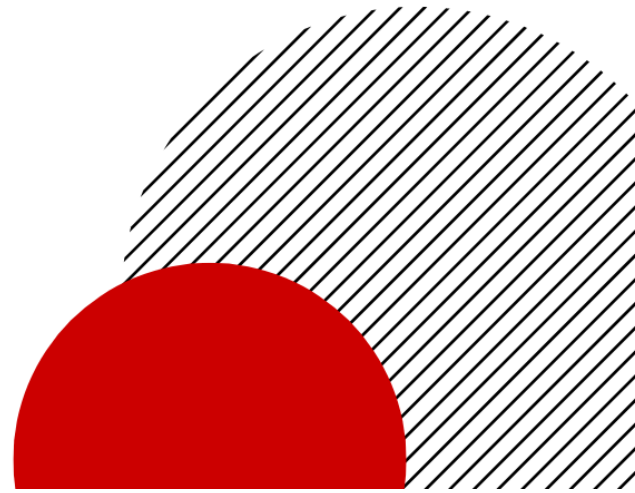




CIRCLE ANNUAL REPORT 2022



CIRCLE Report 2022



Alexander W. Wiseman
CIRCLE Director & Professor



2022 was a year of growth, innovation, renewal, and productivity for the Center for Innovative Research in Change, Leadership, and Education (CIRCLE)! Despite the uncertainty in the post-pandemic era, CIRCLE's community both at Texas Tech University and in the communities across Texas, the nation, and the world has continued to engage actively with partners and experts in schools, non-profits, government agencies, and research institutes among others. Research-focused community engagement with educators and policymakers is one of the strengths of CIRCLE and has become a central component of who we are as a Center and as a community of research-to-policy-to-practice innovators.

This report highlights key accomplishments in CIRCLE's development and ongoing activities as they reflect our mission, target outcomes, and signature approaches. Our leadership team and affiliated faculty and students have increased their active engagement with both research as well as dissemination and application of that knowledge. We have been able to consistently hold Center leadership team meetings on a monthly basis throughout 2022, both in person and virtually, which allowed for the continual development of CIRCLE and its activities. We also hosted regular virtual brown-bag meetings where guest researchers and policymakers from all over the world shared their expertise and research findings with the CIRCLE community as well as a broader public audience. And, of course, the countless research projects that CIRCLE leaders and affiliates have developed and implemented with our community partners continue to grow and reap the rewards of our expertise in large-scale data collection and analysis, policy-forward applications and interpretations of our research findings, as well as our ability to work closely with our community partners and other stakeholders to create sustainable policy and practice innovations in classrooms, schools, districts, communities, and elsewhere.

As this report documents, CIRCLE's efforts, experiences, and opportunities are significant and engaging. Our active engagement in our education and policy community is clearly visible. We encourage you to read this report and join us as collaborators, supporters, or partners as we continue to serve our communities through research, training, and evaluation, which benefits communities, educators, and students everywhere.

Table of Contents

- 2 Message from CIRCLE Director
- 4 Mission and Vision
- 5 CIRCLE at a Glance | 2022
- 6 CIRCLE Partnerships & External Funding
- 7 RECESS 2022: The Beginning of an Annual Tradition
- 8 Opportunity Culture: Partnerships for Program Evaluation
- 9 CIRCLE Policy Briefs Initiated
- 10 Affiliated Faculty Research & CIRCLE-related Publications
- 13 Expanded: Virtual Research Brown Bags Expand in 2022
- 14 TX-EPFP Affiliates with CIRCLE
- 15 High Performance Leadership Academy Fellowship
- 16 CIRCLE Leadership, Faculty Fellows, & Student Scholars



Mission and Vision

Mission

The mission of the Center for Innovative Research in Change, Leadership, and Education (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.

Target Outcome/Vision

Improved and equitable educational policy, practice, and outcomes

Characteristic Approaches/Strategies

Partnerships, Stakeholder Priority Focus, Empirical Analyses, Evidence-based Policy, Actionable Results, Research-Informed Practice

CIRCLE's mission, vision, and strategies demonstrate our commitment to improving both the educational outcomes and equity of education as well as the rigorous and timely analysis of data in close collaboration with our community partners.

