

CHANGEMAKER EDUCATION

Impact Results



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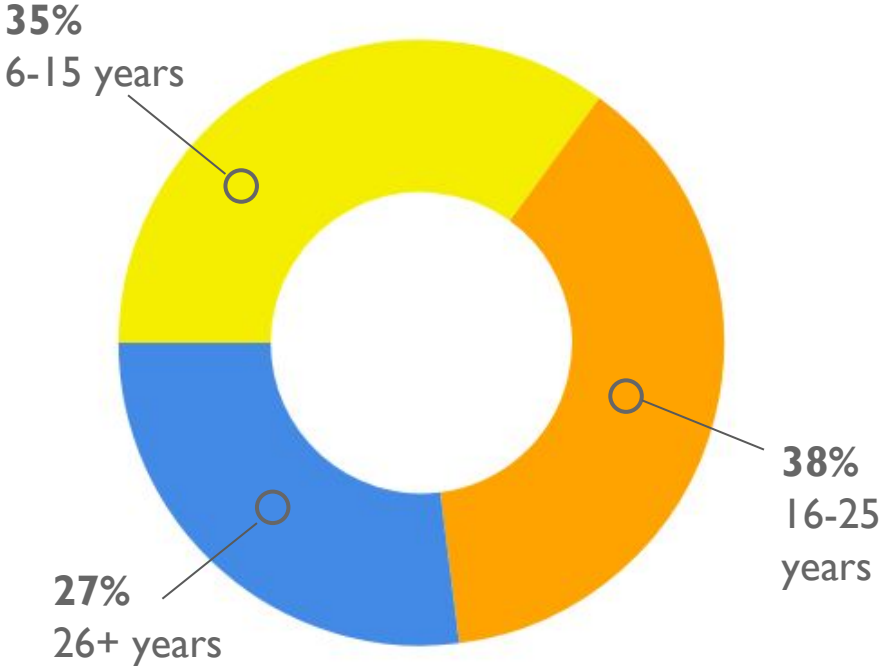
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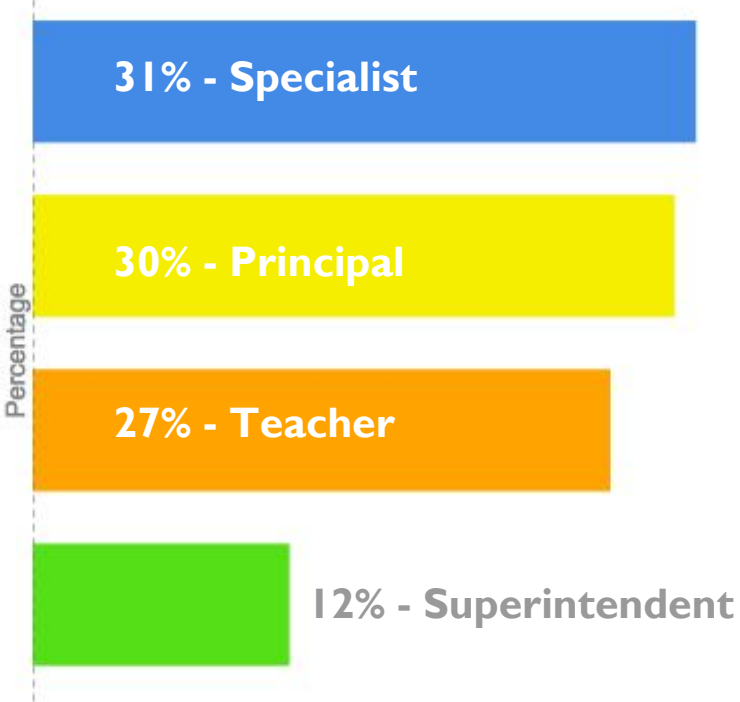
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RESPONDENT DEMOGRAPHICS

