

Three stylized human figures are positioned behind the title. One is blue, one is orange, and one is green. They are all in a similar pose, with arms raised and legs spread, suggesting a sense of joy or achievement.

A 2024-2025 Evaluation of the Changing Perspectives Curricula The Impact of Social-Emotional Learning & Disability Awareness in the Classroom

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Introduction

Changing Perspectives (www.ChangingPerspectivesNow.org) is a nonprofit organization dedicated to promoting social-emotional learning (SEL) as a pathway to inclusive and equitable learning environments. We partner with public, private, charter, and international schools to deliver flexible, responsive programming tailored to each community's unique needs.

Our core offerings include:

1. **PreK–12 Curricula:** Our curricular resources focus on social-emotional learning (SEL), aligned to SEL competencies, and disability awareness (DA), aligned with specific disability categories and the Common Core Standards.
2. **Professional Development Training:** In-person and virtual workshops tailored to educators' specific roles and school contexts.
3. **Virtual Coaching Hours:** Personalized technical assistance for individual educators or small teams.
4. **Family Workshops:** Sessions designed to engage parents and caregivers in conversations around SEL and inclusion.
5. **Site Visits:** On-the-ground support to build relationships and gain deeper insight into each school's culture and community.

This holistic model supports the entire educational ecosystem—students, educators, and families—by fostering a culture rooted in empathy, inclusion, and emotional well-being. It's a proactive framework designed to meet the growing challenges schools face today: increased student diversity, rising mental health concerns, and the demand for stronger school-family partnerships.

Research continues to show that today's students face complex barriers to social-emotional development. From political polarization and economic instability to the pervasive influence of social media, young people are navigating an increasingly unpredictable world. In response, schools are shifting toward proactive, whole-child approaches. Changing Perspectives is proud to support this shift by equipping educators with tools and strategies to foster resilience, empathy, and connection.

Throughout the 2024–2025 school year, Changing Perspectives continued to educate, empower, and inspire educators as leaders in cultivating students' social and emotional competence and inclusive mindset development.

Curricula Evaluation Overview

Changing Perspectives offers two distinct PreK–12 curricula: one focused on social-emotional learning (SEL) and the other on disability awareness (DA). The SEL curriculum is aligned with the CASEL social-emotional learning competencies, while the DA curriculum is aligned with specific disability categories and the Common Core State Standards.

Both curricula are made available through an annual subscription to the Changing Perspectives Educator Portal—a digital platform designed for flexible, on-demand implementation. Each subscription provides 365 days of access to a curated library of instructional materials, including lessons, activities, assessments, planning tools, and educator implementation supports for both the SEL and DA curricula. The subscription model is designed to offer educators both structure and autonomy, enabling them to adapt resources to meet the unique needs of their students and learning communities.

About This Evaluation

This report focuses solely on the curricula component. Changing Perspectives offers a holistic model of services, including curricular resources, family workshops, professional development, site visits, and virtual coaching.

To inform program design and identify the impact of the SEL and DA curricula, Changing Perspectives conducted an evaluation study during the 2024–2025 academic year. We administered a survey to partner educators across 46 U.S. states and nine countries.

The evaluation focused on two core objectives:

- To gather feedback that informs ongoing curricular design and implementation
- To evaluate the impact of the SEL and DA curricula on student learning and educator practice

This report presents findings from this curriculum-focused evaluation. It continues to inform curricular development, ensuring that Changing Perspectives resources remain relevant, easy to implement, and responsive to the evolving needs of educators and students.

Implementation and Survey Methodology

Given the curricula’s highly customizable model, each educator’s response reflects their unique instructional style, classroom priorities, and the specific needs of their students. This flexibility directly shapes the student experience and informs educator feedback about each curriculum.

Educators subscribed to Changing Perspectives at various points throughout the 2024–2025 academic year. In March 2025, a survey comprising 17 items was distributed to 1,148 educators across 295

schools in 46 U.S. states and nine countries, who had begun their portal access between September 2024 and January 2025. A total of 298 educators responded, representing 96 schools across 31 states and one international country, resulting in a 26% response rate.

