



Supporting PreK-12 Students' Social-Emotional Learning: Changing Perspectives 2021-2022 Evaluation

Cynthia Char and Sam Drazin
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Introduction

Changing Perspectives (www.ChangingPerspectivesNow.org) is a national 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, disability awareness, diversity, equity, and inclusion.

Changing Perspectives offers schools an à la carte menu of options from which to choose the services that best meet their learning communities' needs. Among the resources offered are customizable curriculum materials, virtual/onsite coaching, goal-driven professional development, paraprofessional training, and family engagement programs. This model allows each partner school to customize the combination of resources and services it uses from Changing Perspectives in a given academic year.

The four key offerings are:

- 1. PreK-High School Curricula:** Made available to educators online through a subscription-access portal, the curriculum resources are customizable and offer a variety of different resource types. 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:** Changing Perspectives offers a variety of professional development (PD) opportunities in person and online. PD trainings range in topic to ensure the greatest amount of relevancy to each particular audience, from paraprofessionals to classroom educators, school counselors, interventionists, and others. Trainings are conducted in a workshop model with opportunities for hands-on engagement and facilitated discussion.
- 3. Educator Coaching Hours:** Hourly coaching support is available to provide targeted technical assistance to individual educators or small teams.
- 4. Family Engagement Programs:** Changing Perspectives supports schools through in-person and virtual family workshops. Educating parents and caregivers about the importance of social-emotional learning and providing them with strategies they can use at home is key to family engagement and supports students' learning beyond the classroom.



The 2021-2022 academic year was one of significant transition in education nationwide, with schools opening back up to in-person learning after a more than a year of remote learning. The return to bricks-and-mortar classrooms was far more challenging for schools than many anticipated, with noticeable deficits in social and emotional skill growth among students of all ages. Continued political and social divisiveness around the globe highlight the value and amplify the need for high-quality social-emotional learning opportunities.

School staff are finding themselves under-resourced and eager for targeted training that offers effective proactive and reactive strategies to best support students who are unable to consistently demonstrate developmentally appropriate social-emotional skills.

The 2021-2022 academic year also saw the most widespread implementation of Changing Perspectives programming to date, with 152 partner schools across 21 states. As part of Changing Perspectives's continuous assessment of its work in schools, this report presents findings from the 16 partner schools that engaged in the annual program evaluation process.

Program Evaluation

Purpose: To inform program design and to identify possible benefits to and impacts on schools, Changing Perspectives conducted an evaluation study during the 2021-2022 year. We administered mid-year and end-of-year surveys to partner educators from selected service regions in 16 states, including California, Colorado, Connecticut, Delaware, Florida, Illinois, Maryland, Massachusetts, Minnesota, New Hampshire, North Carolina, Ohio, Oklahoma, Pennsylvania, Vermont, and Washington.

Dr. Cynthia Char of Char Associates, an independent evaluation firm based in Montpelier, Vermont, collaborated with Changing Perspectives Executive Director Sam Drazin on the study. The evaluation's primary objective was two-fold: (1) to gather formative feedback about the program to inform and improve the curriculum design and use, and (2) to evaluate the program's educational benefits and impacts on student learning and educators' classroom practices. This report presents findings on the program's educational benefits and impacts.

Program Implementation and Survey Methodology: Given the program's highly customizable approach to design and classroom implementation, each educator's instructional choices and styles shape and influence student experiences and classroom feedback about the program. Schools and educators were able to sign up to use Changing Perspectives throughout the 2021-2022 academic year.

Changing Perspectives administered educator surveys at partner schools to gather formative and impact data on the various Changing Perspectives offerings, both mid-year and at the end of the school year. In January 2022, the **mid-year (MY) survey** was sent to 221 educators in 110 schools across 12 states who gained access to Changing Perspectives resources and supports between September 2021 and January 2022.

The **end-of-year (EOY) survey** was distributed in May 2022 to 368 educators working in 152 schools across 21 states who gained access to Changing Perspectives resources and supports between September 2021 and May 2022. For both surveys (each comprised of 16 survey items), respondents were asked to rate their experiences with the program.

Given the volatility of the 2021-2022 school year, many educators were not able to implement the program as comprehensively as they had intended, leading to an expected lower response rate for completed surveys.

