

# Samuel F. Fancera

William Paterson University  
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Google Scholar Profile

## EDUCATION

2009	Ed.D.	Rutgers University, New Brunswick, New Jersey Department of Educational Theory, Policy, & Administration
2005	Ed.M.	Rutgers University, New Brunswick, New Jersey Department of Educational Theory, Policy, & Administration
1995	M.S.	University of Arizona, Tucson, Arizona Department of Exercise & Sport Sciences
1993	B.A.	Kean College, Union, New Jersey Department of Biology

## ACADEMIC APPOINTMENTS

2017 - Present	Assistant Professor
2019 - Present	Director, Educational Leadership Program Department of Educational Leadership & Professional Studies William Paterson University, Wayne, New Jersey

## RELATED EDUCATIONAL LEADERSHIP AND TEACHING EXPERIENCE

2008 - 2017	Principal Woodbridge Township School District, Woodbridge, New Jersey
2006 - 2008	Science Department Supervisor Woodbridge Township School District, Woodbridge, New Jersey
2001 - 2006	Teacher Woodbridge Township School District, Woodbridge, New Jersey

## SCHOLARSHIP

### Peer-reviewed Articles

- 2022 8. Fancera, S. F. (2022). The role of context on leadership transition: Building to district-level leadership. *Journal of Organizational & Educational Leadership*, 7(2), 1-23.  
<https://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1108&context=joel>
- 2021 7. Fancera, S. F., & Saperstein, E. (2021). Preparation, expectations, and external school contexts: Navigating the COVID-19 school closures. *Journal of Organizational & Educational Leadership*, 6(3), 1-35.  
<https://digitalcommons.gardner-webb.edu/joel/vol6/iss3/2>
6. Fancera, S. F. (2021). A scale to measure school leaders' use of Twitter for professional development and learning. *NASSP Bulletin*, 105(2), 111-129.  
<https://doi.org/10.1177/01926365211008990>

- 2020 5. Fancera, S. F. (2020). School leadership for professional development: The role of social media and networks. *Professional Development in Education*, 46(4), 664-676. <https://doi.org/10.1080/19415257.2019.1629615>
4. Saperstein, E., & Fancera, S. F. (2020). Developing a global studies curriculum: The case of Northern High School. *Journal of Cases in Educational Leadership*, 23(4), 35-46. <https://doi.org/10.1177%2F1555458920942816>
- 2018 3. Fancera, S. F. (2018). School climate and academic growth: Investigating one state's school performance report. *Journal of Educational Leadership and Policy Studies*, 1(2). <https://files.eric.ed.gov/fulltext/EJ1226914.pdf>
- 2016 2. Fancera, S. F. (2016). Principal leadership to improve collective teacher efficacy. *Education Leadership Review*, 17, 74-88. <https://files.eric.ed.gov/fulltext/EJ1124039.pdf>
- 2011 1. Fancera, S. F., & Bliss, J. R. (2011). Instructional leadership influence on collective teacher efficacy to improve school achievement. *Leadership and Policy in Schools*, 10(3), 349-370. <https://doi.org/10.1080/15700763.2011.585537>

### Peer-reviewed Book Chapters

- 2023 2. Fancera, S. F. (2023). Twitter for professional development and learning in high-needs schools: Considerations for school leaders. In H. An & D. Fuentes (Eds.), *Digital Learning in High-Needs Schools: A Critical Approach to Technology Access and Equity in PreK-12* (1st ed., pp. ). Routledge.
1. Fancera, S. F. (2023). School leadership for professional development: The role of social media and networks. In S. Swaffield & P. E. Poekert (Eds.), *Leadership for Professional Learning: Perspectives, Constructs and Connections* (1st ed., pp. ). Routledge.  
\*first published as a peer-reviewed article as cited above (Fancera, 2020).

