



**Supporting PreK-12 Students' Social-Emotional Learning:
Changing Perspectives
2023-2024 Curriculum Portal Evaluation**

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Introduction

Changing Perspectives (www.ChangingPerspectivesNow.org) is a nonprofit organization that promotes social-emotional learning (SEL) to cultivate inclusive and equitable learning communities. 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 the following five services:

- 1. PreK-High School Curricula:** 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 are made available in person and online topics. Topics presented are designed to ensure the greatest amount of relevancy to each particular audience.
- 3. Virtual Coaching Hours:** Hourly technical assistance to individual educators or small teams.
- 4. Family Workshops:** Educating parents and caregivers through in-person and virtual family workshops about the importance of social-emotional learning and inclusion.
- 5. Site Visits:** On-site school visits provide an opportunity for Changing Perspectives' staff to establish a presence in the school and better understand its unique community.

Research continues to underscore that PreK-12th grade students are struggling more than ever before when it comes to the development of what is known as social-emotional learning. Complications in our world such as political divisiveness, economic challenges, global climate change, and social media are just some of the contributing factors that are making today's world more complex for our young people to navigate than ever before. Schools and educational systems are beginning to make huge shifts; prioritizing proactive support systems for students, rather utilizing a more reactive approach. As a result, Changing Perspectives, and similar programs continue to see an increase in demand for their services and offerings to assist schools in implementing effective social-emotional learning programs.

This year, Changing Perspectives continued its work of educating, empowering and inspiring educators to become the leaders in building up their students' social and emotional competence.

Program Evaluation

Purpose: To inform curriculum design and to identify possible benefits to and impacts on schools, Changing Perspectives conducted a curriculum portal evaluation study during the 2023-2024 year. Data results allow Changing Perspectives to modify and enhance its curriculum to ensure that resources are



relevant, easy to implement, and best support the needs of students. We administered mid-year and end-of-year surveys to partner educators from service regions in 43 American states¹, and 7 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 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: Changing Perspectives's curriculum portal contains a curated library of learning resources that provide educators with the flexibility and autonomy they need to address the specific needs of their students. Educators can access curriculum resources aligned to SEL competencies and disability awareness aligned to specific disability categories anywhere, anytime using our online portal.

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. Educators subscribe to gain access to Changing Perspectives at any time throughout the 2023-2024 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 2024, the **mid-year (MY) survey** (comprised of 21 items) was sent to 709 educators in 263 schools across 39 states and 7 international countries who gained access to Changing Perspectives resources and supports between September 2023 and December 2023.

An **end-of-year (EOY) survey** (comprised of 22 items) was distributed in May 2024 to 750 educators working in 269 schools across 42 states and 6 international countries who gained access to Changing Perspectives resources and supports between September 2023 and February 2024. For both MY and EOY surveys, respondents were asked to rate their experiences with the program.

Given the heavy demands placed upon teachers during the 2023-2024 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.

¹ Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Vermont, Virginia, Washington, Washington D.C., West Virginia, Wisconsin, Wyoming.

² Canada, Denmark, Dominican Republic, East Timor, India, Singapore, Spain, and Vietnam.

Survey Sample: A total of 177 educators from 105 schools in 24 states and 2 international counties responded to the MY survey (25% response rate), while a total of 203 educators from 114 schools in 27 states and 3 international counties participated in the EOY evaluation (30% response rate). Of the 203 educators who completed end-of-year surveys, 83 (41%) had completed the MY survey as well.

The greatest number of respondents were from four states: California, Maryland, Pennsylvania, and Vermont. Surveys from 24 additional states were grouped to form an “All Other Regions” category; these states were Alabama, Arizona, Colorado, Connecticut, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New York, North Carolina, Ohio, West Virginia, Washington, and Wisconsin and additionally from the countries of Canada, Dominican Republic and Vietnam.

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

	California	Maryland	Pennsylvania	Vermont	All Other Regions
177 Educators (MY)	48 (27%)	52 (29%)	8 (5%)	22 (12%)	47 (27%)
203 Educators (EOY)	51 (25%)	58 (29%)	12 (6%)	19 (9%)	63 (31%)

For educators who filled out both the MY and the EOY surveys, the most common role was that of teacher (42% MY; 45% EOY), followed by school counselor (27% MY; 23% EOY).

