
COLORADO COMMISSION ON
 **HIGHER
EDUCATION**

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

Report to the General Assembly

JANUARY 2008

This report is prepared pursuant to Colorado Revised Statute § 23-1-121(6) to describe the condition of teacher education preparation at authorized colleges and universities in Colorado, including the total program enrollments, enrollments by licensure or endorsement area, and student demographic and institutional-level data.

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I. OVERVIEW, REPORT HIGHLIGHTS, DHE/CDE TEACHER PREPARATION REAUTHORIZATION SITE VISITS AND IMPLICATIONS

Overview

Pursuant to § 23-1-121(6) Colorado Revised Statutes, the Colorado Commission on Higher Education (CCHE) reports annually to the Education Committees of the General Assembly on the implementation of the Senate Bill 99-154, including:

- An overview of the enrollments in approved teacher education preparation programs;
- Plans for the teacher education program reauthorization processes, pursuant to § 23-1-121 Colorado Revised Statutes;
- A list of approved educator preparation programs, by institution.

The Department of Higher Education staff collected data for this report via the Student Unit Record Data System (SURDS) from those public and private institutions authorized to offer teacher education preparation programs in the state (a complete list of authorized institutions is found in Section III of this report). No attempt was made by DHE staff to alter or modify the teacher education data reported by the colleges and universities.

Importantly, § 23-1-121(6) C.R.S. requires the reporting of “the percentage of [teacher education program] graduates who passed the assessments administered pursuant to section 22-60.5-203, C.R.S.” Currently, all authorized teacher preparation programs require teacher candidates to pass the PLACE or Praxis assessments prior to student teaching. As a result, the pass rate on the PLACE and Praxis assessments of teacher preparation program graduates is 100 percent. Therefore, teacher education graduates’ pass rates are not reported here.

Required reporting of results from a first- and third-year teacher survey was removed from statute in 2005, and this report no longer includes information from such a survey.

Report Highlights

The major findings from the 2007 report deal with *Teacher Preparation Enrollments:*

1. Ten thousand eight hundred ninety-nine (10,899) students were enrolled in teacher education programs in the state of Colorado in 2006-2007.
2. There was a slight increase in total enrollments for undergraduate students from 5,322 to 5,965 and a slight decrease in graduate levels, from 4,557 to 3,762. Post-baccalaureate licensure-only enrollments decreased from 1,214 to 1,172.
3. The largest undergraduate enrollment was at the University of Northern Colorado (2,063 students). The largest graduate enrollment was at the University of Colorado Denver and Health Sciences (1,291). The largest post-baccalaureate enrollment was at Metropolitan State College (617).
4. Nearly eighty percent of all students enrolled in teacher education programs were Caucasian. Nearly seventy-seven percent of all enrolled students were female.
5. The number of Hispanic students enrolled in teacher education program decreased from 876 to 850. The number of Black, non-Hispanic students enrolled in teacher education programs decreased from 277 to 251.
6. The number of students enrolled in teacher education programs who were 22 and younger has increased from 3,078 to 4,534, a forty-seven percent increase.
7. Across all levels, the three largest licensure areas for students enrolled in teacher education programs were Elementary Education (thirty-seven percent of total), Special Education (seven percent), and Secondary – Social Studies (seven percent).
8. Less than two percent of the students enrolled in teacher preparation programs were seeking licensure in foreign language instruction.
9. Out of the 10,899 students enrolled in teacher preparation programs in Colorado, only 376 students (three-plus percent) were enrolled in Mathematics and only 444 (four percent) were enrolled in Secondary - Science licensure programs.

DHE/CDE Teacher Preparation Reauthorization Site Visit Schedule

Pursuant to 23-1-121 (3)(a) Colorado Revised Statutes, the Colorado Commission on Higher Education and the Colorado Department of Higher Education are required to administer periodic reviews of institutions of higher education offering teacher preparation programs to ensure that the programs meet the requirements for authorization.

Additionally, the Department of Education (CDE) is required to conduct periodic reviews of teacher in residence programs at our state's public, post-secondary institutions. 22-32-110.3 (6) (a) (II), C.R.S. and SECTION I, PART P TEACHER EDUCATION POLICY, section 3.01.04.