Survey Sample: A total of 96 educators from 73 schools in 11 states responded to the MY survey (43% response rate), while a total of 93 educators from 71 schools in 16 states participated in the EOY

evaluation (25% response rate). Of the 93 educators who completed end-of-year surveys, 50 (54%) had completed the MY survey.

The greatest number of respondents were from four states: California, Colorado, Maryland, and Vermont. Surveys from 12 additional states were grouped to form an “All Other Regions” category; these states include Connecticut, Delaware, Florida, Illinois, Massachusetts, Minnesota, New Hampshire, North Carolina, Ohio, Oklahoma, Pennsylvania, and Washington.

Table 1: Educator Samples for Mid-Year and End-of-Year Surveys

	California	Colorado	Maryland	Vermont	All Other Regions
96 Educators (MY)	22 (23%)	9 (9%)	18 (19%)	19 (20%)	28 (29%)
93 Educators (EOY)	27 (29%)	6 (7%)	17 (18%)	18 (19%)	25 (27%)

For educators who filled out both the MY and the EOY surveys, the most common roles were those of teacher (39% MY; 33% EOY) and school counselor (36% MY; 35% EOY).

Table 2: Educators’ Roles at Schools – Mid-Year and End-of-Year Surveys

Mid-Year	School Administrator	School Counselor	Teacher	Interventionist	Other
California (n=22)	1 (5%)	8 (36%)	10 (45%)	0 (0%)	3 (14%)
Colorado (n=12)*	1 (11%)	2 (22%)	3 (33%)	2 (22%)	4 (44%)
Maryland (n=18)	1 (5%)	12 (67%)	1 (5%)	1 (5%)	3 (17%)
Vermont (n=19)	1 (5%)	11 (58%)	7 (37%)	0 (0%)	0 (0%)
All Others (n=29)	4 (14%)	3 (10%)	18 (62%)	0 (0%)	4 (14%)
TOTAL (n=100)*	8 (8%)	36 (36%)	39 (39%)	3 (3%)	14 (14%)
End-of-Year	School Administrator	School Counselor	Teacher	Interventionist	Other
California (n=27)	3 (11%)	8 (30%)	10 (37%)	0 (0%)	6 (22%)
Colorado (n=8)*	2 (33%)	0 (0%)	3 (50%)	1 (17%)	2 (33%)
Maryland (n=17)	1 (6%)	10 (59%)	1 (6%)	1 (6%)	4 (24%)
Vermont (n=18)	1 (6%)	13 (72%)	4 (22%)	0 (0%)	0 (0%)
All Others (n=26)*	5 (20%)	3 (12%)	14 (56%)	1 (4%)	3 (12%)
TOTAL (n=96)	12 (13%)	34 (35%)	32 (33%)	3 (3%)	15 (16%)

*Because some educators fill multiple roles in their school, role totals may exceed the total number of individual respondents.

Collectively, responding educators worked with the full span of students from PreK through grade 12. The majority of responses indicated work with elementary students in grades K-5, with 34% of responses from K-2 educators and 35% from grades 3-5 educators.