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=46)*	8 (13%)	7 (13%)	31 (57%)	4 (6%)	6 (11%)
Maryland (n=52)	5 (10%)	10 (19%)	28 (54%)	0 (0%)	9 (17%)
Pennsylvania (n=8)	0 (0%)	1 (12%)	5 (63%)	1 (12%)	1 (12%)
Vermont (n=22)	1 (5%)	18 (81%)	0 (0%)	1 (5%)	2 (9%)
All Others (n=47)*	7 (14%)	15 (29%)	14 (27%)	4 (8%)	8 (22%)
TOTAL (n=177)*	21 (11%)	51 (27%)	78 (42%)	10 (5%)	29 (15%)
End-of-Year	School Administrator	School Counselor	Teacher	Interventionist	Other Role
California (n=51)*	9 (17%)	6 (11%)	32 (58%)	4 (7%)	4 (7%)
Maryland (n=58)*	6 (10%)	9 (15%)	34 (56%)	2 (3%)	10 (16%)
Pennsylvania (n=12)*	0 (0%)	2 (15%)	9 (69%)	1 (8%)	1 (8%)
Vermont (n=19)	0 (0%)	16 (84%)	0 (0%)	2 (11%)	1 (5%)
All Others (n=63)*	8 (10%)	18 (25%)	25 (34%)	3 (4%)	19 (27%)
TOTAL (n=203)*	23 (11%)	51 (23%)	100 (45%)	12 (5%)	35 (16%)

*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 of responses indicated work with upper elementary and middle school students, with 29-31% of responses from grade 3-5 educators and 34-35% from grades 6-8 educators. (Table 3)

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

Mid-Year Survey n=633 responses from 177 respondents											
Region	PreK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	HS
CA (n=138)	2 (1%)	10 (7%)	12 (9%)	10 (7%)	11 (8%)	9 (6%)	16 (12%)	22 (16%)	22 (16%)	21 (16%)	3 (2%)
MD (n=149)	8 (5%)	12 (8%)	12 (8%)	12 (8%)	15 (10%)	15 (10%)	17 (11%)	16 (11%)	20 (14%)	15 (10%)	7 (5%)
PA (n=9)	0	0	0	0	0	0	0	0	3 (33%)	1 (11%)	5 (56%)
VT (n=133)	4 (3%)	13 (10%)	13 (10%)	13 (10%)	15 (11%)	16 (12%)	18 (13%)	15 (11%)	12 (9%)	13 (10%)	2 (1%)
Others (n=207)	8 (4%)	19 (9%)	19 (9%)	21 (10%)	22 (11%)	24 (12%)	21 (10%)	19 (9%)	19 (9%)	19 (9%)	17 (8%)
Total (n=633)	21 (3%)	54 (8%)	56 (8%)	56 (8%)	62 (10%)	64 (10%)	72 (11%)	71 (11%)	75 (12%)	68 (11%)	34 (8%)
Total (n=633)	PreK n=21 (3%)	Grades K-2 n=166 (24%)			Grades 3-5 n=198 (31%)			Grades 6-8 n=214 (34%)			HS n=34 (8%)
End-of-Year Survey n=686 responses from 203 respondents											
Region	PreK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	HS
CA (n=147)	5 (3%)	13 (9%)	15 (10%)	10 (7%)	11 (8%)	11 (8%)	14 (10%)	21 (14%)	24 (16%)	21 (14%)	2 (1%)
MD (n=146)	11 (3%)	12 (5%)	12 (6%)	12 (7%)	16 (8%)	12 (8%)	13 (8%)	15 (13%)	18 (15%)	17 (12%)	8 (14%)
PA (n=13)	0	0	0	0	0	0	0	1 (8%)	2 (15%)	1 (8%)	9 (69%)
VT (n=107)	3 (2%)	13 (12%)	13 (13%)	13 (13%)	13 (12%)	14 (12%)	13 (12%)	11 (11%)	6 (5%)	6 (5%)	2 (2%)
Others (n=273)	16 (5%)	26 (10%)	26 (10%)	27 (10%)	26 (10%)	29 (11%)	26 (10%)	25 (9%)	24 (8%)	23 (8%)	25 (9%)
Total (n=686)	35 (2%)	64 (8%)	66 (8%)	62 (8%)	66 (9%)	66 (10%)	66 (10%)	73 (12%)	74 (11%)	68 (12%)	46 (9%)
Total (n=686)	PreK n=35 (2%)	Grades K-2 n=192 (24%)			Grades 3-5 n=198 (29%)			Grades 6-8 n=215 (35%)			HS n=46 (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 163 responses (27%) from 3-5 educators and 204 responses (33%) from grades 6-8 educators. (Table 4)

