

**California Administrators Evaluation:  
Supporting Administrators in Changing Systems  
Changing Perspectives 2023-2024**

**Cynthia Char and Sam Drazin  
September 2024**





## Introduction

Changing Perspectives ([www.ChangingPerspectivesNow.org](http://www.ChangingPerspectivesNow.org)) is a 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 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 makes available the following five key 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 to ensure the greatest amount of relevancy to each particular audience, from paraprofessionals to classroom educators, school counselors, interventionists, and others.
- 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 allow Changing Perspectives to learn about the school building, meet educators, ask questions, observe work in progress, and provide student presentations.

During the 2023-2024 academic year, Changing Perspectives had the privilege of providing ongoing consultation services to a variety of schools throughout Northern California. We define ongoing consultation services as providing more than 3 programs to a school through in-person and/or virtual engagement. The majority of these schools engaged with Changing Perspectives to support their inclusive practices in regard to students with disabilities, while a small number of schools engaged with Changing Perspectives around their social-emotional learning initiatives.

In Fall 2023, each partner school was asked to identify specific goals for their work with Changing Perspectives for the upcoming year. These site-specific goals assisted in ensuring that the work done was focused and that in Spring 2024 both the school and Changing Perspectives could assess the success of the work.



Each school utilized Changing Perspectives services in a different way, based on the goals they were aiming to achieve. That is, schools had the autonomy to select from an a la carte menu of services and choose those services that best fit their needs and schedules.

The state of California is structured using three levels of educational administration: county, district, and school. Each county is governed by a County Office of Education that is responsible for supporting and providing oversight to all of the districts within that county. Each district is governed by a superintendent and other district level administrators who are responsible for supporting and providing oversight to the schools within their individual district. Then each school is run by a school site administrator. Changing Perspectives engages with administrators from all three levels.

Due to the nature of Changing Perspectives' ongoing consultation with schools, it is vital that administrators are active members of the work. Whether that be administrators from the school, district, or county office level, each administrator plays a key role in ensuring that a partnership with Changing Perspectives is successful. While supporting individual educators to change their mindsets and practice yields immediate changes for students' experience in the classroom, administrators hold the power to determine budget allocations, scheduling, policies and procedures, and prioritization of initiatives and training opportunities. Changing Perspectives strives to ultimately support schools in building their internal capacity to own their work and develop systems of sustainability so that their work can eventually carry on independently, without the need for outside consulting support. In order to achieve that reality, school, district and county office of education administrators need to be actively engaged in the work.

For these reasons, Changing Perspectives choose to conduct the present impact study with educational administrators from northern California partner schools on building staff capacity in schools and districts to better support inclusion and socio-emotional learning.

## **Program Evaluation**

**Purpose:** Dr. Cynthia Char of Char Associates, an independent evaluation firm based in Montpelier, Vermont, collaborated with Changing Perspectives's Executive Director, Sam Drazin, on the study. The evaluation's primary objective was two-fold: (1) to gather formative feedback about the organization's consulting services to inform and improve design and use, and (2) to assess the educational benefits and impacts of Changing Perspectives services on building staff capacity in schools and districts to better support inclusion and socio-emotional learning.

**Program Implementation and Survey Methodology:** Changing Perspectives disseminated a Changing Perspectives's Administrators Survey to California partner schools, districts, and county offices of education in the spring of 2024. This data collection instrument was designed to collect insights and



feedback from those who hold administrative positions. Respondents were asked to rate their experiences with the program.

This survey (comprised of 19 items) was distributed in May 2024 to 56 administrators working at 38 schools/sites across the state of California. These administrators ranged from site-level principals, to district employees, and county office of education administrators. Each administrator engages with CP in a unique way to best meet the needs of their educational community. Working directly with administrators allows Changing Perspectives to support system-wide changes. This report summarizes our survey findings from administrators who were Changing Perspectives partners in Northern California.

**Survey Sample:** A total of 19 administrators from 17 schools/sites who are receiving ongoing consultation from Changing Perspectives responded to the survey (34% response rate).

