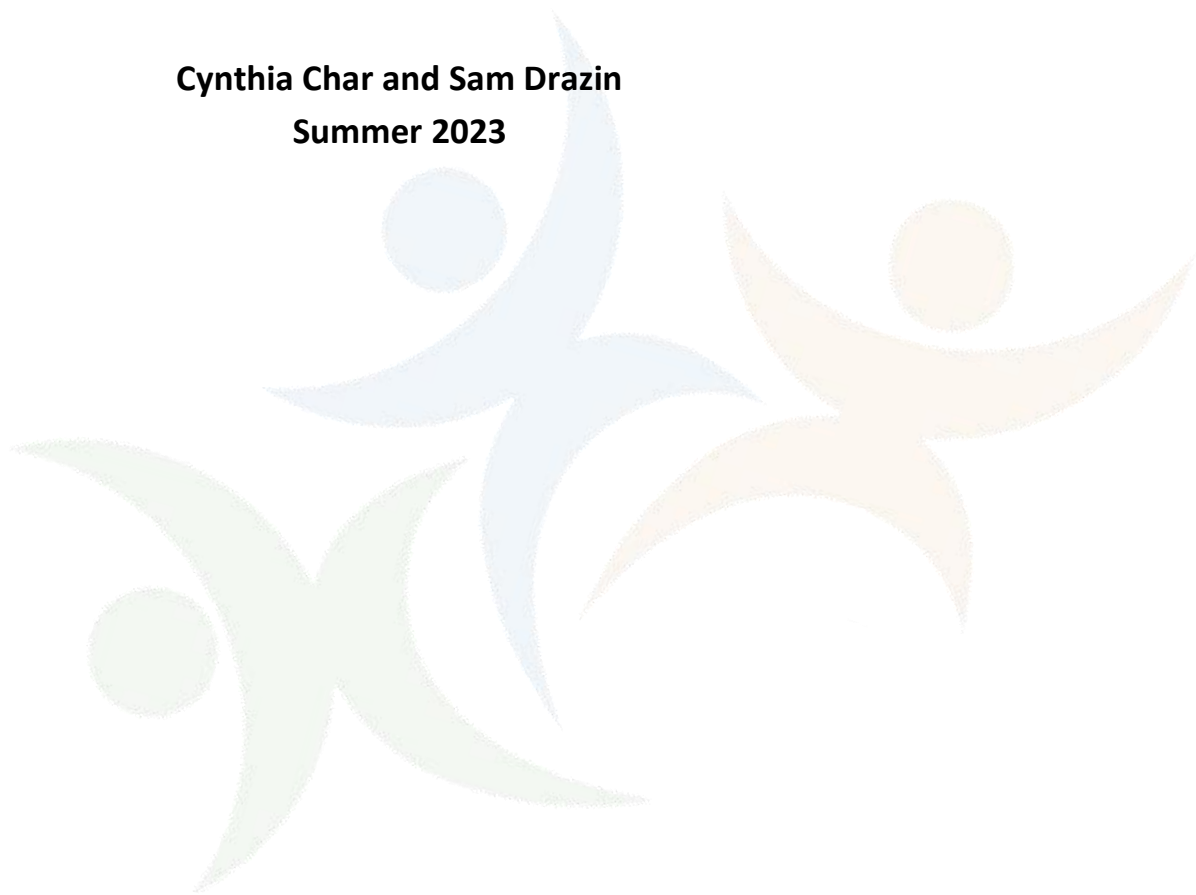




**Supporting PreK-12 Students' Social-Emotional Learning:
Changing Perspectives 2022-2023 Evaluation
Kent & Queen Anne's Counties, Maryland**

**Cynthia Char and Sam Drazin
Summer 2023**





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 social-emotional learning, 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. This model allows each partner school to customize the combination of resources and services it uses from Changing Perspectives in a given academic year.

