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ACADEMIC BACKGROUND

Ed.D. University of Southern California
Los Angeles, CA 90089
Educational Leadership
1999

M.E.D. Smith College/Clarke School for the Deaf
Northampton, MA 01063
Education of the Deaf
1979

B.A. Annhurst College
Woodstock, CT 06281
History and Elementary Education (Double Major)
1973

PROFESSIONAL CERTIFICATIONS/AFFILIATIONS

Certified Auditory Verbal Educator – AG Bell Academy for Listening & Spoken Language, #4043454
Council on the Education of the Deaf - Certification (CED)
California Reading and Literacy Project (CRLP) - Advisory Board Member
Alexander Graham Bell Association for the Deaf - member
Hearing Loss Association of America – Member
Council for Exceptional Children – Member
California Council of Teacher Educators - Member
National Association of Special Education Teachers - Member

PROFESSIONAL EXPERIENCE

2007 – Present Associate Professor
Director, Deaf and Hard of Hearing Graduate Program
California Lutheran University
Thousand Oaks, CA

Director of Deaf Education Credential Program; developed a new CA credential and Masters Degree program to prepare teachers of the deaf (birth to 22 years) with a focus on spoken language. Provide graduate level instruction, program development, student advisement, program leadership, recruitment of students and faculty, faculty support, grant writing and all university-related activities. Developed and taught Action Research for Special Education candidates.

2005- 2007 **Clinical Faculty – School of Education**
California Lutheran University
Thousand Oaks, CA

School of Education - graduate instructor for K-12 teachers and counselors: EDGN 554 Educational Measurement; EDGN 503 Introduction to Special Education; and EDGN 510 Action Research Methods for Practitioners.

2005- **Parent Education Specialist**
present **No Limits for Deaf Children**
 Culver City, CA

Developed and presented the weekly parent education and support program to No Limits parents of school-age children (K-6) who are deaf and hard of hearing at a non-profit organization which provides free auditory-oral and reading services (speech/language and literacy) after school and weekends.

2004-2005 **Co-Director, Graduate Teacher Education Program**
University of San Diego/John Tracy Clinic

Developed new programs of study, online and onsite, for teachers of deaf and hard of hearing in partnership with the University of San Diego, overseeing all aspects of the program (Birth to 22 years), including recruitment, admissions, program administration and evaluation. Written and prepared accreditation documents for CCTC and WASC, including developing all syllabi and course outlines. Taught graduate level EDSP 553 and EDSP 554.

2003-2005 **Adjunct Professor**
Rossier School of Education/University of Southern California/
John Tracy Clinic
Los Angeles, CA

Developed USC CTSE 581 Topics in Deafness (online course) covering subjects related to working with diverse student populations, trends and history of deaf education, inclusion of deaf and hard of hearing children in general education (birth – 22 years), and public laws related to special education (IDEA); CTSE 577 Language Development for the Deaf and Hard of Hearing Child, a course in conjunction with practicum for on-site program.

2003-2005 **Online Faculty - Doctoral Program**
University of Phoenix
Phoenix, AZ

Faculty with the University of Phoenix, Online Campus; teaching online doctoral level courses in Transformational Leadership and Innovation LDR 711 and Social Context and Contemporary Issues in Education EDD 711.

1996-2005 **Vice-President Educational Services**
Director, Correspondence Education for Parents of Deaf
Children
John Tracy Clinic

Developed and implemented two Distance Learning/Correspondence Courses for parents of preschool-age deaf and hard of hearing children with an international enrollment of over 2500 parents; updated course materials in English and Spanish; wrote and produced videotapes and special papers as needed to keep current with new hearing technologies including cochlear implants; oversaw international course translations; developed outreach efforts to parents of deaf and hard of hearing children from Latin America with Spanish language materials and a two week summer program for families in Spanish; conducted four cochlear implant training programs through NECCI for parents and professionals; supervised parent education staff, word processors, and the print shop.

1986-1996 **Director, Educational Services for Preschool Deaf Children**
John Tracy Clinic

Supervised and observed the entire Educational staff, Teacher Education staff, Audiology and Counseling Services personnel, and Media Department; program planning and implementation for preschool children who are deaf or hard of hearing in parent-centered, culturally diverse Preschool School and Early Intervention Programs; coordinated of all parent education; implemented inclusion program for deaf preschool children in regular hearing preschools throughout Southern California; created cochlear implant services for student with Nucleus 22 and 24, with Clarion and Med-El implants.

1985- 1995 **Adjunct Faculty**
University of Southern California/John Tracy Clinic

Developed and taught courses in the USC School of Education Teacher Preparation - Speech Development and Aural Habilitation, both basic and advanced courses (EDTE 483 and 583); supervised graduate students in clinical therapy in the areas of speech, spoken language and aural rehabilitation with school-age children who are deaf or hard of hearing from the greater Los Angeles area.