To support our mission vision, and strategies, we:

1. Prioritize the needs and leadership of community partners in education.
2. Collaborate to conduct empirical analyses that influence evidence-based policy.
3. Lead the data analysis and empirical interpretation of results to influence equitable educational outcomes.
4. Support the implementation and improvement of innovative educational programs through rigorous evaluation of program goals and outcomes.
5. Connect community partners with leading researchers to benefit the educators and communities they serve through research-informed practice.
6. Seek ways to develop equitable educational policies and practices at the national, state, district, and organizational levels across the whole educational system.
7. Promote the evaluation of educational policies and practice using large-scale empirical analyses.
8. Create a more just and better-educated community of research-informed educational leaders.

CIRCLE at a Glance | 2022

Grants & Funding

- Proposed: \$29,137,490
- Awarded: \$1,073,800

Focus Areas

- PK-12 Education
- Higher Education
- State Education Policy
- School Improvement
- Teacher Preparation & Incentives

Publications

- 46 peer-reviewed research articles & chapters
- 2 policy briefs

Center Development

- New Administrative Coordinator
- Name change from CRLE to CIRCLE
- New communication strategies

Events & Activities

- Annual Summit
- Public Research Brownbags
- International Partnership
- Education Policy Fellows
- Innovative Leadership Training

CIRCLE Partnerships & External Funding

In progress or awarded in 2022

Principal Investigator	Project Title	Funder	Start Date	End Date	Amount Awarded
Dr. Jacob Kirksey	Bold Action for a Prosperous Future: Evaluation of Texas House Bill 5and Academic and Career Trajectories of Texas Public High School Graduates	Philanthropy Advocates	12/31/21	7/1/22	\$99,600
Dr. Jacob Kirksey	Tracking Undergraduate Research in Texas and Long-Term Effects (TURTLE): Does Participation in Course-Based Undergraduate Research Link to Postsecondary and Labor Market Outcomes?	National Science Foundation (NSF)	6/1/22	5/31/25	\$500,000
Dr. Jessica Gottlieb	Community College Finance Research Project	Texas Higher Education Coordinating Board (THECB)	7/2/22	12/31/22	\$52,200
Dr. Alexander W. Wiseman	Research, Evaluation, Accountability, Leadership (REAL) Partnership	Ector County Independent School District	9/1/21	8/31/24	\$270,000
Dr. Alexander W. Wiseman	District Evaluation of Opportunity Culture Program	Midland Independent School District	3/25/22	5/31/23	\$90,000
Dr. Jessica Gottlieb	ELP Teacher Incentive Allotment Assessment	Lubbock Independent School District	6/1/22	8/21/22	\$62,000
Dr. Jon McNaughtan	High Performance Leadership Academy	Professional Development Academy	7/1/22	-	\$14,000
Dr. Jon McNaughtan	District Evaluation of ACE Programs	Lubbock Independent School District	8/1/22	7/31/23	\$16,000

RECESS 2022: The Beginning of an Annual Tradition

In May 2022, CIRCLE hosted the inaugural Research, Evaluation, and Collaboration for Educational Success Summit (RECESS) at the College of Education at Texas Tech University. The goal of RECESS was to showcase the engaged scholarship among Center faculty and researchers, graduate students, Greater West Texas school district partners (i.e., Ector County ISD and Midland ISD), and other funding partners and colleagues (representatives from Philanthropy Advocates, the CH Foundation, and the University of North Texas also attended).


RECESS was held on May 27, 2022, and was a combination of high-contact presentations among Center researchers and CIRCLE's community partners. Areas of focus included local and statewide education issues such as teacher preparation dual credit, special education, science teacher retention, and a significant focus on Texas House Bill 5, which was a signature piece of legislation reforming high school graduation requirements in the state.

A research-to-practice approach framed RECESS because of the important research oriented partnerships with local and statewide educational organizations and advocates of education. RECESS also focused on the role of advocacy work, especially by examining the influence of Texas high school graduation course work requirements and the college readiness of students.

