vivi

INDEX REPORT

# 2025 Global Teacher Insights Report

## The Four Key Drivers of Teacher Success: A Global Roadmap for Education Leaders

Holland, B., Lymer, R., Rabbitt, B. (2025). 2025 Global Teacher Insights Report. Vivi & FullScale

FullScale

## Executive Summary

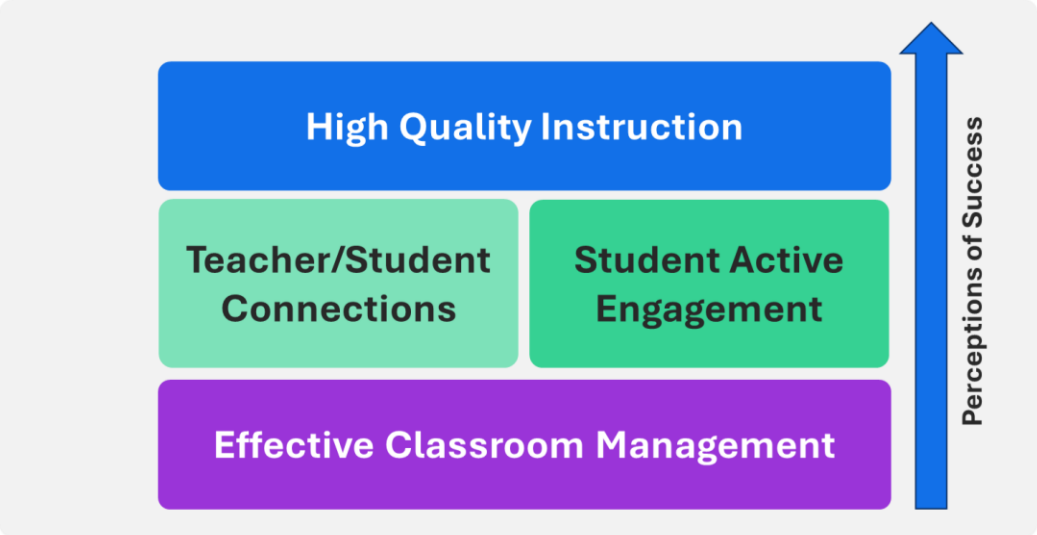
Globally, school, system, and district leaders face increasing pressure to attract, retain, and support educators. In late 2024, Vivi identified a critical challenge to this endeavor: ***teachers' perceptions of success***. To produce meaningful evidence and better support leaders, Vivi commissioned FullScale - a national nonprofit - to conduct an international, mixed-methods study with the goal of identifying the systems and structures that help teachers feel successful in their classrooms. ***Four Key Drivers of Teacher Success: A Roadmap for Education Leaders*** **explores the key findings from a survey of over 1,750 classroom teachers in Australia, New Zealand, England, and the United States.** This study uncovers a set of drivers contributing to teacher perceptions of success and provides school, district, and technology leaders with insights and solutions to support their educators.

## Teachers Associate their Feelings of Success with 4 Key Drivers

This study sought to understand what teachers believe most contribute to their definition of success. **Regardless of nationality, school location, student age group, number of students taught, or even years of experience, teachers ranked the same four items as most influential to whether they felt successful in the classroom.**

- 85% of respondents ranked ***active student engagement*** and ***strong relationships with students*** as one of the top three factors.
- 63% associated ***growth in student achievement*** as a strong indicator of their feelings of success.
- 42% identified ***classroom management*** as a key contributor to their definition of success.

## 4 Key Drivers of Teachers Success



A review of the literature, coupled with study findings, indicate that four key drivers contribute to teacher perceptions of success: **effective classroom management, active student engagement, teacher/student connections,** and **high-quality instruction.** As explained in the full report, significant relationships emerged between these drivers and the degree to which teachers feel successful. Critically for the field, we observed that **when teachers feel as though they have the skills to manage their classes, then they begin to feel more successful AND can focus on the other three drivers: *Teacher/Student Connections, Active Student Engagement,* and *High-Quality Instruction.*** At the same time, while not required for a teacher to feel successful, a *Sense of Community and Connection* exists as a core enabling condition.

> *"As someone who has taught for 5 years, covering 4 schools and 3 states, community is CRITICAL to establish. Knowing who to ask is a huge hurdle at first and that confidence of knowing your surroundings really does translate in the classroom. Being part of a school community (contributing to meal drives for co-workers, having a knowledge of their personal life beyond the classroom) brings a much greater sense of value to a role in a school. This doesn't even include the value of community in collaborative planning, lesson sharing, etc. When I have had weaker personal communities, I have also felt less effective."*
>
> *- Shana, High School Teacher, U.S.*

## What Teachers Do to Feel More Successful

### Teachers Who Feel More Successful Report Using Strong Classroom Management Strategies

- Teachers with strong classroom management skills reported higher levels of perceived success. A statistically significant relationship emerged between self-efficacy in classroom management and feelings of success.

### Teachers Who Feel More Successful Deliberately Build Connections with their Students

- Over 72% of surveyed educators reported engaging in practices that build meaningful connections. Those who felt extremely successful were significantly more likely to demonstrate empathy, care for students' well-being, and understand their emotions.

### Teachers Who Feel More Successful Report Implementing Strong Instructional Strategies

- Data revealed a strong correlation between teachers' reported success and their ability to engage students through effective teaching practices. Teachers also emphasized the emotional impact of student engagement. Many explained that students' active engagement reinforced their sense of accomplishment, while disengagement led to frustration and self-doubt.

## Key Takeaways for Leaders

### #1: Encourage and Support Teachers as they Build Connections with Students

- Teachers who understand their students' needs, skills, interests, and motivations, can better engage and support their learning. Leaders can facilitate these connections by allocating time and resources, particularly for teachers with large class sizes.

### #2: Nurture Feelings of Community Connection

- Teachers who feel seen, supported, and represented by their community, feel as though they have what they need to be successful. Strong peer connections enhance job satisfaction and provide essential professional support, especially for novice educators.

### #3: Teachers Thrive When Students are Actively Engaged

- Beyond just attending or participating in class, students who take ownership over their learning, demonstrate agency and confidence, as well as actively engage in the process of learning, have teachers who feel a greater sense of success. Professional learning and support should target instructional strategies that foster students' active engagement

### #4: Leverage the Four Key Drivers to Make Systemic Improvements

- Teacher success relies on four key drivers: **Effective Classroom Management**, **Active Student Engagement**, **Teacher-Student Connections**, and **High-Quality Instruction.** A strong sense of community can further support self-efficacy in these drivers. As school, system, and district leaders face mounting pressure to attract, prepare, and retain teachers, rather than focus on a single lever or strategy, they need to take a systemic approach that accounts for the needs, experience levels, and contexts of teachers' classrooms

*"When students are actively involved in learning—whether through asking questions, participating in discussions, or showing curiosity—it's a clear sign that the teacher's efforts are resonating. This can lead to feelings of accomplishment and validation for the teacher. It often feels like a reflection of the teacher's effectiveness, since engaged students tend to be more motivated and perform better. On the flip side, when students appear disengaged, it can make a teacher feel like they're not connecting, or like their methods aren't working. It can lead to frustration or even self-doubt about their teaching practices. Teachers often invest a lot of emotional and intellectual energy into their work, so seeing students engaged and excited can be a real boost, whereas disengagement can make them feel like they're not succeeding, even if they're doing everything they can."*

*~ Felicia, Middle School Teacher, ANZ*

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## About This Study

In late 2024, Vivi identified a critical challenge facing school, system, and district leaders as they worked to attract, retain, and support educators: ***teachers' perceptions of success***. To produce a meaningful evidence base and better support these leaders, Vivi partnered with FullScale - a national nonprofit - to conduct an international, mixed-methods study with the goal of identifying the systems and structures that help teachers feel successful in their classrooms.

### The Importance of Teachers' Perceptions of Success

Around the globe, school, system, and district leaders face mounting pressure to attract, prepare, and retain teachers.[1] In the United States (U.S.) alone, nearly one in eight teaching positions were either vacant or filled by under-qualified educators in 2023,[2] and in Australia, the federal government has designed a comprehensive work plan to mitigate ongoing educator shortages.[3] **The teacher shortage is an ongoing concern, and addressing it requires a dual focus: supporting the wellbeing and retention of current educators while also creating conditions that attract new talent.** A key part of this effort is understanding what makes teachers feel successful in their roles, as a strong sense of self-efficacy is essential for long-term commitment to the profession.[4]

Teacher wellbeing is a critical factor in supporting teacher self-efficacy, educator retention, and student outcomes.[5] However, compared to professionals in other fields, teachers are twice as likely to experience frequent job-related stress and three times as likely to struggle with managing it.[6] As a veteran high school teacher from the U.S. shared on our survey, *"This year has been the toughest year teaching in my 17 year career... this has personally made me feel ineffective and self-reflect for countless hours about my pedagogy."* **When teachers feel ineffective or disconnected from their work, they are more likely to leave the profession, exacerbating teacher shortages.**[7] To prevent this cycle, it is critical to examine the factors that contribute to teacher success and wellbeing so that school leaders can create environments where educators thrive - not just survive.

Our review of the literature identified three key constructs (i.e., measurable ideas or concepts) that contribute to teacher success: **strong student-teacher relationships**[8], **student engagement**[9], and a **sense of community**[10]. When teachers feel a strong sense of success or self-efficacy, they are able to foster stronger relationships with their students.[11] Likewise, these strong relationships contribute to greater student engagement which has a reciprocal relationship with teachers' perceptions of success.[12] The literature also tells us that relationships with

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[1] Craig, Hill-Jackson, & Kwok, 2023
[2] Tan, Arellano, & Patrick, 2024
[3] Australian Government, 2023
[4] Golubtchik, 2024; Hong, 2012; McInerney et al., 2018; Pedota, 2015
[5] Arnold & Rahimi, 2025; Granziera, Martin, & Collie, 2023; Wang et al., 2024
[6] Doan et al., 2024
[7] Golubtchik, 2024; Hong, 2012; McInerney et al., 2018; Pedota, 2015
[8] Hajovsky, Chesnut, & Jensen, 2020; Thornberg et al., 2020
[9] Thornberg et al., 2020
[10] Bjorklund et al., 2020; Stearns et al., 2015
[11] Hajovsky et al., 2020
[12] Thornberg et al., 2020

colleagues contribute to overall job satisfaction, self-efficacy, and teacher wellbeing.[13] As a result, **it is imperative that we further understand how teachers are experiencing and defining their success to support implementation of strategies that could improve teacher retention and strengthen the profession as a whole.**

## Measuring Teacher Perceptions of Success

Between January-March 2025, **Vivi and FullScale captured survey data from over 1,750 current classroom teachers in Australia/New Zealand (ANZ), England, and the U.S., as well as conducted focus groups with Vivi teachers from the U.S. and Australia** (see Appendix A for detailed methodology and survey design). The driving purpose of this study was to create a body of research that demonstrates a deep understanding of the challenge facing school, district, and technology leaders to ensure that teachers feel successful in their classrooms while also identifying potential solutions.

More specifically, we sought to achieve the following objectives:

1. Identify the degree to which, and ways in which, **Teacher/Student Connection** is a driver of teachers' feeling successful.
2. Identify the degree to which, and ways in which, **A Sense of Connection & Community** is a driver of teachers' feeling successful.
3. Identify the degree to which, and ways in which, **Student Active Engagement** is a driver of teachers' feeling successful.
4. Understand how teachers' interpretations of **feeling successful** vary based on geography, demographics, and how they describe their instructional model (i.e., instructional practices and classroom management).

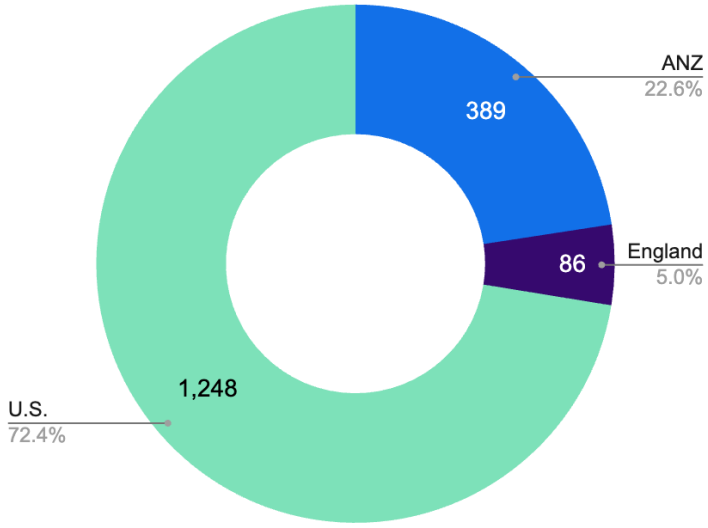
## International Sample of Participants

In January 2025, we recruited current classroom teachers through email newsletters, social media, and direct outreach. A valid sample of 1,783 current classroom teachers from the target countries of Australia, England, New Zealand, and the U.S. completed the survey. An additional sample of *Vivi Teachers* from Australia and the U.S. were recruited to participate in focus groups.

With the international survey sample, **76% of respondents identified as a woman (n=1,304)** and over **72% affiliated with the U.S. (n=1,248).** Because only 11 participants came from New Zealand, we combined them with those from Australia to form a more representative ANZ group (n=389). Most teachers reported that they taught in public or public charter schools (n=1,257). **This was a very experienced group of educators with 78% (n=1,358) indicating that they had been teaching for more than nine years** (see Appendix B for detailed sample demographics).

[13] Bjorklund et al., 2020; Stearns et al., 2015; Turner, Thielking, & Prochazka, 2022

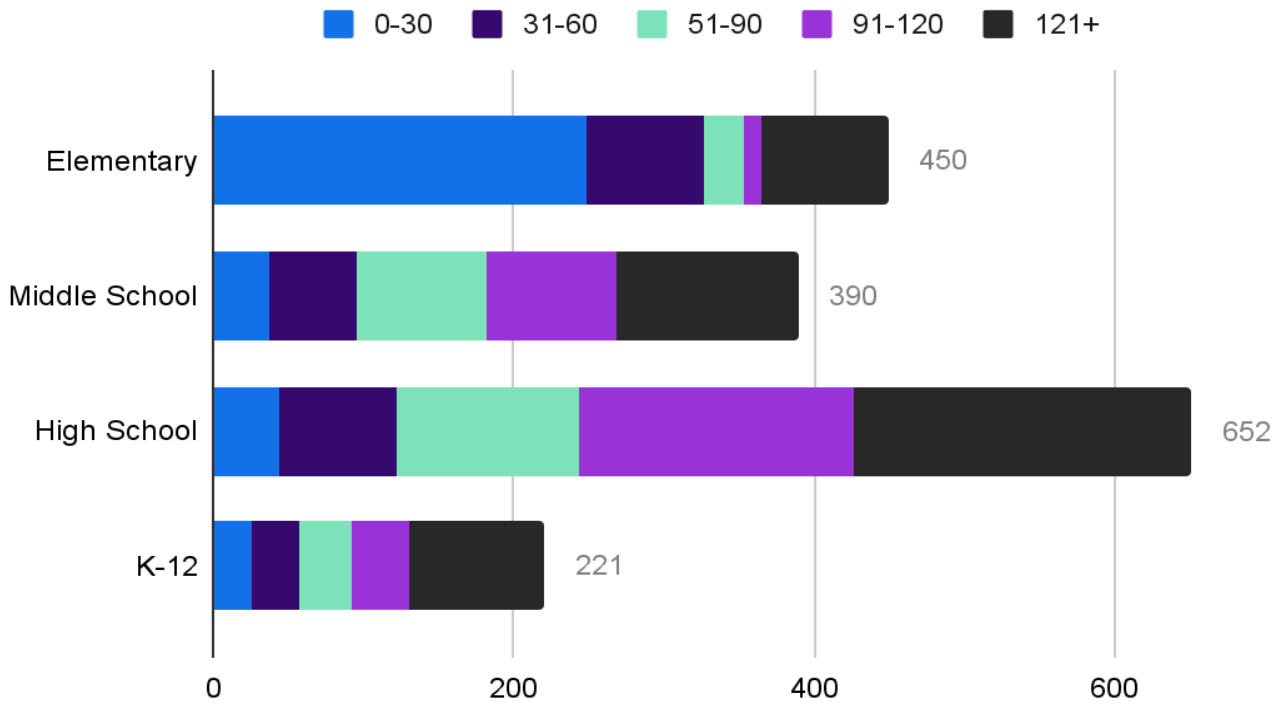
**Figure 1. Survey respondents by country**




Approximately 42% of respondents indicated that they work in suburban schools, or a mix that includes suburban and either rural or urban schools. This sample of educators indicated that they work in relatively affluent schools. **Only 15% of teachers indicated that a majority of their students could be classified as living in a low-income community, and most of them were in the U.S.**

When looking at the level of instruction (e.g., elementary, middle, or high school), teachers indicated that they taught a range of students, with approximately 13% noting that they spanned multiple age groups such as elementary and middle. In our analysis, **we found discrepancies between teacher perceptions and the number of students that they teach**, so it is noteworthy that elementary teachers accounted for 70% of the educators who taught fewer than 30 students, and high school teachers reported having the largest numbers of students. We will further discuss this relationship later in the report.

**Figure 2. Number of students per teacher based on level of instruction**




## What We Learned about Teachers' Perceptions of Their Success

Three specific sets of questions allowed us to build an understanding of the degree to which this sample of teachers felt successful. **A complex concept, *success* cannot be viewed as a binary (e.g., successful vs unsuccessful) and needs to be considered on a continuum.** In addition to having respondents rate their perception of success on a scale, we also asked them to rank a list of items, in order of importance, that contributed to their personal definition of success. Finally, qualitative data from both open-response questions and the focus groups helped us to better understand what may be driving these teachers' perceptions.

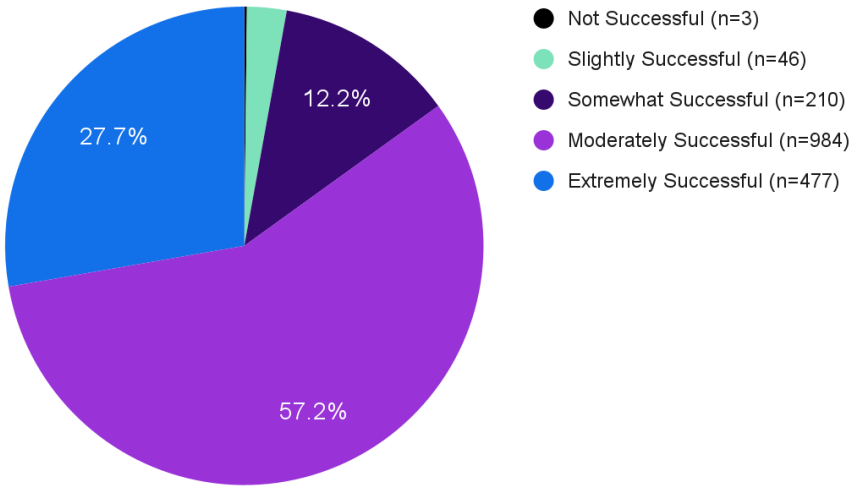
## Teachers Report Feeling *Moderately* to *Extremely* Successful

When asked on a five-point scale, **approximately 85% of the teachers indicated that they felt *moderately* to *extremely* successful; only three responded that they felt *not at all successful*.** Those three individuals indicated that they teach in U.S. public schools with more than 60% of their students living in low-income communities. Two taught middle school and one spanned K-12. Two of these teachers had 0-2 years of experience, and one had 9+ years.

**Across subgroups,** we detected little difference between educators based on geography, school location, number of students taught, or socioeconomics, when asked about feelings of success. **However, we did detect a relationship between years of teaching experience.**

**The percentage of teachers reporting that they felt *extremely successful* increased with the number of years of experience.** As will be further discussed, this finding presents an opportunity for leaders, particularly as they consider ways to attract and retain new teachers.

**Figure 3. Degree to which teachers indicated that they felt successful**




## Teachers Associate their Feelings of Success with 4 Key Drivers

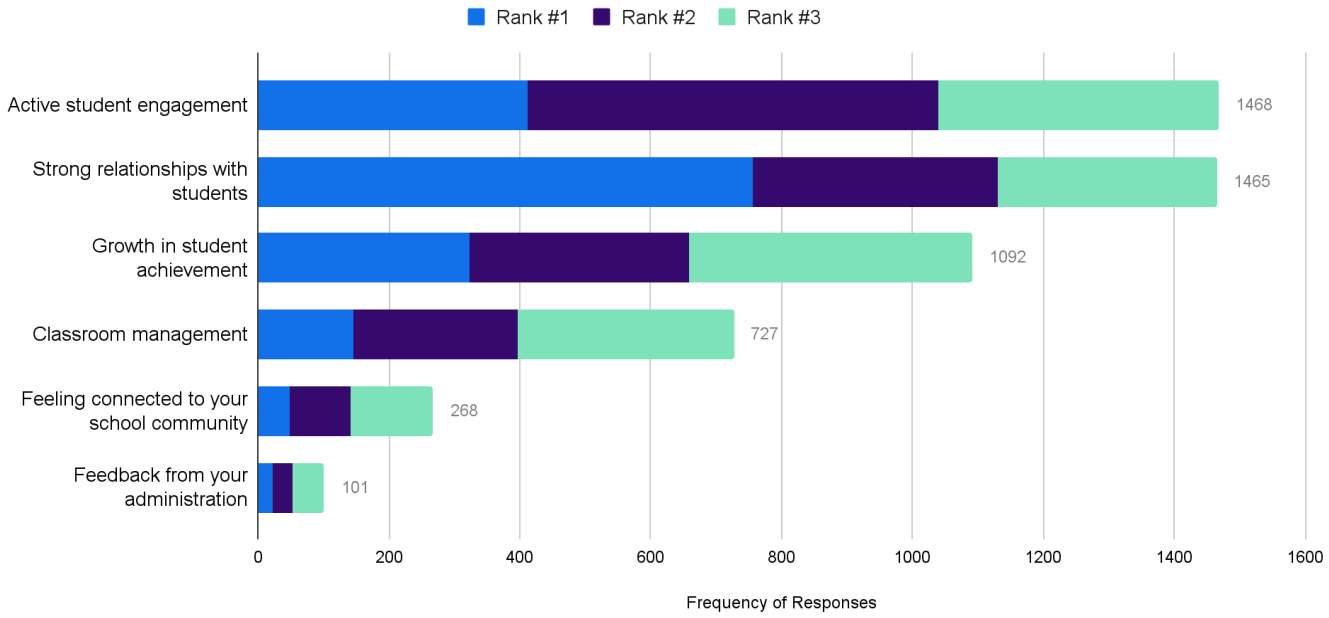
To understand what teachers believe most contributed to their definition of success, the survey asked them to rank a set of six factors as well as an "other" option. **Across all demographic markers, teachers ranked the same four as most influential to whether they felt successful in the classroom.**

- 85% of respondents ranked ***active student engagement*** and ***strong relationships with students*** as one of the top three factors.
- 63% associated ***growth in student achievement*** as a strong indicator of their feelings of success.
- 42% identified ***classroom management*** as a key contributor to their definition of success.