Table 3: Grade Levels Teach or Work With – Mid-Year and End-of-Year Surveys

Mid-Year Survey n=341 responses from 96 respondents											
Region	PreK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	HS
CA (n=80)	0	8 (38%)	8 (38%)	10 (48%)	9 (43%)	9 (43%)	9 (43%)	8 (38%)	8 (38%)	8 (38%)	3 (14%)
CO (n=41)	2 (22%)	7 (78%)	6 (67%)	6 (67%)	6 (67%)	7 (78%)	7 (78%)	0	0	0	0
MD (n=75)	5 (31%)	9 (56%)	10 (63%)	10 (63%)	11 (69%)	11 (69%)	11 (69%)	2 (13%)	3 (19%)	3 (19%)	0
VT (n=80)	4 (22%)	9 (47%)	8 (42%)	8 (42%)	9 (47%)	9 (47%)	8 (42%)	12 (63%)	6 (32%)	6 (32%)	1 (5%)
Others (n=66)	6 (25%)	10 (45%)	9 (42%)	8 (37%)	7 (34%)	7 (34%)	5 (25%)	4 (20%)	4 (20%)	4 (20%)	2 (9%)
Total (n=342)	17 (5%)	43 (13%)	41 (12%)	42 (12%)	42 (12%)	43 (13%)	40 (12%)	26 (8%)	21 (6%)	21 (6%)	6 (2%)
End-of-Year Survey n=403 responses from 93 respondents											
Region	PreK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	HS
CA (n=135)	7 (26%)	13 (48%)	14 (52%)	14 (52%)	15 (56%)	13 (48%)	15 (56%)	15 (56%)	14 (52%)	14 (52%)	1 (4%)
CO (n=25)	4 (67%)	4 (67%)	3 (50%)	3 (50%)	3 (50%)	4 (67%)	4 (67%)	0	0	0	0
MD (n=84)	7 (41%)	9 (53%)	9 (53%)	9 (53%)	10 (59%)	10 (59%)	11 (65%)	5 (29%)	6 (35%)	5 (29%)	3 (18%)
VT (n=70)	9 (60%)	10 (67%)	10 (67%)	10 (67%)	8 (53%)	9 (60%)	9 (60%)	2 (13%)	1 (7%)	1 (7%)	1 (7%)
Others (n=89)	3 (12%)	7 (28%)	7 (28%)	6 (24%)	8 (32%)	7 (28%)	6 (24%)	13 (52%)	13 (52%)	14 (56%)	5 (20%)
Total (n=403)	30 (7%)	43 (11%)	43 (11%)	42 (10%)	44 (11%)	43 (11%)	45 (11%)	35 (9%)	34 (8%)	34 (8%)	10 (2%)
Total Responses by Grade Span n=745 responses											
TOTAL (n=745)	PreK n=47 (6%)	Grades K-2 n=254 (34%)			Grades 3-5 n=257 (35%)			Grades 6-8 n=171 (23%)			HS n=16 (2%)

In keeping with the grades taught, the majority of respondents indicated that they used curriculum resources designed for the elementary school grades (K-5), with 116 responses (30%) from K-2 educators and 134 responses (35%) from grades 3-5 educators.

Educators reported higher levels of use for the social-emotional learning curriculum. On EOY surveys, roughly double the number of elementary school teachers and triple the number of middle and high school teachers reported using SEL curricular resources versus those available for disability awareness.

Table 4: Curriculum Resources Used

SEL = social-emotional learning; DA = disability awareness

Mid-Year Surveys n=157 responses from 81 respondents									
Region	PreK	K-2 SEL	K-2 DA	3-5 SEL	3-5 DA	6-8 SEL	6-8 DA	HS SEL	HS DA
California (n=39)	2 (10%)	9 (45%)	3 (15%)	9 (45%)	3 (15%)	8 (40%)	1 (5%)	4 (20%)	0
Colorado (n=23)	1 (11%)	6 (67%)	4 (44%)	7 (78%)	5 (56%)	0	0	0	0
Maryland (n=29)	3 (20%)	8 (53%)	2 (13%)	11 (73%)	2 (13%)	2 (13%)	0	1 (7%)	0
Vermont (n=28)	1 (8%)	6 (46%)	1 (8%)	8 (62%)	3 (23%)	8 (62%)	1 (8%)	0	0
Others (n=38)	7 (30%)	12 (53%)	2 (18%)	9 (37%)	1 (9%)	5 (26%)	1 (9%)	1 (9%)	0
Total (n=157)	14 (9%)	41 (26%)	12 (8%)	44 (28%)	14 (9%)	23 (14%)	3 (2%)	6 (4%)	0
End-of-Year n=225 responses from 90 respondents									
Region	PreK	K-2 SEL	K-2 DA	3-5 SEL	3-5 DA	6-8 SEL	6-8 DA	HS SEL	HS DA
California (n=59)	1 (4%)	11 (42%)	6 (23%)	13 (50%)	7 (27%)	14 (54%)	5 (19%)	2 (8%)	0
Colorado (n=22)	2 (33%)	4 (67%)	3 (50%)	6 (100%)	5 (83%)	1 (17%)	1 (17%)	0	0
Maryland (n=34)	3 (19%)	8 (50%)	2 (13%)	11 (69%)	3 (19%)	6 (40%)	0	1 (6%)	0
Vermont (n=57)	3 (18%)	10 (59%)	6 (35%)	11 (65%)	9 (53%)	11 (65%)	7 (41%)	0	0
Others (n=53)	2 (8%)	8 (32%)	5 (20%)	8 (32%)	3 (12%)	15 (60%)	6 (24%)	4 (16%)	2 (8%)
Total (n=225)	11 (5%)	41 (18%)	22 (10%)	49 (22%)	27 (12%)	47 (21%)	19 (8%)	7 (3%)	2 (1%)
Total Responses MY and EOY Surveys n=382 responses									
TOTAL (n=382)	25 (7%)	82 (21%)	34 (9%)	93 (24%)	41 (11%)	70 (18%)	22 (6%)	13 (3%)	2 (1%)

