researching notable school leaders from around the country and how their effective practices have created more successful schools. She continues to explore effective leadership practices that she can one day implement as a future school leader. Mrs. Williams’ personal mission statement is to “create relationships that last” with all stakeholders.

The publication was titled: *Effective School Leadership: 8 Practices for a Purposeful Practitioner*.

We are proud of you Linley. Chants Up!

Mrs. Linley Williams, a graduate student in the CCU M.Ed. program was recently published with Dr. James Davis, in a national, peer-reviewed journal. Linley is a first grade teacher at Waccamaw Elementary School in Georgetown County, SC. She received her Bachelor’s Degree in Early Childhood Education from Francis Marion University in Florence, SC. She received a Master’s Degree in Teaching and Learning with a Literacy concentration and is currently pursuing a second Master’s Degree in Educational Leadership, both from Coastal Carolina University in Conway, SC.

Mrs. Linley Williams (lwilliams@gcsd.k12.sc.us) firmly believes in the power of an effective school leader and the positive influence their practices have on schools. She has interests in researching notable school leaders from around the country and how their effective practices have created more successful schools. She continues to explore effective leadership practices that she can one day implement as a future school leader. Mrs. Williams’ personal mission statement is to “create relationships that last” with all stakeholders.

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We are proud of you Linley. Chants Up!

A Word from our Graduate Students

Building Relationships in Education

Building Relationships with Your Students

I have often talked about how important it really is to spend time reflecting. Think about how you want to be perceived by your students and then think about the verbal and nonverbal ways in which you can achieve this. From day one I always tell my students that we are like a family- a school family. Once you get the students to “buy in” to a positive relationship with you then a positive rapport begins to grow. Building upon that premise, I do my

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best to create a nurturing and conducive environment where students feel valued and supported in all facets of learning. Research shows that building positive relationships with students improves student achievement. Usually when the students go home and speak of these school bonds then parents become a common denominator in the equation of their success.

Building Relationships with Your Colleagues

The relationships that you develop with your fellow teachers will likely last longer than any of the relationships with students. Even though we spend most of our time and attention building positive relationships with our students every day, it is equally important to build relationships with our colleagues. Our colleagues are our teammates, partners and collaborators that we work hard with each day. With positive attitudes towards one another we can plan and share ideas daily on how to encourage our students to grow academically. If you think about it, the majority of what we teach we took that idea from someone else. Emailing could be a double-edged sword when communicating so create that face-to-face relationship and share strategies and encouraging stories to make the workplace a great culture that cultivates positive learning. Doing things together as a team builds trust and promotes growth.

Building Relationships with Your Administrator

Be patient in building a new relationship with the administrator at your school. Be dependable, organized, prepared, professional and humble when creating a positive rapport with the administrators in your school. A principal by nature has to be different things at different times for different situations. They can be supportive, encouraging, demanding, elusive and a variety of other personalities depending on what they expect from each teacher in that school.

Your relationship initially with the school administrator is to be the teacher that fills the role of whatever it takes to meet the needs of your students to promote growth. Principals trust teachers that are leaders and not followers. Build trust with your principal by taking on roles where there may be a need in the school. For example, effective teachers may serve as a mentor to teachers that are weak in some areas. There has to be a common bond between administrators and teachers in order for the school mission, vision, and culture to thrive in any community. Building positive and encouraging relationships with students, staff and administrators is crucial in the success of any academic institution of any level of pedagogy.

“Students don’t care how much you know until they know how much you care.”

(Anonymous)
Kevin Colyer is currently in the M.Ed. Educational Leadership program here at Coastal Carolina University and serves as an offensive line coach at Myrtle Beach High School. Kevin recently stated, “Being a part of the Leadership program at CCU has truly helped me become a more successful coach and educator. This season I was able to help lead the Myrtle Beach Seahawks to the AAAA state championship game against Greer High School. Through preserving and determination, the Seahawks were able to come back from trailing 14-10 at the half.” Colyer credits a large part of his success on the field and off of the field to lessons learned at CCU! Go Chants!

“Teaching is the one profession that creates all other professions.”

(Unknown)

Dr. Barbara Mallory has been named program coordinator for the M.Ed. Educational Leadership program at Coastal Carolina University and will also serve as the interim program coordinator for students enrolled in the doctoral program in the higher education specialization area.

