

"Being a methods and resource teacher is different. We need training on how to be a collaborative consultant rather than the expert."

The M&R teachers interviewed were in ongoing training every other week, which they felt was important for developing a sense of continuity and follow-up, for ideas on new materials and new methods, and "to provide occasions where teachers can sound off to one another." The ongoing sessions also help keep the M&R teachers' morale up and their commitment to carrying out their jobs high. M&R teachers often feel alone in their perspective and uncertain about matters. Meeting with their peers to talk over the successes as well as the frustrations of the job, and to develop a sense of team work among themselves is beneficial:

The training sessions every other week are great. We've been airing a few of our problems and deciding on how to go from there. We decide what we'd like to see done and build from session to session.

I really enjoy talking with the other methods and resource teachers. I think that's the most valuable thing ... to be able to talk things over and say, "I do it this way", or "I've tried this and it works". There are so many more ideas [available].

M&R teachers at the high school level suggest that their needs are somewhat unique because of the departmental organization of their schools. They feel they need to meet with other M&R teachers in high schools to share perspectives, problems and solutions.

With the district training program now in its fifth year, districts 28 and 29 teachers feel the need for making adjustments. Each year there are five or six people new to the position and the training they require is quite different from training for more experienced teachers. They suggest the need