
Victoria Groves-Scott, Ed.D.
Short CV

EDUCATION

- 1995** Ed.D. Special Education (dissertation topic: phonological awareness)
University of Kansas
Lawrence, KS
- 1989** M.A. Special Education: Learning Disabilities
University of Missouri at Kansas City
Kansas City, Missouri
- 1985** B.A. Elementary Education, Minor Special Education (Cum Laude)
Drury University
Springfield, Missouri

PROFESSIONAL CERTIFICATION

- 1985-present** Teaching Certification, Missouri/Lifetime
Elementary Education (1-8)
Learning Disabilities (K-12)
Cognitive Disabilities (K-12)
Emotional, Behavioral Disabilities (K-12)
Physical Disabilities (K-12)

PROFESSIONAL POSITIONS

- 2015-present** **Dean, College of Education**
Professor of Special Education
University of Central Arkansas
Conway, Arkansas
- 2012-2015** **Assistant Dean, School of Education, Health and Human Behavior**
Department Chair, Curriculum & Instruction and Special Education
Professor of Special Education
Southern Illinois University Edwardsville
Edwardsville, Illinois
- 2009-2012** **Assistant Provost for Academic Innovation and Effectiveness**
Professor of Special Education
Southern Illinois University Edwardsville
Edwardsville, Illinois
- 2007-2009** **University Director of University Assessment**
Professor of Special Education
Southern Illinois University Edwardsville

Victoria Groves-Scott, Ed.D.

- 2001-2007** **Edwardsville, Illinois**
Associate Professor of Special Education
Southern Illinois University Edwardsville
Edwardsville, Illinois
- 1994-2001** **Assistant Professor / Associate Professor / Chair of Special Education**
Associated Colleges of Central Kansas -ACCK (Consortium between Bethany College, Bethel College, Kansas Wesleyan University, McPherson College, Sterling College, & Tabor College)
McPherson, Kansas
- 1985-1992** **Special Education Teacher**
North Kansas City School District, Meadowbrook Elementary
North Kansas City, Missouri

HONORS AND AWARDS

- 2014 Nominee Outstanding Undergraduate Research Mentor
- 2009 Honorary Member of the SIUE Golden Key Society
- 2008 Phi Kappa Phi Honor Society
- 2006 Emerson Excellence in Teaching Award
- 2006 Southern Illinois University Teaching Excellence Award
- 2006 Freshman Convocation Speaker
- 2004 State Farm Faculty Fellowship in Service Learning
- 1999 Council for Exceptional Children Federation Teacher of the Year
- 1998 Council for Exceptional Children Kansas Federation Outstanding Special Educator of the Year
- 1985 Kappa Delta Phi Service Award

TEACHING EXPERIENCE: COURSES DESIGNED AND TAUGHT

Undergraduate Courses:

- Child and Adolescent Psychology (3 credit hours)
- Psychology of the Exceptional Child (3 credit hours)
- Foundations of Special Education (3 credit hours)
- Problems and Characteristics of Disabilities (4 credit hours)
- Special Education Assessment (3 credit hours)
- Behavior Management (3 credit hours)
- Special Education Teaching Methods (4 credit hours)
- Special Education Secondary Methods (2 credit hours)
- Special Education Elementary Methods (2 credit hours)
- Special Education Methods for Teaching Reading and Written Language (6 credit hours)
- Special Education Methods for Teaching Mathematics and Content Area (6 credit hours)
- Special Education Methods Practicum (3 hours)
- Instructional and Assistive Technology (3 credit hours)
- Special Education Senior Seminar (3 credit hours)
- Student Teaching (6-12 credit hours)

Graduate Courses:

Special Education Assessment (3 credit hours)
Behavior Management (3 credit hours)
Problems and Characteristics of Learning Disabilities (3 credit hours)
Cognitive Strategy Instruction (3 credit hours)
Teaching Individuals with Diverse Needs (3 credit hours)
Special Education Collaboration and Communication (3 credit hours)
Instructional and Assistive Technology (3 credit hours)
Images of the Other: Special Topics Course (3 credit hours)
Special Education Thesis/Project Capstone (3 credit hours)

DIRECTION OF GRADUATE STUDENT DISSERTATIONS AND THESES

Served as chair of approximately 60 special education master's thesis committees. Served as committee member for over 100 thesis committees in the School of Education. Served as a committee member in two thesis committees outside of education, Biological Sciences: Evaluation of Teaching Methods in Biological Sciences Lab, and Sociology: A Qualitative Analysis of Gender Differences in Faculty Perceptions of Continuous Improvement Efforts in Teaching.

Dissertation Committee:

Sheryl Wilson (Ed.D. 2010). Comparison of novice vs. experienced special education teachers in student learning outcomes. Lindenwood University, Saint Louis, MO.

