

- competency. These teachers formed a cadre to be trained and later to provide training to the rest of the staff.
2. School boards in the two districts agreed to allow an extra professional development day before the end of the school year for in-service training. Each school was allowed to choose its own day within certain time parameters. District staff responsible for assisting in the training attended these school-based training sessions.
 3. The selected teachers were brought together for a full-day training session. They were then asked to practise the techniques of the multi-level approach in their own classrooms. Selected lessons were viewed and feedback given by school board staff. A second training day was provided to allow for planning for the school training sessions. The teachers had the freedom to present the material according to their own plan, although there had to be a common outline to assure consistency across the schools.
 4. Methods and resource teachers (see Chapter 8), principals, and vice-principals received training in the fundamentals of multi-level instruction so they could act as support personnel.
 5. The principals and vice-principals were responsible for developing a plan to provide ongoing in-service training to the rest of the staff in their school. The main focus was training in small groups with collaboration among teachers; the groups also had time to develop and implement the newly acquired skills. Principals and vice-principals supported the training by monitoring the skills when they observed teachers as part of teacher supervision; they also provided ways for teachers to share strategies at various staff gatherings.
 6. It was the ongoing responsibility of district staff to monitor the implementation of the plans and provide assistance as requested.

The training approach used relies on collaboration among