Full Curriculum Vitae

PATRICIA ANN JENNINGS
University of Virginia, School of Education and Human Development
204D Bavaro Hall, Charlottesville, VA 22904
tishjennings@virginia.edu, 434-924-0749, 434-466-1395 (mobile)
UVA Website, LinkedIn, ORCID, Google Scholar
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Current Appointment

Professor of Education with Tenure, June 2019 – present
Director of Ed.D. Program, January 2024 - present
University of Virginia, School of Education and Human Development, Curriculum, Instruction & Special Education Department

Faculty Affiliate January 2014 - present
Youth-NEX: The UVA Center to Promote Effective Youth Development
CASTL: The Center for Advanced Study of Teaching and Learning
UVA Contemplative Sciences Center

Area of Specialization

I study the social and emotional dynamics of educational settings and apply this understanding to develop and test interventions designed to enhance teachers' capacity to cultivate supportive relationships with their students and provide a supportive and engaging social and emotional context for academic learning. Aligned with this approach, I develop and test social and emotional learning curricula and interventions for preK-12 students in school settings. Based upon lifespan developmental theory, I am particularly focused on applying mindfulness- and compassion-based approaches to improving teacher and student emotional awareness and self-regulation, reducing teachers' implicit biases, and improving teaching and learning environments.

Education

• University of California, Davis Department of Human Ecology Human Development Program	Ph.D.	2004
• Saint Mary's College of California Graduate School of Education Early Childhood Education Program	M.Ed.	1980
• Antioch College West Department of Psychology Developmental Psychology Program	B.A.	1977

Prior Professional Experience

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Faculty Representative Member 2023 – 2024
University of Virginia Board of Visitors

Chair, University of Virginia Faculty Senate 2022–2023

Associate Professor with Tenure 2014-2019
Department of Curriculum, Instruction & Special Education
School of Education and Human Development
University of Virginia, Charlottesville, VA

Research Assistant Professor 2008 - 2013
Department of Human Development and Family Studies (HDFS)
College of Health and Human Development
The Pennsylvania State University, University Park, PA

Faculty Affiliate 2008 - 2013
The Edna Bennett Pierce Prevention Research Center
The Pennsylvania State University, University Park, PA

Director 2010 - 2013
Department of Human Development and Family Studies (HDFS)
World Campus Undergraduate Program
College of Health and Human Development
The Pennsylvania State University, University Park, PA

Senior Director 2006 - 2012
Contemplative Teaching and Learning
Garrison Institute, Garrison, NY

Research Assistant Professor 2006 - 2008
Department of Child and Adolescent Development
College of Health & Social Sciences
San Francisco State University, San Francisco, CA

Faculty Affiliate 2006 - 2008
Marian Wright Edelman Institute for the Study of Children, Youth, and Families
San Francisco State University, San Francisco, CA

Research Project Director 2004 - 2006
Health Psychology Program
Department of Psychiatry
School of Medicine
University of California, San Francisco, CA

Associate Instructor 2002 – 2004
Department of Human and Community Development
College of Agricultural and Environmental Sciences
University of California, Davis, CA

Adjunct Professor 2002 – 2003
Department of Psychology

School of Social Science
Sonoma State University, Rohnert Park, CA

Adjunct Professor 1985 – 2000
Early Childhood and Multiple Subjects Program
Graduate School of Education
Saint Mary's College of California, Moraga, CA

Director of Intern Teachers 1985 - 2000
Early Childhood and Multiple Subjects Program
Graduate School of Education
Saint Mary's College of California, Moraga, CA

Founder and Executive Director 1981 - 2002
Montessori Family Center
St. Helena, CA

Credentials CV Contents Hyperlinks

Primary Teaching Certificate, American Montessori Society 1987
Preprimary Teaching Certificate, American Montessori Society 1980
Multiple Subjects Life Teaching Credential, State of California 1980

Fellowships, Awards, & Honors

Joseph E. Zins Distinguished Scientist Award 2024
For Outstanding Contributions to Action Research in
Social and Emotional Learning
The Collaborative for Academic, Social, and Emotional Learning (CASEL)

Distinguished Visiting Professor 2024
Institute of Educational Sciences, Faculty of Educational Sciences
University of Duisburg-Essen, Essen, Germany

Fellow, Is the Good Life Political? 2023-2024
Karsh Institute of Democracy
University of Virginia

Distinguished Researcher Award 2023
University of Virginia

Simon Distinguished Visiting Professor 2023
School of Environment, Education and Development
University of Manchester, Manchester, UK

The Raven Society 2023-present
University of Virginia

Cathey Simmons Humphreys Distinguished Education Lecturer 2023

Jeannine Rainbolt College of Education
University of Oklahoma, Norman, OK

UVA LIFE Faculty 2023-present
International Max Planck Research School on The
Life Course, Berlin, Germany

Distinguished Visiting Professor 2022
Faculty of Educational Science
Bielefeld University, Bielefeld, Germany

Catherine Kerr Award for Courageous and Compassionate Science 2018
Mind and Life Institute, Charlottesville, VA

Educator in Residence 2016
Mary Washington University, Fredericksburg, VA

Senior Fellow 2006 - 2012
Garrison Institute, Garrison, NY

Fellow 2004 - present
Mind and Life Institute, Charlottesville, VA

Francisco J. Varela Memorial Grant Award 2004
Mind and Life Institute, Charlottesville, VA

Outstanding Graduate Student Teaching Award 2004
University of California, Davis, CA

Graduate Opportunity Fellowship 2000 & 2003
University of California, Davis, CA

Henry A. Jastro Fellowship 2001 & 2002
University of California, Davis, CA

Grants

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Current Major Grants

1. Project ENGAGE: The Impact of CARE for Teachers on Students' Success (2024-2029)
   Principal Investigator: Patricia A. Jennings, University of Virginia
   Sponsor: U. S. Department of Education, Education Innovation and Research, #S411B230020
   Amount: $7,999,651
   Role: Principal Investigator
   ENGAGE aims to implement, replicate, and take to scale the Cultivating Awareness and Resilience in Education (CARE) professional learning (PL) program, a mindfulness-based emotion skills psychoeducational program for teachers shown to significantly improve student motivation, engagement, and reading competence and to promote teacher well-being and supportive teacher-student interactions.

