Western’s Teacher Institute provides opportunities for educators to earn graduate credit while enhancing content knowledge, sharing pedagogy, and networking with educators from throughout Colorado and beyond. The Teacher Institute offers a variety of content courses designed specifically for K-12 educators who want to enrich their existing curricula while meeting requirements for renewing their teaching license. Opportunities include hands-on, individualized activities, instructional enhancements, outdoor classrooms, and field trips. This year, there will be an entirely online/remote offering following the Western on-campus experience. Our catalog and registration clearly show which courses are offered on Western’s campus and which ones will be offered online.

Discounted Rate for Credits
The Ann Zugelder Endowment provides funds that have allowed Western Colorado University to expand initiatives in offering graduate credit courses for teachers. Graduate credits will be offered at a discounted rate of 50% to teachers registering by May 1st, 2021 in teams of 3 or more from the same school district (the rate is 20% for a team of 2 teachers from the same district). New for 2021: The discounted rate is available on a first come first served basis until the endowment amount has been reached for this year. Once the endowment funds have been reached course credits will be offered at the full rate. If you have questions about the endowment and discounts please do not hesitate to email Extended Studies.

Meeting Credit Hour Expectations
WCU follows the credit standards as established by the U.S. Department of Education. These standards define a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. Western’s assigned credit hours are consistent with the Federal definition of a credit hour and the Colorado Commission on Higher Education’s established minimum class times for credit courses. Student achievement is an institutionally established equivalency that reasonably approximates a total of 45 hours of instruction between in class and out of class work per credit. The Teacher Institute courses have outside class requirements that meet these credit standards.

CDE English Learner PD Requirement
Throughout the catalog you may see courses marked with a “★” – These courses will help educators to meet CDE’s English Learner PD requirements (CLD). Upon completion of the course, participants will receive an accompanying matrix required by CDE for justification of the ELL/PD credits. Please contact Jenny Whitacre, if you have further questions about these courses or the requirement.

Western Strong: Ensuring Campus Safety
As per the Western Strong response to Covid-19, the Teacher Institute will follow all guidelines and protocols as communicated and determined by the University. Please visit https://western.edu/covid-19-updates/ for additional information.
# Overview of On-Campus Courses

<table>
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<tr>
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<tbody>
<tr>
<td>Bush, Biddy</td>
<td>Sensor Immersion: Promoting Computationally Rich Classrooms</td>
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<td>Crossley</td>
<td>Smartphone Data Collection (and Mapping)</td>
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<td>Duba</td>
<td>Leadership at the Edge</td>
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<td>Glaws</td>
<td>Critical Pedagogies in the English Language Arts Classroom</td>
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<td>Immerso</td>
<td>American Sign Language I</td>
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<td>Johnson</td>
<td>Rivers as Text: Inquiry Through Ecology</td>
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<td>Leigh</td>
<td>An EcoJustice Practice at the Secondary Education Level</td>
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<td>Mason</td>
<td>Trauma-Sensitive Teaching for Special and General Education Teachers</td>
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<td>Porter</td>
<td>Teaching Religious Beliefs, Cultures, Histories, &amp; Current Events with Objectivity &amp; Inclusivity</td>
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<td>Taylor</td>
<td>Teaching and Learning Environmental Justice and Sustainability</td>
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<td>Yaden</td>
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<tbody>
<tr>
<td>Beedes</td>
<td>Planning for the Post-Covid Classroom</td>
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<tr>
<td>Bodine</td>
<td>Hands on STEAM Projects (II)</td>
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<td>Davidson</td>
<td>Call of the Wild: Understanding Motivational &amp; Inspiring Effects of the Outdoors for Classroom Teaching</td>
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<td>Gallagher, Moran</td>
<td>Empower Your Students with Project Based Learning! (Level 2)</td>
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<td>Johnson</td>
<td>Water in the West: Inquiry Through Geography and Civics</td>
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<td>Merrigan, Hausdoerffer</td>
<td>Literacy for Everyone</td>
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<tr>
<th>Week 2: M 6/14-W 6/16</th>
<th>Instructor Last Name</th>
<th>Course Title</th>
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<tr>
<td>Bodine</td>
<td>Recycled Beauty</td>
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<tr>
<td>Immerso</td>
<td>Experiential Education: Combining Classroom and Field Based Learning</td>
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<tr>
<td>Johnson</td>
<td>Teaching Curiosity and Wonder: Exploring, Journaling, and Discussing</td>
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<tr>
<td>Schloesser</td>
<td>Resilient Colorado: Natural Hazards Education for Secondary Science Classrooms</td>
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<th>Week 2: Th 6/17-Sa 6/19</th>
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<tr>
<td>Bodine</td>
<td>Culture, Creativity, and Collaboration - Second Addition! A CLD accredited course</td>
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<tr>
<td>Harwell</td>
<td>Place-Based Learning within the Field Seminar</td>
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<td>Immerso</td>
<td>Spanish Language Learning</td>
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<td>Poulsen</td>
<td>Connecting ELA Curriculum Units to NGSS</td>
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<td>Tagliareni</td>
<td>Dive into Project Based Learning</td>
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# Overview of Online Courses

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<tbody>
<tr>
<td>Gallagher, Moran</td>
<td>Blended Learning: Individualized Playlists for All Levels of Experience</td>
</tr>
<tr>
<td>Glaws</td>
<td>Young Adult Literature in Secondary Classrooms</td>
</tr>
<tr>
<td>Johnson</td>
<td>Public Lands of the USA: the History, Today, and a More Equitable Future</td>
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<tr>
<td>King</td>
<td>Catalyzing Change in School Mathematics</td>
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<tr>
<td>Mason</td>
<td>Multi-Tiered Instruction Using Technology &amp; Differentiation to Support all Students</td>
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<tr>
<td>Mason</td>
<td>Trauma-Sensitive Teaching for Special and General Education Teachers</td>
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<tr>
<td>Mitchell</td>
<td>ECE: Positive Guidance and Social Emotional Supports</td>
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<tr>
<td>Murfee</td>
<td>Creative Writing, Alternative Education, &amp; Field Experiences</td>
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<tr>
<td>Nuruddin</td>
<td>Secondary Teaching and Learning Through Cultures and Language</td>
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<td>NGSS Science &amp; Engineering Practices in the K-12 Classroom</td>
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<tr>
<td>Powell</td>
<td>Google for Every Educator</td>
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<tr>
<td>Reaves</td>
<td>Retreat, Reflect, Renew: Creative Modes of Reflective Learning for Teachers and Students</td>
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<tr>
<td>Tayne</td>
<td>Multi-Disciplinary Teaching and Learning Climate Change</td>
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ON-CAMPUS

On-Campus courses will be offered in Gunnison, CO on Western’s beautiful campus from June 7-21. All COVID-19 protocols will be followed to ensure for a safe learning environment.

WEEK 1 (JUNE 7-12)

EDUCATION

American Sign Language I ★
Karen Immerso
EDUC 510; 2 credits, $340, CRN 16080
M 6/7-W 6/9 (8am-6pm)
Audience: K-12
Grading: A-F
American Sign Language (ASL), is considered a foreign language, a community language or a language of instruction. It is being offered for teachers who have both a personal and professional interest in pursuing new communication skills. This American Sign Language class will take you well beyond general body language awareness in order to become a more widely versed communicator. Lessons and practice sessions during this three-day class will cover the basics of ASL. We will learn basic signs, sentence structure, and fingerspelling. You will begin to build your receptive skills. We will explore some cultural aspects of working with a Deaf and Hard of Hearing population. We will also consider the adaptations for ASL with special needs students. Participants may come to a new level of expression and have fun within this truly “hands-on” learning experience.