**Analysis Note:**

When ranking the factors that contribute to their definition of success, 32% of novice educators in their first two years of teaching ranked *classroom management* as one of their top two factors - tying for third overall behind *growth in student achievement*. Conversely, only 21% of educators with more than nine years of experience ranked *classroom management* as one of their top factors, and a larger gap existed between the third and fourth place choices indicating that these educators attributed their success more with their students than managing their classrooms.

**Figure 4. Factors that contribute to teachers' definitions of success**




When asked what "other" factors contribute to their feelings of success, 46% of the respondents who completed the open-response question described the importance of relationships and community with their students. Comments ranged from describing the feedback that they receive from students, to describing their motivation, to knowing that their students feel safe and welcomed in the classroom.

> *"It is 100% true that students won't care about learning unless they know YOU care about them!"*
>
> *- Jessica[14], Middle School Teacher, U.S.*

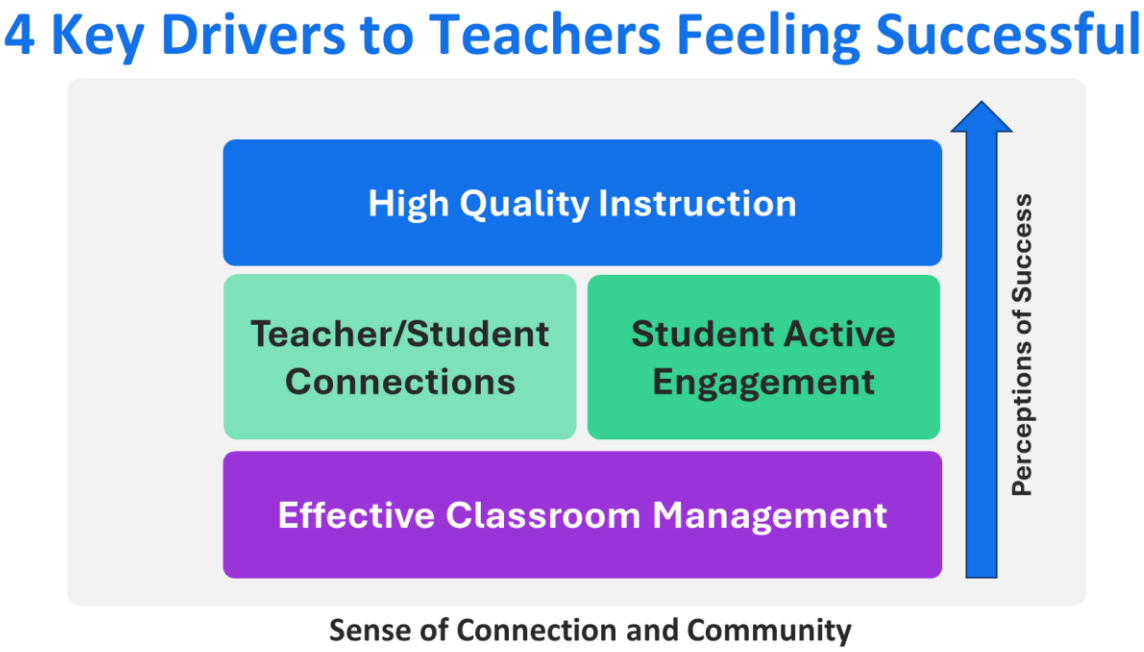
These findings, as well as our review of the literature, led us to identify four key drivers of teachers' perceptions of success. As will be explained in the rest of the report, we found significant relationships between these drivers and the degree to which teachers feel successful. First, *Effective Classroom Management* serves as a foundation. **When teachers feel as though they have the skills to manage their classes, then they begin to feel more successful AND can focus on the other three drivers: *Teacher/Student Connections, Active Student Engagement*, and *High Quality Instruction*.** The teachers who feel most successful also indicate having the most self-efficacy in these areas. At the same time, a *Sense of Community and Connection* exist as a core moderating variable. While not required for a teacher to feel successful, it exists as an enabling condition.

[14] To ensure the confidentiality of study participants, all names in this report are pseudonyms.

*"As someone who has taught for 5 years, covering 4 schools and 3 states, community is CRITICAL to establish. Knowing who to ask is a huge hurdle at first and that confidence of knowing your surroundings really does translate in the classroom. Being part of a school community (contributing to meal drives for co-workers, having a knowledge of their personal life beyond the classroom) brings a much greater sense of value to a role in a school. This doesn't even include the value of community in collaborative planning, lesson sharing, etc. When I have had weaker personal communities, I have also felt less effective."*

*- Shana, High School Teacher, U.S.*

**Figure 5. Four key drivers to teachers feeling successful**



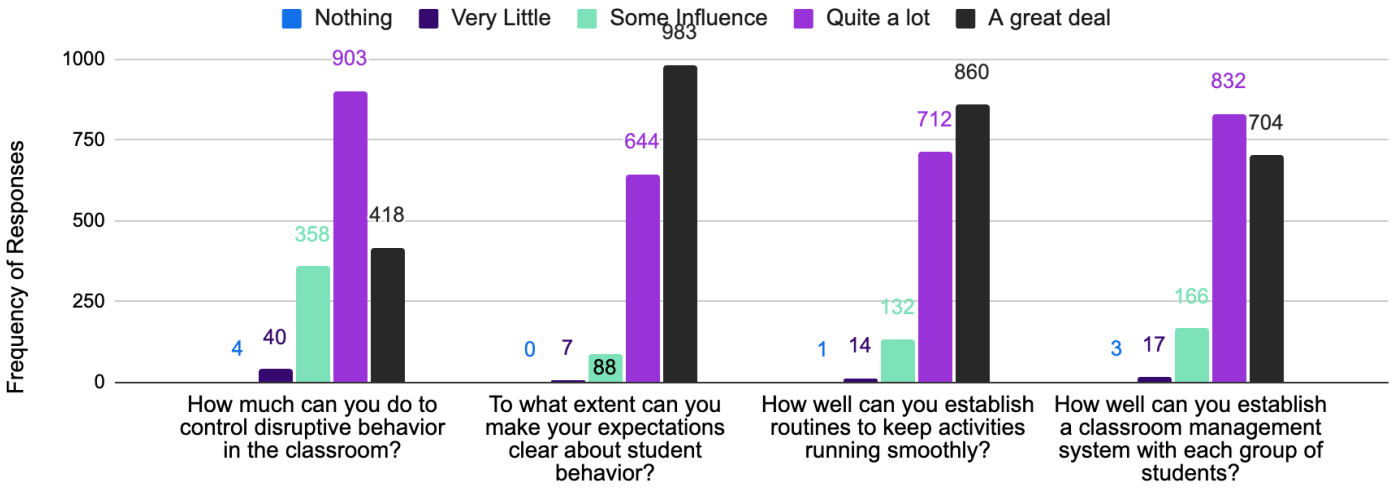

## What Teachers Do to Feel More Successful

Since the majority of our survey respondents indicated that they felt *moderately* to *extremely* successful, we analysed the data to identify which practices and strategies could be contributing to those perceptions of success.

## Teachers Who Feel More Successful Report Using Strong Classroom Management Strategies

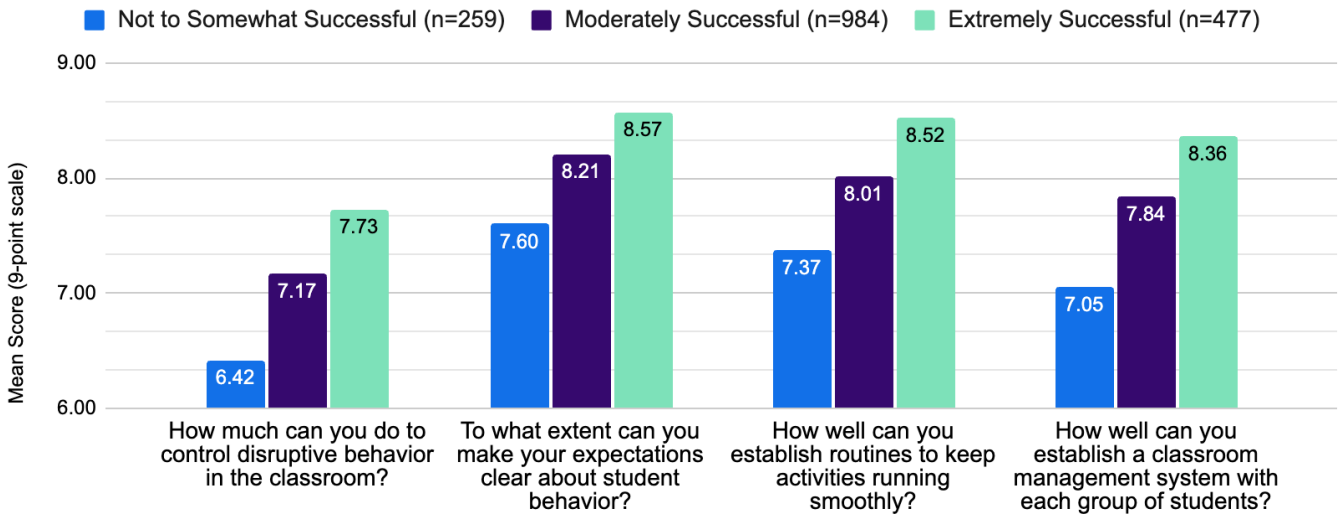
Classroom management emerged as a foundational component to teachers' perceptions of success. To understand their self-efficacy, a series of questions also asked teachers to rate how much capacity they had to implement a series of strategies. In general, the surveyed teachers felt as though they could implement effective classroom management *Quite a lot* to *A great deal*.

### Figure 6. Teachers reported strong self-efficacy to implement classroom management strategies




We did detect a statistically significant relationship between classroom management and perceptions of success. **Teachers with greater self-efficacy in classroom management indicated that they felt more successful.** Given the identified relationship between student engagement - or lack thereof - and perceptions of success, this is a critical finding. **Self-efficacy for classroom management, and the ability to meaningfully engage students in learning, are both related to teachers' perceptions of success.** In focus groups, teachers also reported areas related to classroom management that **can be improved with administrative support, appropriate resources, and meaningful professional learning.**

**Figure 7. Average scores for classroom management as compared to teachers' perceived degree of success**



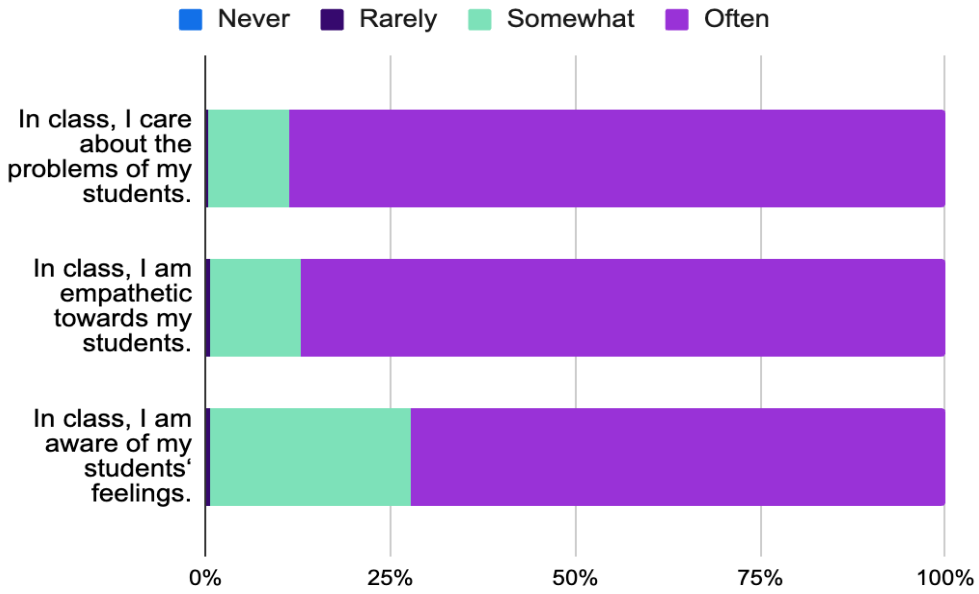

## Teachers Who Feel More Successful Deliberately Build Connections with their Students

Consistent with what the field believes about educators[15], we found that teachers deeply care about their students. Greater than 72% of our respondents reported that they ***often*** engage in practices known to foster strong teacher-student connections.[16] In addition, educators who indicated they felt *extremely successful* were statistically more likely to report higher levels of empathy towards their students, care for their students' problems, and have awareness of their students' feelings. **These findings suggest that the level of success a teacher feels is connected to their level of self-efficacy in fostering strong student-teacher connections**

[15] Garza, Alejandro, Blythe, & Fite, 2014

[16] Prewett, Bergin, & Huang, 2018

**Figure 8. Teachers report regularly engaging in behaviors that allow them to build strong connections with their students**




When teachers feel a strong sense of self-efficacy - whether for building connections, managing their classrooms, or actively engaging students through high quality instruction - it determines how well they can execute a set of actions.[17] We can then infer that these educators are not just surviving and trying to get through each day but thriving and feeling successful in their classrooms.

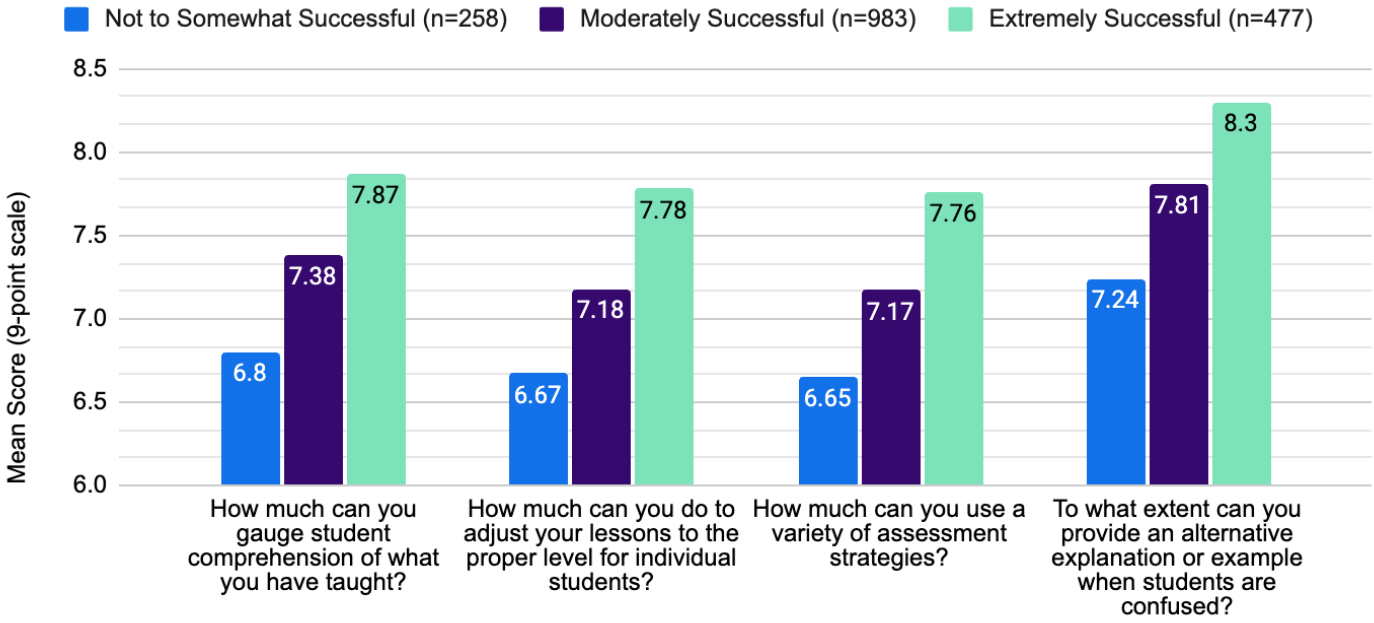
> *"When students and teachers are connected, students learn more. They are able to work with teachers better and they are able to share what kinds of help they need. When I am connected to my students, I feel successful because I know they will do their best to work with me."*
>
> *- Linda, Elementary Teacher, U.S.*

## Teachers Who Feel More Successful Report Implementing Strong Instructional Strategies

A series of questions asked teachers to reflect on how much they believed they could implement a series of instructional strategies associated with powerful teaching practices. Descriptive analyses revealed that **those who indicated that they felt *moderately* or *extremely successful* consistently had higher average scores on each of the questions as compared to those who felt *not* to *somewhat successful*.**

[17] Bandura, 1977

**Figure 9. Average scores on questions related to instructional strategies by perceived degree of success**



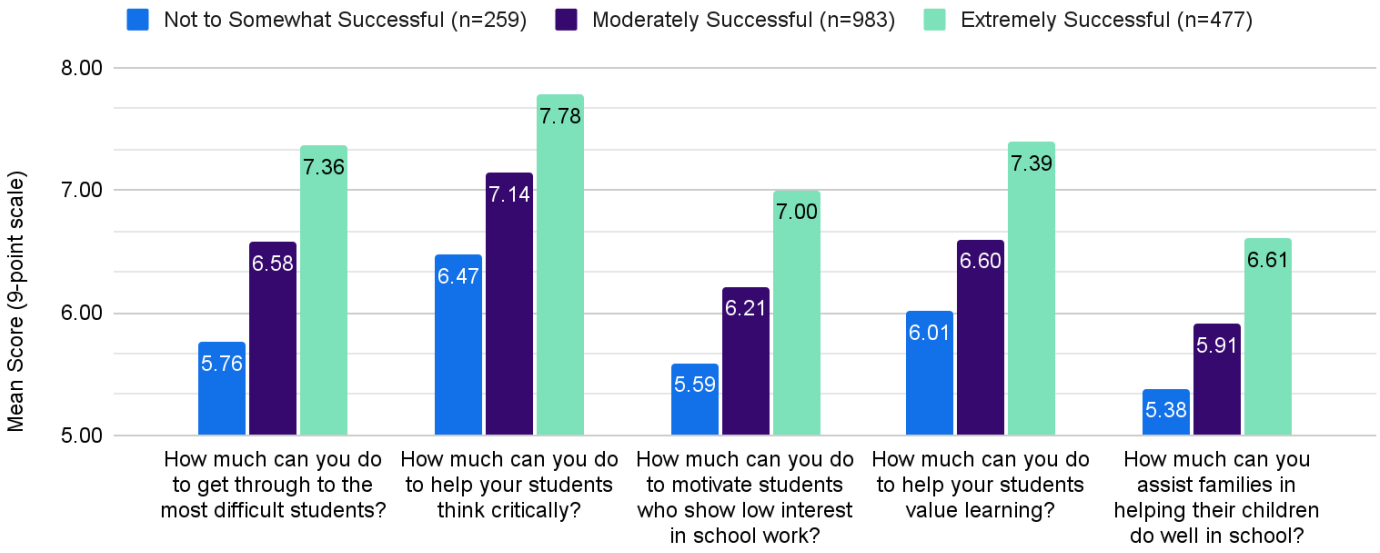

Further analyses also demonstrated significant differences ($p<.001$) between each of the three levels of success for all of the instructional strategies questions (see Appendix C for full analysis). **These findings suggest that there is likely a significant relationship between teachers who believe they are extremely successful and those who report engaging in high-quality instructional practices known to contribute to effective student learning.**[18]

> *"When students are actively involved in learning—whether through asking questions, participating in discussions, or showing curiosity—it's a clear sign that the teacher's efforts are resonating. This can lead to feelings of accomplishment and validation for the teacher. It often feels like a reflection of the teacher's effectiveness, since engaged students tend to be more motivated and perform better. On the flip side, when students appear disengaged, it can make a teacher feel like they're not connecting, or like their methods aren't working. It can lead to frustration or even self-doubt about their teaching practices. Teachers often invest a lot of emotional and intellectual energy into their work, so seeing students engaged and excited can be a real boost, whereas disengagement can make them feel like they're not succeeding, even if they're doing everything they can."*
>
> *- Felicia, Middle School Teacher, ANZ*

[18] Holzberger, Phillip, & Kunter, 2013; Kleinsorge, Prestele, & Kuhl, 2024; Sandholtz & Ringstaff, 2014;

Relatedly, teachers who felt more successful also indicated that they perceived greater efficacy when it comes to student engagement. When asked to explain how student engagement impacts their feelings of success, educators described the emotional impact as well as how their active participation in learning leads to feelings of validation and accomplishment.

