003, April). *Factors influencing teachers' decisions to refer students to special education*. Paper presented at the Annual Conference of the American Educational Research Association. Chicago, IL.
- Cramer, E. (2003, February). *A tale of two CST's: The impact of placement decisions on Two African American friends*. Paper presented at the Annual Conference of the Eastern Educational Research Association. Hilton Head, SC.
- Cramer, E., & Klingner, J. K. (2002, November). *Success for all (some) in four urban, high need schools*. Paper presented at the Annual Conference of the National Reading Conference. Miami, FL.
- Cramer, E., & Hart, J. (2002, October). *Overrepresentation of minority students in EBD programs*. Paper presented at the Annual International Child and Adolescent Behavior Institute. Miami, FL.
- Cramer, E. (2002, February). *General education teachers' perspectives about special education*. Paper presented at the Annual Conference of the Eastern Educational Research Association. Sarasota, FL.
- Cramer, E. & Schumm, J. S. (2001, October). *Key stakeholders' perceptions of an America Reads tutorial program*. Paper presented at the Annual Conference of the Florida Reading Association. Miami, FL.

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FUNDED RESEARCH

Institute for Educational Sciences (IES). Project INDUCT: Positive Behavioral Support Interventions for New Diverse Urban Classroom Teachers. Special Education Research Grant, 2019-2024, \$1,400,000.00, Principal Investigators: Kat Hart and Elizabeth Cramer (Under review, submitted August 27, 2019)

Office of Special Education Programs (OSEP). *Project INCLUDE* (INclusive Consortium of Leaders in Urban Disabilities Education). 2019-2024. \$3,750,000 (\$7,500,000 with cost match). Project Directors: Elizabeth Cramer, Michelle Cumming,

Beth Ferri, Julia White, Christine Ashby, Amber Benedict, Mildred Boveda, and Alfredo Artiles.

Office of Special Education Programs (OSEP). *Project SPECIAL* (School Psychologists and Educators: Collaborative Interventions for All Learners). 2019-2024. \$1,250,000 (\$1,850,000 with cost match). Project Directors: Elizabeth Cramer, Andy Pham, and Liana Gonzalez.

American Educational Research Association (AERA) Education Research Service Projects (ERSP). Parental Engagement in a Large, Urban School District for Students with Disabilities, English Language Learners, and Students at Risk for Academic Failure. 2017-2018. \$5,000. Principal Investigator: Elizabeth Cramer

FIU School of Education SEED Grant. Project INDUCT (Interventions for New Diverse Urban Classroom Teachers) 2016-2017. \$20,000. Principal Investigators: Elizabeth Cramer and Katie Hart

Office of Special Education Programs (OSEP). Project TEACH LAB (Training Educators for Advanced Challenges in Learning And Behavior) 2016-2021. \$1,250,000. Project Directors: Elizabeth Cramer and Liana Gonzalez

American Educational Research Association (AERA) Education Research Service Projects (ERSP). Least Restrictive Environments and Achievement for Students with Disabilities in a Large, Urban School District. 2016-2017. \$5,000. Principal Investigator: Elizabeth Cramer

Office of Special Education Programs (OSEP). *Project OPERATE* (Online Preparation of Educators and Researchers in Autism who Teach Effectively) 2015-2020. \$1,250,000. Project Directors: Elizabeth Cramer and Kyle Bennett

American Educational Research Association (AERA) Education Research Service Projects (ERSP). Professional Development Needs of Special Educators to Fully Implement the Mathematics and Language Arts Florida Standards for Students with Disabilities. 2015-2016. \$5,000. Principal Investigator: Elizabeth Cramer

Office of Special Education Programs (OSEP). *Project PREPARE* (Preparing Rigorous and Effective Professionals as Autism Researchers and Educators). 2012-2019. \$1,250,000. Project Directors: Elizabeth Cramer and Kyle Bennett

Office of Special Education Programs (OSEP). *Project EDUCATE* (Empowering Diverse Urban Change Agents through Education). 2011-2015. \$1,500,000. Project Directors: Linda Blanton, Elizabeth Cramer, and Diana Valle Riestra

Office of Special Education Programs (OSEP). *Project PEACE* (Preparing Educators about Autism through Collaborative Efforts). 2009-2013. \$800,000. Project Directors: Diana Valle Riestra and Elizabeth Cramer

Office of Special Education Programs (OSEP). *Project CREATE* (Collaborative Redesign for Effectiveness Across Teacher Education). 2007-2012. \$500,000. Project Directors: Elizabeth Cramer, Linda Blanton, and Diana Valle Riestra.

