MASTERY-BASED LEARNING

"A SYSTEM WHERE A STUDENT ADVANCES TO HIGHER LEVELS OF LEARNING WHEN THE STUDENT DEMONSTRATES COMPETENCY OF CONCEPTS AND SKILLS REGARDLESS OF TIME, PLACE, OR PACE" (U.C.A. Section 53A-15-1802)

5 ELEMENTS OF MASTERY-BASED LEARNING (U.C.A. Section 53A-15-1803)

Students advance upon mastery

Competencies include explicit, measurable, transferable learning objectives that empower students

Assessment is meaningful and a positive learning experience for students

Students receive timely, differentiated support based on their individual learning needs Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions

TABLE DISCUSSION

1. The following table includes possible barriers that could prevent local education agencies from expanding mastery-based learning should they choose to. The barriers have been identified by a working group formed by the Education Interim Committee to study mastery-based learning. Please discuss with your table what barriers, if any, should be added to the table?

Barriers to expanding mastery-based learning in Utah

| Legislature | State Board of Education | Local education agencies |
|---|---|---|
| Funding based on enrollment rather than "mastery" (school year length requirement—the equivalent of nine months [53A- 17a-103(4)(b)]) | Funding based on enrollment rather than "mastery" (number of instructional hours requirement— 180 days and 990 hours [<u>R277-419]</u>) | |
| | Capacity to design and implement program at local level | • Capacity to design and implement program at local level |
| Assessment and accountability [Title 53A, Chapter 1, Part 6, Part 11, Part 12] | Assessment and accountability [<u>R277-404</u>, <u>R277-497</u>, <u>R277-920</u>] | |
| Prescriptive teacher evaluation methodology [<u>Title 53A, Chapter</u> <u>8a, Part 4</u>] | Prescriptive teacher evaluation methodology [R277-531] | |
| | Accreditation standards (e.g., student/teacher ratios) [<u>R277-410</u>] | |
| | | Community and parent buy-in |
| 2. Beyond removing potential | barriers at the state level, what o | • Grading framework could the state do to enable |

local education agencies to make the shift toward mastery-based learning?