Mid-Year: Student and Educator Response to Changing Perspectives

Educational Value and Student Engagement

On the mid-year surveys, 83% of educators rated Changing Perspectives as educationally helpful (25% Moderately Helpful, 47% Very Helpful, 11% Extremely Helpful) in supporting the social and emotional needs of their students. As educators described:

- “Many of our students have a diminished perception of themselves and struggle with self-doubt. Many of these feelings have manifested themselves as a result of isolation due to the pandemic. The lessons help tremendously to increase their self-awareness and self-confidence.” –School Counselor, Maryland
- “It’s very nice to be able to change things up and tailor lessons based on the needs of students or incidents/time of the year, etc.” –School Administrator, Colorado
- “SEL seems to embody so many elements that at times it can seem overwhelming. Changing Perspectives allows educators to focus on specific skills, set goals, and orient students to desired outcomes.” –Teacher, California

79% reported by mid-year that Changing Perspectives helped improve their professional knowledge, skills, and interventions to better support students’ well-being.

- “I have learned the valuable skills needed to provide social-emotional support.” –Teacher, Vermont
- “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.” –School Counselor, Maryland
- “It has given me new resources and fresh lessons/perspectives in addressing topics with my students.” –School Counselor, Maryland
- “It gave me the language to ask questions of students in a non-threatening way.” –Teacher, Vermont
- “Great to have the resources that connect to the themes and ideas in many ways (books, videos, etc.).” –School Psychologist, California

92% indicated that their students were at least moderately engaged during Changing Perspectives activities, with 47% reporting that students were highly engaged (39% Very Engaged; 8% Extremely Engaged).

- “Changing Perspectives asks questions kids want to respond to.” –Teacher, Maryland
- “The students could identify with the problems, and for some, the conversation time was also a review. Those students helped to facilitate the learning of other students.” – Teacher, Vermont

- “Our students love and relate to the stories.” –School Counselor, Maryland
- “I like how easy the activities are to explain and implement. My students have enjoyed the lessons, books, and videos I have utilized.” – School Counselor, Vermont

End-of-Year: Student and Educator Response to Changing Perspectives

Student Engagement and Impact

At the year’s end, educators were asked four questions regarding students’ engagement with Changing Perspectives resources and the impacts those activities had on students. Depending on the survey item, 14-20 of the 93 educators (15%-22%) responded “NA” (not applicable), largely because they either had not used that particular curriculum resource with students and/or they were school administrators who did not work with students directly. Analysis was conducted on all valid responses (i.e., total responses minus NA responses), which ranged from 73-79 responses per survey item.

Educators reported that **students were engaged with, and enthusiastic about, the Changing Perspectives curricula**. Of responding educators, 96% reported that students were engaged during Changing Perspectives activities (22% Moderately, 51% Very Much; 23% Extremely), and 91% indicated that students were enthusiastic about the resources (37% Moderately, 37% Very Much; 17% Extremely).

Table 5: Student Engagement with Changing Perspectives

	Not at all	Slightly	Moderately	Very Much	Extremely
My students were engaged during Changing Perspectives Lessons.					
TOTAL (n=79)	1 (1%)	3 (4%)	17 (22%)	40 (51%)	18 (23%)
My students were enthusiastic about the resources.					
TOTAL (n=78)	2 (3%)	5 (6%)	29 (37%)	29 (37%)	13 (17%)

Note: n=78-79 valid responses (# total responses minus # NA responses)

As educators described students’ responses:

- “Students love the content...There was a video lesson (6-8) in which students were asked to notice someone going out of their way to be kind toward others. This brought up wonderful conversations about how simple acts of kindness can really make a difference in someone’s life.” –School Counselor, California
- “My students liked the activities that we were doing and have talked about those activities to their friends.” –Case Manager, Maryland
- “We have used the lessons with books weekly and students became very comfortable with sharing with each other.” –Teacher, Oklahoma

- “I’ve had several students use vocabulary learned specifically in Changing Perspectives lessons, such as, ‘Communication is a two-way street.’ The lessons are engaging and fun!” –School Counselor, Vermont
- “Creating a friendship quilt with one of my kindergarten classes really brought some positive interactions with one another. It helped them see that that they all need each other for different reasons because we were able to discuss the importance of everyone being different and having unique gifts.” –Restorative Justice Coordinator, Colorado
- “I recently did a lesson with all of my 5th/6th grade students. I took one of your lessons, and was able to adapt/add on to it to fit the situation that was going on at our school (social skills lacking, not understanding how their actions/words affect not only them, but also their community). We had some really meaningful conversations that came from it.” –School Counselor, New Hampshire

Educators indicated that **students connected strongly with Changing Perspectives and demonstrated behavioral shifts due to the curricula**. 75% reported that their students made strong connections between Changing Perspectives and their own lives (51% Very Much; 24% Extremely).

Table 6: Student Connection and Impact from Changing Perspectives

	Not at all	Slightly	Moderately	Very Much	Extremely
My students made connections between Changing Perspectives and their own lives.					
TOTAL (n=78)	1 (1%)	3 (4%)	15 (19%)	40 (51%)	19 (24%)
My students demonstrated behavioral shifts as a result of Changing Perspectives.					
TOTAL (n=73)	2 (3%)	5 (7%)	39 (53%)	16 (22%)	11 (15%)

Note: n=73-78 valid responses

About their experiences with students feeling connected and demonstrating behavioral shifts, educators wrote:

- “I think that the students have really been able to open up with each other and with teachers about their struggles and have been able to gain some great strategies to help them be successful.” –Teacher, Ohio
- “I feel like Changing Perspectives made talking about SEL easier for the students. The lessons were extremely practical and the kids were able to relate to them.” –Counselor, Maryland
- “Students were able to identify conflict and work to resolve it while improving relationship skills.” –Counselor, Maryland
- “The curriculum offers a great platform for discussions and topics that are pertinent to the middle school experience. I used the curriculum to help educate those students who were



engaging in racially and disability targeted harassment. The Changing Perspectives curriculum helped students realize the impact of their words and the historical oppression these marginalized populations have and continue to fight against.” –Counselor, Vermont

- “Changing Perspective has tools, which when implemented, allow students to see the beauty and humanity in one another.” –Teacher, Maryland

90% of educators reported that their **students demonstrated behavioral shifts as a result of Changing Perspectives** (53% Moderately, 22% Very Much; 15% Extremely).

- “The social-emotional learning lessons have been instrumental in helping students understand one another, which in turn has helped to enhance their overall communication skills.” –Counselor, Maryland
- “Kids seem more sensitive to others with differences, as they are able to identify similarities and differences with each other.” –Counselor, Vermont
- “Many of the students appear to display greater self-awareness.” –Counselor, Vermont
- “They were able to use tools when impacted with fear or anger.” –Teacher, California
- “Students will remember what they have learned and either bring it up or apply it later in the year.” –Teacher, Colorado
- “Changing Perspectives inspires social justice, kind acts, kind thoughts, and kind actions.” –School Administrator, California

Impact of Changing Perspectives of Educators’ Knowledge and Classroom Practice

Surveys posed five questions to educators regarding the degree to which Changing Perspectives influenced their professional knowledge, skills, and classroom practice. Depending on the survey item, 7-23 of the 93 educators (8%-25%) responded “NA” (not applicable), largely because they either had not used that particular curriculum resource and/or were school administrators who did not work with students directly. Analysis was conducted on all valid responses (i.e., total responses minus NA responses), which ranged from 70-86 responses per survey item.

Educators reported that Changing Perspectives improved their teaching practice positively and increased their knowledge of social-emotional learning and disability awareness. 91% of **educators indicated that Changing Perspectives enhanced their teaching practice** (24% Moderately, 36% Very Much; 31% Extremely).