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

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

Mid-Year Surveys n= 317 responses from 152 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=53)	3 (6%)	6 (11%)	3 (6%)	9 (17%)	3 (6%)	17 (32%)	10 (18%)	1 (2%)	1 (2%)
Pennsylvania (n=8)	0	0	0	2 (25%)	1 (13%)	1 (13%)	0	4 (50%)	0
Maryland (n=83)	6 (7%)	14 (17%)	2 (2%)	19 (23%)	4 (5%)	24 (29%)	7 (9%)	5 (6%)	2 (2%)
Vermont (n=60)	1 (2%)	11 (18%)	6 (10%)	14 (23%)	7 (12%)	14 (23%)	6 (10%)	1 (2%)	0
Others (n=113)	5 (4%)	19 (17%)	5 (4%)	25 (23%)	7 (6%)	21 (19%)	8 (7%)	17 (15%)	6 (5%)
Total (n=317)	15 (4%)	50 (16%)	16 (5%)	69 (22%)	22 (7%)	77 (24%)	31 (10%)	28 (9%)	9 (3%)
End-of-Year n=298 responses from 125 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=71)	4 (6%)	13 (18%)	7 (10%)	10 (14%)	5 (7%)	22 (31%)	9 (13%)	1 (1%)	0
Maryland*	--	--	--	--	--	--	--	--	--
Pennsylvania (n=17)	0	0	0	1 (5%)	0	4 (24%)	1 (5%)	8 (48%)	3 (18%)
Vermont (n=62)	0	11 (18%)	7 (11%)	12 (19%)	9 (15%)	13 (21%)	9 (15%)	1 (1%)	0
Others (n=148)	9 (3%)	23 (13%)	10 (8%)	23 (14%)	12 (9%)	27 (21%)	11 (11%)	25 (12%)	9 (8%)
Total (n=298)*	13 (4%)	48 (16%)	24 (8%)	46 (15%)	26 (9%)	66 (22%)	30 (10%)	35 (12%)	11 (4%)

*MD partner schools were not asked this EOY item.

Mid-Year: Educator Response to Changing Perspectives

Educational Value and Student Engagement

On the mid-year surveys, 86% of educators rated Changing Perspectives as educationally helpful (27% Moderately Helpful, 47% Very Helpful, 12% Extremely Helpful) in supporting the social and emotional needs of their students. As educators described:

- “Creating awareness is the main idea. By presenting informative information regarding social/emotional health can help to eliminate a sense of aloneness.” (Teacher, Maryland)
- “The check-ins gave insight into children's lives. When given an open-ended question, I am constantly surprised at their responses. The level of their openness is often humbling.” (Teacher, Maryland)
- “As a school counselor, I struggle with how to turn important topics/concepts into an engaging lesson for my students. Changing Perspectives makes lesson planning so easy & fun!” (Counselor, New Hampshire)

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

- “It's just helped me keep my students and their needs at the forefront of my planning as well as my colleagues. It has also opened doors to conversations I wanted to have with other teachers, that couldn't happen without this lens and focus for our school. Curriculum and content has been the main focus in the past and now we are putting relationships and students needs ahead of that.” (Teacher, California)
- “I get a lot of ideas and daily reminders to pay attention, ask questions, give students time to think about how they feel or what they think.” (Teacher, California)
- “It has been a useful way for me to connect with my students and allow them to connect emotionally with each other.” (Teacher, California)

91% indicated that their students were at least moderately engaged during Changing Perspectives activities, with 40% reporting that students were highly engaged (35% Very Engaged; 5% Extremely Engaged).