**Figure 10. Average scores on questions related to student engagement based on perceived degree of teacher success**




In the open-response question that accompanied the survey items above, **teachers explained that their ability to meaningfully engage students directly affected their perceptions of success.** Whereas some explained that challenges to engagement - whether behavioral issues or external factors such as technology or lack of parental support - negatively impacted their feelings of success, others shared how it led to their feelings of success. As one novice elementary educator from the U.S. explained, *"If students are engaged - I feel the lesson is going to go well/I did a good job. If they aren't engaged it makes me frustrated because then they don't do well which then makes me feel like a bad teacher."*

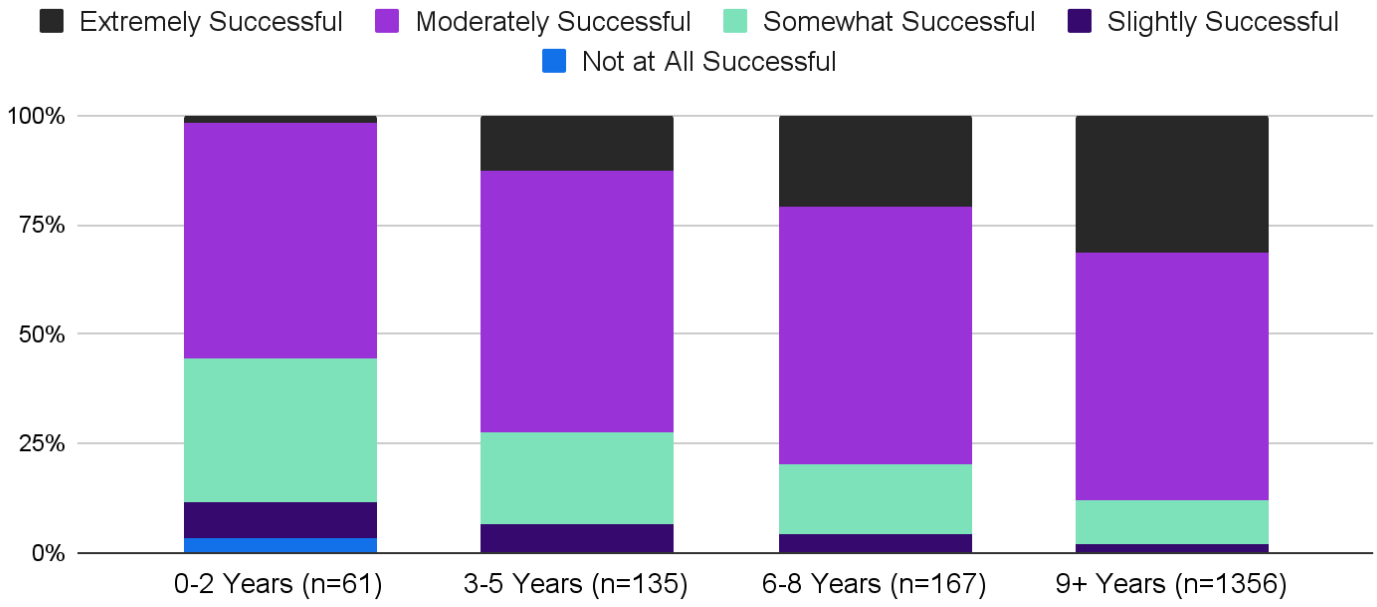
## Action Steps: Ways to Help More Teachers Feel Successful

Our analyses demonstrated statistically significant differences between subgroups of educators, allowing us to hypothesize that leaders can take action to help more teachers feel successful.

### Increase Support for Novice Educators

Across our analyses, we identified statistically significant differences in the feelings of success and self-efficacy amongst novice educators in their first two years of teaching and the most senior teachers with nine or more years of experience. Overall, **teachers who were in their first two years of teaching were statistically more likely to report their level of success as *not at all* to *somewhat successful*, whereas their more experienced counterparts were more likely to report feeling *moderately* to *extremely successful.*** While this finding may not be surprising for many leaders, it does point to an opportunity to offer support and mentorship to early career educators.

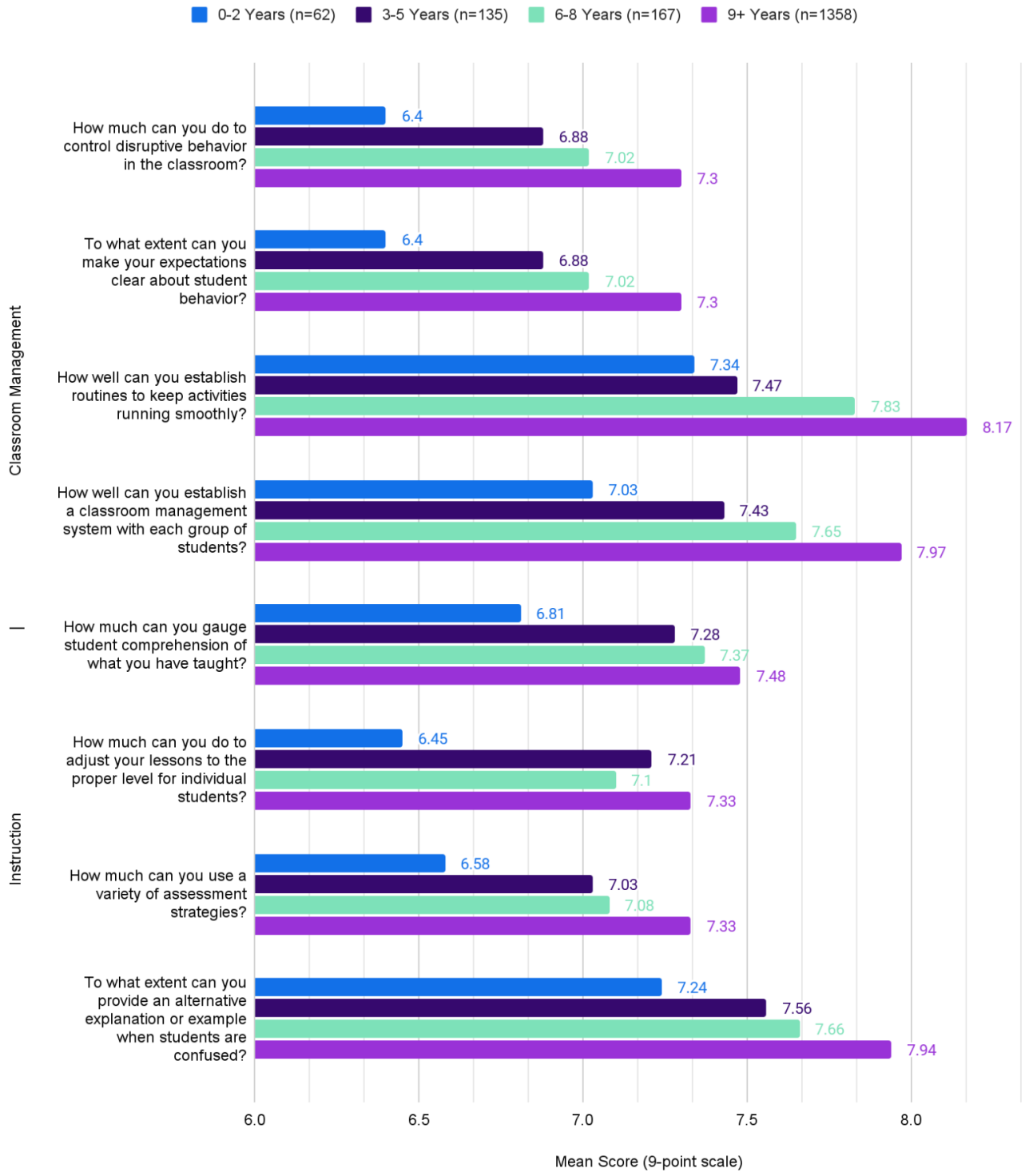
**Figure 11. Teacher feelings of success by level of experience**




**Our analysis revealed statistically significant differences in self-efficacy between novice and experienced educators across three of the four drivers: classroom management, active student engagement, and high-quality instruction.**

- **Novice educators reported the lowest self-efficacy in supporting students' critical thinking,** highlighting a particular area where additional support may be needed.
- **Experienced teachers demonstrated higher confidence in instructional practices and classroom management,** suggesting that these skills develop over time with experience and support.
- **Novice educators were less likely to report higher levels of confidence in supporting their colleagues,** which may be due to them still learning their craft and not yet being confident in supporting others.

## Figure 12. Teacher perceptions of self-efficacy in high quality instruction and classroom management based on years of experience



In focus groups, novice educators highlighted their need for strategic support, including mentoring, coaching, classroom management strategies, timely feedback, and targeted professional learning opportunities. **These findings underscore the importance of targeted professional learning and mentorship to aid novice teachers in building confidence and effectiveness.** School and system leaders should consider prioritizing initiatives that support instructional rigor and promote high-quality learning environments, including structured mentorship programs, collaborative planning opportunities, and targeted training in student engagement and classroom management strategies to ensure all educators—regardless of experience—feel equipped to foster student success.

## Create Opportunities for Teachers to Make Stronger Connections with Students

Teachers who reported having more than 121 students (typically at the secondary level) scored substantially lower than those with fewer than 30 students (often elementary) across multiple scales. We detected **statistically significant differences between the responses of teachers who had *0-30 students* and those who taught larger numbers of students in both their overall self-efficacy related to building student connections and their awareness of students' feelings.** Teachers with *60 or fewer students* were also more likely to report caring about their students' problems. This finding suggests that the number of students taught may play a role in how teachers connect with their students.

We know from the literature[19] that elementary classrooms tend to focus on building relationships and community, actively engaging students, implementing strong instructional strategies, and overall classroom management. As illustrated by the table below, the teachers who indicated that they had fewer students also had higher scores on student engagement. Of particular interest, **when asked specifically about adjusting lessons to the proper level for individual students – an instructional strategy that implies having a strong personal connection – respondents with fewer numbers of students also had higher average scores.**

**Table 1. Teachers' self-efficacy in student engagement (average scores on a 9-point scale) based on the number of students taught**

| | 0-30 Students (n=360) | 31-60 Students (n=248) | 61-90 Students (n=268) | 91-120 Students (n=321) | 121+ Students (n=523) |
|---|---|---|---|---|---|
| How much can you do to get through to the most difficult students? | 6.91 | 6.82 | 6.7 | 6.42 | 6.58 |
| How much can you do to help your students think critically? | 7.13 | 7.22 | 7.31 | 7.17 | 7.24 |
| How much can you do to motivate students who show low interest in school work? | 6.68 | 6.43 | 6.16 | 6.08 | 6.3 |
| How much can you do to help your students value learning? | 7.04 | 6.8 | 6.67 | 6.5 | 6.66 |
| How much can you assist families in helping their children do well in school? | 6.38 | 6.21 | 5.97 | 5.77 | 5.87 |

[19] Brown, Feger, & Mowry, 2015

**Analysis Note:**

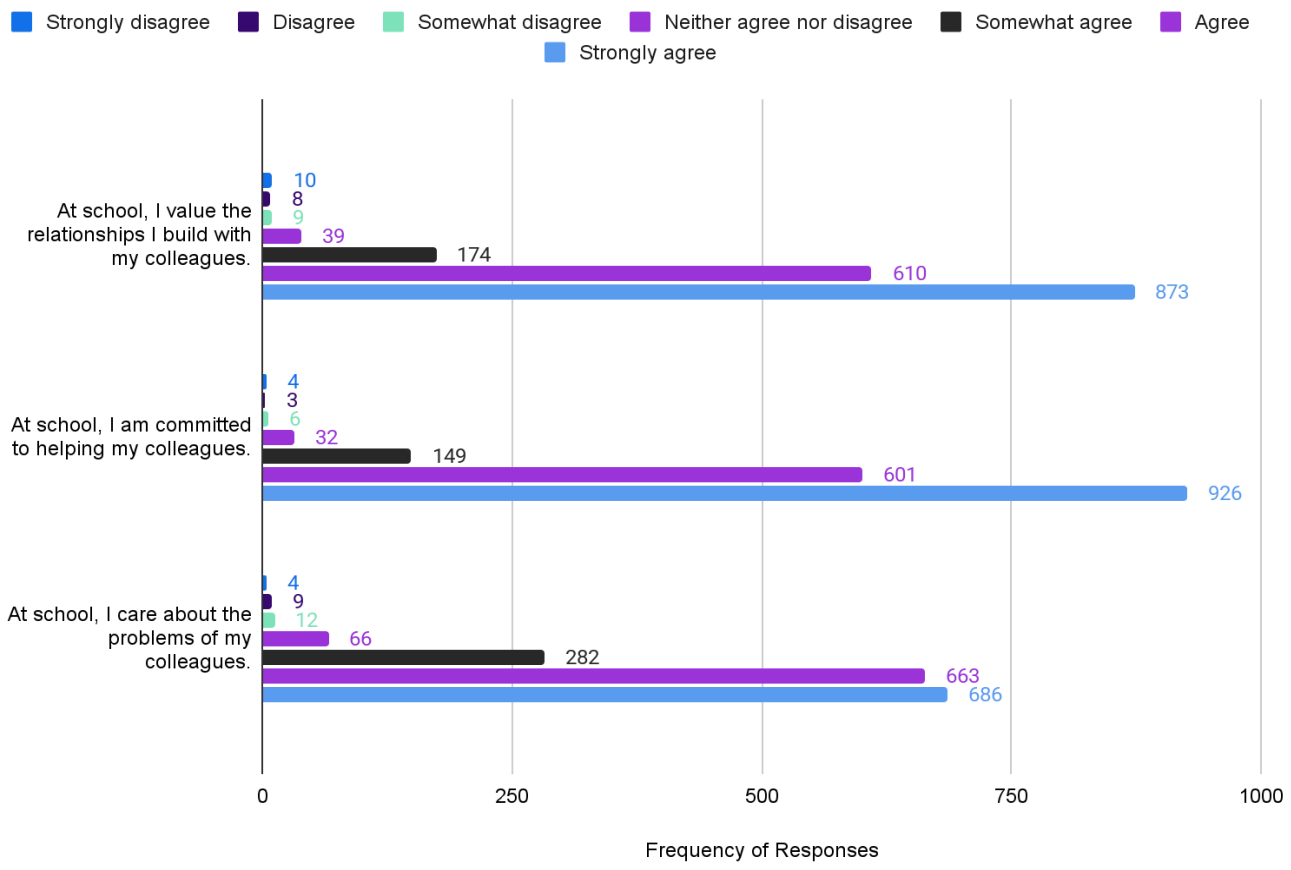
We **did not** detect a statistically significant effect between the number of students taught and the degree to which respondents felt as though they could help students think critically. However, we did notice a relationship based on the level taught. Middle and high school teachers had slightly higher average scores than elementary teachers on this question, though these differences were not statistically significant.

Particularly for teachers with more students - predominantly at the middle and high school levels - leaders can focus on creating time, resources, and support that will help teachers strengthen their connections with students and colleagues.

## Actively Nurture a Sense of Community and Connection

On the survey, teachers largely reported that they *agreed* or *strongly agreed* with statements associated with behaviors that lead to building a sense of community, including valuing their relationships with colleagues, helping their peers, and caring about their colleagues' problems.

**Figure 13. Teacher report strong levels of agreement when asked about the value of behaviors that support a positive sense of community**



In our analysis, we also found a statistically significant relationship between how successful teachers feel and how they report feeling about their colleagues. When asked more specifically about the ways in which their connections with their colleagues and school community affect how they feel about their success in the classroom, **teachers described how it can improve job satisfaction and motivation, while helping to prevent burn-out.** For example, as one elementary teacher from the U.S. explained, *"Teaching is such a hard and thankless job, it is very important to me that I have some great friends and colleagues that I can be vulnerable with and talk about teaching or personal things without judgement."*

Beyond just a sense of personal connection, educators also described how a sense of community led to greater collaboration and the development of professional support networks, which in turn can lead to improvements in instruction and student learning.

> *"My connection with my colleagues and the school community plays a crucial role in how I feel about my success as a teacher. Collaborating with colleagues allows me to share ideas, gain new perspectives, and continuously improve my teaching strategies. A supportive school community fosters a sense of belonging and motivation, making challenges easier to navigate. When I feel valued and connected, I am more confident and inspired in my role, which ultimately benefits my students. Strong relationships within the school create a positive environment that reinforces my sense of accomplishment and commitment to education."*
>
> *- Elijah, K-12 Teacher, U.S.*

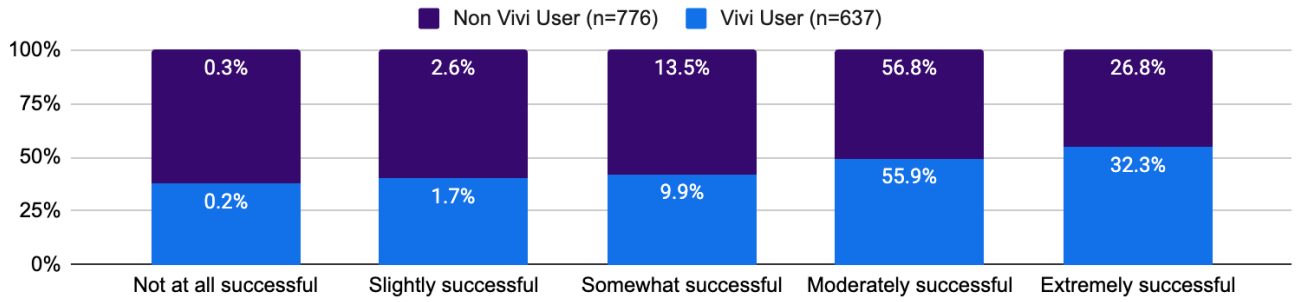
**By recognizing that teachers' perceptions of success may be connected to their overall sense of community, leaders should consider employing systems and structures that will support greater collaboration and community building.** While teachers may feel successful *without* the presence of a strong sense of community, when it does exist, then it can serve as an accelerant for the other four drivers of teachers feeling successful: effective classroom management, active student engagement, teacher/student connections, and high-quality instruction.

> *"My connection with colleagues and the school community significantly impacts my sense of success. Collaborative planning, sharing best practices, and receiving peer feedback helps me grow professionally. Being part of a supportive educational community provides resources and encouragement that enhance my teaching effectiveness. When we work together toward shared goals, it creates a more enriching learning environment for students and strengthens my confidence as an educator."*
>
> *- Ian, Middle School Teacher, England*

## How Vivi Teachers Feel Successful

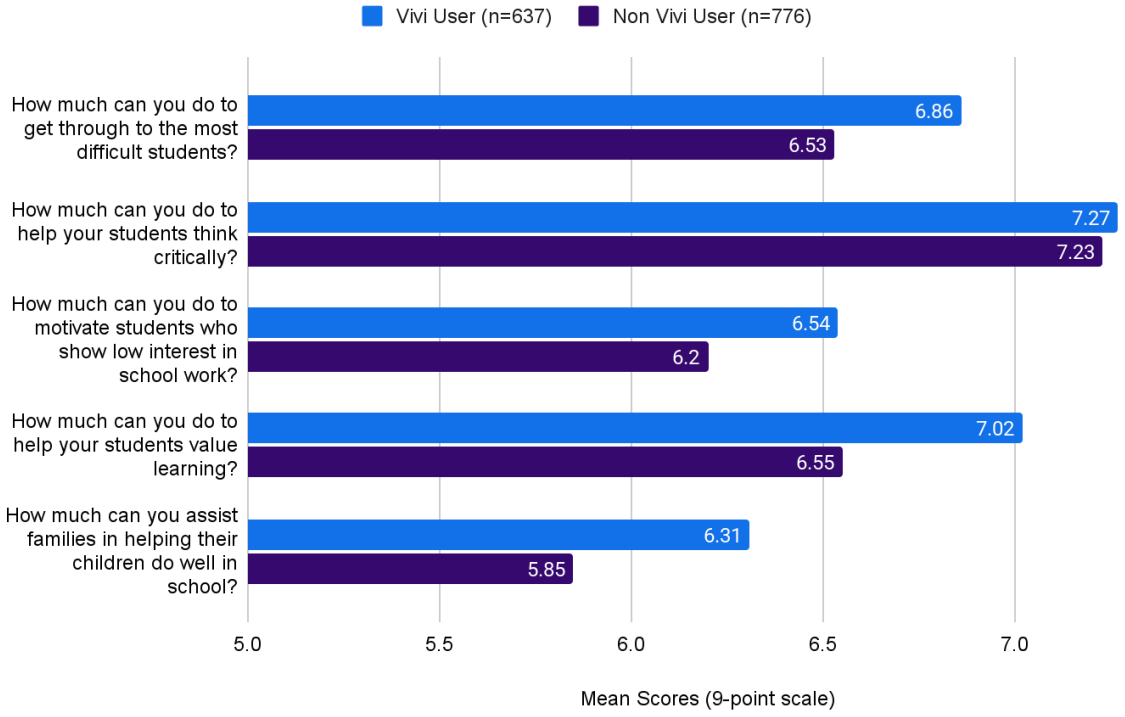
Across the three countries, approximately 37% of the teachers from the survey indicated that they use Vivi in the classroom. Within that 37%, roughly half come from ANZ and the other half from the U.S. (only eight teachers from England indicated that they use Vivi). Approximately 73% of these Vivi users indicated that they have over 9+ years of experience, and they tend to work in suburban schools with low levels of poverty. Given that context, **teachers who reported using Vivi were more likely to report feeling *extremely* successful.**

### Figure 14. Vivi teachers' perceptions of success




We also noticed that **Vivi users had the highest mean scores across all five engagement strategies,** suggesting that they have higher self-efficacy in engaging students in active learning.

