

**Supporting Administrators in Changing Systems
Changing Perspectives Evaluation 2024-2025**

**Cynthia Char and Sam Drazin
August 2025**





Introduction

Changing Perspectives (www.ChangingPerspectivesNow.org) is a nonprofit organization that promotes social-emotional learning (SEL) to cultivate inclusive and equitable learning communities. This is accomplished by engaging all members in a school community to advance their thinking and practice around SEL and inclusion.

Changing Perspectives partners with public, private, charter and international schools to offer a suite of programming supports and resources. With each school customizing their selections based on the needs of their learning community, Changing Perspectives makes available the following five key services:

- 1. PreK-High School Curricula:** Resources are focused on social-emotional learning aligned to SEL competencies and disability awareness aligned to specific disability categories and the Common Core Standards.
- 2. Professional Development Training:** Professional development (PD) opportunities are made available in person and online topics to ensure the greatest amount of relevancy to each particular audience, from paraprofessionals to classroom educators, school counselors, interventionists, and others.
- 3. Virtual Coaching Hours:** Hourly technical assistance to individual educators or small teams.
- 4. Family Workshops:** Educating parents and caregivers through in-person and virtual family workshops about the importance of social-emotional learning and inclusion.
- 5. Site Visits:** On-site school visits allow Changing Perspectives to learn about the school building, meets educators, ask questions, observe work in progress, and provide student presentations.

During the 2024–2025 academic year, Changing Perspectives had the privilege of providing ongoing services to a diverse range of schools across the United States. We ongoing services are defined as delivering three or more customized programs to a school through a combination of in-person and/or virtual engagement.

The majority of partner schools engaged with Changing Perspectives to support their work on on strengthening inclusive practices. A smaller group of schools centered their efforts on enhancing social-emotional learning (SEL) frameworks within their communities.

At the start of the partnership in Fall 2024, each school collaboratively identified specific, site-based goals to guide the year's work.



Due to the nature of Changing Perspectives’ ongoing services model with schools, it is vital that administrators are active members of the work. While supporting individual educators to change their mindsets and practice yields immediate changes for students’ experience, administrators hold the power to determine budget allocations, scheduling, policies, procedures, and prioritization of initiatives and training opportunities. Changing Perspectives strives to support schools in building their internal capacity to own their work and develop systems of sustainability so that their work can eventually carry on independently.

Program Evaluation

Purpose: Dr. Cynthia Char of Char Associates, an independent evaluation firm based in Montpelier, Vermont, collaborated with Changing Perspectives’ Executive Director, Sam Drazin, on this study. The evaluation’s primary objective was two-fold: (1) to gather formative feedback about the organization’s consulting services to inform and improve design and use, and (2) to assess the educational benefits and impacts of Changing Perspectives services on building staff capacity in schools and districts to strengthen school culture, enhance equitable practices, foster collaborative relationships, and create supportive, engaging learning environments.

Program Implementation and Survey Methodology: Changing Perspectives disseminated an Administrators Survey in the spring of 2025. This data collection instrument was designed to collect insights and feedback from those who hold administrative positions.

The survey, comprised of 12 items, was distributed in April 2025 to 79 administrators working at 68 schools and districts across the United States. These sites, located in California, Colorado, Maryland, Missouri, and Pennsylvania, represented a diverse range of geographic regions, school sizes, and community contexts. The administrators included site-level principals, district employees, and county office of education administrators. Each engaged with Changing Perspectives in unique ways to best meet the needs of their educational communities. By working directly with administrators, Changing Perspectives supports system-wide change. The 2024–25 school year unfolded against a particularly challenging and politically charged backdrop, with heightened tensions and public discourse influencing the climate in many school communities and adding complexity to administrators’ work.

Survey Sample: A total of 21 administrators from 68 schools/sites who are receiving ongoing services from Changing Perspectives responded to the survey (27% response rate).

