**CIRCLE Monthly Newsletter – November 2022**

*The mission of the* [***Center for Innovative Research in Change, Leadership, and Education (CIRCLE) at Texas Tech University***](https://www.depts.ttu.edu/education/outreach-and-research/circle/) *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**](https://www.depts.ttu.edu/education/our-people/Faculty/alexander_wiseman.php)

* As we near the end of the calendar year, it is natural to begin taking stock of CIRCLE’s activity and progress over the past 12 months. It’s also a good time to remind ourselves of CIRCLE’s goals and our plans for achieving those goals. These are ways that we as leaders in research, policy, and practice in education, broadly speaking, can reflect on our goals, progress, and plans for moving forward.
* So, here are seven recommendations for implementing reflective practice into your own professional commitments and organizational team (modified from [Wiseman & Anderson, 2014](https://www.emerald.com/insight/content/doi/10.1108/S1479-3679%282013%290000020022/full/html)):
  + *Recommendation 1: Be consistent.* The focus of an annual reflective practice needs to be consistent from year to year as well as month to month each year. This provides and stable and systematic approach to reflecting on your goals, what’s working, what isn’t, and to perform some personal as well as organizational formative and summative evaluation.
  + *Recommendation 2: Be informed.* Self-discovery is often the hardest form of reflection, yet for the community of leaders, scholars, and professionals in education especially this is essential. Self-discovery and strategic reflection should be informed by data, so planning for, collecting, and analyzing data about your own activity as well as your organization (or at least your corner of the organization) is especially important for this step as well.
  + *Recommendation 3: Establish a unique identity.* Innovative leadership and change in education are not about re-inventing the wheel or just following the cookie cutter model. Reflect on what makes you and your organization unique, different, or adds value to the community you work with, in, and for.
  + *Recommendation 4: Become the expert.* This seems so obvious that it may not seem to need to be said; however, having the expertise and then positioning yourself and your work team as the source for expertise in academic and professional areas relevant to your focus activity, research, or leadership is what makes your work both relevant and worthwhile to the community you serve, but also personally and professionally exciting.
  + *Recommendation 5: Be visible and active.* Again, this recommendation may seem obvious, yet it is important for CIRCLE and its affiliates to recognize and explore alternative ways of presenting the practice work, research, community engagement, and other work that goes on every day in addition to the milestone moments. Communicate both with your peers within your team and organization, with those in peer communities or partner organizations, and with those in target or aspirational communities. And, do it in both traditional (e.g., peer-reviewed publications) as well as more innovative ways to reach your intended audience.
  + *Recommendation 6: Articulate collective identity for individual belonging.* In short, you are encouraged to not only represent and reflect on what’s happening with your own goals and outcomes, but also articulate it in such a way -- either through reflection or other interpretive means -- so that individuals within and affiliated with CIRCLE or your own work team recognize their own goals, outcomes, and sense of community with the Center or the broader community they serve.
  + *Recommendation 7: Balance theory, policy, and practice.* Those affiliated with CIRCLE represent a healthy mix of those working in academia, policy reform, educational development, local level educational practice, and other areas. While many of those in this community are interested in and can actively contribute to theoretical debates about innovative change and leadership in education, there are many others who need more applied information or whose public positions prevent them from engaging in completely transparent discussions about educational change and its effects. Reflect on ways to support a broader understanding of research context and theoretical frameworks and ways they may influence both understanding and implementation of real world practice and policy.