Office of Special Education Programs (OSEP). *Project IMPRESS* (Integrated Middle grade Preparation Reaching Exceptional Secondary Students). 2007-2011. \$800,000. Project Directors: Elizabeth Cramer and Patricia Barbetta.

Office of Special Education Programs (OSEP). *Project QUEST* (Qualified Urban Elementary Special education Teachers). 2006-2010. \$800,000. Project Directors: Patricia Barbetta and Elizabeth Cramer.

Office of Special Education Programs (OSEP). *Project SAFE PASSAGE* (Secondary Accommodations for Educators: Partnership of Arts and Sciences, Special, and General Education). 2004-2008. \$800,000. Project Directors: Elizabeth Cramer and Patricia Barbetta.

Office of Special Education Programs (OSEP). *Project PLUS* (Preparing Leaders in Urban Special Education). 2004-2008. \$800,000. Project Directors: Patricia Barbetta, Elizabeth Cramer, and Ann Nevin.

Perceived Needs of Urban General Educators to Effectively Instruct All Learners. LASER Research Associate Grant. 2003-2004, \$10,000.00. Principal Investigator: Elizabeth Cramer

State Improvement Grant (SIG)/Faculty Innovation Institute to work on more collaborative special and general education programs at Florida International University. 2002-2004. \$7500. Facilitators: Patricia Barbetta and Elizabeth Cramer.

Office of Special Education Programs (OSEP). In Search of an Exemplary Special Education Referral and Decision-Making Process for Culturally and Linguistically Diverse Students. Field Initiated Research Grant from U.S. Department of Education, , 1998-2001, \$539,978. Principal Investigators: Beth Harry and Janette Klingner.

Miami America Reads Reading Tutorial Program. Program Evaluation of Miami-Dade County Public Schools America Reads Program. 1998-2001 Principal Investigator: Jeanne Schumm.

PROPOSALS SUBMITTED BUT NOT FUNDED

Institute for Educational Sciences (IES). Project INDUCT: Positive Behavioral Support Interventions for New Diverse Urban Classroom Teachers. Special Education Research Grant, 2018-2023, \$1,400,000.00, Principal Investigators: Kat Hart, Elizabeth Cramer and William Pelham (Submitted August 18, 2018)

Office of Special Education Programs (OSEP). *Project SPECIAL* (School Psychologists and Educators: Collaborative Interventions for All Learners). 2018-2023. \$1,250,000. Project Directors: Elizabeth Cramer and Andy Pham (Submitted July 30, 2018)

Office of Special Education Programs (OSEP). *Project CAUSE* (Change Agents in Urban Special Education). 2018-2023. \$1,250,000. Project Directors: Elizabeth Cramer and Patricia Barbetta (Submitted July 30, 2018)

Institute for Educational Sciences (IES). Project INDUCT: Positive Behavioral Support Interventions for New Diverse Urban Classroom Teachers. Special Education Research Grant, 2018-2023, \$1,400,000.00, Principal Investigators: Kat Hart, Elizabeth Cramer and William Pelham (Submitted August 17, 2017)

Office of Special Education Programs (OSEP). *Project CAUSE* (Change Agents in Urban Special Education). 2017-2022. \$1,250,000. Project Directors: Elizabeth Cramer and Patricia Barbetta (Submitted March 5, 2017)

Office of Special Education Programs (OSEP). *Project CAUSE* (Change Agents in Urban Special Education). 2015-2020. \$1,250,000. Project Directors: Elizabeth Cramer and Patricia Barbetta (Submitted December 5, 2015)

Institute for Educational Sciences (IES). *Project ENGAGE: Enhancing Niños' Grades, Attention, and Growth in Escuela*. 2016-2020. \$1,500,000. Principal

Investigators: Paulo Graziano, Katie Hart, Elizabeth Cramer, and Charles Bleiker. (Submitted August 7, 2015).