The survey was administered during a period of heightened scrutiny in public education. As anticipated, the politicized climate surrounding terms like “social-emotional learning” and “diversity, equity, and inclusion” (DEI) may have contributed to educators' hesitancy in participating in evaluation efforts tied to these frameworks. Although the survey focused on curricula usage through January 31, 2025, these external pressures likely influenced response rates. Nevertheless, the 298 responses collected provide meaningful insight into how educators engaged with the curricula, what they found most impactful, and where additional support could enhance implementation.

Survey Sample

A total of 298 educators from 96 schools in 31 U.S. states and one international country participated in the end-of-year evaluation, resulting in a 26% response rate.

The largest number of responses came from educators in five states: California, Colorado, Maryland, Pennsylvania, and Vermont. Responses from 26 additional states and the country of Greece were grouped into an “All Other Regions” category. These states included: Alabama, Connecticut, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New York, Ohio, Oklahoma, Tennessee, Texas, Virginia, Washington, West Virginia, and Wisconsin.

Table 1: Educator Samples

	California	Colorado	Maryland	Pennsylvania	Vermont	Other Regions
298 Educators	52 (17%)	26 (9%)	70 (24%)	22 (7%)	30 (10%)	98 (33%)

The Changing Perspectives curricula continue to engage a diverse range of education professionals, with 296 respondents submitting a total of 320 role selections, highlighting its adaptability across multiple roles and contexts. The most common role was teacher (47.5%), followed by school counselor (24.4%). Roles such as school administrator (5.6%), interventionist (8.8%), and other (13.8%), including special educators, instructional coaches, and behavior specialists, were also well-represented. This breakdown highlights the flexible, cross-functional nature of the curricula. (*Table 2*)

Table 2: Educators' Roles at Schools

End-of-Year Survey n=320 responses from 296 respondents					
Region	School Administrator	School Counselor	Teacher	Interventionist	Other Role
California	4	2	42	4	6
n= 58	6.90%	3.45%	72.41%	6.90%	10.34%
Colorado	2	0	18	2	4
n= 26	7.69%	0.00%	69.23%	7.69%	15.38%
Maryland	2	22	38	2	8
n= 72	2.78%	30.56%	52.78%	2.78%	11.11%
Pennsylvania	0	4	12	4	4
n= 24	0.00%	16.67%	50.00%	16.67%	16.67%
Vermont	2	24	0	0	4
n= 30	6.67%	80.00%	0.00%	0.00%	13.33%
Others	8	26	42	16	18
n= 110	7.27%	23.64%	38.18%	14.55%	16.36%
Total	18	78	152	28	44
n= 320	5.63%	24.38%	47.50%	8.75%	13.75%

***Note:** Educators could select more than one role, so percentages are based on 320 total role selections, not unique individuals.

Educators participating in the survey reported working across the full PreK–12 spectrum. A total of 1,146 grade-level selections were submitted by 296 unique respondents, with many educators selecting multiple grade levels to reflect the full scope of their instructional responsibilities.

These findings reveal strong implementation of the Changing Perspectives curricula in elementary and middle school classrooms, with Grades K–5 collectively accounting for more than half of all grade-level responses (57%). Educators working with middle school students (Grades 6–8) submitted 25% of the selections, while PreK and high school educators, though more limited in their reach, still represented important areas of focus. (*Table 3*)

