Course Description:
This course prepares students for providing instruction in single subject mathematics classrooms. In the course students will explore why they plan to teach as well as how they plan to teach mathematics. The course exposes students to cultural, social and psychological theories of learning, the development of children’s mathematical thinking, and research-based instructional practices that promote mathematics success across a range of students. Students will develop their philosophy of mathematics teaching, design a humanizing mathematics syllabus, solve mathematical problems using a variety of methods, practice giving mathematics lessons, engage in continual instructional improvement activities, grapple with issues of equity as they pertain to mathematics teaching and learning, and explore digital resources and technologies related to teaching mathematics for understanding.

Course Objectives:
A-C-E Standards
Academic Excellence, Critical Inquiry and Reflection
- Demonstrate knowledge of their subject area and an understanding of how to effectively engage students in the study of that subject. (TPE 1B)
- Understand how to plan effective instruction, teach using appropriate methods, and assess student learning. (TPE 1B, 9)
- Use state standards and curriculum frameworks to prepare lessons and units that address global perspectives and essential understandings appropriate to the content area. (TPE 9)
- Differentiate instruction and assessment to meet the needs of a diverse group of learners. (TPE 4)
- Effectively incorporate technology into the learning. (TPE 14)

Community and Service
- Understand how to develop a classroom community that encourages respect and cooperation and supports the intellectual, social, and personal development of the students.
- Develop relationships with peers and cooperating teachers that will support collaborative planning, reflection, and professional growth.

Ethics, Values, and Diversity
- Develop and articulate a personal teaching philosophy that is responsive to course readings, class discussion, classroom observation, and personal experience.
• Understand how to craft syllabi, make use of myriad learning resources, and to create classroom environments, which respect individual values and student diversity.

Learning Management System
We will use Edmodo to organize course readings and some discussions. Our course page can be accessed at www.edmodo.com. Our course code is: 8wky6w.

Texts:
This course makes use of a variety of texts


Other Readings:
Below is a sampling of additional important readings that we will complete during the course. A full listing of these additional readings are included in the weekly assignment guide provided in this syllabus.

1. Nana y Yo y las Matemáticas Project from TERC Magazine Fall 2015 page 10

2. Motivated by Ilana Seidel Horn Chapter 1
https://cdn2.hubspot.net/hubfs/197281/Horn_web%20sample.pdf?hsCtaTracking=882749f6-24c9-4c74-9ed4-aa2a9b362342%7C9c18d171-8727-4e0a-8f2a-72fbcf3105b8

3. Selections from Radical Equations. Robert Moses

Videos:
https://www.youtube.com/watch?v=9xSh4hYvJc4&list=PLBC7544C3215C63A0

2. MoMath- The Geometry of Origami by Erik Demaine
https://www.youtube.com/watch?v=oUnNkHGxefA&list=PL9A1D56E0E22EA9A9

3. MoMath Harmony from Numbers
https://www.youtube.com/watch?v=AhnO0V2If0&list=FLXZIDlJ_DgzzEyop2s3JOQ

4. MoMath Basketball Analytics in the NBA and the Monty Hall Problem
https://www.youtube.com/watch?v=2kD2y-s9Wjw

5. Math Encounters A Hands on Adventure in Experimental Mathematics with Stephen Wolfram
https://www.youtube.com/watch?v=DnttjrACWD0

6. The Great Courses The Power of Mathematical Visualization
https://www.youtube.com/watch?v=0D9dxzU8hIk

7. Ethiopian Multiplication https://www.youtube.com/watch?time_continue=260&v=SsZHyt_QJG


Course Assignments

- **Lesson and Learning Study**: With a partner, you will design and give 2 (20-25 minute) research lessons to our class. Lessons must address the mathematical concepts and principals of teaching mathematics for understanding and reflect theories learned and explored in class. We will use a whole-class, lesson-study feedback session protocol to debrief both lessons. For both lessons, you will receive detailed written feedback from your classmates and professor. The first lesson you teach must be accompanied by the Lesson Write-Up Form and a Lesson Study Lesson Plan (using the lesson-study template). The second and final lesson must include a revised Lesson Write-Up form, and a revised Lesson Plan. This assignment counts as your Embedded Signature Assessment for this Course (see note below). First lessons will be given on October 24th and 31st. The second/revised lessons will all be given on November 28th and December 5th. A “Final Lesson Write-Up” is due on December 12th. This assignment accounts for 40% of your final course grade.

