

M. Christina Rivera, Ph.D.
Associate Professor of Practice

University of Arizona
Disability & Psychoeducational Studies
College of Education

55 N. Arizona Pl. Ste 310
Chandler, AZ 85225
mcrnuna@email.arizona.edu

EDUCATION

- 2015 Doctor of Philosophy in Special Education
University of Arizona
Major Area: Special Education - Deaf Education
Dissertation Title: “The Effects of Treatment Integrity on Vocabulary Learning for Students who are Deaf and Hard of Hearing.”
- 1993 Master of Arts in Special Education and Rehabilitation,
Deaf Education emphasis
University of Arizona
- 1991 Bachelor of Arts in Elementary Education
Arizona State University

PROFESSIONAL EXPERIENCE

- 2017-present Associate Professor of Practice
Director: Special Education – Deaf/Hard of Hearing Master’s Program
Director: Special Education – Accelerated Master’s Program
Department of Disability and Psychoeducational Studies
University of Arizona
- 2012-2017 Research Assistant
Center on Literacy and Deafness
University of Arizona
- 2011-2012 Teacher of the Deaf and Hard of Hearing – Itinerant
Desert Valleys Regional Cooperative
Arizona State Schools for the Deaf and the Blind
- 2006-2011 Parent Advisor – Deaf and Hard of Hearing
Desert Valleys Regional Cooperative
Arizona State Schools for the Deaf and the Blind
- 2008-2011 Supervising Teacher – Deaf and Hard of Hearing
Desert Valleys Regional Cooperative
Arizona State Schools for the Deaf and the Blind

2006-2007 Teacher of the Deaf and Hard of Hearing – Itinerant
Desert Valleys Regional Cooperative
Arizona State Schools for the Deaf and the Blind

2002-2006 Teacher of the Deaf and Hard of Hearing – Middle School
Phoenix Day School for the Deaf
Arizona State Schools for the Deaf and the Blind

2001-2002 Supervising Teacher - Middle School
Phoenix Day School for the Deaf
Arizona State Schools for the Deaf and the Blind

1993-2001 Teacher of the Deaf and Hard of Hearing – Middle School
Phoenix Day School for the Deaf
Arizona State Schools for the Deaf and the Blind

TEACHING

2012-Present University of Arizona
SERP 434/534 Language Development and the Exceptional Child
SERP 430/530 Educational Issues: Deaf and Hard-of-Hearing Children
SERP 538 Language Assessment and Intervention for Deaf/Hard of
Hearing Students
SERP 537 Literacy Assessment and Intervention of Deaf/Hard of Hearing
Students
SERP 594 Practicum Supervision for Language and Literacy Practicum
and Educational Method Practicum
SERP 593 Final Internship Supervision
SERP 556 Research Methods in Education

2009-2019 University of Phoenix Online
Associate Faculty
College of Education
University of Phoenix Online
MTE 506 Child and Adolescent Development
MTE 511 Child/Adolescent Growth, Development, and Learning

2001 Glendale Community College
Instructor
ASL 102 American Sign Language II

SERVICE

Editorial Service
2024 Guest Reviewer

Review of Educational Research (impact factor 11.2)

2021-2023 Editorial Review Board member
Journal of Deaf Studies and Deaf Education (impact factor 2.0)

2023 Guest Reviewer
Journal of Science Education for Students with Disabilities
(impact factor 0.3)

2022 Reviewer
IGI Global (book chapter)

2021 Guest Reviewer
International Journal of Educational Research (impact factor 1.976)

2021 Reviewer: Teachers of Students who are Deaf or Hard of Hearing
Compliance Resource
Council for Exceptional Children: Division for Communicative
Disabilities and Deafness

2021 Grant Reviewer
Organization for Health Research and Development
The Netherlands

2020 Guest Reviewer
Assessment for Effective Intervention (impact factor 1.178)

2020 Guest Reviewer
Journal of Deaf Studies and Deaf Education

2019 Presentation Proposal Reviewer
Association of College Educators – Deaf/Hard of Hearing

2019 Guest Reviewer
Volta Review (impact factor 0.25)

2018 Guest Reviewer
Journal of Deaf Studies and Deaf Education

2018 Guest Reviewer
Deafness & Diversity (Vol. 1): Deaf Students with Disabilities

2017 Guest Reviewer
American Annals of the Deaf (impact factor 0.685)

2016 Guest Reviewer

Deafness & Education International (impact factor 0.401)