This inaugural RECESS included nine (9) Texas Tech and CIRCLE participants, seven (7) graduate students or research assistants, and 14 community partners for a grand total of 30 participants.

RECESS is already being planned for May 2023 and has now been established as an annual event to bring together CIRCLE affiliated faculty and researchers with our community partners as well as to provide opportunities for graduate students and research assistants to be involved in practice-oriented research while discussing the process and outcomes of this research with CIRCLE's community partners, who are the target stakeholders.

For more information about RECESS, please see the College of Education news from June 16, 2022, linked here: <https://www.depts.ttu.edu/education/news/posts/2022/crle-showcases-engaged-scholarship-summit.php>



"We wanted to create an event that gave our faculty, graduate students and local and state partners an opportunity to be in the same room ... Our research and collaborations thrive when we have space for cross-pollinating ideas among researchers, policy advocates, and practitioners."

Dr. Jacob Kirksey
CIRCLE Associate Director

Opportunity Culture: Partnerships for Program Evaluation

The Center for Innovative Research in Change, Leadership, and Education (CIRCLE) team partnered with Ector County Independent School District (ECISD) to evaluate the implementation of the Opportunity Culture (OC) program beginning in 2020 and with Midland ISD (MISD) starting in 2021. The rationale for adopting and implementing the OC program in ECISD and MISD was based in a body of research evidence documenting the widespread effects of teacher behavior and pedagogy on student learning outcomes, specifically student achievement (Chetty et al, 2014).

Previous research suggests that teacher-related factors influence both academic and non-academic outcomes among students, which both contribute to student learning outcomes. Yet, in spite of the large body of evidence related to teacher effects, there is relatively little evidence regarding the effectiveness and impact of specific programs, like Opportunity Culture, on both teachers and students (Goldhaber et al, 2015).

Leveraging the talent, expertise, and influence of existing high-quality teachers, however, is a promising avenue, which moves beyond simply targeting the development of teacher quality among new or preservice teachers (Cohen et al, 2020). To achieve this, Public Impact, which is an education organization based in North Carolina, partnered with schools and districts across the United States and Texas, in particular, to implement and support its Opportunity Culture model. The OC model promotes high-quality teachers to the role of Multi-Classroom Leaders (MCLs) who then mentor a team of Team Teachers (TTs). Teachers who are MCLs are provided additional flexibility to mentor TTs, and in the OC model, may also still lead some classrooms themselves.

This program evaluation uses both quantitative and qualitative methods to determine the impact of the OC model on mentor teacher behaviors, activities, attitudes, and expectations as well as on student achievement (by subject area and demographics). Although evaluation of both programs is ongoing, the results thus far suggest that Opportunity Culture is a potentially promising approach to improving teacher quality and student outcomes. More data collection and analysis is forthcoming in both districts as CIRCLE researchers examine the effects of Opportunity Culture with new cohorts of both teachers and students.

More information on the first wave of results for the Opportunity Culture program in Ector County ISD can be found at the Public Impact news report, linked here: <https://www.opportunityculture.org/2021/09/29/researchers-report-strong-student-learning-results-in-texas-opportunity-culture-district/>

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- Goldhaber, D., Lavery, L., & Theobald, R. (2015). Uneven playing field? Assessing the teacher quality gap between advantaged and disadvantaged students. *Educational Researcher*, 44(5), 293-307.

CIRCLE Policy Briefs Initiated

The research and partnerships of CIRCLE developed rapidly during 2022. As this work and its outcomes grew, it became increasingly clear that an outlet for disseminating the results of CIRCLE’s research and partnership activities was needed in addition to the standard scholarly, peer-reviewed publication process. To create a brief summary of research information that could be shared with a large audience of stakeholders and potential collaborators, CIRCLE established a policy brief series for the free and accessible publication of research and policy briefs online. These briefs are hosted online through Texas Tech University, and can be accessed through the ‘Publications’ tab of the CIRCLE website, or using the following direct link: <https://ttu-ir.tdl.org/handle/2346/88837>

In 2022, two policy briefs were published and two more are under review. The two that were published are public-facing reports summarizing two of CIRCLE’s research projects funded in 2022. The first is a brief authored by Kristin Mansell (CIRCLE Scholar), Dr. Jessica Gottlieb (CIRCLE Associate Director), and Jacob Kirksey (CIRCLE Associate Director) titled, “Endorsement Alignment between Secondary and Postsecondary Institutions”. The second is a brief authored by Drs. Gottlieb and Kirksey titled, “Innovations in University-Based Teacher Preparation: Comparing the ‘Grow Your Own’ Alternative to the Traditional Program at Texas Tech”.

