



**Jan Richards, Ed.D.**  
**Covina, California**  
**Email: jrichards@nu.edu**



***Education/Academic Degrees:***

Ed.D. in Educational Leadership	Azusa Pacific University	2003
MA Ed. (Honors)	Chapman University	1998

***Professional Experience:***

LIBERTY UNIVERSITY (online instructor)	2007-present
EDUC 500: <i>Educational Psychology</i>	

NATIONAL UNIVERSITY	2002-present
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Masters Program

MAT 644: *Foundations and Principals of Curriculum*

MAT 643: *Models of Teaching*

Teacher Ed Program

TED 665: *Cognition, Language, and Culture*

TED 668: *Multicultural Children's Literature*

TED 611: *Educational Psychology*

TED 615: *Foundations of Education*

Online Teaching:

MAT 643: *Models of Teaching*

TED 668: *Multicultural Children's Literature*

Student teacher and intern supervising	2002-present
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CHAPMAN UNIVERSITY	1997-2003
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Masters Program

ED 606: *Seminar in Learning Theory*

ED 607: *Seminar in Comparative Education*

ED 605: *Democracy and Education*

ED 608: *Seminar in Social Theory*

ED 609: *Seminar in Curriculum Studies*

Teacher Ed Program

TED 521: *Teaching Strategies* (middle/high school level)

Student teacher supervisor

AZUSA PACIFIC UNIVERSITY

2001-2002

Masters Program

ED 571: *Curriculum Foundations*

ED 572: *Advanced Educational Psychology*

Teacher Ed Program

TED 505: *Clinical Experiences in Classroom Management*

TED 525: *Clinical Experiences in Teaching Math*

Student Teacher Supervisor

Public School Teaching Experience

20 years in California school districts (Grades 1-8)

“Young Writer’s Camp” (California State University--Long Beach)  
(Grades 2-12)

1988-1995

***Summary of Professional Experiences:***

Having taught on every level from first grade through university, I have gained a broad understanding of the particular needs and approaches inherent in differentiated educational groupings. My experiences in education have helped me to handle great diversity in students’ ability, socioeconomic level, and ethnicity. I know the frustrations, the joys, the exhaustion, and the satisfaction of the teaching profession first hand and can connect with the classroom realities new teachers are facing. *Teaching Strategies* at three universities has been a wonderful opportunity to pass on approaches and skills needed in today’s diverse classroom. In these classes, I strove to instill a sense of confidence in these first year teachers by emphasizing the skills of writing lesson plans, employing positive classroom management strategies, and by giving the opportunity to demonstrate lessons before their peers using a video camera. In the master’s level classes, the students generally have had two or three years of teaching experience; my goal here is to connect theory with practice. My love of encouraging new teachers is furthered by supervising student teachers on all levels. Consultations with the master teachers as well as the interns provided invaluable experience for all of us. I learned from them as much as they did from me. The knowledge that I gained in aiding the growth and development of beginning teachers has been extremely gratifying.

***Research Experience***

I completed a follow up study to my dissertation topic entitled “Principal Behaviors that Encourage Teachers: Perceptions of Teachers at Three Career Stages” (1-5 years; 6-10 years, and 11+ years of experience). It was presented at both the 2005 AERA conference in Montreal, Canada and the 2005 NAESP (National Association of Elementary School Principals) Conference in Baltimore, Maryland. This study was also written as an article and published in *Principal Magazine*.

I finished my research study for the dissertation requirement and presented my findings at the AERA convention in April, 2003. The title of my study is “Principal Behaviors that Encourage Teachers to Stay in the Profession.” The study has a mixed design having both qualitative and quantitative components.

I helped to research and design a doctoral level class in *Higher Ed Teaching* at Azusa Pacific University. Its purpose is to give current university instructors access to teaching strategies and learning theory that will broaden their instructional options.

## ***Publications***

Richards, Jan.(April, 2008). The benefits of an accelerated learning format in teacher education programs. *National University Journal of Research in Innovative Teaching*.

Richards, Jan. (May/June 2007). Emotional intelligence: Key to leadership success. *Principal Magazine*. **Web Exclusive**. Volume 86 Number 5. Accessed from <http://www.naesp.org/ContentLoad.do?contentId=2236>

Richards, Jan. (Spring, 2007). Keep up the good work! *New Teacher Advocate*, 14(3), p. 11.

