



Changing Perspectives

Vermont – Statewide Mid-Year Educator Feedback February 2021

Introduction

Changing Perspectives (www.ChangingPerspectivesNow.org) is a national, nonprofit organization that promotes social-emotional learning (SEL) to cultivate inclusive and equitable learning communities. Changing Perspectives engages all members in a school community to advance their thinking and practice around SEL, disability awareness, equity, and inclusion. Schools that partner with Changing Perspectives are offered an à la carte menu of options from which to choose the services that best meet their learning communities' needs. These resources include customizable curriculum materials, virtual/onsite coaching, goal-driven professional development, and parent programs.

This school year has been unprecedented in many ways. From COVID-19 to intense divisiveness around race, civil rights, politics, climate crises, and other issues. Schools are monitoring the impacts of the universal trauma of these matters on students of all ages. Many educators are having to teach in a way that they have not had to before. Every state, district, and school has addressed physical safety measures in their own ways. Therefore, when evaluating the data in this report, it is important to recognize that educators are working with limited bandwidth and in a variety of different situations.

This research report presents findings from a mid-year educator survey of Vermont partner schools that was administrated in January of 2021. The survey was sent to 98 educators working in 37 schools who gained access to Changing Perspectives's resources and supports between September and November of 2020. Respondents were asked to rate their experiences with the program thus far in the school year. Given the program's highly customizable approach to design and classroom implementation, each educator's instructional choices and style shapes and influences student experiences and students' subsequent feedback about the program.

Sample Size

Table 1 lists the 37 Vermont partner schools that worked with Changing Perspectives between September 2020 and December 2020. *Please note that our school partners list continues to grow and that the final year-end data report may include additional schools.*

Table 1. Participating Schools

School	Grades Served	Community Served	County
Albert D. Lawton Intermediate School	6-8	Essex	Chittenden
Barstow Memorial Elementary	PK-8	Chittenden	Rutland
Blue Mountain Union	PK-12	Newbury	Orange
Bradford Elementary	K-6	Bradford	Orange
Charlotte Central School	PK-8	Charlotte	Chittenden
Chelsea Elementary	K-5	Chelsea	Orange
Clarendon Elementary	PK-6	Clarendon	Rutland
Danville School	PK-12	Danville	Caledonia
Elm Hill Primary School	K-2	Springfield	Windsor
Folsom School	K-8	South Hero	Grand Isle
Hiawatha School	PK-3	Essex	Chittenden
Lothrop Elementary	PK-6	Pittsford	Rutland
Marion Cross School	PK-6	Norwich	Windsor
Middletown Springs Elementary	PK-6	Middletown Springs	Rutland
Mill River Union Middle School	7-12	North Clarendon	Rutland
Neshobe School	PK-6	Brandon	Rutland
Newbury Elementary	PK-6	Newbury	Orange
Newton School	PK-8	Strafford	Orange
Northeast Elementary	PK-2	Rutland	Rutland
Northwest Elementary	PK-2	Rutland	Rutland
Otter Creek Academy	PK-8	Leicester	Addison
Otter Valley Union Middle & High School	7-12	Brandon	Rutland
Proctor Elementary	PK-6	Proctor	Rutland
Rutland Intermediate School	3-6	Rutland	Rutland
Rutland Town School	PK	Rutland	Rutland
Sharon Elementary	PK-6	Sharon	Windsor
Shelburne Community School	PK-8	Shelburne	Chittenden
Shrewsbury Mountain School	PK-6	Shrewsbury	Rutland
Thomas Fleming School	4-5	Essex	Chittenden
Tinmouth Elementary	PK-6	Tinmouth	Rutland
Tunbridge Central School	PK-8	Tunbridge	Orange
Union Street School	3-5	Springfield	Windsor
Wallingford Village School	PK-6	Wallingford	Rutland
Wells Village School	PK-6	Wells	Rutland
White River Valley School – Bethel	PK-4	Bethel	Windsor
White River Valley School – Royalton	PK-5	South Royalton	Windsor
Windsor School (formerly State Street School)	PK-12	Windsor	Windsor

Based on current school enrollment data, Changing Perspective has impacted the lives of 9,000 students at these schools.

Data was collected from 32 educators (33% return), representing 18 of the 37 schools (49%) during this evaluation period. Some educators noted that they did not feel that they had used enough Changing Perspectives materials at this point in the school year to complete the survey.

Findings

Overall, survey respondents were enthusiastic about the positive impacts that Changing Perspectives has had on their students, classrooms, and own professional skills development. The survey asked them to reflect on four aspects of the program:

- 1. The impacts Changing Perspectives has in helping to mitigate the unique trauma students have experienced this school year.
- 2. Their own professional practice as an educator in supporting the general social-emotional well-being of their students.
- 3. Students’ engagement with Changing Perspectives.
- 4. Thoughts on future work with Changing Perspectives next year.

Question: The 2020-2021 school year has been unprecedented in many ways. Students may have experienced a variety of traumatic experiences. This has resulted in higher than usual needs in supporting their social and emotional well-being. Based on your current use of Changing Perspectives, rate the helpfulness of Changing Perspectives resources in supporting the needs of your students.

Table 2. Current School Year Impacts

Survey/Population	Extremely Helpful	Very Helpful	Moderately Helpful	Slightly Helpful	Not Helpful
N=30	10% (3)	33% (10)	47% (14)	7% (2)	3% (1)

Educators also shared:

- “Changing Perspectives has improved skills sets by providing easy, user-friendly lessons for teaching SEL.”
- “Changing Perspectives reaches a population there are not a lot of resources for – let alone resources that are easy, comprehensive, and accessible.”

Question: Has Changing Perspectives improved your knowledge, skills, and interventions to support your students?

Table 3. Professional Practice

Survey/Population	Yes	No
N=29	86% (25)	14% (4)

Educators wrote:

- “The resources are simple, easy to understand, and user-friendly, unlike other programs we have used.”
- “It changed the way I view situations that arise.”

Question: Overall, how would you rate the educational value of Changing Perspectives?

Table 4. Educational Value

Survey/Population	Excellent	Good	Fair
N=29	28% (8)	62% (18)	10% (3)

Educators told us:

- “I feel that the curriculum allows for deep discussion after the lessons and has also helped me develop additional material to better support students’ social and emotional well-being.”
- “Changing Perspectives has provided excellent supplements to my curricular resources and lesson planning. I have utilized many pieces of lessons and several full lessons as well.”

Question: How engaged were your students in participating in Changing Perspectives activities?

Table 5. Student Engagement

Survey/Population	Extremely Engaged	Very Engaged	Moderately Engaged	Slightly Engaged	Not Engaged
N=29	0	38% (11)	59% (17)	3% (1)	0

Educators were pleased about the opportunities for student engagement. One wrote: “I like that I can focus on a topic area versus going through a rigid program. I love, love, love the book lists. It has increased my tool box for ideas and strategies.”

Question: Are you interested in using Changing Perspectives next school year?

Table 6. Continued Implementation

Survey/Population	Yes	No
N=32	94% (30)	6% (2)

Conclusions

Overall, from the small sample size, educators have found having access to Changing Perspectives curriculum resources and supports to be helpful during this unpredictable and challenging school year. Since fewer than half of the educators who received an invitation actually completed the survey, the data reported here represents a small slice of the full impact Changing Perspectives resources are having on student populations in these communities. However, the last question speaks volumes to the value of this program in schools, with 94% of respondents indicating that they would like to have access to Changing Perspectives again next year. It is expected that the sample size of respondents for the year-end survey will be much higher than this mid-year data collection process because educators will have had more time to engage with Changing Perspectives resources and supports.