Reauthorization site visits scheduled for FY 2008 include programs at the University of Northern Colorado on March 25-27, 2008 and Colorado State University on April 22-24, 2008.

Reauthorization site visits scheduled for FY 2009 include programs at Colorado State University-Pueblo, Johnson and Wales University, Jones International University, Metropolitan State College, Mesa State College, Rocky Mountain College of Art and Design, and the University of Colorado, Boulder.

Pursuant to statute (23-1-121 C.R.S.), all programs are required to demonstrate compliance with the state's performance measures for teacher education: comprehensive admissions system, advising and screening of candidates, content knowledge aligned to standards, skills required for CDE licensing, 800 hours of field experiences, and assessment of student progress. Within this performance model are criteria by which to evaluate each program's implementation of the state's performance-based teacher education standards, the state's rules for the content preparedness of teacher education candidates, and the alignment with the state's K-12 Model Content Standards.

While not specified by statute, all programs are also asked to report on recruiting efforts and other initiatives designed to increase the number of underrepresented students and which encourage students to enroll in mathematics and science areas.

Findings & Implications

All approved teacher preparation programs at institutions of higher education—public and private—are compliant with the state’s performance based teacher education measures. That is, all authorized teacher preparation programs have instituted competitive admission requirements to their teacher education programs, provide ongoing counseling to and assessment of teacher candidates, instruct according to the State Board of Education’s Model Content Standards, and require 800 hours or more of field experiences (e.g. student teaching).

The total number of undergraduate teacher education candidates grew twelve percent between 2006 and 2007. The number of traditional-aged students enrolled in teacher education programs grew by forty-seven percent. These facts are very encouraging, but other challenges persist.

Students who are members of ethnic minority groups represented small numbers of enrollees in teacher preparation programs. There was a slight decrease in the representation of minority students in teacher education programs from 2006 to 2007, from 1,480 enrolled students to 1,463. The decrease in Hispanic teacher education candidates from 876 to 850 is of particular concern, when the overall Hispanic population in the state is increasing.

Another challenge continues to be the small number of students enrolled in math and science endorsement areas. The percentage of students in these areas remained static from 2006 to 2007, at three and four percent, respectively.

On a positive note, data in this report suggest that teacher education preparation programs continue to be pursued by both traditional and non-traditional students. There was a significant increase in traditional students enrolling in teacher education programs, but older students still comprise fifty percent of teacher education candidates. Among all licensure areas, twenty-one percent of teacher candidates are 35 years of age or older, suggesting that many of these students are perhaps making career changes (Table 3). Second, growth continued in the private sector in 2006-2007 particularly among for-profit institutions. Jones International University teacher education enrollment increased twenty percent from 530 to 637 in its second year of operation.

II. TEACHER PREPARATION AND ENROLLMENTS

Total Enrollment

This section provides information on the number of students enrolled in approved teacher education preparation programs in Colorado as required by § 23-1-121(6) Colorado Revised Statutes.

In total, **10,899** students were enrolled in approved teacher education preparation programs at 16 public and private institutions in Colorado.¹ The University of Northern Colorado led all public institutions in total enrollment of students in teacher licensure programs with 2,751 followed by Metropolitan State College of Denver (1,703), the University of Colorado Denver and Health

¹ Three private institutions (Johnson & Wales University, Rocky Mtn. College of Art & Design, and University of Phoenix) did not submit information on their teacher education programs during FY 2007.

Sciences (1,413), and Colorado State University (942). Among private colleges and universities, Regis University enrolled the most teacher licensure students with 968, followed by Jones International University (637) and Colorado Christian University (247). Table 1 summarizes these enrollments by degree level (undergraduate, post-baccalaureate, and graduate) and by institution while Table 2 summarizes them by student level and by endorsement area.

