

## TABLE 7

Thursday, February 12, 2026

### Review and Edit of Design Principle #4 (MCNC Winter 2026)

#### DIRECTIONS:

1. Intro and choose roles: Facilitator, Editor, Timekeeper, Spokesperson
  - a. Facilitator: Aurman
  - b. Editor: Jasmine
  - c. Timekeeper: Cheryl
  - d. Spokesperson: Teri
  - e. Voice memo person: Kellie
2. Open your assigned group's document on the [Event Website](#)
3. Voice Memo Instructions for Recording and Sharing
  - a. Find Voice Memo on your phone
  - b. When ready, hit the red record button for new recording and let it record your entire conversation
  - c. Hit the red button to end recording when done.
  - d. Click on the three dots to the top/right of the recording; this brings up a menu
  - e. Click on Copy Transcript; this copies the entire transcript of the recording
  - f. Paste it into an email to me ([mgreen@mcnc.us](mailto:mgreen@mcnc.us)) and send.
    - i. See Margaret if you have any questions or problems
4. Review the Core Tenets of Design Principle #4 (10 min)
  - a. Paper copies of the *MCNC Design Principles* on your table
  - b. Use the inserted document located [HERE](#) (in this document) for edits
  - c. Edit based on your current needs/experiences as a group per table in your designated document
5. Review the document titled *Review and Edit of Design Principle #4* (50 min)
  - a. Paper copies on your table; same version located [HERE](#) for reviewing
  - b. Use the inserted document located [HERE](#) (in this document)
  - c. Edit based on your current needs/experiences as a group per table in your designated document
    - i. [Not Evident or Underway](#)
    - ii. [Planning/Development](#)
    - iii. [Progress in Implementation](#)

## TABLE 7

Thursday, February 12, 2026

### Review and Edit of Design Principle #4 (MCNC Winter 2026)

- iv. [Mature Implementation](#)
  - v. [Advanced Implementation](#)
6. To share: what are your group's [top 3 changes](#) you have identified from this process? (15 min)

**TABLE 7**

**Thursday, February 12, 2026**

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**Design Principle #4: Culture of Continuous Improvement**

For Middle and Early College Schools, data informs decisions regarding pedagogy and school structures and systems. Partnered institutions participate in joint improvement, planning, learning opportunities, and/or professional development. Data, including student demographics, high school and college course pass rates, and student and staff surveys are collected, analyzed and used for accountability and decision making to ensure that the profile of the students match the profile of the district for race, gender, and socio-economic status [we would like language surrounding students with other abilities, neurodivergent etc].

Additionally, a strong culture of improvement includes:

Design Principle 4 Core Tenets	Updates/Comments/Feedback
Meeting time for professional teacher groups/learning communities is built into the school's weekly schedule. Working in small groups, teachers focus on instructional practice and offer mutual assistance.  Professional development is devoted to: - Learning and incorporating new strategies - Developing new technology tools - Developing a community of practice - Sharing the strengths of each institution - Deepening and extending collaboration - Using data to inform decisions	Identify deficits and strategize solutions (low pass rates for certain classes, low pass rates for certain demographics, attendance)
Each staff member has a written professional development plan based on personal and school needs.	
Teachers regularly review each other's teaching and student work for the purpose of assessing achievement of goals and quality.	Review for equitable practices (not equal practices)
Staff apply new knowledge and skills to their work in a continuous cycle of improvement.	
Staff exhibit high levels of satisfaction and engagement with their professional development opportunities.	