2. Project CATALYZE: The Impact of CARE + PATHS on Students' Success (2019-2024, NCE 2024-2025)
   Principal Investigator: Patricia A. Jennings, University of Virginia
   Sponsor: U. S. Department of Education, Education Innovation Research, #U411C190159
   Amount: $4,400,000
   Role: Principal Investigator
   Project CATALYZE will examine whether a well-tested social and emotional learning program (SEL) called the PATHS Curriculum is more effective when teachers receive the Cultivating Awareness and Resilience in Education (CARE) professional development program, shown to improve teachers' social and emotional skills, classroom interactions and student engagement.

Current Subawards

1. Development of the Orienting Positive Emotions in New Educators for Mathematics (OPEN for Math) Professional Learning Program
   Sponsor: National Science Foundation # 2404929
   Principal Investigator: Leigh McLean, University of Delaware
   Role: Principal Investigator
   This project is a Level 2 Discovery Research initiative to develop and test the OPEN for Math PL program, designed to enhance beginning teachers' abilities to create a positive mathematics classroom environment and promote high-quality instruction.

2. Third Coast Learning Collaborative: Developing an Inquiry-Driven Model of School
   Principal Investigator: Chris McNutt, The Human Restoration Project
   Sponsor: U. S. Department of Education, Education Innovation Research #S411C230217
   Amount: $3,978,888
   Principal Investigator: Tara Hofkens, University of Virginia
   Role: Investigator
   This project aims to implement practices, structures, systems, and policies with educators focused on interdisciplinary project-based learning and portfolio-based, feedback-driven assessment centered on improving social-emotional health and academic achievement.

Current Pilot/Seed Funded Projects

1. Assessing implicit racial bias among teacher candidates: A replication study (2022-2024)
   Principal Investigator: Patricia A. Jennings, University of Virginia
   Sponsor: UVA EHD IDEA Grant
   Amount: $10,000
   Role: Principal Investigator
   This study aims to develop and test a protocol to assess teachers' implicit racial bias utilizing video and eye-tracking software.

Current Consulting

1. Promoting the Social and Emotional Well-Being of Head Start and Early Head Start Education Staff through the Cultivating Awareness and Resilience in Education (CARE) Program (2021-2026)
   Principal Investigator: Yoonkyung Oh, University of Texas

Sponsor: Department of Health and Human Services, Administration for Children and Families (ACF) # 90YR0132
Amount: $2,142,438
Role: Consultant
The goal of this 5-year project is to evaluate the efficacy of the CARE program in Head Start settings.

2. Cultivating Awareness and Resilience in Education (CARE) for Special Educators: Supporting Educator Capacity and Well-Being to Promote Positive Student Outcomes (7/1/2021 – 6/30/2026)
Principal Investigator: Jennifer Frank, Pennsylvania State University
Sponsor: Institute of Educational Sciences # R324R210020
Amount: $3,966,426
Role: Consultant
The goal of this 5-year project is to the goal of the current study is to replicate previous CARE research findings and determine whether the beneficial effects from prior evaluations hold true for special education teachers and their students with disabilities.

Prior Major Grants

1. Compassionate Schools Project (2014-2023)
Principal Investigator: Patrick Tolan, University of Virginia
Sponsor: Consortium of private individuals and foundations including Robert Wood Johnson Foundation
Total Amount: $11,000,000
Role: Co-Investigator
This cluster randomized controlled trial will evaluate the impact of the Compassionate Schools Curriculum, a health and physical education program, on student social, behavioral and academic outcomes in 46 elementary schools.

1. Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): A Cluster Randomized Controlled Efficacy Trial (2012-2018)
Principal Investigator: Patricia A. Jennings, University of Virginia
Sponsor: Institute of Educational Sciences #R305A120180
Amount: $3,435,882
A multi-site cluster randomized trial to test the direct effects of the CARE program on teachers, classroom interactions and students' behavior and academic achievement. The study is examining whether the program has differential effects on students and teachers at risk.

2. Compassionate Schools Curriculum Development Project (2014-2016)
Principal Investigator: Patricia A. Jennings, University of Virginia
Sponsor: Hemera Foundation
Amount: $100,000
To develop an evidence-based K-5 health curriculum that integrates social and emotional learning, mindfulness, nutrition and yoga.

3. Cultivating Awareness and Resilience in Education (CARE) (2009-2012)
Principal Investigator: Patricia A. Jennings, Pennsylvania State University
Sponsor: Institute of Educational Sciences #R305A090179

Amount: $489,250
An IES Goal 2 project to refine the Cultivating Awareness and Resilience in Education (CARE) professional development program for teachers and to test the feasibility and efficacy of the program for reducing teacher stress, promoting social and emotional competence, and improving the quality of classroom interactions.

