

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

2023 - Present	Associate Professor
2019 - Present	Director, Educational Leadership Program
2017 - 2023	Assistant Professor William Paterson University, Wayne, New Jersey Department of Educational Leadership & Professional Studies

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

- Fancera, S. F. (2023). Leadership for staff hope: Can it offer similar outcomes as student hope? *Journal of Educational Studies and Multidisciplinary Approaches (JESMA)*, Vol 3(1), 83-95.
<https://jesma.net/index.php/jesma/article/view/70/45>
- 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>

- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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

- 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. 54-68). Routledge. <https://doi.org/10.4324/9781003274537-7>
- 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

- Spencer Foundation, Chicago, IL. Research Grants on Education: Small (\$50,000, unfunded). January 2024 - December 2025. *Applying self-determination theory to elucidate the online professional learning landscape for teachers in the post-pandemic era*. Role: Co-Principal Investigator (PI: Heejung An, Ed.D.; Co-PI: So Yoon Yoon, Ph.D.)
- 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.)
- 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.)

On-going Scholarship

- Fancera, S. F. (under review). Context Responsive Leadership to Explain Twitter for Professional Development Scale Scores.
- Grimes, N., & Fancera, S. F. (participant recruitment/data collection). Academic library and public school partnerships to foster professional development and learning opportunities.

Peer-reviewed Academic Conferences (*doctoral student co-author)

- Fancera, S. F. (2023, October). *Exploring principal experience and school demographics to explain Twitter for Professional Development Scale scores*. Paper presentation. Northeastern Educational Research Association. Trumbull, CT.
- Rood, D.*, & Fancera, S. F. (2023, October). *Enhancing student engagement through teacher cultural competence*. Paper presentation. Northeastern Educational Research Association. Trumbull, CT.
- 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.
- 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.
- Fancera, S. F. (2021, June). *School leaders' use of Twitter for professional learning*. Dialogue host. Leadership for Professional Learning Virtual Symposium.
- 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.
- 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.
- 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.
- 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.
- Fancera, S. F. (2018, May). *School climate and academic performance in New Jersey*. Paper presented. New England Educational Research Organization. Portsmouth, NH.
- 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.
- Fancera, S. F. (2012, November). *School and teacher characteristics to predict collective teacher efficacy*. Paper accepted. University Council for Educational Administration. Denver, CO.
- Fancera, S. F. (2010, November). *Practitioner modifiable variables to improve collective efficacy*. Paper accepted. University Council for Educational Administration. New Orleans, LA.
- 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.
- 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.

- 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.
- 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

- 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.
- Fancera, S. F. (2021, June). *PDiE author interview (Sue and Sam)*. Sue Swaffield, Editorial Board Member. Professional Development in Education.
- Fancera, S. F. (2011, October). *Leadership to Improve Collective Teacher Efficacy*. Christopher H. Tienken, Faculty. Seton Hall University, South Orange, NJ.
- Fancera, S. F. (2008, July). *Curriculum Planning for Novice Teachers*. Gregory Farley, Instructor. Drew University, Madison, NJ.

Other Presentations

- Fancera, S. F. (2023, November). *X/Twitter Chats for Professional Learning*. Workshop. The 14th Annual WPU Educational Technology Conference. Wayne, NJ.
- 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.
- 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.
- 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.
- 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

Doctoral Courses

Dissertation: Scholarship in Practice
 Leader Learner Community
 Research Design and Methods I
 Research Design and Methods II

Master Courses

Clinical Projects
Curriculum Design: Language Arts Literacy Across Disciplines
Curriculum Design: Technology Across Disciplines
Educational Research: Qualitative and Quantitative Designs
Internship in Educational Leadership
Leadership in Learning Communities: From Theory to Practice
Problems in Practice: Legal and School Centered Issues
Supervision and Evaluation: Performance Appraisal
The Principalship: The Person and the Profession
Understanding Group Process and the Psychology of Organizations

Doctoral Dissertations as Chair

Hogan, C. (proposal development). Incorporating culturally responsive school leadership into every aspect of the principalship.
Riehl, M. (proposal development). Understanding K-12 district equity leadership.
Rood, D. (proposal defended May 2023). A quantitative analysis of teacher cultural competence and student engagement in NJ middle schools.
Sama-Barreto, L. (proposal defended June 2023). Principals' perspectives on English as a second language program refusals.

Rutgers University

Foundations of Educational Administration and Supervision
Organizational Leadership: Problems of Practice

Kean College

Biology

University of Arizona

Anatomy & Physiology Laboratory
Exercise Physiology for Coaches
Flag Football
Hiking
Weight Training

SERVICE

William Paterson University

University

2019 - Present Marketing and Public Relations Advisory Committee

2018 - Present Academic Standards Council, Faculty Senate

College

2023 - Present School-University Partnerships Advisory Council
2019 - Present Continuous Improvement Committee
2019 - Present Educational Leadership Advisory Council Chair
2018 - Present Doctor of Education in Leadership Core Faculty
2017 - Present Clinical Experiences Advisory Committee
2017 - 2022 Clinical Experiences Community Advisory Council
2017 - 2022 Professional Development Schools Network Advisory Council
2017 - 2020 Diversity Committee

Department

2023 - Present Retention, Tenure, and Promotion Committee
2023 One-Year-Only Instructor Search Committee
2020 - 2021 Pre-doctoral Fellowship Candidate Search Committee
2019 - Present Educational Leadership Program Director & WP Online Lead

Doctoral Dissertations as Committee Member

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

Manuscript Reviewer

2023 *International Journal of Education Policy and Leadership*
 Professional Development in Education
 The Clearing House: A Journal of Educational Strategies, Issues, and Ideas
2022 *International Journal of Education Policy and Leadership*
 Journal of School Leadership
 The Clearing House: A Journal of Educational Strategies, Issues, and Ideas
2021 *Education Policy Analysis Archives*
 Journal of School Leadership
 McGill Journal of Education
 The Clearing House: A Journal of Educational Strategies, Issues, and Ideas
2020 *ICPEL Publications*
 Journal of School Leadership
2019 *Education Policy Analysis Archives*
 ICPEL Publications
2018 *Education Policy Analysis Archives*
 ICPEL Publications

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 at Other Institutions

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
Droske, S. (2020). *How teachers construct and make use of student growth data*. Rutgers, The State University of New Jersey, New Brunswick, New Jersey
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
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
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
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
Massimino, J. R. (2014). *The referents of faculty trust and school achievement*. Rutgers, The State University of New Jersey, New Brunswick, New Jersey
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
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

2023 Real Men Read Program
Giant Trouble by Ursula Vernon to 160 fifth and sixth grade students
Theodore Roosevelt School
Weehawken School District, Weehawken, NJ
2016 - 2021 #EdCampBlitz Organizing Team Member
Woodbridge Township School District, Woodbridge, NJ

FULL EMPLOYMENT HISTORY

2023 - Present	Associate Professor (tenured) William Paterson University of New Jersey, Wayne, NJ Department of Educational Leadership and Professional Studies
2019 - Present	Director, Educational Leadership Program William Paterson University of New Jersey, Wayne, NJ Department of Educational Leadership & Professional Studies
2017 - 2023	Assistant Professor (tenure track) William Paterson University of New Jersey, Wayne, NJ Department of Educational Leadership and Professional Studies
2010 - 2011	Part-time Lecturer Rutgers University, New Brunswick, NJ Department of Educational Theory, Policy, & Administration
2008 - 2017	Principal Woodbridge Township School District, Woodbridge, NJ
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 Department of Biology
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 Rutgers, The State University of New Jersey, New Brunswick, NJ
2005	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

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