**TABLE 1: TEACHER EDUCATION PROGRAM ENROLLMENTS
FOR ALL ENDORSEMENT/LICENSURE AREAS BY LEVEL BY INSTITUTION
FISCAL YEAR 2006-2007**

| Institution | Student Level | | | Grand Total |
|---|---------------|--------------------|---------------|---------------|
| | Graduate | Post-Baccalaureate | Undergraduate | |
| Adams State College | 12 | 1 | 191 | 204 |
| Colorado Christian University | 27 | | 220 | 247 |
| Colorado College | 62 | 5 | 11 | 78 |
| Colorado State University | 221 | 76 | 645 | 942 |
| Colorado State University - Pueblo | 43 | | 350 | 393 |
| Denver University | 52 | | 3 | 55 |
| Fort Lewis College | | 90 | 226 | 316 |
| Jones International University | 637 | | | 637 |
| Mesa State College | | 29 | 200 | 229 |
| Metropolitan State College of Denver | | 617 | 1,086 | 1,703 |
| Regis University | 571 | 34 | 363 | 968 |
| University of Colorado - Boulder | 62 | 232 | 344 | 638 |
| University of Colorado - Colorado Springs | | | 79 | 79 |
| University of Colorado at Denver and Health Sciences Center | 1,291 | 88 | 34 | 1,413 |
| University of Northern Colorado | 688 | | 2,063 | 2,751 |
| Western State College | 96 | | 150 | 246 |
| Grand Total | 3,762 | 1,172 | 5,965 | 10,899 |

Notes: SURDS Teacher Education data, FY 2007
Unduplicated student count within grouping

Undergraduate enrollments comprised fifty-five percent of total enrollments, while graduate enrollments accounted for thirty-four percent of the total². Post-baccalaureate programs enrolled eleven percent of the students in teacher licensure programs. The two largest undergraduate enrollments among public colleges and universities were found at the University of Northern Colorado (2063) and Metropolitan State College of Denver (1086). Regis University had the largest undergraduate enrollment (363) among private institutions.

Although nine institutions offered post-baccalaureate programs, Metropolitan State College accounted for almost fifty-three percent (617) of the 1,172 post-baccalaureate students, and the University of Colorado at Boulder enrolled twenty percent (232).

Thirty-four percent of the students enrolled in teacher education preparation programs were enrolled in graduate programs. The University of Colorado at Denver and Health Sciences enrolled the largest number of graduate students (1,291) followed by the University of Northern Colorado

² After the publication of this report, Mesa State College indicated a graduate enrollment of 56 students. Western State College indicated that 96 graduate students should have been reported as Post-Baccalaureate students. While noted here, the tables in the report were not changed because they accurately reflect how the institutions reported their data in the SURDS teacher education file.

(688). Among private institutions, Jones International University enrolled the largest number (637) of graduate students followed closely by Regis University (571).

**TABLE 2: TEACHER EDUCATION PROGRAM ENROLLMENTS
FOR ALL INSTITUTIONS BY LEVEL BY ENDORSEMENT/LICENSURE AREAS
FISCAL YEAR 2006-2007**

