

LAUSD/UTLA

Joint Salary Point Credit Committee

Tips on Writing the Special Populations Items for Section III

Major Areas of Focus

Salary Point classes are intended to provide material that will help educators work with all students. The Special Populations part of Section III is where authors identify their support for five major groups of students in LAUSD.

1. Does the author address all five groups (or, for workshops or events, at least one group)?
2. Are the approaches listed for each subgroup appropriate?
3. Is each section presented in definitive terms (that is, “participants will” as opposed to “participants may” or “participants could”)?
4. Are the approaches supported in Section IV (the Course Description)?

Descriptions of Each Subgroup, with Some Appropriate Approaches

Each of the sub-populations has its own characteristics and needs. The approaches listed below are by no means comprehensive.

a. **English Learners** are students who come from an environment where a language other than English is dominant, and they are in the process of acquiring English proficiency.

Some appropriate strategies include vocabulary and language development, guided peer-to-peer interaction, the deliberate examination of thinking processes (metacognition), the connection of universal themes, and the use of visuals and graphic organizers.

b. **Standard English Learners** are students who communicate in a non-standard dialect of English, and who require support in developing academic English proficiency.

Some appropriate strategies include the creation of affirming environments with guided peer-to-peer interaction, helping students build connections between their experiences and cultures and the content, the explicit development of academic vocabulary, the use of graphic organizers that emphasize the relationships between pieces of information, and the inclusion of culturally diverse texts.

c. **Special Education Students** require specialized support for any of a number of cognitive, emotional, or physical attributes.

Any explicit strategies that will support or include students in this wide range of categories are acceptable.

d. **Culturally Diverse Students** are reflective of myriad cultures and backgrounds.

Appropriate strategies help teachers both understand the attributes of students' cultures and apply engagement techniques that build the academic relationships between students and teachers. Other appropriate strategies help teachers identify students' learning styles and develop strategies to support them, and include culturally diverse texts.

e. **Gifted and Talented Students** possess aptitude in one or more areas. Appropriate strategies involve helping students develop their own learning goals, expanding the challenge of materials, and connecting with students' personal interests.

If you have any questions, please do not hesitate to contact us.

Professional Development Advisors
333 South Beaudry Ave., 14th Floor
Los Angeles, CA 90017

Ingrid Gunnell
img2162@lausd.net
(213) 241-5486