

**School & District Administrators Evaluation:
Supporting Administrators in Changing Systems
Changing Perspectives 2024-2025**

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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:** Instructional materials aligned with SEL competencies and disability awareness, incorporating Common Core Standards and specific disability categories.
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.

During the 2024–2025 academic year, Changing Perspectives had the privilege of providing ongoing consultation services to a diverse range of schools. We define ongoing consultation as delivering three or more programs in-person or virtual to a during a singular school year engagement.

Our partner schools fell into two distinct areas of focus. The majority focused their work with Changing Perspectives on strengthening inclusive practices, particularly in relation to supporting students with disabilities. A smaller group centered their efforts on enhancing social-emotional learning (SEL) frameworks within their communities, using Changing Perspectives's curriculum resources to build core competencies throughout their school settings.

Schools were encouraged at the start of the partnerships in Fall 2024 to collaboratively identify specific, site-based goals to guide the year's work. These clearly defined goals ensured that the engagement remained focused and relevant, and they provided a foundation for both the schools and Changing Perspectives to reflect on outcomes and measure progress by Spring 2025.



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.

Changing Perspectives strives to build internal capacity within schools, enabling them to independently sustain inclusive educational practices. This capacity-building focus requires active administrative engagement at all levels—school, district, and county office.

While Changing Perspectives's work with individual educators creates immediate classroom-level impact, administrators possess the essential authority to align systems that sustain this work: budget allocations, scheduling, institutional policies, and professional development priorities. By intentionally cultivating administrative leadership throughout the consultation process, Changing Perspectives helps sites develop the organizational infrastructure needed for long-term sustainability.

This approach empowers schools to gradually take ownership of their inclusive practices, embedding them within their institutional culture and operations. As administrators actively engage with the work, they develop the vision and capability to eventually continue these practices independently, without ongoing external consultation—fulfilling Changing Perspectives's core mission of building authentic, self-sustaining inclusive school communities.

For these reasons, Changing Perspectives chose to conduct the present impact study with educational administrators in schools and districts to better support inclusion and social-emotional learning.

Program Evaluation

Purpose: 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 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 social-emotional learning.

Program Implementation and Survey Methodology: Changing Perspectives disseminated an Administrators Survey to partner schools, districts, and offices of education in the spring of 2025. This data collection instrument was designed to collect insights and feedback from those who hold administrative positions.

This survey (comprised of 12 items) was distributed in April 2025 to 79 administrators working at 68 schools/sites across the United States. These administrators ranged from site-level principals to district

employees, from 9 different states. Each administrator engages with Changing Perspectives 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 across the US.

Survey Sample: A total of 21 administrators from 68 schools/sites who are receiving ongoing consultation from Changing Perspectives responded to the survey (27% response rate).

Table 1: Survey Sample Sites

County Offices of Education	City & State	Designation
San Mateo County Office of Education	Redwood City, CA	COE
Districts	City & State	Designation
Avon Grove School District	West Grove, PA	District
Frontier Schools	Jackson, MO	District
Hartford School District	White River Junction, VT	District
Queen Anne's County Public School District	Centreville, MD	District
Reed Union School District	Tiburon, CA	District
Saratoga Union School District	Saratoga, CA	District
Sausalito Marin City School District	Marin City, CA	District
Schools	City & State	Designation
Abbott Middle School	San Mateo, CA	Middle
Alder Creek Elementary School	Folsom, CA	Elementary
Argonaut Elementary School	Saratoga, CA	Elementary
Asbury Elementary School	Denver, CO	Elementary
Cowell Elementary School	Denver, CO	Elementary
Del Mar Middle School	Tiburon, CA	Middle
Goldrick Elementary School	Denver, CO	Elementary
Hatch Elementary School	Half Moon Bay, CA	Elementary
Highlands Elementary School	San Mateo, CA	Elementary
Lipman Middle School	Brisbane, CA	Middle
Rancho Cordova Elementary School	Rancho Cordova, CA	Elementary

Of those administrators who responded to the survey, their most common role was that of Principal (43%), followed by Director of Special Education, and Director of Student Services (each 14%).