### Grants

- 2022 2. National Science Foundation, Alexandria, VA. Robert Noyce Teacher Scholarship Program Capacity Building Track (\$75,000, unfunded). September 2023 - August 2024. *Fostering pathways for STEM teachers and leaders*. Role: Co-Principal Investigator (PI: Heejung An, Ed.D.)
1. William Paterson University, Wayne, NJ. Faculty Research and Grant Incentive Program (\$4,000 awarded June 2022). July 2022 - May 2023. *The professional development and learning landscape for urban and rural teachers and administrators: Factors to consider for the post pandemic era*. Role: Co-Principal Investigator (PI: Heejung An, Ed.D.)

### Manuscripts Under Review

- 2023 2. Fancera, S. F. (under review). Leadership for staff hope: Can it offer similar outcomes as student hope?
1. Fancera, S. F., & Saperstein, E. (under review). Flip-flopping visions: Challenges for principals who outlast district leadership

### On-going Scholarship

- 2023 3. Fancera, S. F. (Ed.). (in development). So you want to lead? Teaching scenarios for the preparation of building-level educational leaders.

2. Fancera, S. F. (writing). We don't have time for all of this professional development!
1. Fancera, S. F. (data analysis). Principals' use of Twitter for professional development and learning.

### Peer-reviewed Academic Conferences

- 2022 15. Fancera, S. F., & Saperstein, E. (2022, June). *Professional learning via Twitter in global citizenship education: Considerations for school leaders*. Dialogue host. Leadership for Professional Learning Hybrid Symposium. Dublin City University, Dublin, Ireland.
14. Saperstein, E., & Fancera, S. F. (2022, June). *Professional development and learning in a Quebec global citizenship education course*. Dialogue host. Leadership for Professional Learning Hybrid Symposium. Dublin City University, Dublin, Ireland.
- 2021 13. Fancera, S. F. (2021, June). *School leaders' use of Twitter for professional learning*. Dialogue host. Leadership for Professional Learning Virtual Symposium.
- 2020 12. Fancera, S. F. (2020, August). *External school contexts and the COVID-19 school closures*. Paper presented. International Council of Professors of Educational Leadership 2020 Virtual Conference.
11. Fancera, S. F. (2020, August). *A measure of school leaders' use of Twitter for professional development*. Paper presented. International Council of Professors of Educational Leadership 2020 Virtual Conference.
10. Fancera, S. F. (2020, May). *Hope in New Jersey schools*. Roundtable discussion. New England Educational Research Organization. Roundtable accepted. Portsmouth, NH. Canceled due to COVID-19.
9. Fancera, S. F. (2020, May). *A principal's promotion: Preparedness and transitions in practice for the assistant superintendency*. Paper accepted. New England Educational Research Organization. Portsmouth, NH. Canceled due to COVID-19.
- 2018 8. Fancera, S. F. (2018, May). *School climate and academic performance in New Jersey*. Paper presented. New England Educational Research Organization. Portsmouth, NH.
- 2013 7. Fancera, S. F., & DiSilvestro, N. (2013, April). *The principal and school counselor engaging students in positive academic discussions*. Paper accepted. New England Educational Research Organization. Portsmouth, NH.
- 2012 6. Fancera, S. F. (2012, November). *School and teacher characteristics to predict collective teacher efficacy*. Paper accepted. University Council for Educational Administration. Denver, CO.
- 2010 5. Fancera, S. F. (2010, November). *Practitioner modifiable variables to improve collective efficacy*. Paper accepted. University Council for Educational Administration. New Orleans, LA.
4. Fancera, S. F., & Bliss, J. R. (2010, November). *Instructional leadership, collective efficacy, and student achievement*. Paper accepted. University Council for Educational Administration. New Orleans, LA.
- 2000 3. Davis, S. L., Madsen, S., Fancera, S. F., Hill, M. R., Slack, J. V., Sun, J., Murray, D. M., Luetkemeier, M. J., & Askew, E. W. (2000). Exercise induced markers of oxidative stress following acute antioxidant supplementation. Abstract accepted. *Medicine & Science in Sports & Exercise*, 32, S105.
2. Luetkemeier, M. J., Davis, S. L., Ryujin, D. T., Fancera, S. F., & Dolan, R. L. (2000). Acute plasma volume expansion and anaerobic wingate test performance. Abstract accepted. *Medicine & Science in Sports & Exercise*, 32, S238.