American Sign Language II ★
Karen Immerso
EDUC 510, 2 credits, $340 + $5 Course Fee, CRN 16092
M 6/7-W 6/9 (8am-6pm)
Audience: Secondary
Grading: S/U
Dynamic times call for dynamic teaching. Ecojustice education is a pedagogy that recognizes and seeks to repair the cultural roots of our common ecological crisis while acting to mitigate and adapt through sustainability and community resilience. Ecojustice education is diverse in content and application. In practice, Ecojustice education invites students to learn while participating in our shared economic, social, and environmental systems. Using this pedagogy, students take ownership over their learning and connect with their local community in a manner that gives context and relevancy to their school experience. During this course we will discuss a culture of domination and how that presents itself in our school settings. We will use the text EcoJustice Education (2015) by Martusewich, Edmundson, and Lupinacci. We will experience an Ecojustice project example that can serve as the foundational activity from which an entire unit or school year can be built from student curiosities. Teachers in all subject areas and grade levels are invited to enroll. In fact, diverse teaching knowledge and experience is ideal. If possible, taking this course with your teaching team will be beneficial because you will have time to collaborate and plan an Ecojustice project during the course.
Critical Pedagogies in the English Language Arts Classroom

Andrea LeMahieu Glaws
EDUC 510, 2 credits, $340, CRN 16091
M 6/7- W 6/9 (8am-6pm)
Audience: English Language Arts Teachers
Grading: S/U

Grounded in scholarly work and theories related to critical pedagogies, critical English education, critical race English education, anti-racist literature instruction, and queer pedagogies, this course explores ways middle and high school English language arts teachers can incorporate critical practices into their classroom practice. Participants will gain a deeper knowledge and understandings of critical pedagogies and critical practices within secondary English language arts classrooms; analyze and evaluate a previously used unit plan through a critical lens; develop and/or revise a unit plans to be used in the upcoming school year to incorporate critical pedagogies and practices; and develop and commit to a critical teaching stance and future learning.

The Curated Classroom (On-Campus Version)

Kimberly Yadon
EDUC 510, 1 credit, $170, CRN 16087
6/7-Tu 6/8 (8am-5pm)
Audience: K-12
Grading: S/U

Although most teachers have been building digital literacy into their classroom practice for years, the pandemic has created an urgency around innovative digital pedagogy. The lines between online and physical classrooms haven’t just blurred—they’ve disappeared, leaving teachers with less time and fewer resources to deliver twice the experience. In this course, teachers will focus on one practice that can help them keep up with this demand and transform their digital pedagogy: curation.

At the most basic level, curation is a process for identifying and integrating relevant and current information within any given content area. While this is a critical digital literacy skill, it really begins to transform learners when they are empowered and motivated to contribute to the learning process. It’s when students are encouraged to become architects of their own educational experiences that they begin to learn in entirely new ways.

In this course, you will explore how all aspects of curation—from searching for information to organizing and grouping it to sharing it with others—promotes digital literacy and personalizes the learning experience. Once you understand how curation can transform your classroom, you will create a unit plan that teaches your students about the practice and guides them in their development of the skills required to judge the value of information, and the ingenuity required to add value and meaning to that information. Students who attend in person can expect an interactive course that combines lecture, discussion, group activities, and more. This course will also allow for participants to join remotely via Zoom for the in-class sessions, if they prefer a collaborative, synchronous opportunity.

Empower Your Students with Project Based Learning! (Level 2)

Keely Moran & Katie Gallagher
EDUC 510, 2 credits, $340, CRN 16079
Th 6/10-Sa 6/12 (8am-6pm)
Audience: K-12
Grading: S/U

The perfect class for those who want to take their students to the next level using Project Based Learning! Participants should have some experience with Project Based Learning for this level 2 course. This class is designed to be interactive, reflective, creative, and productive for teachers of all subject areas in grades K-12. We will look at gold standard PBL units in depth using the essential project design elements as well as the 7 project-based teaching practices. Students will evaluate and revise a PBL unit they have previously planned or taught as well as design a new PBL unit through a greater understanding of what makes a gold standard unit. Students will walk out of class with a much deeper knowledge of PBL practices, a revised PBL unit and a new PBL unit ready for the upcoming school year, resources, connections, and more.

Hands on STEAM Projects (Part II)

Rain Bodine
EDUC 510, 2 credits, $340 + $15 Course Fee, CRN 16076
Th 6/10-Sa 6/12 (8am-6pm)
Audience: K-12
Grading: S/U

This is our second edition of Hands on STEAM Projects, the first course is not necessary to take this class, nor is Project Based Learning experience- we will go over these methods in class. Teachers will explore a variety of new hands on STEAM projects built to enhance engagement in the classroom. All lessons can be adapted to a K-12 curriculum. Each of the creative projects incorporate one or more of the fields of Science, Technology, Engineering, Art
and Math. The projects will include various circuitry, art bots and disco balls, playing with tech toys such as Cubelets, and Dash on Dot Coding robots. We will also develop a mini LAUNCH with a PBL challenge. Teachers taking this course can expect to have a minimum of 4 projects and examples ready for lesson planning and classroom adaptation.

**Literacy for Everyone ★**

*Karen Hausdoerffer & Rita Merrigan*

EDUC 510, 2 credits, $340, CRN 16084
Th 6/10-Sa 6/12 (8am-6pm)
Audience: K-12
Grading: A-F

This course offers hands-on strategies to make kid literature more accessible to CLD learners, and to integrate more diverse literature into the classroom. Participants will try out games, classroom structures, discussion formats, art projects, and theatre games to enliven literature for CLD students and talk about contemporary cultural issues around inclusion. Participants will bring their own questions and ideas for adapting these strategies to each unique learning setting. Through a survey of kid-lit of all levels, we will introduce exciting new trends in diverse publishing, a large sampling of diverse books of all levels, and cross-curricular connections. We will discuss current issues in CLD literacy, and ideas for including parents as literacy educators. We define CLD learners to include not only race and culture, but students representing neurodiversity, gender diversity, and class diversity. Participants should come willing to move around, laugh, act, take risks, and have fun together.

**Sensor Immersion: Promoting Computationally Rich Classrooms**

*Jeffrey B. Bush & Quentin Biddy*

EDUC 510, 1 credit, $170, CRN 16089
M 6/7- W 6/9 (8am-6pm)
Audience: Secondary (STEM, Science)
Grading: S/U

This course supports middle school science and STEM teachers to incorporate sensor technology in their classrooms, increase student engagement and promote computationally rich communication. Completion of this course makes teachers eligible for participation in a paid research opportunity with the University of Colorado Boulder and ability to participate in a (remote) professional learning community. Teachers who decide to join the research study will be compensated $1200 for implementation and data collection relating to the sensor-immersion unit in their classrooms during the 2021-2022 school year. CU will also provide Micro:bits and sensors for all course participants and full classroom sets to teachers who join the study. Using a curriculum called, Sensor Immersion, teachers will investigate a phenomena relating to the Micro:bit sensors, create models to explain the phenomena, then learn to wire and program sensors, refine their models, create rich data displays and investigate phenomena on their own. The programming is done with Make Code, a block-based interface designed for coding novices. Teachers will explore how to adapt curriculum (co-designed by researchers at CU and local teachers) to their own classrooms. The curriculum was designed for 6th through 9th grade Science and STEM classrooms but adaptations to other subjects and/or grades will be discussed. Educators may participate in this course in person, on Western's campus. Or they may synchronously join remotely for equal participation. Regardless of their participation format, this course will give teachers the tools, skills and knowledge to give all students equitable access to rich, relevant STEM experiences.

