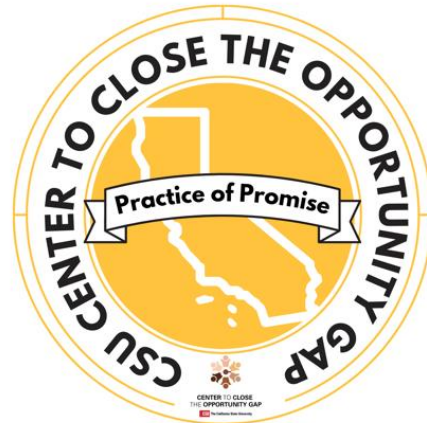




**CENTER TO CLOSE
THE OPPORTUNITY GAP**
Identifying Best Practices to Ensure Student
Achievement in California's PK-12 Schools

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CCOG Clearinghouse



Trauma-Informed Social-Emotional Learning Culminating Task

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Trauma-Informed Social-Emotional Learning Culminating Task



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Instructor Abstract

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.

Assessment Consequential Tasks Should:

1. Be intentional and meaningful
2. Create an outcome
3. Follow a collaborative problem-solving process
4. Require participation over observation
5. Include feedback and reflection

EXECUTIVE SUMMARY

OBJECTIVES

Candidates will have the knowledge, skills, and dispositions to lead Trauma-Informed Social Emotional Learning (SEL) work and support profound change in teaching and learning in P-12 institutions by

1. Keeping SEL, in tandem with cultural proficiency, as the essential work, developing a vision in context of community relations, and understanding the role of collaborative and restorative practices that include all stakeholders.
2. Employing SEL approaches to create flourishing schools which articulate a shared vision as a place where all students are fully engaged, inspired, and empowered.
3. Engaging families in SEL education and school activities and understanding the benefits of their involvement.
4. Using systems thinking to set SEL priorities and manage organizational complexity and establish and monitor the alignment of organizational processes to provide equitable access.
5. Using professional influence to develop SEL mastery within a school community and establish a climate of trust, respect and honest communication necessary to make fair and equitable decisions on behalf of all students.

Alignment with California Administrative Performance Expectations (CAPE)

The CAPE are the expectations for knowledge, skills, and abilities that a new administrator should be able to demonstrate upon completion of a preliminary California-accredited administrator preparation program. The CAPE have six domains including development of a shared vision; instructional leadership; management and environment; family and community engagement; ethics and integrity; and external context and policy. These are identical to the six domains of the California Professional Standards for Education Leaders (CPSEL) used to guide administrator induction programs, leading to a clear administrative services credential.

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The following CAPE are addressed within this Culminating Task.

1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students
1A: Developing a Student-Centered Vision of Teaching and Learning New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students. During preliminary preparation, aspiring administrators learn how to:
1. Develop a student-centered vision of teaching and learning based on the understanding that the school's purpose is to increase student learning and well-being.
5. Explain how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.
6. Communicate the school's vision of teaching and learning clearly to staff and stakeholders

3: MANAGEMENT AND LEARNING ENVIRONMENT
Education leaders manage the organization to cultivate a safe and productive learning and working environment.
3A: Operations and Resource Management New administrators know that day-to-day and long-term management strategies are a foundation for staff and student health, safety, academic learning, and well-being. During preliminary preparation, aspiring administrators learn how to:
1. Manage the interrelationships within the network of school operations; instructional programs; student services; and material, fiscal, and human resources.
3C: School Climate New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students and families. During preliminary preparation, aspiring administrators learn how to:
1. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.
2. Recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases.
3. Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs

4: FAMILY AND COMMUNITY ENGAGEMENT
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
4A: Parent and Family Engagement New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement. During preliminary preparation, aspiring administrators learn how to:
1. Engage family and community members in accomplishing the school’s vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.
2. Create and promote a welcoming environment for family and community participation.
3. Recognize and respect family goals and aspirations for students.
4. Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals.
4B: Community Involvement New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being. During preliminary preparation, aspiring administrators learn how to:
1. Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers.
2. Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can be incorporated into the school’s vision, plans, and decisions.
3. Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school.
4. Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.

5: ETHICS AND INTEGRITY

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

5A: Reflective Practice

New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals. During preliminary preparation, aspiring administrators learn how to:

5B: Ethical Decision-Making

New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. During preliminary preparation, aspiring administrators learn how to:

1. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.
2. Guide staff in examining issues that may affect accomplishment of the school’s vision, mission, and goals, including issues that maybe related to race, diversity, and access.
3. Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence- based best practices to identify and address actual and anticipated challenges that can negatively affect student success.

6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

6B: Representing and Promoting the School

New administrators understand that they are a spokesperson for the school’s accomplishments and needs. During preliminary preparation, aspiring administrators learn how to:

2. Provide the public with a clear picture of what the school’s mission, vision, and goals are in order to garner public support for the school and its activities to promote student learning, safety, and well-being.
3. Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful.
4. Involve stakeholders in helping address the school’s challenges as well as sharing in its successes.

