There are 13 ECS facilitators as of the 2018-19 school year.

Facilitator Development

1) Introduction: Teachers who have fully participated in the summer and school-year ECS teacher workshops and have demonstrated leadership capacity are invited to serve as observers during their participation in the second summer workshop.

2) Apprentice: Facilitators at this level serve as an apprentice facilitator for a full cycle of PD. They observe teacher-led ECS lessons using a set of guidelines to help them develop questions that would be useful in a teacher lesson debrief. Apprentices take on an increasing role in first co-leading and then leading the lesson debriefs.

3) Novice: Novice facilitators are paired with a veteran or mentor facilitator to co-plan and co-lead the ECS PD for new teachers, participating in reflective conversations with their partner veteran/mentor facilitator.

4) Veteran: Veteran facilitators take the lead on planning and conducting the entire PD while training the novice facilitator that they are paired with. Veteran facilitators periodically receive feedback on their growth from a mentor facilitator.

5) Mentor: Similar to veteran facilitators, mentors lead PD sessions with another facilitator. They also serve as mentors for apprentices and novices and monitor the progress of veteran facilitators.

Challenges and Future Directions

- Current informal process of identifying and inviting teachers to become facilitators is not scalable.
  - Use teacher demographics and implementation data to identify potential candidates to be further vetted through classroom visits and interviews.
- Too many sections for mentor facilitators to use informal approaches to keep track of teachers in the ECS facilitator development pipeline.
  - Develop formal processes to document the experiences and progress of the apprentice and novice facilitators.
- Support new mentors in guiding and providing feedback to the apprentice, novice, and veteran facilitators.

The resulting recruitment model and mentoring supports will be useful contributions to other school districts looking to scale up ECS within their districts.