Each Multiple Subject and Single Subject credential course contains an Embedded Signature Assignment (ESA). These ESAs are intended to assess important candidate skills and abilities, identify areas of strength and challenge, and contribute to successfully completing the Teaching Event during student teaching. The Teaching Event assesses your ability to plan, implement and assess an instructional unit within the specific context of your student teaching classroom, and reflect on the outcome. The ESA will be scored both as part of your course grade and as part of your on-going, program-level TPE Assessment. The TPE scores will be based on the Common Rubric. You will receive both sets of scores no later than the end of the semester. The TPEs that will be focused on in this assessment are: 1, 4, 9, and 14

TURNING IN YOUR FINAL LESSON PLAN WRITE UP
You will receive instructions later in the semester on how to turn in your Embedded Signature Assessment (Final Lesson Plan Write Up).

- **Weekly Homework Assignments**: Written homework assignments are due each week. Please turn in a neat, typed, hard copy of each assignment. These assignments account for 20% of your final grade.

  - **Reading Activities/Responses**: You will complete exercises from the chapters that we cover in the text *Elementary and Middle School Mathematics: Teaching Developmentally* and in *More Good Questions* and *Five Practices*. You will complete *Question and Quotation-Article Response forms* for each of the articles that we read. These assignments have been designated in the syllabus.
- **Article Facilitation & Technology Demonstration - 20% of final grade**
  - **Article Facilitator/Discussion Leader** - You are responsible for facilitating an engaging discussion on one of the designated articles. Through your facilitation, your classmates should be challenged, informed, and pushed to consider the ideas, facts, and perspectives that the reading surfaces. As you facilitate the article, I should see your classmates speaking, sharing ideas, noticing new perspectives and reconsidering old ones. Your presentation should be 20 ± 5 minutes. Please note: this is not intended to be a stand-at-the-podium regurgitation of what has been read.


- **Technology Demonstrations November 21** - Digital technologies can provide powerful mathematics learning support for students. You will demonstrate one technology tool (game, applet, manipulative, etc.) to your classmates that you feel will support the mathematics learning and success of your future students. Your presentation should allow your classmates to learn about and play with the technology and should include a slide that responds to the following questions:
  - What is this technology and what is it intended to do?
  - How can it support mathematics learning, problem solving, and success?
  - What are its strengths (what do you really like about it)? What are its weaknesses?

- **Practicum *** (20%)
You will conduct and record three (3) thoughtful, close Classroom Observations at your practicum site using the Teaching for Understanding (TUI) protocol. These observations are a vital part of your development as a mathematics teacher and will help you to focus on what is essential to classroom instruction. I will read them for signs of growth and struggle as well as to understand how you are integrating what we are learning in class with your practicum experience. There are two observation deadlines: **October 31st** (at least one observation turned in by this date); and **November 28th** (no classroom observations will be accepted after this date).

NOTE: Practicum assignments are arranged through the Field Experience Placement Office. ***Candidates who are enrolled in the MCC program will be enrolled in student teaching assignments and/or practicum assignments that, if successfully completed, fulfill the practicum requirement for the EDUC 332/532 course.