SCHOLARSHIP AND PUBLICATIONS

50 publications/presentations including 3 peer-reviewed books, 18 peer-reviewed journal articles, 24 abstracts of presentations at professional meetings, 1 academic educational manual, 1 educational video, and 3 professional newsletters.

Books

Scott, V.G. (2009). *Phonemic awareness: Ready to use lesson, games and activities, 2nd edition*. Thousand Oaks California: Corwin Press.

Weishaar, M.K., & Scott, V.G. (2005). *Practical cases in special education for all educators*. New York: Houghton Mifflin.

Weishaar, M.K., & Scott, V.G. (2004). *Cases in special education assessment*. Los Angeles, CA: Sage.

Peer-reviewed Encyclopedia Entry

Scott, V.G. (2015). *Service Learning*. : In G. Scarlett, Encyclopedia of classroom management. (734-736). Thousand Oaks California: Corwin Press.

Peer-reviewed Journal Articles

- Scott, V.G., Fahsl, A., Fark, K., Peterson, C. (2014). Clicking in the classroom: Using a student response system in an elementary classroom. *New Horizons for Learning*. 11(1).
Published on line April 2014,
<http://jhepp.library.jhu.edu/ojs/index.php/newhorizons/article/view/345/154>
- King, A., Thomeczek, M., Voreis, G., & Scott, V. (2013). iPad use in children and young adults with Autism Spectrum Disorders: An observational study. *Child Language Teaching & Therapy*. Published on-line November 18, 2013, DOI: 10.1177/0265659013510922.
<http://clt.sagepub.com/content/early/2013/11/17/0265659013510922.full.pdf+html>
- Cluphf, D., Lux, K., & Scott, V. (2012). Investigating PETE major's perceptions of lesson study as a capstone experience. *The Physical Educator*. 69(3), 225-244.
- Cobb, P.D., & Scott, V.G. (2012) A case study in organizational leadership and shared governance. *A Collection of Papers on Self-Study and Institutional Improvement 2012, paper presented and published at the Higher Learning Commission 17th Annual Conference, Chicago, Illinois* 138-142.
- Timpe, E., Gireesh G., Scott, V.G., & Cobb, P. (2012). Incorporating academic quality improvement program (AQIP) into pharmacy accreditation for well-established programs. *American Journal of Pharmaceutical Education*, 76(3).
- Hopwood, J., Scott, V., & Ferguson, P. (2011). A case study transforming suspected academic misconduct among undergraduate health professions majors into ethical program policy and practice. *Journal of College and Character: Best Practice*, 12 (2).
- Scott, V.G. & Fark, K. (2011). Teaching students with ADHD to F.O.C.U.S.: A learning strategy. *New Horizons for Learning*, 4 (1), Retrieved from
<http://education.jhu.edu/newhorizons/Journals/Winter2011/>
- Jewell, J. D., Krohn, E. J., Carlton, M., & Scott, V. (2008). The differential impact of mothers' and fathers' discipline on preschool children's home and classroom behavior. *North American Journal of Psychology*, 10, 173-188.
- Scott, V. G., & Miner, C. (2008). Peer coaching: Implication for teaching and program improvement. *Transformative Dialogues: Teaching and Learning Journal* . 1(3), Retrieved from <http://www.kwantlen.ca/academicgrowth/TD/>
- Scott, V. G., & Weishaar, M.K. (2008). Talking drawing as a university classroom assessment technique. *The Journal of Effective Teaching*. .8(1), Retrieved from
http://www.uncw.edu/cte/et/articles/Vol8_1/Scott.pdf
- Scott, V. G., & Compton, L. (2007). A new TRICK for the trade: A strategy for keeping an agenda book for secondary students. *Intervention in School and Clinic*. 42(5), 280-284.

- Gaylen, N., Bragg, N., Boudreau, B., Eggleston, T., Powell, P., & Scott, V. (2006) Service learning: Collaborations, models, and results. *Eastern Education Journal*.35 (1), 35-41.
- Grippi, A., Jewell, J. D., Krohn, E. J., Scott, V. G., & Lamp, R. (2006). Teaching the Disruptive Child to Read: An Evaluation of the SPIRE Reading Program. *International Journal of Arts and Sciences*. 1(1), 30-33.
- Scott, V.G. (2006). Incorporating service learning into your special education classroom. *Intervention in School and Clinic*. 42, 25-29.
- Scott, V. (2005). Assistive technology in the general education classroom. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International conference 2005* (pp. 3950-3953). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/19778>
- Jewell, J., Krohn, E., Scott, V., Carlton, M. (2004). Assessing discipline in the classroom: Development and preliminary analysis of the teacher discipline style inventory. *Journal of Early Childhood Education and Family Review*. 12, 31-42.
- Scott, V.G., Weishaar, M. K., Park, J., & Jewell, J. (2004). A Comparison of Faculty Attitudes of College Students with Disabilities from South Korea, Ukraine, and the United States. *The Journal of International Special Needs Education*. 7, 43-49.
- Scott, V.G., & Weishaar, M.K. (2003). Curriculum-based measurement for reading progress. *Intervention in School and Clinic*. 38, 153-159.