### Figure 15. Vivi teachers' self-efficacy in student engagement strategies



In focus groups, Vivi teachers consistently emphasized how the platform supported student and colleague engagement. They shared examples of using Vivi to foster student collaboration through screen casting, to project multimedia content with ease, and to facilitate meetings with colleagues in different buildings. One educator highlighted their use of Vivi's polling feature to increase engagement and connection with their students.

> *"I'm starting to do more and more [polls] because students don't want to tell you [how they feel], especially the kids that don't speak a whole lot. I can engage [those students] and help them, which has been a huge tool for me."*
>
> *- Sara, Elementary Music Teacher, U.S.*

Given our findings that a relationship exists between student engagement, strong instructional strategies, and self-efficacy with classroom management, the features and support available through Vivi could help more teachers to feel successful.

## Key Takeaways for Leaders

Now, more than ever, school, system, and district leaders need to attract, retain, and prepare teachers who feel successful in their classrooms. Doing this will require meaningfully supporting the wellbeing and retention of current educators while also creating conditions that attract new talent into the field. Our international study of teachers' perceptions of success revealed four key findings that can help leaders address this challenge.

### #1: Encourage and Support Teachers as they Build Connections with Students

Teachers who understand their students' needs, skills, interests, and motivations, can better engage and support their learning. When asked to rank the top drivers of their success, 44% placed strong relationships with students at the top of the list. In addition, nearly every teacher responded that they *somewhat* or *often* take steps to build those relationships with their students. Leaders can help to create time and provide resources so that teachers can build these connections - particularly those who teach large numbers of students.

> *"Success [is] building that positive teacher and student rapport, where they feel able to engage and open up about their lives and what they're going through."*
>
> *- Sheila, High School Teacher, ANZ*

## #2: Nurture Feelings of Community Connection

Teachers who feel seen, supported, and represented by their colleagues and broader community, also feel as though they have what they need to be successful. Overwhelmingly on the survey, teachers indicated that they value their relationships with colleagues, feel committed to helping them, and care about their problems. As one high school teacher from Australia wrote, *"It makes a big difference if you have **open, honest and supportive connections with colleagues**. When you feel that your colleagues have your back and understands the challenges of working in the education system it allows you to feel more settled knowing you are supported."*

Particularly for more novice teachers still trying to build strong classroom management and instructional strategies, these feelings of connection can both increase their confidence and connect them with mentors who can offer professional support.

## #3: Teachers Thrive When Students are Actively Engaged

Beyond just attending or participating in class, students who take ownership over their learning, demonstrate agency and confidence, as well as actively engage in the process of learning, have teachers who feel a greater sense of success. We detected a statistically significant relationship between teacher perceptions of success and student engagement as well as with strong instructional strategies.

At the same time, we also determined that more novice educators felt less efficacy in these areas, and relatedly, less successful. Focusing on the creation of high-quality, actively engaging learning experiences might not only lead to more teachers feeling successful in the classroom, but also better outcomes for students.

> *"Student success for me, just off the top of my head, is when you're in the classroom, is that class engagement, is that everyone's involved, everyone's participating, everyone's talking. My thing is that if everyone in the class is involved and contributing in a positive way, then that's successful to me, where they're engaged and focused on the task and the writing at hand."*
>
> *- Josh, High School Teacher, Australia*

## #4: Leverage the Four Key Drivers to Make Systemic Improvements

As school, system, and district leaders face mounting pressure to attract, prepare, and retain teachers, the four key drivers offer insight and direction for the actions that they can take. Rather than focus on a single lever or strategy, leaders need to take a systemic approach that accounts for the needs, experience levels, and contexts of teachers' classrooms.

As we observed in the data, *Effective Classroom Management* serves as the foundation for teacher success. If educators do not feel as though they have the self-efficacy to manage their students, then they cannot focus on the other drivers. **Once they feel as though they have the skills to manage their classes, then teachers begin to feel more successful AND can focus on the other three drivers: *Active Student Engagement, Teacher/Student Connections,* and *High Quality Instruction.*** At the same time, a *Sense of Community and Connection* can be an accelerant, setting the conditions that ensure teachers feel safe and supported in their classrooms. Now, more than ever, **leaders need to understand what makes teachers feel successful and what they can do about it.** This report exists as a first step.

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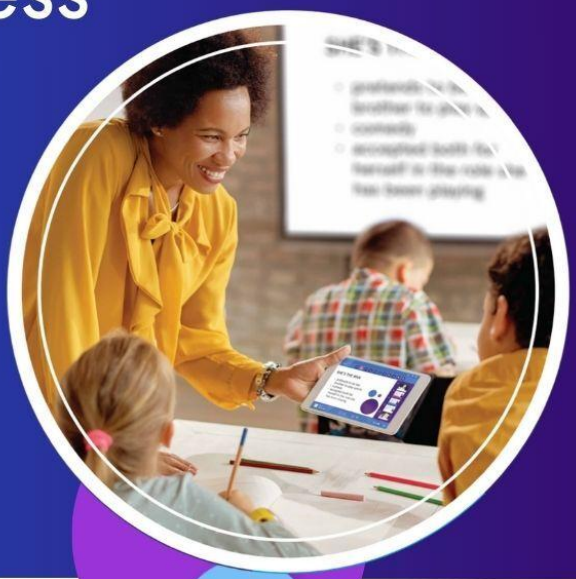

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**Adam Robinson**
IT Technician

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# Appendix A - Methodology

FullScale conducted a parallel, convergent, mixed-methods design that included an international survey and series of focus groups.

This study was co-designed in collaboration with Vivi using FullScale's strategy process that included two, 2-hour workshops to get clarity on the purpose, objectives, and research questions driving the work. As an output of that process, FullScale produced a study design that included a reliable international survey based on valid instruments and a series of focus groups.

## Survey Design & Dissemination

We conducted a literature review to identify validated instruments that measure teachers' perceptions of success to inform the survey design. This review led us to the Teachers' Sense of Efficacy Scale (TSES)[20] and the Engaged Teachers Scale (ETS)[21] as robust measures for understanding teacher success in an international context. We then operationalized key constructs aligned hypothesized as driving teacher success —student engagement, student-teacher relationships, and sense of community— and selected validated survey questions from these instruments to reliably assess them. In addition, we added closed prompts for different demographic variables, such as location, experience level, number of students taught, the age of students teachers' taught, if they were a Vivi user, as well as a degree of perceived success prompt and ranking of factors that contribute to teachers' definitions of success. Four open response prompts were included to offer insights into how teachers viewed the three constructs and their role in their success. The full survey can be found in *Appendix D*.

### Table A1. Survey items from existing, valid instruments

| Construct | Survey Question | Scale | Existing Instrument |
|---|---|---|---|
| Student Engagement | How much can you do to get through to the most difficult students? | **How Much Can You?** 1 (Nothing), 2, 3 (Very Little), 4, 5 (Some Influence), 6, 7 (Quite a Bit), 8, 9 (A Great Deal) | Teachers' Sense of Efficacy Scale (TSES)<br><br>(Tschannen-Mora & Woolfolk Hoy, 2001) |
| | How much can you do to help your students think critically? | | |
| | How much can you do to motivate students who show low interest in school work? | | |
| | How much can you do to help your students value learning? | | |
| | How much can you assist families in helping their children do well in school? | | |

[20] Tschannen-Moran & Woolfolk Hoy, 2001

[21] Klassen, Yerdelen, & Durksen, 2013

| | | | |
|---|---|---|---|
| Student-Teacher Connections | In class, I care about the problems of my students.<br>In class, I am empathetic towards my students.<br>In class, I am aware of my students` feelings. | **How often do you demonstrate each of the following?** 1 – Never, 2 - Rarely, 3 - Sometimes, 4 - Often | Engaged Teachers Scale (ETS)<br>(Klassen, Yerdelenc, & Durksen, 2013) |
| Sense of Community | At school, I value the relationships I build with my colleagues.<br>At school, I am committed to helping my colleagues.<br>At school, I care about the problems of my colleagues. | **How much do you agree with each statement?** 1 – Strongly disagree, 2 – Disagree, 3 – Somewhat disagree, 4 – Neither agree or disagree, 5 – Somewhat agree, 6 – Agree, 7 – Strongly agree | Engaged Teachers Scale (ETS)<br>(Klassen et al., 2013) |
| Instruction | How much can you gauge student comprehension of what you have taught?<br>How much can you do to adjust your lessons to the proper level for individual students?<br>How much can you use a variety of assessment strategies?<br>To what extent can you provide an alternative explanation or example when students are confused? | **How Much Can You?** 1 (Nothing), 2, 3 (Very Little), 4, 5 (Some Influence), 6, 7 (Quite a Bit), 8, 9 (A Great Deal) | Teachers' Sense of Efficacy Scale (TSES)<br>(Tschannen-Mora & Woolfolk Hoy, 2001) |
| Management | How much can you do to control disruptive behavior in the classroom?<br>To what extent can you make your expectations clear about student behavior?<br>How well can you establish routines to keep activities running smoothly?<br>How well can you establish a classroom management system with each group of students? | **How Much Can You?** 1 (Nothing), 2, 3 (Very Little), 4, 5 (Some Influence), 6, 7 (Quite a Bit), 8, 9 (A Great Deal) | Teachers' Sense of Efficacy Scale (TSES)<br>(Tschannen-Mora & Woolfolk Hoy, 2001) |

The survey was disseminated by Vivi, FullScale, and other partners through networks, the purchasing of email lists, and posts on various social media platforms.

## Survey Analysis Procedure

To ensure data quality and accuracy, we first removed incomplete and invalid responses, reducing the sample size from 2,820 to 1,723. We then assessed the reliability of the survey measures using an analysis of Cronbach's Alpha. The results largely aligned with the validation studies for each instrument used:

- **Student Engagement** ($\alpha$ = 0.826), closely matched the reliability reported by Tschannen-Moran & Woolfolk Hoy (2001) ($\alpha$ = 0.81).
- **Sense of Community** ($\alpha$ = 0.854), consistent with Klassena, Yerdelen, & Durksen (2013) ($\alpha$ = 0.85).
- **Student-Teacher Connection** ($\alpha$ = 0.65), was notably lower than the $\alpha$ = 0.84 reported by Klassena, Yerdelen, & Durksen (2013) but still in an acceptable range.
- **Instruction** ($\alpha$ = 0.772), was slightly below the $\alpha$ = 0.86 reported by Tschannen-Moran & Woolfolk Hoy (2001) but still considered reliable.
- **Management** ($\alpha$ = 0.845), aligned closely with the $\alpha$ = 0.86 reported by Tschannen-Moran & Woolfolk Hoy (2001).

Following this reliability analysis, we conducted descriptive analyses to examine individual survey questions and overall construct distributions. Inferential statistical analyses included assessments of skewness and kurtosis to evaluate normality. Given violations of normality assumptions, we employed nonparametric tests at the construct level to identify significant differences between subgroups, such as teaching experience, number of students, and Vivi usage status. When significant differences emerged at the construct level, we further analyzed individual survey items to understand specific areas of divergence.

For open-ended survey responses, we used thematic coding to categorize responses and then quantitized[22] the codes to analyze patterns. Additionally, we identified key quotes that provided deeper insights into the data.

## Inferential Statistics

Since our survey incorporated validated questions from existing instruments, we aggregated each construct's set of questions into a continuous variable. The goal was to understand whether we could test for any statistically significant effects. First, to assess the suitability of running inferential statistics, we examined the normality of the data by testing for skewness (distribution symmetry) and kurtosis (degree of peakedness). Additionally, we applied the Shapiro-Wilk test—which is typically used for smaller samples but can be applied to datasets up to 2,000.

[22] Tashakkori & Teddlie, 2008

## Table A2. Variable codes

| Construct | Variable Code | Variable Type | Survey Question |
|---|---|---|---|
| Degree of Success | DegreeSuccess | Nominal | To what degree do you feel successful as a teacher? |
| | DegreeSuccess3Lvl | Nominal | |
| Student Engagement | Engage01 | Nominal | How much can you do to get through to the most difficult students? |
| | Engage01 | Nominal | How much can you do to help your students think critically? |
| | Engage01 | Nominal | How much can you do to motivate students who show low interest in school work? |
| | Engage01 | Nominal | How much can you do to help your students value learning? |
| | Engage01 | Nominal | How much can you assist families in helping their children do well in school? |
| | EngageSUM | Continuous | This variable was calculated by adding the responses from the preceding survey items. Scores ranged from 12 to 45. |
| Student-Teacher Connections | Connection01 | Nominal | In class, I care about the problems of my students. |
| | Connection02 | Nominal | In class, I am empathetic towards my students. |
| | Connection03 | Nominal | In class, I am aware of my students` feelings. |
| | ConnectionSUM | Continuous | This variable was calculated by adding the responses from the preceding survey items. Scores ranged from 5 to 12. |
| Sense of Community | Comm01 | Nominal | At school, I value the relationships I build with my colleagues. |
| | Comm01 | Nominal | At school, I am committed to helping my colleagues. |
| | Comm01 | Nominal | At school, I care about the problems of my colleagues. |
| | CommSUM | Continuous | This variable was calculated by adding the responses from the preceding survey |

| | | | |
|---|---|---|---|
| | | | items. Scores ranged from 3 to 21. |
| Instruction | Instruction01 | Nominal | How much can you gauge student comprehension of what you have taught? |
| | Instruction02 | Nominal | How much can you do to adjust your lessons to the proper level for individual students? |
| | Instruction03 | Nominal | How much can you use a variety of assessment strategies? |
| | Instruction04 | Nominal | To what extent can you provide an alternative explanation or example when students are confused? |
| | InstructionSUM | Continuous | This variable was calculated by adding the responses from the preceding survey items. Scores ranged from 9 to 27. |
| Management | Management01 | Nominal | How much can you do to control disruptive behavior in the classroom? |
| | Management02 | Nominal | To what extent can you make your expectations clear about student behavior? |
| | Management03 | Nominal | How well can you establish routines to keep activities running smoothly? |
| | Management04 | Nominal | How well can you establish a classroom management system with each group of students? |
| | ManagementSUM | Continuous | This variable was calculated by adding the responses from the preceding survey items. Scores ranged from 10 to 36. |

The analysis revealed that all continuous variables exhibited a negative skew, except for EngageSUM, indicating that most values were concentrated to the right of the mean. Additionally, kurtosis analyses showed that CommSUM, ConnectionSUM, and ManagementSUM exceeded the threshold value of 1. The Shapiro-Wilk test indicated that none of the continuous variables followed a normal distribution, a finding further supported by histograms and Q-Q plots.

### Table A3. Analysis of normality

| | EngageSUM | ConnectionSUM | CommSUM | InstructionSUM | ManagementSUM | DegreeSuccess | DegreeSuccess3Lvl |
|---|---|---|---|---|---|---|---|
| N | 1723 | 1723 | 1723 | 1723 | 1723 | 1720 | 1720 |
| Mean | 32.9 | 11.5 | 18.8 | 21.9 | 31.3 | 4.1 | 2.13 |
| Standard deviation | 5.87 | 0.911 | 2.4 | 3.34 | 4.07 | 0.716 | 0.642 |
| Minimum | 12 | 5 | 3 | 9 | 10 | 1 | 1 |
| Maximum | 45 | 12 | 21 | 27 | 36 | 5 | 3 |
| Skewness | 0.0515 | -2.05 | -1.78 | -0.417 | -0.993 | -0.696 | -0.121 |
| Std. error skewness | 0.059 | 0.059 | 0.059 | 0.059 | 0.059 | 0.059 | 0.059 |
| Kurtosis | -0.291 | 5.11 | 5.81 | -0.0497 | 1.32 | 0.955 | -0.616 |
| Std. error kurtosis | 0.118 | 0.118 | 0.118 | 0.118 | 0.118 | 0.118 | 0.118 |
| Shapiro-Wilk W | 0.989 | 0.643 | 0.821 | 0.963 | 0.911 | 0.798 | 0.786 |
| Shapiro-Wilk p | < .001 | < .001 | < .001 | < .001 | < .001 | < .001 | < .001 |

In addition, to create more balanced sample sizes, we consolidated response categories for the Degree of Success nominal variable by grouping "not at all successful," "slightly successful," and "somewhat successful" into a single level, while keeping "moderately successful" and "extremely successful" as separate levels. As shown in Table A3, this three-level structure reduced skewness and kurtosis; however, the Shapiro-Wilk test indicated that the data did not follow a normal distribution, a finding further supported by a Q-Q plot.

Since the data violated the assumptions of normality required by parametric tests (i.e., ordinary least squares regressions such as T-tests of ANOVA), nonparametric tests including Kruskal-Wallis and Dwass-Steel-Critchlow-Fligner pairwise comparisons were used to analyze the statistical significance of the data. To reduce statistical inaccuracies, these tests were first performed at the continuous variable level and then implemented with nominal variables within constructs that demonstrated a small to large effect size ($\varepsilon^2 \geq .01$) and statistical significance ($p \leq .05$). Additionally, Spearman's Correlation Coefficient was used to determine if relationships between variables were monotonic, to what degree, and in which direction.

## Focus Group Procedure

We recruited focus group participants from a sample of Vivi teachers and offered a gift card as an incentive for participation. Three focus groups were conducted: two with teachers from the United States and one with teachers from Australia, each lasting 30 minutes. To ensure alignment with the study's key constructs—student engagement, student-teacher relationships, and sense of community—we developed a structured protocol that guided the discussion and ensured consistency across sessions.

### Focus Group Analysis

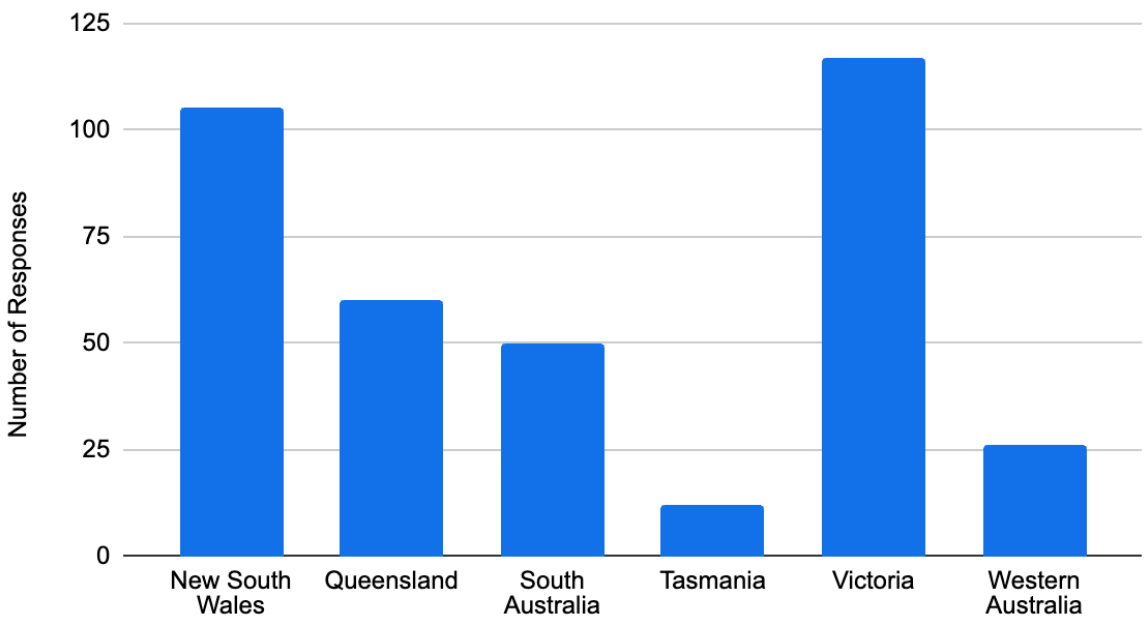
Focus group transcripts were initially coded for emerging themes, allowing patterns to surface from the discussions. In a second round of coding, these themes were refined and grouped into broader categories for a more structured analysis. To quantify the findings, we conducted a descriptive analysis to assess the distribution of themes across groups and specific focus group questions. Finally, we integrated the focus group data with survey results, using qualitative insights to contextualize and explain key quantitative findings.

## Appendix B – Study Sample Analysis

For the survey, a valid sample of 1,783 current classroom teachers from the target countries of Australia, England, New Zealand, and the United States completed the survey. However, due to a small sample size from New Zealand (n=11), those responses were combined with Australia into an ANZ code. Overall, the sample was largely educators from the U.S. (n=1,248).

