



Supporting PreK-12 Students' Social-Emotional Learning: Changing Perspectives 2022-2023 Evaluation

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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 social-emotional learning, disability awareness, diversity, equity, 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 offers five key options:

- 1. PreK-High School Curricula:** Our curricular 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, which are available in in-person and online formats, cover a range of topics to ensure the greatest amount of relevancy to each audience, from paraprofessionals to classroom educators, school counselors, interventionists, and others.
- 3. Coaching:** Hourly technical assistance is designed to engage individual educators and/or small teams in advancing their thinking and practice around social-emotional learning, diversity, and inclusion.
- 4. Family Engagement Programs:** Through in-person and virtual family workshops, parents and caregivers are educated about the importance of social-emotional learning and inclusion.
- 5. Site Visits:** Onsite school visits allow Changing Perspectives to learn about a school's climate and community, meet educators, ask questions, observe work in progress, and provide student presentations.

With 27 states now adopting preK-12 SEL competency standards, we are starting to see a shift from educators and educational leaders simply talking about the importance of social-emotional learning in schools to taking action. During the 2022-2023 academic year, Changing Perspectives has seen a substantial increase in the interest in our materials and services.

This past year, Changing Perspectives partnered with 312 schools across 37 states and six countries internationally. As federal ESSR funding issued for COVID relief winds down, schools in the United States are seeking options for continuing the meaningful work they initiated with those funds.

Recent studies provide evidence that students today are lacking essential skills needed to become socially and emotionally competent citizens of the world. In response, schools have started investing money, time, and resources into focused efforts to support students in developing this crucial skillset.



Encouragingly, schools are building out multiyear implementation plans; this is a vital shift from a reactive mindset, in which the focus has been solving immediate problems, to a proactive mindset, in which schools consider how best to scaffold this work over consecutive academic years. This shift in mindset and ongoing commitment are exciting steps forward for many of our partner schools.

As part of Changing Perspectives’s continuous assessment of our work in schools, this report presents findings from both our mid-year surveys – which are also presented in our 2022-2023 Mid-Year Impact Report – and from our year-end surveys. A total of 98 schools participated in the survey process for 2022-2023. This includes responses from educators at 77 schools at mid-year and responses from educators at 74 partner schools at year end, with 59% of total respondents participating in both surveys.

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 from selected service regions in 37 American states¹, and six countries.²

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 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 505 educators at 287 schools across 30 states and six countries internationally who gained access to Changing Perspectives resources and supports between September 2022 and December 2022.

An **end-of-year (EOY) survey** was distributed in May 2023 to 485 educators at 312 schools across 37 states and six countries internationally who gained access to Changing Perspectives resources and supports between September 2022 and February 2023. For both surveys (comprising 20 and 21 survey items, respectively), respondents were asked to rate their experiences with the program.

Given the heavy demands placed upon teachers during the 2022-2023 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 133 educators from 77 schools in 24 states and two countries internationally responded to the MY survey (26% response rate), while a total of 143 educators from 74 schools in 25

¹Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin

² Canada, China, Dominican Republic, Spain, Thailand, and Japan

states participated in the EOY evaluation (30% response rate). Of the 143 educators who completed end-of-year surveys, 84 (59%) had also completed the MY survey.

The greatest number of respondents are from four states: California, Colorado, Maryland, and Vermont, as shown in Table 1. Surveys from 21 additional states and two countries have been grouped to form an “All Other Regions” category that includes Alabama, Arizona, Arkansas, Florida, Georgia, Hawaii, Idaho, Iowa, Kentucky, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, Ohio, Pennsylvania, Texas, and Virginia, plus Japan and Spain.

