MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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**TO:** Members of the State Board of Education

**FROM:** Bernard J. Sadusky, Ed.D.

**DATE:** March 27, 2012

**SUBJECT:** Universal Design for Learning

## PURPOSE:

The purpose of this item is to propose a new regulation for Universal Design for Learning and to request publication.

## HISTORICAL BACKGROUND:

During the 2010 legislative session, Senate Bill 467 and House Bill 59 were enacted requesting the establishment of the *Task Force to Explore the Incorporation of the Principles of Universal Design for Learning into the Education Systems in Maryland.* The Maryland State Department of Education (MSDE) provided staffing for this state-wide Task Force. The Task Force studied and made specific recommendations on the feasibility of applying and incorporating the principles of Universal Design for Learning (UDL) into the policies, practices, and curriculum of the education systems in Maryland.

The full report and recommendations of the Task Force entitled, ***A Route for Every Learner: Universal Design for Learning as a Framework for Supporting Learning and Improving Achievement for All Learners in Maryland, Prekindergarten through Higher Education*** is available on the Web at http://marylandlearninglinks.org/1021.
The three main tenets of UDL are:

- Multiple means of representation, to give diverse learners options for acquiring information and knowledge
- Multiple means of action and expression, to provide learners options for demonstrating what they know
- Multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation (Center for Applied Special Technology, www.cast.org)

For an overview of UDL, additional information can be found on the Web at http://marylandlearninglinks.org/950

**EXECUTIVE SUMMARY:**

As part of Maryland's third wave of educational reform, the adoption of the Common Core State Standards has resulted in revisions to Maryland's curriculum and assessments. Universal Design Learning (UDL) principles and guidelines are being incorporated into the revision and development process from the outset; therefore, we have been promoting and building awareness, support, and processes for UDL implementation statewide. In addition, the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium is committed to developing assessments that adhere to UDL principles which allows for a smoother transition for learners from instruction to assessment.

In an effort to continue to move forward with the implementation of additional Task Force recommendations, including the State Board of Education approval of Maryland's UDL policy, the attached COMAR regulation is submitted for your consideration.

**ACTION:**

Request permission to publish COMAR13A.03.06 Universal Design for Learning.

BJS:mc

Attachment

# Title 13A STATE BOARD OF EDUCATION

## Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS

### Chapter 06 Universal Design for Learning

**Authority: Education Article, §§2-205(c) and (h), Annotated Code of Maryland**

**.01 Purpose.**

The purpose of this chapter is to promote the application of Universal Design for Learning (UDL) principles to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide local school systems in the development of curriculum, instructional planning, instructional delivery, material selection, and assessment.

**.02 Scope.**

This chapter applies to local school systems that provide educational services to children, prekindergarten through grade 12.

**.03 Incorporation by Reference.**

A framework of UDL principles and guidelines as set forth in "A Route for Every Learner, 2011" is incorporated by reference.

**.04 Definitions.**

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Materials" means the various media used by:

(a) Educators to present and assess learning content; and

(b) Students to demonstrate knowledge and skill.

(2) "Universal Design for Learning (UDL)" means a research-based framework for curriculum design, that includes goals, methods, materials, and assessments to reduce barriers to learning by providing students multiple accessible support options for:

(a) Acquiring information and knowledge;

(b) Demonstrating knowledge and skills in alternative forms of action and expression; and

(c) Engaging in learning.

**.05 Integration of UDL Guidelines and Principles.**

A. Beginning in the 2013-2014 school year, using the Maryland Common Core State Curriculum in English and mathematics as a model, local school systems shall use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development or revision of curriculum.

B. Beginning in the 2014-2015 school year, local school systems shall use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of:

(1) Curriculum;

(2) Instructional materials;

(3) Instruction;

(4) Professional development; and

(5) Student assessments.

**.06 Criteria for Selection of Instructional Materials.**

A. Local school system shall select instructional materials that meet:

(1) The accessibility requirements as described in COMAR 13A.05.02.13H as it pertains to technology based instructional products; and

(2) The UDL Guidelines, consistent with Regulation .03 of this chapter, in order to provide multiple options for:

(a) Representation, including:

(i) Perception,

(ii) Language, mathematical expressions and symbols, and

(iii) Comprehension;

(b) Action and Expression, including:

(i) Physical action,

(ii) Expression and communication, and

(iii) Executive functions; and

(c) Engagement, including:

(i) Recruiting interest,

(ii) Sustaining effort and persistence, and

(ii) Self-regulation.

**.07 Certification Procedures.**

A. Beginning with the 2014-2015 school year, local school system superintendents shall certify in writing to the State Superintendent of Schools that UDL principles and guidelines, consistent with Regulation .03 of this chapter, are used for ongoing curriculum development.

B. Certification will be required every three years, thereafter.