

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

2026 - Present	Professor
2023 - 2026	Associate Professor
2019 - Present	Graduate Program Director, Educational Leadership
2017 - 2023	Assistant Professor William Paterson University, Wayne, New Jersey Department of Educational Leadership & Professional Studies

RELATED EDUCATIONAL LEADERSHIP EXPERIENCE

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

SCHOLARSHIP

Peer-reviewed Articles (*student co-author)

14. **Fancera, S. F.**, Valer, L.* , & Mungiello, A.* (forthcoming). Leadership in context: Examining school district demographic and socioeconomic factors to predict superintendent salary. *Journal of Organizational & Educational Leadership*.
13. Grimes, N., & **Fancera, S. F.** (2026). Bridging educational silos: Exploring professional development and learning opportunities through academic library/public-school partnerships. *School-University Partnerships*.
<https://doi.org/10.1108/SUP-09-2025-0052>

12. **Fancera, S., & An, H. (2025).** Promoting and supporting teacher leaders: The potential of targeted professional development. *Research in Educational Administration and Leadership*, 10(4), 946-981. <https://doi.org/10.30828/real.1758556>
11. **Fancera, S. F. (2025).** Principal leadership to empower STEM educators: Using online continuing professional development to sustain growth. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 98(5-6), 211–218. <https://doi.org/10.1080/00098655.2025.2579921>
10. **Fancera, S. F. (2024).** Context responsive leadership to explain X/Twitter for Professional Development Scale scores. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 97(5), 145-153. <https://doi.org/10.1080/00098655.2024.2426650>
9. **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>
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=joe>
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/joe/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>
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>
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>
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>
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 (*student co-author)

4. **Fancera, S. F., & Saperstein, E. (2026).** Flip-flopping visions: Challenges for principals who outlast district leadership. In J. R. Battitoni & A. C. Guadino (Eds.), *Case Studies for Aspiring and Current Building Level Educational Leaders*. The Excellence in Education Journal. <https://excellenceineducationjournal.org/index.php/eej/index>

3. Mungiello, A.*, Valer, L.*, & **Fancera, S. F.** (2026). Stronger together: Uniting families, schools, and communities through the Community Learning Collaborative. In J. R. Battitori & A. C. Guadino (Eds.), *Case Studies for Aspiring and Current Building Level Educational Leaders*. The Excellence in Education Journal.
<https://excellenceineducationjournal.org/index.php/eej/index>
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. 54-68). Routledge. <https://doi.org/10.4324/9781003274537-7>
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 and Contracts

4. New Jersey Department of Education, Trenton, NJ. Empowering Teacher Leaders (\$165,000, awarded). May 2024 - March 2025. *Practices to Promote and Support Teacher Leadership in New Jersey P-12 Public Schools*. Role: Principal Investigator (Co-PI: Heejung An, Ed.D.)
3. 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.)
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.)

On-going Scholarship (*student co-author)

3. Riehl, M. C.*, & **Fancera, S. F.** (second review). Public school equity directors: A context-responsive leadership analysis of the creation, implementation, and evolution of the position.
2. **Fancera, S. F.**, Mungiello, A.*, & Valer, L.* (data collection/analysis). Do superintendent salary inequities persist? A multi-year analysis of district context and compensation.
1. **Fancera, S. F.** (data collection/analysis). Educator perceptions of organizational communication: Adaptation of the organizational bullshit perception scale for public schools.

Peer-reviewed Academic Conferences and Proceedings (*student co-author)

25. **Fancera, S. F.**, Mungiello, A.* , & Valer, L.* (2026, October). *Do superintendent salary inequities persist? A multi-year analysis of district context and compensation*. Paper presentation. Northeastern Educational Research Association. Trumbull, CT.
24. **Fancera, S. F.** (2026, October). *A typology of school communication based on educator responses to the Organizational Bullshit Perception Scale*. Paper presentation. Northeastern Educational Research Association. Trumbull, CT.
23. Grimes, N. & **Fancera, S.** (2026, January). *Bridging educational silos: Academic library–P12 partnerships for professional development, information literacy, and educational innovation*. Poster presentation. New Jersey Academic Libraries Conference. Union, NJ.
22. Grimes, N. D., & **Fancera, S. F.** (2025), Academic library and public school partnerships to foster K–12 professional development and learning opportunities. *Proceedings of the Association for Information Science and Technology*, 62: 1459-1461.
<https://doi.org/10.1002/pra2.1434>
21. **Fancera, S. F.** (2025, October). *Cultivating teacher leaders: A study of strategy design and professional development*. Paper presentation. Northeastern Educational Research Association. Trumbull, CT.
20. **Fancera, S. F.**, & Grimes, N. (2025, October). *Bridging educational silos: Exploring professional learning opportunities through academic library/P12 partnerships*. Paper presentation. Northeastern Educational Research Association. Trumbull, CT.
19. **Fancera, S. F.**, Valer, L.* , & Mungiello, A.* (2025, October). *Leadership in context: Examining school district demographic and socioeconomic factors to predict superintendent salary*. Paper presentation. Northeastern Educational Research Association. Trumbull, CT.
18. Riehl, M. C.* , & **Fancera, S. F.** (2025, October). *Investigating equity directors’ responsibilities and expectations in public schools*. Paper presentation. Northeastern Educational Research Association. Trumbull, CT.
17. **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.
16. Rood, D.* , & **Fancera, S. F.** (2023, October). *Enhancing student engagement through teacher cultural competence*. Paper presentation. Northeastern Educational Research Association. Trumbull, CT.
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.
13. **Fancera, S. F.** (2021, June). *School leaders’ use of Twitter for professional learning*. Dialogue host. Leadership for Professional Learning Virtual Symposium.
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.
8. **Fancera, S. F.** (2018, May). *School climate and academic performance in New Jersey*. Paper presented. New England Educational Research Organization. Portsmouth, NH.
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.
6. **Fancera, S. F.** (2012, November). *School and teacher characteristics to predict collective teacher efficacy*. Paper accepted. University Council for Educational Administration. Denver, CO.
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.
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.
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