**TABLE 7**

**Thursday, February 12, 2026**

**Review and Edit of Design Principle #4 (MCNC Winter 2026)**

There are clearly written descriptions of staff roles, responsibilities and expectations in decision making as well as professional development to gain knowledge and skills for leadership.	
A peer-review process is used and a committee assumes the responsibility for mentoring and supporting staff.	
Teachers are members of instructional teams that design programs, develop curricula, and select classroom materials. Goals for and issues of teaching and learning are at the center of all discussions and decisions.	
Students use multiple methods to demonstrate competency and gain access to college classes.	
Other	
Other	
Other	

**TABLE 7**

Thursday, February 12, 2026

**Review and Edit of Design Principle #4 (MCNC Winter 2026)**

**Design Principle #4: Culture of Continuous Improvement**

Early Middle Colleges (EMCs) use relevant and different kinds of data to help inform continuous improvement. Data informs decisions regarding pedagogy, EMC structures and systems. EMC staff participate in on-going, embedded professional development that focuses on reflective practice and student success, and using data to inform improvement in teaching. The EMC and college participate in joint improvement planning, learning opportunities, and/or professional development.

**Implementation Level:** Please check the box that represents the overall implementation level of “Culture of Continuous Improvement.”

Not Evident or Underway	Planning/ Development	Progress in Implementation	Mature Implementation	Advanced Implementation
<ul style="list-style-type: none"> <li>Little emphasis is placed on professional development and it generally consists of one-time sessions or conferences. It is not considered an integral part of EMC quality improvement.</li> <li>Little or no use of data in professional development or planning meetings.</li> </ul>	<ul style="list-style-type: none"> <li>The EMC is planning to make professional development a central and valued part of its program. A person or committee has responsibility for this.</li> <li>If there is a new EMC leader, he or she is knowledgeable about the Early College Design Principles.</li> <li>Little or no use of data in professional development or planning meetings; however, there are working plans to integrate data use.</li> </ul>	<ul style="list-style-type: none"> <li>The EMC has a planned professional development strategy that is integrated with its development as an EMC.</li> <li>If there is a new EMC leader, he or she has received orientation to the Early College Design Principles.</li> <li>Data use has been integrated into a few professional developments and planning meetings.</li> <li>There is progress being made toward implementation of the items included in <b>Mature Implementation</b>, with at least <u>two</u> of these well established.</li> </ul>	<p>The EMC has a planned professional development strategy that is integrated with its development as an EMC. It includes the following:</p> <ul style="list-style-type: none"> <li>Professional development based on assessment of student and EMC needs as identified by teachers and staff.</li> <li>EMC staff have the opportunity to meet in small groups to focus on their practice and offer mutual assistance.</li> <li>Involvement in local and national conferences and associations.</li> <li>EMC schedule permits regular and frequent professional development sessions.</li> <li>Continuous, ongoing orientation for new EMC and college administrators and staff.</li> <li>Different types of data are collected, compiled, and disseminated by the EMC.</li> <li>Data are regularly used to inform practice and learning in professional development.</li> </ul>	<p>All of the items associated with <b>Mature Implementation</b> are in place. In addition, at least <u>three</u> of the following are happening:</p> <ul style="list-style-type: none"> <li>Staff express high levels of satisfaction and engagement with their professional development opportunities.</li> <li>Staff view themselves as a learning community involved in reflective practice.</li> <li>Staff can show ways that they have applied new knowledge and skills.</li> <li>Faculty and staff from the EMC and college participate in joint learning opportunities.</li> <li>Data on students is easily accessible to EMC and college representatives.</li> </ul>

**TABLE 7**

**Thursday, February 12, 2026**

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			<ul style="list-style-type: none"><li>• Data are regularly used to inform practice and learning in planning meetings.</li></ul>	
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**Rubric/Assessment Tool:** Review/Edit Section

<b>Not Evident or Underway</b>	<b>Edits/Suggestions/Additions</b>	<b>Comments</b>
Little emphasis is placed on professional development and it generally consists of one-time sessions or conferences. It is not considered an integral part of EMC quality improvement.		Seems good!
Little or no use of data in professional development or planning meetings.		Seems good!
	Adding a bullet point <ul style="list-style-type: none"><li>- EMC leader lacks adequate knowledge about the Early College Design Principles</li></ul>	If there's a section on leaders in other columns it should exist in all columns
	<ul style="list-style-type: none"><li>- Little or no use of data in analyzing student demographics</li><li>- Little or no use of disaggregated data to see if student populations need additional support</li></ul>	