University Service

2024	Course Reviewer Dr. Marsha Spencer SERP 602 Early Childhood Assessment and Intervention
2019 – 2023	UA Representative Arizona Coalition for Educator Preparation and Practice (ACEPP) Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)
2023	Research Mentor Access, Wellness, and Relational Determinants of Student Success (AWARDSS) Undergraduate Research Opportunities Consortium (UROC)-PREP program
2023	Committee Member School Psychology Professor of Practice Search Committee University of Arizona
2023	University Learning Management System Evaluation Volunteer Evaluator
2022-23	Mentor MENTOR Institute
2022	Promotion Committee Department of Disabilities and Psychoeducational Studies
2022	Course Reviewer Dr. Jennifer White SERP 497e/597e Consultation & Collaboration for Special Needs Students
2022	Department Reviewer Institutional Review Board
2021	Interim Chair Special Education Unit Disability and Psychoeducational Studies University of Arizona
2019	Committee Member College of Education Advisor Search Committee

	University of Arizona
2012 - 2014	Travel Grant Judge Graduate and Professional Student Council University of Arizona
<u>Professional Service</u>	
2020-present	Consultant Idaho Educational Services for the Deaf and the Blind Gooding, ID
2019-present	Consultant Albuquerque Sign Language Academy Albuquerque, NM
2022	Consultant – Teacher of the Deaf Critical Resource Document CEC-Deafness and Communication Disorders Division
2021	Consultant New Mexico Highlands University
2015-2021	Mentor National Leadership Consortium in Sensory Disabilities
2018-2019	Consultant SPDI Grant: Improving DHH Students’ Content-Area Reading Skills National Technical Institute for the Deaf Rochester, NY
2017 - 2019	Co-chair, Membership Committee Association College Educators – Deaf/Hard of Hearing
2015 - 2017	Facilitator Single Subject Research Enrichment Course National Leadership Consortium in Sensory Disabilities
2014 - 2015	Student Co-Representative Graduate Student Group Association College Educators – Deaf/Hard of Hearing
<u>Community Service</u>	
2022-present	American Red Cross Volunteer Caseworker
2008-2019	Pat Tillman Foundation Pat’s Run Volunteer

2006 - 2013 Hearing Screening volunteer
Lion's Club
Public and Private school districts in Phoenix, AZ area

ADVISING

2021-present Students in Disabilities-MA program
Advising on Program Completion and Supervision of Master's Projects

2020-present Daileen Figueroa
DePaul University, Chicago, IL
Doctoral Committee

2019-2022 Mi Young Jun, Disability & Psychoeducational Studies
Doctoral prelim and dissertation co-advisor

Janna Hasko, Disability & Psychoeducational Studies
Doctoral prelim and dissertation co-advisor

PUBLICATIONS

Book Chapters

Rivera, M. C. & Jun, M. Y. (in press). Best practices in early intervention and PK-12 education of deaf and hard of hearing children. In J. Bakken (Ed.), *Teaching Students with Disabilities: Best Practices for Student Success*. Cambridge Scholars Publishing.

Easterbrooks, S., Lederberg, A. R., Schick, B., Bridenbaugh, N., & Rivera, C. (in press). Evidence-based language and literacy interventions. In R. Herman & C. Enns (Eds.), *Communication interventions and deafness*. Oxford University Press.

Antia, S.D. & Rivera, M. C. (2020) Vocabulary acquisition and literacy in deaf and hard-of-hearing learners. In S. Easterbrooks & H. Dostal (Eds.), *The Oxford handbook of deaf studies in literacy*. Oxford University Press.

Trussell, J. W. & Rivera, M. C. (2018). Word identification and the adolescent deaf and hard-of-hearing reader: Going back to learning to read. In M. Marschark & H. Knoors (Eds.), *Evidence-based practice in deaf education*. Oxford University Press.

Refereed

Rivera, M. C., Catalano, J. A., Branum-Martin, L., Lederberg, A. R., & Antia, S. D. (2023). The quality of teaching behaviors in learning environments of DHH students. *Journal of Deaf Studies and Deaf Education*.

Rivera, M. C. (2023). Implementing high-leverage practices through itinerant services. *Journal of Deaf Studies and Deaf Education*, 28(4), 420–421.