Table 3: Grade Levels Worked With

End-of-Year Survey n=1,146 responses from 296 respondents											
Region	PreK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
CA	18	24	26	24	22	22	24	20	20	18	6
n= 224	8.04%	10.71%	11.61%	10.71%	9.82%	9.82%	10.71%	8.93%	8.93%	8.04%	2.68%
CO	8	16	14	12	16	16	14	0	0	0	0
n= 96	8.33%	16.67%	14.58%	12.50%	16.67%	16.67%	14.58%	0.00%	0.00%	0.00%	0.00%
MD	14	18	18	18	16	12	12	10	10	14	20
n= 162	8.64%	11.11%	11.11%	11.11%	9.88%	7.41%	7.41%	6.17%	6.17%	8.64%	12.35%
PA	0	0	0	0	0	0	0	0	2	8	20
n= 28	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	7.14%	28.57%	71.43%
VT	8	20	20	22	22	22	22	18	8	8	0
n= 168	4.76%	11.90%	11.90%	13.10%	13.10%	13.10%	13.10%	10.71%	4.76%	4.76%	0.00%
Others	20	32	32	32	32	34	36	52	54	50	42
n= 468	4.27%	6.84%	6.84%	6.84%	6.84%	7.26%	7.69%	11.11%	11.54%	10.68%	8.97%
Total	68	110	110	108	108	106	108	100	94	98	88
n= 1146	5.93%	9.60%	9.60%	9.42%	9.42%	9.25%	9.42%	8.73%	8.20%	8.55%	7.68%
Total	PreK	Grades K-2			Grades 3-5			Grades 6-8			HS
	68	328			322			292			88
	n= 1146	28.62%			28.10%			25.48%			7.68%

Note: Educators may select multiple grades; percentages are based on the total number of selections (n = 1,146).

The 624 selections submitted by 296 unique respondents aligned closely with grade-level trends, with the strongest implementation observed at the elementary and middle school levels. Across all grade bands, educators selected Social-Emotional Learning (SEL) curricular resources more frequently than Disability Awareness (DA) resources, with usage nearly twice as high at the elementary level and more than double at the middle school level. This trend highlights a widespread emphasis on social-emotional instruction while also pointing to opportunities for deeper integration of disability awareness.

While high school implementation was more limited overall, 76 selections for high school (HS) SEL and 44 for high school (HS) DA show that the curricula still was utilized by educators to impact students.

Table 4: Curricula Resources Used

SEL = social-emotional learning; DA = disability awareness

End-of-Year Survey n=624 responses from 296 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
CA	12	26	12	20	12	14	8	6	4
n= 114	10.53%	22.81%	10.53%	17.54%	10.53%	12.28%	7.02%	5.26%	3.51%
CO	4	16	4	16	6	0	2	0	0
n= 48	8.33%	33.33%	8.33%	33.33%	12.50%	0.00%	4.17%	0.00%	0.00%
MD	12	22	2	18	2	16	4	20	8
n= 104	11.54%	21.15%	1.92%	17.31%	1.92%	15.38%	3.85%	19.23%	7.69%
PA	0	0	0	2	2	4	2	18	10
n= 38	0.00%	0.00%	0.00%	5.26%	5.26%	10.53%	5.26%	47.37%	26.32%
VT	6	18	4	18	4	16	8	2	0
n= 76	7.89%	23.68%	5.26%	23.68%	5.26%	21.05%	10.53%	2.63%	0.00%
Others	20	30	16	32	22	48	24	30	22
n= 244	8.20%	12.30%	6.56%	13.11%	9.02%	19.67%	9.84%	12.30%	9.02%
Total	54	112	38	106	48	98	48	76	44
n= 624	8.65%	17.95%	6.09%	16.99%	7.69%	15.71%	7.69%	12.18%	7.05%

Note: Educators could select multiple curricula resources; percentages reflect each resource's share of the total 624 selections.

Student and Educator Response to Changing Perspectives

Student Engagement and Impact

Educators were asked four questions regarding students' engagement with Changing Perspectives curricular resources and the impacts those activities had on students.

Educators reported that **students were engaged with and enthusiastic about the Changing Perspectives curricula** (Table 6).

- **96% of educators** reported that their **students were engaged** during Changing Perspectives lessons. (33% Moderately, 52% Very Much, 11% Extremely).
- **89% reported** that **students were enthusiastic** about the resources. (48% Moderately, 30% Very Much, 11% 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	0	2	18	28	6
n= 54	0.00%	3.70%	33.33%	51.85%	11.11%
My students were enthusiastic about the resources.					
Total	2	4	26	16	6
n= 54	3.70%	7.41%	48.15%	29.63%	11.11%

Notes: (1) *n* = 54 valid responses (out of 298 total) based on non-blank entries for each item. (2) 244 of the 298 respondents (82%) left these items blank or responded “N/A” and were excluded from valid responses.