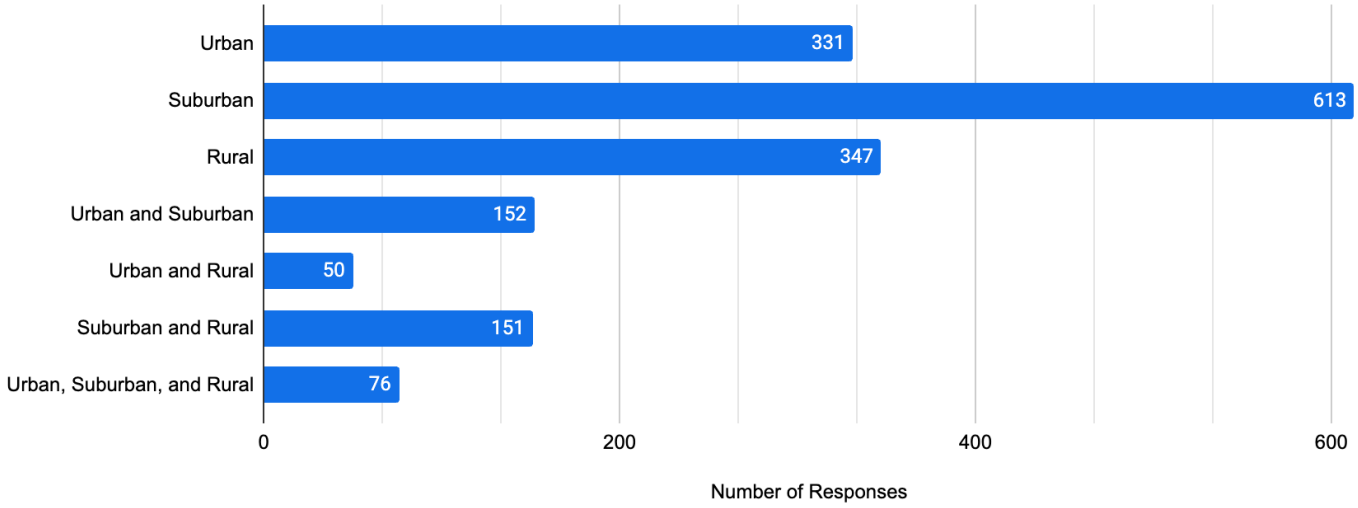
Within the U.S., all 50 states were represented - even if only by a single response. However, 26% could be attributed to teachers from California, Michigan, or Texas. In Australia, more respondents came from New South Wales and Victoria.

**Figure B1. Number of teachers from Australia per territory.**



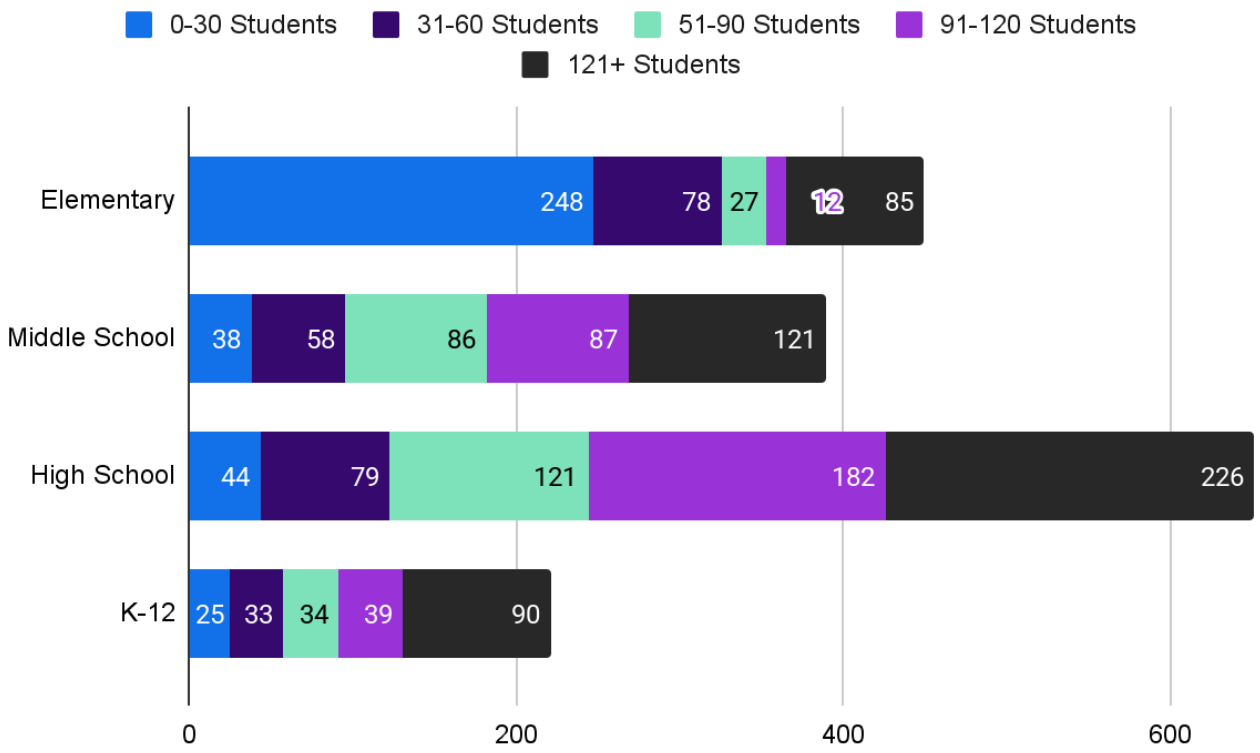
The sample represented a diversity of teaching locations, age of students, number of students taught, and reported poverty levels at their individual schools. As shown in Figure B2, the majority of educators reported teaching in suburban (n=613) contexts, with relatively evenly distributed samples of teachers representing urban (n=331) and rural (n=347) schools across countries.

### Figure B2. Survey respondents by location



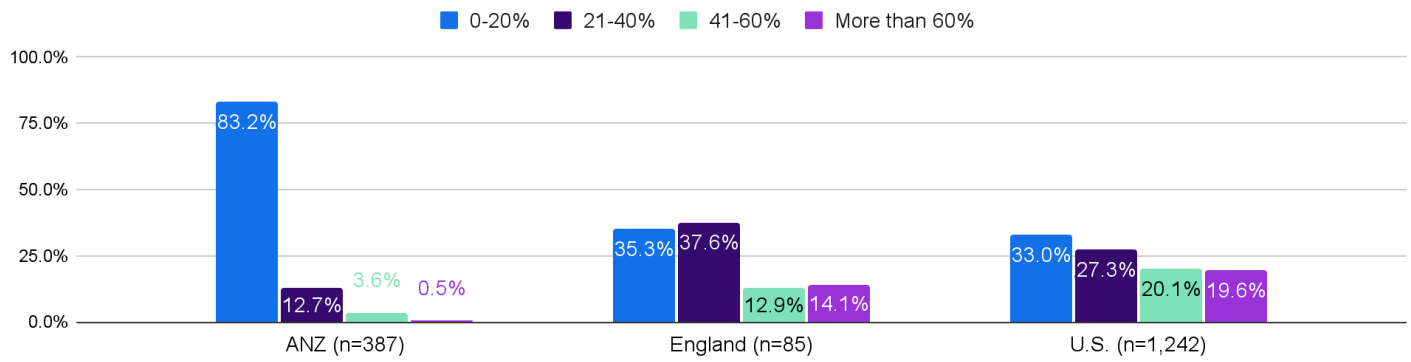

Teachers within this sample represented every level of K-12 schooling, including elementary schools (n=450), middle schools (n=390), and high schools (n=652), with 221 participants teaching at a combination of two or all three of these. Within this sample, the majority of educators taught 121 or more students (n=522), followed by teachers who taught 0 to 30 students (n=355) and 91 to 120 students (n=320). Teachers with larger class sizes were more likely to teach at secondary schools.

## Figure B3. School level and number of students taught



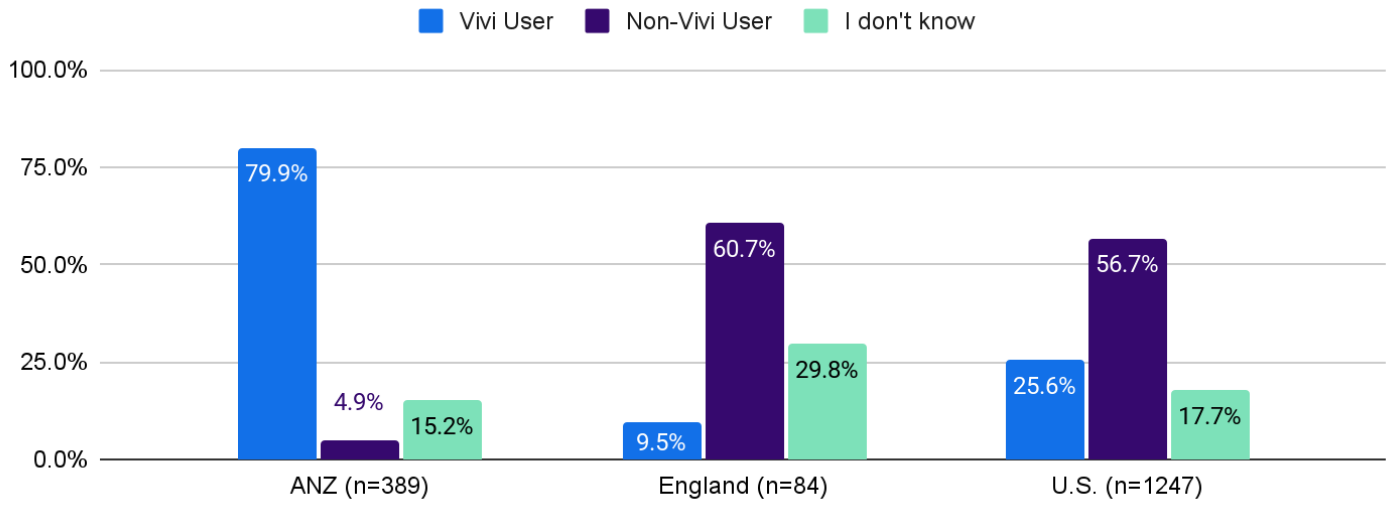

Teachers reported what they believed to be the poverty level of their school community. The majority of educators reported teaching at more affluent schools (n=762), while fewer teachers indicated they taught at schools that serve a higher proportion of students who experience poverty (n=532). We did note a relatively greater diversity of respondents from the U.S. and England than ANZ. **Of note, 94% of the teachers who reported that more than 60% of their students live in low income communities were from the U.S.**

## Figure B4. Reported student socioeconomic levels by country



The overall sample also represented a relatively similar sample of Vivi users (n=777) and non-users (n=638). However, as shown in Figure B4, within each country, there were different proportions as the majority of the ANZ sample was comprised of Vivi users. In our analysis, we focused on Vivi to Non-Vivi user. Because of the disparate sample sizes between ANZ and U.S respondents, this allowed for relatively equal sample sizes overall that were representative of a combination of the two countries.

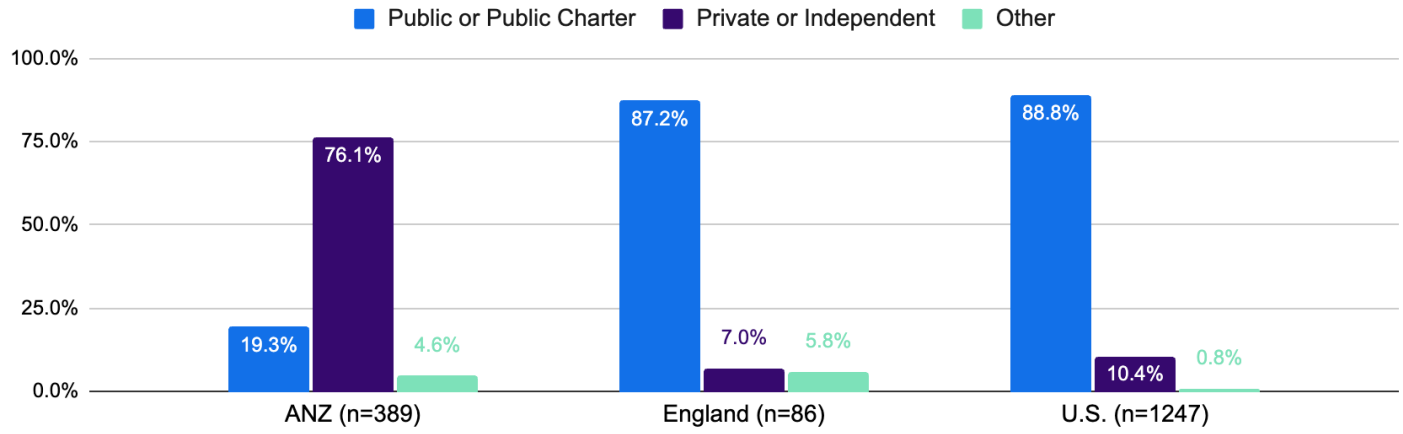
**Figure B5. Proportion of Vivi users by country**




There was less proportionate diversity observed in the sample when examining the variables of gender, teacher experience, and school configuration. Of the participants who opted to share their gender identity (n=1,628), women made up 80.1% (n=1,304), which is consistent with trends observed in the teaching profession as a whole. The sample also skewed towards teachers with 9+ years of experience (n=1,358).

Participants in the overall sample mostly taught at public or public charter schools (n=1,257) with a smaller proportion teaching at private or independent schools (n=432). Where the majority of teachers from the U.S. and England indicated that they taught in public settings, the opposite was reported by teachers from ANZ.

**Figure B6. Percentage of teachers who reported teaching in different school types by country**




## Teacher Focus Group Samples

We ran three focus groups with samples of Vivi teachers - two comprised of U.S. teachers and one from Australia. The two U.S. focus groups included a total of 13 educators from a mix of public and private schools from multiple states. Three teachers joined the Australia focus group. Given the small sample sizes, we are not reporting the demographics of the participants.

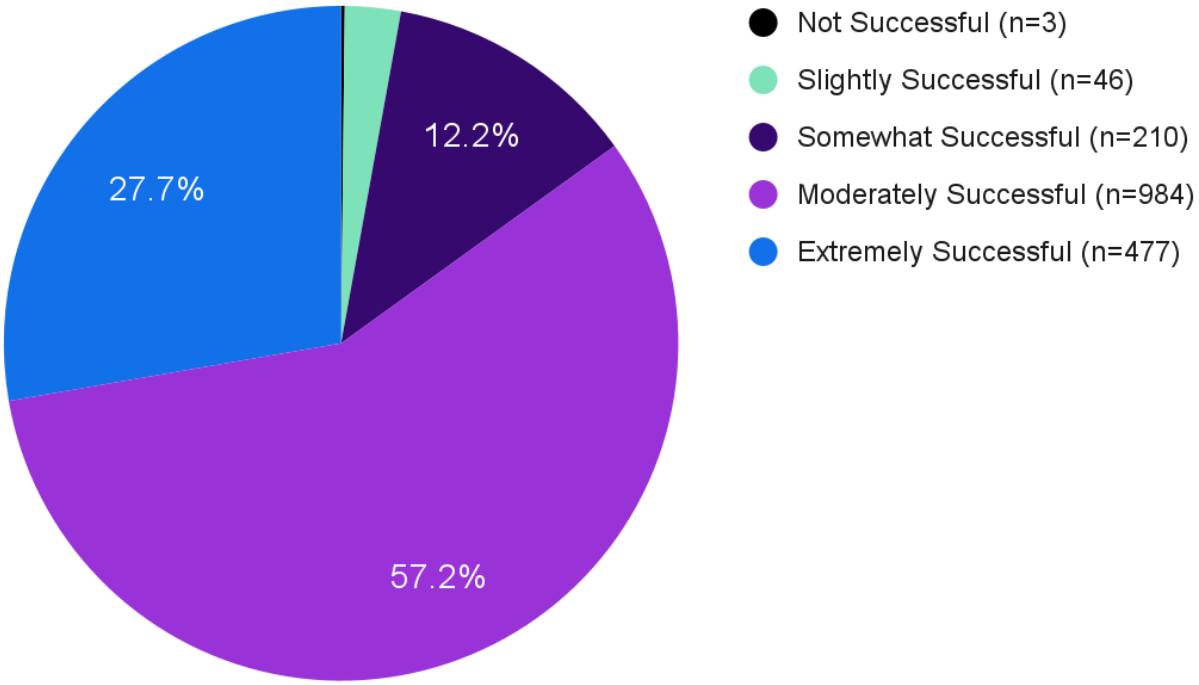
# Appendix C - Detailed Analysis by Objective and Research Question

To address the research questions, we conducted three distinct analyses. First, we analyzed the survey data, which involved performing statistical analyses on closed-choice survey items and qualitatively coding responses to four open-ended survey questions. Then, we qualitatively coded transcripts from three focus groups with Vivi teachers from Australia and the United States. This appendix presents the analysis organized by research objective.

## Objective #1: Identify the degree to which, and ways in which, Teacher/ Student Connection is a driver of teachers' feeling successful.

Approximately 85% of the teachers who responded to the survey reported feeling *moderately* to *extremely* successful. In alignment with these positive sentiments, a substantial percentage of respondents also indicated that they ***often*** engage in practices known to contribute to teacher/student connections.

**Figure C1. Teacher perceptions of the degree to which they feel successful**




**RQ1a:** *To what degree is a Teacher/Student Connection a driver of teachers' feeling successful?*

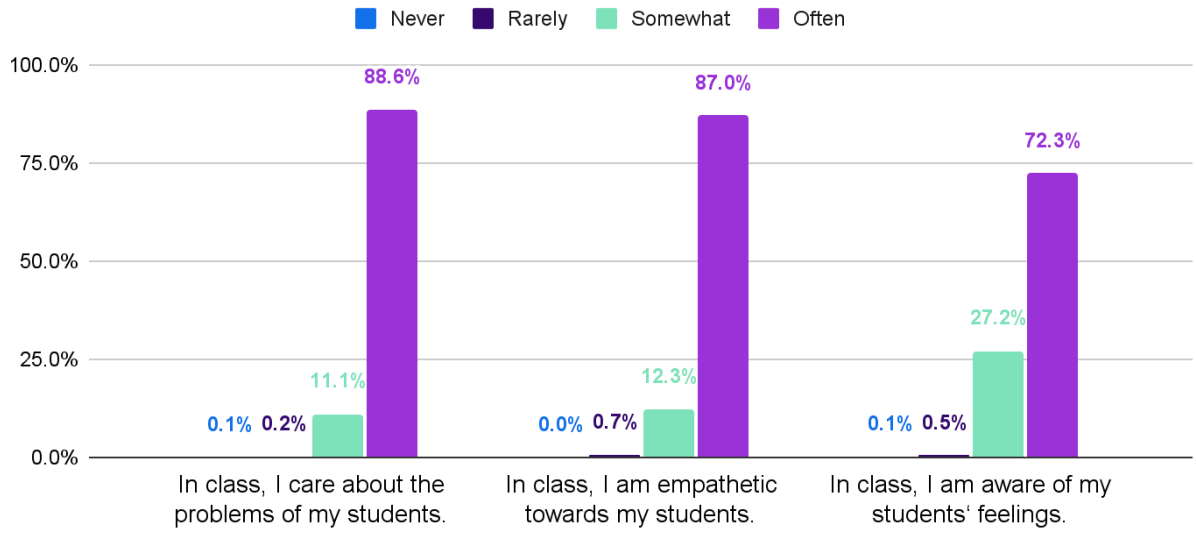
Using DegreeSuccess3Lvl (combining *not at all* to *somewhat successful*) as the grouping variable for the Kruskal-Wallis test, we observed a small effect size ($\varepsilon^2$=0.02888) for the ConnectionSUM continuous variable indicating a statistically positive relationship between feelings of success and connections. Further analysis using Dwass-Steel-Critchlow-Fligner pairwise comparisons revealed statistically significant differences (p<.001) across all levels of success for both the ConnectionSUM continuous variable and individual nominal variables within the connection construct. Further Spearman's correlation coefficient demonstrated a statistically significant (p<.001), positive monotonic relationship between teachers' perceptions of success and each of the variables connected to their relationships with students. **These findings suggest that the level of success a teacher reports has a statistically significant relationship with the level of self-efficacy they indicated on prompts connected to student-teacher connections.**

**Table C1. Correlation Matrix Between Degrees of Success and Student/Teacher Connection Variables**

| | | DegreeSuccess3 Lvls | Connection1 | Connection02 | Connection3 |
|---|---|---|---|---|---|
| DegreeSuccess3 Lvls | Spearman's rho | — | | | |
| | df | — | | | |
| | p-value | — | | | |
| Connection01 | Spearman's rho | 0.125 | — | | |
| | df | 1718 | — | | |
| | p-value | < .001 | — | | |
| Connection02 | Spearman's rho | 0.177 | 0.469 | — | |
| | df | 1717 | 1720 | — | |
| | p-value | < .001 | < .001 | — | |
| Connection03 | Spearman's rho | 0.17 | 0.308 | 0.368 | — |
| | df | 1718 | 1721 | 1720 | — |
| | p-value | < .001 | < .001 | < .001 | — |

Descriptive analyses of the nominal variables showed that most teachers o*ften* engaged in behaviors consistent with fostering strong relationships with students. However, **there were statistically significant differences between the responses of teachers who had 0-30 students and those who taught larger numbers of students in both their overall efficacy (ConnectionSUM) and their awareness of student feelings (Connection03).** Teachers with 60 or fewer students were also more likely to report caring about their students' problems. This finding suggests that the number of students taught may play a role in how teacher's connect with their students.