Hasko, J., Erbacher, M. K., Rivera, M. C., and Antia, S. D. (2021). Visual analysis plus hierarchical linear model regressions: Morphosyntax intervention with deaf and hard-of-hearing students. *Communication Disorders Quarterly*.

Antia, S. D., Catalano, J. A., Rivera, M. C., & Creamer, C. (2021). Explicit and contextualized vocabulary intervention: Effects on word and definition learning. *Journal of Deaf Studies and Deaf Education*. doi: 10.1093/deafed/enab002

Antia, S. D. & Rivera, M. C. (2016). Instruction and service time decisions: Itinerant services to deaf and hard-of-hearing students. *Journal of Deaf Studies and Deaf Education*, 21(3), 303-309. doi: 10.1093/deafed/enw032

Benedict, K.M., Rivera, M.C., & Antia, S.D. (2014). Instruction in metacognitive strategies to increase deaf and hard of hearing students' reading comprehension. *Journal of Deaf Studies and Deaf Education*. DOI: 10.1093/deafed/enu026

Editorials

Easterbrooks, S. R., Rivera, M. C., Catalano, J. (2022). Good thoughts, good words, good deeds: A tribute to Dr. Shirin Dara Antia. *Journal of Deaf Studies and Deaf Education*, 27(3), 205-209.

Other

Rivera, M. C. (2023). Implementing high-leverage practices through itinerant services. *The Journal of Deaf Studies and Deaf Education Briefs*, 28(4), 420-421.
<https://academic.oup.com/jdsde/article/28/4/420/7243022?searchresult=1>

Rivera, M. C. (2020). High leverage practices for students with sensory disabilities: A guide for general and special educators. Arizona Coalition of Educator Preparation and Practices.
<https://sites.google.com/view/azhlp/hub/theory-into-practice/resources/hlps-for-students-with-sensory-disabilities?authuser=0>

Rivera, M. C. (2018). Vocabulary-building strategies for home and school. *Raising and Educating Deaf Children eBulletin*. Oxford University Press.
<http://www.raisingandeducatingdeafchildren.org/2018/10/02/vocabulary-building-strategies-for-home-and-school/>

Rivera, M. C., Catalano, J. A., and Antia, S. D. (2018). Explicit contextualized vocabulary instruction website. Center on Literacy and Deafness (Institute of Education Sciences, US Department of Education Grant #R24C120001). <https://clad-vocab.coe.arizona.edu/>

- The primary contents of this website were derived from a manual I developed for the associated research studies. I was responsible for creating/designing the website and am currently responsible for maintaining it.

Rivera, M. C. and Antia, S. D. (2016). Inclusive education for students who are deaf and hard of hearing. *Raising and Educating Deaf Children eBulletin*. Oxford University Press.

<http://www.raisingandeducatingdeafchildren.org/2016/04/01/inclusive-education-for-students-who-are-deaf-and-hard-of-hearing/>

Rivera, M. C. (2013) Curriculum-Based Measures: Past, Present, and Future [Review of the book *A measure of success: The influence of curriculum-based measurement on education*, by C. A. Espin, K. L. McMaster, S. Rose, & M. M. Wayman, Eds.] *Journal of Deaf Studies and Deaf Education*, doi: 10.1093/deafed/ent017

PRESENTATIONS

Refereed

Rivera, M. C. (2024, February). *Empowering Itinerant Teachers through High Leverage Practices*. Paper presented at the Association of College Educators-Deaf/Hard of Hearing Annual Conference, Las Vegas, NV.

Catalano, J., Rivera, M. C., Pabis, S. (2023, November). *Explicit contextualized vocabulary instruction for DHH students*. Paper presented at the Florida Educators of the DHH Summit on Childhood Deafness. Gainesville, FL.

Rivera, M. C. (2023, November) *Supporting DHH students through high-leverage practices: The role of the itinerant teacher*. Paper presented at the Florida Educators of the DHH Summit on Childhood Deafness. Gainesville, FL.

Puckett, K., Rivera, C., DeBiase, J., and Atkinson, L. (2023, March). *Educator preparation programs' practice-response opportunities in virtual environments*. [Data-Blitz session]. Paper presented at the Council for Exceptional Children (CEC) Annual Convention and Expo, Louisville, KY.

DeBiase, J., Rivera, C., Rice, K. & Remy-Tauaese, D. (2023, February). *Supporting faculty in Arizona and Colorado to implement best practices in coursework and field experiences*. Paper presented at the CEEDAR Center Cross State Convening, San Francisco, CA.