Selected Professional Presentations

- Bergeron, B., Scott, V., O'Donnell, B., & Pokhrel, B. (2014, March). Meeting the Challenge of Change: The Evolution of a Unit Assessment System. American Association for Colleges for Teacher Education (AACTE) Conference, Indianapolis, IN.
- Pawlow, L., & Scott, V. (2011, June). The Undergraduate Research and Creative Activities Program at SIUE. Poster presented at the Gateways to Best Practices for Undergraduate Research Program Directors annual meeting, St. Louis, MO.
- Cobb, P.D., Leber, M., & Scott, V.G. Hedley, M. (February 2011) "*Why? My teaching is great as it is-I don't need help*": Gender and faculty engagement in assessment. Texas A&M Assessment Conference, College Station, TX.
- Scott, V.G., & Fahsl, A.J. (October 2009) *Do Your Faculty Click? Using Student Response Systems in Faculty Development*. Turning Technologies National Conference. Las Vegas, Nevada.
- Scott, V.G. (January 2009) *Classroom Assessment Techniques 101*. University of Evansville, Evansville, Indiana. Invited presentation.

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- Scott, V.G., Fahsl, A.J., Forbringer, L. (October 2009). *Using Student Response Systems to Engage and Assess Student Learning*. University of Missouri, Saint Louis Technology and Teaching Conference. Saint Louis, MO.
- Scott, V.G. (February 2008). *Expanding the Vision of Undergraduate Research: Including the Underrepresented Disciplines*. 2008 Engagement Conference, Murray State University.
- Scott, V.G. & Pomerantz, A. (November 2006) *Using Cognitive Peer Coaching to Improve the Quality and Effectiveness of Your College Teaching*. 2006 International Lilly Conference on College Teaching.
- Scott, V.G. (October 2006) *Simple Assistive Technology Devices for Communication*. Down Syndrome Association of Greater Saint Louis.
- Scott, V.G. (2005, March). *Assistive technology in the general education classroom*. Society for Instructional Technology and Teacher Education International Conference. Phoenix, AZ.
- Scott, V.G. (2004, April). *Approaches to civic engagement in higher education: Programs and practices*. Jane Adams Conference. Rockford College. Invited presentation.
- Scott, V.G. (2004, April). *Learning to read: Learning in deed/ service learning State Farm faculty fellows grant*. Jane Adams Conference. Rockford College. Invited poster presentation.
- Scott, V.G. (2004, January). *Assistive technology for classroom teachers*. L.I.T.E.S. Technology Conference. Invited presentation.
- Scott, V.G. (2002, April). *Effective reading instruction*. International Conference for Council for Exceptional Children. New York, NY.
- Mitchell, L., & Scott, V.G. (2001, November). *Building higher education communities: From competition to collaboration*. Invited paper presented at the Midwest Faculty Institute, Kansas City, Missouri.
- Scott, V.G., Bruce, K.L., Bravi, L., Shotts, C. (1999, February). *Interdisciplinary teaming: tools for the trade*. Paper presented to the Holmes Professional Development Conference, Kansas City.
- Scott, V.G., Bruce, K.L., Bravi, L., Shotts, C. (1998, October). *Making the grade: Lessons in teaming*. Paper presented to the Kansas Council for Exceptional Children, Manhattan, Kansas.
- Scott, V.G. (1998, October). *Putting "phun" into your reading instruction : Phonemic awareness*. Paper presented to the Kansas Council for Exceptional Children, Manhattan, Kansas.
- Scott, V. G. (1998, October). *Incorporating phonological awareness into your reading instruction*. Presented to the Kansas CEC Convention, Manhattan, Kansas.

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Scott, V. G. (1996, Spring). *Beyond phonological awareness: Research to practice*. Presented to the Kansas Reading Association, Salina, Kansas.

Scott, V.G. (1995, November). *Phonological what? Not just another reading intervention*. Paper presented to the Kansas Learning Disabilities Association, Wichita, Kansas.

Scott, V.G. (1995, October). *Rough kids and tough teachers: Successful strategies for behavior management*. Paper presented to Kansas CEC Convention, Hutchinson, Kansas.

Scott, V.G. (1994, April). *Cognitive strategies for children with disabilities*. Paper presented to International Council for Exceptional Children, Denver, Colorado.

Scott, V.G., & Jackson, K. (1993, November). *Learning strategies for elementary students*. Paper presented to Kansas Council for Exceptional Students, Salina, Kansas.

