

REGULA SCHMID, Ed.D.

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EDUCATION

2008-2011

- **Doctorate Educational Leadership** – San Diego State University, San Diego, CA

2002–2004

- **Administrative Service Credential** – Educational Leadership Development Academy (ELDA) – University of San Diego, San Diego, CA

1999

- **Single Subject Teaching Credential** – English and German with supplemental authorization in Comparative Political Systems and International Relations – University of San Diego – San Diego, CA

1999

- **Spanish Language and Culture Immersion Program** – Instituto Falcon – Guanajuato, Mexico

1997–1999

- **CLAD Authorization** – San Diego State University – San Diego, CA
- Courses for **Certificate in Applied Linguistics and ESL** – SDSU – San Diego, CA

1995–1997

- **Master of Arts in International Relations** – Specialty in Intercultural Communication (Grade Point Average 4.0 out of 4.0) United States International University – San Diego, CA

1988–1992

- **Bachelor of Arts in International Relations** – (Electives in Sociology, Psychology, and Human Behavior) – United States International University – San Diego, CA

PUBLICATIONS AND MANUSCRIPTS

Ambriz, M. J., Ambriz, M.T., Lang, A., Schmid, R., Willis, C. (2009). What Teaching Strategies Enable One Teacher to Out Perform Another? Unpublished manuscript. San Diego State University.

Schmid, R. (2018). Pockets of Excellence: Teacher Beliefs and Behaviors that Lead to High Student Achievement at Low Achieving Schools. *Sage Open Journal*, 8(3): 1-10. 215824401879723

Bernardy, S. & Schmid, R., (2018). Ensuring Students Feel Safe at School: A Report on Safeness before and after the Marjory Stoneman Douglas High Parkland Shooting. *Leadership Extra*. <https://content.acsa.org/leadership-extra/ensuring-students-feel-safe-at-school>

Schmid, R. (2011). Effective Teachers: Beliefs and Behaviors That Lead to High Student Achievement at Reading First Schools. Unpublished dissertation, San Diego State University.

Schmid, R. Teacher Beliefs and Behaviors that Lead to High Student Achievement for English Learners. Submitted to CATESOL Journal.

Schmid, R. (2018). English as a Foreign Language Programs in China. Accepted for publication in CATESOL News.

Schmid, R. (2016). Multi-lingual Homeschooling Made Easy. *Learning Tangent*, 3(4). 27-29.

Schmid, R. (2017). Fostering Multilingualism at Home. *CATESOL News*, 49(2). <http://www.catesolnews.org/2016/12/fostering-multilingualism-home/>

Schmid, R. (in preparation). Teacher Candidate's Beliefs about Students' Ability to Learn. Unpublished manuscript. Azusa Pacific University.

Schmid, R. (in preparation). The Ebb and Flow about Teacher Candidate's Beliefs about Students' Ability to Learn during Their Credentialing Program. Unpublished manuscript. Azusa Pacific University.

Schmid, R. Turning around a Low Performing, High Poverty School Based on What Worked in One Classroom. Unpublished manuscript.

RELEVANT EXPERIENCE

Assistant Professor – Azusa Pacific University

2018-Present

- Teach on-site graduate courses in education
 - TEP 532: Secondary Pedagogy I
 - TESP 502: Science of Teaching I
 - TESP 512: Science of Teaching II
 - TESP 511: Art of Teaching II
 - TEP 531: Methods of Teaching Reading and Writing (7-12)
 - TESP 525/521: Methods of Teaching Reading and Writing (K-8)
 - TEP 533: The Differentiated Classroom: Maximizing Capacity of Each Learner. Grades 7-12
 - TESP 504: Schools and Educational Systems
- Mentor student teachers
- Conduct scholarly research

Adjunct Professor – Point Loma Nazarene University

2017-2018

- Teach on-site graduate courses in education
 - GED 689P1 and P2: Culminating Research Project

Adjunct Professor and University Supervisor – University of San Diego

2016-2018

- Teach and design on-site and on-line courses in education and education leadership
 - EDUC 534: Methods of Teaching Literacy (in person)
 - EDUC 532 Curriculum and Methods of Teaching English – Secondary (in person)
 - EDUC 532 Curriculum and Methods of Teaching World Language – Secondary (in person)
 - EDUC 582 Psychological Foundations in Education (in person)
 - EDUC 522 Educational Research Methodology (online)
 - EDUC 515: Ethical Leadership – lead faculty (designed and taught online)
 - EDUC 506: Data Driven Decision Making – lead faculty (designed and taught online)
 - LBST 495: Senior Seminar in Liberal Studies (in person)
- Supervise and advise student teachers and students completing their practicum
- Assist in placing students at school sites

Consultant

2012-Present

- Provide professional development and build leadership capacity at Francis Parker independent school
- Collaborate with university officials of two teachers' colleges in Switzerland on opportunities for students from San Diego to visit the colleges
- Design program with teachers and administrators in Switzerland for teachers and pre-service teachers to visit schools and observe instruction in Switzerland
- Designed and implemented new district wide teacher and counselor recruitment procedure to ensure equal hiring practices for a large urban district
- Evaluated and screened all teacher and counselor applications for entire district
- Analyzed data and needs of a charter school to compose action plan
- Provide leadership, life, organizational, and professional coaching
- Facilitate meetings, professional development sessions, and retreats