4. Cultivating Emotional Balance in the Classroom (CEBC) (2007-2009)
   Principal Investigator: Patricia A. Jennings, San Francisco State University
   Sponsor: Fetzer Institute
   Amount: $238,790
   To examine the impact of the Cultivating Emotional Balance training on teachers' well-being and the quality of their observed classroom interactions.

5. The Cultivating Emotional Balance (CEB) Project (2004-2006)
   Principal Investigator: Margaret Kemeny, Ph.D.
   Sponsor: Fetzer Institute
   Amount: $3,567,000
   Role: Project Director
   A randomized controlled clinical trial of the Cultivating Emotional Balance (CEB) program, which combines contemplative practices and emotion skills instruction. The study examined the impact of CEB on a sample of schoolteachers' emotion regulation in response to a series of stressors in a laboratory setting. The project involved three three-hour laboratory assessments to track salivary cortisol, immune factors, and autonomic nervous system reactivity.

Prior Subawards

1. ParentCorps Effectiveness in Early Education Centers: Teachers Thrive - Impact on Teachers Thrive (2018-2020)
   Principal Investigator: Laurie Brotman, New York University
   Sponsor: Einhorn Family Charitable Trust
   Role: Co-Investigator
   Subaward Amount: $33,000
   Teachers Thrive examines the impact of the ParentCorp professional development programming on teacher stress and well-being and classroom interaction quality.

2. Trajectories of Teacher Stress: The Roles of Coping and Prior Exposure to Trauma (2017-2020)
   Principal Investigator: Holly Brophy-Herb, Michigan State University
   Sponsor: NIH- National Institute of Child Health and Human Development
   #R21HD090406-01A1
   Role: Co-Principal Investigator
   Amount: $441,541
   This study examines Early Head Start teachers' work stress and coping over the school year using ecological momentary assessment methodology.

Prior Pilot/Seed Funded Projects

1. Assessing Implicit Racial Bias Among Teachers: A Replication Study (2022-2023)
   Principal Investigator: Patricia A. Jennings, University of Virginia
   Sponsor: Foundation IDEA Award

Amount: $10,000
Principal Investigator: Patricia A. Jennings, University of Virginia
Sponsor: Foundation IDEA Award
Amount: $10,000

2. The Compassionate Schools Project – Charlottesville (2018-2019)
   Principal Investigator: Patricia A. Jennings, University of Virginia
   Sponsor: University of Virginia, 3 Cavaliers Project
   Amount: $60,000
   Partnered with Charlottesville City Schools to pilot a mindfulness-based health curriculum, develop and test a protocol to examine student health outcomes, and pursue funding for a larger study.

3. A Brief Mindfulness Intervention for Reducing Pre-Service Teachers' Stress Associated with Managing Challenging Student Behaviors (2015-2020)
   Principal Investigator: Patricia A. Jennings, University of Virginia
   Sponsor: Foundation IDEA Award
   Amount: $10,000
   A randomized controlled experiment to examine the impact of a brief mindfulness intervention on pre-service teachers' stress associated with simulated challenging student behaviors compared to an active control condition.

4. Move This World/Metro Nashville Public Schools: A Pilot Study (2017-2019)
   Principal Investigator: Patricia A. Jennings, University of Virginia
   Sponsor: Move This World
   Amount: $50,000
   To examine the impact of the Move this World online tools on teacher well-being and middle school student academic learning.

5. The Compassionate Schools Project Charlottesville (2018-2019)
   Principal Investigator: Patricia A. Jennings, University of Virginia
   Sponsor: 3 Cavaliers, Office of the Vice President for Research, University of Virginia
   Amount: $60,000
   Role: Principal Investigator
   A pilot study to explore the feasibility of delivering a mindfulness-based health curriculum in the Charlottesville City Schools, develop and test a protocol to examine student health outcomes, and pursue funding for a larger study.

6. Teaching Mindfulness in Schools: A Mixed Method Study of Teachers' Mindfulness Practice, Professional Knowledge, Perspectives and Experiences (2017-2019)
   Principal Investigator/Mentor: Patricia A. Jennings, University of Virginia
   Student Investigator/Mentee: Polina Mischenko, University of Virginia
   Sponsor: Mind and Life Institute
   Amount: $19,695.00
   This study explores the role that teachers' professional knowledge and embodiment of mindfulness through practice play in their experience delivering a mindfulness-based health and wellness curriculum.

7. Implementation, Diffusion, and Impact of Mindfulness-based Programming in One School

District (2017-2019)
Principal Investigator: Patricia A. Jennings, University of Virginia
IDEAs Faculty Research Seed Fund
Amount: $30,000
A case study of the Charlottesville City School district's initiative to integrate mindfulness-based programming for teachers and students into their multi-tiered systems of support.

8. A Brief Mindfulness Intervention for Reducing Pre-service Teachers' stress associated with managing challenging student behaviors (2016-2018)
Principal Investigator: Patricia A. Jennings, University of Virginia
Sponsor: Innovative, Developmental, Exploratory Awards (IDEA), School of Education, University of Virginia
Amount: $10,000
Role: Principal Investigator
A pilot study to examine the efficacy of a brief mindfulness practice for (1) reducing stress associated with pre-service teachers' exposure to challenging student behavior, and (2) improving behavior management.

9. Integrating Contemplative Practice with Mentoring to Empower Adolescent Girls: The Young Women Leaders Program (2014-2016)
Principal Investigator: Edith Lawrence, University of Virginia
Sponsor: Contemplative Sciences Center, University of Virginia
Amount: $11,000
Role: Co-Principal Investigator
A pilot study to explore the impact of adding contemplative components to an existing mentoring program for at risk middle school girls.

