

The Elements of Effective Instruction (EEI) Resource and Research Guides are designed to allow educators to learn more about the research, strategies, and theory behind each of the five strands. These Resource Guides can be used following the [EEI Self-Assessment](#) to help individual educators or teams learn more about areas of interest.

Element 2: Clear, Shared Outcomes

The learning outcomes are shared and internalized by educators and students. These outcomes anchor and guide the choices of instructional activities, materials, practice assignments, and assessment tasks. Outcomes are understood and used by students to set goals, guide learning, and prompt self-reflection.



Important Ideas

1. “If you want your students’ learning to be at the higher levels—appreciating the complexity of the natural world, for example, or seeing how human history is told in multiple ways—you can write objectives aimed to target this kind of achievement. After all, the thinking and performance of the great scholars in any field are described by their colleagues in terms of analytical ability, creative synthesis, and insightful evaluation. If their thinking and performance can be described, so can our students’.” —Reeves, A. R. (2011). *Where Great Teaching Begins: Planning for Student Thinking and Learning* (p. 32). Alexandria, VA: Association for Supervision & Curriculum Development.
2. “Learning can be enhanced to the degree that students share the challenging goals of learning, adopt self assessment and evaluation strategies, and develop error detection procedures and heightened self-efficacy to tackle more challenging tasks leading to mastery and understanding of lessons.” —Hattie, J., & Timperley, H. (2007, March). *The Power of Feedback*. *Review of Educational Research*, 77(1), 83. Retrieved from <http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf>.
3. “[T]hinking after completing tasks is no idle pursuit: It can powerfully enhance the learning process, and it does so more than the accumulation of additional experience on the same task. Performance outcomes, we find, can be augmented if one deliberately focuses on learning from experience accumulated in the past. Results from our studies consistently show a significant increase in the ability to successfully complete a task when individuals are given the chance to couple some initial experience with a deliberate effort to articulate and codify the key lessons learned from such experience.” —Di Stefano, G., Gino, F., Pisano, G.P., & Staats, B.R. (2016, June 14). *Making Experience Count: The Role of Reflection in Individual Learning*. Harvard Business School.



Brief Articles

1. Keller, Keely. (2023, November 11). **Supporting Teacher Clarity to Elevate Student Learning.** Teaching Channel. Retrieved from <https://www.teachingchannel.com/k12-hub/blog/supporting-teacher-clarity-to-elevate-student-learning/>.
2. Miller, Andrew. (2019, May 8). **Treating Reflection as a Habit, Not an Event.** Edutopia. Retrieved from <https://www.edutopia.org/article/treating-reflection-habit-not-event/>. This article explores how regular reflection helps students learn and summarizes some specific strategies that can help make reflection a regular and meaningful routine.
3. McDowell, Michael. (2020, December 21). **Making Learning Targets Clear to Students.** Edutopia. Retrieved from <https://www.edutopia.org/article/making-learning-targets-clear-students/>. The author explains how when students understand classroom expectations of learning they are better able to assess and improve their performance



Book Recommendations

1. Berger, R., Rugen, L. & Woodfin L. (2014) **Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment.** Hoboken, NJ: Jossey-Bass. This book outlines how to build the capacity of students to take responsibility for their learning. There is a chapter that specifically focuses on how teachers can use Learning Targets to establish clear learning goals that students can understand to track their own progress.
2. Fisher, D., Frey, N., & Amador, O. (2025). **Teacher Clarity Playbook: Four Necessary Components for High-Impact Student Learning.** Thousand Oaks, CA: Corwin. Organized around the four critical components of teacher clarity—organization, explanations, examples, and assessments, Teacher Clarity spotlights the newest and effective teaching strategies and explains the importance of clear learning intentions, success criteria, lesson design, and progress monitoring.
3. Hattie, John. (2023) **Visible Learning: The Sequel: A Synthesis of Over 2,100 Meta-Analyses Relating to Achievement.** Milton Park, Abingdon, Oxon, UK; New York, NY, USA: Routledge: A Taylor & Francis Group. This updated meta-analyses includes a focus on the impact of teacher clarity, which is correlated with positive student outcomes.
4. Safir, S. & Dugan, J. **Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation.** Thousand Oaks, CA: Corwin. This book describes the variety of types of data and ways in which data can be used to support student learning. Chapter Five in particular focuses on the concept of Student Agency and Engagement.



Reports and Research

1. Fryer, L.K., & Leenknecht, M.J. (2023). Toward an Organising Theoretical Model for Teacher Clarity, Feedback and Self-Efficacy in the Classroom. *Educational Psychology Review*, 35. Retrieved from <https://link.springer.com/article/10.1007/s10648-023-09787-5>. This study explores the relation between teacher clarity, feedback, and student perception of their ability.
2. Hanover Research. (2014). *The Impact of Formative Assessment and Learning Intentions on Student Achievement*. Report. Washington, DC: Hanover Research. Retrieved from <http://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-StudentAchievement.pdf>. This report explains the connection between formative assessment and learning intentions, then summarizes the – 4 – research about what makes learning intentions effective and the impact of learning intentions on student learning as well as students’ ability to self-assess, though much of the research cited was carried out with older students.
3. Titsworth, S., Mazer, J.P., Goodboy, A.K., Bolkan, S., & Myers, S.A. (2015). Two Meta-analyses Exploring the Relationship between Teacher Clarity and Student Learning. *Communication Education*, 64, 385 - 418. Retrieved from https://fec995e0-e9e9-4d0a-b8e6-cf3abee74c48.filesusr.com/ugd/d373c2_be10c82e84de45d483926e5664338f57.pdf. This study explores the moderate positive correlation between teacher clarity and student learning.



Videos and Podcasts

1. Berger, R., Patton, A. (2024, October 30) Empower Students By Giving Them Learning Targets. Unboxed. Retrieved from <https://hthgse.edu/podcasts/ron-berger-empower-children-by-giving-them-learning-targets/>
2. EL Education. Using a Learning Target Throughout a Lesson. Retrieved from <https://eleducation.org/resources/using-a-learning-target-throughout-a-lesson>
3. EL Education. Students Discuss the Power of Learning Targets. Retrieved from. <https://eleducation.org/resources/students-discuss-the-power-of-learning-targets>
4. EL Education. Students Unpack a Learning Target. Retrieved from <https://eleducation.org/resources/students-unpack-a-learning-target>
5. EL Education. Students Unpack a Learning Target and Discuss Academic Vocabulary. Retrieved from <https://eleducation.org/resources/students-unpack-a-learning-target-and-discuss-academic-vocabulary>
6. EL Education. Students Own Their Progress: Using Data with Students. Culture of Growth: Growth in Students. Retrieved from <https://eleducation.org/resources/culture-of-growth-growth-in-students>