**Teaching and Learning Environmental Justice and Sustainability**

*Kelsey Mills Tayne*

EDUC 510, 2 credits, $340, CRN 16093
M 6/7- W 6/9 (8am-6pm)
Audience: K-12
Grading: S/U

From the water crisis in Flint, Michigan to climate change, learning about environmental justice and sustainability is timely and critical for K-12 students. Because of the interdisciplinary nature of environmental justice and sustainability, this topic can be incorporated into multiple disciplinary settings in K-12 education, making this course relevant for elementary teachers, science teachers, social studies teachers, and more. This course will support teachers to develop greater knowledge about environmental justice and sustainability and how to approach this topic in the classroom. Drawing on research, theory, and practice we will explore environmental justice and sustainability from an interdisciplinary and intersectional lens. In this course, teachers will explore environmental justice and sustainability through current and local issues by creating a public-facing journalism story. This class is designed for teachers to collaboratively build on what they have learned in this course to plan, develop, and adapt curriculum within their K-12 teaching setting. This class will provide multiple avenues of participation so that teachers with novice to intermediate backgrounds with environmental justice and sustainability content knowledge and teaching experience can find this course relevant and useful.
Trauma-Sensitive Teaching for Special & General Education Teachers (On-Campus Version)

Dr. Tara Mason
EDUC 510, 2 credits, $340, CRN 16100
M- 6/7 - W 6/9 (8am-6pm)
Audience: K-12, SPED
Grading: A-F

Research suggests that more than 68% of all school-aged children have experienced some form of trauma (Pappano, 2014). As educators, it can be challenging to support students who may have experienced trauma and poverty. It can also feel overwhelming to consider how we can meet the needs of our students who may have negative experiences in our classrooms due to past traumas being triggered by new events. With COVID-19, trauma-sensitive instruction has been at the forefront of our education news as we learn daily updates related to COVID-19. Through the lens of teaching in differentiated classrooms both online and face-to-face, this course focuses on trauma-sensitive classes and providing practical tips and guidance from that perspective (not as a mental health professional). The purpose of this course is to (1) present an overview of childhood trauma types, effects, and research related to trauma-sensitive instruction, (2) suggest strategies for supporting students who are experiencing the impact of trauma; and (3) devise supports for trauma-sensitive classroom culture, an individualized menu of trauma-supports, and resources for special populations. This course is appropriate for K-12 general and special education teachers who would like to work collaboratively to develop lesson plans and differentiated resources from proactive social/emotional supports through intensive supports to use inside classrooms. Finally, trauma-informed teaching provides guidance and resources in the hopes of interrupting the cycle of adversity for our students by empowering and supporting them. This course will be offered face-to-face, on campus. However, the instructor also can accommodate those who want a synchronous course experience utilizing zoom if traveling to campus is not possible. If one chooses to join remotely they will have opportunity to work with a teacher cohort and collaborate.

ENVIRONMENTAL SCIENCE

Rivers as Text: Inquiry through Ecology

Sarah R Johnson
ENVS 510, 2 credits, $340 + $15 Course Fee, CRN 16082
M 6/7 - T 6/8 (8am-5pm)
Audience: Secondary
Grading: S/U

Learn how to utilize rivers and riparian habitat as the context to meet the Colorado 2020 Science standards (NGSS) through observations, explorations, discussions, and journaling to create three-dimensional, phenomenon and problem-driven science learning experiences. During this field-based course, participants will explore the three major components of a river ecosystem: aquatic life, water quality, and riparian habitat. Inter-disciplinary field experiences include field trips to local riverside parks and open spaces. Curriculum resources will be shared from BEETLES, Project WET, and Denver Water’s Water Education Resource Guide. Participants will also create an online Google My Maps river field trip asset map for their school using tools from Jane Goodall’s Roots and Shoots curriculum.

Water in the West: Inquiry Through Geography and Civics

Sarah R Johnson
ENVS 510, 2 credits, $340 + $15 Course Fee, CRN 16083
Th 6/10 - Sa 6/12 (8am-6pm)
Audience: Secondary
Grading: S/U

Learn how to incorporate the complexities of water management in the West into your curriculum through cross-curricular field and classroom learning. Using visible thinking, questioning, inquiry, deliberation, and reflecting routines participants will explore western water management, water law, and watershed geography. We will explore and learn how to use Library of Congress teaching tools, Project WET: Discover A Watershed, Population Education, and other proven teaching resources in your classrooms. Participants will also create an ESRI Story Map using online GIS tools to explore and explain water management concepts and corresponding geography more closely. Field experiences will include visiting local reservoirs, water infrastructure projects, and riverside parks.

GEOGRAPHY

Smartphone Data Collection (and mapping)

Dr. Phil Crossley
GEOG 510, 1 credit, $170, CRN 16077
M 6/7 - T 6/8 (8am-5pm)
Audience: Upper Elementary-Secondary
Grading: A-F

Students will learn to use a variety of smartphone apps to collect and map data which can then be used in-class for analysis, and communication of results—learning the
tools and processes which you can then use with your students, to collect whatever form of field observations and data are relevant for your subject matter. All sessions will be held outside (sometimes with personal laptop in covered setting), and include a combination of discussion, app set up, field data collection, downloading of data, and development of Story Maps and other presentation tools. Participants will conclude the course by developing several data collection and presentation learning units, and the associated materials needed to turn them into lesson plans for the upcoming year.

HISTORY

Teaching Religious Beliefs, Cultures, Histories, & Current Events with Objectivity & Inclusivity
Dr. Camarin Porter
HIST 510, 2 credits, $340, CRN 16085
M 6/7 - W 6/9 (8am-6pm)
Audience: K-12
Grading: S/U

Teachers and administrators foster classroom and school environments that protect students from bias or intolerance based on their religious and cultural beliefs or backgrounds. That mandate for inclusivity often translates, though, into an aversion to discussing individual faith communities or the nature of religious belief and practice in general out of concern for “getting it wrong,” which may in turn suggest to students that religious belief and global faith traditions are too taboo or difficult to learn. This course will provide an opportunity to learn an objective framework and vocabulary for discussing and teaching religion in History, Government, Social Studies, or other courses. It will draw on lessons and resources from the anthropology, philosophy, and history of religion to understand how religious beliefs function in society. We will also strengthen our confidence in teaching local or global religious history, current conflicts, or struggles for rights and tolerance. Finally, we will learn how to provide “snapshots” of religious traditions without simultaneously reducing them to overgeneralizations that foster or reinforce stereotypes. The class is divided into three units, each with their own assigned readings (provided by the instructor) & assignments. Unit I: Defining “Religion” & Understanding How Religious & Philosophical Beliefs Function in Society. Unit II: Teaching “Snapshots” of Global Faith Traditions & Cultures Through Emphasis on the Historical Contexts in Which they Emerged. Unit III: Identifying the Goals & Tools for Objective Discussions & Assignments & How to Model Religious & Media Literacy for Students.

PSYCHOLOGY

Planning for the “Post-Covid” Classroom
Dr. Lindsay Beddes
PSY 510, 2 credits, $340, CRN 16088
Th 6/10 - Sa 6/12 (8am-6pm)
Audience: K-12; Administration
Grading: A-F

The Covid-19 pandemic resulted in a sudden and prolonged shift to online or hybrid learning for K-12 students. In addition to the ‘Covid Slide’ losses in academic progress, students are experiencing disparate levels of Covid-related trauma, loss of academic enrichment, and other socio-emotional impacts. These issues leave educators wondering how to prepare for a “post-Covid” classroom. In this interactive course, we will engage in conversation about each educator’s strengths and challenges experienced over the year and a half of remote teaching. We will dig into a new topic each day, as guided by the interests of teachers in the course (e.g., student trauma and socio-emotional impact of Covid; re-motivating students to learn; differentiation of curriculum and other tools to meet the varying academic needs of students; managing student/parent expectations; etc.). The guiding question for this course is how to help students return to normalcy (or the ‘new’ normal) while not only ‘catching them up’ but also moving them forward both academically and socially. The culmination of the course will be designing classroom activities in the form of lesson plans that incorporate the tools and activities we identify through our course.

RECREATION & OUTDOOR EDUCATION

Call of the Wild: Understanding the Motivational & Inspiring Effects of the Outdoors for Classroom Teaching
Dr. Curt Davidson
ROE 510, 2 credits, $340 + $5 Course Fee CRN 16090
Th 6/10 - Sa 6/12 (8am-6pm)
Audience: K-12
Grading: A-F

This course will focus on foundational knowledge, theory, and practical skills to incorporate Experiential Education and the outdoor environment in concert with the traditional classroom. As each generation of our society moves more towards urban environments, nature must remain an active foundation of individuals’ lives. This course is designed to give instructors the fundamental understanding that there is an essential genetically-based human need and propensity to affiliate with “life and lifelike processes,” especially in the outdoors. During this course, instructors will come to recognize that striving to utilize
the natural environment to get individuals to reconnect with nature is not a new idea, but difficult to incorporate in traditional school settings. By utilizing both theoretical-based information and trips into the natural environment, instructors will be given insight into the importance of exposing youth to these experiences. This course is designed to take into account that many classroom students may have never had any previous (physical) exposure to the natural environment. This course is limited to only 14 enrollees, as we will be entering into Public Lands and that is the permitted limit.