As educators described their experiences:

- “I have used Changing Perspectives to help my students understand differences as well as learn how to embrace and build community within each classroom.” –Restorative Justice Coordinator, Colorado
- “I have used lessons in empathy to help students understand that every problem has a solution as long as we give every voice a chance to speak. During the year, I conduct mediation sessions to help students resolve conflicts, and their previous work with empathy helps the process a great deal. Students are able to arrive at a solution much quicker because they have a keener understanding of what the other person is going through.” –Counselor, Maryland
- “I used the self-awareness part of the program and it gave me the opportunity to get to know my students better. They shared both positive and negative aspects about themselves that they wouldn’t have otherwise.” –Counselor, Pennsylvania
- “We used Changing Perspectives in our advisory program to assist students with the transition back to in-person learning after the pandemic. Our students wanted and needed SEL lessons.” –Administrator, Ohio

84% of educators reported that Changing Perspectives had increased their knowledge of social-emotional learning (29% Moderately, 33% Very Much; 22% Extremely), and 80% of educators stated it increased their knowledge of disability awareness (20% Moderately, 39% Very Much; 21% Extremely).

Table 7: Impact of Changing Perspectives on Educators’ Knowledge and Teaching

	Not at all	Slightly	Moderately	Very Much	Extremely
Changing Perspectives has increased my knowledge of social-emotional learning.					
TOTAL (n=86)	2 (2%)	12 (14%)	25 (29%)	28 (33%)	19 (22%)
Changing Perspectives has increased my knowledge of disability awareness.					
TOTAL (n=70)	3 (4%)	11 (16%)	14 (20%)	27 (39%)	15 (21%)
Changing Perspectives has positively enhanced my teaching practice.					
TOTAL (n=78)	2 (3%)	5 (6%)	19 (24%)	28 (36%)	24 (31%)

Note: n=70-86 valid responses

Regarding favorable impacts on their teaching practices, educators shared:

- “SEL is so important in the lives of our students. It has helped them with social skills and helped me to develop better relationships with the students.” –Interventionist, Florida
- “It allows me to remember the importance of connecting with students and addressing their social emotional well-being.” –Teacher, California
- “It has made me think more about how I approach certain topics, how I lead with my voice, and how I speak in general.” –Teacher, Minnesota

- “I had better strategies for facilitating inclusion, and when I talked to typically developing kids, I was able to help them understand disability and students with disabilities a little better.”
–Teacher, California
- “Changing Perspectives has increased my awareness of how social skills and empathy have to be modeled and taught. Students must be presented with information, grapple with problems, and decide what is right. As a teacher, I offer read-alouds and mini-lessons that guide students to be more aware of students around them, in particular, the hidden or invisible disabilities. I am very concerned about the need for mental health support in our elementary school. Covid and our changing world has forced us to reflect far more often on how we relate to other humans.” –Teacher, Vermont

Educators indicated that Changing Perspectives had given them new strategies to better support their students and to more regularly integrate social-emotional learning and disability awareness into their classroom practice.

Table 8: New Student Support Strategies and Integration into Daily Teaching and Learning

	Not at all	Slightly	Moderately	Very Much	Extremely
Changing Perspective has given me new tools and strategies to better support my students.					
TOTAL (n=82)	1 (1%)	7 (9%)	17 (21%)	30 (37%)	27 (33%)
Changing Perspective has helped me integrate social-emotional learning/disability awareness into daily learning.					
TOTAL (n=72)	2 (3%)	11 (15%)	19 (26%)	22 (31%)	18 (25%)

Note: n=70-86 valid responses

91% of educators stated that Changing Perspectives had given them new tools and strategies to better support their students (21% Moderately, 37% Very Much; 33% Extremely).