Our five key services include:

- 1. PreK-High School Curricula:** Made available to educators online through a subscription-access portal, our curriculum materials are customizable and offer a variety of resource types. Resources are focused on social-emotional learning aligned to CASEL 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 and/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.
- 5. Site Visits:** Onsite visits are tailored to each school and entail a representative spending a day on a school's campus. Based on a school's needs, Changing Perspectives learns about the building's climate and community, meets educators, asks questions, observes work in progress, and provides student presentations. Onsite visits are hands-on, engaging, and focus on issues around empathy, differences, inclusion, kindness, and being open to and accepting of diversity.

During the 2022-2023 academic year, Changing Perspectives offered schools in Kent and Queen's counties, Maryland, a comprehensive set of in-person and virtual supports. Eighteen schools across the two counties used Changing Perspectives, which provided 45 school site visits, 12 professional development trainings, 126 subscriptions for educators to access Changing Perspectives's curriculum resources, and 54 hours of individualized coaching. In Fall 2022, each school identified specific goals



that aligned with its needs as a learning community around mental health, social-emotional well-being, and school climate and culture. These goals were consistent throughout the year to ensure that all services were implemented intentionally to support ongoing progress. Changing Perspectives worked at both the school and district levels.

As part of Changing Perspectives's continuous assessment of its work in schools, this report presents findings from the Maryland partner schools that participated in our 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 2022-2023 year. We administered mid-year and end-of-year surveys to partner educators across Kent and Queen Anne’s counties in Maryland.

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 2022-2023 academic year.

Changing Perspectives administered educator surveys at partner schools to gather formative and impact data on the various Changing Perspectives offerings, both at the mid-point and end of the school year. In January 2023, the **mid-year (MY) survey** was sent to 101 educators at our 18 partner schools in Maryland who gained access to Changing Perspectives resources and supports between September 2022 and December 2022.

The **end-of-year (EOY) survey** was distributed in May 2023 to 126 educators working in 18 schools across Kent and Queen Anne’s counties who gained access to Changing Perspectives resources and supports between September 2022 and February 2023. For both surveys (21 items at mid-year and 17 items for year-end), respondents were asked to rate their experiences with the program.

Given the heavy demands placed on teachers during the 2022-2023 academic 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: As shown in Table 1, a total of 34 educators from 13 schools in Kent and Queen Anne’s counties, responded to the MY survey (34% response rate), while a total of 47 educators from 14 schools participated in the EOY evaluation (38% response rate). Of the 47 educators who completed end-of-year surveys, 26 (55%) had also completed the MY survey.

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

	Maryland
Educators (MY)	34
Educators (EOY)	47

Educators indicated both mid-year and at the end of year that their most common role was that of teacher (61% MY; 54% EOY), as shown in Table 2.

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

Mid-Year	School Administrator	School Counselor	Teacher	Interventionist	Other
Maryland (n=35)*	1 (2%)	5 (15%)	21 (61%)	1 (2%)	7 (20%)
End-of-Year	School Administrator	School Counselor	Teacher	Interventionist	Other
Maryland (n=48)*	3 (6%)	10 (21%)	26 (54%)	0 (0%)	9 (19%)

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

Collectively, educators worked with the full span of students from preK through grade 12. The majority worked with middle school and upper elementary students, with 35-40% of responses indicating work with grades 6-8, and 24-31% indicating work with grades 3-5, as illustrated in Table 3.

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

Mid-Year Survey n=92 responses from 34 respondents											
Region	PreK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
MD (n=92)	1 (1%)	6 (7%)	6 (7%)	6 (7%)	9 (10%)	9 (10%)	10 (11%)	12 (13%)	12 (13%)	8 (9%)	13 (14%)
TOTAL (n=92)	PreK n=1 (1%)	Grades K-2 n=18 (21%)			Grades 3-5 n=28 (31%)			Grades 6-8 n=32 (35%)			HS n=13 (14%)
End-of-Year Survey n=112 responses from 46 respondents											
Region	PreK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
MD (n=112)	3 (3%)	6 (5%)	7 (6%)	8 (7%)	9 (8%)	9 (8%)	9 (8%)	15 (13%)	17 (15%)	13 (12%)	16 (14%)
TOTAL (n=112)	PreK n=3 (3%)	Grades K-2 n=21 (18%)			Grades 3-5 n=27 (24%)			Grades 6-8 n=45 (40%)			HS n=16 (14%)

In keeping with the grades taught, the majority of educators responded mid-year that they used curriculum resources designed for the upper elementary/middle school grades, with 10 responses (26%) indicating grades 3-5 resources and 14 responses (36%) indicating grades 6-8 resources.