| ENDORSEMENT AREA | Student Level | | | Grand Total |
|--|---------------|--------------------|---------------|---------------|
| | Graduate | Post-Baccalaureate | Undergraduate | |
| Administrator | 44 | | | 44 |
| Agriculture and Renewable Natural Resources | | | 25 | 25 |
| Art (K-12) | 55 | 40 | 221 | 316 |
| Audiologist | 3 | | | 3 |
| Business and Marketing Education | | | 1 | 1 |
| Business Education | 14 | 1 | 5 | 20 |
| Counselor, School | 130 | 1 | 1 | 132 |
| Drama | | | 51 | 51 |
| Early Childhood Education | 1 | 22 | 189 | 212 |
| ECE Special Education | 121 | | 3 | 124 |
| ECE Special Education: Specialist | 8 | | | 8 |
| Elementary Education | 872 | 470 | 2,724 | 4,066 |
| English Language Arts | 127 | 123 | 521 | 771 |
| Family and Consumer Studies | 1 | 4 | 34 | 39 |
| Foreign Language | 21 | 29 | 119 | 169 |
| Gifted Education Specialist | 20 | | | 20 |
| Instructional Technology Teacher | 11 | | | 11 |
| Library Media, School | 135 | | | 135 |
| Linguistically Diverse: Bilingual | 7 | | | 7 |
| Linguistically Diverse: ESL | 245 | | 1 | 246 |
| Marketing Education | 1 | | 4 | 5 |
| Mathematics | 81 | 37 | 258 | 376 |
| Music (K-12) | 21 | 13 | 292 | 326 |
| Occupational Therapist, School | 98 | 1 | 10 | 109 |
| Orientation and Mobility Specialist, School | 2 | | | 2 |
| Physical Education | 16 | 34 | 289 | 339 |
| Principal | 583 | 2 | 39 | 624 |
| Psychologist, School | 92 | | | 92 |
| Reading Teacher | 220 | | | 220 |
| Science | 129 | 83 | 232 | 444 |
| Social Studies | 119 | 106 | 586 | 811 |
| Social Worker, School | 8 | | 3 | 11 |
| Special Education Generalist | 411 | 70 | 357 | 838 |
| Special Education Specialist: Deaf/Hard of Hearing | 4 | | | 4 |
| Special Education Specialist: Visually Impaired | 10 | | | 10 |
| Speech | 3 | | 12 | 15 |
| Speech/Language Pathologist | 12 | | | 12 |
| Technical Education | 2 | 1 | | 3 |
| Undeclared or Unknown | 160 | 138 | 3 | 301 |
| Grand Total | 3,787 | 1,175 | 5,980 | 10,942 |

Notes: SURDS Teacher Education data, FY 2007
Unduplicated student count within grouping

The largest number of students (see Table 3) are enrolled in Elementary Education (4066), followed by Special Education Generalist (838), and Social Studies (811). The endorsement areas with the lowest number of students enrolled are Business and Marketing Education and Orientation and Mobility Specialist with 1 and 2 students enrolled in each of the areas.

Table 3 summarizes demographic characteristics of students enrolled in teacher licensure programs. Female students comprised the vast majority of those enrolled, representing seventy-seven percent of the student population. Students who are members of ethnic minority groups represented small

numbers of enrollees in teacher preparation programs. Students were fairly evenly represented in terms of age categories, suggesting that teacher education is an attractive field for non-traditional aged and second-career students.

**TABLE 3: TEACHER EDUCATION PROGRAM ENROLLMENTS
FOR ALL ENDORSEMENT/LICENSURE AREAS
BY DEMOGRAPHIC CHARACTERISTICS
FISCAL YEAR 2006-2007**

| Demographic Characteristic | Number of Students Enrolled | Percent of Total |
|-----------------------------------|-----------------------------|------------------|
| Gender | | |
| Female | 8,397 | 77.0% |
| Male | 2,497 | 22.9% |
| No Gender Data | 6 | 0.1% |
| Total | 10,900 | |
| Ethnicity | | |
| Unknown Ethnicity | 709 | 6.5% |
| Non-Resident Alien | 14 | 0.1% |
| Black, non-Hispanic | 251 | 2.3% |
| American Indian or Alaskan Native | 131 | 1.2% |
| Asian or Pacific Islander | 231 | 2.1% |
| Hispanic | 850 | 7.8% |
| White, non-Hispanic | 8,716 | 79.9% |
| Total | 10,902 | |
| Age | | |
| 22 and younger | 4,534 | 36.7% |
| 23 - 24 years | 1,631 | 13.2% |
| 25 - 34 years | 3,517 | 28.5% |
| 35 and older | 2,658 | 21.5% |
| Total | 12,340 | |

Notes: SURDS Teacher Education data, FY 2007

Unduplicated student count within grouping (age determined based on date of birth and term attending)

III. APPROVED EDUCATOR PREPARATION PROGRAMS

Data in the following table show the approved educator preparation programs in Colorado by institution and program area. These programs are not differentiated by degree level (graduate, post-baccalaureate, or undergraduate).

