



**Educator Effectiveness Grant  
November 2021**

On October 21, 2021, the California Department of Education (CDE) released funding allocations for the Educator Effectiveness Block Grant, a program that provides funding for county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. The allocation to Hillsborough City School District is \$429,580 to be received in 2021-22 and spent by September 30, 2026.

As a condition of receiving the funds, LEAs are required to develop and adopt an expenditure plan by December 30, 2021, that details the use of funds for the development of teachers, administrators, paraprofessionals, and classified staff. Funds may be spent in any, or all the fiscal years from 2021-22 to 2025-26. The plan must be presented at a public meeting of the governing board before its adoption at a subsequent meeting. Funds are subject to audit and may be used to support professional learning with a focus on any of the ten areas included in Education Code Section (EC §) 41480(b):

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
3. Practices and strategies that reengage pupils and lead to accelerated learning.

4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school site's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Subdivision (c) To ensure professional development meets educator and pupil needs, local educational agencies are encouraged to allow school site and content staff to identify the topic or topics of professional learning. Professional learning provided pursuant to this section shall do both of the following:

  - (1) Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.
  - (2) As applicable, be aligned to the academic content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to EC § 51226.7 into pupil instruction for grades 7 to 12, inclusive.

10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

### **Hillsborough City School District Educator Effectiveness Grant Spending Plan**

Hillsborough City School District plans to use approximately \$370,000 of Educator Effectiveness Grant money to offset the 2 FTE (Full time Equivalent) of Instructional Coach positions. These positions are designed to provide effective job embedded and personalized learning and coaching for our teachers to refine current instructional practices to meet the needs of a diverse group of learners. This meets Criteria 1, 2 and 8 listed above as conditions for LEAs to receive funds pursuant to this grant.

Below is the instructional coach role description designed in conjunction with our leadership team:

#### **PRIMARY FUNCTION:**

- Utilizing a learner-centered coaching stance as well as an equity lens, coach and support teachers in grades K-8 in essential instructional practices and strategies.
- Use data-based decision-making to support classroom instruction consistent with current standards in all academic areas to improve educational outcomes for all learners.
- Instructional coaches balance their time working directly with teachers in and out of classrooms and diving deeply into instructional methods, professional learning, data, and the Essential Outcomes and HCSD Goals and Initiatives.

#### **ESSENTIAL FUNCTIONS:**

- Supports teachers with best practices in classroom instruction and provides instructional support utilizing resources that are effectively used in both in-person and distance learning environments.
- Model lessons, co-teach, and co-plan curriculum sequences in all content areas in conjunction with classroom teachers.
- Support the district's development and implementation of its Multi-Tiered System of Support and Diversity, Equity, and Inclusion plans.
- Support district work on assessment use and implementation, including assessments aligned to MTSS, benchmarking periods, progress monitoring, and screening. These include summative and formative assessments, and short, medium, and long-term assessment cycles.
- Stay current with research, policy, and materials to support the effective implementation of standards and learning outcomes for all students.
- Work with enrichment (iLab, Maker Space) and electives teachers on instructional practices to support all learners in non-core programs.
- Conduct and/or coordinate staff training to advance teaching practices for all staff (including classroom teachers, specialist teachers, administrators, paraeducators, and administrative

assistants, as appropriate). Training may include data analysis, modeling, observation and feedback, differentiation, direct instruction, and more.

- Meet with grade-level teams and departments to analyze student work and data and plan the next instructional steps and sequences.
- Collaborate with teachers to administer a variety of assessments and analyze the data collected in small and large groups.
- Provide professional development and support to HCSD newly hired employees.
- Collaborate with colleagues across San Mateo County through Communities of Practice.
- Attend workshops/conferences related to the position and any that are required by the supervisor.
- Meet on a regular basis with the Director of Educational Services.
- Participate in school site leadership teams and district-level committees.
- Assist in supporting all other district goals, initiatives, and Essential Outcomes.
- All other duties as assigned.

The remainder of Educator Effectiveness Grant, approximately \$59,580, will be used to support professional development in the areas of Universal Design for Learning, Inclusion and Early Childhood education and Childhood Development (Criteria 6 and 10 listed in the conditions to receive grant funds)