YEARS OF EXPERIENCE AS AN EDUCATOR

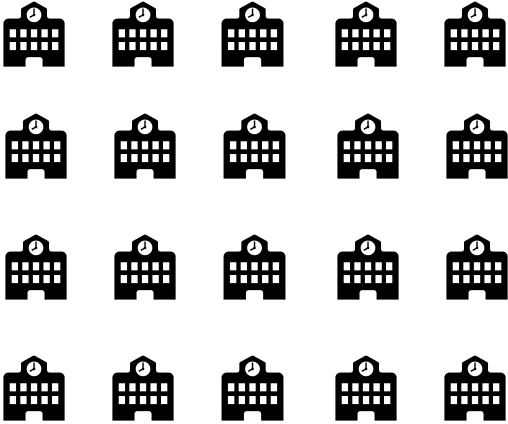


TYPE OF ROLE

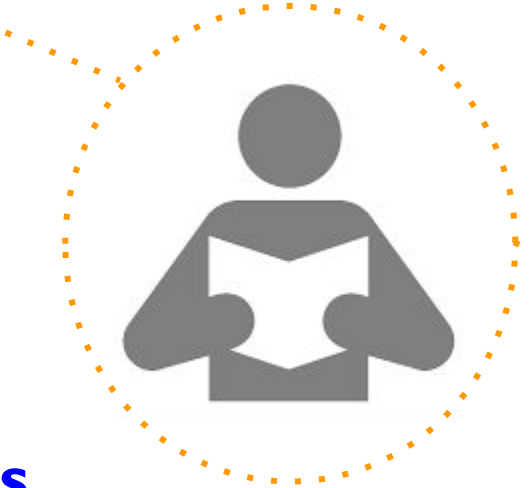


RESPONDENT'S IMPACT RADIUS

20 schools impacted

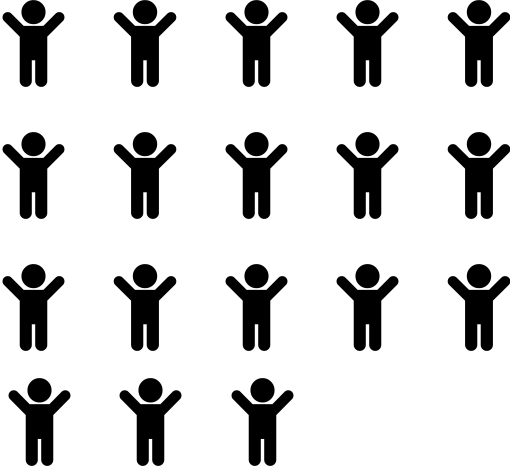


in **14 school districts**



2,025 students

reached, an average of 184 students per educator

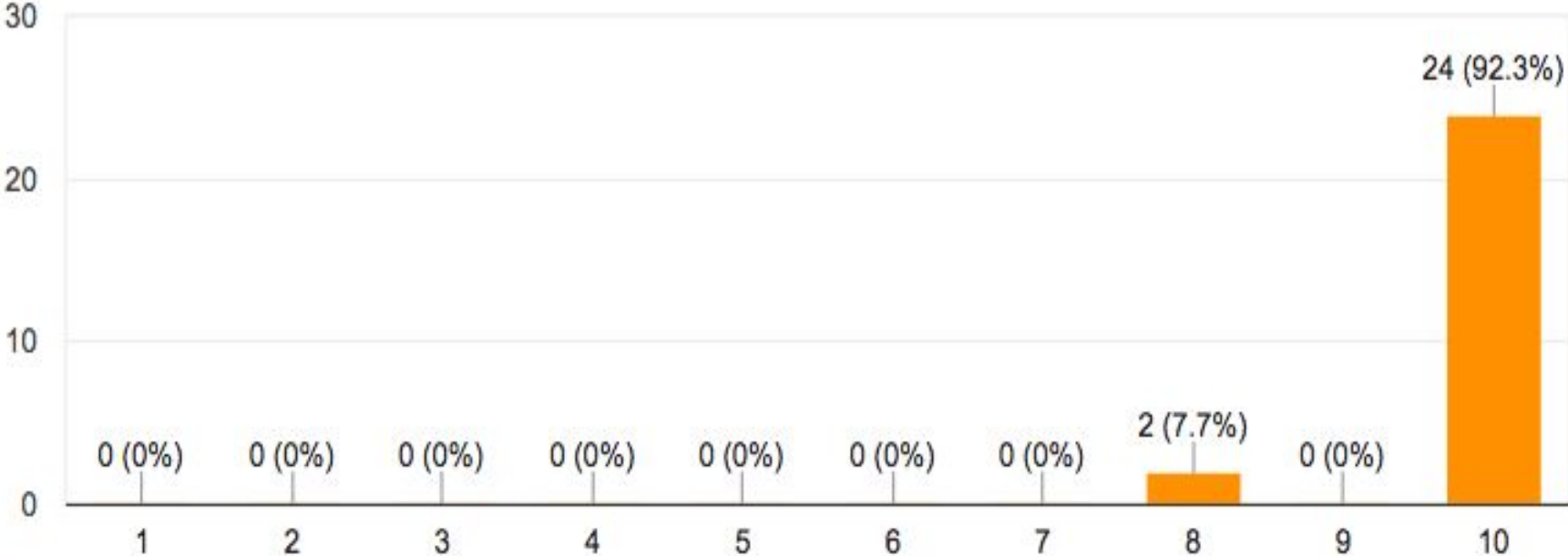


PERSONAL TRANSFORMATION

“Coming together with other educators who are equally passionate about emotional intelligence has been incredibly inspiring. The connections with fellows has been both personally and professionally rewarding. Having the time and space of these fellowship days has enabled me to reflect on my work and find creative ways to promote EI in my district. Learning about how to be a changemaker has influenced me as a leader.”

