

VITA
Victoria Page-Voth
Department of Special Education, College of Education,
University of Maryland, College Park, MD

Academic History:

Ph.D., Special Education
Learning Disabilities and Special Education Policy
University of Maryland, College Park, MD
May, 1992

M.S., Special Education
Portland State University, Portland, OR
June, 1986

B.S., Psychology and Secondary Education
Lewis and Clark College, Portland, OR
June, 1982

Professional Experience

Graduate Faculty -- Research Associate (1993-Current)

Special Education Department, College of Education
University of Maryland, College Park, MD

Co-Director/Coordinator Overseas Graduate Programs (1993-current):

- Doctoral Program in Special Education and School Leadership, for Teachers and Admin. in the Department of Defense Dependents School System, (Germany) (Current)
- Master's Degree Program for Teachers in the Department of Defense Dependents School System in Europe, focus: Autism, (Germany) (Current)
- Previous overseas responsibilities include coordination of three additional M.Ed. programs in Special Education in Heidelberg, Germany (1993-2006)

Director of the Undergraduate Teacher Training Program (1993-1998): Special Education Department, University of Maryland

Summer Programs Coordinator (1993-Current): Special Education Department, University of Maryland

Chair: Undergraduate Teacher Program Implementation Committee (1993-1998)

Program Coordinator: Coordination of multiple grants including the Undergraduate Teacher Preparation for Five-Year Pre-Service Program and African-American Special Educators Teacher Preparation grant, for the Special Education Department, University of Maryland.

Publications

- Page-Voth, T. (2010). Effective professional development for teachers of struggling writers. In G. Troia, R. Shankland, & A. Heintz (Eds.), *Putting Writing Research into Practice* (pp.229-256). New York: MacMillan.
- Page-Voth, V., & Graham, S. (1999). Effects of goal setting and strategy use on the writing performance and self-efficacy of students with writing and learning problems. *Journal of Educational Psychology*, *91*, 2, 230-240.
- Page-Voth, V., Warren, S., Schofield, P., Jones, J., Weissman, R. (1996). Rehabilitation of individuals with mild/moderate disabilities. A Comprehensive Curriculum for Training Special Educators in Egypt; Volumes I, II, and III. Funded by United States Agency for International Development (U.S.AID) project in conjunction with the Egyptian Department of Education.
- Page-Voth, V., & Graham, S. (1993). The application of goal setting to writing. *LD Forum*, *18*, 14-17.
- Graham, S., MacArthur, C., Schwartz, S., & Page-Voth, V. (1992). Improving the compositions of students with learning disabilities using a strategy involving product and process goal setting. *Exceptional Children*, *58*, 322-334.
- Graham, S., & Page-Voth, V. (1990). Spelling instruction: Making modifications for students with learning disabilities. *Academic Therapy*, *25*, 447-458.

Selected Grants

Master's Degree in Special Education, Secondary and Transition Services Focus: The Unique Challenges Facing Military Families, Ensuring Post-School Success for their Dependents. Co-Director/Writer: (2012-2017), Personnel Preparation Grant, U.S. Department of Education, \$1,250,000.

Master's Degree Program in Special Education: Special Focus on Students with Autism Spectrum Disorders, for Teachers in the Department of Defense School System. Co-Director/Writer: (2009-2012), Ramstein, Germany. Personnel Preparation Grant, U.S. Department of Education, \$800,000.

Doctoral Program in Special Education and School Leadership, Coordinator and Writing Team Member: (2007-2011) Ramstein, Germany. Leadership Preparation Grant, U.S. Department of Education, \$800,000.

Master's Degree in Special Education for Teachers in the Department of Defense School System Co-Director/Writer: (2002-2006) Heidelberg, Germany. Personnel Preparation Grant, U.S. Department of Education, \$800,000.

Master's Degree in Special Education for DoDDS Teachers, Co-Director/Writer:
(1998-2001) Heidelberg, Germany. Personnel Preparation Grant, U.S. Department of Education, \$599,898.

Five Year Preservice Special Education Preparation Program.

Coordinator/Writer: University of Maryland (1994-1999) #H029B40062, Personnel Preparation Grant, U.S. Department of Education, \$1,576,535.

Preparation of African-American Special Educators. Coordinated. University of Maryland (1992-1997), #HO29B20115, U.S. Department of Education, \$884,330.

Master's Degree in Special Education for Teachers in the Department of Defense Dependents' Schools in Germany. Coordinated. University of Maryland (1991-1994) #HO29B10071, Personnel Preparation Grant, U.S. Department of Education, \$350,051.

