



**School & District Administrators Evaluation:
Supporting Administrators in Changing Systems
Changing Perspectives 2025-2026**

August 2026





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.

Throughout the 2025–2026 school year, Changing Perspectives partnered with schools across the world to provide sustained, customized programming designed to create meaningful and lasting change. For the purposes of this report, ongoing consultation refers to school partnerships that included three or more in-person or virtual services delivered over the course of a single academic year.

While every partnership was tailored to the unique needs of each school community, our work generally centered around two primary areas of focus. Most partner schools sought to strengthen inclusive practices by building educator capacity to better support students with disabilities and create learning environments where every student feels they belong. A smaller group of schools focused on deepening their social-emotional learning (SEL) initiatives to strengthen students' social-emotional understanding and create learning environments that foster connection, well-being, and success.

At the outset of each partnership in Fall 2025, school leaders and Changing Perspectives collaborated to establish clear, site-specific goals that reflected each school's priorities and desired outcomes. These shared goals served as a roadmap for the year's work, ensuring services remained responsive, intentional, and aligned with each school's vision. By revisiting these goals in Spring 2026, schools and



Changing Perspectives were able to celebrate progress, reflect on growth, and evaluate the impact of the partnership over time.

Rather than following a prescribed sequence of services, partner schools selected from an à la carte menu of professional development, coaching, consultation, curriculum, family engagement, and other supports to create a plan that best aligned with their needs and schedules.

Achieving lasting change requires leadership at every level of the educational system. While educators create immediate impact through their daily interactions with students, administrators play a critical role in establishing the conditions that allow those practices to flourish. Decisions surrounding professional learning, resource allocation, scheduling, staffing, and school priorities all influence impact.

Because administrators are uniquely positioned to influence school-wide systems and long-term implementation, this report focuses on their perspectives to better understand the effectiveness of Changing Perspectives' model in advancing inclusion and social-emotional learning.

Program Evaluation

Purpose: The evaluation's primary objective was two-fold: (1) to gather formative feedback about the organization's 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 2026. 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 May 2026 to 133 administrators working at 97 schools/sites across the world. These administrators ranged from site-level principals to district employees, from 15 different USA states and 2 international countries. 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 and beyond.

Survey Sample: A total of 19 administrators from 18 schools/sites who received ongoing support from Changing Perspectives responded to the survey (14% response rate).

Table 1: Survey Sample Sites

County Offices of Education	City & State	Designation
Sonoma County of Education	Santa Rosa, CA	COE
Districts	City & State	Designation
Martinez School District	Martinez, CA	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
Sonoma Valley Unified School District	Sonoma, CA	District
Schools	City & State	Designation
Abbott Middle School	San Mateo, CA	Middle
Argonaut Elementary School	Saratoga, CA	Elementary
Asbury Elementary School	Denver, CO	Elementary
Cowell Elementary School	Denver, CO	Elementary
Glenwood Elementary School	San Rafael, CA	Elementary
Gravenstein Elementary School	Sebastopol, CA	Elementary
Kendallvue Elementary School	Morrison, CO	Elementary
Kent Island Elementary School	Stevensville, MD	Elementary
Montclair School of Academics and Enrichment	Denver, CO	Elementary
Rancho Cordova Elementary School	Rancho Cordova, CA	Elementary
Redwood Middle School	Saratoga, CA	Middle
Sassarini Elementary School	Sonoma, 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 (16%), and Director of Student Services (11%).

Table 2: Administrators' Roles at Schools

Principal	Assistant Principal	Director of Educational Services	Director of Special Education	Director of Student Services	Program Specialist	SEL Team Lead
8 (42%)	1 (5%)	1 (5%)	3 (15%)	2 (11%)	2 (11%)	2 (11%)

(n = 19 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	Unsure
4 (21%)	6 (32%)	5 (26%)	3 (16%)	1 (5%)

(n = 19 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 Professional Development Training (80%), Site Visits (77%), and Virtual Coaching (71%).

Table 4: Program Use during 2025-26

Curriculum Access	Professional Development Training	Virtual Coaching	Family Workshop	Site Visits
7 (41%)	14 (82%)	12 (71%)	2 (12%)	13 (77%)

(n = 17 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	1 (5%)	17 (95%)
Professionalism			
0	0	0	18 (100%)
Responsiveness			
0	0	1 (5%)	17 (95%)

(n = 18 administrators)

We appreciate the follow-up after every meeting and the access to resources. (Director of Special Education, California)

Truly appreciated the collaboration between Sam and Admin/Staff. (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 good quality.