10. Using Artificial Intelligence to Accelerate Student Mastery of Effective Interpersonal Communication and Conflict Resolution Strategies (2014-2015)
Principal Investigator: Jennifer Frank, Pennsylvania State University
Sponsor: Penn State University, Center for Online Innovation in Learning (COIL)
Amount: $49,875
Role: Co-Investigator
A project to develop and pilot an online tool designed to promote teachers' supportive interpersonal communication and conflict resolution strategies using artificial intelligence.

11. CALM Teachers: Comprehensive Approach to Learning Mindfulness - Daily Stress Reduction Program for Teachers (2012-2015)
Principal Investigator: Patricia A. Jennings, Pennsylvania State University
Sponsors: 1440 Foundation and Pennsylvania State University Children, Youth, & Families Consortium (CYFC)
Amounts: 1440 Foundation $136,395, CYFC $20,000
To develop a brief, daily program for educators combining mindful awareness practices and yoga and to test the feasibility and efficacy of the program for reducing stress in a pilot randomized controlled trial involving middle school educators. Collected diurnal saliva (assayed for α-amylase and cortisol levels) and blood pressure to examine biological impacts of the intervention.

12. Supporting the Social and Emotional Competence of Novice Teachers and Their Mentors

(2009-2010)
Principal Investigator: Mark T. Greenberg, Pennsylvania State University
Sponsors: Pennsylvania State University Children, Youth, and Families Consortium (CYFC)
Amount: $20,000
Role: Co-Principal Investigator
To examine the feasibility and efficacy of the Cultivating Awareness and Resilience in Education professional development program for reducing stress of notice teachers and their mentors.

13. Creating Sanctuary Within (CSW) (2008-2009)
Principal Investigator: Patricia A. Jennings, Garrison Institute
Sponsor: Kellogg Foundation
Amount: $50,000
To examine the feasibility of integrating the Cultivating Awareness and Resilience in Education (CARE) program into professional development for teachers and support staff at a residential facility supporting children exposed to trauma employing the Sanctuary Model of trauma-sensitive programming.

14. The Classroom Project: An Extension of the Cultivating Emotional Balance Project (2005-2006)
Principal Investigator: Patricia A. Jennings, University of California, San Francisco
Sponsors: Mind and Life Research Institute Varela Award, Fetzer Institute
Amounts: Varela Award $10,000, Fetzer Institute $10,000
A pilot study to examine the impact of the Cultivating Emotional Balance training on the observed quality of teachers' classroom interactions.

Prior Consulting

1. Recognizing, Reflecting, and Responding to Infant/ Toddler Cues: An Integrated Parent-Teacher Intervention to Support Social Emotional Development through Caregiver Mindfulness (2015-2020)
Principal Investigator: Ann Stacks, Wayne State University
Sponsor: Administration for Children and Families
Amount: $2,500,000
Role: Consultant

2. Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communications skills Training Program (2015-2018)
Principal Investigator: Jennifer L Frank, The Pennsylvania State University
Sponsor: Institute of Educational Sciences # R305A150391\
Amount: $1,345,633
Role: Consultant

3. Promoting Adolescent Well-Being and Academic Performance Through Mindfulness-based Emotion Regulation Skills Instruction (2014-2017)
Principal Investigator: Mark Greenberg, Pennsylvania State University
Sponsor: Institute of Educational Sciences #R305A140113
Amount: $1,436,385
Role: Consultant

Publications CV Contents Hyperlinks

Publons Researcher ID: J-8355-2015
Orcid ID: 0000-0003-1026-1362
Google Scholar: Citations = 16285, h-index = 42, i10-index = 71 (as of October 4, 2024)
* Student/former student coauthor
** Highly cited: 1528 (as of October 4, 2024). According to Essential Science Indicators "As of November/December 2017, this highly cited paper received enough citations to place it in the top 1% of the academic field of Social Sciences, general based on a highly cited threshold for the field and publication year." In the top 5% of all research outputs scored by Altmetric.
*** Highly cited: 226 (as of October 2024) this highly cited paper received enough citations to place it in the top 1% of the academic field of Psychiatry/Psychology based on a highly cited threshold for the field and publication year.

Peer Reviewed Journal Articles

1. Çetin, G., Frank, J. L., & Jennings, P. A. (2024). Teacher self-efficacy beliefs and burnout: The mediating roles of interpersonal mindfulness in teaching and emotion regulation. *Journal of Emotional and Behavioral Disorders*. https://doi.org/10.1177/10634266241272049

2. Jennings, P. A., Alamos, P., Baelen, R. N., Jeon, L., & Nicholas-Hoff, P. Y.* (2024). Emotional schemas in relation to educators' social and emotional competencies to promote student SEL. *Social and Emotional Learning: Research, Practice, and Policy, 4*, 100064. https://doi.org/10.1016/j.sel.2024.100064

3. Tolan, P., Harris*, A., Burchinal, M., & Jennings. P. A. (2024). Promoting 21st century health and wellness skills in elementary school children: A group randomized trial. *Prevention Science*. https://doi.org/10.1007/s11121-024-01717-3

4. Mischenko, P. P., * Schussler, D. L., & Jennings, P. A. (2024). Mindfully teaching mindfulness: A conceptual framework based on the Compassionate Schools Project teacher experience. Mindfulness. https://doi.org/10.1007/s12671-023-02285-3