CIRCLE Policy Briefs provide evidence-based summaries of research and policy that helps policymakers, educators, and others understand and make informed decisions about education-related policies and their practical implementation. Anyone may submit a policy brief for review and possible publication through the CIRCLE Policy Brief home website linked above. Policy Briefs submitted are reviewed by CIRCLE leadership and will undergo a review procedure to ensure accurate, reliable, and informative research and policy work is reflected in each brief.



Affiliated Faculty Research & CIRCLE-related Publications

Amos, S. K., Masarovic, F., Rohstock, A., & **Wiseman, A. W.** (Eds.). (2022). **Perspectives on Educational Governance**. Münster, Germany: Waxmann.

Bahr, P. R., **McNaughtan, J.**, & Jackson, G. (2022). Reducing the Loss of Community College Students Who Demonstrate Potential in STEM. *Research in Higher Education*. <https://doi.org/10.1007/s11162-022-09713-8>

†Crevar, A., **†Dubey, P.**, & **Wiseman, A. W.** (2022, November). Missing the Mark? Communication in Traditional, Hybrid, and Online Schools to Promote Equitable Parent Engagement. Paper presented at the Annual Convention of the University Council for Educational Administration (UCEA), Seattle, WA.

Damaschke-Deitrick, L., Galegher, E., Davidson, P. M., & **Wiseman, A. W.** (2022). Teaching Refugee and Forced Immigrant Youth: Lessons from the United States. *Teachers and Teaching: Theory and Practice*, 0(0), 1-14. DOI: <https://doi.org/10.1080/13540602.2022.2062720>

†Dubey, P., & **Wiseman, A. W.** (2022, April). A Confirmatory Factor Analysis of School Climate for Immigrant Students based on PISA. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Gottfried, M. A., & **Kirksey, J. J.** (2022). School breakfast and young children's absenteeism: Does meal location matter? *Children and Youth Services Review*, 143, 1-10.

Gottfried, M. A., **Kirksey, J. J.**, & Fletcher, T. (2022). Do high school students with a same-race teacher attend class more often? *Educational Evaluation and Policy Analysis*, 44(1), 149-169.

Gottfried, M.A., & **Kirksey, J. J.** (2022). Exploring the effects of full-day kindergarten on school absenteeism for children with disabilities: Evidence from state policy mandates in the U.S. *Exceptional Children*, 88(3), 263-282.

Gottlieb, J. J., & **Kirksey, J.** (2022). Innovations in University-Based Teacher Preparation: Comparing the 'Grow Your Own' Alternative to the Traditional Program at Texas Tech. [Brief no. 2]. Texas Tech University. Center for Innovative Research in Change, Leadership, and Education. <https://hdl.handle.net/2346/90346>

Gottlieb, J., **Kirksey, J.**, **Wiseman, A. W.**, **†Lansford, T.**, & **†Robison, E.** (2022, March). Best of Both Worlds: A Mixed Methods Evaluation of Public Impact's Opportunity Culture in a Texas School District. Paper presented at the Annual Meeting of the Association for Education Finance and Policy (AEFP), Denver, CO

Hite, R., & Milbourne, J. (2022). Divining the Professional Development Experiences of K-12 STEM Master Teacher Leaders in the United States. *Professional Development in Education*, 48(3), 476-492. <https://doi.org/10.1080/19415257.2021.1955733>