Principal Johnson - Elementary School - Cajon Valley School District – El Cajon

2006-2012

- Moved school from low performing, 5th year improvement status, to school that met API and AYP in all sub-groups
- Led instructional and operational aspects of a Title I school with an enrollment of 600
- Wrote and implement High Priority Schools Grant, Reading First Grant, and 4-year NCLB plan
- Implemented balanced curriculum that included art, PE, character education, music, and gardening
- Raised student achievement and attendance rate, lowered suspension rate
- Provided professional development and coaching for teachers and leadership team
- Built capacity in teachers and leaders
- Led school-wide reform, changed culture from teaching in isolation to collaboration and cross visitation
- Analyzed data to guide professional development plan
- Participated in District wide meetings and served as area director
- Organized and held parent meetings and conferences in English and Spanish
- Developed program for parents and created parent center
- Communicated with the community in both English and Spanish
- Oversaw budget
- Made staffing decisions and evaluated teachers
- Led school through a statewide budget crisis without losing personnel

Assistant Principal – Cajon Valley Middle School – Cajon Valley School District – El Cajon

2006-2005

- Lead school-wide behavior management, character education, operations, and instruction
- Ensured and supported successful vertical and horizontal teaming
- Oversaw placement of students and schedule changes
- Evaluated teachers and instructional program
- Built capacity in teachers and promoted collaboration
- Built relationships with all stakeholders, brought the community in and reached out into the community
- Implemented and ran attendance improvement program
- Conducted home visits to ensure on-going communication with families
- Participated in management team, instructional council, and attendance improvement task force
- Worked closely with SSC, governance team and instructional council to ensure shared decision making about budget, master schedule, staffing, and instructional program
- Organized and held parent meetings and conferences in English and Spanish

Site Literacy Administrator – Mark Twain Continuation School and Montgomery Middle School – San Diego Unified School District – San Diego

2002–2004 & 2004-2005

- Prepared for and led WASC accreditation process
- Led and monitored standards based instructional program
- Designed, implemented, and evaluated comprehensive results based and student data driven professional development program that included: collaboration sessions, student progress monitoring meetings, staff development workshops, coaching and peer coaching, study groups, reading and writing groups
- Promoted literacy and language acquisition across all content areas by providing staff development and coaching on reading and writing instruction, SDAIE strategies and scaffolding instruction for ELLs
- Provided staff development and coaching to teachers and instructional coaches
- Led planning and designing of standards based curriculum and assessments
- Prepared for CCR and ensured the legality of the ELL program and proper placement of all students including ELLs, special education students, pregnant minors and mothers, GATE and seminar students
- Communicated with community and partners to secure internship and job experience placements for students
- Worked closely with SSC, governance team and instructional council to ensure shared decision making about budget, master schedule, staffing and instructional program
- Participated in and facilitated committees and consensus reaching for High School Reform and School Renewal
- Built capacity in teachers to create a team of professional developers to coach, provide model lessons, conduct workshops, lead study groups and serve as teacher leaders
- Supervised and led all aspects of humanities department and the professional development team
- Monitored student achievement
- Coached and evaluated teachers, peer coaches, staff developers, and conducted demonstration lessons and demonstration coaching cycles
- Ran all instructional and operational aspects of Extended Year and Extended Day Programs
- Maintained on-going communication with parents in Spanish and English
- Communicated, collaborated, and mobilized community to foster involvement of all stakeholders

- Participated in District wide professional development, collaboration with other Literacy Administrators, Math and Literacy Instructional Leadership Conferences, on and off site workshops with consultants

Peer Coach/Staff Developer – Wilson Middle School (Gr. 5-8) – San Diego Unified School District – San Diego

2002

- Led team that restructured the 5th and 6th grade program to include vertical and horizontal teaming
- Led 5th and 6th grade curriculum design team
- Learned all District, State, and Federal curriculum, budget, and instructional minutes requirements for both elementary and middle school
- Coached teachers in the areas of literacy instruction, literacy across content areas, reading/writing workshop, and the San Diego City Schools Literacy Framework
- Gave professional development presentations

Teacher – Wilson Middle School (Grades 5–8) – San Diego Unified School District – San Diego

1999–2002

- Taught sheltered 7th and 8th grade reading/writing workshop and social studies
- Taught reading to 5th, 6th, 7th, and 8th grade newcomers (most of whom had little or no literacy in their primary language)
- Taught inclusive 7th and 8th grade humanities
- Participated in staff development workshops, staff meetings, department meetings
- Planned, implemented and adapted lessons for students with special needs
- Served as governance chair

English as a Second Language - American Language Institute – San Diego State University – San Diego