- 1999 1. White, A. T., Davis, S. L., Wilson, T. E., Fancera, S. F., & Luetkemeier, M. J. (1999). Induced sweat function in multiple sclerosis. Abstract accepted. *Medicine & Science in Sports & Exercise*, 31, S310.

### Invited Talks

- 2022 4. Fancera, S. F. (2022, March). *Is the Magic of Hope Lost on the Adults in a School?* Robert K. Seal, Faculty. William Paterson University, Wayne, NJ.
- 2021 3. Fancera, S. F. (2021, June). *PDiE author interview (Sue and Sam)*. Sue Swaffield, Editorial Board Member. Professional Development in Education.
- 2011 2. Fancera, S. F. (2011, October). *Leadership to Improve Collective Teacher Efficacy*. Christopher H. Tienken, Faculty. Seton Hall University, South Orange, NJ.
- 2008 1. Fancera, S. F. (2008, July). *Curriculum Planning for Novice Teachers*. Gregory Farley, Instructor. Drew University, Madison, NJ.

### Other Presentations

- 2023 4. Fancera, S. F. (2023, April). *Use of Twitter for Professional Development and Learning: Do Principal Experience and School Demographics Matter?* Paper presentation. Explorations: Research, Scholarship, and Creative Expression at William Paterson University. Wayne, NJ.
- 2022 3. Fancera, S. F. (2022, April). *Context Responsive Leadership: From Building to District Level Leadership*. Research panel. Explorations: Research, Scholarship, and Creative Expression at William Paterson University. Wayne, NJ.
- 2019 2. Fancera, S. F. (2019, April). *School Leaders' Use of Social Media and Networks for Professional Development*. Poster presentation. Explorations: Research, Scholarship, and Creative Expression at William Paterson University. Wayne, NJ.
- 2018 1. Fancera, S. F. (2018, April). *School climate according to the New Jersey school performance report*. Paper presentation. Explorations: Research, Scholarship, and Creative Expression at William Paterson University. Wayne, NJ.

## TEACHING

### William Paterson University: Master (m) and Doctoral (d) Courses

- 2023 3. Problems in Practice: Legal and School Centered Issues (m)  
2. Internship in Educational Leadership (m)
- 2022 1. Leader Learner Community (d)  
6. Principalship: The Person and the Profession (m)  
5. Problems in Practice: Legal and School Centered Issues (m)  
4. Internship in Educational Leadership (m)  
3. Leader Learner Community (d)  
2. Research Design and Methods I (d)  
1. Research Design and Methods II (d)
- 2021 5. Curriculum Design: Technology Across Disciplines (m)  
4. Leader Learner Community (d)  
3. Leadership in Learning Communities: From Theory to Practice (m)  
2. Problems in Practice: Legal and School Centered Issues (m)

2020	1. Understanding Group Process and the Psychology of Organizations (m)
	6. Curriculum Design: Technology Across Disciplines (m)
	5. Educational Research: Qualitative and Quantitative Designs (m)
	4. Leadership in Learning Communities: From Theory to Practice (m)
	3. Problems in Practice: Legal and School Centered Issues (m)
2019	2. Internship in Educational Leadership (m)
	1. Understanding Group Process and the Psychology of Organizations (m)
	6. Curriculum Design: Technology Across Disciplines (m)
	5. Educational Research: Qualitative and Quantitative Designs (m)
	4. Internship in Educational Leadership (m)
2018	3. Leadership in Learning Communities: From Theory to Practice (m)
	2. Principalship: The Person and the Profession (m)
	1. Understanding Group Process and the Psychology of Organizations (m)
	8. Clinical Projects (m)
	7. Leadership in Learning Communities: From Theory to Practice (m)
2017	6. Curriculum Design: Language Arts Literacy Across Disciplines (m)
	5. Curriculum Design: Technology Across Disciplines (m)
	4. Educational Research: Qualitative and Quantitative Designs (m)
	3. Field Experience I (m)
	2. Internship in Educational Leadership (m)
2017	1. Understanding Group Process and the Psychology of Organizations (m)
	3. Curriculum Design: Language Arts Literacy Across Disciplines (m)
	2. Educational Research: Qualitative and Quantitative Designs (m)
	1. Supervision and Evaluation: Performance Appraisal (m)

