



EDAD 595.01W: USING RESEARCH FOR BEST PRACTICE
COURSE SYLLABUS: FALL 2026

INSTRUCTOR INFORMATION

Instructor: Billy Pringle, Ed.D.

Office Location: Remote

Office Hours: As Needed Upon Request by Appointment

Professor's Cell Phone: 972-345-6199

University Email Address: Billy.Pringle@etamu.edu

Preferred Form of Communication: email, text

Communication Response Time: 24 hours on weekdays, 48 hours on weekends

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Mertler, C.A. (2019). *Introduction to educational research* (2nd ed.). Thousand Oaks, CA: SAGE

Course Description

Student Learning Outcomes

1. Learn research methodologies relevant to education and apply to professional practice through the creation of a coherent research plan that supports instructional planning through data driven decision-making. [149.2001.001c]
2. Evaluate and apply research literature to educational problems. [TAC 241.15]
3. Impact the instructional environment through familiarity with general methods of data collection and analysis and how to draw conclusions based on data. [Competency 003; TAC 241.15; 149.2001.001c]

The syllabus/schedule are subject to change.

4. Synthesize the relationship between theory, research, and practice, and to use this understanding to become practitioner-scholars and consumers of research. [Competency 003; 149.200.001c]
5. Facilitate the development of a campus learning culture that supports instructional improvement and change through an on-going study of relevant research and best practice. [TAC 241.15]
6. Monitor multiple forms of student data to inform instructional and intervention decisions that impact a narrowing of the achievement gaps. [149.2001.001c]

COURSE REQUIREMENTS

Minimal Technical Skills Needed

The learner is required to access and navigate the learning management system, use Microsoft Word and PowerPoint, and use presentation and graphics programs. All written assignments require Microsoft Word.

Instructional Methods

This course is delivered completely online through the D2L Learning Management Platform. The course is structured so that content may be engaged in 7 modules. Each module begins on Monday of the week and concludes at 11:59 p.m. on Sunday of the week. The structure of each module contains an introduction to the material to be covered, assigned readings, and required assessments or activities. Each assessment, whether formal or informal, is designed for the aspiring principal to demonstrate synthesis of material and application of theory to practice.

This application is referred to as Practitioner Pedagogy. To the latter point, the course is a scaffolded action research project, designed to inform the aspiring principal how to use data to solve issues or challenges in the local setting.

Student Responsibilities or Tips for Success in the Course

For success in this course, please read all materials, lectures, and supplementary resources. Additionally, bear in mind that this is graduate level inquiry; therefore, it is necessary to devote a minimum of 15-20 hours per week with the course content.

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

The syllabus/schedule are subject to change.

Total points corresponding to the final letter grades

Grading Rubric: [A: 160 – 144] [B: 143 – 128] [C: 127 – 112] [D: 111 – 96] [F: 95 – 0]

Weights of the assessments in the calculation of the final letter grade.

1) Research Plan (80 points)	Total of 80 pts.
2) 4 Discussion Board Postings (5 points each)	Total of 20 pts.
3) 3 Reviews of Journal Articles (20 points each)	Total of 60 pts.
Total possible points for course assignments = 160 pts.	

Assessments

Module Discussion Forums (Total of 20 points—four worth 5 pts. each) [TAC 241.15; Competency 003; 149.2001.001c]

Four modules (Weeks 1, 2, 4 & 5) within this course contain a discussion thread activity, which serves as a peer-review component for developing parts of the research proposal. Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics we consider to be part of excellent discussion contributions are outlined below. Your facilitator will consider these characteristics when assessing the quality and level of your participation.

- You should submit your initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the module. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.
 - Initial posts are due by Wednesday at 10:00 p.m.
 - Subsequent responses (replies to classmates) are due by Saturday at 10:00 p.m.Posts on Day 7 will not receive credit.
- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support your statements with examples from the text, lecture notes or videos, and other reference material. For example:

Mertler (2019) discusses “grounding research in emergent theory” (p.16). Therefore, John, please go back to chapter one and integrate the components...

“Your research questions are yes/no. Mertler (2019) argues the components of effective research questions as those that may be answered as the result of unfettered investigation. While question number 2 is close, here’s a suggested revision...”

- Be sure to cite all material using *APA 7th edition*. You are encouraged to be succinct—keep each post and response to what is necessary to meet course expectations or to meet the parameters of the question. Keep in mind that your fellow learners will be reading and

The syllabus/schedule are subject to change.

responding to you as well.

- Make certain to address the discussion prompt(s). This response does not mean you should not extend the topic, but do not stray from it.
- Discussions occur when there is dialogue, so build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses. Exemplary students typically visit the discussion area 3-5 “different” times each module.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate).
- Your contributions to the discussions (posts and responses) should be complete and free of grammatical and structural errors.