- **Participation:** Participation matters in this classroom. **You are expected to be present (both mentally and physically),** to actively participate, actively listen, and to engage with the ideas, activities and readings provided throughout the course. It is certain that low participation will impact your grade. More importantly, low participation stunts your learning and the learning of your classmates. High participation engages cognitive and social-emotional processes, leading to deeper and more impactful experiences.
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<tr>
<td>Session #3 September 26th</td>
<td>Topic: Knowing and Doing Mathematics &amp; Teaching Through Problem Solving Rehumanizing the Mathematics Learning Experience Pt. II</td>
<td>Readings: 1. EMSM Ch. 2 (ALL) &amp; Ch. 3 (pg. 32-38) 2. Maccini, P., &amp; Gagnon, J. C. (2000). Best practices for teaching mathematics to secondary students with special needs.</td>
<td>Assignments Given/Due: 1. EMSM Ch. 2, Writing to Learn #1 &amp; #3 2. EMSM Ch. 3, Writing to Learn #1 3. Article Facilitation</td>
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<td>Session #5 October 10th</td>
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<td>Session #6 October 17th</td>
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<td><strong>Topic(s):</strong></td>
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<tr>
<td>1. Algebraic Thinking Pt. III</td>
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<td><strong>Readings:</strong></td>
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<tr>
<td>1. More Good Questions Chapter 2 (p.17-46)</td>
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<td><strong>Assignments Given/Due:</strong></td>
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<td>1. Write an open question based on one of the algebraic topics covered so far. Be prepared to share your problem with your classmates. (Please provide sufficient copies or create a slide.)</td>
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<td>3. Complete a Questions and Quotations for Powell Article</td>
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<td>4. Article Facilitation</td>
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<th>Session #7 October 24th</th>
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<td><strong>Topic(s):</strong></td>
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<tr>
<td>Number Sense: Exponents, Integers &amp; Real Numbers Pt. I</td>
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<tr>
<td><strong>Readings:</strong></td>
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<tr>
<td>1. EMSM Chapter 23</td>
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<td><strong>Assignments Given/Due:</strong></td>
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<tr>
<td>1. Writing to Learn #’s 3, 4 &amp; 5</td>
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<tr>
<td>2. Complete a Questions and Quotations for Martin Article</td>
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<td>3. Article Facilitation</td>
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<td>4. Preliminary Lessons Given</td>
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<th>Session #8 October 31st</th>
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<td><strong>Topic(s):</strong></td>
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<tr>
<td>Number Sense: Exponents, Integers &amp; Real Numbers Pt. II</td>
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<tr>
<td><strong>Readings:</strong></td>
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<tr>
<td>• More Good Questions pg. 63-64 and 78-88.</td>
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<td><strong>Assignments Given/Due:</strong></td>
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<td>1. Create a parallel task addressing one of the topics from the reading.</td>
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<td>2. Preliminary Lessons Given</td>
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<td>3. Lesson Observation Deadline #1</td>
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<p>| Session #9 November 7th |</p>
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<th>Topic(s):</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
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| Concepts of Data Analysis/Statistics Pt. I | 1. EMSM Ch. 21  
2. Article Facilitation |

**Session #10 November 14th**

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<th>Topic(s):</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
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| Concepts of Data Analysis/Statistics Pt. II | • More Good Questions Ch. 6 (pg.153-172)  

**PART III- PEDAGOGY**

**Session #11 November 21st**

<table>
<thead>
<tr>
<th>Topic(s):</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
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| Pedagogical Practices: Learning to Teach Well  
In-Class-Reading: Five Practices Chapter 1 | 1. Technology Demonstrations  
2. Article Facilitation |

**Session #12 November 28th**

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<tr>
<th>Topic(s):</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
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| Pedagogical Practices: Learning to Teach Well  
In-Class-Reading: Five Practices Chapter 2 | 1. Revised Research Lessons Given  
2. Article Facilitation  
3. Lesson Observation Second/Final Deadline |

**Session #13 December 5th**
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<th>Topic(s):</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
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| Pedagogical Practices: Learning to Teach Well | • *Five Practices* Chapter 3-4  
2. Article Facilitation |

**Session #14 December 12th**

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<th>Topic:</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
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<tr>
<td>Pedagogical Practices: Learning to Teach Well</td>
<td><em>Five Practices</em> Ch. 5</td>
<td>Final Lesson Write-Up Due</td>
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**Important Information & Resources**

**Materials you will need for class:**
- Laptop Computer or tablet (most class sessions)
- Sharpened or mechanical pencil
- Recording device- to record the debrief from your lesson study research lesson

**Standards**
2. NCTM Focal Points- Executive Summary: Focus in High School Mathematics: Reasoning  

**Online Resources**
2. The Young People’s Project [http://www.typp.org/about_us](http://www.typp.org/about_us)
3. TERC [https://www.terc.edu/display/HOME/Home](https://www.terc.edu/display/HOME/Home)
4. Jaime Park
Important Course Policies

- **Assignments are due** on the due date! Please do not miss classes because your assignment is incomplete; contact me before hand to make arrangements. Late assignments will be penalized.

- Please **come to class on time** and prepared. Remember to sign in at the beginning of class. **Attendance** is very important, due to the seminar nature of the class. Students who are absent are responsible for getting all notes from a classmate. If you are sick, and an assignment is due, you are responsible for getting it to me as ASAP.

- **Classroom Etiquette**

  A word about **cell phones**. Please shut them off before entering class. Unless you are the parent of small children, or caring for a seriously ill family member, they should not ring in class. This is simply an issue of professionalism.

  Another note on professionalism: **texting, surfing the web, checking emails or working on other tasks** should be taken care at times other than during our scheduled class time. We will have a brief break each class period.

- **Class Participation**

  Participation does not mean showing up. Simply being in class – while important – is not participating. All students are expected to participate daily and to listen to the comments of their classmates. I encourage people to both speak AND listen in class. If you are very talkative, challenge yourself to listen to your peers and ask good questions of them. If you are shy, challenge yourself to contribute each class, even if it is something short.