5. Brown, J. L., Jennings, P. A., Rasheed, D., Doyle, S., Cham, H., Frank, J. L., Davis, R., & Greenberg, M. (2023). Direct and moderating impacts of the CARE mindfulness-based professional learning program for teachers on children's academic and social-emotional outcomes. Applied Developmental Science. https://doi.org/10.1080/10888691.2023.2268327

6. Doyle Fosco, S., Schussler, D. L., & Jennings, P. A. (2023). If you build it, will they come? Acceptability and uptake of a mindfulness-based PD program to support educational leader wellbeing. Mindfulness. https://doi.org/10.1007/s12671-023-02182-9

7. Jennings, P. A & Min, * H. M. (2023). Transforming empathy-based stress to compassion: Skillful means to preventing teacher burnout. Mindfulness, 14, 2311–2322 (2023). https://doi.org/10.1007/s12671-023-02115-6

8. Jennings, P. A. (2023). Minding the gap: Attending to implementation science and practice in school-based mindfulness program research. Mindfulness, 14, 314–321. https://doi.org/10.1007/s12671-022-02062-8

9. Brophy-Herb, H., Brincks, A., Cook, J., Stacks, A., Vallotton, C., Frosch, C., Carson, R., Wheeler, R., Perkins, H. A., & Jennings, P. (2022). Stress Intensity and Exhaustion Among Infant and Toddler Teachers: Descriptive Analysis and Associations with Sources of Stress and Coping Strategy Use. Early Education and Development. https://doi.org/10.1080/10409289.2022.2151399

10. Brophy-Herb, H. E., Stacks, A.M., Frosch, C., Brincks, A., Cook, J., Vallotton, C. D., Perkins, H., Kim, L., Carson, R., & Jennings, P. (2022). The effects of a relationship-focused professional development intervention on infant/toddler teachers' mindfulness-based strategies for coping. Early Childhood Education Journal. https://doi.org/10.1007/s10643-022-01416-0

11. Mischenko, P. P., * Nicholas-Hoff, P., * Schussler, D. L., Iwu, J., & Jennings, P. A. (2022). Implementation barriers and facilitators of a mindfulness-based social emotional learning program and the role of relational trust: A qualitative study. Psychology in the Schools, 59(8), 1643-1671. https://doi.org/10.1002/pits.22724

12. Aytürk, E., Cham, H., Jennings, P. A., & Brown, J. L. (2021). Exploring the performance of latent moderated structural equations approach for ordered-categorical items. Structural Equation Modeling: A Multidisciplinary Journal, 28 (3), 410-422. https://doi.org/10.1080/10705511.2020.1810047

13. Jennings, P. A., Jeon, L., & Roberts*, A. M. (2020). Introduction to the special issue on early care and education professionals' social and emotional well-being. Early Education and Development, 31(7), 933–939. https://doi.org/10.1080/10409289.2020.1809895

14. Rodriguez, V., Lynneth Solis, S., Mascio, B., Kiely Gouley, K., Jennings, P. A., & Brotman, L. M. (2020). With awareness comes competency: The five awarenesses of teaching as a framework for understanding teacher social-emotional competency and well-being. Early Education and Development, 31(7), 940–972. https://doi.org/10.1080/10409289.2020.1794496

15. Rasheed, D. S., Brown, J. L., Doyle, S. L., & Jennings, P. A. (2019). The effect of teacher–child race/ethnicity matching and classroom diversity on children's socioemotional and academic skills. Child Development, 91(3), e597–e618. https://doi.org/10.1111/cdev.13275

16. Aytürk, E., Cham, H., Jennings, P. A., & Brown, J. L. (2019). Latent variable interactions with ordered-categorical indicators: Comparisons of unconstrained product indicator and latent moderated structural equations approaches. Educational and Psychological Measurement, 80(2), 262–292. https://doi.org/10.1177/0013164419865017

17. Doyle, S. L., Jennings, P. A., Brown, J. L., Rasheed, D., DeWeese, A., Frank, J. L., Turksma, C., & Greenberg, M. T. (2019). Exploring relationships between care program fidelity, quality, participant responsiveness, and uptake of mindful practices. Mindfulness, 10(5), 841-853. https://doi.org/10.1007/s12671-018-1034-9

18. Schussler, D. L., DeWeese, A., Rasheed, D., DeMauro*, A. A., Doyle-Fosco, S., Brown, J. L., Greenberg, M. T. & Jennings, P. A. (2019). The relationship between adopting mindfulness practice and reperceiving: A qualitative investigation of the CARE for Teachers program. Mindfulness, 10(12), 2567–2582. https://doi.org/10.1007/s12671-019-01228-1

19. Jennings, P. A., Doyle, S., Yoonkyung, O., Rasheed, D., Frank, J. L., & Brown, J. L. (2019). Long-term impacts of the CARE program on teachers' self-reported social and emotional competence and well-being. Journal of School Psychology, 76, 186-202. https://doi.org/10.1016/j.jsp.2019.07.009

20. DeMauro*, A. A., Jennings, P. A., Cunningham, T., Fontaine, D., Park, H., & Sheras, P. (2019). Mindfulness and caring in professional practice: An interdisciplinary review of qualitative research. Mindfulness, 10, 1969–1984. https://doi.org/10.1007/s12671-019-01186-8

21. Jennings, P. A. (2019). Comprehensive systems of support: Where do we go from here? Journal of Applied Developmental Psychology, 61, 56-60. https://doi.org/10.1016/j.appdev.2019.02.005

22. Ross*, K. M., Kim, H., Tolan, P., & Jennings, P. A. (2019). An exploration of normative social and emotional skill growth trajectories during adolescence. Journal of Applied Developmental Psychology, 62, 102-115. https://doi.org/10.1016/j.appdev.2019.02.006