Table 1: Survey Sample Sites

Survey Sites	City & State	Designation
Abbott Middle School	San Mateo, CA	Middle School
Alder Creek Elementary School	Folsom, CA	Elementary School

Argonaut Elementary School	Saratoga, CA	Elementary School
Asbury Elementary School	Denver, CO	Elementary School
Avon Grove School District	West Grove, PA	District
Cowell Elementary School	Denver, CO	Elementary School
Del Mar Middle School	Tiburon, CA	Middle School
Frontier Schools	Jackson, MO	District
Goldrick Elementary School	Denver, CO	Elementary School
Hartford School District	White River Junction, VT	District
Hatch Elementary School	Half Moon Bay, CA	Elementary School
Highlands Elementary School	San Mateo, CA	Elementary School
Lipman Middle School	Brisbane, CA	Middle School
Queen Anne's County Public School District	Centreville, MD	District
Rancho Cordova Elementary School	Rancho Cordova, CA	Elementary School
Reed Union School District	Tiburon, CA	District
San Mateo County Office of Education	Redwood City, CA	County Office of Education
Saratoga Union School District	Saratoga, CA	District
Sausalito Marin City School District	Marin City, CA	District

Of those administrators who responded to the survey, their most common role was that of Principal (43%), followed by Director of Special Education, and Director of Student Services (each 14%).

Table 2: Administrators' Roles at Schools

Principal	Assistant Principal	Superintendent	Assistant Superintendent	Director of Special Education	Director of Student Services	Others
9 (43%)	0	1 (5%)	0	3 (14%)	3 (14%)	5 (24%)

(n = 20 administrators)

Administrator Response to Changing Perspectives

Assessment of Changing Perspectives' Services

Roughly half of the administrators reported that this was their second or third year in a partnership with Changing Perspectives. For a third of the administrators, this was their first year working with Changing Perspectives.

Table 3: Experience with Changing Perspectives

First year	2 years	3 years	4 years or more
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7 (33%)	7 (33%)	4 (19%)	3 (15%)
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(n = 21 administrators)

Since Changing Perspectives offers a range of different services, administrators indicated which services they had used this past year. Most administrators selected Site Visits (85%), Professional Development Training (80%), and Virtual Coaching (70%). A little over half (55%) had accessed the Changing Perspectives curriculum, while just under half (40%) had utilized Family Workshops.

Table 4: Program Use during 2024-25

Curriculum Access	Professional Development Training	Virtual Coaching	Family Workshop	Site Visits
11 (55%)	16 (80%)	15 (70%)	8 (40%)	17 (85%)

(n = 20 administrators)

Participants were asked to rate the quality of their experiences with Changing Perspectives as an external consultant. Responses were highly positive, with 100% of participants rating Changing Perspectives' Communication, Professionalism, and Responsiveness as Very Good.

Table 5: Rating Experience with Changing Perspectives as an external consultant

Poor	Fair	Good	Very Good
Communication			
0	0	0	20 (100%)
Professionalism			
0	0	0	20 (100%)
Responsiveness			
0	0	0	20 (100%)

(n = 20 administrators)

[Changing Perspectives] helped our staff open up to the conversation and direction of inclusion for our SpEd teachers. Very supportive and interested in universal and school specific areas of growth. (Principal, California)

Our first consultant was not great, however Changing Perspectives was very responsive to this and our work with our second consultant was very impactful. (Director of Special Education, Vermont)

Changing Perspectives has been a great think partner and coach to me. Staff development opportunities are concise and real. I'd recommend if your staff needs to calibrate a vision for inclusive practices at your school. It's been supportive to have a partner in aligning a shared belief about inclusion and belonging at our school site. (Principal, California)

Participants also rated the organization’s quality of programming. Responses were very positive in this area as well, with 100% of participants indicating that Changing Perspectives Programming is of very good quality.