Jackson, G., **Gottlieb, J.**, Eicke, D., & **McNaughtan, J.** (2022). The role of outcome expectations and subjective task value in STEM major selection among women and men: Implications for practice and defining STEM. *Journal of Women and Minorities in Science and Engineering*, 28 (6), 1-26. DOI: <https://dx.doi.org/10.1615/JWomenMinorScienEng.2022038762>

Jones, K. L. & **Hite, R.** (2022). Exploring When, Why and How Students Circumscribe and Compromise Science Careers. *Career Development Quarterly*. <http://doi.org/10.1002/cdq.12311>

Jones, L. K., & **Hite, R.** (2022). Why Are Girls Not Becoming Scientists?: Using Circumscription and Compromise Career Development Theory to Analyze Gendered Science Career Aspirations. *Journal of Women and Minorities in Science and Engineering*, 28(1), 1-21. [10.1615/JWomenMinorScienEng.2021035241](https://doi.org/10.1615/JWomenMinorScienEng.2021035241)

Kirksey, J. J. (2022). Preparedness and experiences of novice teachers in the sociopolitical context of heightened immigration enforcement: Evidence from a survey of California teachers. *Journal of Teacher Education*, 73(1), 37-51.

Kirksey, J. J., & Lloydhauser, M. (2022). Dual certification in special and elementary education and associated benefits for students with disabilities and their teachers. *AERA Open*, 8(1), 1-11.

[†] Indicates a graduate student or research assistant as co-author; CIRCLE leadership, faculty fellows, and student scholars in bold.

- Kirksey, J. J.,** Gottfried, M. A., & *Freeman, J. A. (2022). Does parental involvement change after schools assign a student an IEP? *Peabody Journal of Education*, 97(1), 18-31.
- Lansford, T., & Kirksey, J. J.** (2022, September). Five days a week, six periods a day: Classes students miss most frequently and associated academic declines. SREE <https://sree.confex.com/sree/2022/meetingapp.cgi/Paper/4011>
- Lasker, J. & **McNaughtan, J.** (2022). Similarities and Differences in the Structure and Interpretation of Empowerment and Job Satisfaction between Minority and Majority Faculty Members. *International Journal of Educational Leadership and Policy*, 18(2). DOI 10.22230/ijep.2022v18n2a1249
- Mansell, K., Gottlieb, J. J., & Kirksey, J. J.** (2022, November). Endorsement alignment between secondary and postsecondary institutions. [Brief no. 1]. Texas Tech University. Center for Innovative Research in Change, Leadership, and Education. <https://hdl.handle.net/2346/90340>
- McNaughtan, J.** (2022). The role of presidents in budget and finance: A rural community college perspective. *New Directions for Higher Education*, 2022, 1-13. <http://doi.org/10.1002/he.20446>
- McNaughtan, J.,** Higgins, R., Spott, J. & Smith, D. (Accepted). Developing and Recasting STEM Centers as Institutional Bridges and Entry Points. *Community College Enterprise*.
- McNaughtan, J., & Wiseman, A. W.** (2022). Four key strategies for higher education leaders to advance democracy. *THE Campus/Part of Times Higher Education*. <https://www.timeshighereducation.com/campus/four-key-strategies-higher-education-leaders-advance-democracy>
- McNaughtan, J., Garcia, H., Schiffecker, S.,** Norris, K., Jackson, G., Eicke, D., Herridge, A., & Li, X. (2022). Surfing for an Answer: Understanding how Institutions of Higher Education in the United States Utilized Websites in Response to COVID-19. *Journal of Comparative & International Higher Education*, 14 (3B), 111-129. DOI: 10.32674/jcihe.v14i3 (Part 2).4213
- Sattin-Bajaj, C., & **Kirksey, J. J.** (2022). Effects of immigration enforcement on students in California. *Policy Analysis for California Education*. <https://edpolicyinca.org/publications/effects-immigrationenforcement-students-california>
- Schiffecker, S. & McNaughtan, J.** (2022). Leading the Way - Understanding Female University Leadership during Crisis Through a Feminist Educational Leadership Lens. *Frontiers in Education*, 2. <https://doi.org/10.3389/educ.2022.982952>
- Schiffecker, S., McNaughtan, J.,** Castiello, S., **Garcia, H.,** & Li, X. (2022). Leading the many, Considering the few - University Presidents' Perspectives on International Students During COVID-19. *Journal of Comparative & International Higher Education*, 14 (3B), 13-28. DOI: 10.32674/jcihe.v14i3 (Part 2).3822
- Taylor-Hall, D. & **Hite, R.** (2022). School-Level Implementation of a State-Wide Professional Development Model for Developing Globally Competent Teachers. *Teacher Development*, 26(5), 665-682. <https://doi.org/10.1080/13664530.2022.2132281>
- Velasco, R C. L., & **Hite, R.** (2022). Advocacy Interrupted: Exploring K-12 STEM Teacher Leaders' Conceptions of STEM Education Advocacy Before and During COVID-19. *Electronic Journal for Research in Science & Mathematics Education*, 26(1), 56-83. <https://ejrsme.icrsme.com/article/view/21601>
- Velasco, R. C. L., **Hite, R.,** & Milbourne, J. (2022). Exploring Advocacy Self-Efficacy Among K-12 STEM Teacher Leaders. *International Journal of Science and Mathematics Education*, 20(3), 435-457. <https://doi.org/10.1007/s10763-021-10176-z>
- Warshaw, J. B., DeMonbrun, M., & **McNaughtan, J.** (2022). Suppressing racial diversity for prestige? The conflicting imperatives of public master's institutions. *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000394>
- Weiss, A., †**McGilvery, C., Wiseman, A. W.,** & Gray, K. (2022, September). A Non-Profit's Initiative to Support Elementary Teachers' Creation of Multicultural Classroom Libraries. Poster presented at the Annual Conference of the Society for Research on Educational Effectiveness (SREE), Washington, DC.
- Wiseman, A. W.** (2022). *Annual Review of Comparative and International Education 2021*. International Perspectives on Education and Society Series. Bingley, UK: Emerald Publishing Limited.
- Wiseman, A. W.** (2022). The 'New' Norms of Education Policy in the 21st Century: Pandemics, Polemics, and 'Cloaking' Persistent Inequality in Education Worldwide. *Revista Española de Educación Comparada*. 40, 15-34. DOI: <http://dx.doi.org/10.5944/reec.40.2022.31298>