Educators indicated that **students connected strongly with Changing Perspectives and demonstrated behavioral shifts as a result of the curricula** (Table 7):

- **89% of educators** said their students **made strong connections between Changing Perspectives and their own lives**. (26% Moderately, 48% Very Much, 15% Extremely).
- **73% observed positive behavioral shifts** in their students. (39% Moderately, 23% 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	0	6	14	26	8
n= 54	0.00%	11.11%	25.93%	48.15%	14.81%
My students demonstrated behavioral shifts as a result of Changing Perspectives.					
Total	0	14	20	12	6
n= 52	0.00%	26.92%	38.46%	23.08%	11.54%

Notes: Between 244 and 246 of the 298 total respondents (82%) left these items blank or marked “N/A” and were excluded from valid response counts.

Educators elaborated on these observations through open-ended responses, highlighting how students interacted with and were impacted by the curricula:

- “My students ask me all the time when we are meeting next. If we ever miss because of scheduling conflicts, they hate it and can't wait until the next session.”
— High School Teacher | Pennsylvania
- “Our students with disabilities are reporting a significantly higher sense of belonging on our school campuses (from 36% to 98%)!”
— School Administration | California

- “Changing Perspectives opened up different conversations with students.”
— Prek-5 Teacher | Colorado
- “My students now are mindful about their actions and how they could cause harm to themselves or others. Some are more mindful of how they are feeling and what they can or cannot control.”
— High School Teacher | Indiana

Impact on Educators’ Knowledge and Classroom Practice

The survey posed five questions to educators regarding the degree to which Changing Perspectives influenced their professional knowledge, skills, and classroom practice. (*Table 8*)

Educators reported that Changing Perspectives enhanced their teaching practices and expanded their knowledge of social-emotional learning and disability awareness. Among the respondents who completed this section:

- **86% of educators** said the curricula positively **enhanced their teaching practice**. (18% Moderately, 32% Very Much, 32% Extremely).
- **79% reported** a moderate to high **increase in their social-emotional learning (SEL) knowledge**. (29% Moderately, 29% Very Much, 21% Extremely).
- **74% reported** a moderate to high **increase in their knowledge of disability awareness (DA)**. (33% Moderately, 22% Very Much, 19% 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	0	12	16	16	12
n= 56	0.00%	21.43%	28.57%	28.57%	21.43%
Changing Perspectives has increased my knowledge of disability awareness.					
Total	6	8	18	12	10
n= 54	11.11%	14.81%	33.33%	22.22%	18.52%
Changing Perspectives has positively enhanced my teaching practice.					
Total	2	6	8	14	14
n= 44	4.55%	13.64%	18.18%	31.82%	31.82%

Notes: (1) n = 54–56 valid responses (out of 298 total) based on non-blank entries. (2) 242–244 of the 298 respondents (81–82%) left these items blank or responded “N/A” and were excluded from valid responses.

Educators described how the content expanded their instructional lens and provided accessible, relevant ways to support student needs:

- “SEL assessments helped identify students who may need additional support in self-management, relationship skills, or emotional regulation, which allowed for targeted interventions.”
— 5th Grade Teacher | Maryland
- “Changing Perspectives addresses a broad range of issues to help students manage emotions, resolve conflict, and communicate needs.”
— 7th Grade Teacher | California
- “Changing Perspectives has taught me more about how to put together a curriculum with the resources provided. It also gave me ideas to further teach in certain areas when the students struggled to comprehend the high school material.”
— High School Counselor | Oklahoma

In addition to increased knowledge, educators shared that Changing Perspectives had provided them with new strategies to better support their students and to more regularly integrate social-emotional learning and disability awareness into their classroom practices.

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	0	4	14	24	16
n= 58	0.00%	6.90%	24.14%	41.38%	27.59%
Changing Perspective has helped me integrate social-emotional learning and disability awareness into daily learning.					
Total	4	6	16	14	16
n= 56	7.14%	10.71%	28.57%	25.00%	28.57%

Notes: (1) n = 56–58 valid responses (out of 298 total) based on non-blank entries. (2) 240–242 of the 298 respondents (81%) left these items blank or responded “N/A” and were excluded from valid responses.

