

INTRODUCTION

- The empirical literature that suggests there is no single definition of academic success.
- Research by York et al. (2015) identified six main indicators for academic success:
 - (a) academic achievement (e.g., grades)
 - (b) acquisition of skills and competences
 - (c) attainment of learning outcomes
 - (d) career success
 - (e) persistence
 - (f) satisfaction
- To investigate the complexity of academic success, we examined the endorsement of the indicators of success by grade-level taught.

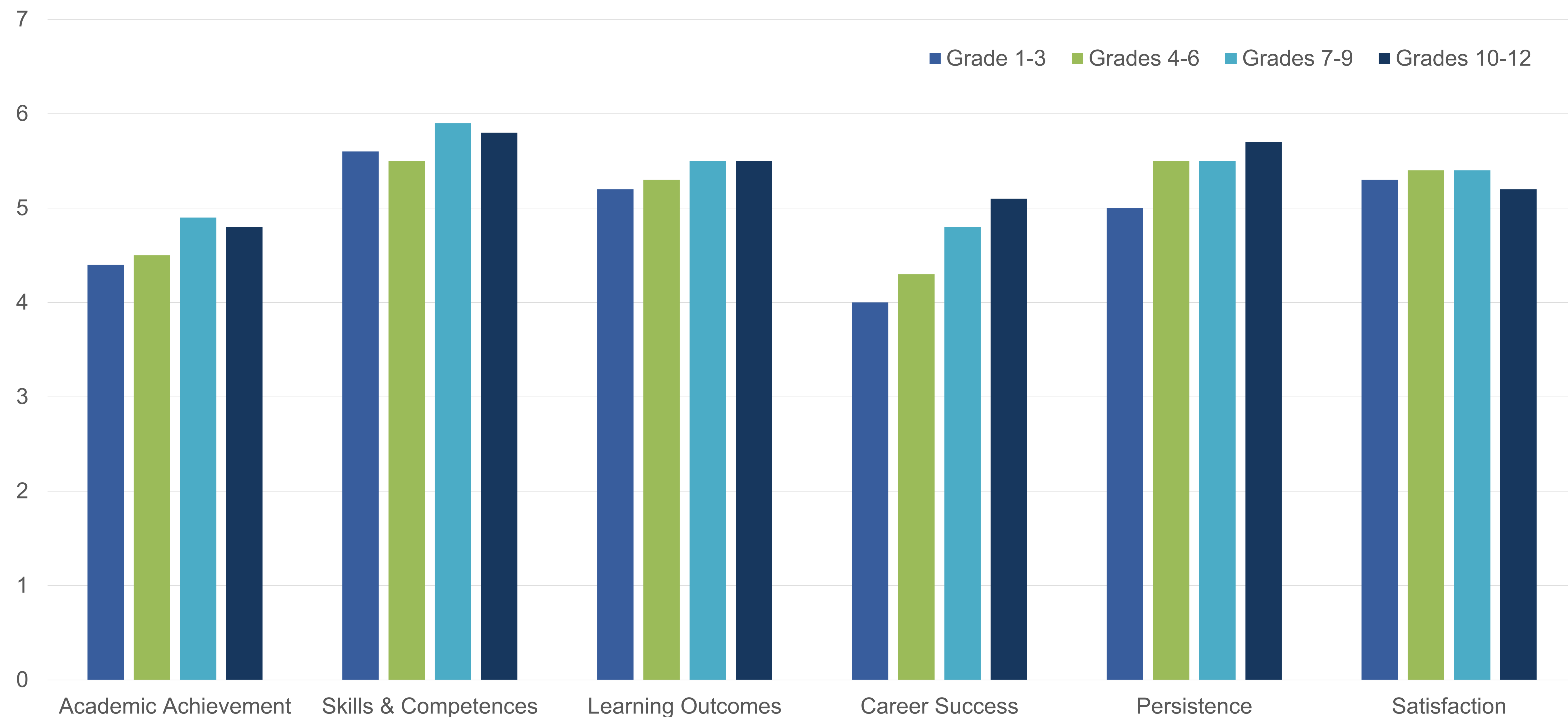
METHOD

- We surveyed 351 teachers who ranged in age from 21 to 71 (M = 37), and averaged 11 years of teaching experience.
- These teachers were asked to identify how much they endorse various indicators of success when defining it for their students on a scale from 1 (not at all) to 7 (very much so).
- Teachers were grouped into grade-division breaks used in the local school community (grades 1-3, 4-6, 7-9 and 10-12).
- We ran 6 one-way ANOVAs based on the indicators of success outlined above.

RESULTS

- There were several differences in the endorsement of academic success indicators based on grade level taught, in particular:
 - academic achievement $F(3,347) = 4.15, p=.007$
 - career success $F(3,348) = 7.15, p<.001$
 - persistence $F(3, 347) = 5.98, p=.001$.
- There were no differences between groups on the indicators of acquisition of skills and competences, attainment of learning outcomes and satisfaction

ENDORSEMENT OF ACADEMIC SUCCESS INDICATORS



Teachers' definitions of academic success differ based on grade level.

DISCUSSION

- Teachers in the higher grades, are more likely to endorse academic achievement and career success as indicators than those in lower grades.
 - The emphasis on academic success in later grades may reflect the importance placed on grades during these years.
 - Moreover, the emphasis on career success may be more prominent in later years due to the proximity to career placement.
- Teachers in Grades 1-3 are less likely to endorse persistence perhaps reflecting the difficulty level therein compared to others.

FUTURE RESEARCH

- Definitions of academic success are varied and additional considerations to examine this complexity could be:
 - Examine students with various learning needs (e.g., students with learning disabilities or students with autism).
 - Examine indicators of academic success based on subject area (e.g., mathematics vs. language arts).
 - Examine perceptions of academic success at various points throughout the academic year (e.g., September vs. April).

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