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EDFI 7100

Statement of Purpose

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 I teach at the Life Skills center of Toledo, a local charter school that serves an at risk student population ranging in ages from 16-22. Life Skills was founded to assist students whose needs might not be met by traditional public schools (Life Skills Centers, 2010). All of my students have dropped out of high school in the past and have made the choice to return to school to earn their high school diploma at the Life Skills Center. Many of the students that I work with enter our school highly deficient in reading and basic math computational skills. I teach a course that is designed as a remediation course to sharpen our students’ skills to help them be successful in high-school-level math. Since we accept students from the ages of 16-22, many students enter our school after spending numerous years out of school. Because of this, many of our students require lots of remediation and extra attention. As the State of Ohio has recently revised their academic content standards, the new Ohio Core Standards aim to establish rigorous high school graduation expectations for all students, prepare all students for college and work, strengthen link between high school graduation and college entry, and reduce remediation at the college level. By helping our students find the remediation in reading and math skills that they need, we trust that they will be more successful at mastering the new rigorous Core standards that the state has put into effect.

 Since our school is an internet based school, the course software that our students will be using comes from Apex Learning, and is designed to “expedite student progress through 6th- to 8th-grade skills” (Apex Learning, 2010). “The program simultaneously builds the computational skills and the conceptual understanding needed to undertake high school–level math courses with confidence” (Apex Learning, 2010). The Math Foundations courses that I teach cover content standards from the 6th through 8th grade including topics such as integers, fractions, decimals, ratios, rates, percentages, and basic 8th grade algebra standards.

 Because the majority of my students have experienced some type of failure in public education in the past, I incorporate different types of real world activities and group projects into the curriculum to ensure that my students are making connection from the math content to the real world. This makes learning meaningful and important to the students that I work with. As my students enter my class many differing needs, I modify my curriculum to meet the needs of the many different learners that my class encompasses. The math foundations course contains many different literacy aspects to ensure students are gaining literacy and reading skills along with the math content that is being presented to them. Results of this course should be a solid foundation of 6th through 8th grade math content understanding with an effective base for reading and writing across the math curriculum. Since my class is an internet based course I am free to individualize the educational needs of the specific student. Because of this freedom, the math foundations course readies my students to enter into a rigorous high school curriculum so they can not only learn what it is like to be successful in an education setting, but hopefully this also readies my students for success outside the classroom in the real world after high school.

Works Cited

Apex Learning.(2010). Retrieved September 2010, from Apex Learning: <http://www.apexlearning.com/Catalog.htm?id_course=150>

Life Skills Centers.(2010). Retrieved 9 2010, from Life Skills Centers: [www.wediducan.com](http://www.wediducan.com)

Ohio Department of Education. (2010). The Ohio Core. Retrieved September 20, 2010, from Ohio Department of Education Website: <http://education.ohio.gov>