- “My students have started to understand their emotions and have been able to regulate themselves more quickly.” (Teacher, Minnesota)
- “Students were immediately interested and engaged - and seemed willing to be vulnerable in sharing some of their thoughts.” (Counselor, Vermont)
- “The Gratitude Cards was very successful in the classroom. The students were very kind to one another during this activity. They took it seriously and gave some very nice compliments to their classmates.” (Teacher, Maryland)

End-of-Year: Educator Response to Changing Perspectives

In their EOY surveys, educators indicated that they had utilized a range of materials and services offered by Changing Perspectives. 80% reported that they accessed the Changing Perspectives curriculum, while 42% took part in a professional development training. 39% received an on-site visit from a Changing Perspectives representative, and 16% had elected to participate in coaching.

Table 5: Changing Perspectives Programming Utilized

End-of-Year	Curriculum Access	Professional Development Training	Coaching	Family Workshops	On site visit from a Changing Perspectives representative
California (n=42)*	25 (60%)	27 (64%)	15 (36%)	6 (14%)	22 (52%)
Maryland (n=50)*	36 (72%)	35 (70%)	7 (14%)	5 (10%)	34 (68%)
Pennsylvania (n=9)*	8 (89%)	3 (33%)	1 (11%)	0	0
Vermont (n=18)*	17 (94%)	3 (17%)	0	1 (6%)	3 (17%)
All Others (n=53)*	53 (100%)	5 (9%)	5 (9%)	3 (6%)	8 (15%)
TOTAL (n=172)*	138 (80%)	73 (42%)	28 (16%)	15 (9%)	67 (39%)

172 educators completed this question, totaling 321 valid responses. Educators could select more than one option, since they could have received multiple forms of materials and services. Percentages are of the 172 who completed the question.

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.

Educators reported that **students were engaged with, and enthusiastic about, the Changing Perspectives curricula**. Of responding educators, 97% reported that students were engaged during Changing Perspectives activities (36% Moderately, 46% Very Much; 15% Extremely), and 84% indicated that students were enthusiastic about the resources (44% Moderately, 32% Very Much; 8% 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=90)	1 (1%)	2 (2%)	32 (36%)	41 (46%)	14 (15%)
My students were enthusiastic about the resources.					
TOTAL (n=90)	3 (3%)	12 (13%)	39 (44%)	29 (32%)	7 (8%)

NOTES: (1) n=90 valid responses (# total responses minus # NA responses); (2) 15-16 of the 105-106 respondents (14-15%) 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 educators described students' experiences:

- “My students are engaged during the lessons and read alouds and have seem to understood the topics being discussed and have shown growth in their inclusion when playing with our SLC.” (Teacher, California)
- “I've used resources to create a more transformative, joyful, and welcoming classroom for my students. The Connection Circles was a really positive experience for the students to build relationships and not feel so isolated with their negative feelings and/or experiences.” (Teacher, Pennsylvania)
- “I love that the students are able to use shared language in the classroom based off of resources used. I hear the students speaking to each other with the strategies as well as their teachers.” (Counselor, Massachusetts)

Educators indicated that **students connected strongly with Changing Perspectives and demonstrated behavioral shifts due to the curricula**. 89% 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=131)	3 (2%)	9 (9%)	39 (27%)	62 (50%)	19 (12%)
My students demonstrated behavioral shifts as a result of Changing Perspectives.					
TOTAL (n=127)	6 (5%)	18 (14%)	54 (43%)	41 (32%)	8 (6%)

NOTES: (1) n=127-131 valid responses; (2) 23-30 of the 154 respondents (15% - 19%) responded “NA”, depending on the item, and were excluded from valid responses.