NET PROMOTER SCORE

92% of participants said they were highly likely (10) to recommend the Changemaker Fellowship to a colleague



REASON FOR NET PROMOTER SCORE

“

The Changemaker Fellowship allowed me to take stock of my contributions as an educator and to revisit my core values.

“

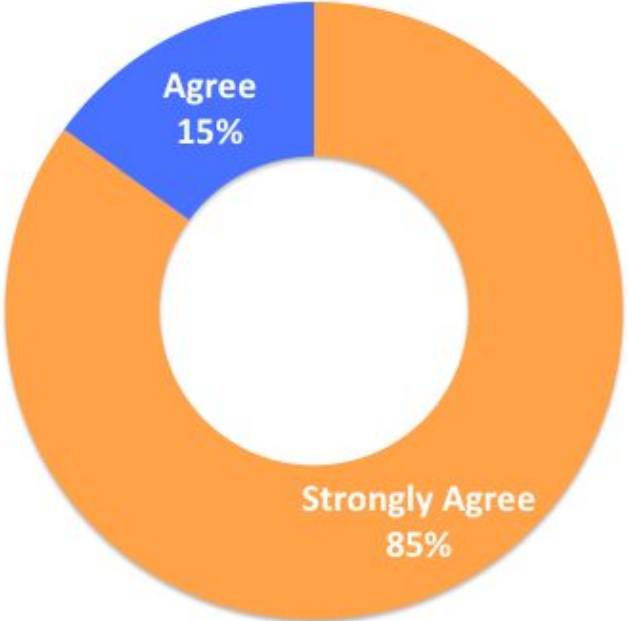
This experience is reinvigorating. I truly believe it will give teachers a source of camaraderie, inspiration, and support as they seek to be Changemakers in their districts and nurture Changemakers in their student populations. This program provides a source of encouragement, hope, and affirmation.

“

The personal journey this fellowship led me on has changed my life and the lives of the people around me.

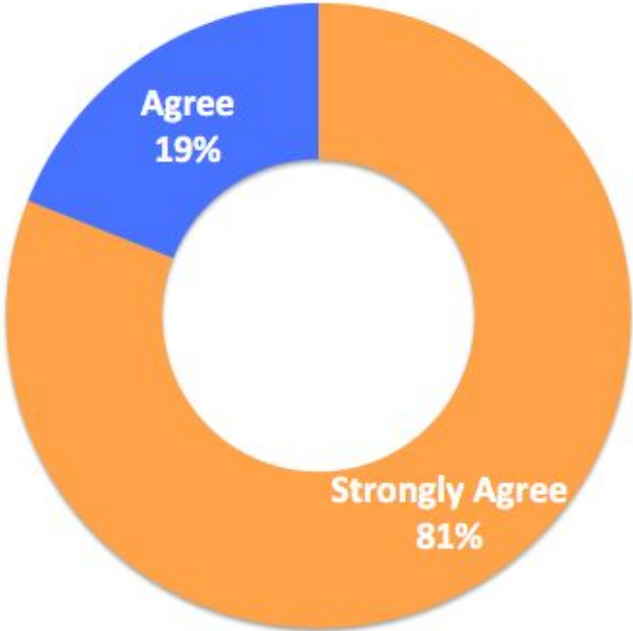
BELIEF IN EDUCATOR'S POWER TO LEAD CHANGE

100% of participants agreed that the Fellowship increased their belief that educators are able to lead significant change