Catalano, J. & Rivera, M. C. (2023, February). *Supporting the Learning Environment of Deaf and Hard of Hearing Learners*. Paper presented at the Florida Educators of the DHH Summit on Childhood Deafness, Orlando, FL.

Puckett, K., Rivera, C., DeBiase, J., and Atkinson, L. (2022, November). *Educator preparation programs' practice-response opportunities in virtual environments*. [Single paper session]. Teacher Education Division (TED) 45th Annual Conference, Richmond, VA.

Puckett, K., DeBiase, J., Rivera, M. C., Blair, J., Remy-Tauaese, D. (2022, October). *Supporting Special Education Teachers with Using Social, Emotional, and Behavioral High-Leverage Practices in the Classroom*. Arizona's IDEA Conference: Rise Up. Phoenix, AZ.

Rivera, M. C., Catalano, J., Branum-Martin, L., Lederberg, A., Antia, S. D. (2022, July).

Measuring the Quality of the Learning Environment: The Impact on Language and Literacy of Young DHH Students: A Tribute to Carol Macdonald Connor and Shirin Dara Antia. Paper presented at the Society for the Scientific Study of Reading Annual Conference. Newport Beach, CA.

Williams, J., Hasko, J., & Rivera, M. C. (2022, April). *Tackling the “Lost Year” of Learning through Collaboration.* Paper presented at the Conference of Educational Administrators of Schools and Programs for the Deaf. Salt Lake City, UT.

Rivera, M. C., Catalano, J. C., & Antia, S. D. (2021, virtual). *Supporting the Learning Environment of Deaf and Hard of Hearing Students Symposium.* Paper presented at the International Congress on the Education of the Deaf. Brisbane, Australia. Symposium includes:

- Paper 1: A rating scale to measure the Quality of the Learning Environment for DHH children (Jennifer Catalano and Christina Rivera)
- Paper 2: How does the quality of the learning environment affect language and literacy outcomes of young DHH learners? (Shirin Antia and Christina Rivera)
- Paper 3: Considering the Quality of the Learning Environment: Preparing Teachers of DHH Students (Christina Rivera)

Rivera, M. C. (2021, virtual). *Itinerant teachers of the deaf/hard-of-hearing and high-leverage practices.* Paper presented at the Best Practices in Mainstream Education, National Technical Institute for the Deaf, Rochester, NY.

Rivera, M. C., Hasko, J., Jun, M. J., & Antia, S. D. (2020). *The journey to effective pre-service Teacher self-evaluation: Improving the quality of the learning environment.* Paper presented at the Association of College Educators Deaf Hard of Hearing, Atlanta, GA.

Rivera, M. C. & Brauss, E. (2018). *Strategic Planning and the Itinerant Teacher.*

- A.G. Bell Convention, Scottsdale, AZ.
- Best Practices in Mainstream Education, National Technical Institute for the Deaf, Rochester, NY.

Rivera, M. C., Catalano, J., & Antia, S. D. (2018). *Vocabulary for Success: Supporting vocabulary instruction for students who are deaf and hard of hearing.* Poster presented at Association of College Educators Deaf Hard of Hearing, Tucson, AZ.

Rivera, M. C., Catalano, J., & Antia, S. D. (2017). *Quality of the Learning Environment: DHH.* Paper presented at the Association of College Educators Deaf Hard of Hearing, San Antonio, TX.

Rivera, M. C. & Catalano, J. (2016). *Coaching Itinerant Teachers of Young DHH Students: Improving Treatment Integrity for a Vocabulary Intervention.* Association of College Educators – Deaf/Hard of Hearing Annual Conference. New York, New York.

Johnson, C. & Rivera, M. C. (2016). *Collaboration of Teachers of Deaf and Hard of Hearing*

Students and Educational Audiologists to Provide Effective Communication under ADA. Association of College Educators – Deaf/Hard of Hearing Annual Conference. New York, New York.

Rivera, M. C., Antia, S., Catalano, J., Creamer, C., & Andreacola, R. (2015). *Vocabulary for Success: A Supplemental Vocabulary Intervention for Students who are Deaf and Hard of Hearing.* American Speech-Language-Hearing Association Annual Convention. Denver, Colorado.

