



Kent & Queen Anne's Counties, Maryland
Mid-Year Educator Feedback
February 2022

Introduction

Changing Perspectives (www.ChangingPerspectivesNow.org) is a national, nonprofit organization that works to strengthen school communities through social-emotional learning (SEL), disability awareness, empathy development, and inclusion. Founded in 2014 by nationally recognized educator and change-maker Sam Drazin, Changing Perspectives empowers students and helps to build a more inclusive, just, and equitable society.

Changing Perspectives accomplishes our mission by working with individual schools and school districts to educate, empower, and inspire all members of a school community to advance their thinking and practice around social-emotional learning (SEL), disability awareness, and diversity, equity, and inclusion (DEI) practices. Our replicable, scalable programming is relevant to schools of all types and sizes and benefits learners of all ages and backgrounds.

We offer schools a menu of options from which to choose the services that best meet their learning communities' goals. Our resources include customizable curriculum materials, virtual/onsite coaching, goal-driven professional development, and family engagement programs.

Ongoing shifts in the education landscape due to COVID plus looming social issues continue to pose significant challenges for schools, both immediately and in the long term. As they welcomed their learners back to classrooms in fall 2020, schools began to see firsthand how deeply the events of the past two years have affected students. Although the community impacts are universal in many ways, they are unique in others. There are wide variations in how individual schools are managing their students' return, healing, and growth, and it is important to keep this context in mind when reading this report.

This report presents findings from a short mid-year survey to educators that was administered in January 2022. The survey was sent to 29 educators working in 15 Maryland partner schools and two school district offices who gained subscription access to Changing Perspectives resources and supports between September and November 2021. Respondents were asked to rate their experiences with the program thus far in the school year. A longer, year-end survey will be administered to educators in May 2022.

Given Changing Perspectives’s highly customizable approach to program design and classroom implementation, each educator’s instructional choices and style shapes and influences student experiences and feedback about the program.

Sample Size

The 15 Maryland schools and two district offices that partnered with Changing Perspectives between September and November 2021 are listed in Table 1. Based on 2021-2022 school enrollment data, these schools are serving 6,585 students in grades preK through 12 in the current academic year. Since this data collection, our school partnerships have continued to grow; thus, our year-end data collection may include data from additional schools.

Table 1. Maryland Partner Schools, September to November 2021

School*	Grades Served	District
ARISE Academy	9-12	Queen Anne's County Public Schools
Bayside Elementary School*	PK-5	Queen Anne's County Public Schools
Centreville Elementary School*	PK-2	Queen Anne's County Public Schools
Centreville Middle School*	6-8	Queen Anne's County Public Schools
Galena Elementary School*	PK-5	Kent County Public Schools
Grasonville Elementary School*	PK-5	Queen Anne's County Public Schools
HH Garnett Elementary School*	PK-5	Kent County Public Schools
Kennard Elementary School*	3-5	Queen Anne's County Public Schools
Kent County High School*	9-12	Kent County Public Schools
Kent County Middle School*	6-8	Kent County Public Schools
Kent County Public Schools District Office*	PK-12	Kent County Public Schools
Kent Island High School*	9-12	Queen Anne's County Public Schools
Matapeake Elementary School*	PK-6	Queen Anne's County Public Schools
Queen Anne's County Public Schools District Office*	PK-12	Queen Anne's County Public Schools
Rock Hall Elementary School*	PK-5	Kent County Public Schools
Stevensville Middle School	6-8	Queen Anne's County Public Schools
Sudlersville Elementary School*	PK-4	Queen Anne's County Public Schools

*Denotes a school/district from which at least one educator completed the survey.

During this evaluation period, data was collected from 18 educators, who represent 13 of the 15 Maryland schools and both school district offices. In our analysis, we noted that some educators declined to complete the survey because they did not feel that they had used enough Changing Perspectives materials to provide useful feedback yet.

Findings

Overall, educators surveyed 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 value of Changing Perspectives in helping to mitigate the unprecedented challenges students are experiencing this academic year.
2. Their own professional practice as an educator in supporting their students' general social-emotional well-being.
3. Students' engagement with program activities.

Survey Question 1: *The last 18 months have been unprecedented in many ways. Many schools are seeing higher than normal social-emotional needs of students. Based on your current use of Changing Perspectives, rate the helpfulness of Changing Perspectives resources in supporting the social and/or emotional needs of your students.*

Table 2. Helpfulness in Supporting Students' Social-Emotional Needs

Survey Sample	Not Helpful	Slightly Helpful	Moderately Helpful	Very Helpful	Extremely Helpful
N=12	8% (1)	8% (1)	8% (1)	68% (8)	8% (1)

84% of respondents said that Changing Perspectives programming is helpful in supporting students' social-emotional needs.

Educators also shared:

- "It has been very helpful and given me a lot of insight to where my students are socially and emotionally."
- "The lessons have been very helpful when working with students and help tremendously to increase their self-awareness and self-confidence."
- "It helped students realize that positivity helps in all aspects of life and can dramatically improve coping skills and overall wellness."

Survey Question 2: *Has Changing Perspectives improved your knowledge, skills, and interventions to better support your students?*

Table 3. Improved Professional Practice

Survey Sample	No	Yes
N=12	8% (1)	92% (11)

92% of educators reported that *Changing Perspectives* has helped improve their knowledge, skills, and interventions to better support students' well-being.

Educators also wrote:

- “It has given me new resources and fresh lessons/perspectives in addressing topics with my students.”
- “It’s a wonderful resource that I rely on. The support is always there, and the materials are very practical and relevant to the students we serve.”
- “It has helped me learn different skills and topics related to the domains of SEL and ways in which to teach them.”

Survey Question 3: *How engaged were your students in participating in Changing Perspectives activities?*

Table 4. Program Engaged Students

Survey Sample	Not Engaged	Slightly Engaged	Moderately Engaged	Very Engaged	Extremely Engaged
N=10	10% (1)	0	40% (4)	50% (5)	0

90% of educators said their students were engaged in the program.

Among their feedback, educators shared:

- “Our students love and relate to the stories.”
- “Changing Perspectives asks questions kids want to respond to.”
- “Students could easily relate and brought about good discussions in the classrooms.”

Conclusions

Overall, educators from our Maryland partner schools and district offices who responded to our survey indicated that they have found having access to *Changing Perspectives* curriculum resources and supports to be helpful during this highly unpredictable and challenging school year. These educators reported that *Changing Perspectives* helped them improve their knowledge, skills, and interventions to better support students' well-being and that students found the materials engaging. Further findings from the 2021-2022 program year will be available following our end-of-school survey administration.