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

	California	Colorado	Maryland	Vermont	All Other Regions
133 Educators (MY)	40 (30%)	5 (4%)	34 (25%)	14 (11%)	40 (30%)
143 Educators (EOY)	28 (20%)	8 (6%)	48 (33%)	17 (12%)	42 (29%)

For educators who filled out both the MY and the EOY surveys, the most common role was that of teacher (46% MY; 44% EOY), followed by school counselor (25% MY; 29% 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 Role
California (n=41)*	2 (5%)	7 (17%)	29 (71%)	1 (2%)	2 (5%)
Colorado (n=5)	2 (40%)	0 (0%)	1 (20%)	0 (0%)	2 (40%)
Maryland (n=35)*	1 (2%)	5 (15%)	21 (61%)	1 (2%)	7 (20%)
Vermont (n=15)*	1 (7%)	13 (93%)	0 (0%)	0 (0%)	1 (7%)
All Others (n=42)*	7 (17%)	10 (24%)	12 (28%)	5 (12%)	8 (19%)
TOTAL (n=138)*	13 (9%)	35 (25%)	63 (46%)	7 (5%)	20 (14%)
End-of-Year	School Administrator	School Counselor	Teacher	Interventionist	Other Role
California (n=28)	1 (4%)	2 (7%)	21 (75%)	3 (11%)	1 (4%)
Colorado (n=8)	1 (13%)	1 (13%)	3 (38%)	0 (0%)	3 (38%)
Maryland (n=48)*	3 (6%)	10 (21%)	26 (54%)	0 (0%)	9 (19%)
Vermont (n=16)	0 (0%)	15 (94%)	0 (0%)	0 (0%)	1 (6%)
All Others (n=44)*	4 (9%)	14 (32%)	14 (32%)	2 (5%)	10 (23%)
TOTAL (n=144)	9 (6%)	42 (29%)	64 (44%)	5 (3%)	24 (17%)

*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. As shown in Table 3, the majority of responses indicated work with upper elementary and middle school students, with 29-31% of responses from grades 3-5 educators and 34-35% from grades 6-8 educators.

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

Mid-Year Survey n=433 responses from 133 respondents											
Region	PreK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	HS
CA (n=99)	4 (4%)	8 (8%)	8 (8%)	8 (8%)	11 (11%)	12 (12%)	13 (13%)	9 (9%)	13 (13%)	12 (12%)	1 (1%)
CO (n=23)	2 (9%)	3 (13%)	3 (13%)	3 (13%)	3 (13%)	4 (17%)	4 (17%)	0	0	0	1 (4%)
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%)
VT (n=85)	2 (2%)	10 (12%)	11 (13%)	11 (13%)	10 (12%)	10 (12%)	10 (12%)	9 (11%)	6 (7%)	6 (7%)	0
Others (n=134)	3 (2%)	7 (5%)	8 (6%)	7 (5%)	9 (7%)	8 (7%)	10 (7%)	19 (14%)	22 (16%)	20 (15%)	21 (16%)
Total (n=433)	12 (3%)	34 (8%)	36 (8%)	35 (8%)	42 (10%)	43 (10%)	47 (11%)	49 (11%)	53 (12%)	46 (11%)	36 (8%)
Total (n=433)	PreK n=12 (3%)	Grades K-2 n=105 (24%)			Grades 3-5 n=132 (31%)			Grades 6-8 n=148 (34%)			HS n=36 (8%)
End-of-Year Survey n=423 responses from 141 respondents											
Region	PreK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	HS
CA (n=70)	2 (3%)	6 (9%)	6 (9%)	4 (6%)	8 (11%)	10 (14%)	9 (13%)	7 (10%)	8 (11%)	9 (13%)	1 (1%)
CO (n=24)	0	4 (17%)	3 (13%)	3 (13%)	4 (17%)	4 (17%)	4 (17%)	0	0	0	2 (8%)
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%)
VT (n=92)	2 (2%)	11 (12%)	12 (13%)	12 (13%)	11 (12%)	11 (12%)	11 (12%)	10 (11%)	5 (5%)	5 (5%)	2 (2%)
Others (n=125)	3 (2%)	5 (4%)	6 (5%)	7 (6%)	6 (5%)	9 (7%)	11 (9%)	20 (16%)	18 (14%)	22 (18%)	18 (14%)
Total (n=423)	10 (2%)	32 (8%)	24 (8%)	34 (8%)	38 (9%)	43 (10%)	44 (10%)	52 (12%)	48 (11%)	49 (12%)	39 (9%)
Total (n=423)	PreK n=10 (2%)	Grades K-2 n=90 (24%)			Grades 3-5 n=125 (29%)			Grades 6-8 n=149 (35%)			HS n=39 (9%)

In keeping with the grades taught, the majority of respondents indicated that they used curriculum resources designed for the upper elementary/middle school grades (3-8), with 115 responses (27%) from grades 3-5 educators and 129 responses (30%) from grades 6-8 educators, as shown in Table 4.