  **What does participation look/sound like?**

  - it is clear you actively (not passively) engaged in the readings
  - questions are thoughtful and move the class towards a better understanding of materials
  - comments are on topic, respectful, intriguing. Disagreeing is good! Play devil’s advocate, challenge “common sense”
  - you are prepared, with all needed materials
  - you engage one another, not just me
  - you build in evidence from readings, research, theory as well as your own life.
  - in small group work, you are on-task and contributing to the activities’ goals.
USD – SOLES Policy Information

**Academic Integrity**

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

**Grade of Incomplete**

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the "I" grade will become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

**Requests for Accommodation**

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

**About Me: Introduction and Philosophy on Math Teaching**
I. About You

a. Name______________________________________________________________

b. Preferred name (if different from above) ________________________________

c. Hobbies, pets, special interests __________________________________________

_______________________________________________________________________

d. Hometown ____________________________________________________________

e. Favorite foods _______________________________________________________  

f. Favorite movie ______________________________________________________

g. The best thing you did this summer

_______________________________________________________________________

II. You at USD

a. What program are you in? ____________________________________________

b. What year are you in? ________________________________________________

c. Favorite course thus far and why

_______________________________________________________________________

_______________________________________________________________________
III. Teaching

a. Share your experiences with learning math. Be specific. Provide examples of experiences at different stages of your life.

b. Why do you want to teach mathematics? What are your hopes for your future mathematics students?
Dear teacher, I would like to introduce you to my son, Wind-Wolf. He is probably what you would consider a typical Indian kid. He was born and raised on a reservation. He has black hair, dark brown eyes, olive complexion. And like so many Indian children his age, he is shy and quiet in the classroom. He is 5 years old, in kindergarten, and I can’t understand why you have already labeled him a "slow learner."

At the age of 5, he has already been through quite an education compared with his peers in Western society. At his first introduction into this world, he was bonded to his mother and to the Mother Earth in a traditional native childbirth ceremony. And he has been continuously cared for by his mother, father, sisters, cousins, uncles, grandparents, and extended tribal family since this ceremony. Wind-Wolf’s educational setting has been not only a “secure” environment, but also very colorful, complicated, sensitive, and diverse. He has been with his mother at the ocean at daybreak when she made her prayers and gathered fresh seaweed from the rocks, he has sat with his uncles in a rowboat on the river while they fished with gill nets, and he has watched and listened to elders as they told creation stories and animal legends and sang songs around the campfires. He has watched the women make beaded jewelry and traditional native regalia. He has had many opportunities to watch his father, uncles, and ceremonial leaders using different kinds of songs while preparing for the sacred dances and rituals.

It takes a long time to absorb and reflect on these kinds of experiences, so maybe that is why you think my Indian child is a slow learner. His aunts and grandmothers taught him to count and know his numbers while they sorted out the complex materials used to make the abstract designs in the native baskets. He listened to his mother count each and every bead and sort out numerically according to color while she painstakingly made complex beaded belts and necklaces. He learned his basic numbers by helping his father count and sort the rocks to be used in the sweat-lodge -- seven rocks for a medicine sweat, say, or 13 for the summer solstice ceremony. (The rocks are later heated and doused with water to create purifying steam.) And he was taught to learn mathematics by counting the sticks we use in our traditional native hand game. So I realize he may be slow in grasping the methods and tools that you are now using in you classroom, ones quite familiar to his white peers, but I hope you will be patient with him. It takes time to adjust to a new cultural system and learn new things.

He is not culturally "disadvantaged," but he is culturally "different." If you ask him how many months there are in a year, he will probably tell you 13. He will respond this way not because he doesn’t know how to count properly, but because he has been taught by our traditional people that there are 13 full moons in a year according to the native tribal calendar and that here are really 13 planets in our solar system and 13 tail feathers on a perfectly balanced eagle, the most powerful kind of bird to use in ceremonial healing. But he also knows that some eagles may only have 12 tail feathers, or seven, that they do not all have the same number. He can probably count more than 40 different kinds of birds, tell you and his peers what kind of bird each is and where it lives, the seasons in which it appears, and how it is used in a sacred ceremony. He may also have trouble writing his name on a piece of paper, but he knows how to say it and many other things in several different Indian languages. He is not fluent yet because he is only 5 years old and required by law to attend your educational system, learn your language, your values, your ways of thinking, and your methods of teaching and learning.
So you see, all of these influences together make him somewhat shy and quiet -- and perhaps "slow" according to your standards. But if Wind-Wolf was not prepared for his first tentative foray into your world, neither were you appreciative of his culture. On the first day of class, you had difficulty with his name. You wanted to call him Wind, insisting that Wolf must somehow be his middle name. The students in the class laughed at him, causing further embarrassment.