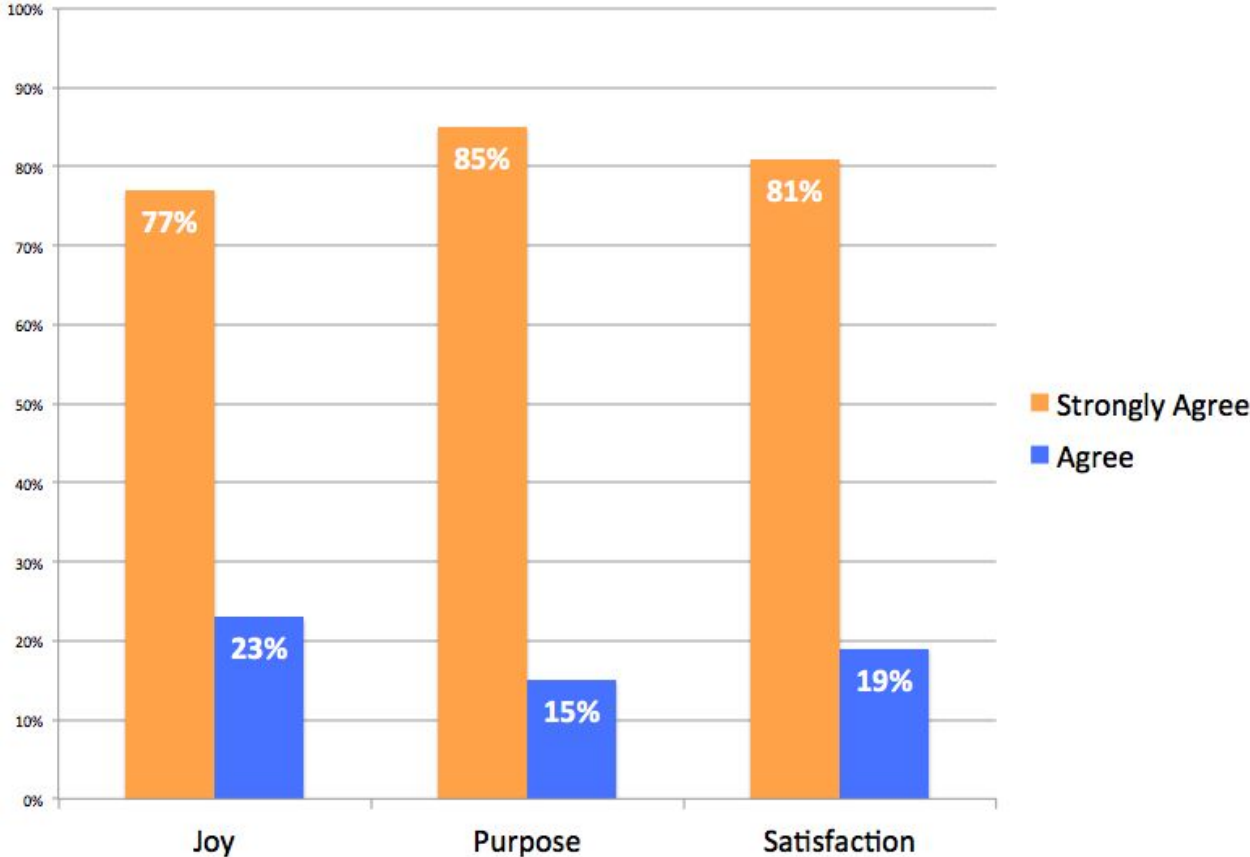
IDENTITY AS A CHANGEMAKER

100% of participants agreed that as a result of the Fellowship they identify more strongly as a changemaker.



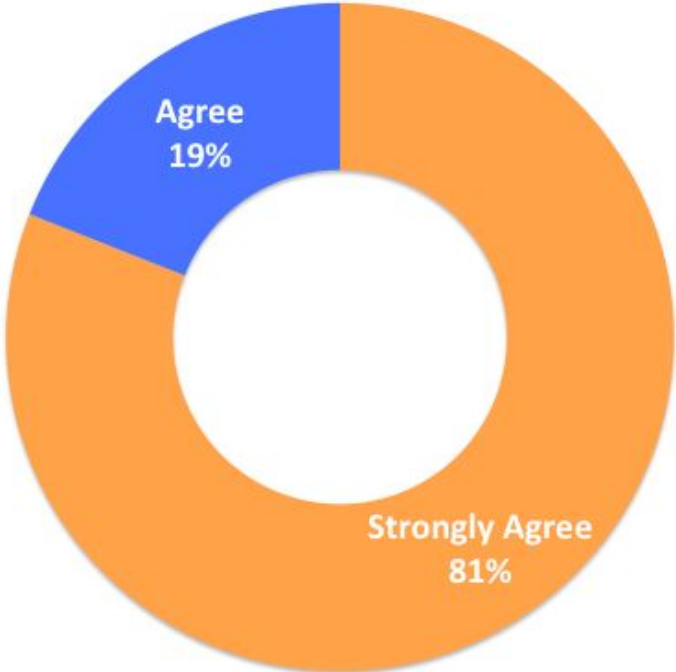
IMPROVEMENT IN JOY, PURPOSE AND SATISFACTION

100% of participants agreed that the Fellowship improved their joy at work, sense of purpose at work, and overall work satisfaction.