**Important News & Opportunities**

* [ExpandED Virtual Brown Bag Talks are already underway](https://www.depts.ttu.edu/education/webinars/policy-brown-bag-series/index.php)! Speakers still to come in Fall 2022 are:
  + Dr. Jay Plasman (Ohio State University), “Thinking like an engineer: The link between high school engineering coursework and science attitudes for students with learning disabilities”, November 15th, 12pm-1pm, [Register via Zoom](https://texastech.zoom.us/j/94965110235?pwd=OHdqTDJkdW5wNXZML0NsZk4yVEJhdz09)
  + Dr. Kyle Southern (The Institute for College Access and Success), “Decisions Made in Crisis: The Lingering Effects of Policy Decisions Made During COVID-19", November 29th, 12pm-1pm, [Register via Zoom](https://texastech.zoom.us/j/96538454894?pwd=TDc3cmhTVTdGbnlGNUl2RHdrRkNlZz09)
  + Dr. Richard Blissett (University of Georgia), “Having Justice in Mind: The Social Psychology of Race-Conscious Education Politics”, December 6th, 12pm-1pm, [Register via Zoom](https://texastech.zoom.us/meeting/register/tJYtceqoqzwrHN08m2OE5vjQr2_hAqVJ5CCB)
* [CIRCLE Launches new Leadership Training partnering with the Professional Development Academy for Educational Leaders](https://bit.ly/septnlhpla). The next cohort will kick-off in January, [sign up here](https://bit.ly/HPLA-CIRCLE).

**Outreach & Partnership Updates**

* Dr. Jon McNaughtan and Dr. Stephanie Jones worked with graduate students Chelsea Wallace and Catherine Whaley to write an opinion article in TIMES Higher Education on the role of leadership in remote work policies: <https://www.timeshighereducation.com/campus/what-must-leaders-consider-they-develop-permanent-remote-work-policies>
* The Texas EPFP is taking a month to focus on situated leadership in education policy and advocacy. Due to the fall break holiday, we are not holding a large group synchronous meeting. Follow our activities on twitter at @epfpTexas (<https://twitter.com/EpfpTexas>)
* Drs. Jessica Gottlieb and Jacob Kirksey presented results from their program evaluation of Tech Teach and Tech Teach Across Texas at US Prep’s [Learning Tour](https://www.usprepnationalcenter.com/in-person-conferences/) in Dallas last week. They engaged educators and stakeholders by overviewing the expansion of [Grow Your Own](https://tea.texas.gov/texas-educators/educator-initiatives-and-performance/educator-initiatives/grow-your-own) educator preparation programs and these programs’ potential for meeting the demands of the teacher workforce across the state.
* Dr. Jacob Kirksey served as the research expert on a panel at the “[Expanding North Texas Teacher Pathways: Creating an Inclusive, Equipped, & Sustainable Workforce](https://www.eventbrite.com/e/expanding-north-texas-teacher-pathways-tickets-435814130797)” symposium hosted by Educate Texas and the College of Education at the University of North Texas last week. He discussed the state of the research on teacher preparation and considerations for future research and policy.

**Research & Funding Updates**

* The center was selected as the external evaluator for the ACE programs run by Lubbock ISD and Communities in Schools. In total there are over 30 schools participating in the ACE program which CIRCLE will be supporting.

**New Publications & Reports**

* Dr. Jacob Kirksey and Dr. Michael Gottfried (University of Pennsylvania) published their paper, “School breakfast and young children’s absenteeism: Does meal location matter?” in *Children and Youth Services Review*. Examining a national cohort of elementary students, they found that children who participate in Breakfast in the Classroom exhibited better attendance compared to children who did not participate. Read more [here](https://www.sciencedirect.com/science/article/abs/pii/S0190740922003127).
* Dr. Jacob Kirksey and Carolyn Sattin-Bajaj (University of California, Santa Barbara) co-author [study](http://journals.sagepub.com/doi/10.1177/23328584211039787) examining the negative effects of immigration enforcement on California students. Their new policy [brief](https://edpolicyinca.org/sites/default/files/2022-10/pb_sattin-bajaj-oct22.pdf), released by Policy Analysis for California Education at Stanford University, addresses significant anti-immigration challenges impacting students, policymakers, and educators.
* Dr. Jon McNaughtan, Dr. Hugo Garcia, and Sarah Schiffecker recently published a volume of *New Directions for Higher Education* focused on higher education budgeting and finance. Articles can be found [here](https://onlinelibrary.wiley.com/journal/15360741).
* Kristin Mansell, a CIRCLE Fellow and doctoral candidate in the Education Leadership Policy program at Texas Tech University, was recently selected to be an associate and author for Solution Tree, one of the leading professional development providers and publishers for K-12 education worldwide.

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