Table 6: Rating Changing Perspectives’ quality of programming

Poor	Fair	Good	Very Good
0	0	0	20 (100%)

(n = 20 administrators)

Changing Perspectives is a great resource that is easily accessible, easy to navigate and convenient to implement. The lessons are very adaptable to student needs and very helpful for in the moment student needs. (Dean of Culture, Colorado)

I have found it helpful to have an objective (and well-researched and experienced) entity come in and help our organization reflect on how we are (or are not) contributing to inclusive environments for all of our students. (Director of Student Services, California)

Changing Perspectives has significantly benefited our staff by offering comprehensive training on social-emotional learning (SEL) facilitation. This training not only enhances their understanding of SEL principles but also equips them with practical strategies for integrating social-emotional lessons seamlessly into the curriculum. By fostering a supportive learning environment, we empower educators to connect with students on a deeper level, ultimately promoting both academic and emotional growth in the classroom. This approach is essential in cultivating a well-rounded educational experience that addresses the diverse needs of all learners. (Director Of Health, Safety and Conduct, Missouri)

Administrators were asked to assess Changing Perspectives’ responsiveness to the needs of their school(s). Responses were highly positive, with 100% of participants indicating Changing Perspectives as very good in being responsive to their schools’ specific needs.

Table 7: Rating Changing Perspectives’ responsiveness to the needs of your school(s)

Poor	Fair	Good	Very Good
0	0	0	20 (100%)

(n = 20 administrators)

[Changing Perspectives] has had high impact working with individual teachers and motivating them [to] adjust some of their teaching practices. [They work in] real time and specific to the school, and adapt based on the needs of the school. (Principal, California)

[Changing Perspectives is] very responsive, and their staff just get it. They listen and are able to flex their professional learning to the school district's individualized needs. (Director of Special Education, Pennsylvania)

It has been a great partnership and resource. I have appreciated being able to reach out to [Changing Perspectives] when needs arise, and I have heard anecdotally the same thing from my staff. They have also appreciated the lessons and curriculum. (Principal, California)

Changing Perspectives' Impact on Schools

Administrators were asked whether support from Changing Perspectives yielded a positive impact on their school. Most affirmed that the organization's presence had made a positive difference, while a few remained unsure of the extent of the impact. Meaningful change—particularly at the systems level—does not typically occur within a single academic year. Such work generally requires a sustained, multi-year commitment from administrators and their teams. Over time, this commitment allows for deeper integration of strategies and measurable shifts in school culture. Continued engagement also enables Changing Perspectives to adapt support as needs evolve, build on prior successes, and help schools achieve lasting, system-wide transformation.

Table 8: If support from Changing Perspectives have positive impacts on your school(s)

Yes	No	Not Sure
18 (90%)	0	2 (10%)

(n = 20 administrators)

More cohesive understanding of Inclusion - and understanding mindsets. (Director of Special Education, Vermont)

Changing Perspectives has been a fantastic resource for our Inclusion Team and site this year. They help our team stay focused on our mission, vision, and goals with practical ideas and suggestions for inclusive practice implementation and monitoring the efficacy and impact of our practices. (Principal, California)

Our students with disabilities are reporting a stronger sense of belonging in in our classes and on our campuses. (Director of Student Services, California)

Administrators indicated that Changing Perspectives supported building capacity within their school building. Administrators (95%) reported that Changing Perspectives had helped increase the capacity in their schools (11% Moderately, 84% Very Much).

Table 9: Over the past school year (2024-25), how much has Changing Perspectives assisted in building capacity within your school(s)?

Not at all	Slightly	Moderately	Very Much	Extremely
0	1 (5%)	2 (11%)	16 (84%)	0

(n = 19 administrators, minus 'N/A' responses)

Site visits and time with [Changing Perspectives] have been invaluable. The guidance not only helped me grow significantly as a site leader, but also played a key role in developing effective behavior systems at my school. (Principal, California)

Helping us understand how important inclusion is and what inclusion truly looks like. Also helping us be more reflective and open to how we look at instruction so that it is accessible to all. Helped us examine barriers and how best to address these barriers. (Principal, California)

Our work with Changing Perspectives helped staff to reflect on school climate and to take steps towards aligning their efforts, creating common language and consistency across spaces, and considering the unique needs of all learners. (Principal, California)

Administrators indicated that they had seen Changing Perspectives increase educator consensus and alignment with staff at their school building(s). Administrators (95%) reported that Changing Perspectives had increased educator consensus and staff alignment (28% Moderately, 67% Very Much).