Wiseman, A. W. (2022, April). The Effects of Mainstream Classroom Teacher Preparation on Im/Migrant Students Educational Experiences and Outcomes. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Wiseman, A. W. (2022, October). Agile and Innovative School Leadership: The Roadmap for the Future. Queen Rania Teaching Academy (QRTA) Forum 2022, Jordan. Online meeting: <https://sites.google.com/eqrta.edu.jo/qrta-online-forum-2021/agenda>

Wiseman, A. W. (under contract). *Annual Review of Comparative and International Education 2022*. International Perspectives on Education and Society Series. Bingley, UK: Emerald Publishing Limited.

Wiseman, A. W., & †Bell, J. C. (2022, April). The (Hindered) Impact of Teachers on Forced Im/Migrant Students: Data Gaps and Policy Outcomes. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Wiseman, A. W., & †Bright, G. (2022, April). ELL Parent and Teacher Perspectives on Education Policy and Equitable Education for ELL Students in a COVID Context. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Wiseman, A. W., & †Bulluck, J. (2022, April). Who Counts as a Refugee? The Political and Legal Debate over Refugee Youth Status and Educational Opportunity in the US. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Wiseman, A. W., & †O'Mara, K. (2022, November). Principal Resistance to Digital Learning: Comparing Pre-Pandemic (2019) to Peri-Pandemic (2020-2021) Perspectives. Paper presented at the Annual Convention of the University Council for Educational Administration (UCEA), Seattle, WA.

Wiseman, A. W., & Damaschke-Deitrick, L. (Eds.). (under contract). *Education for Refugees and Forced Im/Migrants across Time and Context*. Bingley, UK: Emerald Publishing Limited.

Wiseman, A. W., & Damaschke-Deitrick, L. (under contract). *Sustainable Refugee Education as a Global Priority: Supporting Refugee Youth at the Intersection of Trauma, Identity, and Language*. New York: Routledge.