**TABLE 7**

**Thursday, February 12, 2026**

**Review and Edit of Design Principle #4 (MCNC Winter 2026)**

<b>Planning/ Development</b>	<b>Edits/Suggestions</b>	<b>Comments</b>
The EMC is planning to make professional development a central and valued part of its program. A person or committee has responsibility for this.		We feel like this is a big jump fro the first column, is there a middle ground
If there is a new EMC leader, he or she is knowledgeable about the Early College Design Principles.	EMC leader has a basic knowledge of the Early College Design principles. EMC leader/team does not have access to the resources to implement the ECDP. Maybe use the progress in implementation line "EMC leader has received orientation to the Early College Design Principles" - Who is doing this??	Why are we only saying if it s aNEW leader.  All EMC leaders should be knowledgeable about the early college design principles We think including he/she is unnecessary they or leader is sufficient Define EMC leader! Could leader be EMC team?
Little or no use of data in professional development or planning meetings; however, there are working plans to integrate data use.		

**TABLE 7**

**Thursday, February 12, 2026**

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<b>Progress in Implementation</b>	<b>Edits/Suggestions</b>	<b>Comments</b>
The EMC has a planned professional development strategy that is integrated with its development as an EMC		
If there is a new EMC leader, he or she has received orientation to the Early College Design Principles.	EMC leader/team has working knowledge of the Early College Design principles (ECDP) and has access to or is acquiring the resources needed to implement the ECDP.	
Data use has been integrated into a few professional developments and planning meetings.		
There is progress being made toward implementation of the items included in <b>Mature Implementation</b> , with at least <u>two</u> of these well established.		

**TABLE 7**

**Thursday, February 12, 2026**

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<b>Mature Implementation</b>	<b>Edits/Suggestions</b>	<b>Comments</b>
The EMC has a planned professional development strategy that is integrated with its development as an EMC. It includes the following:		
Professional development based on assessment of student and EMC needs as identified by teachers and staff.		
EMC staff have the opportunity to meet in small groups to focus on their practice and offer mutual assistance.		
Involvement in local and national conferences and associations		
EMC schedule permits regular and frequent professional development sessions.		
Continuous, ongoing orientation for new EMC and college administrators and staff.		
Different types of data are collected, compiled, and disseminated by the EMC.		
Data are regularly used to inform practice and learning in professional development.		
Data are regularly used to inform practice and learning in planning meetings		

**TABLE 7**

**Thursday, February 12, 2026**

**Review and Edit of Design Principle #4 (MCNC Winter 2026)**

<b>Advanced Implementation</b>	<b>Edits/Suggestions</b>	<b>Comments</b>
All of the items associated with <b>Mature Implementation</b> are in place. In addition, at least <u>three</u> of the following are happening:		
Staff express high levels of satisfaction and engagement with their professional development opportunities		
Staff view themselves as a learning community involved in reflective practice		
Staff can show ways that they have applied new knowledge and skills.		
Faculty and staff from the EMC and college participate in joint learning opportunities.		
Data on students is easily accessible to EMC and college representatives.		

**TABLE 7**

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Your group's top three (3) changes or updates (to be shared with the larger group):

1	<p>Rubric design: rubric should have ROWS with categories that go all the way across allowing programs with some sort of likert scale. If leadership is mentioned in :not evident or underway it should be mentioned in all columns. Instead of not evident or underway to Advanced implementation use 1-5 1- not evident 2- planning 3- progress 4- mature 5- advanced</p> <p>Categories for each column Professional development Use of Data Leadership Staff Satisfaction and engagement Collaboration (ensure that there is collaboration with the college partner)</p> <p>For all areas for principal #4 culture of continuous improvement</p>
2	<p>Staff should be included in the identification of data to be collected and evaluated (they can better speak to what's going on in their classrooms)</p>
3	<p>how are we measuring staff satisfaction/engagement. Offer sites examples of surveys or how some advanced implementation sites are doing it. - Should student input be solicited</p>