



Meredith Berger, MSED



Meredith Berger, MS, has been the Director of Clarke Schools for Hearing and Speech/New York since 2008. She oversees a comprehensive birth-preschool program that supports children who are deaf and hard of hearing and their families from the earliest point of identification through the transition to kindergarten and beyond.

Meredith received a B.S. in Education (SUNY at Buffalo State College, 1991), a Master's degree in Deaf Education (Canisius College, 1992), a Master's degree in Educational Leadership (Canisius College, 2017). She is currently enrolled in the Deaf Education PhD program at Teacher's College at Columbia University.

Prior to joining Clarke, she was the Deaf and Hard of Hearing Educational Specialist at the New York Eye and Ear Infirmary's Ear Institute. Meredith currently sits on the board as a Director at Large of Option, an international, non-profit organization comprised of listening and spoken language programs and schools for children who are deaf or hard of hearing that advances excellence in listening and spoken language education by providing information and support to programs and school leaders. Meredith represents Option in the Common Ground Project collaboration between Option and CEASD, the organization representing most signing schools for the deaf in the US, to identify common areas of interest, policy needs and concern in order to advocate and improve outcomes for all deaf and hard of hearing children. Meredith recently joined the New York State EHDI Advisory Board in the dual role of parent of a hard of hearing child and as a professional in the field of Deaf Education and hopes to positively affect and improve systems and services for Deaf and Hard of Hearing children around the state. Meredith has presented at both national and local conferences on topics related to the educational implications of hearing loss, including understanding the role of the itinerant teacher of the deaf, meeting the needs of families from diverse cultural and linguistic backgrounds, Early Intervention/Part C testing implications, and working with children with microtia/atresia.