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

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

Mid-Year Surveys n=207 responses from 111 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=49)	2 (4%)	12 (24%)	2 (4%)	14 (29%)	7 (14%)	9 (18%)	2 (4%)	1 (2%)	0
Colorado (n=16)	1 (6%)	4 (25%)	2 (13%)	4 (25%)	3 (19%)	1 (6%)	0	1 (6%)	0
Maryland (n=39)	1 (3%)	6 (15%)	0	10 (26%)	0	11 (28%)	3 (8%)	7 (18%)	1 (3%)
Vermont (n=34)	2 (6%)	7 (21%)	2 (6%)	9 (26%)	4 (12%)	7 (21%)	3 (9%)	0	0
Others (n=69)	3 (4%)	7 (10%)	2 (3%)	12 (17%)	2 (3%)	21 (30%)	3 (5%)	17 (25%)	2 (3%)
Total (n=207)	9 (4%)	36 (17%)	8 (4%)	49 (24%)	16 (8%)	49 (24%)	11 (5%)	26 (13%)	3 (1%)
End-of-Year n=217 responses from 89 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=60)	2 (3%)	6 (10%)	6 (10%)	4 (7%)	8 (13%)	10 (17%)	9 (15%)	7 (12%)	8 (13%)
Colorado (n=22)	0	4 (18%)	3 (14%)	3 (14%)	4 (18%)	4 (18%)	4 (18%)	0	0
Maryland*	--	--	--	--	--	--	--	--	--
Vermont (n=51)	1 (2%)	10 (20%)	7 (14%)	11 (22%)	8 (16%)	6 (12%)	4 (8%)	2 (4%)	2 (4%)
Others (n=84)	4 (5%)	9 (11%)	2 (2%)	12 (14%)	0	25 (30%)	7 (8%)	17 (20%)	8 (10%)
Total (n=217)	7 (3%)	29 (13%)	18 (8%)	30 (14%)	20 (9%)	45 (21%)	24 (11%)	26 (12%)	18 (8%)

*MD partner school were not asked this EOY item.

Mid-Year: Student and Educator Response to Changing Perspectives

Educational Value and Student Engagement

On the mid-year surveys, 88% of **educators rated Changing Perspectives as educationally helpful** (25% Moderately Helpful, 50% Very Helpful, 13% Extremely Helpful) in supporting the social and emotional needs of their students. As educators described:

- “Most of my students are ELL and had no prior knowledge or experience with SEL. Bringing this information to them has really opened their eyes to their own well-being.” (Teacher, Hawaii)
- “I have found different ways for students to understand their disability and become more empathetic toward others.” (Teacher, Missouri)
- “When a problem or specific need arises within a grade level, the Changing Perspectives curriculum provides a targeted lesson to address that topic.” (Counselor, Vermont)

At mid-year, 74% of **educators reported that Changing Perspectives had helped to improve their professional knowledge, skills, and interventions** to better support students’ well-being. Educators shared these comments:

- “I have learned how to help my students address social struggles in a productive and meaningful way.” (Teacher, Maryland)
- “[This curriculum] makes it easier to pinpoint missing skills and intervene with appropriate lessons.” (Interventionist, Alabama)
- “The amazing activities with step-by-step lesson plans make accessing and delivering the information extremely easy. The various categories seriously expanded my repertoire of successful interventions.” (Counselor, California)

Additionally, 88% of respondents indicated that their **students were at least moderately engaged during Changing Perspectives activities**, with 45% reporting that students were highly engaged (37% Very Engaged, 8% Extremely Engaged). As educators wrote:

- “It’s difficult to engage middle schoolers in class, but I have been able to connect with more students by using the daily check-ins as journaling activities.” (Counselor, Nebraska)
- “[This curriculum] really created conversations that weren’t there before.” (Teacher, Illinois)
- “Children love to be read to, the quality of the books selected, and the diversity of characters in the books.” (Counselor, California)

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

In EOY surveys, educators indicated that they had used a range of materials and services offered by Changing Perspectives. As shown in Table 5, 81% of respondents reported that they accessed the Changing Perspectives curriculum, while 43% took part in a professional development training. An additional 32% received an onsite visit from a Changing Perspectives representative and 18% had elected to participate in coaching.