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Research Base

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.

Advances in many fields including neuroscience and psychology have moved the work in SEL forward over the last 15 years. We have learned that the brain continues to grow and change throughout life, and that this neuroplasticity is crucial to utilizing SEL to improve outcomes for students who have experienced trauma (Tovar-Moll & Lent, 2017). Research shows that explicit instruction in meta-cognition and guided practice with interpersonal and intrapersonal skills can change how people learn and interact with others (Zins et al., 2004). Research in neuroscience informs trauma-informed educational practices, and many students who have experienced trauma need to develop social emotional competencies (Carello & Butler, 2015). For example, one district has developed a multi-level approach to the work. This district included administrators, teachers, paraprofessionals, school support staff, and school mental health staff in professional development that included trauma-informed practices and social-emotional learning competencies (Nava, Estrada, Ward Roncalli, 2021).

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.

Recommended Reading List:

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American journal of preventive medicine*, 14(4), 245-258.

Gabrieli, C., Ansel, D., & Krachman, S. B. (2015). Ready to Be Counted: The Research Case for Education Policy Action on Non-Cognitive Skills. A Working Paper. *Transforming Education*.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432.

Nava, M.A., Estrada, D., & Ward Roncalli, S. (2021). [Trauma-informed social-emotional leadership, teaching, and learning. Principal Leadership](#)

Consequential Task Outline

Candidates will engage in one Consequential Task focused on Trauma Informed Leadership and Social-Emotional Learning (SEL). As cited previously, a robust body of research demonstrates that when evidence-based trauma-informed SEL programming is well implemented, academic achievement increases as does student well-being. Those results not only persist over time, they also lead to better relationships and life outcomes for students across all socioeconomic and racial groups.

Using [California's Social and Emotional Learning Guiding Principles](#), candidates will complete an intake for the school site they are employed at. If candidates are non-school site employees, they will need to select a school site to work with. The Trauma-Informed SEL Consequential Task template combines the five guiding principles with the Investigate, Plan, Act, Reflect (IPAR) continuous improvement cycle and the CAPE. Candidates will submit the completed template to fulfill the requirements of this consequential task.

The following description outlines and describes each of the five CA guiding SEL principles. Additionally, the description includes information on how to complete the sections of the consequential task template.

1. Adopt Whole Child Development as the Goal of Education: Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. Believe that SEL is not a “nice to have,” but a “must have” to ensure student success in school, work, and community.
 - a. For guiding principle one, please select SEL competencies that you will use to conduct the school intake. For example, CORE districts in California have adopted the [Transforming Education SEL Competencies](#). Other districts and schools use the [CASEL Framework](#). Determine which SEL competencies are used at your school to complete the first part of the Trauma Informed SEL Consequential Task template. If your school/district has not adopted any SEL competencies, use the ones recommended by the [California Department of Education](#).
2. Commit to Equity: All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and

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responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.

- a. For guiding principle two, use the [Cultural Proficiency Framework and Continuum](#), or other equity based framework used by your school/district/university, to assess where your school might be on the Healthy and Unhealthy Practices when it comes to trauma-informed and SEL practices.
3. **Build Capacity:** Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.
 - a. In this section of the consequential task template, review the type and quantity of professional development offered by the school in the area of trauma-informed SEL practices. Additionally, identify which groups of stakeholders are included in the professional development. How is the school increasing the capacity of all adults that interact with students at the school site?
 4. **Partner with Families and Communities:** Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.
 - a. Identify how the school engages families or caregivers, expanded learning staff, and community partners in SEL work. How are resources and responsibilities leveraged to ensure goal attainment for positive student outcomes?
 5. **Learn and Improve:** Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.
 - a. As with any initiative or program, it is extremely important for schools to monitor the impact an initiative is having on student learning. How does the school measure improvement of SEL practices? Is there a noticeable connection between SEL instruction and positive school climate and/or positive behavior?

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Consequential Task Assessment

Components	
Knowledge	Task demonstrates that the leader has a strong understanding of SEL and trauma-informed practices, including how the competencies relate to academics and how teachers can integrate SEL into instruction.
Use of SEL data	Task shows how the school leader would thoughtfully use SEL data to inform their work with stakeholders
SEL and diversity, equity, and inclusion	Task demonstrates how the school leader provides support and guidance and holds teachers accountable for integrating SEL in their classrooms using cultural and linguistically proficient pedagogical practices.
Staff training/PD	Task demonstrates how the school leader would ensure that all administrators, teachers, and expanded learning staff have received high-quality training/PD around trauma and specific SEL competencies.
SEL integration overall	Task demonstrates how the school leader would integrate an understanding of trauma and SEL competencies into their practice and their decision-making processes.