**Leadership at the Edge**

*Paul Duba*

ROE 510, 2 credits, $340 + $5 Course Fee, CRN 16139
M 6/7- W 6/9 (8am-6pm)
Audience: K-12; Administration
Grading: S/U

Leadership is a practice that requires the courage to ask others to imagine a different future with you. This is true if you are leading a classroom, leading a building, or leading a school district. Sometimes the future is easy, a matter of setting goals and then helping others make progress toward reliable results through practiced execution. But when we take on problems without easy answers, leadership requires us to help others commit to a path of discovery—an invitation to join in collaboration and innovation—where curiosity and being “OK not knowing” are important steps along the way to new knowing. Leadership at the Edge is a course for those who want to understand this road less travelled; what leaders do (and teams need) to reach for breakthrough results. This course is hands-on, highly experiential, and built to help you grow your leadership, enabling you to more reliably unlock the magic in others and hold the door open for creativity and innovation. This course is for leaders in classrooms, administration, and policy implementation. For those whose teams must perform in the face of uncertainty, change, and complexity, this course will help build your reach and influence as a leader.

**WEEK 2 (JUNE 14-19)**

**EDUCATION**

**Connecting ELA Curriculum Units to NGSS (On-Campus Version)**

*Katie Poulsen*

EDUC 510, 2 credits, $340, CRN 16101
Th 6/17-Sa 6/19
Audience: Elementary
Grading: S/U

In this course, participants will learn how to align their current English Language Arts Curriculum to the NGSS with a focus on incorporating the science and engineering practices, disciplinary core ideas, and cross-cutting concepts in their literacy instruction. They will become more familiar with the 5E instructional model to design student-centered, inquiry-based science learning engagements. Students will develop an ELA and Science focused unit connected to their current language arts curriculum to be taught during the upcoming school year.

**Culture, Creativity, and Collaboration – Second Addition!**

*A CLD Accredited Course*

*Rain Bodine*

EDUC 510, 2 credits, $340 + $20 Course Fee, CRN 16094
Th 6/17-Sa 6/19 (8am-6pm)
Audience: K-12
Grading: S/U

Culture, Creativity and Collaboration in the Classroom—take two! The first addition of this course is not required to take this class. This course will utilize hands-on creative projects that explore our students’ cultural identities and voice through a variety of lenses. We will collaborate as a class and delve into ways to enhance and engage our own classroom communities. Expect to create a minimum of four meaningful projects that will accompany lesson plans relevant to your individual subject area and teaching level. This course will also address the standards for English Learner Educator Professional Development. Through the Quality Standards 5.12-5.15, participants will research teaching strategies for CLD populations, including first and second language acquisition, literacy development, and methods, materials, and assessment. This course will also include an accompanying matrix required by CDE for justification of the CLD credits.

**Dive into Project Based Learning (On-Campus Version)**

*Beth Tagliareni*

EDUC 510, 2 credits, $340, CRN 16102
Th 6/17-Sa 6/19 (8am-6pm)
Audience: K-12
Grading: S/U

Whether you are new to Project-Based Learning (PBL) or a PBL veteran in need of a fresh outlook, this course will be sure to guide you through understanding the importance of PBL in today’s classroom. Learn how to gradually hand over the learning process to students, a system for
planning projects, and view countless authentic examples from those doing the work right now. You will leave this course with your very own new or revised PBL Unit.

**Recycled Beauty!**

*Rain Bodine*

EDUC 510, 2 credits, $340 + $5 Course Fee, CRN 16095  
M 6/14-W 6/16 (8am-6pm)  
Audience: K-12  
Grading: S/U  

This course could be described as an Environmental Art Class. We will be discussing, researching, and analyzing current trends in recycling throughout the world. We will specifically address how COVID 19 has affected our consumption and even greater need for management of waste. We will also be paying attention to our own consumption and collect waste, recyclables, and found objects to upcycle into works of art! The class members will also participate in a collaborative outdoor recycled art challenge based on a PBL Launch format- no prior experience with PBL necessary, we will go over the structure in class. This PBL project challenge can be customized for any classroom as well as specific student lead adaptations.

**Resilient Colorado: Natural Hazards Education for Secondary Science Classrooms (On-Campus Version)**

*Katya Schloesser*

EDUC 510, 2 credits, $80, CRN 16123  
M 6/14-W 6/16 (8am-6pm)  
Audience: Secondary  
Grading: S/U  

In this in-person course, we invite secondary earth and environmental science teachers to learn a new place-based, NGSS aligned science curriculum on natural hazards. The curricular unit includes a lesson on natural hazards (wildfire, flood or drought) that uses current Colorado case studies and local datasets, a scenario-based role-play game, and lessons for students to develop resilience strategies for their hometown to present at a community expo. Instructional strategies include project-based learning, gamification, design thinking, and community engaged learning. Additionally, the workshop will include a field trip to conduct an environmental hazard inventory in Gunnison and meet with several local stakeholders that plan for resiliency and hazard mitigation in their work. The CIRES Education and Outreach team at CU Boulder developed the curriculum, which is part of a program called the Hazard Education Awareness and Resilience Task (HEART) Force. HEART Force is funded by a NOAA Environmental Literacy Grant and is designed specifically for rural Colorado classrooms to increase students’ understanding of natural hazards and community preparedness, and encourages students to take action to increase their community’s resilience to natural hazards.

The grant covers registration for this course, as well as provides an optional stipend for teachers who would like to teach the curriculum and hold a community resilience expo in their community. Expect to dig into local issues relevant to your community in this course, and learn from educators from around the state in a growing community of practice!

**Spanish Language Learning (Level I)**

★Karen Immerso★

EDUC 510, 2 credits, $340, CRN 16098  
Th 6/17-Sa 6/19 (8am-6pm)  
Audience: K-12  
Grading: A-F  

Using activities and conversation, we will study and speak the Spanish language at a beginner level. This is an active approach for those wanting enough Spanish speaking skills to interact with students and parents within their school in basic conversations. We will introduce vocabulary, the use of verbs and verb tenses, enhance listening and comprehension skills, and practice communicating within this very interactive learning environment. This offering can also model the curricular use of experiential learning activities for classroom situations. This is intended for never-ever Spanish language learners or those who want a basic review in the language.

**ENVIRONMENTAL SCIENCE**

**Teaching Curiosity and Wonder: Exploring, Journaling, and Discussing**

*Sarah R Johnson*

ENVS 510, 2 credits, $340, CRN 16125  
Th 6/17-Sa 6/19 (8am-6pm)  
Audience: K-12  
Grading: S/U  

Rediscover the magic of curiosity and wonder for yourself while also learning teaching practices to engage students of all ages in exploration, discovery, journaling (science drawings), and discussion. Utilizing tools from the Lawrence Hall of Science’s BEETLES Project, engage with phenomenon directly, think like a scientist, experience instruction based on how people learn, participate in culturally relevant learning environments, and learn through discussion. Through outdoor explorations you will participate in making observations, field journaling, questioning
strategies, teaching and learning, and promoting discussion professional learning modules. Leave with practical skills and routines you can use with students in various settings in addition to outdoor contexts to address the 2020 Colorado Science Standards and NGSS. Class will take place in the classroom, outside on campus, and at nearby parks and open spaces; participants will need to drive themselves to off campus sites (all within 5-mile radius of campus). All course work due by July 16, 2021.

**RECREATION & OUTDOOR EDUCATION**

**Experiential Education: Combining Classroom & Field Based Learning**

*Karen Immerso*

ROE 510, 2 credits, $340 + $5 Course Fee, CRN 16138  
M 6/14-W 6/16 (8am-6pm)  
Audience: K-12  
Experiential teaching and learning happen in both classroom and “field” settings. Within the many concepts of EE: service learning, expeditionary learning, project- and place-based learning, adventure and outdoor education, we will explore these different pedagogies and find how you might incorporate these for your particular teaching situation. We will hope to discover ways to create a new classroom culture that expands on students’ socio-emotional skills. A range of options in the Gunnison Valley for “field-based learning” environments (campus, our small town, rural setting, mountain- river- forest & open sage country), invite us to be out in these new surroundings on Days 2 and 3. Participants will lead some activities and lessons. The class will include discussions on student leadership, teachers as “facilitators”, the design of new experiential lessons that meet the specific needs, interests, motivations and goals of each teacher’s student group. We will also explore how to link curriculum with outdoor environments. Expect moderate physical exertion though no previous outdoor experience is required on Friday and Saturday.