1985-1986 **Coordinator, Teacher Education Program**
Lecturer/Instructor
University of Southern California/John Tracy Clinic

Planned and coordinated graduate level coursework for the USC School of Education graduate students Master of Science in Education; supervised student teaching practicum in public schools throughout Los Angeles (K-6), at John Tracy Clinic preschool, and early intervention programs; taught USC graduate courses covering spoken language, speech development and aural habilitation, (EDTE 482, 484, 483, 585, 583); planned, supervised and taught parents in summer school programs in conjunction with John Tracy Clinic Distance Learning Courses.

1982-1985: **Early Intervention/Parent-Infant Teacher**
John Tracy Clinic, Los Angeles, CA

Planned and implement an Early Intervention Program for parents of newly identified deaf and hard of hearing children in a family-centered setting; taught evening Parent Classes with a special focus on spoken language, speech development and auditory learning; worked extensively with minority children and non-English-speaking families on communication skills and audiological management; taught children with additional challenges in addition to hearing loss.

1979-1982: **Teacher of Deaf and Hard of Hearing Children**
Speech/Language Therapist
John Tracy Clinic, Los Angeles, CA

Taught deaf and hard of hearing preschool children in special day classes, parent-centered classroom environments and in one-to-one speech/language therapy; taught Evening Parent Classes on communication skills and the development of spoken language with deaf and hard of hearing children from culturally diverse backgrounds; supervised student teachers in practicum programs; supervised parents' specific teaching in lessons at school and in the home.

1973-1978: **Woodstock Public School, Woodstock, CT**
Classroom teacher, grades 5 to 8
General Education/Reading and Social Studies

Taught reading and social studies in general education middle school; wrote grade five social studies curriculum; taught special education students included within a general education environment, including learning disabled, deaf, autistic and visually impaired.

GRANTS and AWARDS:

“Preparing teachers for today’s California students who are deaf and hard of hearing.” US Department of Education, Office of Special Education and Rehabilitative Services. 2012-2017 (**\$1.2 million**). PR/Award #: H325K110224

Graduate School of Education Award for Outstanding Achievement – “*Teaching*” August, 2014 (**\$500**).

Development of California Lutheran University Deaf and Hard of Hearing Program. Funded by a private foundation. 2005-06 (**\$30,000**)

Support for California Lutheran University Credential/Masters Degree candidates. Funded by a private foundation. 2008, 2009, 2010, 2011 (**\$150,000 total**)

Community Leaders Association, California Lutheran University, January 2015, 2016 and 2017. **\$6000** total to support CLU/No Limits partnership.

PUBLICATIONS

Martindale, M. (2015). Cochlear implant and hearing aid manufacturers: Resources and webinars. Council for Exceptional Children, Committee on Deaf and Hard of Hearing. <http://community.cec.sped.org/DCDD/Committees/NewItem2>

Martindale, M. & Rodriguez-Kiino, D. (2014). Voices of scholars who are preparing to teach today’s California students who are deaf and hard of hearing. Poster Session – US Department of Education, Office of Special Education Programs (OSEP) Directors’ Meeting, Washington, DC.

Martindale, M. & Rotfleisch, S. (2012). What can be expected of the child's auditory, language and speech skills if there is a significant difference between the child's hearing age and chronological age? In W. Estabrooks (Ed.), *101 Frequently Asked Questions About Auditory-Verbal Practice* Washington, DC: Alexander Graham Bell Association for the Deaf.

Martindale, M. & Rotfleisch, S. (2012). How do you know if a child is making appropriate progress in auditory-verbal therapy and education? In W. Estabrooks (Ed.), *101 Frequently Asked Questions About Auditory-Verbal Practice* (348-352). Washington, DC: Alexander Graham Bell Association for the Deaf.

Martindale, M. & Rotfleisch, S. (2012). Why do most children in auditory-verbal therapy and education acquire highly intelligible speech, but some do not? In W. Estabrooks (Ed.), *101 Frequently Asked Questions About Auditory-Verbal Practice* (358-362). Washington, DC: Alexander Graham Bell Association for the Deaf.

Martindale, M. & Bartell, C.A. (2010). State and national accreditation of one university program: A case study. *Volta Review*, 110(2), 249-260.

Martindale, M. & Tomlin, V. (2010). What is Action Research? *Volta Voices*, 17(2), 14-17.

Martindale, M. (2007). Children with significant hearing loss: Learning to listen, talk and read – Evidence-based best practices. *Communication Disorders Quarterly* (28)2, 73-76.

Martindale, M.E. & Goring, M.B. (1989). Delivery of services to Hispanic families with young hearing-impaired children: One model. (ERIC Document Reproduction Service No. ED322657).

RECENT PROFESSIONAL PRESENTATIONS

Martindale, M. (2018). Language Plateaus: Keep Moving Forward. No Limits for Deaf Children, Culver City, CA. January 2018.

Martindale, M. (2018). Current Trends in California's Deaf and Hard of Hearing Student Population: Implications for Decision Makers. Association of California School Administrators (ASCA), Anaheim, CA. February 2018.