Richards, Jan. (2007, Jan./Feb.). How effective principals encourage their teachers. *Principal Magazine*, 86( 3), p. 48-50.

Richards, Jan. (Nov. 2006). A call for encouraging principals. *Teachers of Vision*. ( Reprinted from “To Honor and Cherish: A Call for Encouraging Principals” *Educational Horizons*. Winter, 2002, 7(3), p. 5-14).

Richards, Jan. (2006). *Accelerated learning formats in teacher education programs*. Paper presented at the Institute of Education Conference, University of London., May 2006. (ERIC Document Reproduction Service No. ED 491733).

Richards, Jan. (2006). Principal behaviors that encourage teachers: Perceptions of teachers at three career stages. (ERIC Document Reproduction Service No. ED 490357). Paper presented at the Annual Meeting of the American Educational Research Association. Montreal, Canada, April 2005.

Richards, Jan. (2006, Winter). Setting the stage for student engagement. *Kappa Delta Pi Record*, p. 92-94

Richards, Jan. (2005, Nov./Dec.). Mind fields: Adolescent consciousness in a culture of distraction By *Thomas Cottle*. (Book Review) *Journal of Teacher Education*, 56(5), 498-499.

Richards, Jan. (October, 2005). Principal Actions Key to Retaining Teachers. *Education World*. [http://www.educationworld.com/a\\_issues/chat/chat158.shtml](http://www.educationworld.com/a_issues/chat/chat158.shtml)

- Richards, Jan. (Jan/Feb. 2004). What new teachers value most in principals. *Principal Magazine*. 83 (3), 42-44.
- Richards, Jan. (2004, Spring). Enchanting teachers among us. *Childhood Education*. 80, (3), 128-133
- Richards, Jan. (2003). *Principal behaviors that encourage teachers to stay in the profession: Perceptions of K-12 teachers in their second to fifth year of teaching*. Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL,, April 21-25, 2003. (ERIC Document Reproduction Service No. ED477523)
- Richards, Jan. (2003). *Principal behaviors that encourage teachers to stay in the profession: Perceptions of K-12 teachers in their second to fifth year of teaching*. (2003). Published dissertation
- Richards, Jan. (Fall, 2003.). "The rewards and challenges of teaching. In B.H. Stanford (Ed.), *Learning to Teach*. New York: Allyn Bacon.
- Richards, Jan. (Fall, 2002.). "Five powerful attitudes" *New Teacher Advocate*.
- Richards, Jan. (Fall, 2002.). "It's been a bad day!" *Kappa Delta Pi Record*.
- Richards, Jan. (Winter, 2002.). "To honor and cherish: A call for encouraging principals" *Educational Horizons*.
- Richards, Jan. (March 2002.). "Teacher resistance to change (and what principals can do about it)" *Principal Magazine*..
- Richards, Jan. (Fall, 2001). *Reinventing childhood: Raising and educating children in a changing world* By David Elkind, Ph.D. (Book Review) *Childhood Education*
- Richards, Jan. (Winter, 2002). *Let Your Life Speak* By Parker Palmer. (Book Review) *Educational Forum*.

## ***Presentations***

- Richards, Jan. (2008, April). Five powerful teacher attitudes that promote a happy and productive learning environment. Presented at the No Child Left Behind State Title I Conference. Los Angeles, CA.
- Richards, Jan, Marilyn Koeller, Cynthia Schubert. (2008, April). Building healthy relationships with emotional intelligence. Presentation for the Spring Symposium. National University. San Diego, CA.