Table 5: Changing Perspectives Programming Used

End-of-Year	Curriculum Access	Professional Development Training	Coaching	Family Engagement Workshops	On site visit from a Changing Perspectives representative
California (n=26)*	21 (81%)	13 (50%)	6 (23%)	2 (8%)	6 (23%)
Colorado (n=8)	8 (100%)	3 (38%)	2 (25%)	0	3 (38%)
Maryland (n=41)	27 (66%)	29 (71%)	8 (19%)	0	27 (66%)
Vermont (n=13)*	13 (100%)	1 (8%)	1 (8%)	0	1 (8%)
All Others (n=27)*	25 (93%)	4 (15%)	3 (11%)	0	0
TOTAL (n=116)*	94 (81%)	50 (43%)	20 (18%)	2 (2%)	37 (32%)

*116 educators completed this question, totaling 204 valid responses. Educators could select more than one option, since they could engage in multiple services. Percentages are of the 116 who completed the question (# total responses minus # of Unsure responses).

Student Engagement and Impact

At year's end, educators were asked four questions regarding students' engagement with Changing Perspectives resources and the impacts those activities had on students.

Educators reported that **students were engaged with, and enthusiastic about, the Changing Perspectives curricula**. Of responding educators, 91% reported that students were engaged during Changing Perspectives activities (31% Moderately, 50% Very Much, 10% Extremely), and 78% indicated that students were enthusiastic about the resources (44% Moderately, 31% Very Much, 3% Extremely).

Table 6: Student Engagement with Changing Perspectives

	Not at all	Slightly	Moderately	Very Much	Extremely
My students were engaged during Changing Perspectives Lessons.					
TOTAL (n=68)	1 (2%)	5 (7%)	21 (31%)	34 (50%)	7 (10%)
My students were enthusiastic about the resources.					
TOTAL (n=64)	2 (3%)	12 (19%)	28 (44%)	20 (31%)	2 (3%)

NOTES: (1) n=64-68 valid responses (# total responses minus # "NA" responses); (2) 6-14 of the 114 respondents (5-12%) responded "NA" depending on the item and were excluded from valid responses; (3) These two survey items were not asked of educators in Maryland, who participated in a separate survey; hence the lower sample size.

Educators describe their students’ responses:

- “[I liked that] different lessons are 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, Maryland)
- “I learned about how emotionally intelligent my students are. Your lessons have evoked some interesting discussions where afterward the students are telling me how much they enjoyed class.” (Teacher, Arizona)
- “Students are so visually driven that the videos were a great addition to the lesson plans.” (Teacher, Minnesota)
- “Students engaged in the lesson called ‘Communication is a Two-Way Street.’ We started with the paper and then had an activity where we acted out some of their modeled conversations. It was a powerful debrief.” (Counselor, Vermont)

Educators indicated that **students connected strongly with Changing Perspectives and demonstrated behavioral shifts due to the curricula**. As shown in Table 7, 89% of respondents reported that their students made strong connections between Changing Perspectives and their own lives (27% Moderately, 50% Very Much, 12% Extremely).

Table 7: 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=100)	2 (2%)	9 (9%)	27 (27%)	50 (50%)	12 (12%)
My students demonstrated behavioral shifts as a result of Changing Perspectives.					
TOTAL (n=96)	8 (8%)	9 (7%)	43 (45%)	30 (31%)	6 (6%)

NOTES: (1) n=96-100 valid responses; (2) 6-14 of the 114 respondents (5-12%) responded “NA,” depending on the item and were excluded from valid responses.