Table 2: Administrators' Roles at Schools

Principal	Assistant Principal	Superintendent	Assistant Superintendent	Director of Special Education	Director of Student Services	Others
9 (43%)	0	1 (5%)	0	3 (14%)	3 (14%)	5 (24%)

(n = 20 administrators)

Administrator Response to Changing Perspectives

Assessment of Changing Perspectives' Services

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

Table 3: Experience with Changing Perspectives

First year	2 years	3 years	4 years or more
7 (33%)	7 (33%)	4 (19%)	3 (15%)

(n = 21 administrators)

Since Changing Perspectives offers a range of different services, administrators indicated which services they had used this past year. Most administrators had Changing Perspectives provide Site Visits (85%), Professional Development Training (80%), and Virtual Coaching (70%).

Table 4: Program Use during 2024-25

Curriculum Access	Professional Development Training	Virtual Coaching	Family Workshop	Site Visits
11 (55%)	16 (80%)	15 (70%)	8 (40%)	17 (85%)

(n = 20 administrators)

Participants were asked to rate the quality of their experiences with Changing Perspectives as an external consultant. Responses were highly positive, with 100% of participants rating Changing Perspectives' Communication, Professionalism, and Responsiveness as Very Good.

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

Poor	Fair	Good	Very Good
Communication			
0	0	0	20 (100%)
Professionalism			
0	0	0	20 (100%)
Responsiveness			
0	0	0	20 (100%)

(n = 20 administrators)

Our first consultant was not great, however CP was very responsive to this and our work with our second consultant was very impactful. (Director of Special Education, Vermont)



[Changing Perspectives] helped our staff open up to the conversation and direction of inclusion for our SpEd teachers. (Principal, California)

Changing Perspectives has been a great think partner and coach to me. Staff development opportunities are concise and real. I'd recommend if your staff needs to calibrate a vision for inclusive practices at your school. It's been supportive to have a partner in aligning a shared belief about inclusion and belonging at our school site. (Principal, California)

Participants also rated the organization’s quality of programming. Responses were very positive in this area as well, with 100% of participants indicating that Changing Perspectives Programming is of very good quality.

Table 6: Rating Changing Perspectives’ quality of programming

Poor	Fair	Good	Very Good
0	0	0	20 (100%)

(n = 20 administrators)

Changing Perspectives is a great resource that is easily accessible, easy to navigate and convenient to implement. The lessons are very adaptable to student needs and very helpful for in the moment student needs. (Dean of Culture, Colorado)

I have found it helpful to have an objective (and well-researched and experienced) entity come in and help our organization reflect on how we are (or are not) contributing to inclusive environments for all of our students. (Director of Student Services, California)

Changing Perspectives has significantly benefited our staff by offering comprehensive training on social-emotional learning (SEL) facilitation. This training not only enhances their understanding of SEL principles but also equips them with practical strategies for integrating social-emotional lessons seamlessly into the curriculum. By fostering a supportive learning environment, we empower educators to connect with students on a deeper level, ultimately promoting both academic and emotional growth in the classroom. This approach is essential in cultivating a well-rounded educational experience that addresses the diverse needs of all learners. (Director Of Health, Safety and Conduct, Missouri)

Administrators were asked to assess Changing Perspectives’ responsiveness to the needs of their school(s). Responses were highly positive, with 100% of participants indicating Changing Perspectives to be 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
0	0	0	20 (100%)

(n = 20 administrators)

Changing Perspectives has had high impact working with individual teachers and motivating them adjust some of their teaching practices. Real time and specific to the school. Adapt based on the needs of the school. (Principal, California)

[Changing Perspectives is] very responsive, and Sam & staff just get it. They listen and are able to flex their professional learning to the school district's individualized needs. (Director of Special Education, Pennsylvania)

It has been a great partnership and resource. I have appreciated being able to reach out to Sam when needs arise, and I have heard anecdotally the same thing from my staff. They have also appreciated the lessons and curriculum. (Principal, California)

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 services provided 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
18 (90%)	0	2 (10%)

(n = 20 administrators)

More cohesive understanding of Inclusion - and understanding mindsets. (Director of Special Education, Vermont)

Changing Perspectives has been a fantastic resource for our Inclusion Team and site this year. They help our team stay focused on our mission, vision, and goals with practical ideas and suggestions for inclusive practice implementation and monitoring the efficacy and impact of our practices. (Principal, California)

Our students with disabilities are reporting a stronger sense of belonging in in our classes and on our campuses. (Director of Student Services, California)

Administrators indicated that Changing Perspectives supported building capacity within their school building. **Administrators (95%) reported that Changing Perspectives had increased school(s) capacity** (11% Moderately, 84% Very Much).