Institute of Education Sciences (IES). *Early Career Development and Mentoring: Promoting School Readiness in Early Educational Settings for Young Students At-Risk*. 2016-2020. \$400,000. Principal Investigator: Katie Hart. Faculty Mentors: Stacy Frazier and Elizabeth Cramer (Submitted August 20th, 2015)

Office of Special Education Programs (OSEP). *Project OPERATE* (Online Preparation of Educators and Researchers in Autism who Teach Effectively) 2014-2019. \$1,250,000. Project Directors: Elizabeth Cramer and Kyle Bennett (Submitted March 31, 2014)

Office of Special Education Programs (OSEP). *Project Personalized Learning Environment*. 2014-2019. \$2,500,000. Project Directors: Arif Sarwat, Elizabeth Cramer, Shekhar Bhansali, Kinsuk Maitra, and Gustavo Roig (Submitted March 10, 2014)

Office of Special Education Programs (OSEP). *Project CAUSE* (Change Agents in Urban Special Education). 2014-2019. \$1,250,000. Project Directors: Elizabeth Cramer and Patricia Barbetta (Submitted February 24, 2014)

Office of Special Education Programs (OSEP). *Project BRIDGE* (Bridging the Research and Intervention Divide to Guide Educators). Leadership Grant from U.S. Department of Education, 2013, \$1,250,000. Project Directors: Elizabeth Cramer, Patricia Barbetta, and Kyle Bennett

Institute for Educational Sciences (IES). *The Relationship between Response to Intervention Implementation and Educational Structural Inequities for Culturally and Linguistically Diverse Struggling Learners*. Special Education Research Grant, 2012, \$1,600,000.00, Principal Investigators: Elizabeth Cramer and Kyle Perkins.

Office of Special Education Programs (OSEP). *Project STAR: Students and Teachers At-Risk for Referral*. Field Initiated Research Grant from U.S. Department of Education, 2003, \$800,000. Principal Investigators: Elizabeth Cramer, Luretha Lucky, and David Bicard.

Office of Special Education Programs (OSEP). *Project SUNSHInE: Study of Urban, High Need Students with High Incidence Exceptionalities*. Early Career Research Grant from U.S. Department of Education, 2003, \$200,000. Principal Investigator: Elizabeth Cramer.

Office of Special Education Programs (OSEP). *Project INSPIRE: INclusive School Practices and Impacts on Referrals and Education*. Field Initiated Research Grant from U.S. Department of Education, 2004, \$800,000. Principal Investigators: Elizabeth Cramer and Ann Nevin.

Office of Special Education Programs (OSEP). *Project INSPIRE: INclusive School Practices and Impacts on Referrals and Education*. Early Career Research Grant from U.S. Department of Education, 2004, \$200,000. Principal Investigator: Elizabeth Cramer.

Office of Special Education Programs (OSEP). *Preparing Regular Education Personnel to Accommodate Rich Educational Diversity (Project PREPARED)*. 2005, \$800,000. Project Directors: Patricia Barbetta and Elizabeth Cramer.

PATENT DISCLOSURES, APPLICATIONS, AND AWARDS

PROFESSIONAL HONORS, PRIZES, FELLOWSHIPS

Department

N/A

College

College of Arts, Sciences, and Education Award for Engagement 2017

University

FIU President's Access and Equity Award 2014

FIU Award for Excellence in Service 2014

Florida International University Top Scholar Award 2013

OFFICES HELD IN PROFESSIONAL SOCIETIES

2014 Past President, Division for Diverse Exceptional Learners of the Council for Exceptional Children

2013 President, Division for Diverse Exceptional Learners of the Council for Exceptional Children

2012 President-Elect, Division for Diverse Exceptional Learners of the Council for Exceptional Children

2011-2012 Publications Chair, Division for Diverse Exceptional Learners of the Council for Exceptional Children

2010-2012 Past President Florida Council for Exceptional Children

2009-2010 President Florida Council for Exceptional Children

2008-2009 President-Elect Florida Council for Exceptional Children

2007-2008 Vice President Florida Council for Exceptional Children

OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE

Editorial Responsibilities

Date

Editorial Board, *Interdisciplinary Journal of Teaching and Learning* 2012-present

Editorial Board, *Multiple Voices* 2013-present

Occasional Reviewer, *Action in Teacher Education* 2015-present

Occasional Reviewer, *Teaching and Teacher Education* 2015-present

Occasional Reviewer, *Urban Education* 2012-present

Occasional Reviewer, *Remedial and Special Education* 2011-present

Occasional Reviewer, *International Journal of Leadership in Education* 2007-present