**Table 1: Survey Sample Sites**

<b>County Offices of Education</b>	<b>City</b>	<b>Designation</b>
San Mateo County Office of Education	Redwood City	COE
Sonoma County Office of Education	Santa Rosa	COE
<b>Districts</b>	<b>City</b>	<b>Designation</b>
Folsom Cordova Unified School District	Rancho Cordova	District
Mill Valley School District	Mill Valley	District
Reed Union School District	Tiburon	District
Robla School District	Sacramento	District
San Mateo Foster City School District	Foster City	District
<b>Schools</b>	<b>City</b>	<b>Designation</b>
Cabrillo Elementary School	Fremont	Elementary
Del Mar Middle School	Tiburon	Middle
George Hall Elementary School	San Mateo	Elementary
Marjorie H. Tobias Elementary School	Daly City	Elementary
Ocean Shore School	Pacifica	Elementary
Rancho Cordova Elementary School	Rancho Cordova	Elementary
Strawberry Point Elementary School	Mill Valley	Elementary
Sunset Ridge Elementary School	Pacifica	Elementary
Tamalpais Valley Elementary School	Mill Valley	Elementary
Vallemar K8 School	Pacifica	Elementary

Of those administrators who responded to the survey, their most common role was that of Principal (37%), followed by Assistant Principal, Director of Special Education, and Program Specialist (each 16%).

**Table 2: Administrators’ Roles at Schools**

CA-Admins	Principal	Assistant Principal	Superintendent	Assistant Superintendent	Director of Special Education	Director of Student Services	Program Specialist	County Office of Education Admin
California (n=19)*	7 (37%)	3 (16%)	1 (5%)	0	3 (16%)	1 (5%)	3 (16%)	1 (5%)

## Administrator Response to Changing Perspectives

### Assessment of Changing Perspectives’ Services

For half of the administrators, this was their first year in a partnership with Changing Perspectives.

**Table 3: Experience with Changing Perspectives**

CA-Admins	First year	2 years	3 years
California (n=18)*	9 (50%)	7 (39%)	2 (11%)

\*18 valid responses, responses minus ‘I Don’t Know’ responses

Since Changing Perspectives offers a range of different services, administrators indicated which services they had used this past year. Most administrators had experienced Virtual Coaching (93%), Professional Development Training (81%), and Site Visits (75%).

**Table 4: Program Use during 2023-24**

CA-Admins	Curriculum Access	Professional Development Training	Virtual Coaching	Family Workshop	Site Visits
California Administrators (n=16)	4 (25%)*	13 (81%)	15 (94%)	4 (25%)	12 (75%)

\*Percentages based on the total # (16) of respondents to this item.

Participants were asked to rate the quality of their experiences with Changing Perspectives as an external consultant. Responses were highly positive, with 94% of participants rating Changing Perspectives’ Communication, Professionalism, and Responsiveness as either Good or Very Good.

**Table 5: Rating Experience with Changing Perspectives as an external consultant**

Poor	Fair	Good	Very Good
<b>Communication</b>			
0	1 (6%)	5 (31%)	10 (63%)
<b>Professionalism</b>			
0	0	3 (18%)	13 (81%)
<b>Responsiveness</b>			
0	1 (6%)	4 (25%)	11 (69%)

(n = 16 CA administrators)

*[I appreciated] Just the personability of the staff. I felt we had established a great working relationship. (Principal)*

Participants also rated the organization’s quality of programming. Responses were very positive in this area as well, with 94% of participants indicating that Changing Perspectives Programming is of good or very good quality.