EDAD 595 Discussion Thread Grading Rubric

<i>Timeliness and quality of your initial posting. Post to allow sufficient time for peer feedback. Post by Wednesday at 10 p.m. of the module week.</i>	0 1 2 3
<i>Quality and timeliness of constructive feedback that you provide to at least two classmates in reviewing their work prior to Saturday at 10:00 p.m.</i>	0 1 2
	Point Total = /5

Critical Assessment (CA) Assignment (30 points)

[TAC 241.15; Competency 003; 149.2001.001c]

Instructions: Meet with your mentor or campus principal to identify a problem or issue related to either campus culture, instructional leadership (aligned curriculum, effective instructional strategies, data-driven instruction, or interventions to impact student achievement), or professional development for teachers. Together, critically examine 2-3 sources of data (campus or district improvement plan, School Report Card, PEIMS data, benchmark exams, etc.) that support this issue or a problem in need of investigation or intervention. Based on your meeting with your mentor or campus principal, use the *Writing a Problem Statement* worksheet in doc sharing as a guide to develop a comprehensive and formal narrative statement of the problem to be used as the foundation for your Action Research proposal. **This assignment is worth a total of 30 points.** Please use the Critical Assignment Rubric below to guide your thinking and discovery.

EDAD 595 CRITICAL ASSESSMENT RUBRIC	
Points	Statement of the Problem
20	The statement of the problem and need for the study are clearly addressed and supported by identifying 2-3 document sources and citations from scholarly research.
16	The statement of the problem is clear although a rare extraneous element is introduced. The problem is supported by identifying 2-3 document sources and citations from scholarly research.

The syllabus/schedule are subject to change.

12	The assignment has a statement of the problem, but additional, unrelated ideas distract the reader. The problem is not supported by 2-3 document sources but does include citations from scholarly research.
----	--

10	The assignment has a statement of the problem, but additional, unrelated ideas distract the reader. The problem is supported by 2-3 document sources but does not include citations from scholarly research.
8	The statement of the problem is unclear and not supported by document sources or citations from scholarly research.
4	The assignment lacks a statement of the problem or appears to reflect the writer's "free association."
0	Assignment not submitted.

Points	References
10	All references are appropriate with no APA errors.
8	Most references are appropriate and/or have limited APA errors.
6	Some references are appropriate and/or have limited APA errors.
4	Many references are inappropriate and/or have a variety of APA errors.
2	Most references are inappropriate and/or have excessive APA errors.
0	Assignment not submitted.

Research Plan (80 total points): [149.2001.001c; Competency 003]

The core of this course is the development of a research plan. Through the analysis of multiple data sources and an investigation of relevant literature, you will identify a problem to further investigate. This problem needs to be one that is “researchable” and related to an area of instructional improvement or intervention in education. Throughout each module, you will conduct a series of activities to assist you in completing the formal research plan. With the inclusion of the components from the Critical Assessment (CA) Assignment (Statement of the Problem and References), the Research Plan will consist of the following seven sections:

--Statement of the Problem	(20 pts.)
--Research Questions	(10 pts.)
--Significance of Study	(10 pts.)
--Selection of Sample	(10 pts.)
--Design	(10 pts.)
--Data Analysis	(10 pts.)
--References	(10 pts.)

Total Possible Points= 80 points

***The previous two rubrics and the following five rubrics will be used to evaluate the seven parts of the Research Plan.**

595 Research Plan Grading Rubric <i>CLAQWA (modified), Flateby & Metzger - University of South Florida</i>
Module 2 Assignment

The syllabus/schedule are subject to change.

	Research Questions
10	All research questions are well written and relate to the research topic.
8	The majority of research questions are well written and relate to the research topic.

The syllabus/schedule are subject to change.

6	The research questions slightly deviate from the research topic and have room for improvement .
4	The research questions are unrelated to the research topic.
2	The research questions are poorly written and unrelated to the problem.
0	Assignment not submitted.
	Module 6 Assignment
	Significance of Study
10	The significance of the study clearly contributes to the research plan, which is obvious, specific, and appropriate .
8	The writer's significance of the study is present and appropriate for the research plan.
6	The writer's significance of the study is present and appropriate, but the elements may not clearly contribute to the statement of the problem.
4	The writer's significance of the study is inappropriate for the research plan.
2	The writer's significance is not evident.
0	Assignment not submitted.
	Selection of Sample
10	The target population is identified, and the appropriate method is used for the selection of the sample of participants. A description of participants is included and appropriate in the ability to provide data in answering research questions.
8	Little discussion of the target population exists; however, a sampling technique for the selection is discussed and appropriate in providing data for the research questions. A description of the participants is provided.
6	No discussion of the target population exists, and there is room for improvement regarding the sample technique used. No description of actual participants exists.
4	No discussion of the target population exists, and a poor sampling technique is used.