23. Berkovich-Ohana, A., Jennings, P. A. & Lavy, S. (2019). Contemplative neuroscience, self-awareness, and education. Progress in Brain Research, 244, 355-385. https://doi.org/10.1016/bs.pbr.2018.10.015

24. Doyle, S., Brown, J. L., Rasheed, D., Jones, D., & Jennings, P. A. (2019). Cost analysis of ingredients for successful implementation of a mindfulness-based professional development program for teachers. Mindfulness, 10, 122–130. https://doi.org/10.1007/s12671-018-0958-4

25. Elreda, L. M., Jennings, P. A., DeMauro*, A. A., Mischenko*, P. P., & Brown, J. L. (2019). The protective effects of interpersonal mindfulness for teachers' emotional supportiveness in the classroom. Mindfulness, 10, 537–546. https://doi.org/10.1007/s12671-018-0996-y

26. Schussler, D. L., DeWeese, A., Rasheed, D., DeMauro*, A. A., Brown, J. L., Greenberg, M. T., & Jennings, P. A. (2018). Stress and release: Case studies of teacher resilience following a mindfulness-based intervention. American Journal of Education, 125, 1-28. https://doi.org/10.1086/699808

27. Katz*, D. A., Harris*, A. R., Abenavoli*, R. M., Greenberg, M. T., & Jennings, P. A. (2018). Educators' emotion regulation strategies and their physiological indicators of chronic stress over the course of one school year. Stress & Health, 34, 278-285. https://doi.org/10.1002/smi.2782

28. ***Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., Rasheed, D., DeWeese, A., DeMauro*, A. A., Cham, H., & Greenberg, M. T. (2017). Impacts of the CARE for Teachers program on teachers' social and emotional competence and classroom interactions. Journal of Educational Psychology, 109(7), 1010–1028. https://doi.org/10.1037/edu0000187 (link to PDF)

29. DeWeese, A., Jennings, P. A., Brown, J. L., Doyle, S., Davis, R. T., Rasheed, D. S., Frank, J. L., & Greenberg, M. T. (2017). Coding semi-structured interviews: Examining coaching calls within the CARE for Teachers program. SAGE Research Methods Cases, Part 2. http://dx.doi.org/10.4135/9781473958319

30. Foukal*, M. D., Lawrence, E. C., & Jennings, P. A. (2016). Mindfulness and mentoring satisfaction of college women mentoring youth: Implications for training. Mindfulness, 7, 1327–1338. http://dx.doi.org/10.1007/s12671-016-0574-0

31. Felver, J. C., & Jennings, P. A. (2016). Applications of mindfulness-based interventions in school settings. Mindfulness, 7, 1-4. http://dx.doi.org/10.1007/s12671-015-0478-4

32. Sharp*, J. E., & Jennings. P. A. (2016). Strengthening teacher presence through mindfulness: What educators say about the Cultivating Awareness and Resilience in Education (CARE) program. Mindfulness, 7, 209–218. http://dx.doi.org/10.1007/s12671-015-0474-8

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2. Doyle Fosco, S.L., Schussler, D.L., Brown, M.A., Mahfouz, J., Levit-Binnun, N., Cantrell, T., Cherkowski, S., Frazier, T., Jennings, P.A., Krisch, K. (2024). A conceptual framework for

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1. Jennings, P. A., Alamos, P., Baelen, R., & Braun, S. (Eds.). (call underway). Adult social and emotional learning: Implications for Educational Transformation [Special issue]. Social and Emotional Learning: Research, Practice, and Policy.

2. Jennings, P. A., Roberts, A., & Jeon, L. (Eds.) (2020). Early care and education professionals' social and emotional well-being [Special issue]. Early Education and Development. https://doi.org/10.1080/10409289.2020.1809895

3. Felver, J. C., & Jennings, P. A. (Eds.) (2016). Applications of mindfulness-based interventions in school settings [Special issue]. Mindfulness, 7. https://doi.org/10.1007/s12671-015-0478-4

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1. Jennings, P. A., Hofkens, T. L. Rehder, P. D., & Bradshaw, C. P. (2024, April 14). The Impact of Teacher SEL (CARE) + Student SEL (PATHS) on Students' Success During COVID. Presented at American Education Research Association Annual Conference, Philadelphia, PA.

2. Jennings, P. A., Hofkens, T. L. Rehder, P. D., & de Carvalho, J. S. (2023, November 9). Project CATALYZE: Linking SEL programming for both teachers and students. Presented at SEL Exchange. Atlanta, GA.

3. Klusmann, U., Aldrup, K., & Jennings, P. A. (2023, September). Teachers' well-being: its associations with instructional quality and promising internet-based intervention approaches. Symposium presented at the 19th Conference of the Expert Group on Educational Psychology (PAEPS) of the German Psychology Society (DGPs), Kiel, Germany.

4. Jennings, P. A., Hofkens, T. L., Cameron, K., Li, Y., Rehder, P. D., Kendziora, K., & Bradshaw, C. (2023, May). The impact of CARE + PATHS on students' success in the context of COVID. Symposium presented at the Society for Prevention Research Annual Meeting, Washington, D.C.

5. Jennings, P. A., Doyle, S., Oh, Y., Rasheed, D., Frank, J. L. & Brown, J. L. (2019, May). The long-term effects of the CARE for Teachers program on teachers' wellbeing and classroom quality: Results from a randomized controlled trial of CARE. In K. C. Herman (Chair), Advances in understanding and intervening in teacher stress and coping. Symposium presented at the Society for Prevention Research Annual Meeting, San Francisco, CA.