Professional Organizations

Date

Council for Exceptional Children (CEC) 1994-present

Division of Research, Division of Teacher Education, Culturally and Linguistically

Diverse Exceptional Learners, Learning Disabilities, and Behavior

Disorders

American Educational Research Association (AERA) Teacher Education Division, Special Education SIG, Urban Learning, Teaching, Research SIG	1999-present
Eastern Educational Research Association (EERA)	2001-present
National Reading Conference (NRC)	1999-2004
International Reading Association (IRA)	2000-2004
Florida Reading Association (FRA)	2000-2004
American Association of Colleges for Teacher Education (AACTE)	2005-present

International/National Consulting

Presenter, Florida International University Center for Leadership	2018-present
Consultant on Head Start Graduate Student Research Grant	2018-present
Grant Consultant Bowie State University	2012-present
Grant Consultant Fordham University	2009-2015
Accreditation Panel Reviewer, University Council of Jamaica,	2014-present
Faculty Professional Development on Grant Writing, Chicago State University	2014
Cramer, E. Alvarez McHatton, P., & Little, M. (2012). Data-Based Problem Solving. Monarch Center, Comeback Sessions: September 6-7, 2013; October 11-12, 2013.	
Cramer, E. Alvarez McHatton, P., & Little, M. (2012). Data-Based Problem Solving. Monarch Center, September 27-29, 2012; October 11-13, 2012.	
Cramer, E. Alvarez McHatton, P., & Little, M. (2012). Data-Based Problem Solving. Monarch Center, June 22-23, 2012. Planning Session.	
Cramer, E., Alvarez McHatton, P., & Little, M. (2011). Preparing teacher candidates to work collaboratively: Comeback session. Monarch Center, August 5-6, 2011; October 7- 8, 2011.	
Cramer, E., Alvarez McHatton, P., & Little, M. (2010). Preparing teacher candidates to work collaboratively. Monarch Center, June 20-22, 2010; July 15-17, 2010; September 8- 11, 2010; September 22-25, 2010.	
Teacher In-service Trainings, Gulliver Schools	2011-Present
External Reviewer, Tenure files	2011-Present
Faculty Professional Development on Collaboration, University of Texas, Austin	2011
Faculty Professional Development on Collaboration, University of Hawaii	2011
Faculty Professional Development on Collaboration, New Jersey City University	2011
Faculty Professional Development on Collaboration, Fordham University,	2011-Present
Faculty Professional Development on Collaboration, University of Alabama at Birmingham	2008-Present
Grant Professional Development- Monarch Center	2006-Present
Grant Mentor, Monarch Center	2006-Present

Professional Development Activities

CEC Leadership Institute	2007, 2012
OSEP Project Director's Conference	2004-2014

LASER Research and Writing Think Tank	2005
MONARCH Project Directors Workshop	2005
LASER Research and Writing Think Tank	2004
MONARCH Grant Writing Workshop	2004
LASER Research Think Tank VI	2004
LASER Urban Special Education Research Conference	2003
LASER Research Think Tank V	2003
Harvard Urban Special Education Institute	2003
Urban Teacher Educator Action Research Institute	2003
Faculty Innovation Institute	2002
Harvard Literacy Institute Follow-Up	2002
Harvard Literacy Institute	2001

Professional Service Activities

Reviewer, National Professional Development Awards	2016
Reviewer, Conference Proposals, Teacher Education	2014
Division, Council for Exceptional Children	
Creator and Leader of Professional Development on Data Based Problem Solving, Monarch Center, Chicago	2012-2015
Creator and Leader of Professional Development on Collaborative Programs, Monarch Center, Chicago	2010-2015
Teacher In-service Trainings, Gulliver Schools	2011-present
External Reviewer, Tenure files	2011-present
Reviewer, Striving Readers Comprehensive Literacy Grant Competition	2011
Reviewer, DOE i3 Innovations grants	2011-present
Reviewer OSEP grant applications	2007-present
Reviewer FFCEC presentation proposals	2007-present
Mentor, MONARCH grant writing	2006-2015
Trainer, MONARCH grant writing	2006-2015
Reviewer, CEC presentation proposals	2005-present
Reviewer, AERA presentation proposals	2003-present
Reviewer, FIU COERC proposals	2004-2006
Reviewer, FIPSE grant applications	2003-present
Reviewer, FERA presentation proposals	2003