1997-1999

- Coordinated special ESL and Sports Medicine program and oversaw budget
- Hired, supervised and evaluated teachers
- Designed curriculum
- Taught ESL classes in structure, writing, reading, academic speaking, and oral communication
- Developed materials, curriculum, and lesson plans for classes and programs
- Led curriculum writing task group for Cambridge Test Preparation Program
- Participated in designing placement tests, scoring systems, and curricula
- Administered and scored placement tests and participated in placement of students

English as a Foreign Language and PE Teacher/Coordinator – Secondary School Blumenau – St. Gallen, Switzerland

1993–1995

- Taught high school students from diverse backgrounds in EFL and PE
- Supervised Children’s Festival (a cultural event) Organization Team of 24 teachers & led and delegated task force
- Coordinated Children’s Festival which attracted 40,000 people and the press
- Developed and oversaw budget for student activity programs
- Wrote grant proposals
- Developed curricula for mandatory summer camp and the EFL and PE programs
- Coordinated summer camp for teenagers in the French speaking part of Switzerland
- Conducted press interviews, enhanced school’s and city’s image

Conference Presentations and Attendance

Schmid, R. (2019). Method of Teaching Critical Literacy. Presented at Australian Association Literacy Educators’ Association’s National Conference. Melbourne, Australia.

Schmid, R. (2019). Method of Teaching Environmental Literacy. Presented at Australian Association Literacy Educators’ Association’s National Conference. Melbourne, Australia.

International Literacy Association, ILA West, Conference. 2018. Attended

Schmid, R. (2017). What’s up with Data? Presented at Australian Association for the Teaching of English and Australian Literacy Educators’ Association’s National Conference: Cutting Edge Margin to Mainstream. Hobart, Australia.

CUE – San Diego. 2016. Attended.

Schmid, R. (2006). Implementing and running a quality all-encompassing program that includes character education, instruction, school-wide behavior management, and attendance improvement and meets the diverse needs of at risk, multi-lingual, lower socio-economic students. Presented at California League of Middle Schools. San Jose, CA.

Schmid, R. (1999). Teaching the American Usage of Compliments to EFL Students. Presented at SITE (Seminar for International Teachers of English). San Diego, CA.

Schmid, R. (1999). Immersing Teenagers. Presented at SITE (Seminar for International Teachers of English). San Diego, CA.

Schmid, R. (1999). Immersing Teenagers. Presented at ICBNA (Brazilian Teacher Training Program). San Diego, CA. Schmid, R. (1998). Current Methods of Teaching ESL. Presented at St. Gallen County Teachers' Conference. St.Gallen, Switzerland.

Schmid, R. (1990). I Love Your Shoes: Teaching Compliments to ESL Students. Presented at SITE (Seminar for International Teachers of English). San Diego, CA.

Schmid, R. (1997). Teaching the American Usage of Compliments to ESL Students. CATESOL (California Teachers of English to Speakers of Other Languages). San Diego, CA.

Service

2018-present

- Azusa Pacific University
 - Scholarship letter applications reader
 - Representative at collaboration meetings with partners such as the County Office of Education and school districts
 - Workgroup member for the revision of courses with the perspective of socially and linguistically diverse students
 - Course lead for TEP 531
 - SME for online design of TEP 531
 - Workgroup member for revision of TEP/TESP 521/525
 - Homecoming video presentation to Alumni
 - Bring quality performing arts featuring cast members of disadvantaged backgrounds to students attending City Heights schools free of charge three times a year reaching 1,500 students of diverse backgrounds per show
 - Design lessons for teachers to use before and after shows to link the performances to common core and content standards

2012-Present

- Sophia Isadora Academy of Circus Arts – Director of Community and Media Outreach
 - Bring quality performing arts featuring cast members of disadvantaged backgrounds to students attending City Heights schools free of charge three times a year reaching 1,500 students of diverse backgrounds per show
 - Design lessons for teachers to use before and after shows to link the performances to common core and content standards
 - Organize and lead hands on circus activities for underprivileged youth
 - Compose press releases and calendar event entries to promote free circus shows in underprivileged neighborhoods
 - Prepare cast for shows raising funds for Rady Children's Hospital
- Dr. Schmid Education Consulting – Owner
 - Coach criminal defense attorney who represents people who are disadvantaged
 - Coach gardener on implementing school gardens and managing her workload
 - Advocate for equitable education for children with special needs

2019-2020

- Futsal Coach for Soccer Kids America

2017

- Facilitated board retreat for Stay Cool for Grandkids (paid)
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2016

- Tutor K-12 students whose families have been struck by tragedy (mostly due to war) in English Language Arts, reading, writing, and literacy
- Facilitated Board Meeting for Climate Action Campaign (paid)

1998-2000

- North Park Community Association – San Diego

1996–2000

- Mission Valley YMCA – Fund-raiser, aerobics and walking instructor – San Diego
- Amnesty International – Educated on and petitioned for human rights, press liaison – San Diego

Awards

1997

- National Dean's List

1991–1992

- Dean's List United States International University – San Diego

Languages

Fluent in English and German (with experience in public speaking), Spanish

Professional Associations Membership

- International Literacy Association
- AACTE – American Association of Colleges for Teacher Education
- Australian Literacy Educators' Association