**Place-Based Learning within the Field Seminar**

*Derek Harwell*

ROE 510, 2 credits, $340 + $20 Course Fee, CRN 16097  
Th 6/17-Sa 6/19 (8am-6pm)  
Audience: Secondary (7-12)  
Grading: S/U  
Throughout the history of education, place has been at the core of both curriculum and pedagogy. Through a classroom/field hybrid course, will explore the components of Place-Based Learning and how various aspects can be applied within the unique characteristics of your school and community settings. Western is uniquely situated within the Gunnison River Watershed. This waterway is fed by a variety of streams, creeks, and rivers originating from the crest of the western slope. The watershed supplies Blue Mesa, the largest body of water in Colorado, before continuing downstream to become a major contributor to the Colorado River. Through the lens of our local watershed, we will explore ways in which to see, experience, and understand aspects of our larger world from a deep engagement with the local. This course will take a multi-disciplinary approach including Science, Art, Politics, and Literature as the foundations from which to explore the landscape.
ONLINE COURSES

Online courses will be offered June 21-August 2. Individual course descriptions explain the course format and date window. If there is a course that seems interesting to you but whose timeframe does not work for your schedule – please email Extended Studies/Jenny Whitacre to see if you can still be accommodated in the course.

EDUCATION

Blended Learning: Individualized Playlists for All Levels of Experience
Katie Gallagher & Keely Moran
EDUC 510, 2 credits, $340, CRN 16105
Audience: K-12
Grading: S/U
“Blended learning offers educators the opportunity to reimagine teaching and learning. It allows teachers to partner with their students to assess, track, and reflect on learning. This partnership gives teachers more time and energy to innovate and personalize learning while providing students the opportunity to be active agents driving their own growth.” (Catlin Tucker). This course is designed to challenge all K-12 educators, regardless of their background in blended learning. Whether you are new to blended learning, want to refine your practice, or an old pro, this course is designed to meet your needs through personalized playlists, collaboration and authentic applications. Educators will work through various playlists and participate in synchronous discussions with their peers and facilitators while diving into differentiated resources and activities at their own pace. Synchronous sessions will be held once weekly for 30-60 minutes. This course provides teachers with strategies to rethink traditional workflows to make teaching practices sustainable as education continues to evolve. Students/educators will leave with an action plan of ready-to-use and personalized strategies, tools, and lessons for the upcoming school year. This course will begin on 6/21/21, with synchronous sessions in the first 3 weeks and the rest of the course self-paced.

Catalyzing Change in School Mathematics
Dr. Michelle Morgan King
EDUC 510, 3 credits, $510, CRN 16108
Audience: Anyone who teaches mathematics
Grading: A-F
The National Council of Teachers of Mathematics [NCTM] identified four key recommendations for the improvement of mathematics programs to ensure “the highest quality mathematics education for each and every student.” Those recommendations include (a) broadening the purposes of learning mathematics, (b) creation of equitable structures in mathematics, (c) implementation of equitable instruction, and (d) development of deep mathematical understanding. During this course, students will explore each of these recommendations and engage in meaningful discourse with peers both within and across grade bands about action steps towards change. Students will develop a portfolio of implementable ideas and activities for immediate use in the classroom. This course will include five synchronous sessions hosted via Zoom. Those sessions will occur on Thursdays July 1, 8, 15, 22, and 29 from 3 to 5pm.

Connecting ELA Curriculum Units to NGSS (Online Version)
Katie Poulsen
EDUC 510, 2 credits, $340, CRN 16115
Audience: Elementary
Grading: S/U
In this course, you will learn how to align your current English Language Arts Curriculum to the Next Generation Science Standards with a focus on incorporating the science and engineering practices, disciplinary core ideas, and cross-cutting concepts in your literacy instruction. You will become more familiar with the 5E instructional model to design student-centered, inquiry-based science learning engagements. As part of the course, you will develop an ELA and Science focused unit connected to your current language arts curriculum to be taught during the upcoming school year. All synchronous meetings will be held on Wednesday evenings at 7 pm MST. (June 23, 30, July 7, 14, 21, 28)

The Curated Classroom (Online Version)
Kimberly Yadon
EDUC 510, 1 credit, $170, CRN 16122
Audience: K-12
Grading: S/U
Although most teachers have been building digital literacy into their classroom practice for years, the pandemic has created an urgency around innovative digital pedagogy. The lines between online and physical classrooms haven’t
just blurred—they’ve disappeared, leaving teachers with less time and fewer resources to deliver twice the experience. In this course, teachers will focus on one practice that can help them keep up with this demand and transform their digital pedagogy: curation.

At the most basic level, curation is a process for identifying and integrating relevant and current information within any given content area. While this is a critical digital literacy skill, it really begins to transform learners when they are empowered and motivated to contribute to the learning process. It’s when students are encouraged to become architects of their own educational experiences that they begin to learn in entirely new ways.

In this course, you will explore how all aspects of curation—from searching for information to organizing and grouping it to sharing it with others—promotes digital literacy and personalizes the learning experience. Once you understand how curation can transform your classroom, you will create a unit plan that teaches your students about the practice and guides them in their development of the skills required to judge the value of information, and the ingenuity required to add value and meaning to that information. Online students can expect to explore topics through asynchronous interactions via discussions, reading reflections, short lectures, knowledge checks, scheduled consultations with the instructor, and more.

This course will begin on 6/21/21, and participants can work at their own pace.

Dive into Project Based Learning (Online Version)
Beth Tagliareni
EDUC 510, 2 credits, $340, CRN 16120
Audience: K-12
Grading: S/U
Whether you are new to Project-Based Learning (PBL) or a PBL veteran in need of a fresh outlook, this course will be sure to guide you through understanding the importance of PBL in today’s classroom. Learn how to gradually hand over the learning process to students, a system for planning projects, and view countless authentic examples from those doing the work right now. You will leave this course with your very own new or revised PBL Unit. This course will run June 21st-August 2nd. There will be an optional synchronous meeting to open the course on June 21st. All other course discussions will be completed in an asynchronous format. Each course participant will be required to participate in a one-on-one in person meeting with the teacher. This meeting will be scheduled by the participant and take place at some point in the last two weeks of the course.

Early Childhood Education: Positive Guidance and Social Emotional Supports
Carie Mitchell
EDUC 510, 3 credits, $510, CRN 16111
Audience: Pre-K – 3rd Grade
Grading: A-F
This course explores guidance theories, applications, goals, techniques and factors that influence expectations, classroom management issues, and prosocial skills. This course will provide an introduction to the social-emotional development of young children with and without disabilities and practices to support the development of social emotional skills. We will review the Pyramid Model and learn about the specific approaches at each level of this tiered prevention model. This course focuses on children from birth through age eight. This course is a virtual 6-week course running from 6/21/21 to 7/31/21. The class is broken up into 6 modules, you have a week to complete each module from Monday through Sunday. There will also be weekly synchronous meeting check-ins to be determined by the participants in the course.

Google for Every Educator ★
Kathie Powell
EDUC 510, 2 credits, $340, CRN 16117
Audience: K-12
Grading: S/U
This 2-credit class will cover everything you need to know about using G-Suite in your classroom. If you are new to G-Suite, there will be activities to help you develop and strengthen your skills. If you currently use G-Suite and want to take your skills to the next level, this class will help you meet your goals.

Once you learn the basics of Google’s G-Suite for Education, you need the time and support to apply your new skills to your teaching practice. In this workshop, we will apply and implement G-Suite tools to your real-life classroom. This course meets the requirements for your CLD licensure hours by providing a wide variety of strategies to engage all learners and use technology to provide access to the content.