**Table 6: Rating Changing Perspectives’ quality of programming**

Poor	Fair	Good	Very Good
0	1 (6%)	4 (25%)	11 (69%)

(n = 16 CA administrators)

*Practical strategies and impactful professional development. (Superintendent)*

*This is our first year, and has consisted of virtual coaching sessions. It has been invaluable in being prepared to implement in Fall 2024. (Director of Special Education)*

*[A main value has been] Providing timely resources to parents and staff. (Principal)*

*With the support of Sam Drazin visiting sites and meeting with staff members to provide support and also consult with our staff, we recognized the importance to continue to partner with Changing Perspectives not only at our middle school, but the rest of our district (two elementary schools) next year. (Assistant Principal)*

Administrators were asked to assess Changing Perspectives’ responsiveness to the needs of their school(s). Responses were highly positive, with 93% of participants indicating Changing Perspectives to be good or very good in being responsive to their schools’ specific needs.

**Table 7: Rating Changing Perspectives’ responsiveness to the needs of your school(s)**

	Poor	Fair	Good	Very Good
TOTAL (n=16)	0	1 (6%)	5 (31%)	10 (62%)

(n = 16 CA administrators)

*The individual approach and flexibility in support has been crucial to our principals and teaching staff. (Director of Special Education)*

*The team at Changing Perspectives are very responsive; they listened to the specific needs of the school and targeted professional development, resources, coaching, and on-site support to meet the needs of the current students, families, and staff. (Principal)*

*[We valued] The support in creating our inclusion statement, and creating a plan for how to implement practices that support our statement. (Principal)*

*Sam is very knowledgeable and a great coach. He adapts to the needs of our specific site, and supported our work immensely. (Principal)*

### Changing Perspectives’ Impact on Schools

Administrators were asked whether support from Changing Perspectives yielded a positive impact on their school. Most administrators affirmed that the organization’s presence had impacted their school in a positive way, while a small number were unsure about the impact. We recognize that changing systems does not happen in a single academic year, but rather this work is a multi-year commitment by administrators.

**Table 8: If support from Changing Perspectives have positive impacts on your school(s)**

Yes	No	Not Sure
12 (80%)	0	3 (20%)

(n = 15 CA administrators)

*It has truly changed the perspective of our staff and I am optimistic this will change practices in service of creating more inclusive environments. Teachers are seeking a better understanding of who their students are and are starting to proactively consider these students' needs in their individual and team planning. (Director of Student Services)*

*It has been beneficial in shifting mindsets and supporting the conversation around inclusion within our district in a positive way. (Program Specialist)*

*Our community of practice group has been valuable in providing a space for educators to learn and share their experiences with inclusion. (Program Specialist)*

*I believe that Changing Perspectives has impacted the role teachers have in ensuring inclusion for all students. Also, it has helped us consider inclusion for all adults at our school. (Principal)*



*Staff have a better understanding of students' emotions and behaviors that are associated with their SEL growth development. (Principal)*

*It has been too early in the process [to say that there has been a positive impact on my school], but the guidance that Sam has provided has helped us narrow down our goals. Our inclusion goals have a more specific focus for us to move forward. (County Office of Education Administrator)*

Administrators indicated that Changing Perspectives supported building capacity within their school building. **Administrators (93%) reported that Changing Perspectives had increased school(s) capacity** (33% Moderately, 40% Very Much; 20% Extremely).

**Table 9: Over the past school year (2023-24), how much has Changing Perspectives assisted in building capacity within your school(s)?**

Not at all	Slightly	Moderately	Very Much	Extremely
0	1 (7%)	5 (33%)	6 (40%)	3 (20%)

\*15 valid responses, responses minus 'N/A' responses

*Principal buy-in has grown since starting this process. (Director of Special Services)*

*I have seen growth within our Inclusion Leadership Team. Their leadership capacity has grown immensely, and their inclusive practices have increased. (Principal)*

*Our teams have clearly identified that there are many meaningful ways to increase inclusive practices in schools. What is manageable for one staff to take on may not be what another finds useful for them. There are also some foundational changes all schools can make to increase inclusive culture. Everyone is able to identify the positive effects of fostering a greater sense of belonging. (Director of Special Education)*

Administrators indicated that they had seen Changing Perspectives increase educator consensus and alignment with staff at their school building(s). **Administrators (92%) reported that Changing Perspectives had increased educator consensus and staff alignment** (46% Moderately, 31% Very Much; 15% Extremely).