Use of Changing Perspective materials in Maryland centered almost solely on the social-emotional learning curriculum. On mid-year surveys, the vast majority of educators across all grade spans indicated working with the SEL focused resources, as shown in Table 4.

Table 4: Curriculum Resources Used*
SEL = social-emotional learning; DA = disability awareness

Mid-Year Surveys n=39 responses from 26 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
Maryland (n=39)	1 (3%)	6 (15%)	0	10 (26%)	0	11 (28%)	3 (8%)	7 (18%)	1 (3%)

This item was not asked in the EOY survey.

Of the Maryland educators responding to our MY survey, more than half had used Changing Perspectives in a previous year, while just under half of EOY respondents already had experience with the program, as shown in Table 5. Thus, our sample had a good mix of educators both new to Changing Perspectives, as well as those already familiar with the program who could build on prior experience.

Table 5: Changing Perspectives Used in Previous Year

	Yes	No
Mid-Year Educators (n=32)	19 (59%)	13 (41%)
End-of-Year Educators (n=47)	22 (47%)	25 (53%)

Mid-Year: Student and Educator Response to Changing Perspectives

Educational Value and Student Engagement

On mid-year surveys, 86% of Maryland educators rated **Changing Perspectives as educationally helpful** (23% Moderately Helpful, 50% Very Helpful, 14% Extremely Helpful) in supporting the social and emotional needs of their students. As Maryland educators described:

- “The curriculum allowed us to dive deeper into promoting self and planning for the future by setting realistic goals.” (Classroom Teacher)
- “Students learned about empathy for the first time.” (School Psychologist)

Also on MY surveys, 73% of respondents reported that **Changing Perspectives had helped them improve their professional knowledge, skills, and interventions** to better support students’ well-being. Comments include:

- “I have learned how to help my students address social struggles in a productive and meaningful way.” (Teacher)

- “The SEL Check-ins have been very helpful in the classroom as well as with staff. They serve as a way to gauge the ‘emotional temperature’ of the group.” (School Counselor)

In addition, 89% of responding **educators indicated that their students were at least moderately engaged during Changing Perspectives activities**, with 42% reporting that students were highly engaged (37% Very Engaged, 5% Extremely Engaged). Written feedback included these comments:

- “Students have the opportunity to open up about things they may not otherwise share.” (Classroom Teacher)
- “[Changing Perspectives] is helping students to identify their own triggers.” (Interventionist)

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

On EOY surveys, Maryland educators indicated that they had elected to use a range of program materials and services offered by Changing Perspectives. As shown in Table 6, 71% reported that they took part in professional development training, while 66% indicated that they either accessed the Changing Perspectives curriculum or received an onsite visit from a Changing Perspectives representative. Additionally, 19% had elected to participate in coaching.

Table 6: Changing Perspectives Programming Used*

	Curriculum Access	Professional Development Training	Coaching	Family Engagement Workshops	Onsite visit from Changing Perspectives
TOTAL (n=41)	27 (66%)	29 (71%)	8 (19%)	0	27 (66%)

*41 educators completed this question, and produced 91 valid responses regarding use of different types of program services. Percentages are of the 41 who responded to the question.

When asked how valuable they found the various Changing Perspectives services to be, educators rated all of the services highly favorably, as indicated in Table 7.