This class will open on June 21. There will be 6 required meetings. Each meeting will last for an hour. These meetings can be attended live or by watching a recorded video of the meeting. The dates of the meetings will be June 21 - June 23 and June 27 - June 29 from 9 - 10 am. A form will be required after each meet. The class will stay open until August 2 to allow for flexibility in coursework assignments.
Multi-Disciplinary Teaching and Learning Climate Change
Kelsey Mills Tayne
EDUC 510, 2 credits, $340, CRN 16121
Audience: K-12
Grading: S/U
Learning about climate change—and how to take action to address it—is timely and critical for K-12 students. Because of its interdisciplinary nature, climate change can be incorporated into multiple disciplinary settings in K-12 education, making this course relevant for elementary teachers, science teachers, social studies teachers, and more. This course will support teachers to develop greater knowledge about climate change and climate change teaching and learning. Drawing on research, theory, and practice, we will explore teaching and learning from the angles of climate change action, politics and politicization, emotion, and justice. Through this class, teachers will explore climate change as a current and local issue, through a public-facing journalistic story. This class is designed for teachers collaborate with their colleagues to build on what they have learned in this course to plan climate change curriculum within their K-12 teaching setting. Teachers will work individually or collaboratively to develop or adapt curriculum related to climate change. This class will provide multiple avenues of participation so that teachers with novice to intermediate background with climate change content knowledge and teaching experience can find this course relevant and useful. This course will follow a flipped classroom model. In addition to asynchronous work, we will meet synchronously for two-hour meetings, once per week for four weeks (June 21-July 18), to total eight hours of synchronous time. Meeting time will be determined based on teachers’ availability. If synchronous participation for all four weeks is not possible, individual accommodations can be made.

Multi-Tiered Instruction Using Technology & Differentiation to Support all Students ★
Dr. Tara Mason
EDUC 510, 2 credits, $340, CRN 16109
Audience: K-12, SPED
Grading: S/U
Through the lens of Universal Design for Learning (UDL), this online course will develop educators understanding of multi-tiered systems of supports to serve all students in their K-12 programs. The course will delve deeply into linking interventions, systems of supports, and technology supports in order to provide enhancement, accessibility, and achievement for a continuum of learning needs emphasizing the needs of students served in special education and Culturally-Linguistic and/or Diverse programs. Educators will learn about evidence-based interventions in the areas of literacy and mathematics through course activities and intensive study of our MTSS workbook & companion website. In addition, educators will learn ways to differentiate and accommodate learning with assistive technology supports in Chrome, iOS or other technology supports. Educators will build an MTSS action plan, multi-tiered lesson unit tied to their subject or grade level area and an assistive technology help guide as a final project in this course using one or more interventions to serve students in their classrooms served in special education and/or Culturally-linguistically diverse student programs. This course will be offered 6/21-8/2/21, and will be entirely asynchronous meaning participants can work at their own pace.

NGSS Science & Engineering Practices in the K-12 Classroom
Katie Poulsen
EDUC 510, 2 credits, $340, CRN 16116
Audience: K-12
Grading: S/U
In this course, students will gain a deeper understanding of the NGSS Science & Engineering Practices (SEP) through readings and hands-on activities. Participants in the course will create a story line of lessons based on the eight practices for their desired content area (Science, Engineering, ELA, Social Studies) to be implemented in the 21-22 school year. The course will be offered online from June 21-August 2, 2021. Students will engage readings from the required text and journal articles, online discussions, and unit planning with the eight Science and Engineering Practices asynchronously. Synchronous meetings will be scheduled on Thursdays to engage in whole group discussions around the weekly readings, engage in hands-on activities around the SEPs, and receive feedback on unit planning.

Resilient Colorado: Natural Hazards Education for Secondary Science Classrooms (Virtual Version)
Katya Schloesser
EDUC 510, 2 credits, $80, CRN 16119
Audience: Secondary
Grading: S/U
In this virtual course, we invite secondary earth and environmental science teachers to learn a new place-based, NGSS aligned science curriculum on natural hazards.
The curricular unit includes a lesson on natural hazards (wildfire, flood or drought) that uses Colorado datasets, a scenario-based role-play game, and lessons for students to develop resilience strategies for their hometown to present at a community expo. Instructional strategies include project-based learning, gamification, design thinking, and community engaged learning. Additionally, the workshop will include a presentation from a Cooperative Institute for Research in Environmental Sciences (CIRES) scientist on natural hazards in Colorado.

The CIRES Education and Outreach team at CU Boulder developed the curriculum, which is part of a program called the Hazard Education Awareness and Resilience Task (HEART) Force. HEART Force is designed specifically for rural Colorado classrooms to inspire youth action to increase community resilience to natural hazards. The HEART Force NOAA grant covers registration for this course, as well as provides an optional stipend for teachers who would like to teach the curriculum and hold a community resilience expo in their community.

The course will meet once a week for a 2-hour zoom meeting from June 21-August 23, chosen by the course participants based on schedules. The class will not meet the week of August 26 to allow time for work on final projects. Expect to dig into local issues relevant to your community in this course, and learn from educators from around the state in a growing community of practice!

Retreat, Reflect, Renew: Creative Modes of Reflective Learning for Teachers and Students
Dr. Melanie Reaves
EDUC 510, 2 credits, $340, CRN 16118
Audience: K-12
Grading: A-F
Reflection is essential to learning. This self-paced fully online course covers theory, research, and evidence-based methods for learning by reflecting on experiences. Reflective practices, such as free-writing, thinking through metaphors, and collaboration will serve as pathways for learning techniques involving journaling, conversation, and arts-based meaning-making (no previous art experience necessary). Teachers will leave having had time to synthesize theory and research in connection with their practice (retreat), create a collection of insights into their own teaching and learning (reflect), and develop a set of techniques to use with their students to teach them how to engage in reflective learning (renew). The course opens on June 7, 2021 and closes August 2, 2021. Synchronous Zoom sessions will be offered twice a week during the month of July, Mondays/Wednesdays 10-11 am (MST).

Although attendance is not required, students are encouraged to join to get the full benefit of collaborative learning.

Secondary Teaching and Learning Through Cultures and Language
Sharon M. Nuruddin
EDUC 510, 1 credit, $170, CRN 16113
Audience: Secondary
Grading: A-F
In Hidalgo’s (1993) foundational work on teacher introspection, she affirms that “before we can begin to understand others...we need to understand ourselves and what we bring to our interactions with others” (p. 99). How do we apply this perspective in today’s climate? In this course, participants will discuss culturally responsive pedagogies from the inside out as they will be tasked to consider how teachers’ and students’ sociocultural identities and linguistic affiliations affect teaching and learning in the secondary classroom. Each class session will highlight materials and practical activities to promote 1) reconciling the many biases that we inherit from our lived experiences, and 2) teaching through the many forms of capital students bring to the classroom. This is an asynchronous, online course with weekly discussion posts on the readings and other materials designed to maintain student engagement throughout the week and create a space for mutual support. Three major assignments include a teacher introspection paper, a school culture reflection essay, and the writing and presentation of a culture-centered lesson plan. The course will run 4 weeks and begin on 6/21/21.

Trauma-Sensitive Teaching for Special & General Education Teachers (Online Version)
Dr. Tara Mason
EDUC 510, 2 credits, $340, CRN 16110
Audience: K-12, SPED
Grading: A-F
Research suggests that more than 68% of all school-aged children have experienced some form of trauma (Pappano, 2014). As educators, it can be challenging to support students who may have experienced trauma and poverty. It can also feel overwhelming to consider how we can meet the needs of our students who may have negative experiences in our classrooms due to past traumas being triggered by new events. With COVID-19, trauma-sensitive instruction has been at the forefront of our education news as we learn daily updates related to COVID-19. Through the lens of teaching in differentiated classrooms
both online and face-to-face, this course focuses on trauma-sensitive classes and providing practical tips and guidance from that perspective (not as a mental health professional). The purpose of this course is to (1) present an overview of childhood trauma types, effects, and research related to trauma-sensitive instruction, (2) suggest strategies for supporting students who are experiencing the impact of trauma; and (3) devise supports for trauma-sensitive classroom culture, an individualized menu of trauma-supports, and resources for special populations. This course is appropriate for K-12 general and special education teachers who would like to work collaboratively to develop lesson plans and differentiated resources from proactive social/emotional supports through intensive supports to use inside classrooms. Finally, trauma-informed teaching provides guidance and resources in the hopes of interrupting the cycle of adversity for our students by empowering and supporting them. There are two opportunities to learn all about trauma-sensitive classroom instruction. This course will be offered as an asynchronous course from 6/21-8/2, where TI participants will work online, individually, to complete course learning activities and projects.