Educators observed students making connections to their own lives in a variety of ways:

- “I've seen some growth in student understanding of how these strategies can help them in their ability to influence the growth of their SEL knowledge and skills and integrate them when they are triggered or dysregulated.” (Counselor, Massachusetts)
- “With a relatively disengaged 6th grade class, I was able to provide lessons connected to disability awareness that resulted in reflective discussion about making connections to personal lives and building empathy for others with different life experiences/challenges.” (Counselor, Vermont)
- “One student in our Kindergarten class really loved the discussion part of many of the lessons and particularly latched onto the term social awareness. He went around for 2 weeks afterwards labeling behavior he witnessed as socially aware or not. While it was adorable to



hear his 5 year old voice share, ‘She was being socially aware,’ or ‘They weren't being socially aware,’ it also showed how with repeated exposure, students begin to internalize SEL concepts and it becomes a part of their mindset.” (Teacher, Colorado)

81% of educators reported that their **students demonstrated behavioral shifts as a result of Changing Perspectives** (43% Moderately, 32% Very Much; 6% Extremely).

- “Students learned how to communicate feelings better and learn social skills for successful interaction with peers. Behaviors improved, allowing me to teach more effectively.” (Teacher, Michigan)
- “Our 4th and 5th graders are showing communication growth because of Changing Perspectives. The pandemic caused a lot of division on culture due to lack of communication and now students are slowly building that skill again and we are seeing it in behaviors and relationships.” (Teacher, Colorado)
- “I had a student who is autistic and did not participate much nor read voluntarily or even when asked. He was very reserved and stayed to himself. After a couple of months learning the curriculum this boy completely "came out of his shell" he was reading a loud voluntarily. He was participating in class discussions often. He even utilized skills taught in personal conflict resolution situations.” (Interventionist, Pennsylvania)

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.

Educators reported that Changing Perspectives improved their teaching practice and increased their knowledge of social-emotional learning and disability awareness. **88% of educators indicated that Changing Perspectives enhanced their teaching practice** (17% Moderately, 42% Very Much; 29% Extremely).

87% of educators reported that Changing Perspectives had increased their knowledge of social-emotional learning (26% Moderately, 34% Very Much; 27% Extremely), and **86% of educators stated it increased their knowledge of disability awareness** (30% Moderately, 35% Very Much; 21% 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=140)	3 (2%)	15 (11%)	36 (26%)	48 (34%)	38 (27%)
Changing Perspectives has increased my knowledge of disability awareness.					

TOTAL (n=80)*	5 (6%)	6 (8%)	24 (30%)	28 (35%)	17 (21%)
Changing Perspectives has positively enhanced my teaching practice.					
TOTAL (n=130)	5 (4%)	10 (8%)	22 (17%)	55 (42%)	38 (29%)

NOTES: (1) n=80-130 valid responses; (2) 11-26 of the 154-155 respondents (7-17%) responded “NA”, depending on the item, and were excluded from valid responses. (3)*This item was 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 shared:

- “[Changing Perspectives curriculum] has helped with having universal language across the board. It has helped my language with explaining different concepts for young students to understand.” (Counselor, New Hampshire)
- “Having Changing Perspectives work directly with staff in the district helped to further build capacity, authentic relationships, and learning.” (Interventionist, California)
- “[The main value of working with Changing Perspectives is] having access to real world situations, and the ability to intersect knowledge with other core courses.” (Interventionist, Pennsylvania)
- “Like the name of the organization, I do feel like it opened our minds and gave us new lenses to look at our student body. It gave us an opportunity to look at how we can do a better job of trying to get our curriculum accessible for every student.” (Teacher, California)

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=140)	4 (3%)	7 (5%)	25 (18%)	62 (44%)	42 (30%)
Changing Perspective has helped me integrate social-emotional learning/disability awareness into daily learning.					
TOTAL (n=88)*	3 (3%)	8 (9%)	17 (19%)	34 (39%)	26 (30%)

NOTES: (1) n=88-140 valid responses; (2) 10-23 of the 106-155 respondents (9-15%) responded “NA”, depending on the item, and were excluded from valid responses. (3)*This item was not asked of educators in Maryland, who participated in a separate survey; hence the lower sample size.

92% of educators stated that Changing Perspectives had given them new tools and strategies to better support their students (18% Moderately, 44% Very Much; 30% Extremely).

