



CHANGEMAKER SCHOOL DISTRICT CREC & CROMWELL 2016-17

Educators who enacted the Changemaking education:

100% found a deepened **SENSE OF PURPOSE** in teaching

100% found increased **JOY** in teaching

42% **decrease** in the number of teachers reporting student **behavioral issues** as a classroom challenge

Educators who agreed that Changemaking education improved the classroom environment:



26.9% → **86.8%**

Pre-Survey

Post-Survey

Educators who agreed that an understanding of Changemaking education positively impacted their student academic performance:

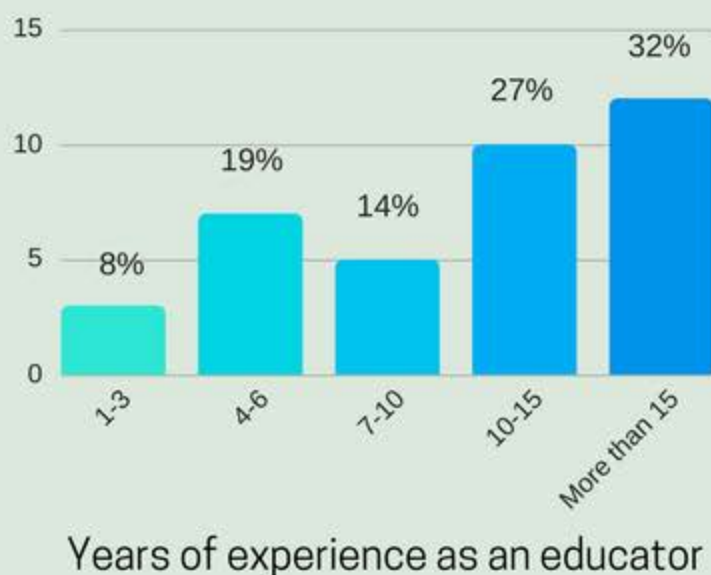
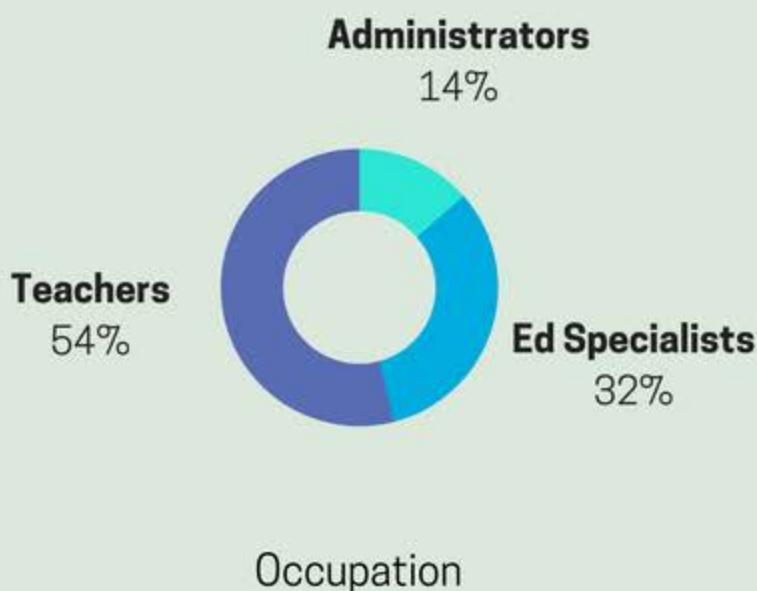
52.6% → **94.7%**

Pre-Survey

Post-Survey



Participants' Demographics



TEACHERS

showed the most noticeable increase in all areas: Changemaker training, personal perspective, school policies and culture, parents and home life, understanding of Ashoka, and personal capacity.



It has helped me as an educator because now when students talk about issues that they care about, I can challenge them to do something about it and guide them to find a way to accomplish what they want.



Angela Gegetskas, Teacher,
Metropolitan Learning Center, CT

THE MOST NOTICEABLE IMPROVEMENT

for all three occupational groups was in Changemaker training and personal capacity, which illustrates the efficiency of Ashoka's training and the sustainability of the model, as beneficiaries are confident in applying the model to their daily work.

Educators who identified themselves as active changemakers were more likely to believe in the changemaking power of their students and find joy in teaching.



The three biggest **CHALLENGES** to enacting the Changemaking education - **time constraint**, **isolation in the classroom**, and **lack of community involvement**, were resolved overtime thanks to **integrated teaching approaches** and **increasing communication** between the educators and administrators, students, and parents.