

East Texas A & M University**EDAD 561 - Effective Campus Leadership
Spring 2026 - Syllabus****INSTRUCTOR INFORMATION**

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Preferred Form of Communication: Email, Text

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Primary (Required)

Rapaido, C. (2024). *Step up your school leadership game: The new administrators' guide: Lessons to navigate big and small challenges with confidence and purpose.*

Secondary (But Important)

Preparing for School Leadership in Texas: Mastering the Principal Competencies and Challenges of 21st Century School Leadership Author: Kriss Kemp-Graham Publisher: NCPEA Publications

Course Description

The purpose of this course is to examine social variables impacting learning in PK-12 education systems at the state, national, and international levels. Emphasis is placed on **developing** campus leaders who provide ethical leadership through advocacy for children; ensure student access to effective educators, programs, and services; and create a positive **and** collaborative educational environment among all **campus and community** stakeholders.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the knowledge, skills, and professional dispositions required of a Texas principal to establish, communicate, and sustain a shared campus vision and culture of high expectations that supports improved academic and behavioral outcomes.
2. Apply ethical leadership principles by acting with integrity, fairness, and professional judgment to advocate for students, support access to effective educators, programs, and services, and promote positive learning environments.
3. Analyze social, economic, and systemic variables that impact learning in PK–12 education at the state, national, and international levels and evaluate their implications for campus leadership and decision-making.
4. Evaluate instructional leadership practices by examining curriculum alignment, instructional quality, and the use of multiple data sources to support teaching effectiveness and student learning.
5. Apply leadership strategies that support effective communication, collaboration, and relationship-building among campus and community stakeholders to strengthen organizational effectiveness and shared responsibility for school improvement.
6. Analyze leadership decisions related to ethical and legal responsibilities, human capital development, resource management, and operational systems to support effective school functioning and continuous improvement.

Alignment to TAC Principal Standards and SBEC TExES Competencies

DOMAIN I — SCHOOL CULTURE

(School and Community Leadership)

Overview:

Domain I focuses on the principal's role as the architect and steward of a purposeful school culture. Effective principals establish a shared vision that drives daily practice, decision-making, and long-term improvement. This domain emphasizes the ability to create conditions that support high expectations, collaboration, trust, safety, and continuous growth among students, staff, families, and community partners.

Principals operating effectively in this domain use data, research, and systems thinking to shape campus priorities and guide strategic planning. They align resources, structures, and processes to support campus goals and monitor implementation to ensure progress toward the vision. School culture is reinforced through consistent expectations, open communication, stakeholder engagement, and intentional opportunities for collaboration.

Additionally, this domain highlights the importance of relationship-building and shared ownership. Principals must engage stakeholders as partners, encourage input, manage conflict productively, and foster a campus environment where individuals feel valued and supported. A strong school culture serves as the foundation for effective instruction, staff morale, and student success.

DOMAIN II — LEADING LEARNING (Instructional Leadership / Teaching and Learning)

Overview:

Domain II centers on the principal's responsibility as the instructional leader of the campus. This domain emphasizes prioritizing teaching and learning by ensuring the consistent implementation of high-quality, research-based instructional practices aligned with state standards and district expectations.

Principals must work collaboratively with staff to define what effective instruction looks like and support its implementation through curriculum alignment, instructional planning, and thoughtful use of data. This includes ensuring coherence across grade levels and subject areas, promoting the use of formative and summative assessments, and supporting instructional practices that meet the academic needs of students.

Monitoring instruction is a critical component of this domain. Principals are expected to observe classrooms regularly, provide actionable feedback, analyze instructional trends, and support teacher growth. Technology integration, collaborative planning, and ongoing assessment are leveraged to enhance instructional effectiveness. Ultimately, this domain reflects the principal's ability to lead learning by aligning curriculum, instruction, assessment, and professional practice toward improved student outcomes.

DOMAIN III — HUMAN CAPITAL (Human Resource Management)

Overview:

Domain III addresses the principal's role in developing, supporting, and sustaining an effective staff. This domain emphasizes supervision, evaluation, coaching, professional learning, and talent management as essential components of campus leadership.

Principals must communicate clear expectations, conduct evidence-based evaluations, and provide meaningful feedback that supports continuous improvement. Coaching and professional development are not isolated activities but part of a comprehensive system aligned to campus goals, instructional priorities, and student performance data.

This domain also includes the strategic management of human resources through effective recruitment, selection, placement, induction, retention, and leadership development. Principals are expected to build leadership capacity by creating opportunities for staff to assume responsibility and contribute to campus improvement efforts. Equally important is the principal's commitment to their own professional growth through reflection, feedback, collaboration, and ongoing learning.

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)

Overview:

Domain IV focuses on the principal's role as an executive leader who manages relationships, communication systems, and organizational processes. Effective principals communicate clearly and purposefully with a wide range of audiences, selecting strategies that ensure understanding, trust, and engagement.

This domain emphasizes the ability to build productive relationships both within the campus and beyond it. Principals must establish systems for consistent internal and external communication, foster strong community relations, and develop partnerships that support campus goals and programs.