Improving composition skills of learning disabled junior high students through goal setting: The effects of setting product and process goals on writing performance, attitudes, and metacognitive knowledge. Writer. Page-Voth, V., & Graham, S. (October 1989-September 1990). #HO23B90017. Student Research Grant, U.S.D.E., \$9,880.

Selected Papers and Presentations

Page-Voth, V. (2004). Encouraging Early Literacy: The First Five Years. City of Rockville Library, Rockville City, Maryland (invited presentation.)

Page-Voth, V. (1997). Promoting inclusion through effective co-teaching. Presentation at the Wurzburg District Educator's Day. Wurzburg, Germany, March (invited presentation.)

Page-Voth, V. (1997). Preparing teachers to teach in inclusive settings. Presentation at the 19th International Council for Learning Disabilities Conference, Virginia (competitively selected.)

Page-Voth, V. (1997). Assessing teacher preparation for inclusive educational settings. Presentation at the Annual Eastern Educational Research Association Annual Conference, Hilton Head, SC, February (competitively selected.)

Page-Voth, V., & Molloy, D. (1996). A longitudinal review (1992-1997) of successful strategies for the recruitment and retention of African-American students in the Special Education department at the University of Maryland. Presentation at the Annual Retention 2000 Conference, College Park, MD, November (competitively selected.)

Page-Voth, V. (1996). Planning effectively for students in inclusive settings: MAPS/Person Centered Planning. Presentation at the Regional Kappa Delta Pi Conference "A Closer Look at Inclusion", St. Joseph's University, Philadelphia, PA, November.

Page-Voth, V., & Trunkey, L. (1996). Preparing special educators to teach in inclusive sites. Poster presentation at the Annual Maryland Federation Council for Exceptional Children Conference, Laurel, MD, October.

Page-Voth, V. (1996). Inclusion strategies for children with learning disabilities within a church setting. Presentation at St. John's Evangelical Lutheran Church for Christian Education Staff, Columbia, MD, July.

Page-Voth, V., & Molloy, D. (1996). Reconceptualizing undergraduate special education teacher preparation. Presentation at the Annual International Council for Exceptional Children Conference, Orland, FLA, April.

Molloy, D., Anderson, M., & Page-Voth, V. (1995). Lessons learned while implementing an African-American special educator's training grant. Poster presentation at the Annual Teacher Education Division Conference of the Council for Exceptional Children, Honolulu, HA, November.

Anderson, M., Molloy, D., & Page-Voth, V. (1995). In light of the Banneker decision: A review of the success of an African-American special educators' training grant. Presentation at the Annual Retention 2000 Conference, College Park, MD, November.

Page-Voth, V. (1995). Attention deficit hyperactivity disorder. Presentation at the Annual Conference Maryland Educational Media Organization and Maryland Library Association Children's Division, Gaithersburg, MD, October.

Page-Voth, V. (1995). Learning Disabilities: The invisible disability. Panel presentation at the Annual Wings of Eagles Conference, Columbia, MD, October.

Page-Voth, V., & Graham, S. (1995). The effects of goal-setting as an instructional tool for use with students with learning disabilities. Presentation at the 18th Annual Eastern Educational Research Association Conference, Hilton Head, S.C., March

Page-Voth, V. (1994). Group Facilitator for Interactive Discussion: Low Incidence Inclusion Issues. Annual Conference Maryland Federation Council for Exceptional Children, Annapolis, MD, November.

Molloy, D., Page-Voth, V., & Anderson, M. (1994). Insights gained: Actualizing an undergraduate African-American special educators' training grant. Presentation at the Annual Retention -2000 Conference, College Park, MD, November.

Page-Voth, V., & Danehey, A. (1994). Person centered planning: Restructuring services for persons with mental retardation. Presentation at the Annual International Council for Exceptional Children, Denver, CO, April.

Page-Voth, V. (1994). The effects of goal setting on the writing performance of secondary students. Presentation at the Annual Conference of the Maryland Federation Council for Exceptional Children, Baltimore, MD, March.