While you were trying to teach him your new methods, helping him learn new tools for self-discovery and adapt to his new learning environment, he may be looking out the window as if daydreaming. Why? Because he has been taught to watch and study the changes in nature. It is hard for him to make the appropriate psychic switch from the right to the left hemisphere of the brain when he sees the leaves turning bright colors, the geese heading south, and the squirrels scurrying around for nuts to get ready for a harsh winter. In his heart, in his young mind, and almost by instinct, he knows that this is the time of the year he is supposed to be with people gathering and preparing fish, deer meat, and native plants and herbs, and learning his assigned tasks in this role. He is caught between two worlds, torn by two distinct cultural systems.

Yesterday, for the third time in two weeks, he came home crying and said he wanted to have his hair cut. He said he doesn't have any friends at school because they make fun of his long hair. I tried to explain to him that in our culture, long hair is a sign of masculinity and balance and is a source of power. But he remained adamant in his position. To make matters worse, he recently encountered his first harsh case of racism. Wind-Wolf had managed to adopt at least one good school friend. On the way home from school one day, he asked his new pal if he wanted to come home to play with him until supper. That was OK with Wind-Wolf's mother, who was walking with them. When they all got to the little friend's house, the two boys ran inside to ask permission while WindWolf's mother waited. But the other boy's mother lashed out: "It is OK if you have to play with him at school, but we don't allow those kind of people in our house!" When my wife asked why not, the other boy's mother answered, "Because you are Indians, and we are white, and I don't want my kids growing up with your kind of people."

So now my young Indian child does not want to go to school anymore (even though we cut his hair). He feels that he does not belong. He is the only Indian child in your class, and he is well-aware of this fact. Instead of being proud of his race, heritage, and culture, he feels ashamed. When he watches television, he asks why the white people hate us so much and always kill our people in the movies and why they take everything away from us. He asks why the other kids in school are not taught about the power, beauty, and essence of nature or provided with an opportunity to experience the world around them firsthand. He says he hates living in the city and that he misses his Indian cousins and friends. He asks why one young white girl at school who is his friend always tells him, "I like you, Wind-Wolf, because you are a good Indian."

Now he refuses to sing his native songs, play with his Indian artifacts, learn his language, or participate in his sacred ceremonies. When I ask him to go to an urban powwow or help me with a sacred sweat-lodge ritual, he says no because "that's weird" and he doesn't want his friends at school to think he doesn't believe in God.

So, dear teacher, I want to introduce you to my son, Wind-Wolf, who is not really a "typical" little Indian kid after all. He stems from a long line of hereditary chiefs, medicine men and women, and ceremonial leaders whose accomplishments and unique forms of knowledge are still being studied and recorded in contemporary books. He has seven different tribal systems flowing through his blood; he
is even part white. I want my child to succeed in school and in life. I don't want him to be a dropout or juvenile delinquent or to end up on drugs and alcohol because he is made to feel inferior or because of discrimination. I want him to be proud of his rich heritage and culture, and I would like him to develop the necessary capabilities to adapt to, and succeed in, both cultures. But I need your help.

What you say and what you do in the classroom, what you teach and how you teach it, and what you don't say and don't teach will have a significant effect on the potential success or failure of my child. Please remember that this is the primary year of his education and development. All I ask is that you work with me, not against me, to help educate my child in the best way. If you don't have the knowledge, preparation, experience, or training to effectively deal with culturally different children, I am willing to help you with the few resources I have available or direct you to such resources.

My Indian child has a constitutional right to learn, retain, and maintain his heritage and culture. By the same token, I strongly believe that non-Indian children also have a constitutional right to learn about our Native American heritage and culture, because Indians play a significant part in the history of Western society. Until this reality is equally understood and applied in education as a whole, there will be a lot more schoolchildren in grades K-2 identified as "slow learners."

My son, Wind-Wolf, is not an empty glass coming into your class to be filled. He is a full basket coming into a different environment and society with something special to share. Please let him share his knowledge, heritage, and culture with you and his peers.

Robert Lake (Medicine Grizzlybear), a member of the Seneca and Cherokee Indian tribes, is an Associate Professor at Gonzaga University’s School of Education in Spokane, Washington