

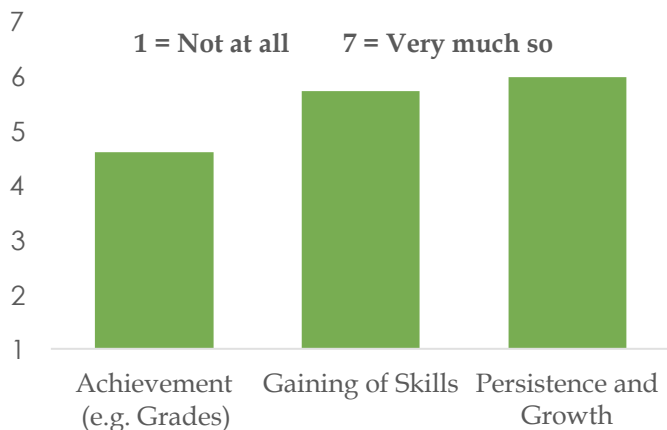
# RESEARCH BRIEF

## RESULTS FROM GETCA 2019

### Defining Academic Success

Thank you to the many teachers at GETCA (Greater Edmonton Teachers' Convention Association) who took the time to fill out our questionnaires regarding their definitions of academic success. Dr. Daniels and her team from the Alberta Consortium for Motivation and Emotion (ACME) present here some initial findings. Any questions or comments can be directed to [acme@ualberta.ca](mailto:acme@ualberta.ca).

**How much do you consider the following when determining your students' success?**



Teachers value **persistence, growth** and **skill acquisition** more than they value academic achievement when defining student success.



**Do teachers vary their definition of academic success for exceptional students?**



**Yes! 74%** of teachers change their definition of academic success for students with ADHD.  
**81%** change their definition for students with a learning disability.

**Elementary teachers are more likely to vary their definition of academic success for exceptional students.**

Elementary teachers change their definition of academic success for students with ADHD or a learning disability more than secondary teachers.