- Page-Voth, V. (1993). Goal setting and written language of students with learning disabilities. Poster presentation at the 15th International Conference on Learning Disabilities (CLD), Washington, D.C.
- Page-Voth, V., & Smull, M. (1993). A review of admissions to Rosewood, a Maryland state institution for the mentally retarded, 1990-1992: What is necessary for persons to remain in the community? Presentation at the 16th Annual Eastern Educational Research Association Meeting: Clearwater, FLA, February.
- Page-Voth, V. (1992). Admissions to Maryland state residential centers: Fiscal years 1990-1992. Paper presented for the Maryland State Developmental Disabilities Administration: Baltimore, MD, September.
- Graham, S., MacArthur, C., & Page-Voth, V. (1991). The writing of students with LD: What do we know? Presentation at the 13th International Conference on Learning Disabilities, Minneapolis, MN, October.
- Page-Voth, V. (1990). Effects of goal setting on the written language of learning disabled junior high students. Poster presentation at the 12th International Conference on Learning Disabilities, Austin, TX, October.
- Reed, R., & Page-Voth, V. (1990). Using self-instruction strategies in the classroom. Presentation for the Charles County Catholic Schools, Charles County, MD, August.
- Graham, S., MacArthur, C., Schwartz, S., & Page-Voth, V. (1989). Using a strategy involving goal-setting to improve LD students' writing. Poster presentation at 11th International Conference on Learning Disabilities, Denver, CO, October.
- Graham, S., MacArthur, C., Schwartz, S., & Page-Voth, V. (1989). Improving LD students' compositions using a strategy involving product and process goal setting. Paper presented at 1989 American Educational Research Association Annual Meeting: San Francisco, CA, April.
- Graham, S., & Page-Voth, V. (1988). Self-instruction strategy training in composition writing. Presentation at the Thirteenth Annual Metropolitan Baltimore Association for Children with Learning Disabilities Day: Baltimore, MD, October.
- Page-Voth, V. (1987). Strategy training for students with learning disabilities. Presentation for the school faculty: Fowler Junior High School, Tigard, OR, September.
- Page-Voth, V., & Tucker, H. (1987). Keyboarding for students with learning disabilities. Training seminar for parents and students Tigard School District: Tigard, OR, May.
- Page-Voth, V. (1987). Learning disabilities and learning styles. In-service workshop for the school faculty: Fowler Junior High School, Tigard, OR, April.

Page-Voth, V. (1986). Education and service of special education students. Presentation for Tigard Public Schools: Fowler Junior High School, Tigard, OR, September.

Graduate Courses Taught:

EDSP 640 Seminar in Learning Disabilities

EDSP 450 Inclusive Practices in the Schools

EDSP 470 Introduction to Special Education

EDSP 491 Characteristics of Students with Learning Disabilities

EDSP 492 Education of Students with Learning Disabilities

EDSP 600 Exceptional Children and Youth: Issues in Special Education

EDSP 606 Inclusive Practices in the Schools: From Birth to Graduation

EDSP 615 Assessment in Special Education

EDSP 651/451 Curriculum and Instruction in Special Education

EDSP 653/453 Methods and Models of Instruction in Special Education

EDSP 616 Reading and Writing Instruction in Special Education I

EDSP 678V Seminar: Overview of Issues in Autism

EDSP 684 Reading and Writing Instruction in Special Education II

EDSP 687 Family Partnerships in Special Education

Independent Study and Special Topics Courses:

EDSP 489 Field Experience in Special Education

EDSP 798 Special Problems in Education

**Gemstone Honors Program Faculty Mentor: TEAM CREATIVE© 2005-2008
University of Maryland**

Team designed and implemented research on the effects of the use of puppetry, on reading comprehension skills of students with learning disabilities. Research was implemented at a using narrative retelling.

Related Professional Service:

Invited Reviewer for Manuscript Submissions:

Journal of Remedial and Special Education 2010-2007

Faculty Mentor 1995-1996

Undergraduate Research Assistant Program Mentor for Angela Tyler,
Project on Existence of Attention Deficit Hyperactivity Disorder.
Presentation spring, 1996.

Panel Member 1995

“Students with Learning Disabilities in Foreign Language Classes.”
Panel presentation for the Foreign Language Institute Committee,
University of Maryland, College Park, MD.

Assistant Professor, Towson State University 1992-1993

Towson, MD

Research Analyst 1993

National Institute on Disability and Rehabilitation Research Innovation Grant: National Study of Exemplary Models of Decision Making and Empowerment Practices for Persons with Disabilities. Evaluation Research Unit, University of MD, School of Medicine, Baltimore, MD

Program Consultant/Evaluator 1992-1994

Evaluation of a Developmental Disabilities Regional Training Program: Pennsylvania Evaluation Research Unit. University of Maryland, School of Medicine, Baltimore, MD

Research Associate 1992

Evaluation of Medicaid in the Community: Community Supported Living Arrangements (CSLAs), Evaluation Research Unit, University of Maryland, School of Medicine, Baltimore, MD

Conference Strand Co-Chair 1991

Reading and Written Expression Strand for 1991 Annual Conference
On Learning Disabilities (CLD), Minneapolis, MN, October.

Research Consultant 1991

Reading Portfolio Project
Prince George’s County Public Schools, Prince George’s, MD

Research Consultant 1991

Black Male Achievement Committee, Special Ed. Administration Dept.
Prince George’s County Schools, Prince George’s, MD

Congressional Intern Summer 1988

Senate Subcommittee on the Handicapped
Senator Thomas Harkin, U.S. Congress, Washington, D.C.