| APPROVED PROGRAMS | ADAMS STATE COLLEGE | COLORADO CHRISTIAN UNIVERSITY | COLORADO COLLEGE | COLORADO STATE UNIVERSITY | FORT LEWIS COLLEGE | JOHNSON AND WALES UNIVERSITY | JONES INTERNATIONAL UNIVERSITY | MESA STATE COLLEGE | METRO STATE COLLEGE OF DENVER | REGIS COLLEGE | REGIS UNIVERSITY (CPS) | ROCKY MOUNTAIN COLLEGE OF ART AND DESIGN | UNIV. OF COLORADO AT BOULDER | UNIV. OF COLORADO AT COLORADO SPRINGS | UNIV. OF COLORADO AT DENVER/HSC | UNIVERSITY OF DENVER | UNIVERSITY OF NORTHERN COLORADO | UNIVERSITY OF PHOENIX | COLORADO STATE UNIVERSITY-PUEBLO | WESTERN STATE COLLEGE |
|---|---------------------|-------------------------------|------------------|---------------------------|--------------------|------------------------------|--------------------------------|--------------------|-------------------------------|---------------|------------------------|--|------------------------------|---------------------------------------|---------------------------------|----------------------|---------------------------------|-----------------------|----------------------------------|-----------------------|
| ADMINISTRATOR | | | | | | | | | | | | | | ◆ | ◆ | ◆ | ◆ | | | |
| AGRICULTURE AND RENEWABLE NATURAL RESOURCES | | | | ◆ | | | | | | | | | | | | | | | | |
| ART | ◆ | | ◆ | ◆ | ◆ | | | ◆ | ◆ | ◆ | ◆ | ◆ | | | | ◆ | ◆ | | ◆ | ◆ |
| AUDIOLOGIST, SCHOOL | | | | | | | | | | | | | ◆ | | | | ◆ | | | |
| BUSINESS & MARKETING ED | | | | | | ◆ | ◆ | | | | | | | | | | | | | |
| BUSINESS EDUCATION | ◆ | | | ◆ | | | | | | ◆ | ◆ | | | | | | | | ◆ | |
| COUNSELOR, SCHOOL | ◆ | | | ◆ | | | | | | | | | | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ |
| DRAMA | | | | | | | ◆ | | | | ◆ | | | | | | ◆ | | | |
| EARLY CHILDHOOD EDUCATION | ◆ | ◆ | | ◆ | ◆ | | | ◆ | ◆ | | ◆ | | | | | | ◆ | | ◆ | |
| ELEMENTARY EDUCATION | ◆ | ◆ | ◆ | | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| ENGLISH LANGUAGE ARTS | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ |
| FAMILY & CONSUMER STUDIES | | | | ◆ | | ◆ | | | | | | | | | | | | | | |
| FOREIGN LANGUAGE | ◆ | | ◆ | ◆ | ◆ | | ◆ | | ◆ | ◆ | | | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ |
| HEALTH | | | | | | | ◆ | | | | | | | | | | | | | |
| INSTRUCTIONAL TECHNOLOGY SPECIALIST | | | | | | | | | | | ◆ | | | | ◆ | | | | | |
| INSTRUCTIONAL TECHNOLOGY TEACHER | | | | | | | ◆ | | | ◆ | | | | | ◆ | | | | | |
| LIBRARY MEDIA, SCHOOL | | | | | | | | | | | | | | | ◆ | ◆ | ◆ | | | |
| LINGUISTICALLY DIVERSE | ◆ | | | ◆ | ◆ | | | | | ◆ | ◆ | | ◆ | ◆ | ◆ | | ◆ | | ◆ | ◆ |
| LINGUISTICALLY DIVERSE EDUCATION SPECIALIST: BILINGUAL ED | ◆ | | | ◆ | | | | ◆ | ◆ | | | | ◆ | | | ◆ | | | | |
| MARKETING EDUCATION | | | | ◆ | | | | | | | | | | | | | | ◆ | | |