Video:

Scott, V.G. (2000). *Phonemic awareness: The sounds of reading* [Video]. (Available from Corwin Press, Thousand Oaks, California).

Reviewing Experience

2008-current	Higher Learning Commission Peer Review Corps -Members of the Peer Review Corps serve as agents of the Higher Learning Commission in its evaluation and decision-making processes for AQIP, PEAQ, and the Program for Seeking Initial Status. Served on six review teams.
1999-current	Associate Editor for <i>Intervention in School and Clinic</i> (1999-current) ISC is ranked by Thomas Scientific in the top 30 journals in Special Education
April, 2009	Guest Editor for Journal of Effective Teaching

EXTRAMURAL FUNDING OBTAINED FROM GRANTS

\$1,992,971 in extramural funding obtained from 16 educational and/or research grants including 4 federal grants, 5 state grants, 2 agency grants, 5 internal university grants as Principal Investigator, Co-Principal Investigator, Project Director, or Co-Project Director.

Federal Grants

ASPIRE Leadership Council and Parent Advocacy Coordinator: Southern Region State of Illinois Service Center

Grant Writer and Parent Liaison/Consultant

2006-2007

\$450,000 Budget

Illinois State Department of Education flow through grant / USOSEPH

Co- Principal Investigator / Right From the Start: Partners in Education

1997-2000

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\$250,000 Budget per year for three years
National Significance Partnership Grant/ USOSEPH

Project Director / Subcontract with the University of Kansas: Expanded Visions
1997-1999

\$50,000 subcontract Budget per year for two years
Low-Incidence Personnel Preparation/ USOSEPH
Project Director / Secondary Level Personnel Preparation Grant
1994-1996

\$150,000 Budget per year for three years
High-Incidence Personnel Preparation Grant / USOSEPH

State Grants

Co-Project Director / Teacher Education Alignment Activities
2013

\$4,800 Budget
Illinois Board of Higher Education

Project Co-Director/ Teacher to Teacher Network:
2001-2002

\$54,000 Budget
Eisenhower Grant / Illinois State Department of Education

Project Director / Planning Partnerships
2000-2001

\$30,000 Budget
Continuous Improvement Grant / Kansas State Department of Education

Project Manager / Goals 2000 Preservice and Inservice
1996-2001

\$20,000 Budget per year for three years
Collaborative Training Grant / Kansas State Department of Education

Project Director / Building Connections: Field Based Consultants
1998-2000

\$90,000 Budget per year for two years
Low-Incidence Technical Assistance/ Kansas State Department of Education

Project Director / Using Multiple Intelligence with Special Needs Children
Summer 1998

\$3,000 Budget
Comprehensive System of Personnel Development Grant/ Kansas State Department of Education

Agency Grants

Faculty Mentor/ Got Grit: East Saint Louis Charter High School
2013-2014

\$1,300

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Student United Way One-Time Grant

Project Director/ Failure is Not an Option: Grit After School Program: East Saint Louis
Charter High School
2013-2015
\$8,200
SIUE Meridian Society

Co-Principal Investigator/ Completion and Attrition Rates in STEM Master's Programs
2011-2012
\$ 30,000 Budget
Council of Graduate Schools

Project Director / Learning to Read: Learning in Deed (Service Learning)
2003-2004
\$3,000 Budget
Campus Compact

SIUE Internal Grants

Project Director/ Technology to Support EdTPA
2012-13
\$3,000
SIUE Excellence in Undergraduate Education Grant

Project Co- Principal Investigator / Training Preservice Special Educators to Use Technology
2006-2007
\$3000 Budget
SIUE Excellence in Undergraduate Education Grant

Project Co-Principal Investigator/ Creating a Virtual Field Trip in Assistive Technology
2004-2005
\$14,960 Budget
SIUE Excellence in Undergraduate Education Grant

SIUE Multidisciplinary Research Group Member / The Development and Examination of The
Teacher Discipline Style Inventory
2001-2002
\$5,000 Budget
SIUE Multidisciplinary Research Grant

FACULTY DEVELOPMENT PRESENTATIONS FOR SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Organized, coordinated, and presented faculty development workshops and activities at SIUE between 2009-2012. Topics include titles such as: Classroom Assessment Techniques; Designing Rubrics to Evaluate Student Work; Assessment when Learning Matters Most; The Good, The Bad, and the Ugly:

Making the Most of Teaching Evaluations; What the Best Teachers Do; Using Humor to Teach; Team Learning in the Science Classroom; What is Good Teaching; Sustainability in the Curriculum; More Options for Women in Science; Teaching with Data; Inserting Social Justice and Diversity Issues into your Teaching; Addressing Student Retention; Facilitating Discussion in On-Line Classes; Teaching Large Lectures Classes 101; Effective Lecturing Techniques; and Integrating Your Teaching and Scholarship.