Special Education Teacher and Member of Multidisciplinary Evaluation Team Fowler Junior High School (7 th -9 th grades), Tigard School District, Tigard, OR	1983-1987
Counselor Mt. Hood Kiwanis Camp for Handicapped Children, Mt. Hood, Oregon	Summer 1986
Evaluation Assistant Psychological Team, Lake Oswego School District, Lake Oswego, OR	1983-1984
Residential Counselor Lukedorf, Residential Home for Mentally Ill Young Adults, Portland, OR	1982-1983
<u>University Service</u>	
Department Representative, College of Education Outreach and Off-Campus Programs Committee University of Maryland, Working Committee	1996-present
Chair, Undergraduate Program Implementation Committee University of Maryland, Working Committee	1993-1998
Member, Education Curriculum and Instruction and Special Ed. Department Taskforce, University of Maryland, Working Committee	1996-1998
Library Liaison Graduate and Undergraduate Libraries University of Maryland, Working Committee	1993-1998
Member, Student Admission and Retention Committee University of Maryland, Working Committee	1993-1998
Member, African American Student Recruitment and Retention Committee University of Maryland, Working Committee	1993-1998
Member, Special Education Committee Towson State University, Working Committee	1992-1993
Member, Educationally Handicapped Program University of Maryland, Working Committee	1990-1992
Member, Graduate Committee University of Maryland, Working Committee	1991

Master's Degree Advisor, 1993-current:

(100+ students.)

Doctoral Dissertation Committee Member (completed):

Eleni Papadopoulou (EDSP): "The Impact of Vocabulary Instruction on the Vocabulary Knowledge and Writing Performance of Third-grade Students."

Cynthia Edwards Ph.D., (EDSP): "The Writing Processes of College Students With and Without Learning Disabilities: A Protocol Analysis."

Mark Kandel, Ph.D., (EDSP): "Measuring the Attitudes and Beliefs of High School General Education Teachers Towards the Inclusion of Students with Learning Disabilities."

Kelly Benning Ed.D. (EDSP): "An Investigation of Middle School Reading Performance Based on the 6th Grade Reading Instruction Setting."

Marcy Bond Ed.D. (EDSP): "The Effects of Systematic Training Package on Secondary Special Education Teachers to Teach Self-Determination Skills to Students with High Incidence Disabilities"

Stephen Bond Ed.D. (EDSP): "Effects of a Co-Teaching Teaming Program on the Instructional Practices of High School General and Special Education Teachers."

Susan Gurley Ed.D. (EDSP): "An Examination of the Level of Leadership Knowledge and Skills of District Special Education Coordinators."

Anne Hubbard Ed.D. (EDSP): "The Effects of the Read 180 Program on the Reading Achievement Levels of Fourth Grade Students and Teacher Implementation of Read 180."

Sharon Kieta Ed.D. (EDSP): "Effects of Social Skills Instruction on the Social Behaviors and Academic Engagement of Elementary Students with Challenging Behaviors."

Charmaine Massingill Ed.D. (EDSP): "An Investigation of Inclusionary Practices by General Education Teachers in Middle School Classrooms."

Aaron Marsters Ed.D. (EDSP): "An Exploratory Study of the Assistive Technology Knowledge, Skills, and Needs Among Special Education Teachers and Related Service Personnel."

Kevin O'Brien Ed.D. (EDSP): "The Academic Preparation of Students with Disabilities Planning to Attend a Four Year College or University."

Aaron Scalise Ed.D. (EDSP): "Reading Instruction for Middle School Students with or At-Risk for Emotional Impairments: An Examination of Reading Courses, Content, and Practices."

Susan Schwartz Ed.D. (EDSP): "An Examination of the Eligibility process of Third, Fourth, and Fifth Graders Identified Under the Special Education Category of Specific Learning Disabilities."

Cindy K. Sherman Ed.D. (EDSP): "The Effects of Strategy Instruction with a Modified CDO Procedure in General Education Settings."

Susan Sigersest Ed.D. (EDSP): "An Investigation of Assessment and IEP Development in the Functioning Areas of Social, Behavioral, and Communication of High School Students with Autism Spectrum Disorders."

Barriett Smith Ed.D. (EDSP): "A Study Determining Significance in Terranova Reading and Math Scores between Eighth Grade African and European American Students."

Masters' Thesis Committee Member (completed):

Kerri Shelfo, (School of Music, Music Ed. Division): "The Status of Inclusion in Instrumental Music Programs in Maryland." 2007