

## **ELEMENTARY SCHOOL RESOURCE CENTER**

### **PHILOSOPHY:**

Elementary School administration and teachers believe that the professionally supervised learning of elementary students is a public-school educational responsibility. Learning abilities and disabilities are assessed in and out of the classroom. A plan of supportive instruction should occur to support individualized educational goals, support the implementation of an academic program, and the intended program's evaluation should guide the future educational needs of selected students.

### **DEFINITION:**

The Resource Center is a conveniently established large room within the quiet confines of a school. The area is divided into separate open spaces to accommodate several specifically educated, trained, and selected educators in the techniques of supporting the specific learning needs of selected students. The areas are diverse, having some areas that accommodate several students for socialized learning and other areas that support students on a one-to-one basis. A diversity of educational equipment in each open space similar to larger classrooms promotes a variety of options for subject presentation and student participation. A supportive atmosphere exists between teachers, as there are visual and auditory capabilities between the divided areas.

### **PURPOSE:**

The Resource Center's purpose is to augment the socialized classroom educational process for selected students needing additional close supervision and management of educational experiences. It provides an intense and unique individualized one-on-one to support the group educational experience. The process promotes individual quality education by:

Reducing student stimuli during the educational process

Individualizing assessment of educational needs and academic progress

Encouraging the planning of a unique and individualized course of educational intervention

Implementing the identified specific plan of teaching in a more intense teaching environment

Evaluating consistently the specific plan of individualized teaching to determine effectiveness and need for the educational plan revision.

### **GOAL: (Long-term)**

To assist with every student's preparation to obtain their full potential as a viable and productive member of society to their maximum capability.

**OBJECTIVES: (Short-term to reach the goal)**

1. Understand the importance of maintaining an active Resource Center
2. Understand and implement the supportive role of the school principal in the acceptance and integration of the philosophy, goal, and objectives of a Resource Center within the educational system
3. Select faculty who are sensitive to the unique educational needs of children and understand the correlation of classroom and individualized instruction for student success.

**SUPPORTIVE EDUCATIONAL EXPERIENCES:**

Visitations by the Resource Center faculty within the classroom helps to:

1. Assess the needs of specific and individual students in a classroom setting.

Whereas a Resource Center faculty intends to assess and help a few students, the overall interaction of selected students is observed regarding group learning, socialization, and integration of presented course content. Often, the assigned students identified to be followed by Resource Center faculty have been more capable than other identified students in the classroom. An astute and talented Resource Faculty member observes and is aware of aberrant behaviors of all students in the entire classroom. Classroom observation of all students allows comparison of academic prowess, social behaviors, ability, and capability to follow directions of each student—and in-comparison with fellow students. Each student's overall skills in the classroom allow for a barometer for watching specific Resource Center students' socialization and academic abilities related to norms and their peers.

Whereas classroom teachers are, for the most part, focused on content presentation, it becomes somewhat difficult for a classroom teacher to assess each student's ability to respond and interact with the lesson content appropriately. The Resource Center faculty is fully attentive to classroom performance requests and watches each student's ease or difficulty of integrating a classroom teacher's performance requests. This astute Resource Center faculty member becomes, often, the first person to accurately assess the need for referral to the Academic Resource Center as a part of the school day.

2. The Resource Center faculty places attention on the integrated flow of **all** educational processes. For instance, a library needs books replaced on the shelves. Teachers need (and often appreciate) having student tests corrected by Resource Center faculty using the teacher's key to determine correct test answers. Other related activities include the sharing of playground safety and substitute in the classroom as needed. Such diversity on the part of a Resource Center faculty makes their involvement in students' success a shared and integral part of overall student educational success. Conversely, suppose there is a misuse of faculty time by Resource Center faculty for student education. In that case, the purpose of the Resource Center falters and sets visual precedence for other faculty to misinterpret the Resource Center's faculty's intended positive role.

3. This faculty position is **not** desired or suited by all faculty; hence, a school administrator's choice of faculty for such a diversified and self-directed position within the school system requires full attention as to whom is suited for this strategic role. This position involves faculty flexibility, maturity, and overall concern for every aspect of the educational system that represents and becomes the hallmark of Resource Center faculty.

#### **SUGGESTIONS FROM PERSONAL OBSERVATIONS:**

1. First and second-grade faculty mutually design an assessment form/tool of a score and written comments. The design would identify by name and the concerning behavior (social, following directions, comprehension of learning, etc.) and signed by the teacher in which the child exhibits such abhorrent performance or behavior. Resource Center faculty can provide recommendations regarding possible future classroom support that could increase learning possibilities.

2. A Resource Center faculty (or maybe other in-house faculty) present the need for positive feedback for young children. Several excellent articles on the web could substitute for faculty presentations or be used in conjunction with a faculty presentation.

3. A job description for new substitute teachers regarding the general information related to the Resource Center. The absent faculty's performance request and communication are very helpful. A written job description and absent faculty's information send a clear message of Resource Center faculty expectations.

4. If correcting of tests/papers are needed by a teacher, correcting can sometimes be accommodated by Resource Center faculty. Testing, directions, and correct answers can be placed in a secure envelope, deposited in a safe location, returned to this location, and identified as corrected. Helping with test correcting could free up a classroom teacher to "teach" and observe the educational needs of students over an increased amount of time.

5. Encourage the importance of the first and second grades as an exceptional opportunity to identify future educational problems/concerns. The earlier a problem is identified, the better chance an educator has in making positive changes for the rest of the child's life. Hence, the importance of Resource Center faculty being able to visit classrooms.

6. Faculty cannot teach ill children. A simple written document of illness signs and symptoms might help identify illness at an early stage. Early recognition increases effective student learning, helps moderate illness, and keeps the possibility of signs and symptoms of illness spreading throughout the classroom. Required cleaning of desks and multiple-use tables regularly with disinfecting wipes decreases childhood illness.

7. A stationary list of students' names on the inside window of the classroom door with a pen/pencil attached to check off students leaving during a fire drill will help to assure complete evacuation. Teachers should report immediately to administration any child not accounted for during the classroom evacuation process.

Some very young children (usually first-graders) hide in the classroom when they hear the loud fire alarm. Perhaps, consider having at least two fire alarms during the year. Warn first-graders about the

upcoming alarm that day, that it will be loud. Direct the children to make sure their shoes are on, and line up immediately at the door. Pre-warning for a couple of times of very young children (first graders, especially) pre-disposes them to learn expected safe behavior and deters possible fright or misunderstanding as to expected behavior as future unexpected fire-drills occur.

Children often react in unexpected ways. One response to fright is to “go to the bathroom.” This response to excitement or panic is not unusual, and some children might escape the line to the outside safety area by “escaping” to the bathroom. Bathrooms checked and locked *before* the fire alarm sounds helps assure that no child has to urinate or defecate on their way out of the door—not unusual in moments of excitement.

Resource Center Faculty could be assigned to monitor the hall and help maintain order and calmness while ushering children to the closest escape door. They can also be part of the support system to ensure that all students have exited the building safely.

Thank you for allowing my thoughts regarding your Resource Center.

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