Community Service Activities

JCC Early Childhood Development Center PTA	2002-2007
Coral Reef Elementary School PTA/volunteer	2005-2013
Southwood Middle School PTA/volunteer	2011-2016
Coral Reef Senior High School PTA/volunteer	2014-present
Miami-Dade County Public Schools	2007-present
Superintendents Advisory Board for SWD Representative	

Guest Reader: West Miami Middle School	2008-present
Miami-Dade County Public Schools Inclusion Advisory Committee	2012-present
Reviewer, Miami-Dade County Public Schools Exceptional Student of the Year Award	2012-present
Member, MDCPS Best Practices in Inclusive Education Assessment Team	2013-present
Children's Home Society Volunteer	2015-present
Gulliver Schools Project GATE Advisory Board	2016-present
Guest Speaker/Evaluator, Miami Country Day School	2018-present
Educational Consultant, Columbus High School	2019-present

University Committees and Program Responsibilities

Graduate Program Director, Teaching and Learning	2019-present
Faculty Fellow, FIU Center for Leadership	2018-present
FIU Strategic Plan 2020 Workgroup 2C	2018-present
CASE Elections Committee	2018-present
CASE Steering Committee Faculty Assembly	2018-present
Chair Tenure and Promotion Committee Teaching and Learning	2018-present
c 2018	
Search and Screen Committee: Special Education Open Rank Professor	2016-2017
Search and Screen Committee: Science Education Assistant Professor	2016-2017
Department of Teaching and Learning Bylaws Committee	2016-2017
Search and Screen Committee: Special Education Assistant Professor	2015-2016
Search and Screen Committee: Special Education Instructor	2015-2016
CASE Constitution Committee Member	2016-2017
Project Panther LIFE Faculty Mentor	2015-2018
COE Strategic Planning Committee	2015-2016
STEM Transformation Institute Founding Faculty	
Fellow	2015-present
Faculty Mentor	2011-present
FIU Occupational Therapy Advisory Board	2013-present
Cognitive Neurosciences Collaborative	2011-present
Foundations Task Force	2011-2015
Graduate Academic Grievance and Misconduct Committee	2011-present
University Graduate Council	2011-2015
University Graduate Council, Vice Chair	2011-2013
Faculty Senate Alternate	2011-2013
COE Graduate Policies Committee, Chair	2011-2015
Special Education Program Director	2008-present
Search and Screen Committee Chair:	2008, 2011
Special Education Assistant Professor and Instructor	
Strategic Planning Task Force for Graduate Studies	2007-2015
Faculty Advisor, Student Council for Exceptional Children	2007-present
Search and Screen Committee: Educational Psychology	2007
Associate of the FIU Honor's College	2006-present
FIU College of Education Long Range Planning Task Force	2005-2015

Search and Screen Committee: Research faculty	2005, 2006
FIU Special Education Advisory Board, Chair	2002-present
Library Committee	2002-2003
Faculty Development Committee	2003-2005
College of Education Research Conference Steering Committee	2003-2004
Graduate Policies Committee	2005-present
Director of Graduate Admissions for Special Education	2004-present
Doctoral Studies Committee	2004-2011
Contact Person, Virtual ESE Program	2003-2009
Contact Person, Florida Innovation Institute	2002-present
Research Associate, Center for Urban Education and Innovation	2002-2008

DISSERTATION COMMITTEES

Chaired

- Barrocas, L. (2011). A study of the relationship between the achievement of middle school students with disabilities and general education students and educational placement.
- Bentolila, J. (2010). Secondary schools' inclusion rates: The effects of the training and beliefs of school site principals on the implementation of inclusion.
- Briggs, P. (2017). Parent perceptions of teacher characteristics that impact parental involvement of African American parents of students with disabilities.
- Costa, A. (2019). Examining the cultural intelligence and perceptions of educational decision-makers: factors that influence decision making for culturally and linguistically diverse students who may have disabilities.
- Gonzalez, L. (2010). Differences between graduating and non-graduating students with disabilities in inclusion and self-contained settings: Perceptions of educational and social barriers as predictors of success.
- Gregoire, J. (2010). Analysis of Haitian parents' perceptions of the education of their children with disabilities.
- Lopes, A. (2018) Special and general education teachers' assessment of their participation in a peer assistance and review (PAR) program.
- Marshall, D. (2012). Educational placement and the achievement gains of black students with disabilities in secondary urban school settings.
- Moores-Abdool, W. (2011). The use of curriculum modifications and instructional accommodations to provide access to general curriculum for middle school students with autism.
- Morris, V. (in preparation). Using inclusive practices embedded in agriscience education to facilitate acquisition of core mathematics curriculum for minority students with specific learning disabilities
- Munoz, L. (2016). Using culturally responsive teaching with culturally and linguistically diverse students with learning disabilities to increase performance in Algebra I.
- Pellegrini-Lafont, C. (2016) Peers as an academic resource: An investigation of an afterschool program to socialize at risk students with and without disabilities into greater academic engagement.
- Salazar, L. (in preparation). Administrators' knowledge of special education and the

