Course Description:
This course prepares students for providing instruction in single subject mathematics classrooms. The course exposes students to theories of learning, the development of children’s mathematical thinking, and research-based instructional practices in math. Students will 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 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 curriculum and classroom environments which respect individual values and student diversity.
Textbooks:


Course Assignments

 Lesson and Learning Study: Each student will give 2 (20-25 minute) research lessons to our class. Lessons must address the principals of teaching math 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. Both lessons must be accompanied by a full lesson plan using the lesson-study template. Detailed information about this assignment will be provided early on in the semester. The second/final lesson is your Embedded Signature Assessment for this Course (see note below). First lessons will be given during the weeks of October 13th and 20th. Second/Final lessons will all be given on December 1st. The final lesson plan write up is due December 8th. This assignment accounts for 30% 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
Your Embedded Signature Assessment (Final Lesson Plan Write Up) must be uploaded to Box.com using the instructions below:

1. Name your file using the format Department Code, Course Number-Section Number-Last Name, First Name

   EDUC332-03-Torero, Diego

   EDUC532-03-Torero, Diego

2. Email your assignment as a pdf to the link: upload.Fall_14.5a749a2z3k@u.box.com

3. Be sure to include a title page that has your name, student ID#, my name and the semester (Fall, 2014)
- **Article Responses/Discussant:** We will read 4 mathematics education research articles this semester (listed below). For each of the articles, you will complete the article response form (provided below). You will serve as discussant for one of the articles. If you are the discussant, your job is to facilitate a 15 minute discussion about the given article. As discussant, your job is to engage the class and help them think more deeply about the reading. You might bring a piece of student work, share an experience, show a video, etc. that helps the class consider the issues brought forward in the reading. **This assignment is 15% of your final grade.**

  - Latinos, Mathematics Learning, and Language: A Review of the Empirical Research, Judit Moschkovich
  - Mathematics Learning and Participation as Racialized Forms of Experience: African American Parents Speak on the Struggle for Mathematics Literacy, Danny Bernard Martin
  - Bridging In-School Mathematics and Out-of-School Mathematics: A Reflection, Marta Civil

- **Demonstration Lessons, Software & Apps**- Choose an area of interest to you related to mathematics teaching and learning. Look for lessons, software, apps, etc. that will help students learn that topic. Finally, present/demonstrate the lesson, software and/or App to your classmates. Everyone is required to give two 15-20 minute demonstrations. Demonstration dates are September 22nd, 29th, October 20th and November 3rd. Choose your own dates and choose your own topic! Some sample topics include: STEAM (Science, Technology, Engineering, Arts and Mathematics), teaching math for social justice, helping students understand functions, mathematics and drawing, geometry, the number line, struggling high school mathematics students, using hip hop to teach mathematics, fractals, and Spirograph and math. **This assignment will account for 15% of your final grade.**

- **Practicum on-site classroom observation. *** (20%)**
  You will conduct and record thoughtful, close observations at your practicum site. These observations are a vital part of your development as a mathematics teacher. You will be surprised how much you grow in three months! These observations should reflect what we are reading and doing in EDUC 332/532. I will be reading them to see signs of growth and struggle as well as to understand how you are experiencing and understanding mathematics instruction at your site. Practicum observation write-ups are due periodically (throughout the semester). Requirements at your practicum site include:
  - Observe and support instruction in the classroom of the cooperating teacher for a minimum of 50 hours.
  - Teach three lessons or portions of lessons. These lessons should be planned with the guidance of the cooperating teacher.
  - **Reflect on observations using selected observation templates from the Field Experience Guide. Students are expected to draw connections between practicum observations and course readings in their weekly reading reflections.**
  - Earn a satisfactory practicum evaluation from your cooperating teacher.

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.

- **Weekly readings, Quizzes, Participation, and Chapter Reflection Questions (20% of final grade):** You are expected to attend all class meetings, actively participate during each in-class session, and come to class prepared to share your new thoughts, questions, and ideas regarding course readings and activities. As part of your weekly textbook readings you will answer end of the chapter reflection questions. Also, from time to time we will have quizzes on the material that we are covering.