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V. Shapiro (Chair), Social capital, self-control, and academic achievement in adolescence: A structural equation modeling approach. Symposium presented at the American Education Research Association Annual Conference, New York, NY.

7. Jennings, P. A. (2018, April), Discussant. Teachers' mental health and psychological well-being across contexts. Symposium presented at the American Education Research Association Annual Conference, New York, NY.

8. Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., Rasheed, D., DeWeese, D. DeMauro*, A. A., & Greenberg, M. T. (2017, April). The long-term effects of the CARE for Teachers program on teachers' wellbeing and classroom quality: Results from a randomized controlled trial. In R. Roeser (Chair), Teacher, classroom and student impacts of teacher mindfulness programs in elementary and middle school settings. Symposium presented at the American Education Research Association Annual Conference, San Antonio, TX.

9. Brown, J. L., Jennings, P. A., Cham, H., Rasheed, D., Frank, J. L., Doyle, S., Oh, Y., DeWeese, A., & Greenberg, M. T. (2017, March). CARE for Teachers: Direct and mediated effects of a mindfulness-based professional development program for teachers on teachers' and students' social and emotional competencies. In J. Downer (Chair), Social and emotional learning in educational settings invited symposium: Role of teacher well-being & stress in the classroom. Presented at the Society for Research on Educational Effectiveness Annual Conference, Washington, DC.

10. Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Tanler, R., Rasheed, D., DeWeese, A., DeMauro*, A. A., & Greenberg, M. T. (2016, November). Examining the implementation, process, and outcomes of CARE for Teachers, a mindfulness-based intervention in teacher professional development. Symposium presented at the International Symposium for Contemplative Studies, San Diego, CA.

11. Jennings, P. A., Brown, J. L., Zhai, F., Doyle, S., & Greenberg, M. T. (2016, November). Do program fidelity and participant compliance matter? Evidence from a randomized mindfulness-based intervention for teachers. Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference, Washington, DC.

12. Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Tanler, R., Rasheed, D., DeWeese, A., DeMauro*, A. A., & Greenberg, M. T. (2016, May). The effects of the CARE for Teachers program on teachers' wellbeing and classroom quality. In P. Jennings (Chair), CARE for Teachers: Examining implementation, process, and outcomes of a mindfulness-based intervention in teacher professional development. Symposium presented at the Second International Conference on Mindfulness, Rome, Italy.

13. Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Tanler, R., Rasheed, D., DeWeese, A., DeMauro*, A. A., & Greenberg, M. T. (2016, April). Enhancing teachers' wellbeing and classroom quality: Results from a randomized controlled trial of CARE. In P. Jennings (Chair), Examining implementation, process, and outcomes of CARE for Teachers, a mindfulness-based intervention. Symposium presented at the American Education Research Association Annual Conference, Washington, DC.

14. Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S. L., Tanler, R., Rasheed, D., DeWeese, A.,

DeMauro*, A., & Greenberg, M. T. (2015, May). Promoting teachers' social and emotional competence, well-being and classroom quality: A randomized controlled trial of the CARE for Teachers professional development program. In C. Bradshaw (Chair), Examining the impact of school-based prevention programs on teachers: Findings from three randomized trials. Symposium presented at the Society for Prevention Research Annual Meeting, Washington, DC.

15. DeWeese, A., Doyle, S., Jennings, P. A., Brown, J. L., Tanler, R., Rasheed, D. S., Frank, J. L., & Greenberg, M. T. (2015, April). How Is your practice going? A qualitative study of coaching calls within the CARE for Teachers program. In D. L. Schussler (Chair), Exploring processes of effectiveness and impact in social emotional learning programs for educators. Symposium presented at the American Education Research Association 2015 Annual Meeting, Chicago, IL.

16. Katz*, D. A., Harris*, A. R., Jennings, P. A., Abenavoli*, R. M., & Greenberg, M. T. (2015, April). The evaluation of a school-based mindfulness program (CALM) for middle school teachers: Changes in neuroendocrine biomarkers associated with stress. In M. L. Kalbfleisch (Chair), Contemporary examples in educational neuroscience. Symposium presented at the American Education Research Association 2015 Annual Meeting, Chicago, IL.

17. Schussler, D. L., DeWeese, A., Doyle, S., Jennings, P. A., Brown, J. L., Tanler, R., Rasheed, D. S., Frank, J. L., & Greenberg, M. T. (2015, April). Stress and release: A qualitative investigation of the change mechanisms in a socioemotional learning intervention. In D. L. Schussler (Chair), Exploring processes of effectiveness and impact in social emotional learning programs for educators. Symposium presented at the American Education Research Association 2015 Annual Meeting, Chicago, IL.

18. Rasheed, D., Brown, J. L., Tanler, R., Frank, J. Doyle, S., DeWeese, A., Jennings, P. A., & Greenberg, M. T. (2015, March). Associations between teacher-student racial/ethnic relationship quality in a diverse sample of elementary schools. Poster presented at the Society for Research on Child Development Biennial Meeting, Philadelphia, PA.

19. Jennings, P. A., Brown, J. L., Frank, J., Doyle, S. Tanler, R., Rasheed, D., Deweese, A., & Greenberg, M. T. (2014, November). A Mindfulness-based approach to promoting teachers' social and emotional competence and improving classrooms: The Cultivating Awareness and Resilience in Education (CARE) Program. In M. Greenberg (Chair), Innovations in mindfulness for educators: Complementary approaches and outcomes. International Symposium for Contemplative Studies, Boston, MA.