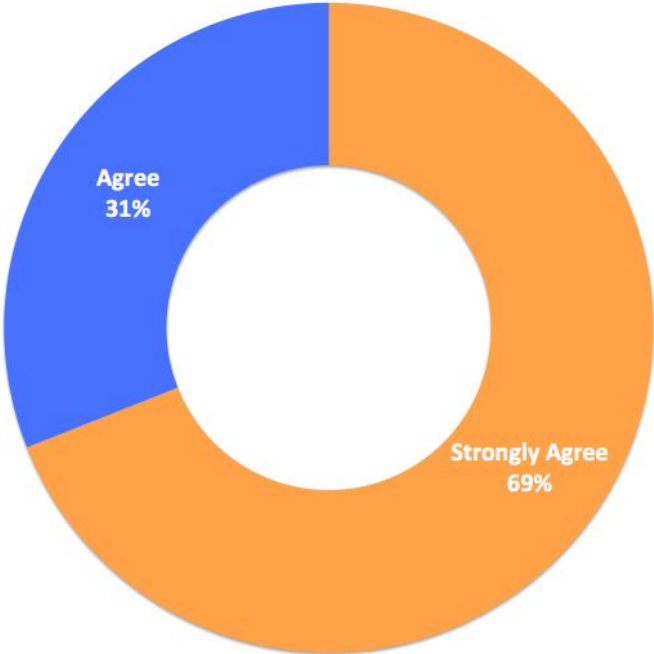
IMPROVED LEADERSHIP

100% of participants agreed that the Fellowship has enabled them to become more effective leaders



SELF-EFFICACY TO INFLUENCE OTHERS

100% of participants agreed that the Fellowship increased their confidence in their ability to influence others to become changemakers



1

PERSONAL TRANSFORMATION STORIES

“

The changes that it has evoked in me to be more vulnerable and try things. To believe in myself and be able to help lead this work in others more confidently.

“

The Changemaker Fellowship has provided me with the opportunity to recommit to my purpose and core values as an educator. It has also allowed me to prioritize my own wellbeing, which has paid measureable dividends in terms of my physical health and the emotional health of myself and those around me.

“

The fellowship has not only allowed me to make change within my school and district it has also allowed me to look inside myself and reflect on my own strengths and weaknesses personally and professionally.

2

PERSONAL TRANSFORMATION STORIES



The Changemaker Fellowship has deepened and strengthened my own skills as well as my passion for working with others to build a stronger community. In learning more about myself, I was able to show up for my coworkers and students in a way I haven't before. I feel I've become a better listener and care more about guiding other teachers in developing their own skills, which is beginning to create a far different culture in our school building. When things slowed down and challenges arose, I was able to step back and regroup without losing ground. As for my students, I've found that they have created such a respectful and caring environment. When they struggle with a situation, they work together to figure it out, which is amazing to watch and so very rewarding.



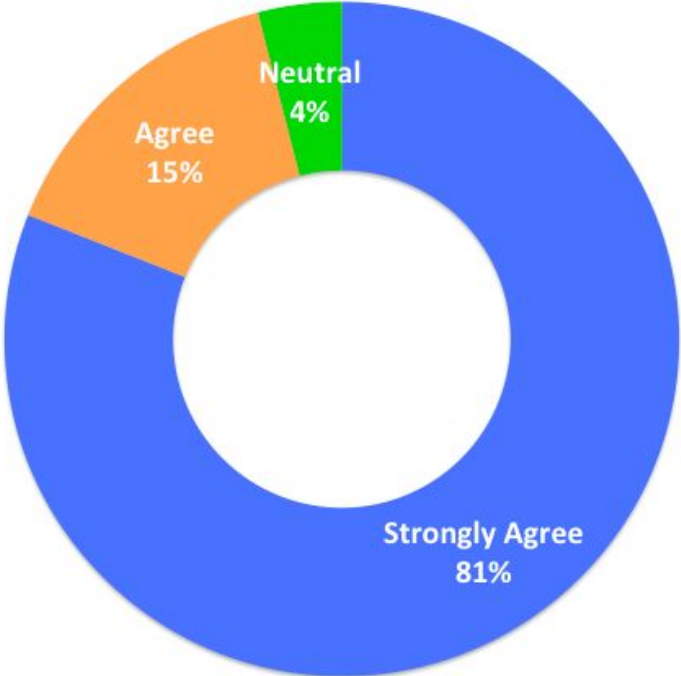
As a Changemaker Fellow, I have permission to make space, focus on the real needs of students, and take creative risks in a supportive community. I am stronger, more joyful, and I have realized I am unbreakable.

TEAM OF TEAMS IMPACT

“This experience is reinvigorating. I truly believe it will give teachers a source of camaraderie, inspiration, and support as they seek to be Changemakers in their districts and nurture Changemakers in their student populations. This program provides a source of encouragement, hope, and affirmation.”