APPROVED PROGRAMS

| | ADAMS STATE COLLEGE | COLORADO CHRISTIAN UNIVERSITY | COLORADO COLLEGE | COLORADO STATE UNIVERSITY | FORT LEWIS COLLEGE | JOHNSON AND WALES UNIVERSITY | JONES INTERNATIONAL UNIVERSITY | MESA STATE COLLEGE | METRO STATE COLLEGE OF DENVER | REGIS COLLEGE | REGIS UNIVERSITY (CPS) | ROCKY MOUNTAIN COLLEGE OF ART AND DESIGN | UNIV. OF COLORADO AT BOULDER | UNIV. OF COLORADO AT COLORADO SPRINGS | UNIV. OF COLORADO AT DENVER/HSC | UNIVERSITY OF DENVER | UNIVERSITY OF NORTHERN COLORADO | UNIVERSITY OF PHOENIX | COLORADO STATE UNIVERSITY-PUEBLO | WESTERN STATE COLLEGE |
|---|---------------------|-------------------------------|------------------|---------------------------|--------------------|------------------------------|--------------------------------|--------------------|-------------------------------|---------------|------------------------|--|------------------------------|---------------------------------------|---------------------------------|----------------------|---------------------------------|-----------------------|----------------------------------|-----------------------|
| MATHEMATICS | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| MUSIC | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | | ◆ | | | ◆ | ◆ | | ◆ | ◆ |
| NURSE, SCHOOL | | | | ◆ | | | | | ◆ | ◆ | | | | | ◆ | | ◆ | | | |
| OCCUPATIONAL THERAPIST, SCHOOL | | | | ◆ | | | | | | | | | | | ◆ | | | | | |
| ORIENTATION AND MOBILITY SPECIALIST, SCHOOL | | | | | | | | | | | | | | | | | ◆ | | | |
| PHYSICAL EDUCATION | ◆ | | | | ◆ | | | ◆ | ◆ | | | | | | | | ◆ | | ◆ | ◆ |
| PHYSICAL THERAPIST, SCHOOL | | | | | | | | | | | | | | | ◆ | | | | | ◆ |
| PRINCIPAL | ◆ | | | ◆ | | | | | | | ◆ | | | ◆ | ◆ | ◆ | ◆ | ◆ | | |
| PSYCHOLOGIST, SCHOOL | | | | | | | | | | | ◆ | | | | ◆ | ◆ | ◆ | | | |
| READING SPECIALIST | | | | | | | | | | | | | | | | | ◆ | | | |
| READING TEACHER | ◆ | | | | | | | | | | | | ◆ | ◆ | ◆ | | ◆ | | | |
| SCIENCE | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ |
| SOCIAL STUDIES | ◆ | ◆ | ◆ | ◆ | ◆ | | ◆ | ◆ | ◆ | ◆ | | | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| SOCIAL WORKER, SCHOOL | | | | ◆ | | | | | | | | | | | | ◆ | | | | |
| SPEECH | | | | ◆ | | | ◆ | | | | ◆ | | | | | | ◆ | | | |
| SPEECH/LANGUAGE PATHOLOGIST, SCHOOL | | | | | | | | | | | | | ◆ | | | | ◆ | | | |
| TECHNOLOGY EDUCATION (TECH ED) | | | | ◆ | | | | | | | | | | | | | | ◆ | | |
| TRADE AND INDUSTRY EDUCATION | | | | ◆ | | | | | | | | | | | | | | | | |
| SPECIAL EDUCATION DIRECTOR | | | | | | | | | | | | | | | | ◆ | ◆ | | | |
| SPECIAL EDUCATION GENERALIST | | | | | | | | | ◆ | | ◆ | | ◆ | ◆ | ◆ | | | | | ◆ |
| SPECIAL EDUCATION SPECIALIST | | | | | | | | | | | | | ◆ | ◆ | | | | | | |
| SPECIAL EDUCATION SPECIALIST-VISUALLY IMPAIRED | | | | | | | | | | | | | | | | | ◆ | | | |
| SPECIAL EDUCATION SPECIALIST-DEAF/HARD OF HEARING | | | | | | | | | | | | | | | | | ◆ | | | |
| ECE SPECIAL EDUCATION SPECIALIST | | | | | | | | | | | | | | | | | | | | |
| ECE SPECIAL EDUCATION | | | | | | | | | | | ◆ | | | | | ◆ | | | | |
| GIFTED EDUCATION SPECIALIST | | | | | | | | | | | | | | | | ◆ | | | | |