Table 9: Over the past school year (2024-25), how much has Changing Perspectives assisted in building capacity within your school(s)?

Not at all	Slightly	Moderately	Very Much	Extremely
0	1 (5%)	2 (11%)	16 (84%)	0

(n = 19 administrators, minus 'N/A' responses)

Site visits and time with Sam have been invaluable. His guidance not only helped me grow significantly as a site leader, but also played a key role in developing effective behavior systems at my school. (Principal, California)

Helping us understand how important inclusion is and what inclusion truly looks like. Also helping us be more reflective and open to how we look at instruction so that it is accessible to all. Helped us examine barriers and how best to address these barriers. (Principal, California)

Our work with CP helped staff to reflect on school climate and to take steps towards aligning their efforts, creating common language and consistency across spaces, and considering the unique needs of all learners. (Principal, California)

Administrators indicated that they had seen Changing Perspectives increase educator consensus and alignment with staff at their school building(s). **Administrators (95%) reported that Changing Perspectives had increased educator consensus and staff alignment** (28% Moderately, 67% Very Much).

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 (5%)	5 (28%)	12 (67%)	0

(n = 18 administrators, minus 'N/A' responses)

I think staff is more and more aware of inclusive practices and the "why" behind them. They were also equipped with new language and practical, universal strategies they could implement right away. (Principal, California)

We are just starting the journey, so promoting common language and building consensus are in progress. Sam's background as a teacher makes all the difference. He understands first hand the school experience and the efforts that are required to affect change. (Director of Special Education, California)

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
20 (100%)	0

(n = 20 administrators)

I would highly recommend Changing Perspectives to another school administrator. The team brings a deep, trauma-informed, and thoughtful approach to addressing behavior, and that understanding is evident in every interaction. They've taken the time to get to know the unique context and challenges of our site, showing a willingness to be on the ground and truly understand what we're navigating. Their support has been both practical and impactful. (Principal, California)

I would recommend this support because it provides the knowledge we need to address the emotional needs of our students. (Director Of Health, Safety and Conduct, Missouri)

Concluding Remarks

The 2024–2025 academic year brings new opportunities to support educators and students. Changing Perspectives has continued to expand its national and international presence, with a 11% increase in school partnerships.

This expansion comes at a time when the national conversation around education is increasingly shaped by political and ideological divisions. In this climate, schools are navigating heightened scrutiny around issues like social-emotional learning, inclusion, and equity. Changing Perspectives remains steadfast in its commitment to helping schools rise above the noise—focusing on what truly matters: student well-being, inclusive learning environments, and educator support.

Our survey response rates reflect the reality of schools navigating unprecedented demands on their time and attention, as educators balance their commitment to students with the increasing pressures of today's polarized political climate surrounding education.

Administrators across the country have reported that working with Changing Perspectives has helped their schools and districts to:

- Establish a shared language and common mindset around inclusive practices and social-emotional learning among all staff
- Shift educator mindsets to promote shared values and collective responsibility
- Equip staff with practical, research-based strategies to integrate into daily instruction
- Develop systems for continual reflection and improvement of current practices

As the political landscape surrounding education continues to evolve, Changing Perspectives is proud to stand with educators—providing steady, thoughtful, and impactful support to foster inclusive school cultures that benefit all students.

Administrators at every level consistently recognized Changing Perspectives for its uniquely holistic and comprehensive approach—one that remains highly adaptable to the diverse needs of schools and districts. The flexible, à la carte model allows leaders to tailor services in a way that aligns with their existing structures, priorities, and time constraints, ensuring meaningful integration rather than adding to educators' workloads. As a strong endorsement of the impact and value of this partnership, every participating administrator indicated they would recommend Changing Perspectives to their peers.



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