Investigate, Plan, Act, Reflect

	1 Developing	2 Effective	3 Highly Effective
Investigate	The culminating task provides very little evidence that the candidate has an understanding of trauma informed social emotional learning including how the competencies relate to academics and how teachers can integrate SEL into instruction	The culminating task provides moderate evidence that the candidate has an understanding of trauma informed social emotional learning including how the competencies relate to academics and how teachers can integrate SEL into instruction.	The culminating task provides strong evidence that the candidate has an understanding of trauma informed social emotional learning including how the competencies relate to academics and how teachers can integrate SEL into instruction.
Plan	The culminating task provides very little evidence as to how the school leader would thoughtfully use SEL data to inform their work with stakeholders. Additionally,	The culminating task provides moderate evidence as to how the school leader would thoughtfully use SEL data to inform their work with stakeholders. Additionally,	The culminating task provides strong evidence as to how the school leader would thoughtfully use SEL data to inform their work with stakeholders. Additionally,

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	there is very little evidence that the candidate sought out information about trauma informed practices and SEL from stakeholder groups.	there is moderate evidence that the candidate sought out information about trauma informed practices and SEL from stakeholder groups.	there is strong evidence that the candidate sought out information about trauma informed practices and SEL from stakeholder groups.
Act	The culminating task provides very little evidence that the candidate has a plan to ensure that all administrators, teachers, and expanded learning staff receive high-quality training/PD around trauma and specific SEL competencies. Additionally, there is very little evidence of a plan to provide support and guidance and hold teachers accountable for integrating SEL in their classrooms using cultural and linguistically proficient pedagogical practices.	The culminating task provides moderate evidence that the candidate has a plan to ensure that all administrators, teachers, and expanded learning staff receive high-quality training/PD around trauma and specific SEL competencies. Additionally, there is moderate evidence of a plan to provide support and guidance and hold teachers accountable for integrating SEL in their classrooms using cultural and linguistically proficient pedagogical practices.	The culminating task provides strong evidence that the candidate has a plan to ensure that all administrators, teachers, and expanded learning staff receive high-quality training/PD around trauma and specific SEL competencies. Additionally, there is strong evidence of a plan to provide support and guidance and hold teachers accountable for integrating SEL in their classrooms using cultural and linguistically proficient pedagogical practices.
Reflect	The culminating task provides very little evidence of how the candidate would integrate an understanding of trauma and SEL competencies into their practice and their decision-making processes.	The culminating task provides moderate evidence of how the candidate would integrate an understanding of trauma and SEL competencies into their practice and their decision-making processes.	The culminating task provides strong evidence of how the candidate would integrate an understanding of trauma and SEL competencies into their practice and their decision-making processes.

Work Group Members

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Trauma-Informed Social-Emotional Leadership

INVESTIGATE

CA Guiding Principle 1: Adopt Whole Child Development as the Goal of Education

Guiding questions: Describe and discuss your school community's current elected practices and approaches to SEL/Trauma Informed practices, including direct instruction? Which framework is being used to address in SEL competencies? If there are no formal SEL practices, what approaches does your school site use to promote a supportive and nurturing school environment? Describe and discuss, from your perspective, the current impact of these practices on students, staff and community. How would you describe your school site's areas of strength? Areas for growth?

CA Guiding Principle 2: Commit to Equity

Guiding Questions: How do your school's SEL practices align, or converge, with the school's declared mission and vision statements for equitable outcomes for all students? Indicate where you would rate your school's current practice using on the Cultural Proficiency Continuum. Explain your observation.

Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Precompetence	Cultural Competence	Cultural Proficiency

PLAN

CA Guiding Principle 3: Build Capacity

CA Guiding Principle 4: Partner with Families and Communities

Begin thinking of developing a plan to expand trauma informed SEL practices at the school site. Who will you be including on the planning team and why? What resources are available to support school practices, including direct instruction? How could mental health support staff be involved? How might you involve parents/families, community members, and/or students in the work?

ACT	CA Guiding Principle 3: Build Capacity CA Guiding Principle 4: Partner with Families and Communities
	Guiding Questions: Based on your previous knowledge, new learning, and investigation, develop a brief plan to deepen Trauma Informed SEL practices at your school. What kind of professional development, supports, activities might you consider employing? What evidence based SEL curriculum might you employ/recommend? How would you recommend integrating SEL into daily instruction? Which stakeholder groups would receive professional development? How many hours of professional development? Who might lead and facilitate?
REFLECT	CA Guiding Principle 5: Learn and Improve
	Guiding Questions: How could the school measure improvement of SEL practices? How could you monitor the effectiveness of these practices and engage in continuous improvement? How will you monitor your progress? How will you know if your approach is effective?
	Guiding Questions: After receiving feedback on your TISEL plan, how would you adjust your plan for a continuous improvement? How does this inform your understanding on becoming a Transformational Equity Driven Leader?