**Young Adult Literature in Secondary Classrooms**  
*Andrea LeMahieu Glaws*  
EDUC 510, 1 credit, $170 CRN 16106  
Audience: English Language Arts Teachers  
Grading: S/U

This course explores literature written for middle and high school aged students and ways these titles can be incorporated into classroom spaces. Participants will broaden their knowledge of young adult literature titles through the reading of young adult novels and gain a deeper understanding of ways to incorporate young adult literature into their classroom practice. Throughout the course, participants will read five young adult novels spanning various genres including realistic fiction, dystopian literature, novels in verse, graphic novels, and non-fiction; engage in discussions around classroom practices, text selection, representation in YA lit, and censorship; complete a book study that overviews one pedagogical resource book; and write a final reflection on course learnings. This course will meet synchronously online via Zoom six times (Tuesday, June 22, June 29, July 6, July 13, July 20, July 27) from 5:30-8:30pm.

**ENGLISH**

**Creative Writing, Alternative Education & Field Experiences**  
*Molly Murfee*  
ENG 510, 2 credits, $340, CRN 16112  
Audience: Secondary  
Grading: A-F

Get creative out in nature in this stimulating and active field-based writing course! Experiment with creative writing and the field experience as inspiring tools for gathering information, processing emotions, and finding a constructive, energizing and motivating outlet for interacting with the complex environmental and social issues of our time. Connect to the natural world through the combined use of a Creative Writing Portfolio and field experiences. Incorporate experiential education, student-centered learning and interdisciplinary studies into a traditional classroom. Explore the effective writing techniques of creative non-fiction focused on nature and the environment. Each day sends students out into nature to complete inspiring guided freewriting prompts and conduct independent research; then return in the afternoon for synchronous Zoom classroom time for sharing the writing experience, and thought-provoking author and teaching strategy discussions. This is a fun, yet intensive, three-day course and it is not advisable to take other courses in the June 23 – 25 window. Students should block out Wednesday, June 23, Thursday, June 24 and Friday, June 25 for planned course activities from 8 a.m. – 6 p.m. each day, and an expectation of completing readings in the evenings. Synchronous Zoom class time meetings will specifically take place from 2 – 6 p.m. each of these three days. Participants will participate in pre and post course work (predominately reading) approximately a week before and a week after the course with all assignments completed by July 3. While perfect for English, composition and the natural sciences, techniques can be applied to most any subject.

**ENVIRONMENTAL SCIENCE**

**Public Lands of the USA: History, Today, and a More Equitable Future**  
*Sarah Johnson*  
ENVS 510, 2 credits, $340, CRN 16107  
Audience: Secondary  
Grading: S/U

Expand your knowledge of public lands in America. Through interactive discussion-based online learning ex-
perience, participants will gain a stronger understanding of federal land designations, history of these lands, and the context in which these places were protected. Participants will gain access to a new public lands curriculum. The course aims to build connections between people and America’s public lands as well as awareness that the lands and waters we love today were once and still are Indigenous lands. Throughout the course guest speakers from federal land agencies and partner groups will engage in unique conversations with participants. We will explore the many uses and benefits of public lands, as well as the threats they face locally and nationally. Students will choose three course projects from a menu including: going out and explore public lands near their homes, creating an ESRI Story Map, book review, current news articles responses, and reading course text and writing response. Asynchronous course work will accompany six 2.5-hour course meetings via Zoom on Tuesdays and Thursdays, 8:30am-11:00am MST from June 22-July 8. All course work is due by July 22, 2021.

FIELD BASED COURSES

Modernism and Modernity Trip in Central Europe
Dr. Jeff Taylor
EDUC 510, 3 credits, $510, CRN 6/13-6/27/21
Audience: K-12
Grading: A-F
This course and trip will teach students about the rapidly changing world of late nineteenth and early twentieth century Central Europe. Two key concepts for the course are 1) Modernity, which is the disruptive forces of industrialization, urbanization, nationalism, capitalism, and socialism; and 2) Modernism, which is a cultural mega-genre encompassing many different movements from cubism to surrealism and avant-garde. It occurs in all the arts: visual arts, literature, performance, and music. In many ways, Modernism can be seen as a response to the relentless forces of Modernity. This course will explore those themes in the great metropolises of Central Europe: Vienna, Prague, and Budapest. Additional fees for this course are lodging, food, ground transportation, and flight to Vienna. Additional travel for this course is pending Western Cabinet approval and COVID travel restrictions.

HISTORY

Teaching Religious Beliefs, Cultures, Histories, & Current Events with Objectivity & Inclusivity
Dr. Camarin Porter
HIST 510, 2 credits, $340, CRN 16114
Audience: K-12
Grading: S/U
This course will provide an opportunity to learn an objective framework and vocabulary for discussing and teaching religion in History, Government, Social Studies, or other courses. It will draw on lessons and resources from the anthropology, philosophy, and history of religion to understand how religious beliefs function in society. We will also strengthen our confidence in teaching local or global religious history, current conflicts, or struggles for rights and tolerance. Finally, we will learn how to provide “snapshots” of religious traditions without simultaneously reducing them to overgeneralizations that foster or reinforce stereotypes. The class is divided into three units, each with their own assigned readings (provided by the instructor), assignment, and optional Zoom discussion session: Unit I: Defining “Religion” & Understanding How Religious & Philosophical Beliefs Function in Society. Unit II: Teaching “Snapshots” of Global Faith Traditions & Cultures Through Emphasis on the Historical Contexts in Which they Emerged. Unit III: Identifying the Goals & Tools for Objective Discussions & Assignments & How to Model Religious & Media Literacy for Students. This course is asynchronous, although participants are strongly encouraged to join the instructor and other students in scheduled Zoom discussion sessions related to each unit’s topic, readings, and assignment. Those discussions will be on Sundays, June 27, July 11, July 18, & July 25, from 2:00-4:00 pm. This course will begin on June 27th.
COURSES OFFERED AS HYBRID/FLEX

The courses listed below will be offered as Hybrid/Flex for those who want to join an in-person, on-campus class remotely. This will accommodate those that desire a collaborative learning environment but can’t physically make it to Western’s campus. The participant will join via Zoom, in real time and need to meet the expectations of the in-person course schedule.

The Curated Classroom (On-Campus Version)
Kimberly Yadon

Sensor Immersion: Promoting Computationally Rich Classrooms
Jeffrey B. Bush & Quentin Biddy

Trauma-Sensitive Teaching for Special & General Education Teachers (On-Campus Version)
Dr. Tara Mason

DisABILITY Film Festival

Western Colorado University’s Communication Arts/Film and Education Departments are proud to bring the 2nd Annual DisABILITY Education Film Festival to all participants of the Teacher Institute for 2021. The DisAbility Film Festival will have one face-to-face screening outside on the Western Colorado University campus on June 12th, Saturday evening will include a film screening and keynote with a filmmaker along with a reception. Following Saturday’s film festival launch, we will host a 2 week online virtual film festival.

Our mission is to raise awareness of the triumphs within inclusive education. We believe there are issues related to social justice & lack of educational opportunity for students served in special education. We want to explore creative pedagogy that serves students within inclusive classroom environments using film as a launchpad for discussion, advocacy and change in special education.
TUITION COSTS AND GROUP DISCOUNTS

1 CREDIT COURSE $170 | 2 CREDIT COST $340 | 3 CREDIT COST $510

COURSE AND MATERIAL FEES
Some courses may have additional course or material fees listed. These fees cover additional expenses associated with the course, such as field trips, classroom materials, and supplies. These fees are not eligible for the group discount described below.

GROUP TUITION DISCOUNTS
By attending the Teacher Institute with colleagues, you will be able to grow as individuals and as a team. The Zugelder Endowment allows for District Teams to register at the below discounted rate. We will give discounts until the endowment has been exhausted for the year. Remember to register early to be eligible for this discount while funds last! Once funds are no longer available, tuition will be charged at the full rate.

2 teachers from the same district = 20% discount each.
3 or more from the same district = 50% discount each.

*Team registrations must be listed when registering.
*Course Fees are not eligible for discounts.