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

Other Presentations

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

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
School Management Functions: Finance, Structures, Resources
Supervision and Evaluation: Performance Appraisal
The Principalsip: The Person and the Profession
Understanding Group Process and the Psychology of Organizations

Doctoral Dissertations as Chair

4. Hogan, C. (2025). *If you check yourself, you won't wreck yourself! Developing and testing a culturally responsive school leadership checklist for principals*. William Paterson University, Wayne, New Jersey
3. Riehl, M. (2025). *Equity directors in New Jersey schools: A context-responsive analysis of the evolution of the position*. William Paterson University, Wayne, New Jersey
2. Rood, D. (2024). *Exploring the effects of teacher cultural competence on student engagement in diverse educational landscapes*. William Paterson University of New Jersey, Wayne, New Jersey
1. Sama-Barreto, L. (2024). *Principals' perspectives on English as a second language program refusals*. William Paterson University of New Jersey, Wayne, New Jersey

In-progress.

3. McCain, T. (proposal development). *Bridging Employment Gaps for African American and Latin Residents in Trenton, New Jersey*. William Paterson University of New Jersey, Wayne, New Jersey
2. Mungiello, A. (proposal defended). *Backpack burdens: Policy enactment and equity in K-2 homework practices*. William Paterson University of New Jersey, Wayne, New Jersey
1. Valer, L. (proposal defended). *From hire to inspire: Retaining Black and Latiné teachers*. William Paterson University of New Jersey, Wayne, New Jersey

Rutgers University

Foundations of Educational Administration and Supervision (graduate course, master level)
Organizational Leadership: Problems of Practice (graduate course, doctoral level)

Kean College

Biology (undergraduate course)

University of Arizona

Anatomy & Physiology Laboratory (undergraduate course)
Exercise Physiology for Coaches (undergraduate course)
Flag Football (undergraduate course)
Hiking (undergraduate course)
Weight Training (undergraduate course)

SERVICE

William Paterson University

University

2025 - Present	College of Adult & Professional Studies Faculty Development Committee
2024 - Present	WP Online Academic Task Force, Faculty Senate
2024 - Present	Undergraduate Policies and Standards Council, Faculty Senate
2019 - Present	Marketing and Public Relations Advisory Committee
2018 - 2024	Academic Standards Council, Faculty Senate

College

2021 - Present	Doctorate in Leadership Community Advisory Council
2019 - Present	College Continuous Improvement Committee
2019 - Present	Chair, Educational Leadership Advisory Council
2018 - Present	Doctorate in Leadership Core Faculty
2023 - 2026	School-University Partnerships Advisory Committee
2023 - 2026	School-University Partnerships Advisory Council
2017 - 2022	Clinical Experiences Advisory Committee
2017 - 2022	Clinical Experiences Community Advisory Council
2017 - 2022	Professional Development Schools Network Advisory Council
2017 - 2020	Diversity Committee
2017 - 2018	Educational Leadership Advisory Council

Department

2024 - Present	AFT Department Representative
2019 - Present	Graduate Program Director, Educational Leadership
2025 - 2026	Chair, Retention and Tenure/Promotion Committee
2024	Chair, Search Committee - Assistant Professor (tenure track)
2024	Search Committee Member - Instructor of Leadership (non-tenure track)
2023 - 2024	Retention and Tenure/Promotion Committee Member
2023	Search Committee Member - Instructor (one-year only)
2020 - 2021	Search Committee Member - Pre-doctoral Fellowship Candidate

Doctoral Dissertations as Committee Member

4. Lima, R. (2025). *An examination of pyramid model implementation in a New Jersey preschool*. William Paterson University, Wayne, New Jersey
3. Felegi, W. (2024). *Community-based mentorship programs: Influence on adolescents' social capital and social competence*. William Paterson University, Wayne, New Jersey
2. Hresko, L. (2024). *Identity as an influence on major selection for undeclared students*. William Paterson University, Wayne, New Jersey
1. Schneider, K. (2024). *Executive leadership considerations of market forces: A case study of strategic planning development in higher education*. William Paterson University, Wayne, New Jersey

In-progress.