Dr. Emma Savage-Davis was recently identified to serve as the program coordinator for students enrolled in the doctoral program in the curriculum, instruction and assessment specialization area.

Dr. James Davis will serve as the newly-named program coordinator for all students enrolled in the doctoral program in the educational leadership specialization area. In addition, Dr. Davis will serve as the program coordinator for the Ed.S. in Educational Leadership program.
Managing Your Most Precious Commodity: Time

Stephen R. Covey once said, “The key is not spending time, but in investing it.” Investing time into your doctoral courses, studying for comps, and developing your dissertation is challenging at best. The demands of work and your personal life often compete with your doctoral studies for your time. To successfully manage the varied requirements of your doctoral program, the following time management tips may be of benefit for you.

Know yourself. It is critical to know how you work best. Do you create the best product by working on it a little bit each day? Or do you prefer to have long work sessions with intense focus? Are you a procrastinator or do you work on assignments in advance? Do you prefer a silent background or background noise while you are working? Once you identify how you work best, plan work sessions that meet this need.

Identify non-negotiables with your loved ones. Committing to doctoral studies impacts your family/loved ones. As a result, you will sacrifice time with them to pursue this endeavor. Discuss with your family/loved ones what activities can and cannot be missed. Schedule opportunities to connect with them on a regular basis. It is important for them to know that they remain your top priority at all times.

Review the syllabus and develop a calendar of important dates. Once you receive your syllabus, review it for the time commitment required of you. How often will the class meet face to face? Are there Web-Ex Sessions required? If so, what time and dates? When are assignments due? Are the assignments team assignments or individual assignments? If it is a team assignment, how much time will it take the team to collaborate to develop the assignment? All of these important dates should be put on a calendar early in the syllabus to ensure you are aware of the various requirements.

Once a week, identify daily tasks that you can accomplish towards your studies. Once you have reviewed the syllabus and identified important dates, it is critical to take time to review the calendar to ensure you are prepared for the next class and next assignment. To do so, once a week, plan out daily tasks you can do to get prepared for the next requirement.

The successful investment of time into your studies will help you feel confident in your studies and enable you to meet the varied requirements. Take time to make the time.
FAQ

Q: Where can I find out more information about the new Ph.D. Program being offered at Coastal?

A: For information visit coastal.edu/education/academicprograms/phdineducation/

Q: What is the Executive Cohort Model that is used for the Ph.D. program at CCU?

A: The executive cohort model is built for practitioners. Students typically meet once a month on campus (Saturday). After that one monthly meeting on campus, instruction is online, independent or field-based. Contact the program coordinator if you have additional questions or seek clarification.

Q: Does CCU have a graduate program coordinator who can support me and help with questions / resources?

A: Yes. Jessica Handy serves in this role and can best be reached at jvhandy@coastal.edu

Q: Do I have to take the Praxis to graduate from the M.Ed. Educational Leadership program and when should I take the Praxis?

A: Yes. You must pass Praxis II test 5412 in order to graduate. Make sure you have listed CCU to receive the score for the exam. You are responsible for ensuring that you take the correct test, as required by those you work with or those you plan to work with. While there is no requirement, it is suggested that you take the Praxis during some part of your internship, when you feel most comfortable. Study hard, prepare, create a support system and do well.

Q: Do I have to apply for graduation if I am not participating in Commencement?

A: Yes. In order to graduate, whether you are participating in Commencement exercises or not, you still have to apply for graduation. Review the link below: coastal.edu/registrar/graduationapp.html

Important Dates

MARCH 2019

March 4
Midpoint in Regular Semester

March 11 to March 16
Spring Break

March 20 & March 21
Fall 2019 Advance Registration for Graduate Students

March 27
Last day to drop with grade of "W"

March 28
Grade of "WF" will be assigned for drops/withdrawals

APRIL 2019

April 12
Last day to apply for Fall 2019 graduation through Webadvisor

April 15
Tax Day

April 19
Student Holiday - no classes

MAY 2019

May 01
Last day of classes for Regular Spring

May 02
Study Day

May 03 to May 09
Final examinations for Regular Spring

May 10 to May 11
Commencement for Spring - coastal.edu/commencement for information

Did you know...

Consider purchasing the following text. Regardless of your journey, daily life preparation, the Praxis or your next job interview, this text will help!

“Rac(e)ing to Class: Confronting Poverty and Race in Schools and Classrooms” by H. Richard Milner IV (Author), Tyrone C. Howard (Foreword)