TEXTBOOKS AND MATERIALS
Information regarding textbooks and materials can be found on the web at western.edu/ti

COURSE CANCELLATION POLICY
Extended Studies reserves the right to cancel courses based on low enrollments. Early registration is encouraged in order to accurately evaluate enrollments. Extended Studies will begin cancelling courses due to low enrollments, typically less than 5 students, the week of May 17. Participants enrolled in courses which are cancelled will be contacted and issued full refunds for the canceled course(s). We encourage participants to select a different class. No refunds after May 28, 2021.

LODGING/HOUSING
From campgrounds and riverside cabins to full-service motels and bed and breakfasts, you’ll find plenty of lodging options in Gunnison and Crested Butte. A full list of accommodations is available on the Gunnison (gunnisonchamber.com) and Crested Butte chambers of commerce (crestedbuttechamber.com) websites. A limited block of rooms will be available at a discounted rate at the Quality Inn in Gunnison (mention the Summer Teacher Institute). There are a limited number of beds available on campus in the Pinnacles Apartments. The Pinnacles are apartments where each teacher will have his or her own bedroom, but will share a bathroom, living room, and kitchen with other teachers. They are available on a weekly basis. Housing reservations and more information can be found on western.edu/ti.

REGISTRATION
All open courses and descriptions are also available on the registration portal. Please follow this link to register today! https://apps.western.edu/ti
MEET SOME OF YOUR INSTRUCTORS:

“What do you like to do outside of the Teacher Institute?”

Sarah Johnson
Sarah enjoys connecting with the landscape and her community. Outside of the Teacher Institute, she explores on cross country skis and with her hiking boots. Sarah also loves music and has been learning to play the cello throughout the pandemic to add to her instrumental repertoire. During the summer, she grows a large garden and enjoys sharing the harvest through simple delicious meals with friends.

Rita Merrigan
Outside of the WCU Teacher Institute, Rita likes to be outside camping, hiking, and paddle-boarding at the lakes near Gunnison, enjoying the beautiful place where we live.

Bethany Tagliareni
When Bethany isn’t teaching, she loves to hike, rock and ice climb, and backcountry ski with her husband and dog.

Keely Moran
Keely likes get outside every chance she gets! Hiking, skiing, biking, paddling, camping, and exploring this beautiful valley with her family and friends is her favorite pastime. Reading, cooking, yoga, and keeping up with her three kids also keeps her energized and grounded.

Tara Mason
Tara loves to go on adventures with her family camping, biking, skiing, and generally being outside. She has several animals at her house – dogs, cats, horses, even a llama, and goat! Tara and her family enjoy their rural lifestyle in Gunnison and has found many new adventures to be had.

Derek Harwell
Derek loves living in “The Gunnison Country,” at the headwaters of the Gunnison river as the first major tributary to the Colorado River. We are surrounded by peaks, rivers, wilderness areas, ranches, and open space. Our community is shaped by our geographical landscape and our relationship to place. Whether Derek is on skis, bike, boat, or on foot, he seeks to be out with friends and family exploring our landscape and deepening his understanding of all aspects of his home.

Katie Gallagher
You will find Katie on the beautiful mountain biking trails of the Gunnison Valley in her spare time in the summer, the Nordic ski trails and CBMR in the winter and on her yoga mat in every moment in-between!

Jeffrey Bush
Outside of the teacher institute (and his other job), Jeffrey likes spending time in the mountains, hiking, biking, skiing, and just soaking up the beauty around him.
Katie Poulsen
Katie loves to take her passion for science education to the Colorado outdoors. She refers to her outdoor adventures as “Science on the Weekend.” Katie is always looking for science connections to share with her students as she hikes, bikes, and travel around our beautiful country.

Melanie Reaves
During the school year, Dr. Reaves teaches and researches literacy, field work, and art integration at Montana State University Billings. Outside of those responsibilities and her work with the Teacher Institute, she enjoys traveling and being creative through different kinds of art, such as watercolor, art journaling, fiber arts, and playing the ukulele.

Curt Davidson
Curt is a faculty member at California State University serving in the Recreation and Leisure Studies Department. He is interested in the intersection of the natural environment and education. Researching, teaching, and guiding, he fell in love with the idea of alternative forms of education such as Experiential Education. Having worked for over ten years as a field instructor, he has honed his skills as an experiential educator while grounding his work in theory through obtaining his Doctorate. He is also the author of several peer-reviewed publications and two books, including The Outdoor Facilitator’s Handbook and Behavior Management in Outdoor Adventure Education. He currently serves as the Outdoor Option Coordinator in addition to the Wilderness Studies Coordinator. His passion for research and teaching has shown through his efforts to provide valuable information to the field of Adventure Education and how it can contribute to building a more robust society.

Kathie Powell
When Kathie is not on a computer, she loves to hike, bike, cross-country ski, just about anything outdoors! She gardens, crochets, and spends time with her kids and husband!

Karen Hausdoerffer
Outside the Teacher Institute, Karen teaches in Environmental Studies and Honors at Western Colorado University, as well as English as a Second Language through the Library district with the CAFÉ program in Gunnison. She loves to hike, mountain bike, write, read, ski, walk with friends, camp, cook, learn fiddle, take naps, meditate and adventure with her family and dogs.
Katya Schloesser
Katya loves to take advantage of all of the outdoor recreation opportunities in the Gunnison Valley, including all kinds of skiing, mountain biking, fishing, and exploring with her son, Brooks. She is also part of the local Gunnison Rotary Club, and is on the board of the Gunnison Farmers Market. She loves to cook and continue to find ways to eat local and support local farmers and ranchers.

Mandi Leigh
Apart from the Teacher Institute, Mandi busies her time with outdoor adventures, learning, and community service. Her all-time favorite activity is sauntering outdoors. Mandi is infatuated with the natural world, with a particular curiosity for birds, plants, and insects. When indoors, she spends her time reading and writing about education reformation in all its glorious forms. Mandi applies that learning in life through community bridge building and advocacy. She is happy to be at the Teacher Institute and excited to meet you in the near future!

Kelsey Tayne
Some of Kelsey’s favorite activities are hiking, mountain biking, skiing, cooking, and traveling. She loves spending time with her favorite humans as well as her dog, Sterling.

Kimberly Yadon
Kimberly enjoys living in the Gunnison Valley (with her family) in all the cliché ways. They hike, camp, ski, paddle, take their dog everywhere, etc. In a nutshell, they adventure. And when it’s too muddy to justify getting lost outside, Kimberly is content to lose herself in a book or a puzzle like a proper nerd.

Andrea Glaws
Andrea Glaws is a PhD student at the University of Colorado-Boulder in Literacy Studies and Teacher Research, Learning and Practice. Her research interests revolve around the use of teaching literature for equity aims. Andrea is passionate about providing students with opportunities through texts to discuss topics of social justice. Prior to attending CU, Andrea taught middle school language arts in Denver, CO and Dallas, TX. When not teaching and researching, Andrea enjoys reading young adult literature, going on walks with her dog, spending time with her family, and trying out new recipes.

Lindsay Beddes
Outside of the Teacher Institute, Lindsay likes to get outdoors as much as possible – hiking and camping in the summer, and skiing or snowshoeing in the winters. She also loves to cook and bake, and spends a lot of time in the kitchen with her toddler.
Molly Murfee
Molly teaches what she loves! As an instructor specializing in experiential education, writing, and connecting to nature, those are the very things she does every waking moment she’s able. Molly loves early morning coffee saunters where she packs a tiny journal, a little water, and heads out to wander aimlessly, scribbling whatever the landscape inspires. She loves hiking and backpacking and ambling above treeline where she’s closest to hawks and the wind. Molly loves wildflowers so much it hurts. When it’s cold she gets outside on almost every ski available – cross-country, telemark, and skate, but she most loves the rainbows refracting off ice crystals and tiny tracks in the snow. Molly is writing a book and so is constantly immersing herself in words and research and thinking and musing, but also tries to listen intently to the birds and the fox and the metaphors of the seasons to see what they have to offer.

Philip Crossley
Outside of the Teacher Institute, Philip enjoys spending time outside ice skating on Blue Mesa, going on hikes, and golfing!

Rain Bodine
Travel! One of Rain Bodine’s favorite things to do is experience a new place and culture while eating and drinking authentic local fair as well as biking and hiking in our area and beyond! She also truly enjoys rafting, bow fishing and camping with her family and friends.