

# Report from the Universal Design for Learning (UDL) Task Force

Maryland State Board of Education

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**Division of Special Education/Early Intervention Services**

*Task Force to Explore the Incorporation of the Principles of Universal Design for Learning into the Education Systems in Maryland*



**Maryland Senate Bill 467  
and House Bill 59**

# The Basics of Universal Design for Learning

National UDL Center  
[Video](#)



## EXAMPLES

### No Tech

- *Images are anchored to new vocabulary and key concepts.*

### Low Tech

- *Written assignments or handouts are printed in two sizes: 8 x 11 and 11 x 18 to accommodate student writing needs.*

### High Tech

- *Interactive white boards are combined with supplementary tools that provide text-to-speech, graphic organizers, web-based resources, and video links.*

# Teachers planning with UDL in mind.

[Video](#) example



# Currently, the MSDE is addressing UDL as part of:

- ◆ The Maryland Principals' Academy
- ◆ Maryland's Co-Teaching Network (Division of Special Education/Early Intervention Services)
- ◆ Developing UDL related media and resources for Maryland LearningLinks (a special education web portal under development)
- ◆ The Enhanced Assessment Grant funded by the United States Department of Education (USDE)
  - ◆ Maryland has partnered with eight other states to develop standards for computer based accessibility and interoperability standards

# Currently, the MSDE is addressing UDL as part of:

- ◆ Governor's Academies for Government teachers
- ◆ Office of Gifted and Talented Education
- ◆ Educator Effectiveness Academies (Summer 2011)
- ◆ New Maryland Online Instructional Toolkit
- ◆ Integration of UDL into new hybrid professional development courses supporting the four High School Assessment courses

# Maryland Supporters of UDL

- ◆ Maryland State Department of Education
- ◆ Governor's Office for Children
- ◆ Maryland Down Syndrome Advocacy Coalition (MDAC)
- ◆ Arc of Maryland
- ◆ Maryland PTA
- ◆ Maryland Council for Exceptional Children





# Achieving the UDL Task Force Charge

- ◆ Online survey of the Task Force members
- ◆ Full day meeting - Reviewed the Charge of the Task Force
- ◆ Subcommittee assignments (webinar support)
  1. Summary of literature on UDL
  2. Interviews with individuals (State and National levels) with knowledge of UDL
- ◆ Full day meeting - Developed the Task Force recommendations
- ◆ Solicited feedback and comments on the Task Force recommendations and draft report

# A Route for Every Learner



## A Route for Every Learner

Universal Design for Learning (UDL) as a Framework for Supporting Learning and Improving Achievement for All Learners in Maryland, Prekindergarten Through Higher Education

# Recommendations to the State Board of Education

- ◆ Include UDL policy in the State's strategic plan to be applied to:
  - ◆ Curriculum development
  - ◆ Assessment development
  - ◆ The review and selection of educational materials and technology
- ◆ Request a steering committee to support the advancement of UDL

# Recommendations to the Maryland State Department of Education

- ◆ Define and describe UDL elements
- ◆ Include UDL principles in all State plans
- ◆ Develop resources to support UDL implementation
- ◆ Include UDL in grant applications, program approval, and professional development plans
- ◆ Provide professional development on UDL to State and school system leadership



# Recommendations to Local School Systems

- ◆ Local Boards of Education establish policies supporting the implementation of UDL
- ◆ School leadership:
  - ◆ collaborate to promote UDL as part of school improvement plans and professional learning
  - ◆ involve parent and community stakeholders
  - ◆ develop and share practices and materials that address student barriers
  - ◆ collaborate to address the infrastructure needed to support UDL

# Recommendations to Schools

- ◆ Embed a vision for UDL in school improvement plans
- ◆ Plan professional development to build UDL capacity
- ◆ Examine UDL implementation in classrooms to maximize learning for diverse learners
- ◆ Provide time in the master schedule for teachers to plan with UDL in mind

# Recommendations to Maryland Institutions of Higher Education

- ◆ Ensure an understanding of UDL
- ◆ Embed UDL in strategic plans and instructional practices
- ◆ Ensure that UDL is modeled in instruction
- ◆ Partner with local school systems, and the MSDE to support the implementation of UDL



Task Force members reached consensus that the application of UDL principles should be promoted throughout Maryland education systems to ensure all learners have maximized opportunities to access and equitably benefit from teaching and learning activities.