- “I have used Changing Perspectives to help my students understand differences, as well as learn how to embrace and build community within each classroom.” –Restorative Justice Coordinator, Colorado
- “I think the lessons have been great ways for me to get to know my students on more of a personal level. It has helped me understand them better and the things that motivate their actions. I think I have been able to help them gain valuable life lessons and resources to help them be successful students and people.” –Teacher, Ohio
- “I have used the resources as a springboard for considering the CASEL framework in a new light. The lessons that Changing Perspectives has cultivated really break down the competencies that lie within each of the houses of CASEL, and that has helped me when designing my own lessons.” –Counselor, Vermont



- “As a school counselor, we do not have a lot of training/experience as a teacher. So having a reliable resource like Changing Perspectives has meant everything to me! I’m able to gather tools to provide a structured, fun lesson for my students.” –Counselor, New Hampshire

Regarding daily teaching practices, 82% of **educators reported that Changing Perspectives had helped them integrate social-emotional learning and disability awareness into students’ daily learning** (26% Moderately, 31% Very Much; 25% Extremely)

- “I coordinate all the lessons for the school, but I personally teach 1st and 2nd grade classes every day. I have a 1st-grade teacher who is constantly telling me how impactful the lessons are for her students and how she takes what I do and uses the concepts for the remainder of the week.” –Interventionist, Florida
- “The preschool classroom created a chain of kindness to see how many acts of kindness they could complete in their classroom. On each chain, they wrote down what act was done and reviewed it daily during morning meeting time.” –Counselor, Vermont
- “I used this curriculum a lot in individual counseling. The students were engaged and we were able to have great conversations related to the skill/topic. As a school counselor, you don't get a plan period and a day can be unpredictable due to responsive services. It was great to have this program and know I could easily access it with minimal prep, and know that I was giving a good individual session [even when I didn't have] a lot of time on my hands.” –Counselor, New Hampshire
- “It makes it easy to incorporate SEL into daily instruction without taking much time in the day. It also helps you quickly assess areas your students may need support in.” –Interventionist, Maryland
- “Having a whole-school program that we engage with has helped cultivate a culture and language around SEL concepts. It has improved teacher awareness of SEL strategies and resources.” –Counselor, Vermont

Recommendation of Changing Perspectives to Others

The vast majority of responding educators (95%) indicated that they would recommend Changing Perspectives to another educator.

Table 9: Recommend Changing Perspectives to Another Educator

	Would Recommend	Would Not Recommend
TOTAL (n=91)	86 (95%)	5 (5%)

- “It is great to have research-based, well prepared, useful, and important lesson plans readily available.” –Educator, California
- “Changing Perspectives gives new, fresh content that students can relate to and enjoy.” –Restorative Justice Coordinator, Colorado
- “It has helped me so much as a first-year counselor. I didn’t have to worry about making my own lesson plans.” –Counselor, Vermont
- “I would recommend it because I work with a very challenging population of students. And if I was successful, then I can only imagine it would work well for a less impacted student population.” –Educator, California
- “I recommend this program due to how simple and effective it is. Most educators can become daunted when they are asked to teach SEL in the classroom. They don't realize that most of what they are doing is SEL. I love that this curriculum is easy, doesn’t need a lot of prep time, and is impactful.” –Counselor, New Hampshire
- “I would recommend Changing Perspectives because it has been a helpful tool in implementing SEL into our daily schedule. That is the biggest challenge when teachers are worried about their jobs, their pay, and their effectiveness during evaluations. SEL time is just as meaningful as math or language arts.” –Administrator, Colorado

Concluding Remarks

The 2021-2022 academic year presented unprecedented challenges for schools as they strived to transition students back to largely in-person instruction. Beyond academic impacts, educators were charged with addressing the gaps in social-emotional development and skills wrought by multi-year disruptions to learning and other facets of daily living.

At both mid-year and at the end of the year, educators participating in our evaluation were highly positive about Changing Perspectives as a tool to help them meet the heightened social-emotional learning needs of students. Partner educators in 16 states regarded Changing Perspectives resources



and programming as having a meaningful impact on their PreK-12 students and classrooms. The programs and services offered to schools through Changing Perspectives supported both student growth and educator development.

Educators indicated that Changing Perspectives had enhanced their own teaching practice and had increased their knowledge of social-emotional learning and disability awareness. They stated that Changing Perspectives had given them new tools, strategies, and opportunities to better support their students and to integrate social-emotional learning and disability awareness into their classroom practice more regularly.

Educators reported that their students found the Changing Perspectives resources highly engaging and relevant to their lived experiences. Educators also regarded Changing Perspectives as instrumental in enabling students to engage in more positive social-emotional learning and behavior throughout the academic year.

As a testament to their high regard for Changing Perspectives, the vast majority of participating educators expressed that they would recommend Changing Perspectives to other educators.



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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