NETWORK EFFECT

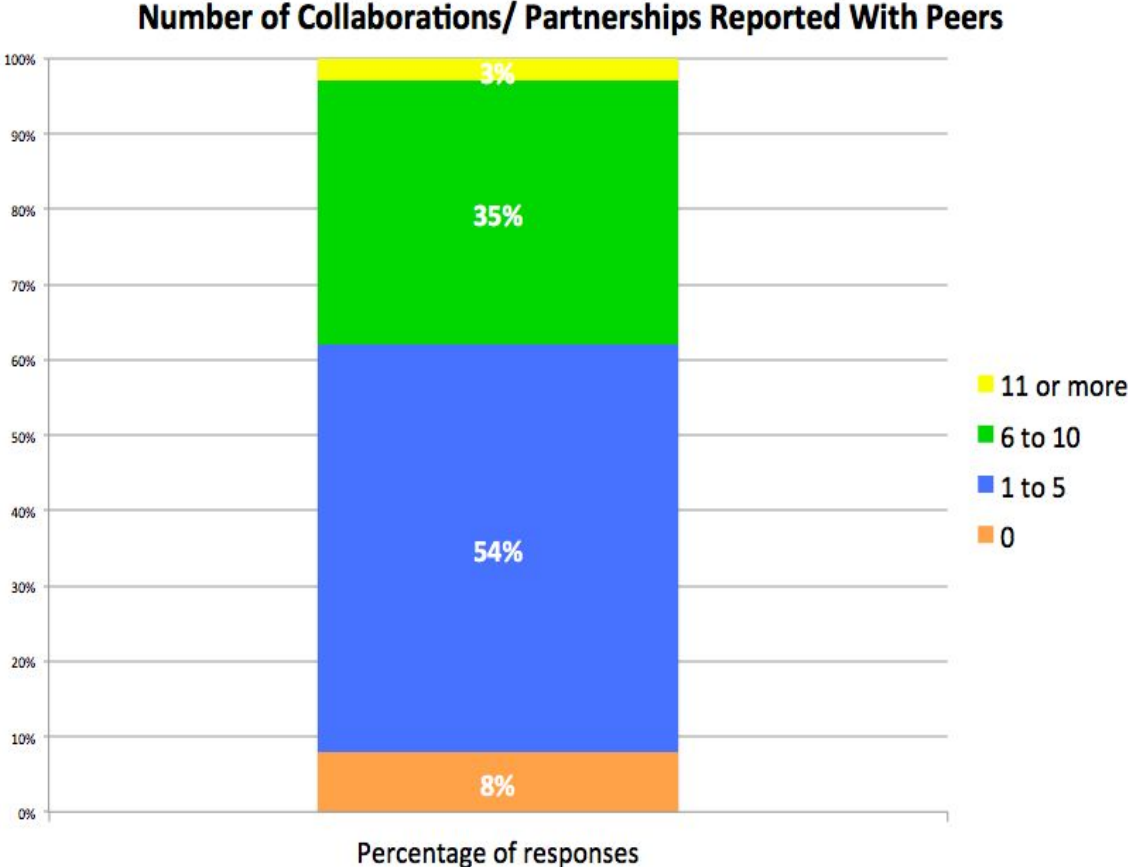
96% of participants agreed that the Fellowship increased their support from a community of Changemaker educators



COLLABORATING ACROSS A “TEAM OF TEAMS”

92% of participants reported partnering or collaborating with at least 1 peer through the Fellowship

Most participants reported partnering or collaborating with 1 to 5 peers



1

TEAM OF TEAMS STORIES

“

The relationships that I built with the participants made the biggest impact for me. These relationships allowed me to dig deeper into my own self and goals which in turn inspired me. It has been an amazing journey that with the feedback, collaboration and support of this group has allowed me to not just continue my work with RULER at my school but in my entire community, other school districts and most importantly in my life.”

“

Coming together with other educators who are equally passionate about emotional intelligence has been incredibly inspiring. The connections with fellows has been both personally and professionally rewarding.

2

TEAM OF TEAMS STORIES

“

The most significant realization was that there are other like-minded educators in my State trying to shift school cultures and promulgate Social-Emotional Learning skills and make the emotional well-being of our youth a priority.

“

The most significant impact of the Fellowship was being part of a community which invited self-reflection, inspiration, challenges, and growth all surrounding SEL which I have found to be an integral part of my personal life, my teaching, and my parenting.

