

fore, is to respond professionally to the challenge, fear, and excitement of teaching all children.

I will examine some approaches to that response. I am confident that as teachers read they will frequently say, "I am doing that in my classroom already", or at the very least, "I can do that". And administrators will feel that they have teachers on staff who fulfil the requirements capably. This is because the similarities between teaching a regular class and an integrated class far outnumber the differences.

I will examine the role of the teacher from four perspectives. The first deals with the teacher as a person and as a professional. The second addresses the teacher operating in many capacities in the classroom. The third focuses on the specific relationship between the teacher and the exceptional student in his or her class. Finally, we have a look at the highly collaborative nature of the classroom teacher-support system liaison.

THE TEACHER: PERSONALLY AND PROFESSIONALLY

Strategies in Preparation

Teaching an integrated class requires a personal as well as a professional commitment. It is not enough for the school board, the superintendent and the school administration to support the philosophy of integration. The actual success or failure of integration hinges on the classroom teacher's beliefs and practices. In fact, the strongest indicator that integration will be successful is the degree to which the classroom teacher believes in the idea. The teacher must believe that the school is the most natural setting for students to grow and learn from each other and from educated adults.

One of the most common remarks teachers make when facing integration is that they are not ready for it. They say there is too much they do not know and they feel ill-prepared. These are real concerns and should be acknowledged. How-