- potential impact on student achievement.
- Salum, C. (2019). A comparison study of the executive functioning abilities and the reading achievement of students in response to intervention.
- Taylor, K. (2016) Does parental involvement serve as a determinant of academic reading gains and English language acquisition: a descriptive case study examining Haitian American parent's perceptions of their involvement in a structured parent intervention program?

Committee Member

- Aguila, E. (in preparation).
- Aljehany, M. (2018). The effects of video prompting on teaching daily living tasks to individuals with autism spectrum disorder.
- Altaf, E. (in process). The effect of video-based instruction with emphasis on the use of continuous video prompting on an ipad to teach daily living skills for individuals with ASD.
- Baptiste, B. (2017). Examining the relationship between fidelity of implementation of accommodations for students with specific learning disabilities and student math achievement in ninth grade inclusion mathematics classes.
- Boveda, M. (2016). Beyond special and general education as identity markers: The development and validation of an instrument to measure preservice teachers' understanding of the effects of intersecting sociocultural identities.
- Clayton-Wright, A. (2019). The role of persistence among emerging adults with traumatic brain injury in postsecondary settings.
- Crocco, C. (2017). The effect of covert audio coaching on the attending behavior of elementary students with autism spectrum disorder in the general education classroom setting.
- Conroy, C. (in preparation)
- Cornacchio, D. (2018). Evaluating intensive group behavioral treatment for children with selective mutism.
- Davis, M. (in process). The use of two strategies to enhance retention of academic vocabulary in middle grades social sciences.
- Escarpio, R. (2011). Effects of repeated readings on reading abilities of students with emotional and/or behavior disorders.
- Falkenberg, C. (2010). The effects of self-monitoring on completion and accuracy rate of homework of students with disabilities included in general education.
- Ferreira, L. (2016). High school content area teachers' responses to an exploratory, investigative, and experimental professional development on content area literacy.
- Flamion, O. (2018). The effect of reciprocal mapping on third-grade English learners' reading comprehension achievement and reading attitudes.
- Franco-Castillo, I. (2013). The relationship between scaffolding metacognitive strategies identified through dialogue journals and second graders' reading comprehension, science achievement, and metacognition using expository text.
- Gonzalez, M.K. (2012). The use of computer graphic organizer for narrative writing by elementary school students with specific learning disabilities.
- Guist, A. (in process). A proposed social cognitive career development model for adults

- with intellectual disabilities.
- Hong, N. (in process). Evaluating an online adjunctive support following intensive services (OASIS) strategy for youth with selective mutism.
- Landa, K. (2009). The effects repeated readings on reading abilities of English language learners with specific learning disabilities.
- Lawrence, O. (in preparation).
- Lino, S. (in preparation).
- Molina, Iliia. (2014). Evaluation of escape and negative behaviors: Are they unintended consequences of standardized testing?
- Nullman, S. (2009). The effectiveness of individualized phonemic awareness explicit instruction by speech-language pathologists to preschool children with phonological speech disorders.
- Perez, Y. (2012). Beginning special education teachers' perceptions of school site induction support.
- Poznanski, B. (in process). Examining positive behavioral supports for children with challenging behaviors across culturally and linguistically diverse head start settings.
- Sanabria E. (in preparation).
- Silio, M. (2008). The effects of word prediction and text-to-speech technologies on the narrative writing skills of students with specific learning disabilities.
- Smith-Pethymbridge, V. (2008). Effects of real-time captioning and sign language interpreting on the learning of college students who are deaf or hard of hearing.
- Unzueta, C. (2009). The use of computer graphic organizer for persuasive writing by Hispanic students with specific learning disabilities.
- Usher, A. (in process). Investigating educational disparities in Belize: A southern tale.