#### **William Paterson University: Doctoral Dissertations as Chair**

2023	2. Rood, D. (proposal development). Teacher cultural competency, student socioeconomic status, and their relationship to student engagement and achievement.
	1. Sama-Barreto, L. (proposal development). Principals' perspectives on English as a second language refusals.

#### **Rutgers University: Master (m) and Doctoral (d) Courses**

2011	Organizational Leadership: Problems of Practice (d)
2010	Foundations of Educational Administration and Supervision (m)

#### **Kean College: Undergraduate Course**

1995	Biology
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#### **University of Arizona: Undergraduate Courses**

1995	Hiking
	Weight Training
1994	Exercise Physiology for Coaches
	Flag Football
	Hiking

1993 Weight Training  
Anatomy & Physiology Laboratory  
Flag Football  
Hiking  
Weight Training

## SERVICE

### William Paterson University: University (u), College (c), and Department (d)

2023	9. Academic Standards Council, Faculty Senate (u) 8. Continuous Improvement Committee (c) 7. EdD in Leadership Core Faculty (d) 6. Educational Leadership Advisory Council Chair (c) 5. Educational Leadership Program Director & WP Online Lead (d) 4. Marketing and Public Relations Advisory Committee (u) 3. Office of Field Experiences Advisory Committee (c) 2. Office of Field Experiences Community Advisory Council (c) 1. Professional Development Schools Network Advisory Council (c)
2022	9. Academic Standards Council, Faculty Senate (u) 8. Continuous Improvement Committee (c) 7. EdD in Leadership Core Faculty (d) 6. Educational Leadership Advisory Council Chair (c) 5. Educational Leadership Program Director & WP Online Lead (d) 4. Marketing and Public Relations Advisory Committee (u) 3. Office of Field Experiences Advisory Committee (c) 2. Office of Field Experiences Community Advisory Council (c) 1. Professional Development Schools Network Advisory Council (c)
2021	9. Academic Standards Council, Faculty Senate (u) 8. Continuous Improvement Committee (c) 7. EdD in Leadership Core Faculty (d) 6. Educational Leadership Advisory Council Chair (c) 5. Educational Leadership Program Director & WP Online Lead (d) 4. Marketing and Public Relations Advisory Committee (u) 3. Office of Field Experiences Advisory Committee (c) 2. Office of Field Experiences Community Advisory Council (c) 1. Professional Development Schools Network Advisory Council (c)
2020	10. Academic Standards Council, Faculty Senate (u) 9. Continuous Improvement Committee (c) 8. EdD in Leadership Core Faculty (d) 7. Educational Leadership Advisory Council Chair (c) 6. Educational Leadership Program Director & WP Online Lead (d) 5. Marketing and Public Relations Advisory Committee (u) 4. Office of Field Experiences Advisory Committee (c) 3. Office of Field Experiences Community Advisory Council (c) 2. Pre-doctoral Fellowship Candidate Search Committee (d) 1. Professional Development Schools Network Advisory Council (c)