Table 7: Changing Perspectives Programming Value

	Not at all valuable	Slightly Valuable	Moderately Valuable	Very Valuable	Extremely Valuable
Curriculum Access (n=32)	0	3 (9%)	6 (19%)	10 (31%)	13 (41%)
Professional Development Training (n=33)	1 (3%)	2 (6%)	6 (18%)	18 (55%)	6 (18%)
Coaching (n=20)	1 (5%)	1 (5%)	4 (20%)	10 (50%)	4 (20%)
Family Engagement Workshops (n=7)	1 (14%)	0	1 (14%)	4 (58%)	1 (14%)
Onsite visit from Changing Perspectives (n=32)	2 (6%)	0	5 (15%)	13 (41%)	12 (38%)

NOTES: (1) n=7-33 valid responses: # of total responses minus # “NA” (not applicable) responses; (2) 6-33 of the 39-41 educators (16%) responded “NA,” largely because they either had not used that particular program resource with students and/or they were school administrators who did not work with students directly.

As shown in Table 8, 90% of respondents reported that support from Changing Perspectives had a positive impact on them as educators and on their school community.

Table 8: Changing Perspectives Supports Impact on Educator and School Community

	Yes	No
TOTAL (n=40)	36 (90%)	4 (10%)

Student Engagement and Impact

On EOY surveys, educators were asked two questions regarding students’ engagement with Changing Perspectives resources and the impacts those activities had on students.

Educators indicated that **students connected with Changing Perspectives and demonstrated behavioral shifts due to the curriculum.** Among respondents, 85% reported that their students made connections between Changing Perspectives and their own lives (19% Moderately, 50% Very Much, 16% Extremely), as summarized in Table 9.

Table 9: 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=32)	2 (6%)	3 (9%)	6 (19%)	16 (50%)	5 (16%)
My students demonstrated behavioral shifts as a result of Changing Perspectives.					
TOTAL (n=32)	3 (9%)	3 (9%)	14 (44%)	9 (28%)	3 (9%)

NOTES: (1) n=32 valid responses (# of total responses minus # “NA” (not applicable) responses); (2) 6 of the 38 educators (16%) responded “NA,” 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.

About seeing students making connections between Changing Perspectives and their lives, educators wrote:

- “Our students have an awareness of their emotions and can successfully identify them. Changing Perspectives has been a tremendous help in assisting students to understand how their emotions impact others.” (Counselor)
- “[I appreciated the] different lessons tailored to different types of students. Some students did well with talking out loud in a circle, some could express themselves better with writing, and others enjoyed the videos. All students did benefit and saw that they were not alone in many situations.” (Teacher)

Eight out of 10 (81%) **educators reported that their students demonstrated behavioral shifts as a result of Changing Perspectives** (44% Moderately, 28% Very Much, 9% Extremely). Comments included:

- “[I have valued seeing] better communication with students who anger quickly and being able to find strategies to help cope with, avoid, and work through frustrations with the zones of regulations.” (Educator)
- “Changing Perspectives allows students to work through emotions and other aspects of their life in a positive way.” (Teacher)

Impact of Changing Perspectives of Educators’ Knowledge and Classroom Practice

EOY surveys posed three questions to educators regarding the degree to which Changing Perspectives influenced their professional knowledge, skills, and classroom practices. Educators reported that Changing Perspectives improved their teaching practice and increased their knowledge of social-emotional learning.

As shown in Table 10, 91% of **educators indicated that Changing Perspectives enhanced their teaching practice** (26% Moderately, 44% Very Much, 21% Extremely). Respondents shared these comments:

- “The lessons in the Changing Perspectives curriculum offer a solid foundation for the development of self-esteem, awareness of others, empathy, social interaction, and communication skills.” (Counselor)
- “I wanted students to feel comfortable and safe while addressing feelings/emotions/their future, etc. All students felt comfortable when it came time to work with SEL. I enjoyed incorporating it in my lessons through our readings as well.” (Teacher)
- “It’s good to check in with students and offer self-management options on how to set goals or handle situations.” (Teacher)
- “[Changing Perspectives] provides another lens to infuse equity into our practice.” (Administrator)

Table 10: Impact of Changing Perspectives on Educators’ Knowledge and Teaching

	Not at all	Slightly	Moderately	Very Much	Extremely
Changing Perspectives has positively enhanced my teaching practice.					
TOTAL (n=34)	2 (6%)	1 (3%)	9 (26%)	15 (44%)	7 (21%)
Changing Perspectives has increased my knowledge of social-emotional learning.					
TOTAL (n=35)	0	5 (14%)	6 (17%)	17 (49%)	7 (20%)

NOTES: (1) n=34-35 valid responses (# of total responses minus # “NA,” or not applicable, responses); (2) 3-4 of the 38 educators (8-13%) responded “NA.”