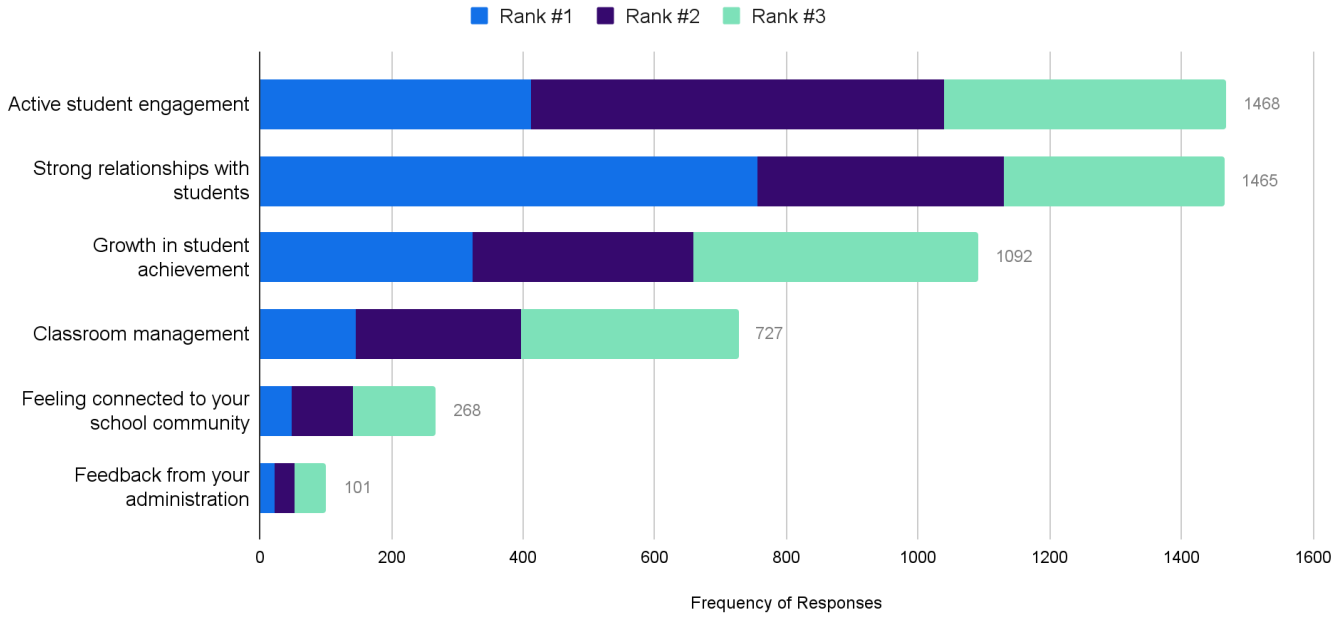
## Figure C2. Frequency of reported behaviors related to building teacher-student connections




**RQ1b:** In what ways is a Teacher/Student Connection a driver of teachers' feeling successful?

Survey participants most frequently ranked strong relationships with students as the number one factor influencing their perceptions of success. In focus groups, teachers echoed this finding and described building these relationships by showing a personal interest in students, ensuring content is relevant to their interests, and prioritizing building family connections.

## Figure C3. Factors associated with teachers feeling successful



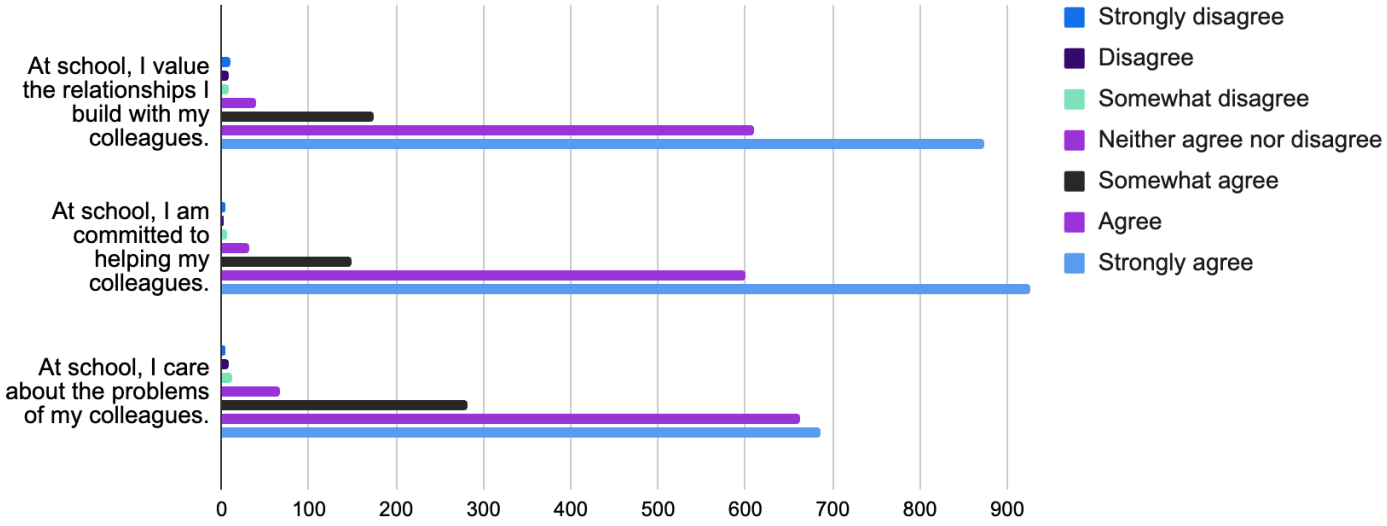
## Objective #2: Identify the degree to which, and ways in which, Sense of Connection & Community is a driver of teachers' feeling successful.

The survey asked teachers to describe their level of agreement with a series of statements related to the degree to which a sense of connection and community served as a driver of their feelings of success, as well as an open-response question asking how their connections with colleagues and the school community affect how they feel about their success as a teacher. Data indicate that teachers perceive collaboration as crucial for both their professional development and to enhance educational outcomes for students. In addition, many indicated that a shared sense of community led to a more supportive climate that students would find more conducive to learning.

**RQ2a:** To what degree is a teacher's Sense of Connection & Community a driver of their perceptions of personal success?

A descriptive analysis of the nominal variables associated with teacher's sense of connection and community showed that overwhelmingly (>94%), participants *somewhat* to *strongly* agreed that they engage in behaviors consistent with having a strong sense of community. This included valuing their relationships with colleagues, helping their peers, and caring about their problems.

**Figure C4. Teachers agreement to statements pertaining to feelings of community**




There was some observed variation in mean scores when the above questions were disaggregated by teacher experience, country, and class size. As teachers reported more experience, their mean score increased across all three factors associated with their sense of community. Further, in the U.S. and ANZ, the more students teachers taught, the lower their mean score became across all three factors. **These findings suggest that both experience and the number of students taught may be underlying factors that support a teacher's sense of community.**

To contextualize this finding, the Kruskal-Wallis test demonstrated significant differences on the CommSUM continuous variable when grouped by experience level ($\chi^2(3) = 14.04$, $p = .003$), but did not reveal a substantial effect size ($\varepsilon^2=0.00816$). **Pairwise comparisons showed a significant (p=0.002) difference between teachers with 0-2 years experience and teachers with 9+ years of experience in their perceptions of commitment to helping their colleagues. This may be due to novice teachers still learning their craft and not yet being confident in supporting others.** In addition, neither significance nor a small effect size was observed for CommSUM when grouped by the number of students taught.

**RQ2b:** In what ways is a teacher's Sense of Connection & Community a driver of their perceptions of personal success?

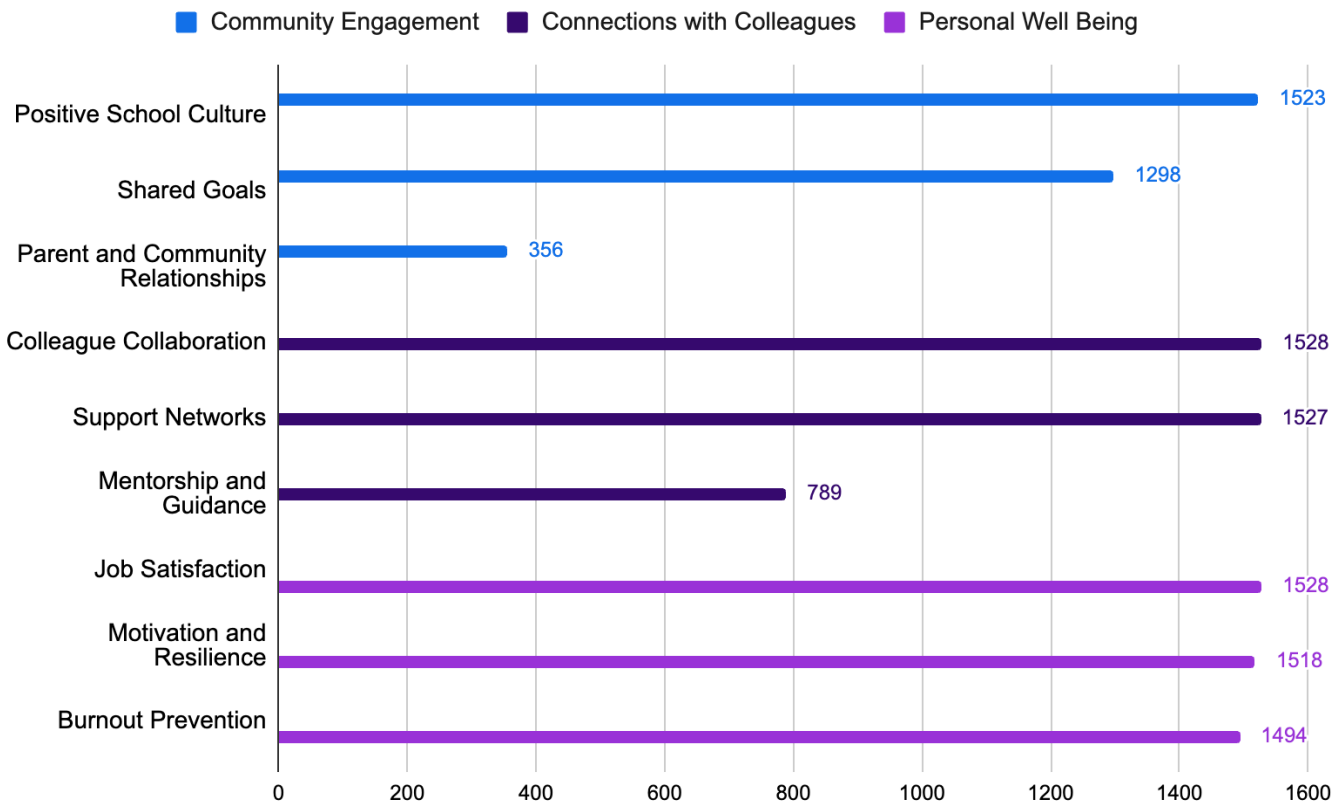
Teachers' perceptions of personal success had a significant relationship with how they report their self-efficacy on variables associated with a strong sense of community. The Kruskal-Wallis test showed significant differences on the CommSUM continuous variable ($\chi^2(2) = 95.9$, $p < .001$) and a small effect size ($\varepsilon^2=0.0558$) when grouped by teacher's degree of reported success (3-level). When examining at the nominal variable level, pairwise analyses revealed significant ($p< .001$) differences between each level of reported success. Further Spearman's correlation coefficient demonstrated a statistically significant ($p<.001$), positive monotonic relationship between teachers' perceptions of success and each of the variables connected to their sense of community.

**Table C2. Correlation matrix of teachers' degrees of perceived success and their sense of community**

| | | DegreeSuccess3Lvls | Comm01 | Comm02 | Comm03 |
|---|---|---|---|---|---|
| DegreeSuccess3Lvls | Spearman's rho | — | | | |
| | df | — | | | |
| | p-value | — | | | |
| Comm01 | Spearman's rho | 0.192 | — | | |
| | df | 1718 | — | | |
| | p-value | < .001 | — | | |
| Comm02 | Spearman's rho | 0.253 | 0.637 | — | |
| | df | 1716 | 1719 | — | |
| | p-value | < .001 | < .001 | — | |
| Comm03 | Spearman's rho | 0.193 | 0.608 | 0.694 | — |
| | df | 1717 | 1720 | 1718 | — |
| | p-value | < .001 | < .001 | < .001 | — |

When describing their sense of community in focus groups, teachers emphasized a culture of "being in it together," and that feeling like they belonged and working together towards a shared vision were important factors. Our analysis of the open-response survey data revealed three different themes related to how teachers' sense of community impacts their perceptions of success: community engagement, personal well being, and connections with colleagues. The figure below illustrates the frequency of codes associated with the different themes. It should be noted that the analysis revealed a noticeable relationship between personal wellbeing and feelings of success.

**Figure C5. Factors that influence teachers' sense of community based on open-response coding**



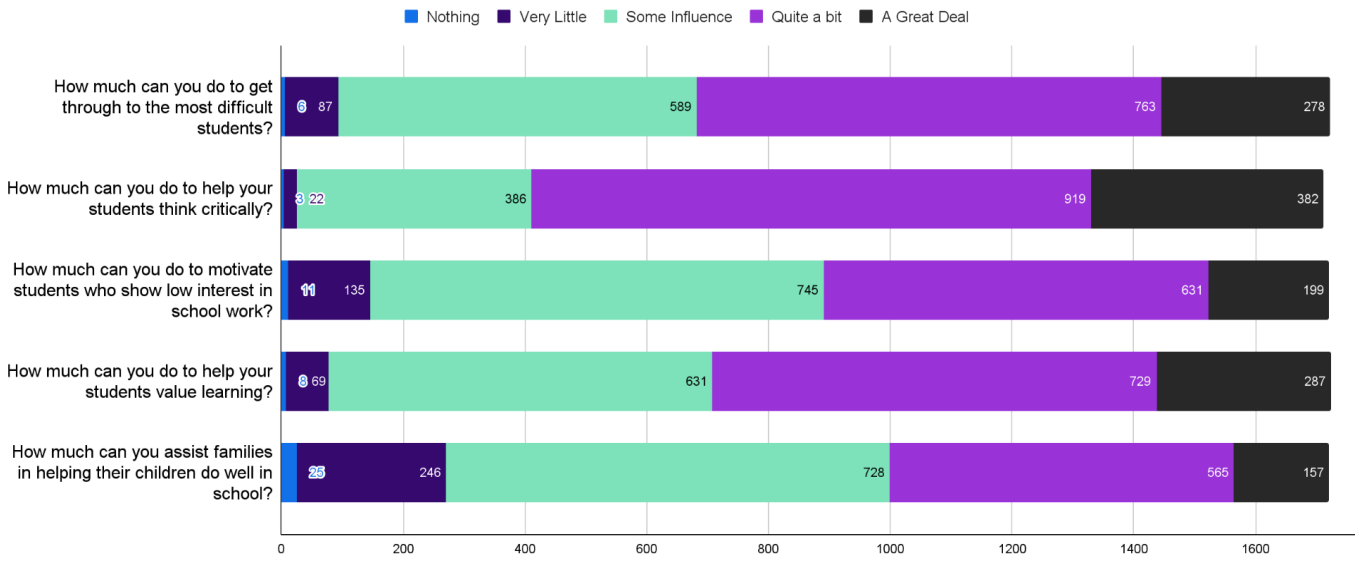

## Objective #3: Identify the degree to which, and ways in which, Student Engagement is a driver of teachers' feeling successful.

The survey asked teachers to describe their level of agreement with a series of statements related to the degree to which student engagement served as a driver of their feelings of success, as well as an open-response question asking how student engagement affects how they feel about their success as a teacher.

**RQ3a:** To what degree is Student Engagement a driver of teachers' feeling successful?

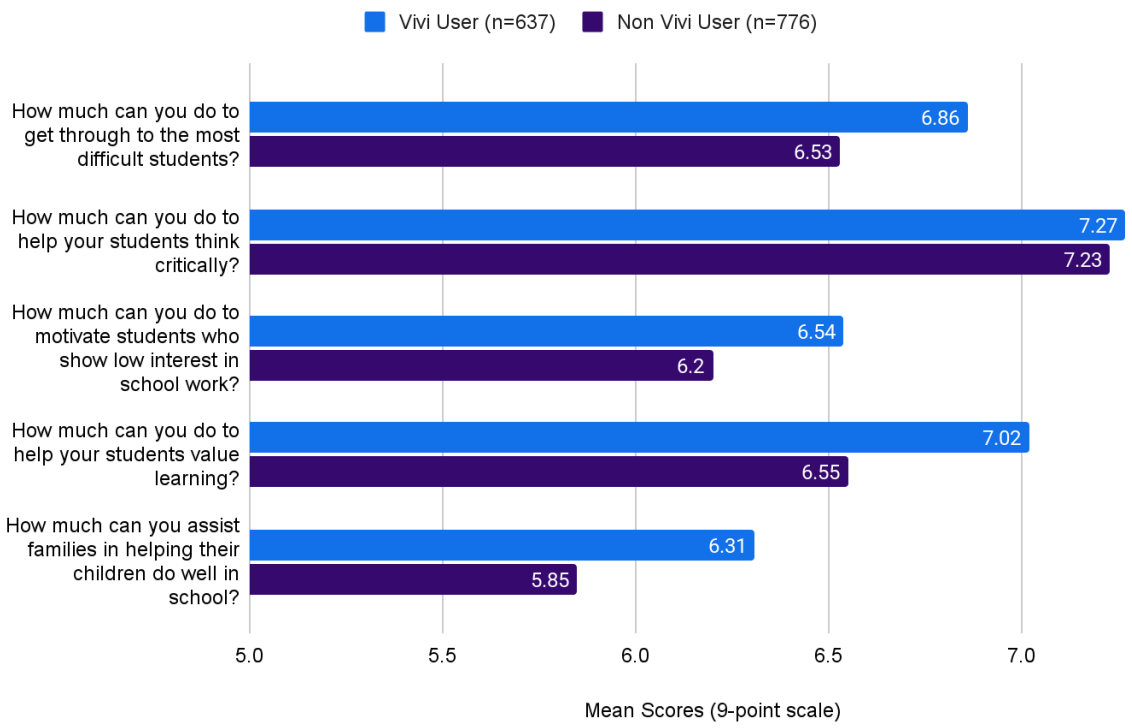
A descriptive analysis showed that the majority of educators felt efficacious in behaviors related to actively engaging students. More than 91% of respondents indicated that they were able to *somewhat* to *a great deal* get through to their most difficult students, help their students think critically, motivate their students, and help them value learning. Approximately 84% indicated the same level of efficacy with supporting families in helping their students do well in school.

## Figure C6. Teacher feelings of self-efficacy in student engagement




The engagement variables had the most variation by different demographic markers, particularly when disaggregated by whether or not the teacher identified as a Vivi user. Overall, Vivi users had the highest mean scores across all five engagement domains. The Kruskal-Wallis test identified that the continuous variable, EngageSUM, when grouped by Vivi user, had a significant difference and a small effect size ($\varepsilon^2$=0.01797). When broken down by individual variables within the construct, all but Engage02 had a small effect. Pairwise comparisons between Vivi Users and non-Vivi users also revealed significant (p<.001) differences across all engagement variables, with the exception of Engage02.

## Figure C7. Vivi users' mean scores for student engagement practices




## Table C3. Kruskal-Wallis analysis of student engagement variables grouped by Vivi users

| Variables | $x^2$ | df | p | $\varepsilon^2$ |
|---|---|---|---|---|
| Engage01 | 20.08 | 2 | < .001 | 0.01169 |
| Engage02 | 6.52 | 2 | 0.038 | 0.0038 |
| Engage03 | 17.77 | 2 | < .001 | 0.01036 |
| Engage04 | 40.42 | 2 | < .001 | 0.02351 |
| Engage05 | 26.68 | 2 | < .001 | 0.01555 |
| EngageSUM | 30.88 | 2 | < .001 | 0.01797 |

In addition, teachers who teach 30 or fewer students had higher mean scores across all but one of the engagement metrics. The Kruskal-Wallis test showed that the continuous variable, EngageSUM, when grouped by number of students had a small effect size ($\varepsilon^2$=0.01482). Pairwise analyses identified **statistically significant differences between teachers who taught 30 or fewer students and those who taught more than 60 students for three engagement variables: Engage03, Engage04, and Engage05.**

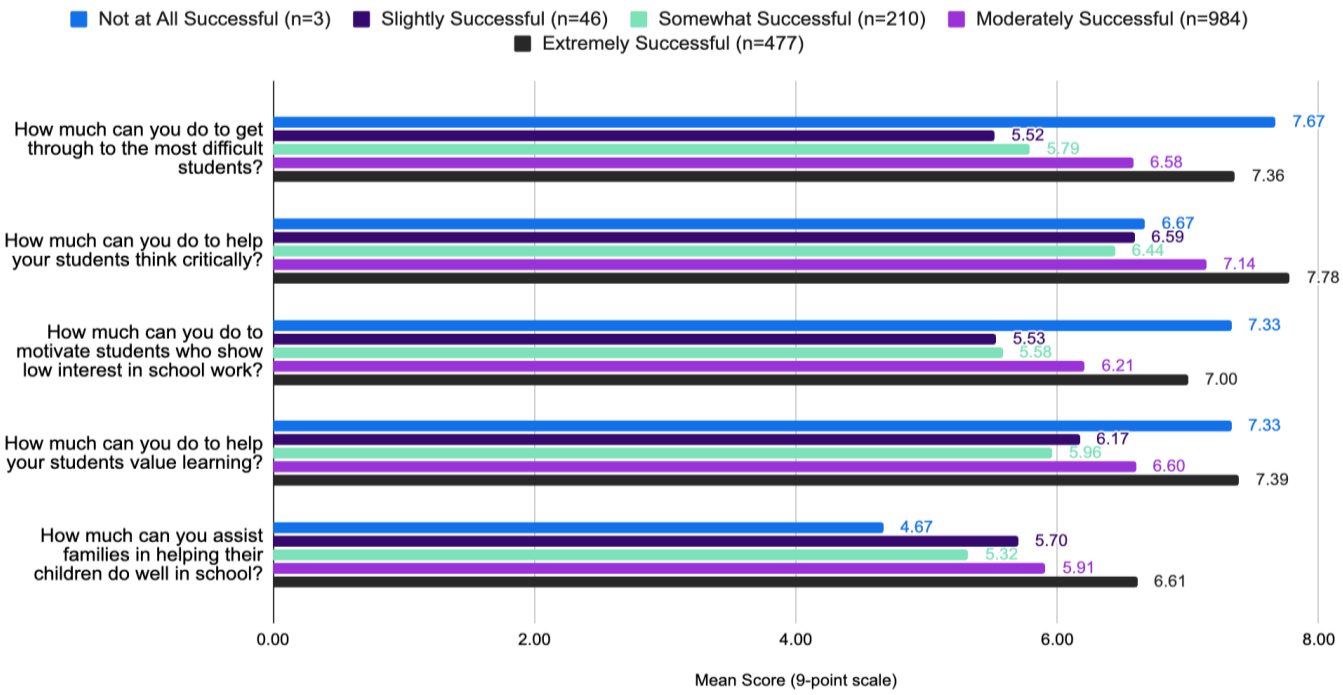
## Table C4. Kruskal-Wallis analysis of student engagement variables grouped by number of students taught

| Variables | $x^2$ | df | p | $\varepsilon^2$ |
|---|---|---|---|---|
| Engage01 | 20.06 | 4 | < .001 | 0.01167 |
| Engage02 | 2.92 | 4 | 0.572 | 0.0017 |
| Engage03 | 31.23 | 4 | < .001 | 0.01819 |
| Engage04 | 25.86 | 4 | < .001 | 0.01503 |
| Engage05 | 32.77 | 4 | < .001 | 0.01908 |
| EngageSUM | 25.48 | 4 | < .001 | 0.01482 |

**RQ3b:** In what ways is Student Engagement a driver of teachers' feeling successful?

When asked to rank factors that most affect their perceptions of success, teachers consistently ranked active student engagement as one of their top three choices. When disaggregating the data based on perceptions of success, those who felt *moderately* to *extremely successful* also reported higher mean scores on all of the questions related to student engagement.

