

for greater individualization of the training with less emphasis on whole group activities and more use of small groups established on the basis of specific need, such as those of high school teachers. Insight into actual experience through hands-on practice is a major training need identified by M&R teachers.

All the teachers saw areas they needed to learn more about including curriculum, instructional techniques and the needs of individual children. Some expressed confidence in their knowledge of regular classroom organization and teaching methods but felt they need more skill in assessment, testing and development of appropriate individual plans for students. Another area in which many felt inadequate was the development of multi-level instructional techniques for use in the regular class.

STRATEGIES FOR THE COLLABORATIVE ROLE

Methods and resource teachers reported using a variety of strategies to support regular class teachers while avoiding positioning themselves as experts who provide easy answers to problems. They stressed the importance of being seen as fellow-teachers and collaborators: "You can't ask a teacher to do anything you wouldn't do yourself. You can't be an expert. You have to be one of them."

One strategy is to encourage the regular class teacher to take ownership of both the problem and the plan to deal with it:

In September I thought I was going to do everything. I thought I was going to be Miss Wonderful and do the programs for the teachers, be so much of a help to them. Then I realized, "Hey, I'm doing all of this; they're not taking ownership; they're thinking those kids are my problem." So I had to go back and re-adjust my way of doing things. I think it's a lot better now that I keep the role of the M&R teacher focused on assisting and being there to assist, but not doing everything.