

CASE STUDY



BUILDING CLARITY AROUND STANDARDS, LEARNING INTENTIONS, AND STUDENT SUCCESS

**GREENFIELD EXEMPTED VILLAGE SCHOOLS
GREENFIELD, OHIO**

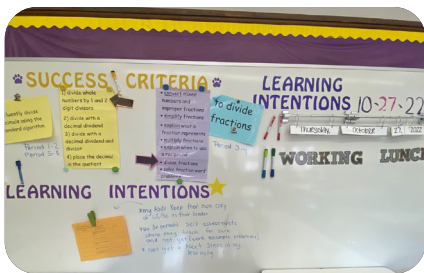


A district with a strong belief in educating the whole child, Greenfield Exempted knew the key to making that happen was to support their teachers by helping them build clarity around standards, learning intentions, and what success looks like.

Demographics

Greenfield Exempted Village Schools is a public school district located in the rolling hills of Greenfield in southern Ohio. The district comprises three elementary schools, one middle school, and one high school — and serves students in three counties.

- 1900 students, 940 in elementary school and 860 in middle and high school
- 250 teachers and staff
- 60% of students qualify for free and reduced lunch
- 13% of students receive special education services



Challenge

It was four years ago when Alisa Barrett, Greenfield Exempted's Director of Instruction, first heard about Visible Learning+. She was at a secondary conference, and the keynote speaker was Corwin consultant and longtime educator Dr. Cathy Lassiter. "She was talking about effect sizes and the actions that had positive effects on student outcomes," Barrett says. "It all made sense to us."

A few months later, Barrett and Greenfield Exempted's Superintendent, Quincey Gray, learned their middle school was being identified as an Ohio "Focus School"—a school experiencing large achievement gaps in student performance. "We had to determine how we would improve our scores at the middle school level, and I told our team about the information Dr. Lassiter had shared at the conference," Barrett says.



Implementation

The district began working with Dr. Lassiter to implement Visible Learning+—specifically, teacher clarity—at the district’s middle school. *“One learning that stood out immediately was that we needed our teachers to really, truly know their standards,”* says Gray. *“We knew the standards, but we hadn’t taken a deep dive into understanding why we’re teaching this, and why our students are learning it.”*

After a year of seeing improvement at the middle school level, Greenfield decided to expand the Teacher Clarity work districtwide. *“We saw the transformation among our middle school faculty, and we wanted all our teachers to have the same experience,”* Gray says.



Target Outcomes

- Teachers need to deeply understand the educational standards for their grade levels and subject areas—and they need to use this understanding to plan the content they deliver to students.
- Students need to understand what they were learning and why they were learning it.
- A learning culture must be built at all levels of the school—not just among teachers and students, but staff and administrators as well.

Results

Four years into their journey, the school has made incredible progress around student and teacher clarity. *“It used to be if we asked students what they were learning, they’d say ‘math’ or ‘doing a project’—but now they can tell us they’re working on solving an equation, and here are the steps,”* says Barrett. Teachers meet on a weekly basis to discuss learning intentions, success criteria, and feedback—data that’s monitored at the district level alongside student voice and adult walkthrough data.



STUDENT VOICE DATA

The most recent student voice data was collected in October 2021 and March 2022, and the two groups of numbers show a substantial percentage increase in students (Preschool through Grade 12) understanding what they’re learning, how they’ll know they learned it, and what makes a good learner:

What are you learning today?

	Able to discuss what they’re learning
October 2021	41%
March 2022	79%

How will you know you’ve learned it?

	Explained learning related to items in the success criteria
October 2021	27%
March 2022	58%

What makes a learner a good learner?

	Stated two or more learning dispositions
October 2021	10%
March 2022	61%

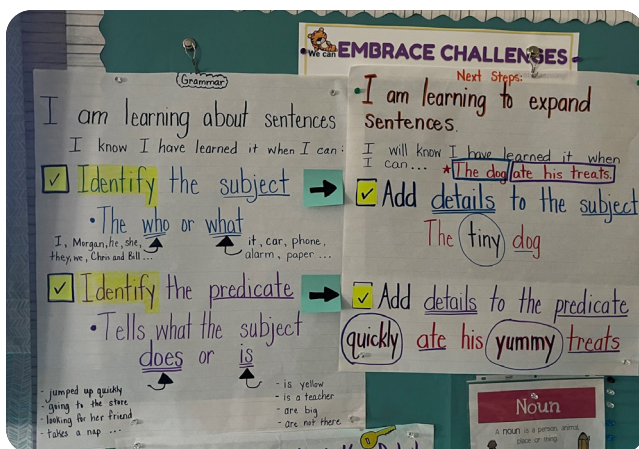


Adult Walkthrough Data

At Greenfield, principals take part in learning walks, where they walk through classrooms and assess them based on a series of questions pertaining to learning intentions, success criteria, and feedback. A snapshot of data from the most recent learning walks reveal a steady increase in visibility and clarity:

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Learning intentions are visible to all students	74%	80%	83%	84%
Learning intentions are visible to all students	77%	78%	83%	87%
Learning intentions are visible to all students	5%	13%	9%	17%

Teachers, staff, and administrators have gained the clarity they were seeking as well. "Our teacher conversations are so much richer now," says Gray. "They're sharing strategies, being honest about what's working and what's not—it's learning and sharing in real-time." Administrators "aren't just evaluators—we're supporters," Gray adds. "Our principals are so much more confident in the process—they've shifted from watching and learning to coaching and truly leading the work in their buildings."



We recognize that this is a process and a journey. Change is hard, and it's not going to happen overnight. We're committed to our plan, and the feedback from our staff and the data we've collected guides our way.

—Quincey Gray,
Superintendent, Greenfield
Exempted Village Schools



Even though we're focused on 'teacher clarity' — it's not just teachers that need to learn — it's everyone. Student clarity is being built through teacher clarity — and you hear that when our students talk about their learning.

—Alisa Barrett,
Director of Instruction,
Greenfield Exempted
Village Schools



Get started today!

Learn more about Visible Learning+ workshops at
www.corwin.com/visiblelearning

**Corwin has one mission: to enhance education
through intentional professional learning.**

We build long-term relationships with our authors, educators, clients, and associations who partner with us to develop and continuously improve the best, evidence-based practices that establish and support lifelong learning.