## Figure C8. Average scores on student engagement questions based on perceived degree of success



As shown in Table C5, Spearman's correlation coefficient echoed this finding by demonstrating a statistically significant (p<.001), positive monotonic relationship between teachers' perceptions of success and each of the variables connected to their self-efficacy in student engagement.

**Table C5. Correlation matrix between teachers' perceived degree of success and student engagement**

| | | DegreeSuccess3Lvls | Engage01 | Engage02 | Engage03 | Engage04 | Engage05 |
|---|---|---|---|---|---|---|---|
| DegreeSuccess3Lvls | Spearman's rho | — | | | | | |
| | df | — | | | | | |
| | p-value | — | | | | | |
| Engage01 | Spearman's rho | 0.336 | — | | | | |
| | df | 1717 | — | | | | |
| | p-value | < .001 | — | | | | |
| Engage02 | Spearman's rho | 0.318 | 0.509 | — | | | |
| | df | 1716 | 1718 | — | | | |
| | p-value | < .001 | < .001 | — | | | |
| Engage03 | Spearman's rho | 0.297 | 0.608 | 0.482 | — | | |
| | df | 1715 | 1717 | 1716 | — | | |
| | p-value | < .001 | < .001 | < .001 | — | | |
| Engage04 | Spearman's rho | 0.305 | 0.489 | 0.514 | 0.653 | — | |
| | df | 1718 | 1720 | 1719 | 1718 | — | |
| | p-value | < .001 | < .001 | < .001 | < .001 | — | |
| Engage05 | Spearman's rho | 0.236 | 0.398 | 0.336 | 0.437 | 0.496 | — |
| | df | 1716 | 1717 | 1716 | 1715 | 1718 | — |
| | p-value | < .001 | < .001 | < .001 | < .001 | < .001 | — |

During focus groups, teachers described what active student engagement looked like in their class, with many confirming its importance in their overall perceptions of success. For these teachers, student engagement included raising hands, participating in discussions, and actively completing tasks. In addition, teachers described fostering this engagement by building movement and hands-on learning into their lessons.

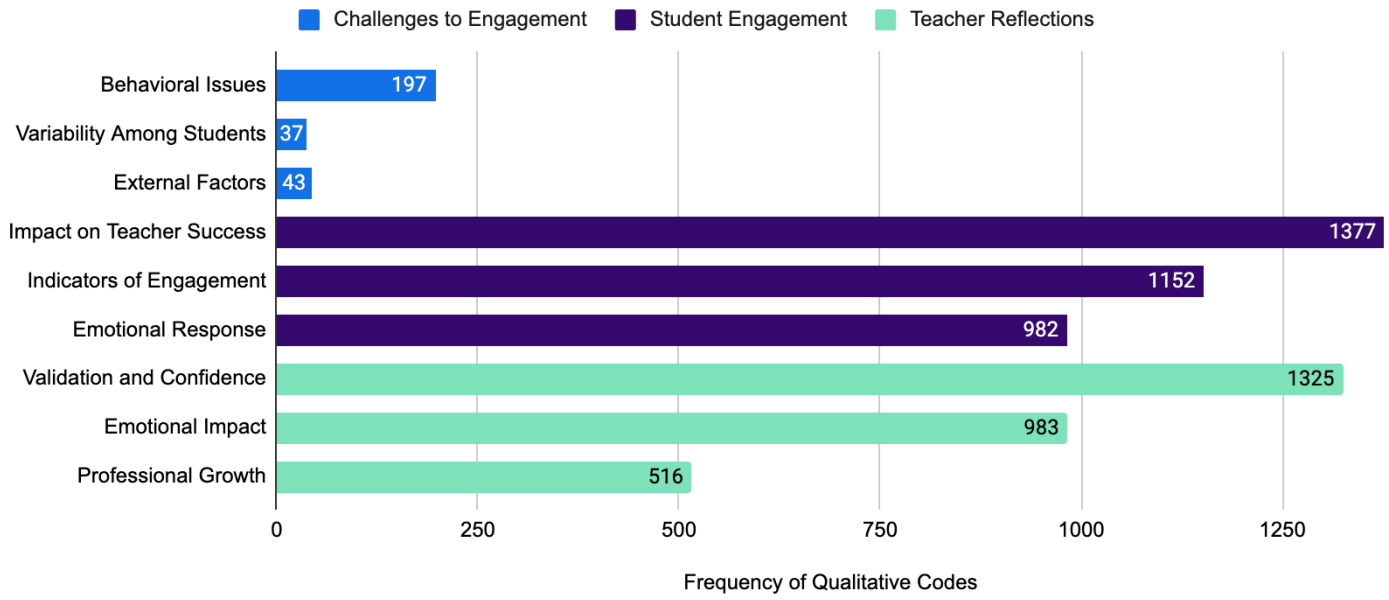
When asked via open-response question to explain how student engagement in learning affects teachers' feelings about their own success, survey responses coded into three emergent themes: challenges to engagement, teacher reflections about the relationship between student engagement and their own sense of success, as well as the relationship between student involvement and teachers' perceptions. This relationship between engagement and success proved to be complex and intertwined with feelings of success and self-efficacy. First, it should be noted that a small percentage of the responses described the inverse relationship, sharing how lack of engagement or poor engagement negatively affected teachers' feelings of success. For example,

> *"Currently, I have a class where half of my students are engaged and half are not. I work very hard to find ways to engage them all, and often feel very defeated when scores return and show my efforts have not worked."*
>
> *- Stephen, Elementary & Middle School Teacher, U.S.*

The majority of the responses focused on the positive aspects of student engagement. Respondents shared how student engagement served as a leading indicator of student learning directly affected their feelings of success as a professional. As one teacher shared,

> *"When students are actively engaged in learning, it significantly enhances a teacher's sense of success by providing tangible evidence that their teaching methods are effective, fostering a positive classroom environment, and demonstrating that students are actively absorbing and applying knowledge, which is ultimately the goal of education; a highly engaged classroom directly translates to a teacher feeling more fulfilled and validated in their role"*
>
> *- Felicia, Middle School Teacher, ANZ*

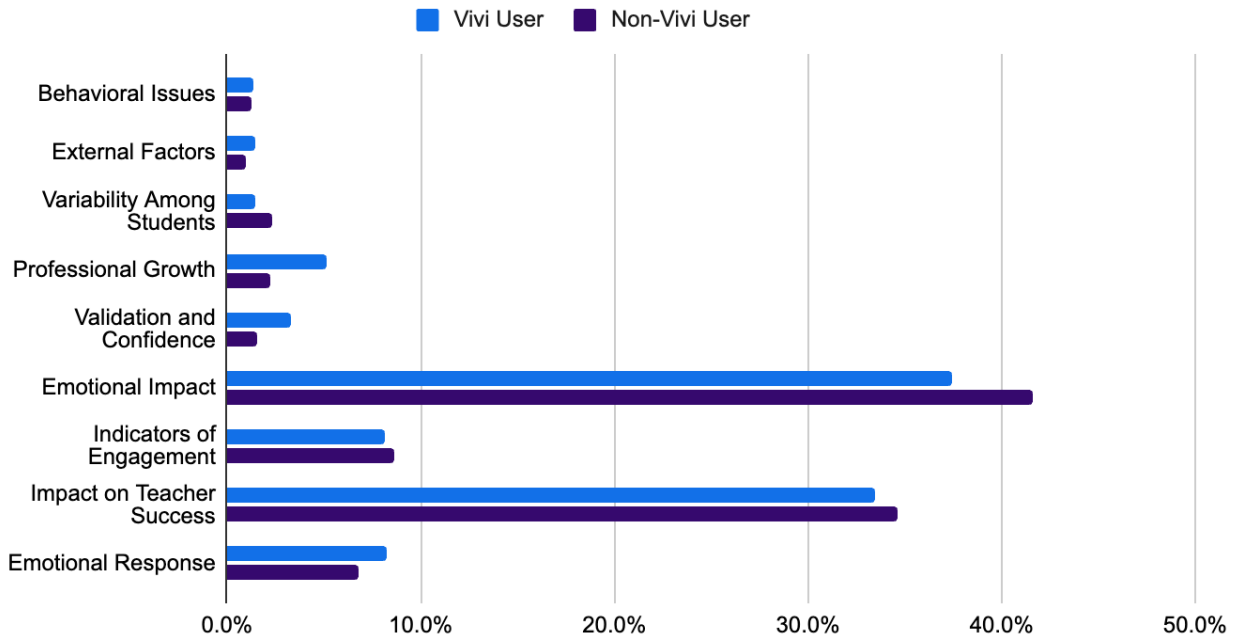
**Figure C9. Frequency of codes used to qualitatively understand the effects of student engagement on teachers feelings of success**




When looking more closely at the qualitative data, **a higher percentage of responses from teachers who indicated that they were Not Vivi users could be coded as *emotional impact,*** implying that students' engagement in learning had an emotional effect on how they perceive their own success.

> *"Student engagement is where it is at. This is the needle that helps me determine if students are understanding, retaining, learning, and able to apply what we are doing in the classroom. This is my measuring cup that tells me how I am doing as a teacher because it not only shows their learning, but also the comfort level in showing their thinking and working together in ways that may be deemed vulnerable." - Margaret, High School Teacher, U.S.*

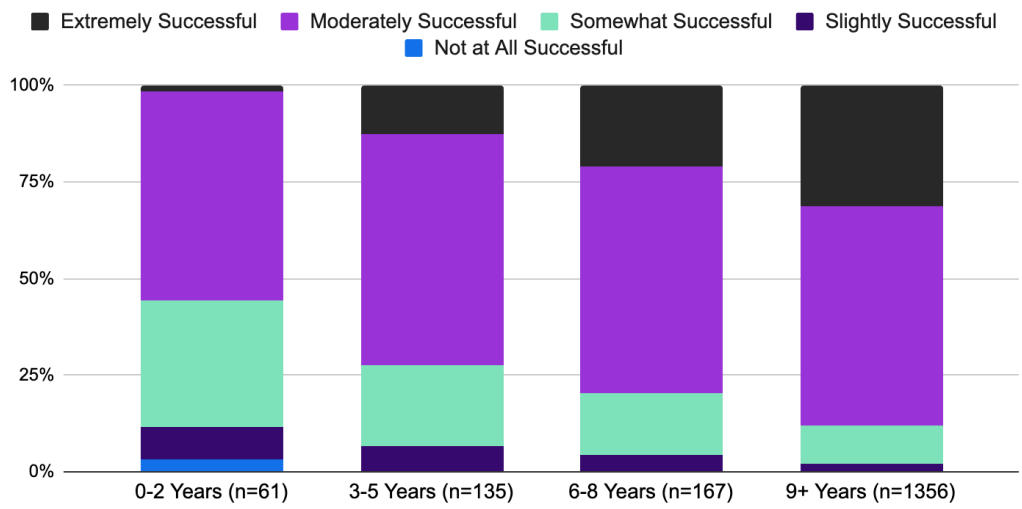
**Figure C10. Frequency of codes applied to open-response questions based on whether the respondent identified as a Vivi user**




## Objective #4: Understand how teachers' interpretations of feeling successful vary based on geography, demographics, and how they describe their instructional model.

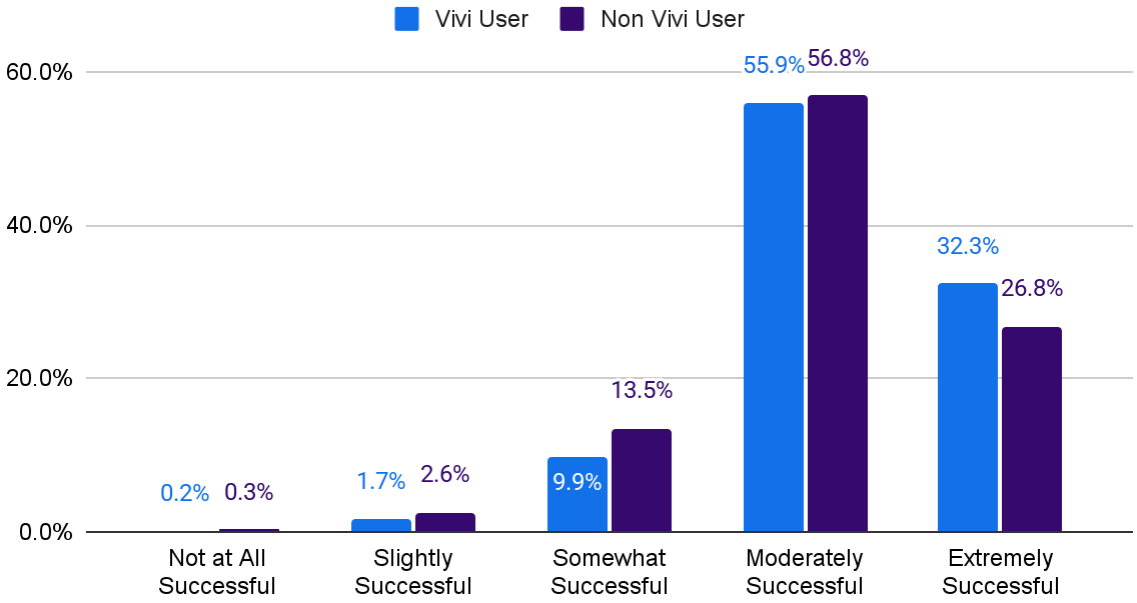
Overall, teachers in this sample felt highly successful. However, despite discrepancies in sample size, more experienced teachers had observable increases to their level of perceived success than novice educators, and novice educators were more likely to report their level of success as *not at all* to *somewhat successful*. The Kruskall Wallis test showed that by grouping DegreeofSuccessLvl3 by experience, there was a statistically significant relationship ($\chi^2(3) = 87.9$, $p < .001$) with a small effect size ($\varepsilon^2 = .0512$). Pairwise analyses also revealed a significant difference ($p<.001$) between novice educators in their first two years of teaching and those who had been teaching nine or more years.

## Figure C11. Teacher feelings of success by level of experience




A similar pattern was observed with Vivi users. **Teachers who reported using Vivi were more likely, by proportion, to report feeling *extremely* successful.** Likewise, they were the least likely to report being *not at all* to *somewhat* successful. The Kruskall Wallis test, when grouping DegreeofSuccessLvl3 by Vivi user, revealed that there was a statistically significant relationship ($\chi^2(2) = 19.1$, $p < .001$) with a small effect size ($\varepsilon^2 = .0111$). The pairwise analyses also showed a significant difference (p=.010) between Vivi users and non-users.

## Figure C12. Vivi users feelings of success

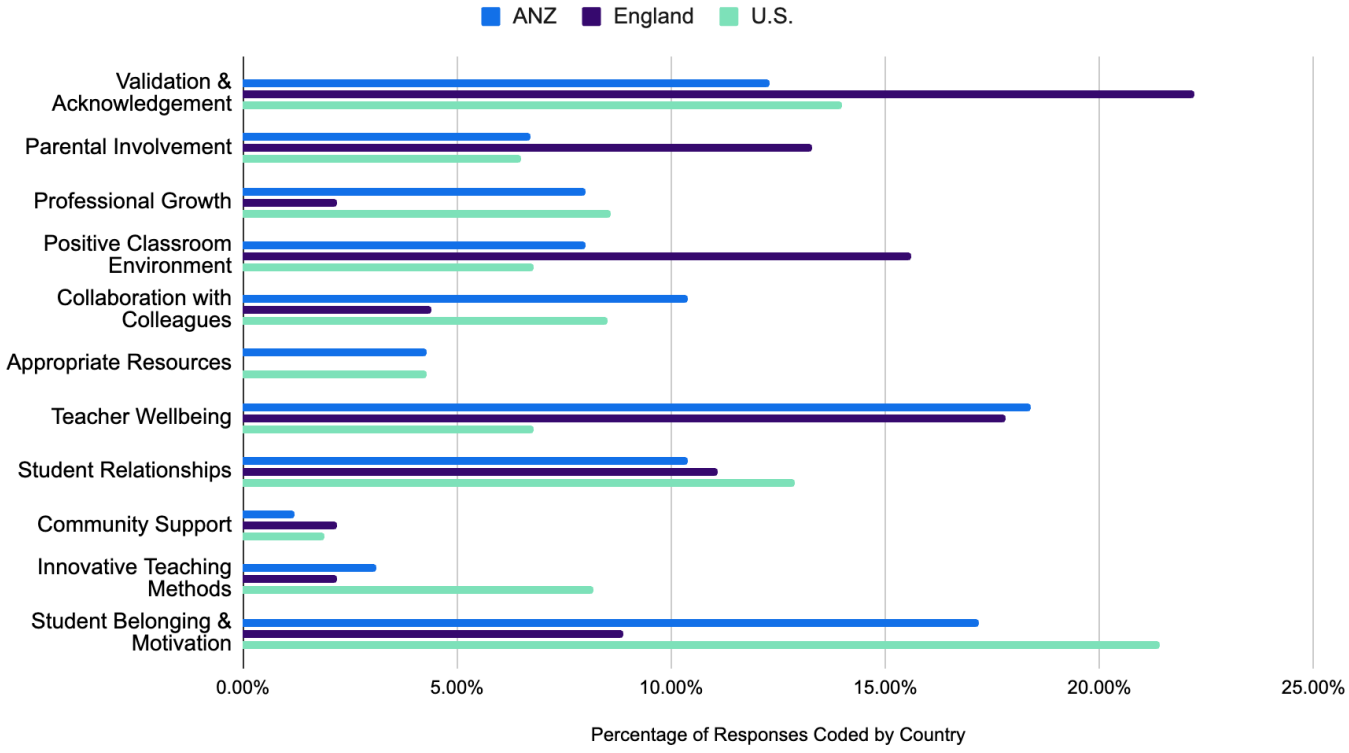


When examining teacher reported success levels by country, teachers in ANZ and the U.S. reported feeling more successful on average than those in England. The Kruskall Wallis test showed that by grouping DegreeofSuccessLvl3 by country, there was a statistically significant relationship ($\chi^2(2) = 20.9$, $p < .001$) with a small effect size ($\varepsilon^2 = .0121$). Using pairwise comparisons, a statistically significant ($p<.001$) difference was observed between England and both ANZ and the U.S. However, given the disparate sample sizes, this finding should be viewed with skepticism.

**RQ4a:** What indicators are associated with teachers *feeling successful*?

Across all countries, the top three factors contributing to teacher success were strong relationships with students, active student engagement, and growth in student achievement. However, open-ended responses revealed country-specific variations in additional factors influencing teachers' perceptions of success. In England, 22.2% of teachers emphasized the importance of validation and acknowledgment, such as receiving positive feedback from students, both current and former, about the quality of their education. Among teachers in Australia and New Zealand (ANZ), 18.4% linked their sense of success to work-life balance and overall well-being. In the U.S., 21.4% of teachers highlighted student belonging and motivation, expressing that their success was reflected in whether students felt "welcomed and safe every day."

**Figure C13. Other factors that influence teachers perceptions of success by country**




When examining themes within what teachers described as other factors that contribute to their success across the full sample, most educators reported items associated with Validation & Acknowledgement, Student Relationships, and Student Belonging & Motivation. When disaggregating this data by perceptions of success, **none of the educators who indicated that they felt *not at all successful* added a response for "other."** In focus groups, teacher descriptions of what makes them feel successful mirrored this survey data, with most highlighting affirmations that their work mattered, which could be shown through student engagement, student growth, and strong relationships with students.