On EOY surveys, educators observed students making connections to their own lives in a variety of ways and shared these observations:

- “The project about researching a famous person with a learning disability or difference was really insightful and stuck with my students. Many of my students with ADHD saw how many famous people have achieved success with ADHD, and it really had an impact! They spoke with me about it in later counseling sessions.” (Counselor, Pennsylvania)
- “Students were able to self-reflect and make connections to themselves and their lives.” (Administrator, Colorado)

- “We did a lot on disability awareness, and it helped my students understand their needs as well as other students’ needs.” (Teacher, Minnesota)
- “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, Maryland)
- “My students understand what empathy really is – not just a word, but a true understanding.” (Counselor, Vermont)

Moreover, 82% of educators reported that **students demonstrated behavioral shifts as a result of Changing Perspectives** (45% Moderately, 31% Very Much, 6% Extremely). They wrote these comments:

- “[I have seen] 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, Maryland)
- “There were so many ‘light bulb’ moments throughout the year! It was exciting to watch the students mature and shift their perspective.” (Teacher, Hawaii)
- “A student responded to several teachers that they are now able to think before acting and realizing that saying harmful things to others is not nice, especially if they have the same issue or difficulty.” (Administrator, Virginia)
- “A student recognized a need to co-regulate with one of their peers and took the initiative without being prompted. And then, he recognized a need in himself and sought a regulation strategy.” (Administration, Ohio)
- “A father came up to me and told me that he had a very interesting conversation with his children about making responsible decisions. He was very surprised and happy about it; he could feel a change in his children.” (Teacher, Spain)

Impact of Changing Perspectives of Educators’ Knowledge and Classroom Practice

EOY surveys posed five 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 and disability awareness. As shown in Table 8, 82% of **educators reported that Changing Perspectives had increased their knowledge of social-emotional learning** (26% Moderately, 36% Very Much, 20% Extremely), and 76% of **educators stated it increased their knowledge of disability awareness** (37% Moderately, 27% Very Much, 12% Extremely). Additionally, 88% of **educators indicated that Changing Perspectives enhanced their teaching practice** (23% Moderately, 45% Very Much, 20% Extremely).

Table 8: 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=103)	4 (4%)	14 (14%)	27 (26%)	37 (36%)	21 (20%)
Changing Perspectives has increased my knowledge of disability awareness.					
TOTAL (n=59)*	4 (7%)	10 (17%)	22 (37%)	16 (27%)	7 (12%)
Changing Perspectives has positively enhanced my teaching practice.					
TOTAL (n=101)	5 (5%)	5 (5%)	24 (23%)	46 (45%)	21 (20%)

NOTES: (1) n=59-103 valid responses; (2) 8-15 of the 114 respondents (7-13%) responded “NA,” depending on the item, and were excluded from valid responses. (3) * These two survey items were not asked of educators in Maryland, who participated in a separate survey; hence the lower sample size.

Regarding favorable impacts on their teaching practices and their knowledge of socio-emotional learning and disability awareness, educators wrote the following comments:

- “I have become more aware of the importance of helping my students develop in their self-awareness and then helping them grow in their interpersonal skills once they know themselves.” (Teacher, California)
- “It made me more aware of my students’ concerns in life.” (Teacher, California)
- “[I am now] getting to know the kids on a different level. I think it helps us understand our students and where they are coming from.” (Teacher, Maryland)
- “I am more open-minded and careful about how I teach and talk to my students. Students hang out in my classroom at lunchtime. It feels good to know that it is a safe space for them.” (Teacher, California)
- “It has allowed me to gain a deeper knowledge of how to help my students at different levels using the same product.” (Administrator, Virginia)

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 9: 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=100)	3 (3%)	9 (9%)	18 (18%)	42 (42%)	28 (28%)
Changing Perspective has helped me integrate social-emotional learning/disability awareness into daily learning.					
TOTAL (n=66)*	3 (3%)	11 (17%)	10 (15%)	28 (42%)	14 (21%)

NOTES: (1) n=66-100 valid responses; (2) 8-15 of the 114 respondents (7-13%) responded “NA,” depending on the item, and were excluded from valid responses; (3) *These two survey items were not asked of educators in Maryland, who participated in a separate survey; hence the lower sample size.

As shown in Table 9, 88% of **educators stated that Changing Perspectives had given them new tools and strategies to better support their students** (18% Moderately, 42% Very Much, 28% Extremely).