Wiseman, A. W., Anderson, E., Damaschke-Deitrick, L., Galegher, E., Dzotsenidze, N., & Park, M. (Eds.). (under contract). *Handbook on Comparative Education*. Edward Elgar Publishing.

Wiseman, A. W., Matherly, C., & Crumley-Effinger, M. (Eds.). (under contract). *Global Higher Education: Internationalization and Imprints of the Pandemic*. Bingley, UK: Emerald Publishing Limited.

Wolhuter, C. C., & Wiseman, A. W. (Eds.). (2022). *World Education Patterns: The Ebb of Global Forces and the Flow of Contextual Imperatives*. Bingley, UK: Emerald Publishing Limited.



ExpandED: Virtual Research Brownbags *Expand* in 2022

The virtual policy brown bag series, “ExpandED: Broadening the Understanding of Contemporary Issues in Education and Policy”, was established at Texas Tech University in early 2021 by the faculty in the Educational Leadership Policy program. But, in the Fall semester of 2022, ExpandED’s virtual brownbag series affiliated with CIRCLE under an expanded schedule of speakers and topics.

Featuring researchers from the College of Education and various institutions across the US and the world, the aim of the ExpandED series is to bring students, faculty, and researchers at CIRCLE, Texas Tech and beyond together for the dissemination and discussion of research that is of immediate relevance to innovation, leadership, and change in education. In 2022, ExpandEd virtual brownbag talks averaged 20 participants per session, and covered a wide range of topics relevant to CIRCLE’s mission and activities.

ExpandED Virtual Brownbag talks hosted by CIRCLE in 2022 included the following:



Does Art Make You Smart? An Experimental Evaluation of Culturally Enriching Field Trips

Presenter: Dr. Heidi Erickson, Brigham Young University

Thinking like an engineer: The link between high school engineering coursework and science attitudes for students with learning disabilities

Presenter: Dr. Jay Plasman, Ohio State University



Decisions Made in Crisis: The Lingering Effects of Policy Decisions Made During COVID-19

Presenter: Dr. Kyle Southern, The Institute for College Access & Success

Having Justice in Mind: The Social Psychology of Race-Conscious Education Politics

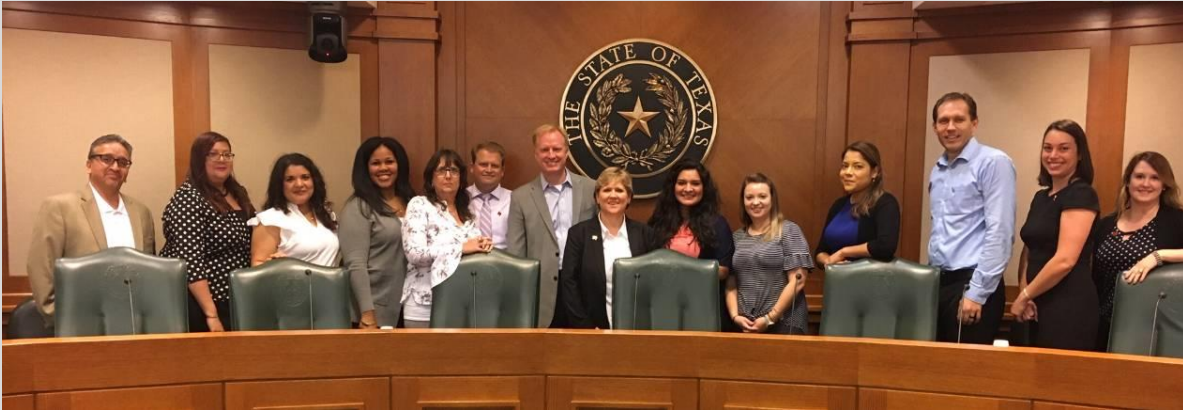
Presenter: Dr. Richard Blissett, University of Georgia



Six additional brownbags are already scheduled for the Spring 2023 semester. A full list of ExpandEd scheduled talks with links to join upcoming sessions or watch prior recorded sessions is available online at this link: <https://www.depts.ttu.edu/education/webinars/policy-brown-bag-series/index.php>

TX-EPFP Affiliates with CIRCLE

The Texas Education Policy Fellowship Program (TX-EPFP) was established in 2019 at Texas Tech University as a premier 10-month intensive professional development program for emerging and mid-level leaders in education and education policy in the state of Texas. In 2022, TX-EPFP affiliated with CIRCLE as its institutional home. The TX-EPFP and CIRCLE missions and activities are aligned in several ways, and the role of research in developing, implementing, evaluating, and sustaining education policy is key to this collaboration.