### Course Schedule

#### Session #1 September 8

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Introduction to Teaching Math for Understanding</td>
<td>2. An Indian Father’s Plea</td>
<td>2. Choose research articles</td>
</tr>
</tbody>
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#### Session #2 September 15th

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching Mathematics in the 21st Century</td>
<td>1. EMSM Chapters 1 &amp; 2</td>
<td>1. EMSM Chapter 1 Writing to Learn Questions #’s 1-4 (Pg. 11)</td>
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<tr>
<td>2. Knowing and Doing Mathematics</td>
<td></td>
<td>2. EMSM Chapter 2 Writing to Learn Questions #’s 1-3 and For Discussion and Exploration #1</td>
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<tr>
<td>3. The Common Core Standards for Mathematical Practice &amp; NCTM Focal Points</td>
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#### Session #3 September 22nd

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching Through Problem Solving</td>
<td>1. EMSM Chapter 3</td>
<td>1. EMSM Chapter 3 Writing to Learn #’s 1, 3 and 5</td>
</tr>
<tr>
<td>2. Lesson Planning and Introduction to Japanese Lesson Study &amp; Lesson Plan</td>
<td>2. EMSM Chapter 4 pgs. 59-64</td>
<td>2. <strong>Demonstration Day #1</strong></td>
</tr>
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#### Session #4 September 29th

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to Differentiation</td>
<td>1. EMSM Chapter 4 pgs. 64-77</td>
<td>1. EMSM Ch. 4 Pause &amp; Reflect pg.71</td>
</tr>
<tr>
<td>2. More Good Questions: Great Ways to</td>
<td></td>
<td>Writing to</td>
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</tbody>
</table>
| 2. STEAM | Differentiate Secondary Mathematics Instruction Ch. 1 | Learn #’s 3, 4 & 5  
2. Quiz  
There will be a quiz on this week’s readings  
3. **Demonstration Day #2** |

### Session #5 October 6th

| Topic:  
1. Assessment  
2. Language & Mathematics Learning | Readings:  
1. EMSM Chapter 5  
2. Research Article: Latinos, Mathematics Learning, and Language: A Review of the Empirical Research, Judit Moschkovich | Assignments Given/Due:  
1. EMSM Ch. 5 Writing to Learn #’s 3 & 5  
2. Article Response Due |

### Session #6 October 13th

| Topic(s):  
1. Number and Operations  
2. Teaching Mathematics in the urban context | Readings:  
1. More Good Questions: Great Ways to Differentiate Secondary Mathematics Instruction Ch. 3  
2. Learning to Teach Mathematics in Urban High Schools: Untangling the Threads of Interwoven Narratives. (2010). Haiwen Chu & Laurie Rubel | Assignments Given/Due:  
1. Lesson Study Research Lessons Given  
2. Article Response Due |

### Session #7 October 20th

| Topic(s):  
1. Teaching fractions with Understanding | Readings:  
1. EMSM Ch. 15 (skim)  
2. EMSM Ch. 16 (read closely) | Assignments Given/Due:  
1. EMSM Ch. 15 Writing to Learn #’s 6 & 7 and EMSM Ch. 16 Writing to Learn #’s 4 & 5  
2. Lesson Study Research Lessons Given (con’t. from Oct. 13th as needed)  
3. ***Demonstration Day 3*** |

