



CENTER TO CLOSE THE OPPORTUNITY GAP

Identifying Best Practices to Ensure Student
Achievement in California's K-12 Schools

CSU The California State University

Trauma-Informed Social-Emotional Learning Culminating Task

Target Audience

- PK-12 Teachers & Student Support Personnel
- Higher Education Faculty
- School and District Administrators

Topic Areas

- Behavior Supports/Social Emotional Learning
- In-service Educator Preparation
- Pre-service Educator Preparation

Grade Levels

- Early Childhood
- Elementary
- Middle School
- High School
- Alternative & Continuing Education

Description

The purpose of this culminating task is intended to engage preliminary administrative services credential candidates in the exploration of Trauma-Informed Social Emotional Learning (SEL) as an essential component of equity-driven leadership. The task allows candidates to understand SEL as pivotal to creating culturally proficient school environments which include the following components:

- Deepening one's understanding of trauma-informed practices and social-emotional learning
- Integrating SEL practices within the school's policies and instructional practices
- Developing a shared vision in context of community relations, communications, and stakeholder engagement
- Building of collaborative and restorative practices that include all stakeholders
- Using systems thinking to set priorities and manage organizational complexity

By participating in the culminating task, candidates will engage in SEL practices which will inform their understanding, perspective, and openness regarding creating schools where everyone flourishes. It will underline how SEL practices are critical to one's journey in becoming an effective transformational equity-driven leader.

This assessment is to be used as supplemental to the three cycles of the California Administrator Performance Assessment (CalAPA) from the Commission on Teacher Credentialing (CTC). The CalAPA assesses the candidate's understanding and mastery of the California Administrator Performance Expectations (CAPE). This assessment is supplemental because although mentioned, the CAPEs or the CalAPA, do not directly address Social Emotional Learning as a component of transformational equity-driven leadership. This supplemental assessment has been developed through workgroups established by San Diego State University in partnership with the Stuart Foundation. This assessment can be used to guide an entire course, a semester of a program, or independent task, or as applicable to any educational leadership preparation program.

Opportunity

Research on SEL demonstrates that the development of social emotional competencies improves academic success (Durlak et al., 2011, 2015). *Ready to Be Counted*, a working paper published by Transforming Education, outlines research that supports the need for social emotional competencies, stating that such skills are well established predictors of success in academics, career, and well-being (Gabrieli et al., 2015). Research also suggests that SEL successfully improves student achievement among English Language Learners (ELLs) and poor and minority students (Rutledge et al., 2015). A 2012 study found that universal SEL programs had an overall positive impact on student behavior and adjustment (Sklad et al., 2012). Similarly, a study published in 2011 found that explicit instruction in SEL benefited both the well-being and academic achievement of young children (Ashdown & Bernard, 2011). Addressing SEL is among the recommendations made by Newton and Burgess (2016) in their work about using evidence to improve decisions about education.

Given the potential benefits, particularly for students in vulnerable groups and those who have experienced trauma, it is imperative to develop strategies to support students and schools in developing the capacity to support these traits.

Resource Link

[Social Emotional Learning \(lausd.org\)](http://lausd.org)

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