	Module 7 Assignment
	Design
10	The procedure for collecting and analyzing data is sound, effective, and realistic to address the research questions posed in the research plan. It provides a clear roadmap to the reader.
8	The procedure for collecting and analyzing data is appropriate for the research questions posed in the research plan. There is room for improvement relating to the description .
6	The procedure for collecting and analyzing data is average for the research questions posed in the proposal with room for improvement.
4	A procedure for collecting and analyzing data is attempted to address the research questions posed in the proposal; however, a better description is needed .
2	The procedure of collecting and analyzing data is inappropriate and unrelated to the research questions statements posed in the research plan.
0	Assignment not submitted.

The syllabus/schedule are subject to change.

	Data Analysis
10	The description of the analysis of data is excellent. The methods used for the analysis of data are appropriate .
8	The description of the analysis of data is good. The methods used for the analysis of data are appropriate with some room for improvement.
6	The description of the analysis of data is average.
4	Little description of analysis of data exists. There is a need for major revisions.
2	An inaccurate description is provided for the analysis of data.
0	Assignment not submitted.

Research Design Critique Report (3 @20 points each) [TAC 241.15]

In modules 3–5, students will survey “peer reviewed” scholarly journals to evaluate 3 central methodologies: quantitative research, mixed methods research, and qualitative research. It is acceptable to use the Gee Library at Texas A&M University Commerce (online or on campus) or any library that affords ease of use or accessibility. Within each methodology, specific designs are applicable to research in education: Quantitative [module 3] (correlational or causal comparative design); Mixed Methods [module 4] (action research design); and Qualitative [module 5] (narrative, ethnographic, or case study designs). Within each corresponding module, use the given methodology but select one of the designs given. The Research Design Critique Report template is listed in doc sharing. Please use the template to complete the assignment.

Each of the 3 reports will count 20 points:

--Module 3 Research Design Critique Report (20 pts.)

--Module 4 Research Design Critique Report (20 pts.)

--Module 5 Research Design Critique Report (20 pts.) Total

Possible Points= 60 points

The following rubric will be used to evaluate each Research Methods Report completed for Modules 3, 4, and 5.

EDAD 595 Research Methods Report Grading Rubric for Modules 3, 4, and 5 <i>CLAQWA (modified), Flateby & Metzger - University of South Florida</i>	
Points	Assignment Requirements
5	Addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material.
4	Addresses each aspect of the assignment.
3	Addresses the appropriate topic and partially fulfills the assignment requirements.
2	Addresses the appropriate topic but omits most or all of the assignment requirements.
1	Is off topic or vaguely addresses the topic.
0	Assignment not submitted.
	Quality of Details

The syllabus/schedule are subject to change.

5	Provides details that help develop each element of the text and provides supporting statements, evidence, or examples necessary to explain or persuade effectively.
4	Provides details that support the elements of the text with sufficient clarity, depth, and accuracy.
3	Provides details that are related to the elements of the text but does not support those elements with sufficient clarity, depth, or accuracy.
2	Provides details that are loosely related to the elements of the text, but they are lacking clarity, depth, and accuracy.
1	Provides details that do not develop the elements of the text.
0	Assignment not submitted.
Quantity of Details	
5	All points are supported by a sufficient number of details.
4	All points are developed, but some may need additional details.
3	Additional details are needed to develop some points.

2	Additional details are needed to develop most points.
1	Virtually no details are present.
0	Assignment not submitted.
Grammar and Mechanics	
5	Sentences are grammatically and mechanically correct.
4	Rare grammatical and mechanical errors exist but do not affect readability.
3	A limited variety of grammatical errors exist.
2	A variety of grammatical errors appear throughout the text, possibly affecting readability.
1	Most sentences exhibit multiple grammatical and mechanical errors, obstructing meaning.
0	Assignment not submitted.
Earned Point Total: /20	

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

The syllabus/schedule are subject to change.

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

STUDENT RESPONSIBILITIES FOR COURSE

CWID and Password

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Technology-Related Issues

Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

The syllabus/schedule are subject to change.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Minimal Technical Skills Needed

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Learning Management System (LMS) – D2L

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements:

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

Include the Following in Emails with Instructor:

- Course name and subject in the subject line
- Salutation (Good afternoon, Dr. Jackson)
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email (possibly add to student signature on

The syllabus/schedule are subject to change.

email)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The [Code of Student Conduct](#) is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

ETAMU Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

Use of Artificial Intelligence

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

The syllabus/schedule are subject to change.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm

162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Services](#)

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

The syllabus/schedule are subject to change.

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health – Counseling Services

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



The syllabus/schedule are subject to change.