- Richards, Jan. (2008, February). Win the career success jackpot with emotional intelligence : What successful business and education leaders know and do! Presented at the American Society of Business and Behavioral Sciences (ASBBS) in Las Vegas, NV with Dr. Cynthia Schubert and Dr. Marilyn Koeller.
- Richards, Jan. (2007, November). *Dancing with the dragon: How teachers maintain their joy of teaching in an age of accountability.* Presentation at the Kappa Delta Pi 2007 Convocation. Louisville, KY.
- Richards, Jan. (2007, September). *The Benefits of an Accelerated Learning Format in Teacher Education Programs.* Poster session at National University Fall Gathering. La Jolla, CA.
- Richards, Jan. (2007, April). *How teachers maintain their joy of teaching in an age of accountability.* Presented at the No Child Left Behind State Title I Conference. Costa Mesa, CA.
- Richards, Jan. (2007, March). Invited presentation for Azusa Pacific University's NCATE/CCTC Accreditation visit on my experience with APU's doctoral program.
- Richards, Jan (February 2007). *Emotional intelligence: Key to leadership success.* Paper presented at the American Society of Business and Behavioral Sciences (ASBBS) in Las Vegas, NV.
- Richards, Jan. (October 2006). *Hybrid classes: The best of both worlds.* Paper presented at the International Society for Exploring Teaching and Learning (ISETL) Conference. Palm Springs, CA.
- Richards, Jan. (2006, July). *Teaching classes as hybrids.* Presentation for National University SOE faculty in Southern California. Costa Mesa, CA.
- Richards, Jan. (2006, May). *Accelerated learning formats in teacher education programs.* Paper presented at the Institute of Education Conference, University of London.
- Richards, Jan. (2006, April). *Using hybrid formats in the higher ed classroom.* Presentation for the Spring Symposium. National University. San Diego, CA.
- Richards, Jan. (2006, February). *Principal behaviors that encourage teachers most: Perceptions of teachers at three career stages* Paper presented at the American Society of Business and Behavioral Sciences (ASBBS).in Las Vegas, NV.
- Richards, Jan.(2005, November). *Five powerful attitudes that promote teacher success.* Paper presented at the Kappa Delta Pi Convocation, Orlando, FL.
- Richards, Jan. (April, 2005). *Principal behaviors that encourage teachers most.* Presentation for the NAESP Conference in Baltimore, MD.

Richards, Jan. (April, 2005). *Principal behaviors that encourage teachers: Perceptions of teachers at three career stages*. Presentation for the AERA Conference in Montreal, Canada.

Richards, Jan. (Nov., 2004). *Laughing, sharing, learning: Three hands-on activities to engage and enrich adult learners*. Presentation for the Annual Lilly Conference on College Teaching.

Richards, Jan. (August, 2004). "Setting the stage for student engagement" Presentation for university intern supervisors at National University, San Bernardino, CA.

Richards, Jan. (June, 2004). "Tips for getting published" Presentation for a doctoral class at Azusa Pacific University (Writing for Publication).

Richards, Jan. (January, 2004). *Principals behavior that encourage teachers to stay in the Profession*. Paper presented at the annual Hawaii International Conference on Education: Honolulu, Hawaii.

Richards, Jan. (2003). "Principal behaviors that encourage teachers to stay in the profession." Paper presented at the AERA convention: Chicago, 2003

Richards, Jan. (2003). "Mixed qualitative-quantitative research design." Presentation at the Spring Symposium, National University, 2003.

Richards, Jan. (2003). "Data collection and analysis." Guest lecturer for a doctoral class at Azusa Pacific University. (*Qualitative Research*), February, 2003.

Richards, Jan. (2002). "Tips for getting published." Guest lecturer for a doctoral class at Azusa Pacific University (*Writing for Publication*), November, 2002.

Richards, Jan. (1999). Equity for all: Is there an ethical basis for the existence of gifted programs?" Presentation given at Azusa Pacific University at the Center for Research on Ethics & Values, November, 1999.

## ***Honors and Awards***

Outstanding Service Award (2007) for work as Educational Leadership Chair for the American Society of Business and Behavioral Sciences (ASBBS) yearly Conference.

Appreciation Plaque (2004) awarded by the Marine Corp in appreciation. for my work to organize teachers who arranged for their students to write letters and send packages to the Marines in Iraq. One of the Marines in this regiment is now one of our National University adjuncts at Ontario.

Outstanding Dissertation Award

The doctoral program in Educational Leadership at Azusa Pacific University submitted my dissertation to AERA to be considered for their “Winning Dissertation” Award.

Research Grant Award

Pi Lambda Theta offered a grant on my research study “Principal Behaviors that Encourage Teachers to Stay in the Profession.” September, 2002

Teacher of the Year

I was selected as Downey Unified School District’s Teacher of the Year, 1996.