Two CIRCLE Associate Directors and a CIRCLE Faculty Fellow also serve as co-directors of TX-EPFP: Drs. Rebecca Hite (far right), Jessica Gottlieb (second from right), and Jon McNaughtan (third from right). Also pictured with the inaugural cohort of TX-EPFP Fellows is the Texas Commissioner of Higher Education, Dr. Harrison Keller (center).

Each academic year, TX-EPFP selects approximately 20 applicants to become Fellows. These fellows participate in virtual meetings throughout the year as well as two in-person education policy-oriented trips: one to Washington, DC, and one to Austin, TX – where they meet and discuss key education policy issues with federal and state policy- and lawmakers.

TX-EPFP's goals align with CIRCLE's mission, target outcomes, and strategies by focusing on the following:

- 1) Identifying complex issues that impact formal education in Texas.
- 2) Examining both emerging and dominant issues in Texas education policy across a variety of policy landscapes.
- 3) Developing a deep understanding of the education policy process and the influence and power of policy players in the process.
- 4) Creating and applying leadership in education policy across organizational, societal, and political sectors.
- 5) Building the capacity of Fellows to effect education policy through their expanding policy network throughout Texas education.

CIRCLE is proud to affiliate with TX-EPFP and the potential for furthering the mission of both entities through meaningful research-to-policy-to-practice activities. More information about TX-EPFP is available at the site linked here: <https://www.depts.ttu.edu/education/outreach-and-research/epfp/index.php>

High Performance Leadership Academy Fellowship

Established in partnership with the Professional Development Academy at CIRCLE in 2022, the High Performance Leadership Academy Fellowship (HPLAF) program is an innovative, fully online 12-week program created to support the growth of current and aspiring leaders in education and other sectors. The program focuses on practical leadership skills to deliver results for schools, universities, and other industries.

With a robust curriculum featuring Fortune 500 executives, public sector leaders, world-renowned academics and thought leaders, including (the late) General Colin Powell and Dr. Marshall Goldsmith, HPLAF was designed specifically for the unique challenges and opportunities faced by leaders in our ever changing context.

Unlike other webinar-based distance learning programs that emphasize solo learning, HPLAF is built around interactivity and community, while retaining the convenience of self-paced learning. The program is guided by a leadership coach to help keep participants stay on track, and the program is filled with world-class thought leaders of prominent public, private and academic organizations.

As part of the partnership with the Professional Development Academy, CIRCLE is able to offer the program at a discounted cost for HPLAF participants. In addition, part of every participant's fee is set aside for student scholarships. This remaining revenue contributes to CIRCLE's operating costs, and we are hopeful that the HPLAF not only provides excellent leadership training and preparation, but also becomes a consistent and sustainable support for CIRCLE's activities and research moving forward.



“This is a transformational leadership program that has proven to be the most scalable, cost effective, and efficient way to make your leaders better.”

-General Colin Powell

CIRCLE Leadership, Faculty Fellows, & Student Scholars

CIRCLE leaders, faculty, and student scholars represent a cross-disciplinary group of individuals exploring education, leadership, policy, innovation, and change through research-to-policy-to-practice partnerships, data analysis, and reporting.

CIRCLE Leadership Team

Alexander W. Wiseman, PhD
CIRCLE Director & Professor

Jessica Gottlieb, PhD
CIRCLE Associate Director & Assistant Professor

Jacob Kirksey, PhD
CIRCLE Associate Director & Assistant Professor

Rebecca Hite, PhD
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