

CRLE Monthly Newsletter – June 2022

The mission of the [Center for Research in Leadership and Education \(CRLE\) at Texas Tech University](#) is to provide empirical research, training, and evaluation in collaboration with community partners, using interdisciplinary approaches, on issues that influence educational experiences and outcomes of students, leadership, and policy throughout the PK-20 system.

From the Director: [Dr. Alex Wiseman](#)

- When I talk to people about the [Center for Research in Leadership and Education \(CRLE\) at Texas Tech University \(TTU\)](#) the conversation always comes back to the CRLE's purpose. So, it's fitting to begin our first newsletter with a brief overview.
- The CRLE was founded in 2015 and operates from its home in the [TTU College of Education](#). Our purpose is to engage in research related to the roles that educational leadership and policy play in the elimination of public education inequalities and the development of a just global society.
- These fundamental objectives of engaging in empirical research to address and eliminate inequities in education and promote social justice values and practices remain central to the Center's vision.
- *Thank you for your interest in our Center*, and please browse the updates below and click through the links to read more. We're just getting started!

Important News & Opportunities

- [CRLE Launches new Leadership Training partnering with the Professional Development Academy for Educational Leaders](#). The inaugural cohort will kick-off in September, [sign up here](#).
- The [Texas Education Policy Fellowship Program \(TX-EPFP\)](#) is inviting applications for their 2022-2023 cohort, interested leaders can apply [here](#). Follow TX-EPFP on Twitter: [@EfpTexas](#)
- The National Education Policy Fellowship Program (EPFP) produced lots of great online programming in 2022. If you missed the live events, please check out the [archive here](#) on K-12 Educators Rights, Using Data to Inform Policy and Practice Decisions: A Look at Youth Transition Data, Global Perspectives

Outreach & Partnership Updates

- CRLE hosted the inaugural *Research, Evaluation, and Collaboration for Educational Success Summit (RECESS)* at the College of Education at Texas Tech. This event brought together school district partners, local and state foundations, and Texas Tech faculty and students to discuss ongoing research happening at CRLE. Read more about the event [here](#).
- CRLE continues working with several West Texas school districts as they evaluate the implementation and outcomes of the [Opportunity Culture](#) program.

Research & Funding Updates

- [Jessica Gottlieb](#), [Jon McNaughtan](#), and [Jacob Kirksey](#) are subawardees on a new grant, "Community College Finance Issues in Policy," from the Texas Higher Education Coordinating Board. They will collaborate with researchers at the primary institutional recipient, Texas A&M University.

New Publication & Reports

- [Jacob Kirksey](#) published a new journal article, "[Dual Certification in Special and Elementary Education and Associated Benefits for Students with Disabilities and Their Teachers](#)," in *AERA*

Open. He and co-author Michael Lloydhauser (UC Santa Barbara) note that students with disabilities exhibit better math and English language arts performance when taught by a teacher dually certified in elementary and special education.

- [Alex Wiseman](#) collaborated with colleagues from the University of Tuebingen in Germany on a new book titled, "[Perspectives on Education Governance](#)". This book contrasts the trajectories of local and national educational governance policies and practices, with a special focus on the roles of international organizations and the effects of transnational policy transfer.
- [Alex Wiseman](#) co-authored a new journal article, "[Teaching Refugee and Forced Immigrant Youth: Lessons from the United States](#)", in *Teachers and Teaching: Theory and Practice*. He and co-authors Lisa Damaschke-Deitrick, Ericka Galegher, and Petrina Davidson show that educators lack training and support for working with the increasingly diverse population of refugee and forced immigrant (RFI) students even though organizational support & policy institutionalization legitimizes the needs of RFI students and acknowledges the needs of educators.

Recognitions

- [Jacob Kirksey](#) graduated this year from Texas Tech's [Institute for Inclusive Excellence](#). He also received the Outstanding Faculty Mentor Award from Texas Tech's [Center for Transformative Undergraduate Experiences](#) for his work with undergraduate student researchers during the 2021-22 academic year.
- CRLE Fellow and Ph.D. student Kristin Mansell was selected to attend Brown University's [ICERM Institute](#) this summer. She will be working with researchers from around the world learning how to incorporate network analysis and the study of social structures in quantitative research methods.
- CRLE Fellow and Ph.D. student Teresa Lansford was selected for a Summer Fellowship with [The Learning Partnership](#). She is part of a team analyzing the impact Chicago Public Schools' computer science graduation requirement has had on teaching and learning.

Learn more about us!

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