

Creating Systemic Change

Model Template

Concord Model Component	Concord Implementation Examples
1. Technology infrastructure	Intranet and Internet installed; teachers as part-time technology experts and mentors; computers in classrooms and labs; software and content availability
2. Administrative support	Advocates present UDL to principals, school board, administrators; Grant writing involving administration; reallocation of funds from various sources to make UDL work for all students
3. Teacher training and support	Ongoing training strands; classroom teachers offered mentoring within building; teachers have option to train for new roles and teach part-time
4. Redefined roles for special and regular education teachers	Special education teachers collaborate with technology staff, acquire technology skills, and bring new techniques to all students in the classroom.
5. Collaborative curriculum planning	Special education teacher, classroom teachers, and technology personnel address curriculum barriers and solutions collaboratively; review potential barriers ahead of working with students
6. Parent and community involvement	Parent volunteers for digitizing and gathering and using other UDL materials; parent participation via the Web in student learning
7. Creative funding	Special funds, including special educations funds, applied to UDL to improve learning for all; small grant opportunities; collaboration with nonprofits

Creating Systemic Change

Examples from the Concord Model

Technology Infrastructure

Wiring for Internet and Intranet
Computers and software, districtwide/networked
Technology coordinator staff
Commitment to digitizing curriculum
Widely available software and digital resources
Within-school and within-district servers
Classroom connections to Internet and Intranet
District Web site; Class Web sites
Within-building tech support

Teacher Training

Multiple, ongoing training strands, required
Classroom teachers opportunity to mentor others

Teachers have option to train for new part-time roles
Teachers as part-time technology coordinators
Multiple summer institutes
Continuous collaborative support
Open atmosphere to share problems and solutions

Collaborative Curriculum Planning

Special education, educational technology, regular education staff plan together
Group analyzes curriculum barriers/solutions
Focus is on curricular flexibility, not student

Administrative Support

Advocates present to administrators, school board
Some administrators/principals spearhead work
Administrators support grant writing
Administrators support flexible fund allocation
Commitment to UDL from superintendent level

Redefined Roles

Special education teachers collaborate with technology staff
Special education teachers collaborate with regular education teachers
Special education specialists focus on mainstream curriculum
Classroom teachers increase flexibility of curriculum
Teachers participate in digitizing, creating units

Parent/Community Involvement

Parent participation in digitizing, resource collect.

PTO informed and committed to UDL initiatives
Parent involvement via Web in classrooms and student work

disabilities

Look ahead to potential barriers

Pre-build solutions to increase learning for all

Commitment shared across disciplines

Seek buy-in from community to pool resources

Creative Funding

Reallocation of special education and technology funds to create pool

Joint grant applications with non profits

Small grant applications, state, foundation, federal

Districtwide commitment increases willingness to be flexible

Commitment shared across disciplines

Creating Systemic Change

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Concord/New Model Component	Implementation Examples
1. Technology infrastructure	
2. Administrative support	
3. Teacher training	
4. Redefined roles	
5. Collaborative curriculum planning	
6. Parent/community involvement	
7. Creative funding	
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