**Table 10: Over the past year, how much increased educator consensus and alignment amongst your staff have you seen in your school?**

Not at all	Slightly	Moderately	Very Much	Extremely
0	1 (8%)	6 (46%)	4 (31%)	2 (15%)

\*13 valid responses, responses minus 'N/A' responses





*More teachers are open to partnering with our special education teachers to provide inclusive learning opportunities for our students. (Assistant Principal)*

*Partnering with Changing Perspectives allowed our general education and special education certificated and classified staff to provide their input on what they feel not only needed to be addressed to improve teaching practices with an inclusion mindset, but also gave staff common language, tools, and strategies, and shared resources to facilitate dialogue with staff and students about improving student inclusion practices and supports, as well as how to set up classrooms and our school environment with UDL in mind. (Assistant Principal)*

*The work is very helpful, but we're still growing as an organization so we have more work to do. I am encouraged by the development of the teams at our two focus schools, and I have a better idea of what each school needs now, thanks to Sam, to push them further next year. (Director of Special Education)*

### **Recommendation of Changing Perspectives to Others**

All administrators (100%) indicated that they would recommend Changing Perspectives to another educator.

**Table 11: Recommend Changing Perspectives to Another Administrator**

Would Recommend	Would Not Recommend
16 (100%)	0

(n = 16 CA administrators)

*As schools consider inclusive practices more broadly it is important to have mechanisms throughout the school year to have discussion about inclusion with experts for extended periods of time, rather than in passing or when other stakeholders may deem it necessary. Changing Perspectives provides the time and space to dedicate professional collaboration toward inclusive practices that benefit the whole school community. (Principal)*

*The staff at Changing Perspectives accomplish just what the name suggests using lived experience and specific strategies for improvement. We look forward to continuing the work next year by also involving student voice in the process. (Assistant Principal)*

*Changing Perspectives fosters trust through understanding and reinforcement of curiosity and learning about others' experiences. This is the best way to promote inclusive practices on the part of a school leader. We hope to grow with Changing Perspectives' support for many years into the future. (Director of Special Education)*

*It is truly in the name - Sam has helped changed how our staff view our students and view their work as educators. This is one of the first PDs we have engaged in that has had this wide of an impact. I am super excited to expand our work districtwide. (Director of Student Services)*

## 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 partnering with Changing Perspectives, growing our reach to involving educators in 43 states and 7 countries. Specifically in the state of California, we saw an increase in the schools engaging with us through ongoing consultation services: there were 63 sites receiving ongoing consultation services for the 2023-24 school year.

The feedback from California school, district and county administrators who participated in this study emphasizes the impact that Changing Perspectives is having especially in situations where the services are ongoing throughout the academic year. Administrators have highlighted how working with Changing Perspectives has assisted their school and/or district in:

- Building common language and mindsets around inclusive practices and social-emotional learning for all staff
- Changing mindsets to ensure all teaching staff share common values and mindsets
- Empowering school staff with new strategies to be used as part of their daily practice
- Designing systems to ensure ongoing reflection of current practices

Administrators at all levels continued to comment on Changing Perspectives' distinctive design that is holistic and comprehensive yet highly customizable. The à la carte approach provides administrators with flexibility to ensure that their school(s) are able to receive the necessary support from Changing Perspectives while also fitting it into their existing structures and time constraints. As a testament to their high regard for Changing Perspectives all of the participating administrators expressed that they would recommend Changing Perspectives to other administrators.



## Acknowledgments

Many thanks to our colleague, Hannah Christensen, for her assistance and support on this evaluation.

Our deep appreciation to all of the Changing Perspectives administrators that embrace this work.

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](http://www.charassociates.com)

Sam Drazin  
Changing Perspectives  
PO Box 710  
Montpelier, VT 05601  
[www.ChangingPerspectivesNow.org](http://www.ChangingPerspectivesNow.org)