2019	9. Academic Standards Council, Faculty Senate (u) 8. Continuous Improvement Committee (c) 7. EdD in Leadership Core Faculty (d) 6. Educational Leadership Advisory Council Chair (c) 5. Educational Leadership Program Director & WP Online Lead (d) 4. Marketing and Public Relations Advisory Committee (u) 3. Office of Field Experiences Advisory Committee (c) 2. Office of Field Experiences Community Advisory Council (c) 1. Professional Development Schools Network Advisory Council (c)
2018	6. Academic Standards Council, Faculty Senate (u) 5. Diversity Committee (c) 4. EdD in Leadership Core Faculty (d) 3. Office of Field Experiences Advisory Committee (c) 2. Office of Field Experiences Community Advisory Council (c) 1. Professional Development Schools Network Advisory Council (c)
2017	4. Diversity Committee (c) 3. Office of Field Experiences Advisory Committee (c) 2. Office of Field Experiences Community Advisory Council (c) 1. Professional Development Schools Network Advisory Council (c)

#### **William Paterson University: Doctoral Dissertations as Committee Member**

2023	4. Felegi, W. (proposal development). Mentorship programs and academic success for school-aged children.
	3. Hresko, L. (proposal development). Identity as an influence on major selection for undeclared students:
	2. Lima, R. (proposal development). Administrator and teacher perceptions of working conditions in public preschools.
	1. Schneider, K. (proposal development). A case study of strategic planning in higher education.

#### **Manuscript Reviewer**

2023	<i>The Clearing House: A Journal of Educational Strategies, Issues, and Ideas</i>
2022	<i>International Journal of Education Policy and Leadership</i>
	<i>Journal of School Leadership</i>
	<i>The Clearing House: A Journal of Educational Strategies, Issues, and Ideas</i>
2021	<i>Education Policy Analysis Archives</i>
	<i>Journal of School Leadership</i>
	<i>McGill Journal of Education</i>
	<i>The Clearing House: A Journal of Educational Strategies, Issues, and Ideas</i>
2020	<i>ICPEL Publications</i>
	<i>Journal of School Leadership</i>
2019	<i>Education Policy Analysis Archives</i>
	<i>ICPEL Publications</i>
2018	<i>Education Policy Analysis Archives</i>
	<i>ICPEL Publications</i>

2017 ICPEL Publications  
2015 School Leadership & Management

### Convention/Meeting Reviewer

2022 Online session facilitator & synthesizer. Leadership for Professional Learning Hybrid Symposium. Dublin City University, Dublin, Ireland.  
2020 AERA Annual Meeting Reviewer, Division A, Section 1. San Francisco, CA  
2018 New England Educational Research Organization Annual Meeting Review Committee. Portsmouth, NH  
2012 UCEA Convention Proposal Reviewer. Denver, CO  
2011 UCEA Convention Proposal Reviewer. Pittsburgh, PA  
2010 UCEA Convention Proposal Reviewer. New Orleans, LA

### Doctoral Dissertations as Committee Member

9. Petrovey, W. G. (2022). *Are we prepared? Analyzing active shooter policy accessibility in New Jersey institutions of higher education*. Seton Hall University, South Orange, New Jersey
8. Droske, S. (2020). *How teachers construct and make use of student growth data*. Rutgers, The State University of New Jersey, New Brunswick, New Jersey
7. Lamberti, A. (2020). *An analysis of the complex thinking requirements of the TerraNova and IOWA practice tests in English/language arts for grade 8: A tale of two tests*. Seton Hall University, South Orange, New Jersey
6. Solis-Stovall, L. (2020). *An analysis of the higher order thinking requirements of PARCC practice assessments in grades 3-5*. Seton Hall University, South Orange, New Jersey
5. Orange, K. (2018). *Good teaching is good teaching: Teachers understandings of evaluation and teacher self-efficacy*. Rutgers, The State University of New Jersey, New Brunswick, New Jersey
4. Ullrich, A. (proposal defended Spring 2016). *Professional learning communities & special education: Making professional development 'special'*. Rutgers, The State University of New Jersey, New Brunswick, New Jersey
3. Massimino, J. R. (2014). *The referents of faculty trust and school achievement*. Rutgers, The State University of New Jersey, New Brunswick, New Jersey
2. Casarico, P. (2013). *Factors affecting the distribution and access to athletic opportunities for New Jersey high school students*. Rutgers, The State University of New Jersey, New Brunswick, New Jersey
1. Howland, J. (2013). *Where the hell have you been for three years?: The decision-making processes of principals when recommending marginal teachers for tenure*. Rutgers, The State University of New Jersey, New Brunswick, New Jersey