Also as shown in Table 10, 86% of educators reported that Changing Perspectives had increased their knowledge of social-emotional learning (17% Moderately, 49% Very Much, 20% Extremely). Written comments included:

- “[I have valued] Getting to know the kids on a different level. I think it helps us understand our students and where they are coming from.” (Teacher)
- “It is always a good reminder to care about students’ mental health.” (Teacher)

In addition, 87% of educators stated that Changing Perspectives had given them new tools and strategies to better support their students (21% Moderately, 36% Very Much; 30% Extremely), as presented in Table 11.

Table 11: New Student Support Strategies

	Not at all	Slightly	Moderately	Very Much	Extremely
Changing Perspective has given me new tools and strategies to better support my students.					
TOTAL (n=33)	2 (6%)	2 (6%)	7 (21%)	12 (36%)	10 (30%)

NOTES: (1) n=33 valid responses; (2) 5 of the 38 educators (13%) responded “NA.”

Regarding student support strategies, educators also shared these comments:

- “[Changing Perspectives] promoted integrated, equity-focused, academic, social, and emotional learning.” (Educator)
- “[I valued] being able to better support our students and their individual needs.” (Teacher)
- “Changing Perspectives offers very practical, useful lessons to help students with emotional regulation and strategies to help navigate their surroundings successfully.” (Counselor)

Recommendation of Changing Perspectives to Others

The vast majority of responding educators (89%) indicated that they would recommend Changing Perspectives to another educator, as shown in Table 12.

Table 12: Recommend Changing Perspectives to Another Educator

	Would Recommend	Would Not Recommend
TOTAL (n=37)	33 (89%)	4 (11%)

Educators shared their reasons, including:

- “I love the organization and topics of the whole program. It is very helpful that each CASEL competency is addressed. The topics are relevant, easy to use, and engaging.” (School Counselor)

- “The SEL check-ins alone make it valuable. Sam [our Changing Perspectives coach] is great, and his school visits are impactful.” (Teacher)
- “Changing Perspectives is always willing to lend a hand and is very resourceful.” (School Counselor)
- “[Changing Perspectives] adds to the toolbox with tangible lessons and goals.” (Educator)

Concluding Remarks

Schools in Kent and Queen Anne’s counties, Maryland, fully embraced their partnership with Changing Perspectives during the 2022-2023 academic year. Cultivating strong relationships with school and district-level administrators has been instrumental in the program’s successful implementation. It is a constant struggle for schools to “not add more to the plate.” This year, Changing Perspectives designed our supports in a way that met schools’ needs without overwhelming them. Our ability to customize meant school communities could create and manage a balance in the work. This shift in approach has garnered huge returns in terms of the consistency of program implementation and impacts on each learning community.

At both mid-year and the end of the year, educators participating in our evaluation were highly positive about Changing Perspectives as a tool to help them meet students’ heightened social-emotional learning needs. Partner educators regarded Changing Perspectives’s 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. They stated that Changing Perspectives had given them new tools, strategies, and opportunities to better support their students and to integrate social-emotional learning into their classroom practice more regularly.

In addition, 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 stated that they would recommend Changing Perspectives to other educators.



Acknowledgments

Many thanks to our colleagues, Hannah Christensen and Holly Lane, for their assistance and support on this evaluation.

Our deep appreciation to the Changing Perspectives educators in Maryland who took part in our evaluation and responded to our surveys.

This study and the Changing Perspectives program are possible in part through grants from The Clifton Foundation and The Hawkins Fund through the Mid-Shore Charitable Foundation.

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
PO Box 340664, Sacramento, CA 95834
www.ChangingPerspectivesNow.org