Antia, S. & Rivera, M. C. (2015). *Vocabulary Intervention for DHH Students.* 36th Annual Clarke Mainstream Conference. Marlborough, Massachusetts.

Antia, S. & Rivera, M. C. (2013). *Effectiveness of Itinerant Teaching.* Association of College Educators of the Deaf and Hard of Hearing Annual Conference. Santa Fe, New Mexico.

Rivera, M. C., Antia, S., Armstrong, H., Kreimeyer, K., Hayes, C., & Henry, M. (2012). *Teacher preparation from a distance: Students' points of view.* Poster presentation, Association of College Educators of the Deaf and Hard of Hearing Annual Conference. Jacksonville, Florida.

Invited

Rivera, M. C. (2024). *Redefining roles: Putting the teaching back into itinerant teaching.* Keynote Presentation at Best Practices in Mainstream Education Conference. Rochester Institute of Technology.

Rivera, M. C. (2024). *IESDB April Parent Night Program Vocabulary Strategies.* Idaho Educational Services for the Deaf and the Blind Outreach Services.

Rivera, M. C. (2024). *Supporting Vocabulary Development in Young Deaf and Hard of Hearing Children with Explicit/Contextualized Vocabulary Instruction.* Idaho Educational Services for the Deaf and the Blind Outreach Services.

Rivera, M. C. (2023). *Supporting Vocabulary Development in Young Deaf and Hard of Hearing Children with Explicit/Contextualized Vocabulary Instruction.* IONA University.

Rivera, M. C. (2023) *Access and Assets: Valuing Disability through Inclusive Teaching Practices.* Classical and Liberal Arts Academics Week. Flagler College.

Rivera, M. C. (2023, virtual). *Supporting DHH Students through High-Leverage Practices: The Role of the Itinerant Teacher.* Council for Exceptional Children, Division for Communication, Language, and Deaf/Hard of Hearing.

Hoffman, B., Rivera, C., Debiase, J., Rice, K. (2022). *Going Beyond Knowledge to the Practice of HLPs in Arizona Educator Preparation Programs.* Presentation at the CEEDAR Center Cross-State Virtual Convening.

- Rivera, M. C. & Rose, S. (2022). *Teaching Deaf Readers*. Comprehensive Literacy State Development. Virtual Conference.
- Rivera, M. C. (2021). *Supporting Vocabulary Development in Young Deaf and Hard of Hearing Children with Vocabulary for Success-DHH*. South Dakota School for the Deaf, Sioux Falls, SD.
- Puckett, K., Rivera, M. C., Joseph, D. H., Sanchez, D. (2021). *Partnerships in Clinical Practice*. Presentation at the CEEDAR Center Cross-State Virtual Convening.
- Rivera, M.C. & Catalano, J. C. (2021). *Quality of the Learning Environment-Deaf/Hard of Hearing: Reflecting on Teaching Behaviors*. Professional Development Series for Idaho School for the Deaf and the Blind. Gooding, ID.
- Rivera, M. C. (2019). *Supporting Vocabulary Development in Young Deaf and Hard of Hearing Children with Vocabulary for Success-DHH*.
- Midwest Conference on Deaf Education, Sioux Falls, SD.
 - Indiana Deaf Education and Educational Interpreters Conference, Plainfield, IN.
- Rivera, M. C. (2019). *Strategic Planning and Instruction for the Itinerant Teacher*. Indiana Deaf Education and Educational Interpreters Conference, Plainfield, IN.
- Rivera, M. C. (2019). *Inclusive Deaf Education: Focus on Intervention*. Albuquerque Sign Language Academy, Albuquerque, NM.
- Rivera, M. C. (2018). *Itinerant Teaching: Lesson Plan Fundamentals*. Desert Valleys Regional Cooperative, Arizona State Schools for the Deaf and the Blind, Phoenix, Arizona.
- Rivera, M. C. (2018). *Supporting Vocabulary Development in Young Deaf and Hard of Hearing Children with Vocabulary for Success-DHH*. Great Start in Early Intervention: Focus on Young Children with Sensory Impairments and TBI Conference. Pennsylvania Training and Technical Assistance Network. State College, PA.
- Rivera, M. C., Catalano, J., & Hasko-Dunagan, J. (2016). *Vocabulary Interventions for DHH Students*. Arizona Hands and Voices Fall Expo, Phoenix, AZ.
- Rivera, M.C. (2015). *Supplemental Vocabulary Instruction for the Itinerant Setting*. Desert Valleys Regional Cooperative, Arizona State Schools for the Deaf and the Blind, Phoenix, Arizona.
- Rivera, M. C. & Catalano, J. (2015). *Vocabulary Interventions for DHH Students*. Sequoia Deaf School, Mesa, AZ.
- Rivera, M. C. (2014). *Language and Literacy Development of Children Who are Deaf and Hard of Hearing: Information for Educational Interpreters*. Registry of Interpreters for the Deaf Continuing Education Activity. Phoenix, Arizona.