Martindale, M. (2018). Wanted: Teachers for Students Who are Deaf and Hard of Hearing in California. California State University, Fullerton, CA. March 2018.

Martindale, M. (2016). Sustaining Partnerships in Deaf Education. Association of Independent Liberal Arts Colleges for Teacher Education, Las Vegas, NV. Feb. 2016

Martindale, M. & Rodriguez-Kiino, D. (2015) First-Year California teachers of the deaf: Preparation for the 21st century. California Council on Teacher Education, Quest for Teacher Education Research.

Martindale, M. Common Core State Standards: Students with Hearing Loss who Communicate via Listening and Spoken Language. No Limits for Deaf and Hard of Hearing Children, Culver City, CA, April 2014

Martindale, M. Training and Advocacy Group: Social Skills Training for Students with Hearing Loss from Culturally and Linguistically Diverse Backgrounds. A.G. Bell Academy Listening and Spoken Language Symposium, Los Angeles, July 2013.

Martindale, M. Research in Literacy for Learners with Hearing Loss. No Limits for Deaf and Hard of Hearing Children, Culver City, CA, April 2013

Martindale, M. Action Research for Listening and Spoken Language Professionals. No Limits for Deaf and Hard of Hearing Children, Culver City, CA October, 2010

Martindale, M. Professional Collaborations for Students with Hearing Loss. Los Angeles Unified School District, Los Angeles, CA, June 2009.

Martindale, M. Literacy Interventions for School-age Children with Hearing Loss. Pittsburgh, PA. Alexander Graham Bell Association for the Deaf Convention, June, 2006.

Martindale, M. Training Models to Update Professionals in Teaching Deaf and Hard of Hearing Students. Pittsburgh, PA. Alexander Graham Bell Association for the Deaf Convention, June, 2006.

Martindale, M. Listen, Talk and Read. Council for Exceptional Children – Communication Disabilities and Deafness Strand, Salt Lake City, Utah. April, 2006.

Martindale, M. and Flores-Beltran, L. Spanish-speaking families with preschool-age deaf children: US and Mexico, Alexander Graham Bell Association for the Deaf Convention, Anaheim, CA. June, 2004.

Martindale, M. BIT CI LINE: Training professionals to teach young children with cochlear implants, American College Educators-Deaf and Hard Of Hearing (ACE-DHH), San Antonio, Texas, Winter 2003.

Martindale, M. BIT CI LINE: **B**abies, **I**nfants and **T**oddlers with **C**ochlear Implants **L**earning **I**n **N**atural **E**nvironments, Alexander Graham Bell Association for the Deaf, St. Louis, MO, Summer 2002 (project co-director for videotape project of model early intervention program for babies with cochlear implants).

Martindale, M. Parents and professionals working as partners, Canadian Hard of Hearing Association, Newfoundland, Canada, spring, 2001 (three-day workshop for parents and professionals).

Martindale, M. Colleges and universities with teacher education programs for deaf and hard-of-hearing children, OPTION Schools, Spring Meeting 2001, Subcommittee Chairperson.

Martindale, M. Deaf and hard of hearing services for young children, SEECAP Symposium, winter 2001, in collaboration with the Los Angeles Unified School District.

Martindale, M. Special issues and data on infants and toddlers with cochlear implants, Self Help for the Hard of Hearing (SHHH) California Convention, Ontario, CA Winter 2001.

Martindale, M. Que pasa?, (editorial guest) *The Newsletter of the Panamerican Society of Audiology*, 8(3), April-June 2000.

Martindale, M. and McGinnis, M. NECCI Curriculum 3-Day Workshops for Professionals, Los Angeles, Summer 1998; Summer 1999; Summer 2000; Fall 2000; Summer 2001.

Martindale, M. Social competence of deaf and hard of hearing children in the mainstream (doctoral dissertation), Cochlear Implant Club International Convention, Los Angeles, Summer 1999.

Martindale, M. Working with families with deaf and hard-of-hearing children, Colegio Superior de Neurolinguística y Psicopedagogía and General Hospital of Mexico, Mexico City, Winter 1999 (three-day workshop for parents and professionals).

RELATED SCHOLARSHIP & Activities:

Consulting Editor– *Communication Disorders Quarterly*

Grant Application Peer Reviewer – U.S. Department of Education, Office of Special Education Programs (OSEP), 2017, 2014, 2013 and 2012.

California Commission on Teacher Credentialing – Accreditation Site Reviewer, 2014

Healthy Hearing Team, Shanghai, China. International Special Olympics, 2007.
Screened athletes’ hearing as part of the “Healthy Athletes Program.”

CONSULTANCIES

Anaheim SELPA (Special Education Local Planning Area)

Orange County SELPA (Special Education Local Planning Area)

Ventura County Office Special Education (Children’s Academy for Listening, Language and Learning)

LANGUAGES

Spanish

Signed English