Additionally, this domain addresses problem-solving, adaptability, and change management. Principals are expected to analyze complex challenges, make informed decisions, manage time effectively, and maintain organizational focus during periods of change. Strong executive leadership ensures that the school operates efficiently while remaining responsive to evolving needs and priorities.

DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Overview:

Domain V highlights the principal's responsibility for aligning goals, resources, policies, and operational systems to support effective teaching and learning. This domain requires principals to engage in strategic planning grounded in data analysis, goal setting, and progress monitoring. Principals must allocate time, personnel, funding, and materials in ways that directly support campus objectives. This includes developing systems to track implementation, evaluate effectiveness, and make timely adjustments. Effective operational leadership ensures that organizational structures reinforce—not hinder—instructional priorities.

This domain also encompasses administrative leadership related to safety, legal compliance, budgeting, facilities, and daily operations. Principals must apply laws and policies appropriately, manage campus finances responsibly, coordinate programs effectively, and maintain safe, orderly learning environments. Strong performance in this domain ensures that operational excellence supports the broader mission and vision of the school.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to students and to guide the instructor in assessing student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor. No late work will be accepted. Any work submitted in D2L will be considered your final product and can be graded before the deadline.

Technology Requirements and Course Access

All course sections offered by **East Texas A&M University** are supported through the **myLeo Online Learning Management System (LMS)**. Students are responsible for ensuring they meet all system and browser requirements for Brightspace and any integrated tools used in the course.

System Requirements and Support

- Brightspace platform requirements and browser support are available through the Brightspace Community.
- Courses using YouSeeU or other virtual classroom tools require compatible hardware, software, and internet access.

Access and Navigation

Students must use their **Campus-Wide ID (CWID)** and password to access the course.

Assistance with CWID or password issues is available through the **Center for IT Excellence (CITE)** at **903-468-6000** or via email at **helpdesk@etamu.edu**.

Reliable access to a computer and internet connection is essential. Personal technology issues do not excuse missed or late coursework. Students are expected to maintain a backup plan for access, such as alternative devices, public libraries, campus computer labs, or other available resources.

Communication and Technical Support

Students experiencing difficulty with course content should contact the **instructor directly**. Email is the preferred method of communication during the week, and messages are checked regularly. Appointments for meetings may be scheduled via email, and additional contact options may be available if needed. For technical issues related to Brightspace, students should contact **Brightspace Technical Support** at **1-877-325-7778** or access support resources through the Brightspace Community website.

Course Procedures and Expectations

Attendance and Participation

This graduate-level course emphasizes active engagement. Students are expected to participate consistently in discussions, projects, journaling, and other learning activities throughout each module. Staying current with the course schedule is essential, as learning activities build upon one another.

Examinations

Examinations assess students' ability to apply course concepts through analysis and synthesis. Responses should demonstrate the application of knowledge to leadership scenarios rather than rote recall.

Assignments

Assignments and submission instructions are available within the weekly modules in D2L. Unless otherwise specified, written assignments should be submitted electronically through the D2L dropbox in the required file format.

Syllabus Changes

The syllabus serves as a guide and may be revised as needed to support student learning or address instructional needs. Any changes will be communicated in advance.

University Policies and Student Responsibilities

Student Conduct

Students are expected to adhere to standards of professional and respectful behavior that support a positive learning environment. Expectations are outlined in the **Student Guidebook**, and students should also follow established **netiquette guidelines** when participating in online discussions.

Attendance Policy

University attendance policies are governed by **Procedure 13.99.99.R0.01**, available on the University website.

Academic Integrity

East Texas A&M University upholds high standards of academic honesty. Academic dishonesty—including plagiarism and unauthorized assistance—is subject to disciplinary action in accordance with University policy. Separate procedures apply to undergraduate and graduate students, as outlined in official University documentation.

Use of Artificial Intelligence

The University recognizes that certain uses of Artificial Intelligence tools may be permitted at the discretion of the instructor. Any use of AI tools must be **clearly documented**.

Undocumented use constitutes academic dishonesty. Regardless of tool use, students remain fully responsible for the content, accuracy, and integrity of all submitted work.

Accessibility and Campus Resources

Students with Disabilities

In compliance with the **Americans with Disabilities Act (ADA)**, students requiring accommodations should contact the **Office of Student Disability Resources and Services**, located in the Velma K. Waters Library, Room 162. Services are confidential and designed to support equitable access to learning.

Nondiscrimination Statement

East Texas A&M University complies with all federal and state nondiscrimination laws and maintains a learning environment free from discrimination and retaliation.

Campus Concealed Carry

Texas law permits licensed individuals to carry concealed handguns in designated campus locations, subject to University rules and state law. Open carry is prohibited on campus. Violations should be reported to University Police.

Student Mental Health Support

The **Counseling Center**, located in the Halladay Building, Room 203, provides counseling services, educational programming, and crisis support. Students have 24/7 access to crisis services by calling **903-886-5145**.