“

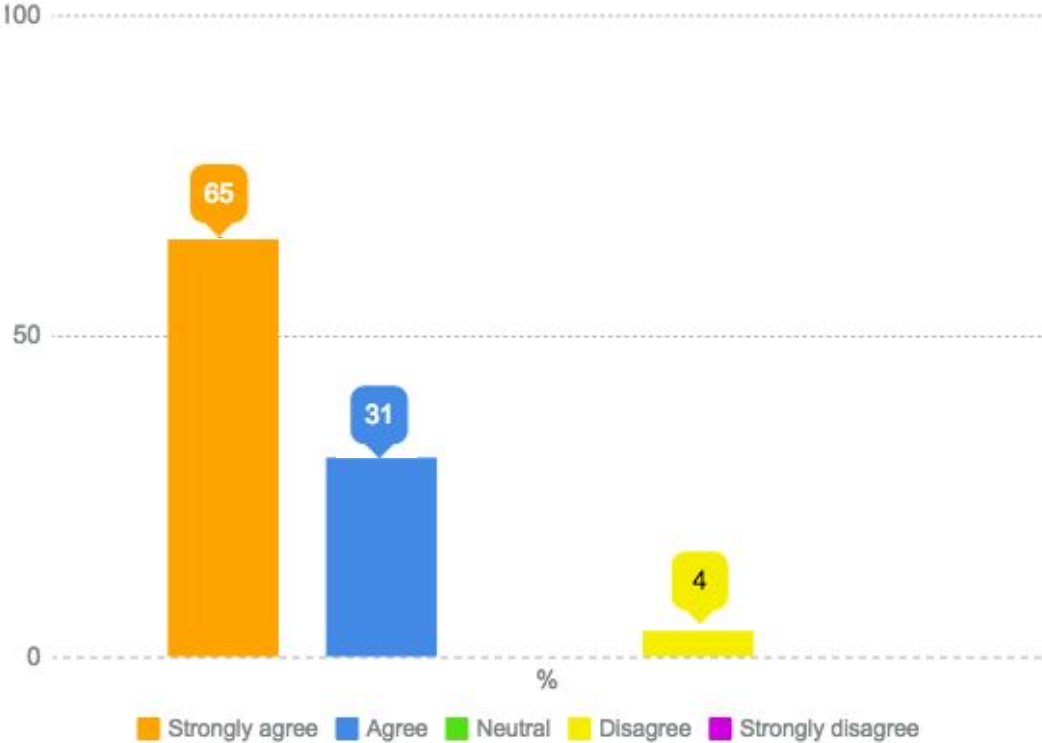
I have found a voice within this group, due to the trust and love that has grown here. I began this journey with uncertainty and now feel anchored in my vision of myself as a Changemaker and as someone who can guide others to discover their inner Changemaker as well.

SYSTEMS AND ECOSYSTEMS CHANGE

“The fellowship has given me the tools and confidence to continue our RULER implementation. It has also allowed me to reach beyond just my school district and begin to influence educators from other districts as well.”

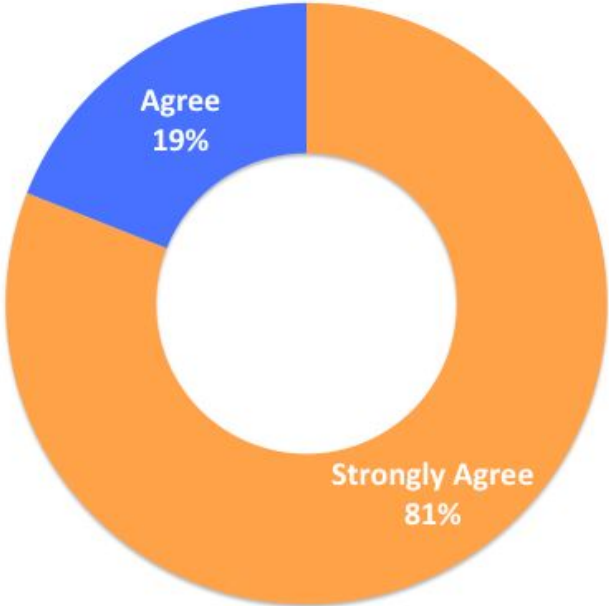
EMPOWERED TO PRACTICE CHANGEMAKING

96% of participants agreed that the Fellowship improved their access to tools and resources to empower them to practice changemaking and emotional well being in their school.



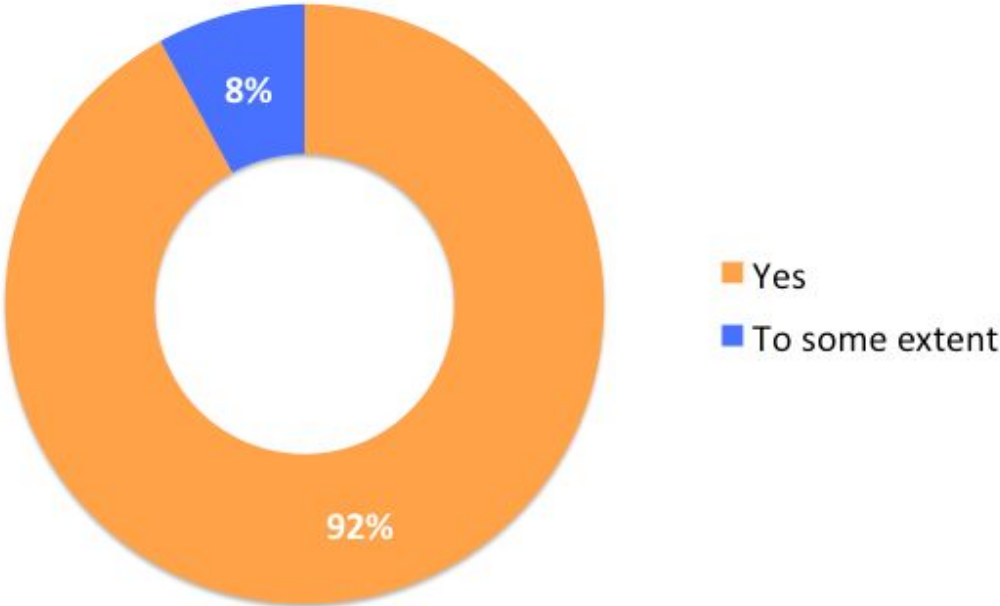
EMPOWERED TO PRACTICE CHANGEMAKING

100% of participants agreed that the Fellowship made them feel more empowered to change the systems they am part of to encourage changemaking and emotional well being