Rivera, M. C. (2013). *Special Education 101 for Interpreters: The MET and IEP*. Registry of Interpreters for the Deaf Continuing Education Activity. Phoenix, Arizona.

Rivera, M. C. (2013). *Part of the IEP Team: Where Do We All Fit In?* Registry of Interpreters for the Deaf Continuing Education Activity. Phoenix, Arizona.

GRANT APPLICATIONS

- 2023 (funded) Representation and Diversity in Early Childhood Deaf Education (RAD-ECDE)
Submitted to U.S. Department of Education
Office of Special Education and Rehabilitative Services
Personnel Preparation 84.325M
Total funds requested \$1,170,746
Role: Principal Investigator
- 2023 (unfunded) SENSETech: Empowering Transition of Students with Sensory Disabilities through Technology
Submitted to U.S. Department of Education
Office of Special Education and Rehabilitative Services
Development of Innovative Technology Tools or Approaches to Improve Outcomes for Individuals with Disabilities, 84.327R
Total funds requested \$2,371,977
Role: Co-Principal Investigator
- 2021 (funded) Project OIC: Enhancing Preparation of Professional through Online Interdisciplinary Collaboration.
Submitted to U.S. Department of Education
Office of Special Education and Rehabilitative Services
Personnel Preparation 84.325K
Total funds requested \$1,143,922
Role: Principal Investigator (in collaboration with Rebecca Hartzell)

- 2020 (unfunded) Enhancing Preparation of Professional in Interdisciplinary Online
Collaboration: A D/HH-ABA Model.
Submitted to U.S. Department of Education
Office of Special Education and Rehabilitative Services
Personnel Preparation 84.325K
Total funds requested \$965,653
Role: Co-Principal Investigator (in collaboration with Shirin Antia
and Rebecca Hartzell)
- 2018 (unfunded) Reading and Writing Adventure Time
Submitted to U.S. Department of Education
Office of Special Education and Programs
Educational Technology, Media, and Materials for Individuals with
Disabilities: Stepping-Up Technology Implementation 84.327S
Total funds requested: \$2,500,000
Role: Co-Principal Investigator (in collaboration with Cheryl Kamei
Hannan and Penny Rosenblum)
- 2017 (unfunded) Reading Adventure Time (RATs!)
Submitted to U.S. Department of Education
Office of Special Education and Programs
Educational Technology, Media, and Materials for Individuals with
Disabilities: Stepping-Up Technology Implementation 84.327S
Total funds requested: \$2,500,000
Role: Co-Principal Investigator (in collaboration with Cheryl Kamei
Hannan and Penny Rosenblum)

HONORS AND AWARDS

- 2011 - 2015 Recipient
National Leadership Consortium in Sensory Disabilities
Doctoral Fellow
- 2014 Recipient
Erasmus Circle Scholar
University of Arizona College of Education
- 2013 - 2014 Recipient
Marion Miller Strauss Memorial Scholarship
University of Arizona College of Education
- 2012 Recipient
Jay Howenstine scholarship
University of Arizona College of Education
- 2012 Recipient

Graduate College Merit Fellowship
Department of Disability and Psychoeducational Studies
University of Arizona

2012 Recipient
Graduate and Professional Student Travel Grant (\$500)
University of Arizona

PROFESSIONAL MEMBERSHIPS

2011-Present Association of College Educators - Deaf/Hard of Hearing

2014-Present Council for Exceptional Children
Division for Communication, Language, Deaf/Hard of Hearing
Teacher Education Division
Division for Early Childhood

CERTIFICATES/ENDORSEMENTS

Arizona, Standard Hearing Impaired, K-12
Arizona, Standard Elementary Education, K-8
Arizona, Structured English Immersion, K-12, endorsement
Council on Education of the Deaf, Professional