### Session #8 October 27th

| Topic(s):  
1. Algebraic Thinking & Algebra | Readings:  
1. EMSM Ch. 14 | Assignments Given/Due:  
1. EMSM Ch. 14 Writing to Learn #s 1, 3, & 5 |
<table>
<thead>
<tr>
<th>Session #9 November 3rd</th>
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<tbody>
<tr>
<td><strong>Topic(s):</strong></td>
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<tr>
<td>1. Algebra Pt. 2</td>
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<td>2. Student’s Out of School Experiences</td>
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<tr>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td>1. More Good Questions, Ch. 2</td>
</tr>
<tr>
<td>2. Bridging In-School Mathematics and Out-of-School Mathematics: A Reflection, Marta Civil</td>
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<tr>
<td><strong>Assignments Given/Due:</strong></td>
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<tr>
<td>1. Article Response</td>
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<tr>
<td>2. *** Demonstration Day 4***</td>
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<th>Session #10 November 10th</th>
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<tbody>
<tr>
<td><strong>Topic(s):</strong></td>
</tr>
<tr>
<td>Measurement Concepts</td>
</tr>
<tr>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td>1. EMSM Ch. 19 pg. 375-top of 395</td>
</tr>
<tr>
<td>2. More Good Questions Ch. 5 (In class reading)</td>
</tr>
<tr>
<td><strong>Assignments Given/Due:</strong></td>
</tr>
<tr>
<td>1. EMSM Ch. 19 Writing to Learn #’s 4 &amp; 5</td>
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<tr>
<th>Session #11 November 17th</th>
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<tbody>
<tr>
<td><strong>Topic(s):</strong></td>
</tr>
<tr>
<td>Geometric Thinking &amp; Concepts</td>
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<tr>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td>1. EMSM Ch. 20</td>
</tr>
<tr>
<td>2. More Good Questions Ch. 4 (In class reading)</td>
</tr>
<tr>
<td><strong>Assignments Given/Due:</strong></td>
</tr>
<tr>
<td>1. EMSM Ch. 20 Writing to Learn #1 and #2 or #1 and #3.</td>
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<th>Session #12 November 24th</th>
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<td><strong>Topic(s):</strong></td>
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<tr>
<td>Exponents, Integers &amp; Real Numbers</td>
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<tr>
<td><strong>Readings:</strong></td>
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<tr>
<td>1. EMSM Ch. 23</td>
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<tr>
<td><strong>Assignments Given/Due:</strong></td>
</tr>
<tr>
<td>1. EMSM Ch. 23 Writing to Learn #3 and #5</td>
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<tr>
<td>2. Practicum Documents Due</td>
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<tr>
<th>Session #13 December 1st</th>
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<tbody>
<tr>
<td><strong>Topic(s):</strong></td>
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<tr>
<td>Lesson Study Research Lessons Given</td>
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<tr>
<td><strong>Readings:</strong></td>
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<tr>
<td><strong>Assignments Given/Due:</strong></td>
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### Session #14 December 8<sup>th</sup>

| Topic: Why Do We Need to Learn This? :Mathematics | Readings: Math in Action  
-Cake Artistry  
-Sculpture  
-Architecture  
-Urban Planning  
-Landscape Architecture | Assignments Given/Due: |
|---|---|---|

Resources to help answer teens questions about math
During this class session we will explore numerous math resources, including videos, websites, games & apps.
Enjoy! We will focus on resources at the Math By Design Site.

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**Important Information & Resources**

**Materials you will need for class:**
Laptop Computer or tablet (most class sessions)
A journal (unlined if possible)
Colored pencils (optional)
Small ruler
Sharpened or mechanical pencil
Recording device- to record the debrief from your lesson study research lesson

**Standards**
1. **Common Core Standards in Mathematics**- [http://www.corestandards.org](http://www.corestandards.org)
2. **NCTM Focal Points**- Executive Summary: Focus in High School Mathematics: Reasoning  
NCTM Standards & Focal Points: Reasoning and Sense Making-  
[http://www.nctm.org/uploadedFiles/Math_Standards/FHSM_Executive_Summary.pdf](http://www.nctm.org/uploadedFiles/Math_Standards/FHSM_Executive_Summary.pdf)

**Online Resources**
2. Math Solutions by Marilyn Burns- [www.mathsolutions.com](http://www.mathsolutions.com)
3. Reading and Sense Making Task Library, National Council Teachers of Mathematics-  
5. Math Forum- [www.mathforum.org](http://www.mathforum.org)
7. Curriki.org- Global resource for sharing of quality lessons, modules & courses
9. Calculation Nation- [www.calculationnation.nctm.org](http://www.calculationnation.nctm.org)
10. Wolfram Demonstrations Project: Middle School Mathematics-  
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.

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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.
Article Response Guide

Complete 2 of the 5 for each article and turn in a hard copy at the beginning of class. The assignment that you turn in should include a) your name & the date; b) the title and author of the article; and c) the numbers that you have chosen to answer (i.e. #1 and #3)

1. **Summarize the key points & respond** – Highlight the main points of the reading. You may offer a critique of these points as they relate to education in general and/or your specific experiences with teaching and learning mathematics. (1-2 paragraphs)

2. **Quotes & responses** – Pull a two to three meaningful quotes from the reading and offer a commentary as to the significance of these quotes for education in general as well as your specific experiences in teaching and learning mathematics.

3. **Questions for discussion & reflection** – Prepare three to four open-ended questions that build from the ideas discussed in the reading.

4. **Connections across readings** – Discuss connections with other readings and/or course activities. (1-2 paragraphs)

5. **Classroom application** – Discuss how you think the reading applies to mathematics classrooms. Applications may connect with your prior experiences as a K-12 student, current observations in the practicum classroom, and/or future plans for utilization in the middle or high school classroom. (1-2 paragraphs)
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 and why do you want to teach math?
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 your 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 there 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 Wind-Wolf'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.

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