### Related Community Service

2016 - 2021 #EdCampBlitz Organizing Team Member  
Woodbridge Township School District, Woodbridge, NJ

### FULL EMPLOYMENT HISTORY



2019 - Present	Director, Educational Leadership Program William Paterson University of New Jersey, Wayne, NJ
2017 - Present	Assistant Professor (tenure track) William Paterson University of New Jersey, Wayne, NJ
2008 - 2017	Principal Woodbridge Township School District, Woodbridge, NJ
2010 - 2011	Part-time Lecturer Rutgers University, New Brunswick, NJ Department of Educational Theory, Policy, & Administration
2006 - 2008	Science Department Supervisor Woodbridge Township School District, Woodbridge, NJ
2001 - 2006	Teacher Woodbridge Township School District, Woodbridge, NJ
1999 - 2003	Trainer Millburn-Short Hills/Westfield Athletic Clubs, Millburn, NJ
1999 - 2001	Associate Consultant Defined Health, Millburn, NJ
1998 - 1999	Research Assistant Physiologist - Human Performance Research Laboratory University of Utah, Salt Lake City, UT Department of Exercise and Sport Science
1996 - 1998	Manager & Trainer Millburn-Short Hills/Westfield Athletic Clubs, Millburn, NJ
1996	Substitute Teacher Woodbridge Township School District, Woodbridge, NJ
1995	Adjunct Professor Kean College of New Jersey, Union, NJ
1993 - 1995	Graduate Teaching Assistant The University of Arizona, Tucson, AZ Department of Exercise and Sport Sciences

## AWARDS & HONORS

2019 - 2020	Assigned Research Time Award, Nine credits release William Paterson University of New Jersey, Wayne, NJ <i>A Measure of School Leaders' Use of Social Media for Professional Development</i> Role: Principal Investigator
2012	Excellence in Educational Leadership Award, University Council for Educational Administration Rutgers, The State University of New Jersey, New Brunswick, NJ
2012	New Jersey Department of Education - Reward School Indiana Avenue School #18 Woodbridge Township School District, Woodbridge, NJ
2008 - 2009	New Jersey Institute of Technology Medibotics Cohort Two School Woodbridge High School, Woodbridge, NJ
2008	Dissertation Proposal Award, Delta Xi Chapter of Kappa Delta Pi Rutgers, The State University of New Jersey, New Brunswick, NJ
2005	Kappa Delta Pi, International Honor Society in Education

2005	Rutgers, The State University of New Jersey, New Brunswick, NJ Young Science Achievers Program, \$175 Woodbridge High School, Woodbridge, NJ
2004	Young Science Achievers Program, \$850 Woodbridge High School, Woodbridge, NJ
2003	Middlesex County, New Jersey, Department of Planning, Division of Solid Waste Management, \$683.00 Woodbridge High School, Woodbridge, NJ
2002	ECOLAB Visions for Learning, \$5060 Woodbridge High School, Woodbridge, NJ
2002	AWS Convergence Technologies, \$1500 Woodbridge High School, Woodbridge, NJ

### **PROFESSIONAL CERTIFICATIONS**

5. New Jersey School Administrator Certificate of Eligibility
4. New Jersey Principal Standard Certificate
3. New Jersey Supervisor Standard Certificate
2. New Jersey Teacher of Physical Science Standard Certificate
1. New Jersey Teacher of Biological Science Standard Certificate

### **PROFESSIONAL ORGANIZATIONS**

2. International Council of Professors of Educational Leadership (ICPEL)
1. International Professional Development Association (IPDA)