

# School of Education Graduate



Latanya L. Fanion, Ed.D.

**2012 - Ed.D., Educational Leadership**



*"The educational leadership program at CAU was the perfect match for me professionally and personally. Because the professors in the educational leadership program had substantial experience as educational practitioners in their respective professional careers, they made it very easy for me to see the relationship between practice and theory; whereas, in so many programs the pendulum swings the opposite way—from theory to practice. So, in essence, upon graduating from CAU and transitioning into an administrative role at a state education agency, where I was now responsible for administering federal programs to school districts and leaders, I understood exactly how to put the theoretical foundations of good leadership into practice. I have been very successful at building relationships with internal and external stakeholders; implementing critical change with buy-in from all stakeholders in an environment that was comfortable with the status-quo; and leading district and school leaders through the needs assessment process. Most importantly, the educational leadership program at CAU taught me how to integrate the ISLLC standards into my daily work as an educational leader. I would recommend the educational leadership program at CAU to any aspiring educational leader seeking to acquire the knowledge, skills, and dispositions needed to transition from a graduate program and into a leadership role, where they can enter well-prepared."*

## **Dr. Fanion's Recent Accomplishments:**

I will be leaving the Arkansas Department of Education and taking on a new position with Renaissance Learning in November as a Program Manager in the Helena-West Helena School District. In this capacity, I will be responsible for overseeing the integration of instructional technology in all schools and classrooms in the district for the 2013-2014 SY. In succeeding years, I will be supporting school districts across the country by training school leaders and educators to utilize instructional technology to accelerate the learning of all students, especially those most at-risk of not meeting their State's challenging academic standards. Training educators to integrate instructional technology into their pedagogical repertoire is going to be critical as many states and school districts prepare to introduce their students to the Common-Core aligned PARCC Assessments in upcoming years.

I co-authored a textbook chapter with Dr. Carolyn Hughes, Professor Emerita at Vanderbilt University, which discusses the interconnectedness between poverty and disabilities, and discusses in detail how the two impact one another in today's society. The chapter, *Poverty and Disability: Addressing the Ties that Bind* will be featured in the textbook, *Equity and Full Participation for Individuals with Severe Disabilities* published by Brookes Publishing.