Among the respondents to these questions (*Table 9*):

- **93% of educators** agreed that the curricula **provided new strategies** to support their students. (24% *Moderately*, 41% *Very Much*, 28% *Extremely*).
- **82% said** it helped them **integrate social-emotional learning and disability awareness** into daily instruction. (29% *Moderately*, 25% *Very Much*, 29% *Extremely*).

Educators emphasized how the curricula provided them with new strategies and made it easier to incorporate social-emotional learning and disability awareness into their daily routines:

- “There are so many resources available for support. It is helpful to have something that can target areas where students are struggling.”
— High School Teacher | Indiana
- “It removes the time-consuming task of looking for resources to support SEL in the classroom.”
— School Counselor | Oklahoma
- “Changing Perspectives has helped me facilitate certain lunch times and helps me explain behavior more in-depth with role-playing, etc.”
— K-5 Interventionist | New Hampshire
- “The curriculum gave me a more structured path in crafting our weekly advisory lesson plans.”
— 6th Grade-High School Counselor | International

Recommendation of Changing Perspectives to Others

Survey participants were asked whether they would recommend Changing Perspectives to other educators. Of the educators who responded to this item, **97%** indicated that they would recommend Changing Perspectives. (*Table 10*)

This strong endorsement reinforces the curricula’s impact across grade levels, roles, and regions, highlighting its practical value and broad relevance in today’s educational landscape.

Educators emphasized that Changing Perspectives made integration of social-emotional learning and disability awareness more manageable by offering time-saving, easy-to-use lessons and readily accessible resources:

Table 10: Recommend Changing Perspectives to Another Educator

	Would Recommend	Would Not Recommend
Total	60	2
n= 62	96.77%	3.23%

- “This is a program that saves teachers time. With everything that goes on in a school day, this program is so beneficial. What you need is right at your fingertips.”
— High School Interventionist | Pennsylvania
- “I would recommend it because the lessons are easy to understand and teach.”
— School Counselor | Oklahoma
- “I would recommend it to anyone wanting to increase their SEL in their school because of all the resources.”
— School Counselor | Nebraska

Concluding Remarks

The 2024–2025 academic year presented both new opportunities and ongoing challenges for schools. Through conversations with partner schools and feedback from this evaluation, it is clear that educators remain dedicated to supporting students’ social and emotional development through a multi-pronged approach, one in which Changing Perspectives plays a vital role.

Although the political environment in the spring of 2025 contributed to a lower survey response rate than in previous years, the data clearly demonstrates the curricula's positive impact on both students and educators. Respondents reported meaningful growth in their professional knowledge and instructional strategies, as well as improvements in students’ engagement, empathy, and behavior management. Nearly all respondents (97%) said they would recommend Changing Perspectives to other educators, underscoring the curricula's strong reputation and value.

Educators also emphasized the curricula’s holistic, customizable design. The Changing Perspectives model provides both structure and flexibility, allowing for the implementation of solutions that cater to the diverse needs of classrooms, schools, and student populations. This adaptability has empowered educators to tailor their use of Changing Perspectives in ways that align with local goals, student strengths, and community context.

In our increasingly complex world, the need for social and emotional support for students continues to grow. This report highlights the specific impacts that the Changing Perspectives curricula address in response to this need. Through this study, Changing Perspectives remains committed to refining and enhancing our curricula in response to the ongoing needs of the school communities we partner with.

Acknowledgments

This report reflects the insights, dedication, and lived experiences of the educators who bring Changing Perspectives to life in classrooms every day. We are deeply grateful to the 298 educators who participated in this year's evaluation. Their voices guide our growth and strengthen our impact.

We also extend our sincere thanks to members of the Changing Perspectives team who supported this evaluation effort. Angela Hebert and Hannah Christensen played key roles in disseminating the survey, analyzing responses, and organizing the findings shared in this report. Their dedication ensured that educator voices were not only heard but meaningfully represented.

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Thank you for believing in the power of inclusion, empathy, and education.

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