# National UDL Initiatives

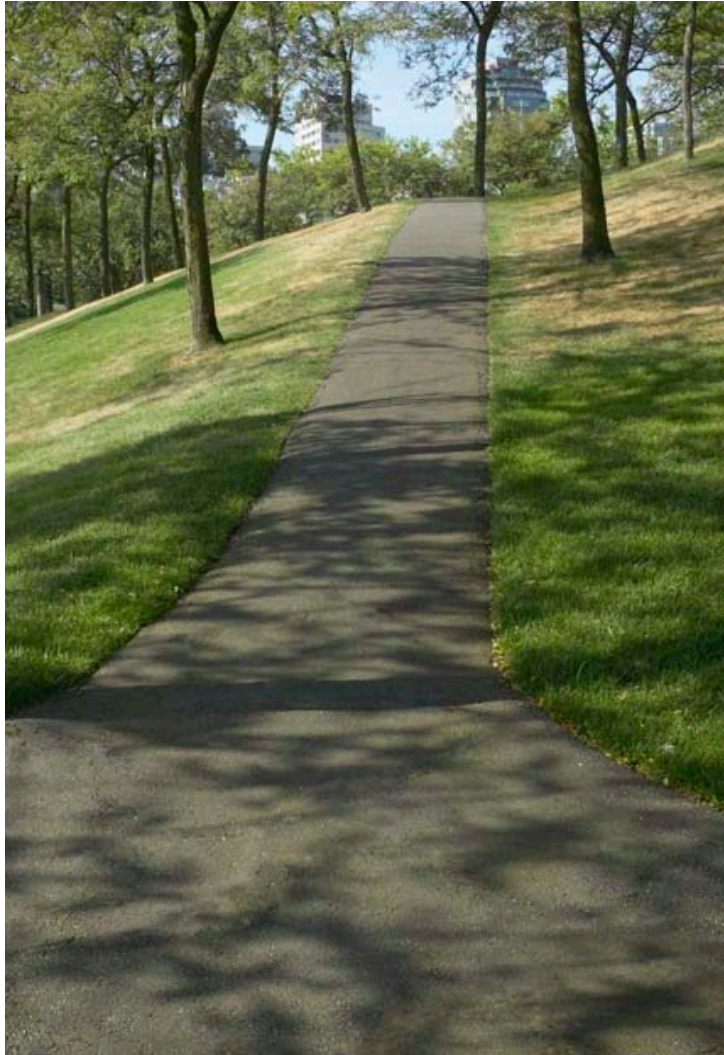
UDL language as part of the:

- ◆ Common Core Standards
- ◆ USDE's National Education Technology Plan
- ◆ LEARN Act (literacy) bills
- ◆ Race to the Top Assessment Programs criteria
- ◆ American Recovery and Reinvestment Act (ARRA) funding
- ◆ USDE's Blueprint for Reform, Reauthorization of the Elementary and Secondary Education Act (ESEA)
- ◆ Individuals with Disabilities Education Act (IDEA)

# National Organizations

## Endorsed or embraced by:

- ◆ The National UDL Task force - 40 national general education and disability groups
  - ◆ National Education Association and American Federation of Teachers
  - ◆ National School Boards Association
  - ◆ National Association of State Boards of Education
  - ◆ National Down Syndrome Society
  - ◆ Organizations representing Institutions of Higher Education
- ◆ Council of Chief State School Officers
- ◆ National Association of State Directors of Special Education
- ◆ American Association of School Administrators
- ◆ National Association of Secondary School Principals
- ◆ Council for Exceptional Children
- ◆ National Parent Teacher Association
- ◆ American Institutes for Research



“They always say time changes things, but you actually have to change things yourself.”

Andy Warhol

Please join us on the path to statewide UDL implementation!

# What does the implementation of UDL look like for students?

## IN THIS VIDEO:

- ❑ Topic choices as a means of engagement
- ❑ Options for obtaining information
- ❑ Options for expressing their learning

[Video](#) example





# Principal Comments

Lakelands Park Middle School  
Rosa Parks Middle School  
Tilden Middle School

[Video Link](#)



# Give Us Your Feedback!

What is your initial impression on the outcomes of the UDL Task Force?



Text a **CODE** to **22333**



[LINK](#)

# Give Us Your Feedback!

What is your comfort level with the principles of UDL ?



Text a **CODE** to **22333**

Not yet comfortable **10932**

Somewhat comfortable **10934**

Very comfortable **10935**

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[LINK](#)