3. Bader, Z. (proposal defended). *Exploring the role of Palestine TV opinion leaders in promoting the cultural identity of traditional artisans in Palestine*. William Paterson University, Wayne, New Jersey
2. Prado, J. (in development). *From policy to practice: Implementing equity-centered credit for prior learning (cpl) in New Jersey higher education*. William Paterson University, Wayne, New Jersey
1. Ramirez, D. (in development). *The bridge gap: How community college leaders enact equitable assessment and placement practices for multilingual adult learners transitioning from non-credit ESL to credit-bearing programs*. William Paterson University, Wayne, New Jersey

Editorial Boards

2026 *Research in Educational Administration & Leadership*

Manuscript Reviewer Service

2026	<i>Journal of Theoretical Educational Sciences</i>
	<i>The Clearing House: A Journal of Educational Strategies, Issues, and Ideas</i>
2025	<i>Journal of School Leadership</i>
	<i>Mentoring & Tutoring: Partnership in Learning</i>
	<i>Professional Development in Education</i>
	<i>Research in Educational Administration & Leadership</i>
	<i>The Clearing House: A Journal of Educational Strategies, Issues, and Ideas</i>
2024	<i>Mentoring & Tutoring: Partnership in Learning</i>
	<i>Research in Educational Administration & Leadership</i>
	<i>The Clearing House: A Journal of Educational Strategies, Issues, and Ideas</i>
2023	<i>International Journal of Education Policy and Leadership</i>
	<i>Professional Development in Education</i>
	<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	<i>ICPEL Publications</i>

2015 *School Leadership & Management*

Professional Organization Service

2026 Member, Thomas F. Donlon Memorial Award for Distinguished Mentoring Committee
Northeastern Educational Research Association

2025 Chair, Thomas F. Donlon Memorial Award for Distinguished Mentoring Committee
Northeastern Educational Research Association

2024 Co-Chair, Thomas F. Donlon Memorial Award for Distinguished Mentoring Committee
Northeastern Educational Research Association

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 Annual Meeting Review Committee
New England Educational Research Organization. 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

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

2025	Woodbridge Science, Engineering, and Technology Symposium (SETS) Participated as a judge for the Woodbridge Township School District middle school science fair at Colonia High School, Colonia, NJ
2025	REAL Men Read Program, <i>The Word Collector</i> by Peter Reynolds. Read aloud to fourth grade students at Charles J. Riley School #9, Paterson Public Schools, Paterson, NJ
2024	REAL Men Read Program, <i>Her Right Foot</i> by Dave Eggers. Read aloud to fourth grade students at Ridge Street School, Newark City School District, Newark, NJ
2023	REAL Men Read Program, <i>Giant Trouble</i> by Ursula Vernon. Read aloud to fifth and sixth grade students at Theodore Roosevelt School, Weehawken School District, Weehawken, NJ
2016 - 2021	#EdCampBlitz Organizing Team Member Woodbridge Township School District, Woodbridge, NJ

FULL EMPLOYMENT HISTORY

2026 - Present	Professor William Paterson University of New Jersey, Wayne, NJ Department of Educational Leadership and Professional Studies
2023 - 2026	Associate Professor (tenure awarded September 1, 2023) William Paterson University of New Jersey, Wayne, NJ Department of Educational Leadership and Professional Studies
2019 - Present	Graduate Program Director, Educational Leadership 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

2026	Faculty Travel Funding Award, \$500 William Paterson University of New Jersey, Wayne, NJ For scholarly activity at the Northeastern Educational Research Association Annual Conference, October 14-16, 2026, Trumbull, CT
2025	Faculty Travel Funding Award, \$600 William Paterson University of New Jersey, Wayne, NJ For scholarly activity at the Northeastern Educational Research Association Annual Conference, October 22-24, 2025, Trumbull, CT
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

New Jersey School Administrator Certificate of Eligibility
 New Jersey Principal Standard Certificate
 New Jersey Supervisor Standard Certificate
 New Jersey Teacher of Physical Science Standard Certificate
 New Jersey Teacher of Biological Science Standard Certificate

PROFESSIONAL ORGANIZATIONS

International Professional Development Association (IPDA)
 Northeastern Educational Research Association (NERA)