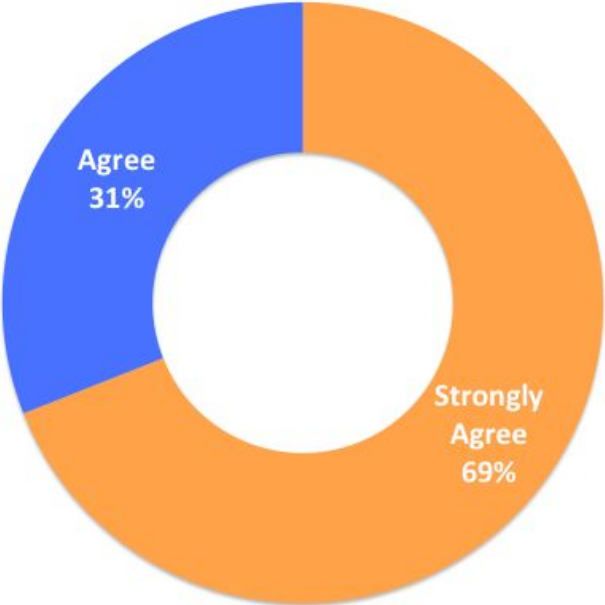
INFLUENCING OTHERS

100% of participants are influencing others to value and implement changemaking and emotional wellbeing



IMPROVED SCHOOL CULTURE

100% of participants agreed that as a result of the Fellowship, there is an increased focus on emotional wellbeing at their school



1

SYSTEMS CHANGE STORIES

“

It turns out by focusing on climate and not just on test scores and other academic indicators, student learning increases and teachers/staff report higher job satisfaction. The adults in the school determine the climate of the school. A learning environment that respects the social and emotional needs of students and adults becomes who we are and not merely a program or something we do. The Changemaker Fellowship took care of me and valued me as a learner and as a leader. Just like a good trainer focuses on the core, spending time connecting with others and focusing on my core has been well worth the time and energy.

“

The Changemaker Fellowship has significantly impacted me in both my personal and professional lives. It has helped me to expand my thinking about what is possible to achieve with both the students and the staff.

2

SYSTEMS CHANGE STORIES

“

For my school, this fellowship has taught me the importance of emotional well-being of not only myself but my staff. This has caused me to encourage this of my staff which has ultimately had a positive impact on the culture and climate of my school.

“

The focus on becoming a Changemaker and creating changemakers in my building was the most impactful. The collaboration with other educators engaged in this work was awesome because it is not widespread in my district.

“

The Changemaker Fellowship inspired me to go back to my school and work with a team of teachers to create a project that the entire 7th grade will engage in this June to be Changemakers for a week.

APPENDICES

EVALUATION METHODOLOGY

POST SURVEY

A survey was distributed. Surveys were anonymous to encourage accurate reporting and distributed via Google Forms.

SAMPLING

All the 34 educators who participated in the program were sent the survey and encouraged to participate. We received 27 responses (a 79% response rate).

SCHOOL DISTRICTS AND SCHOOLS REPRESENTED

SCHOOL DISTRICTS

- 1. Bridgeport
- 2. Brookfield Public Schools
- 3. Cheshire
- 4. Hamden Public Schools
- 5. Milford
- 6. Naugatuck
- 7. New Haven
- 8. Regional School District No. 7
- 9. Regional School District No. 9
- 10. Ridgefield
- 11. Southington
- 12. West Hartford
- 13. Weston
- 14. Westport

SCHOOLS

- 1. Central High School
- 2. Cheshire high school
- 3. Curiale
- 4. Elm City Montessori School
- 5. Engineering and Science University Magnet School
- 6. Friends Center for Children
- 7. Highland Elementary
- 8. Joel Barlow High School
- 9. Kennedy Middle School
- 10. King Philip Middle School
- 11. Leila Day
- 12. Mathewson
- 13. Naugatuck High School
- 14. Northwestern Middle School and Northwestern High School
- 15. Plantsville School
- 16. Scotts Ridge
- 17. Shepherd Glen
- 18. Strong Elementary School
- 19. TSO
- 20. Weston Middle and High Schools