Table 6: Rating Changing Perspectives' quality of programming

Poor	Fair	Good	Very Good
0	0	2 (11%)	16 (89%)

(n = 18 administrators)

Having competencies that the entire school can focus on creates themes for the school year. Curriculum is easy to navigate and is efficient to implement. (Assistant Principal, Colorado)

Changing Perspectives was very easy to work with and gave great ideas. They have a lot of resources that we were able to implement right away. (Director of Special Education, California)

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 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	3 (17%)	15 (83%)

(n = 18 administrators)

The ability to customize the work has been incredibly valuable. (Director of Student Services, California)

Changing Perspectives has an organized system for addressing a school's/district's inclusive needs and then providing support based on those needs. With PD, site visits, and coaching they are able to share broad information and then make it applicable to the day-to-day work at the site. (Program Specialist, California)

Changing Perspectives' Impact on Schools

Administrators were asked whether support from Changing Perspectives yielded a positive impact in 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
17 (95%)	0	1 (5%)

(n = 20 administrators)



We experienced a dramatic increase in inclusive practices relating to supporting students served by the IEP process in accessing more time in the general education setting. (Principal, California)

We have broadened our perspectives on how we see and serve our students. (Director of Student Services, California)

Administrators indicated that Changing Perspectives supported building capacity within their school building. **Administrators (100%) reported that Changing Perspectives had increased school(s) capacity** (20% Moderately, 53% Very Much, 27% Extremely).

Table 9: Over the past school year (2025-26), how much has Changing Perspectives assisted in building capacity within your school(s)?

Not at all	Slightly	Moderately	Very Much	Extremely
0	0	3 (20%)	8 (53%)	4 (27%)

(n = 15 administrators, minus 'N/A' responses)

Teachers are using more inclusive language. We have built teams to build capacity, and we have begun initiatives to continue the legacy of inclusion. (Program Inclusion Specialist, California)

Changing Perspectives helped us change the mindset of general education teachers that IEP students can access and be exposed to general education curriculum. (Director of Special Education, California)

Administrators indicated that they had seen an increase in educator consensus and alignment with staff at their school building(s). **Administrators (100%) reported that Changing Perspectives had increased educator consensus and staff alignment** (20% Moderately, 53% Very Much, 27% 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	0	4 (27%)	8 (53%)	3 (20%)

(n = 15 administrators, minus 'N/A' responses)

Teachers have started to shift mindset. (Principal, California)

Willingness to discuss and begin the implementation of changes to instructional processes. (Principal, California)

Having a better understanding of the importance of differentiating instruction and working on removing barriers. (Principal, California)

Recommendation of Changing Perspectives to Others

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

Table 11: Recommend Changing Perspectives to Another Administrator

Would Recommend	Would Not Recommend
20 (100%)	0

(n = 20 administrators)

*Changing Perspectives brings clarity in bridging our beliefs with actionable daily practices.
(Director of Special Education, California)*

*This is a great service and needed. I wish all elementary schools in the county were getting this so all teachers could get the same PD and support.
(Principal, California)*

Concluding Remarks

The 2025–2026 academic year was one of both remarkable growth and significant challenge for schools across the country. Despite an increasingly complex educational landscape, Changing Perspectives expanded its reach by 20%, partnering with more schools than ever before to support inclusive education and social-emotional learning.

This growth occurred during a period when many schools were navigating heightened political scrutiny surrounding topics such as inclusion, social-emotional learning, and supports for students with disabilities. In some communities, educators and school leaders encountered increased public pressure, shifting state and local policies, funding uncertainty, and concerns about how partnerships and instructional initiatives might be perceived. These realities required many administrators to make difficult decisions while remaining focused on what mattered most: creating safe, supportive learning environments where every student can succeed.

These broader challenges also provide important context for understanding this year’s survey participation. The administrator survey response rate dropped nearly in half over the past year, from 27% in 2024–2025 to 14% in 2025–2026. This decline coincided with a particularly demanding year for educational leaders, who were balancing competing priorities, increased scrutiny, and growing demands on their time and attention. While the decline cannot be attributed to any single factor, it is an important consideration when interpreting this year’s findings. Even so, the administrators who participated consistently reported that their partnership with Changing Perspectives helped their schools:

- Establish a shared language and common vision for inclusive practices and social-emotional learning.



- Foster educator mindsets centered on shared responsibility on student success.
- Equip staff with practical, research-informed strategies that can be implemented immediately.
- Build systems that support continuous reflection, collaboration, and long-term improvement.

Perhaps most encouragingly, administrators repeatedly emphasized that the flexibility of Changing Perspectives' model allowed their schools to pursue meaningful change in ways that respected their unique contexts, priorities, and capacities. Rather than adding another initiative, school leaders described our work as strengthening and connecting the efforts already underway within their communities.

At a time when educational leaders are often asked to navigate uncertainty while serving increasingly diverse student populations, Changing Perspectives remains committed to being a trusted partner. Our mission has never been tied to political trends or shifting public discourse – it is rooted in the belief that every student every school deserves the opportunity to build systems that are inclusive, sustainable, and responsive to the needs of their community.

This year's findings reinforce that commitment. As a testament to the value of these partnerships, 100% of participating administrators indicated that they would recommend Changing Perspectives to a colleague. Their continued trust and partnership inspire us to move forward with confidence as we work alongside schools to create learning environments where every student has the opportunity to thrive.



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