- “My day-to-day can vary and is often unpredictable - what I LOVE about Changing Perspectives is that it provides me with a solid lesson plan that is fun, engaging, & meaningful to use in the

classroom. They are also created so I can pick up a lesson plan and use it without much planning (something that I often don't have enough time for)." (Counselor, New Hampshire)

- "[A main value of Changing Perspectives is] having ready-to-use ideas, materials, and resources for teaching SEL; especially if one is not trained in it." (Teacher, Maine)
- "The lessons are well thought out, planned and easy to execute. I would say that the materials add to my overall approach to a topic." (Counselor, Vermont)
- "I am able to give a deeper individualized education strategy for all my students. I can assist with strengthening each student's study habits." (Interventionist, Pennsylvania)
- "The structure of the lessons is great. I appreciate that many of the lessons can be built out/tailored to our unique school community." (Teacher, Massachusetts)
- "I'm able to go more into depth and use many resources to help with the lesson. This helped cultivate connections between peers within the classroom." (Counselor, Vermont)

Regarding daily teaching practices, 88% of **educators reported that Changing Perspectives had helped them integrate social-emotional learning and disability awareness into students' daily learning** (19% Moderately, 39% Very Much; 30% Extremely)

- "Using the same type of lesson each time has made it become a routine for my students. Instead of me searching for a different lesson online each time, I have a year's worth of uniform lessons ready to go. This helps connect to my students more because they do better with familiarity. The fact that everything automatically comes with a Spanish translation really helps a new arrival student that I have." (Administrator, California)
- "The 1:1 coaching and on-site support has also been incredibly helpful as teachers are learning how to better support students' diverse needs in the classroom." (Administrator, California)
- "I interact with students even though I am not a teacher. It has helped me find better language with which to address students. I also see more teachers using relational skills in their practices." (Administrator, Missouri)
- "Other curriculums are more scripted and paced out, but this is flexible to meet the needs of your students." (Teacher, California)

Recommendation of Changing Perspectives to Others

The vast majority of educators (92%) indicated that they would recommend Changing Perspectives to another educator.

Table 10: Recommend Changing Perspectives to Another Educator

	Would Recommend	Would Not Recommend
TOTAL (n=150)	138 (92%)	12 (8%)

- "I think it has a place in a teacher's curriculum because it has the propensity to foster learning, awareness, and joy." (Teacher, Pennsylvania)



- “Schools have different student body population and adult needs. The à la carte menu of options made it incredibly useful as all the professional development and planned workshops for parents/teachers were customizable to fit the needs of where the need is.” (Administrator, California)
- “Changing Perspectives is something I feel like every school counselor can use and rely on. The lessons are great, they are simple & easy to implement, and they are adaptable - so counselors teaching these lessons can make adjustments to best fit their class/students/teaching style.” (Counselor, New Hampshire)
- “[The main value of working with Changing Perspectives has been] seeing the mindsets change throughout the school and community.” (Teacher, California)
- “I whole heartedly believe each school across the world should learn and teach these strategies to students, families and staff. Changing Perspectives is an example of teaching the whole child/student.” (Interventionist, Pennsylvania)
- “[I would recommend Changing Perspectives to another educator] because it is important that we teach our students what they need in order to include and be included by students, teachers, peers and family.” (Teacher, California)



Concluding Remarks

The 2023-2024 academic year presented new opportunities and challenges for schools. This year, we saw a 16.5% growth in the number of schools/educators partnering with Changing Perspectives, growing our reach to engaging educators in 43 states and 7 countries. Through conversations with partner schools, it is evident that schools are committed to supporting the social and emotional needs of students through a multi-pronged approach. Changing Perspectives is pleased to be a prong in their plans.

Educators responded positively to the impact Changing Perspectives has had on them and their students in their responses to our mid-year and end of the year surveys. Survey results show that the majority of educators indicated that their engagement with Changing Perspectives allowed them to grow in their own teaching practice and had a positive impact on students' socio-emotional well-being. 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.

Educators from partner schools continued to comment on Changing Perspectives' distinctive design that is holistic and comprehensive yet highly customizable. The 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 and meaningful ways. This adaptability has enabled educators to address unique classroom dynamics effectively. Results from these educator evaluations are inspiring as they continue to work to meet the SEL and inclusion needs of their schools.



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