Table 10: Over the past year, how much increased educator consensus and alignment amongst your staff have you seen in your school?

Not at all	Slightly	Moderately	Very Much	Extremely
0	1 (5%)	5 (28%)	12 (67%)	0

(n = 18 administrators, minus 'N/A' responses)

I think staff is more and more aware of inclusive practices and the "why" behind them. They were also equipped with new language and practical, universal strategies they could implement right away. (Principal, California)

We are just starting the journey, so promoting common language and building consensus are in progress. [Changing Perspectives's] background as teachers makes all the difference. They understand first-hand the school experience and the efforts that are required to affect change. (Director of Special Education, California)

Recommendation of Changing Perspectives to Others

All administrators (100%) indicated that they would recommend Changing Perspectives to another educator.

Table 11: Recommend Changing Perspectives to Another Administrator

Would Recommend	Would Not Recommend
20 (100%)	0

(n = 20 administrators)

I would highly recommend Changing Perspectives to another school administrator. The team brings a deep, trauma-informed, and thoughtful approach to addressing behavior, and that understanding is evident in every interaction. They've taken the time to get to know the unique context and challenges of our site, showing a willingness to be on the ground and truly understand what we're navigating. Their support has been both practical and impactful. (Principal, California)



I would recommend this support because it provides the knowledge we need to address the emotional needs of our students. (Director Of Health, Safety and Conduct, Missouri)

Concluding Remarks

The 2024–2025 academic year brought new opportunities to support educators and students across the country. Changing Perspectives has continued to expand its national and international presence, with a 12% increase in school partnerships.

This expansion comes at a time when the national conversation around education is increasingly shaped by political and ideological divisions. In this climate, schools are navigating heightened scrutiny around issues like social-emotional learning, inclusion, and equity. Changing Perspectives remains steadfast in its commitment to helping schools rise above the noise—focusing on what truly matters: student well-being, inclusive learning environments, and educator support.

The Changing Perspectives model of support continues to drive meaningful outcomes for school communities. Feedback from school, district, and regional administrators underscores the powerful role that long-term collaboration with Changing Perspectives plays in building inclusive, student-centered learning environments.

In this year’s evaluation, administrators at every level consistently recognized Changing Perspectives for its uniquely holistic and comprehensive approach—one that remains highly adaptable to the diverse needs of schools and districts. The flexible, à la carte model allows leaders to tailor services in a way that aligns with their existing structures, priorities, and time constraints, ensuring meaningful integration rather than adding to educators’ workloads. As a strong endorsement of the impact and value of this partnership, every participating administrator indicated they would recommend Changing Perspectives.

Administrators across the country reported that working with Changing Perspectives has helped their schools and districts to:

- Establish a shared language and common mindsets
- Shift educator mindsets to promote shared values and collective responsibility
- Equip staff with practical, research-based strategies to integrate into daily instruction
- Develop systems for continual reflection and improvement of current practices



As the political landscape surrounding education continues to evolve, Changing Perspectives is proud to stand with administrators—providing steady, thoughtful, and impactful support that benefits all students.



Acknowledgments

Many thanks to our colleague, Hannah Christensen, for her assistance and support on this evaluation. Our deep appreciation to all of the Changing Perspectives administrators that embrace this work.

Cynthia A. Char, Ed.D.
Sam Drazin

For further information about this evaluation, please contact:

Dr. Cynthia Char
Char Associates
147 Connor Road
Montpelier, VT 05602
www.charassociates.com

Sam Drazin
Changing Perspectives
PO Box 710
Montpelier, VT 05601
www.ChangingPerspectivesNow.org