Educators also provided written feedback, including the following statements:

- “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, Maryland)
- “Gaining a deeper understanding of what my students might be going through (social-emotional) helped me build strong relationships with them.” (Teacher, California)
- “Being able to share my lessons in Spanish has greatly impacted my ELL students in understanding making better behavior choices.” (Educator, Colorado)
- “Using Changing Perspectives content to pre-teach behavioral expectations and support for an incoming student with a significant difference was helpful.” (Interventionist, California)
- “I love using the Changing Perspectives curriculum because it naturally teaches empathy, kindness, and understanding without being didactic.” (Counselor, Vermont)
- “One of our teachers has been very challenging when trying to get him to implement SEL. However, he was so bought in and completed almost 100% of the lessons sent to him. He also took his time and was able to stretch the lessons until he felt there was an impact.” (Administrator, Colorado)

Table 9 also presents findings regarding daily teaching practices, showing that 79% of **educators reported that Changing Perspectives had helped them integrate social-emotional learning and disability awareness into students’ daily learning** (15% Moderately, 42% Very Much, 28% Extremely).

Their written comments offer additional feedback, such as:

- “I used the daily check-ins for journaling activities with middle school and was able to identify students who were struggling with depression and anxiety who would not have come to me for help on their own.” (Counselor, Nebraska)
- “I work as an instructional facilitator with teachers and they have all shared at one point or another that this curriculum was needed and provided the missing ‘link’ to ‘bridge’ difficult topics that students may have been hesitant to discuss.” (Educator, Arkansas)
- “Changing Perspectives offers very practical, useful lessons to help students with emotional regulation and strategies to help navigate their surroundings successfully.” (Counselor, Maryland)
- “The main value has been an organized curriculum that addresses many of our students’ needs in a manageable way.” (Teacher, Arkansas)

- “The videos and lessons are able to be retaught and revisited at multiple parts of the year and students are still able to grow and find value that they were not able to see the first time, or even the second time. It is kind of like a favorite book or movie – you always discover new things every time you read or watch it.” (Administrator, Virginia)

Recommendation of Changing Perspectives to Others

The vast majority of **educators (90%) indicated that they would recommend Changing Perspectives to another educator**, as shown in Table 10.

Table 10: Recommend Changing Perspectives to Another Educator

	Would Recommend	Would Not Recommend
TOTAL (n=109)	98 (90%)	11 (10%)

Several respondents shared their reasons and perspectives about the program’s value in written comments, such as those in the following list:

- “Changing Perspectives organizes this work in a way that makes implementation seamless. It is leveled and contains appropriate resources to reach all students.” (Educator, Arkansas)
- “I would definitely recommend Changing Perspectives to other educators. It is a very diverse platform with lessons to meet the needs of individual students as well as in whole class instruction.” (Educator, Colorado)
- “I think the lessons were well-aligned with CASEL, the videos were excellent, and it was a great starting point for me as a first-year counselor.” (Counselor, Pennsylvania)
- “It gives you a lot of material to work with children and at the same time it allows you the opportunity to develop your own skills.” (Teacher, Spain)
- “I would recommend Changing Perspectives to another educator because I think your programs help to establish new mindsets and practices in a meaningful and realistic way. Growth and change take time and I think Changing Perspectives is understanding of that. Goals are clear, realistic, and attainable.” (Interventionist, California)

Concluding Remarks

The 2022-2023 academic year presented new opportunities and renewed energy that had not yet been seen post-COVID. Educators are actively seeking – and eager to implement – strategies to better address academic success and social and emotional well-being for their students. As schools begin to craft a “new normal,” educators are striving to adapt to new areas of emphasis to ensure all students are equipped to succeed.

Educators responded positively about the impacts Changing Perspectives has had on them and their students in their responses from our mid-year and end-of-year surveys. The unique approach of Changing Perspectives as a holistic yet fully customizable program continues to separate us from others in the industry. Educators from partner schools continue to comment on our program’s comprehensive and distinctive design. Our à la carte approach provides educators with the security of structure while simultaneously allowing flexibility to ensure that they are able to engage with their students in relevant, meaningful ways.

Changing Perspectives aims to educate, engage, and inspire both students and educators. Regardless of what grade a teacher is assigned to in their school, Changing Perspectives gives all educators access to our entire bank of curricula from preK through high school. This allows educators to differentiate content easily and focus on concepts and skills development with their students. Survey results show that the majority of educators feel that their engagement with Changing Perspectives allows them to grow in their teaching practice while also providing positive experiences for their students.

As a testament of 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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