**RQ4b:** What is the relationship between teachers' *feeling successful* and the three constructs associated with teacher success (personal connections with students, feelings of connection & community, and student engagement & thriving)?

As described above, each of the three constructs had a statistically significant ($p<.001$), positive monotonic relationship with teachers' perceptions of success. This finding can also be seen by examining the mean scores and the minimum score for each of the constructs' continuous variables, each of which increase as teachers report greater feelings of success.

### Table C6. Relationship between the three constructs and teachers perceptions of success

| Constructs | Degree of Success | Mean | SD | Min | Max |
|---|---|---|---|---|---|
| Student Engagement and Thriving in the Classroom | Not to Somewhat Successful (n=181) | 29 | 6.32 | 12 | 45 |
| | Moderately Successful (n=719) | 32.2 | 5.16 | 17 | 45 |
| | Extremely Successful (n=347) | 35.9 | 5.3 | 22 | 45 |
| Personal Connections with Students in the Classroom | Not to Somewhat Successful (n=181) | 11.1 | 1.17 | 7 | 12 |
| | Moderately Successful (n=719) | 11.5 | 0.862 | 8 | 12 |
| | Extremely Successful (n=347) | 11.7 | 0.63 | 9 | 12 |
| Feeling of Community Connection | Not to Somewhat Successful (n=181) | 17.5 | 3.11 | 3 | 21 |
| | Moderately Successful (n=719) | 18.6 | 2.26 | 6 | 21 |
| | Extremely Successful (n=347) | 19.4 | 1.92 | 7 | 21 |

In focus groups, teachers noted that student engagement and connections with students and their community further contributed to their feelings of success.

> *"So it's like one of my favorite things about teaching at the school I'm at is like I'll be teaching in a classroom and a student, you know, like another student will walk by [and] wave. They'll just say hi or anything like that. It's a simple thing, but it just creates that sense of belonging to that sense of community and everything."*
>
> *- Henry, Secondary English Teacher, Australia*

> *"So yes, we can do all these measures to see what they've learned and how they've learned, but to me, if I walk out of a class and go, yes, they were totally engaged with what we were doing, that's a good day."*
>
> *- Cody, Elementary Technology Teacher, Australia*

Relatedly, open-response data from the survey further illustrated how each construct contributed to teachers' perceptions of success.

> "My students' engagement directly impacts my sense of success as a teacher. When I see them actively participating, asking questions, and having "aha moments" where concepts finally click, it validates my teaching methods and motivates me to continue improving. Conversely, low engagement prompts me to reflect on and adjust my approach to better serve their learning needs. The most rewarding moments are when students express genuine understanding, saying things like "I finally get it!" Such breakthroughs reflect successful differentiation of teaching methods and strengthen my commitment to education."
>
> *- Roy, Middle School Teacher, England*

> *"It's not as much about my success as a teacher, but my value as a teacher. When I have good connections with colleagues, I can collaborate, bounce ideas off them, and communicate ways to help our students, try new ideas, etc. I feel more valued as a teacher when I know I am surrounded by people who want to help me and be successful."*
>
> *- Carmen, High School Teacher, U.S.*

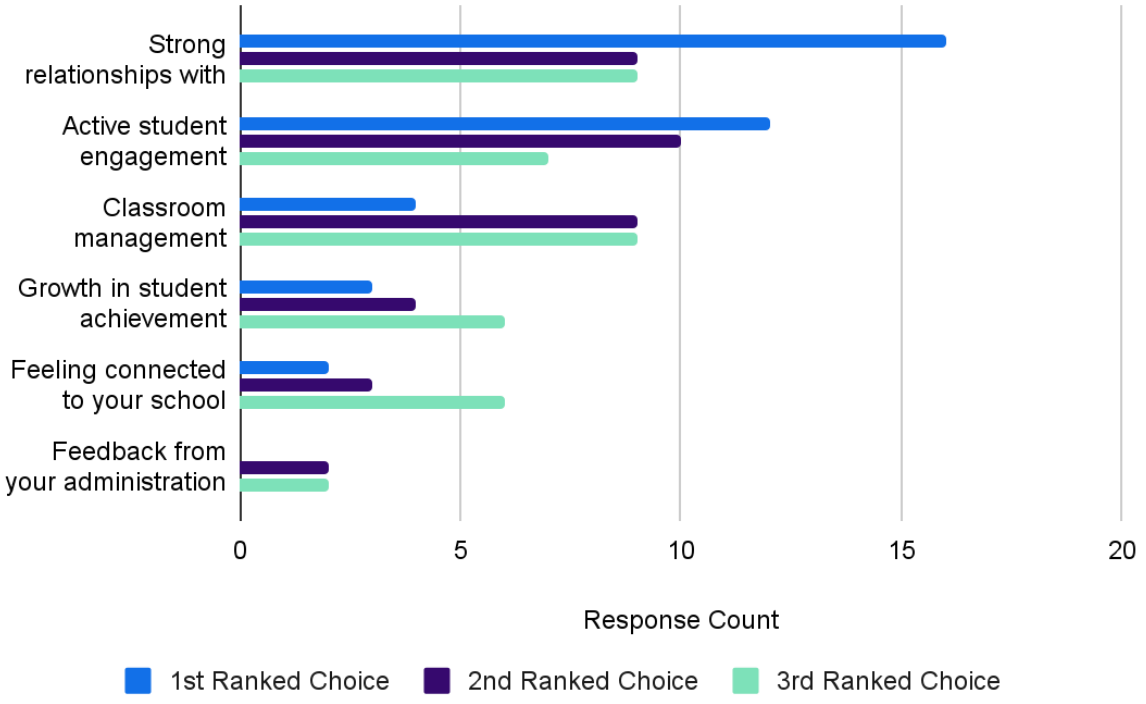
**RQ4c:** In what ways do teacher interpretations of ***feeling successful*** vary by demographics (i.e., gender, race, age, level of experience) and geography (e.g., AUS, UK, US)?

Across all demographic markers, the top three factors influencing teachers' feeling of success remained the same:

1. Strong Relationships with Students,
2. Active Student Engagement, and
3. Student Achievement.

However, teachers in their first two years of teaching nearly tied on their third choice of *Growth in student achievement* (only a .01 difference in mean score) with *Classroom management*.

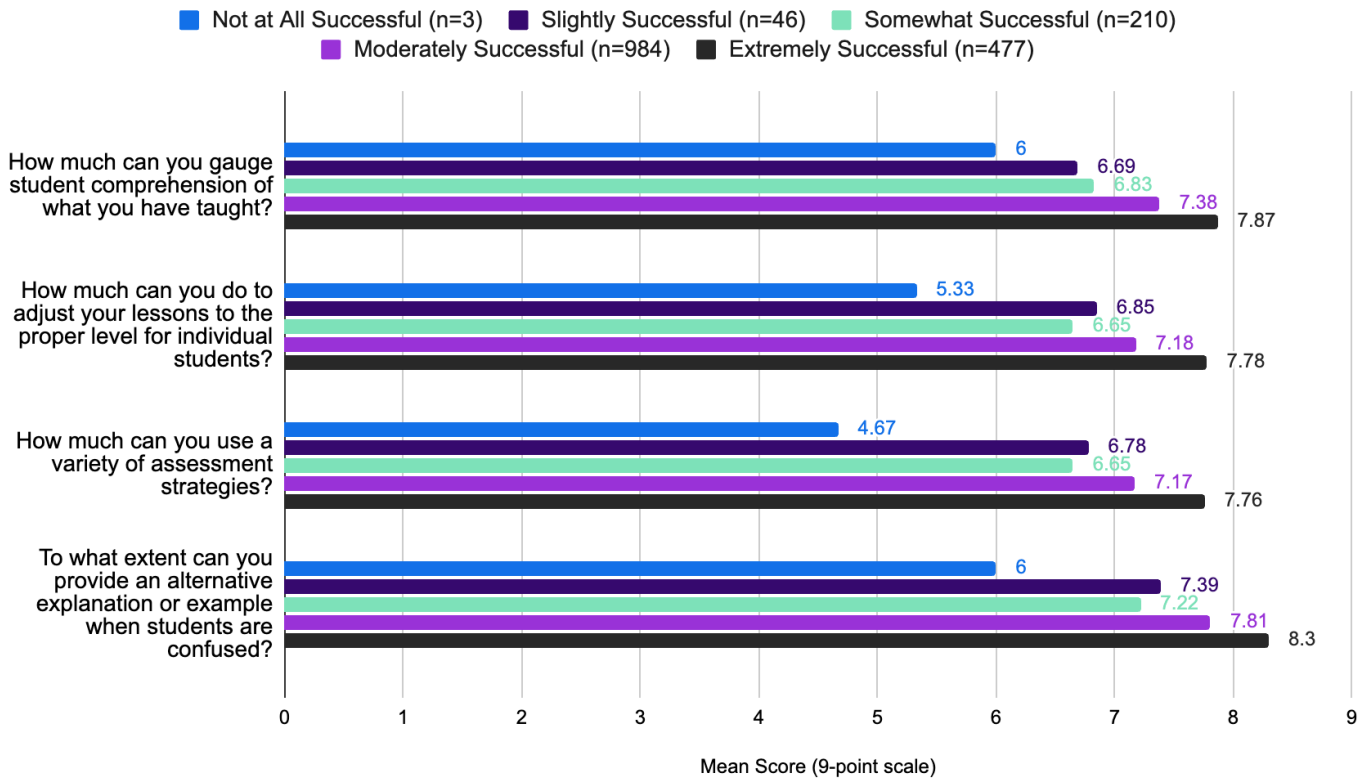
**Figure C14. Factors associated with novice teachers' (n=62) perceptions of success**




**RQ4d:** What is the relationship between their interpretations and their self-described instructional model?

Descriptive analyses revealed that teachers who had higher mean scores on instructional practices also reported feeling more successful. Further, the Kruskal-Wallis test revealed, as shown in Table C7, there was a significant difference observed for all instructional variables when grouped by degree of success with medium effect sizes. Pairwise analyses also demonstrated significant differences ($p<.001$) between each of the three levels of success for all variables. These findings suggest that there is likely a relationship between teachers who believe they are extremely successful engaging in more high-quality instructional practices known to contribute to effective student learning.

## Figure C15. Comparison of mean scores based on degree of perceived success




## Table C7. Instructional practices mean scores by degree of success

| Instructional Practice | Degree of Success | Mean | SD | Min | Max |
|---|---|---|---|---|---|
| How much can you gauge student comprehension of what you have taught? | Not to Somewhat Successful (n=258) | 6.8 | 1.27 | 3 | 9 |
| | Moderately Successful (n=983) | 7.38 | 1.03 | 3 | 9 |
| | Extremely Successful (n=477) | 7.87 | 1.05 | 1 | 9 |
| How much can you do to adjust your lessons to the proper level for individual students? | Not to Somewhat Successful (n=259) | 6.67 | 1.6 | 3 | 9 |
| | Moderately Successful (n=984) | 7.18 | 1.32 | 3 | 9 |
| | Extremely Successful (n=477) | 7.78 | 1.28 | 1 | 9 |

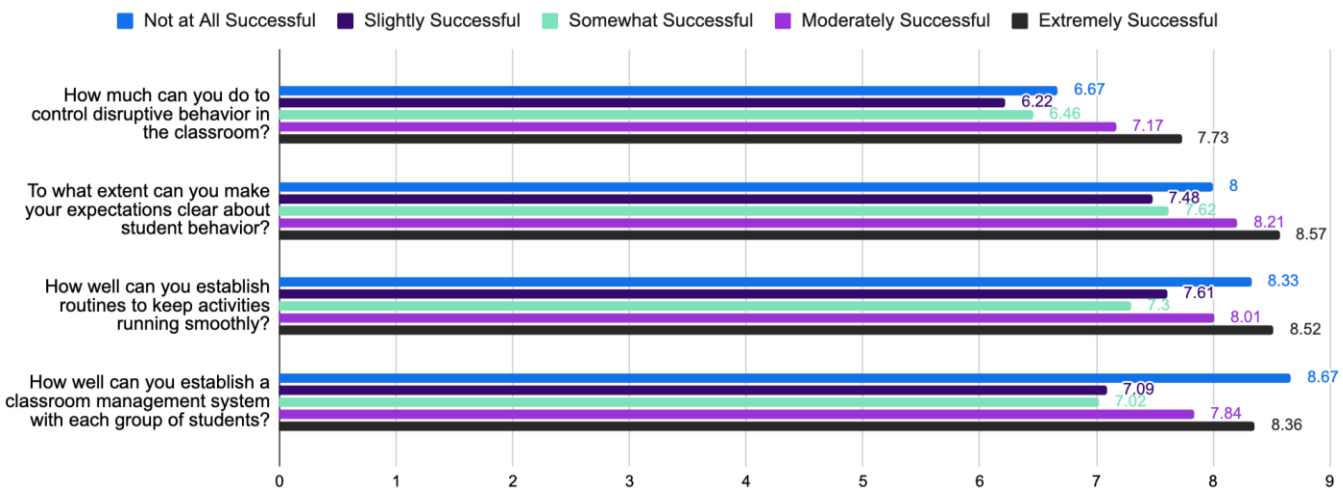
| | | | | | |
|---|---|---|---|---|---|
| How much can you use a variety of assessment strategies? | Not to Somewhat Successful (n=259) | 6.65 | 1.68 | 1 | 9 |
| | Moderately Successful (n=982) | 7.17 | 1.47 | 3 | 9 |
| | Extremely Successful (n=477) | 7.76 | 1.46 | 1 | 9 |
| To what extent can you provide an alternative explanation or example when students are confused? | Not to Somewhat Successful (n=259) | 7.24 | 1.39 | 3 | 9 |
| | Moderately Successful (n=983) | 7.81 | 1.1 | 3 | 9 |
| | Extremely Successful (n=477) | 8.3 | 0.939 | 3 | 9 |

**Table C8. Kruskal-Wallis of instructional practice variables grouped by DegreeSuccesss3Lvl**

| | $\chi^2$ | df | p | $\varepsilon^2$ |
|---|---|---|---|---|
| Instruction01 | 148 | 2 | < .001 | 0.0861 |
| Instruction02 | 113 | 2 | < .001 | 0.0657 |
| Instruction03 | 105 | 2 | < .001 | 0.0614 |
| Instruction04 | 132 | 2 | < .001 | 0.0771 |
| InstructionSUM | 171 | 2 | < .001 | 0.0994 |

Following a similar pattern, teachers with higher mean scores for each of the classroom management variables also had higher levels of perceived success. This finding was supported by the Kruskal-Wallis test, as shown in Table C10, which determined a significant difference between degree of success and all classroom management variables with medium effect sizes.

**Figure C16. Average scores on engagement questions as compared to perceived degree of success**




This mirroring of instruction continued with pairwise analyses showing significant differences ($p<.001$) between each level of success for all variables. These findings, coupled with what was observed with instructional practices, suggest that highly successful teachers are more likely to engage in management practices that support high-quality learning environments.

## Table C9. Classroom management practices mean scores by degree of success

| Classroom Management Practices | Degree of Success | Mean | SD | Min | Max |
|---|---|---|---|---|---|
| How much can you do to control disruptive behavior in the classroom? | Not to Somewhat Successful (n=259) | 6.42 | 1.53 | 1 | 9 |
| | Moderately Successful (n=984) | 7.17 | 1.34 | 2 | 9 |
| | Extremely Successful (n=477) | 7.73 | 1.25 | 1 | 9 |
| To what extent can you make your expectations clear about student behavior? | Not to Somewhat Successful (n=259) | 7.6 | 1.38 | 3 | 9 |
| | Moderately Successful (n=984) | 8.21 | 1.01 | 3 | 9 |
| | Extremely Successful (n=476) | 8.57 | 0.787 | 5 | 9 |
| How well can you establish routines to keep activities running smoothly? | Not to Somewhat Successful (n=258) | 7.37 | 1.42 | 3 | 9 |
| | Moderately Successful (n=983) | 8.01 | 1.14 | 1 | 9 |
| | Extremely Successful (n=475) | 8.52 | 0.835 | 4 | 9 |
| How well can you establish a classroom management system with each group of students? | Not to Somewhat Successful (n=258) | 7.05 | 1.49 | 2 | 9 |
| | Moderately Successful (n=984) | 7.84 | 1.14 | 2 | 9 |
| | Extremely Successful (n=477) | 8.36 | 0.908 | 4 | 9 |

### Table C10. Kruskal-Wallis of classroom management variables grouped by DegreeSuccesss3Lvl

| | $\chi^2$ | df | p | $\varepsilon^2$ |
|---|---|---|---|---|
| Management01 | 148 | 2 | < .001 | 0.0863 |
| Management02 | 121 | 2 | < .001 | 0.0707 |
| Management03 | 160 | 2 | < .001 | 0.0935 |
| Management04 | 181 | 2 | < .001 | 0.1051 |
| ManagementSUM | 213 | 2 | < .001 | 0.1237 |

## Appendix D – Full Survey

In the survey design, the first two questions were used as qualifiers to ensure survey participants matched the target sample.

### Table D1. Teacher Perceptions of Success Full Survey Instrument

| Construct | Survey Question | Scale |
|---|---|---|
| Current Teacher | Are you a current classroom teacher at the primary or secondary level (i.e. K-12)? | Yes, No<br><br>*No ends the survey* |
| Geography | What country do you teach in? | England, New Zealand, United States, Australia, None of the Above<br><br>*None of the Above ends the survey* |
| | *If prompted by the previous question*: What state do you teach in? | Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New, Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming |

| | | |
|---|---|---|
| | | New South Wales, Queensland, South Australia, Tasmania, Victoria, Western Australia |
| Teacher Feelings of Success | What contributes to your personal definition of success as a teacher? Rank the following options in order of most important to least important. | Active Student Engagement<br>Strong Relationships with Students<br>Feeling Connected to Your School Community<br>Growth in Student Achievement<br>Feedback from Your Administration<br>Classroom Management<br>Other |
| | Are there other factors that contribute to your definition of success as a teacher? If yes, please describe. | Open Response |
| | To what degree do you feel successful as a teacher? | 1 – Not at all successful, 2 – Slightly Successful, 3 – Somewhat Successful, 4 – Moderately Successful, 5 – Extremely Successful |
| Student Engagement | How much can you do to get through to the most difficult students? | **How Much Can You?**<br>1 (Nothing), 2, 3 (Very Little), 4, 5 (Some Influence), 6, 7 (Quite a Bit), 8, 9 (A Great Deal) |
| | How much can you do to help your students think critically? | |
| | How much can you do to motivate students who show low interest in school work? | |
| | How much can you do to help your students value learning? | |
| | How much can you assist families in helping their children do well in school? | |
| | In what ways does your students' engagement in learning affect how you feel about your success as a teacher? | Open Response |
| Student- Teacher Connections | In class, I care about the problems of my students. | **How often do you demonstrate each of the following?**<br>1 – Never, 2 - Rarely, 3 - Sometimes, 4 - Often |
| | In class, I am empathetic towards my students. | |
| | In class, I am aware of my students` feelings. | |
| | In what ways does your connection with your students affect how you feel about your success as a teacher? | Open Response |

| | | |
|---|---|---|
| Sense of Community | At school, I value the relationships I build with my colleagues. | **How much do you agree with each statement?**<br>1 – Strongly disagree, 2 – Disagree, 3 – Somewhat disagree, 4 – Neither agree or disagree, 5 – Somewhat agree, 6 – Agree, 7 – Strongly agree |
| | At school, I am committed to helping my colleagues. | |
| | At school, I care about the problems of my colleagues. | |
| | In what ways does your connection with your colleagues and school community affect how you feel about your success as a teacher? | Open Response |
| Instruction | How much can you gauge student comprehension of what you have taught? | **How Much Can You?**<br>1 (Nothing), 2, 3 (Very Little), 4, 5 (Some Influence), 6, 7 (Quite a Bit), 8, 9 (A Great Deal) |
| | How much can you do to adjust your lessons to the proper level for individual students? | |
| | How much can you use a variety of assessment strategies? | |
| | To what extent can you provide an alternative explanation or example when students are confused? | |
| Management | How much can you do to control disruptive behavior in the classroom? | **How Much Can You?**<br>1 (Nothing), 2, 3 (Very Little), 4, 5 (Some Influence), 6, 7 (Quite a Bit), 8, 9 (A Great Deal) |
| | To what extent can you make your expectations clear about student behavior? | |
| | How well can you establish routines to keep activities running smoothly? | |
| | How well can you establish a classroom management system with each group of students? | |
| Gender | What is your gender? | Man<br>Woman<br>Nonbinary<br>Other<br>Prefer Not to Say |
| Experience | How many years of teaching experience do you have? | 0-2 years<br>3-5 years<br>6-8 years<br>9+ years |

| | | |
|---|---|---|
| Location | How would you classify the location where you teach? | Urban<br>Suburban<br>Rural<br>Urban and Suburban<br>Urban and Rural<br>Suburban and Rural<br>Urban, Suburban, and Rural |
| System | Do you currently teach in a public or private school? | Public or Public Charter<br>Private or Independent<br>Other |
| Age of Students | What is the age range of the students you primarily currently teach? Select all that apply. | Elementary/Primary School<br>Middle School<br>High/Secondary School |
| Number of Students | How many students do you currently teach? | 0-30 students<br>31-60 students<br>61-90 students<br>91-120 students<br>121+ students |
| Socioeconomic Status of Students | What percentage of the students you teach do you believe are experiencing poverty? | 0-20%<br>21-40%<br>41-60%<br>More than 60%<br>I don't know |
| Vivi User | Do you use Vivi in your classroom? | Yes<br>No<br>I don’t know |

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