20. Bach, D., Bauer-Wu, S., Germano, D., Jennings, P. A., Mick, D., & Schaeffer, K. (2014, November). Contemplation as organizational transformation in research I university: The University of Virginia as a case study (Panel presentation). International Symposium for Contemplative Studies, Boston, MA.

21. Jennings, P. A. (2014, November). (Chair), Increasing emotional and cognitive regulation among highly vulnerable youth: Advancing the science of mindfulness training. International Symposium for Contemplative Studies, Boston, MA

22. Jennings, P. A., Brown, J. L., Frank, J., Doyle, S. Tanler, R., Rasheed, D., Deweese, A., & Greenberg, M. T. (2014, October). Promoting teachers' social and emotional competence and improving classrooms: The Cultivating Awareness and Resilience in Education (CARE)

Program. In K. Dvorakova (Chair), Building youth resilience in stressful environments through mindfulness and yoga-based interventions. Positive youth development (PYD) in the context of the global recession. Society for Research in Child Development, Special Topic Meeting, Prague, Czech Republic.

23. Jennings, P. A., Brown, J. L., Frank, J. L., Tanler, R. M., Doyle, S. L., De Weese, A., Rasheed, D., & Greenberg, M. T. (2014, May). Promoting teachers' social and emotional competence: The Cultivating Awareness and Resilience in Education (CARE) Program. In P. A. Jennings (Chair), Mindfulness-based approaches for supporting teachers' social and emotional skills, wellbeing and dispositions. Symposium presented at the Society for Prevention Research Annual Meeting, Washington, DC.

24. Harris*, A. R., Jennings, P. A., Abenavoli*, R. M., Katz*, D. A., Schussler, D., & Greenberg, M. T. (2014, May). Preventing educator stress and promoting wellbeing with a brief daily intervention: Results from the CALM (Comprehensive Approach to Learning Mindfulness) Program. In P. A. Jennings (Chair), Mindfulness-based approaches for supporting teachers' social and emotional skills, wellbeing and dispositions. Symposium presented at the Society for Prevention Research Annual Meeting, Washington, DC.

25. Doyle, S. L., Jennings, P. A., DeWeese, A., & Frank, J. L. (2014, May). Evaluating the fidelity of the Cultivating Awareness and Resilience in Education (CARE) Program. Poster Presented at the Society for Prevention Research Annual Meeting, Washington, DC.

26. Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S. L., Tanler, R., DeWeese, A., & Greenberg, M. T. (2014, March). Promoting teachers' social and emotional competence: The Cultivating Awareness and Resilience in Education (CARE) Program. In A. R. Harris (Chair), Mindfulness-based approaches for supporting teachers' social and emotional skills and dispositions. Symposium presented at the American Education Research Association 2014 Annual Meeting, Philadelphia, PA.

27. Harris*, A. R., Jennings, P. A., Abenavoli*, R. M., Katz*, D. A., Greenberg, M. T., & Schussler, D. (2014, March). A daily intervention to support educator stress management, efficacy, and wellbeing: The Comprehensive Approach to Learning Mindfulness (CALM) Program. In A. R. Harris* (Chair), Mindfulness-based approaches for supporting teachers' social and emotional skills and dispositions. Symposium presented at the American Education Research Association 2014 Annual Meeting, Philadelphia, PA.

28. Jennings, P. A., Brown, J. L., Frank, J., Tanler, R., Doyle, S. L., Rasheed, D., DeWeese, A., & Greenberg, M. T. (2014, March). Promoting teachers' social and emotional competence: The Cultivating Awareness and Resilience in Education (CARE) Program. In R. M. Abenavoli* (Chair), Social and emotional interventions in educational settings symposium cultivating mindfulness among educators to support their health, wellbeing, and efficacy. Society for Research on Educational Effectiveness Spring 2014 Conference, Washington, DC.

29. Harris*, A. R., Jennings, P. A., Abenavoli*, R. M., Katz*, D. A., Greenberg, M. T., & Schussler, D. (2014, March). A daily dose of CALM: Supporting middle school educators' wellbeing and classroom functioning through a brief stress reduction intervention. In R. M. Abenavoli* (Chair), Social and emotional interventions in educational settings symposium cultivating mindfulness among educators to support their health, wellbeing, and efficacy. Society for

Research on Educational Effectiveness Spring 2014 Conference, Washington, DC.

30. Dorado, J., Jennings, P. A., & Martinez, M. (2013, November). Promoting resilience for professionals serving traumatized children and youth from under-resourced communities: addressing burnout and vicarious trauma in school staff within a multilevel intervention. Symposium presented at the International Society for Traumatic Stress Studies 29th Annual Meeting, Philadelphia, PA.

31. Jennings, P. A. (2013, May). The refinement and evaluation of the CARE for Teachers Program. In J. L. Frank (Chair), Mindfulness-based interventions in education. Symposium presented at the First International Conference on Mindfulness, Rome, Italy.

32. Jennings, P. A. (2012, April). (Chair), Mindfulness-based activities in the classroom: Promoting social-emotional and cognitive development. Symposium presented at the International Symposia for Contemplative Studies, Denver, CO.

33. Jennings, P. A., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2012, April). Refinement and evaluation of the CARE for Teachers program. In M. Greenberg (Chair), Promoting empathy, awareness and compassion with parents, teachers, and youth. Symposium presented at the International Symposia for Contemplative Studies, Denver, CO.

34. Jennings, P. A., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2012, April). Refinement and evaluation of the CARE for Teachers program. In M. Greenberg (Chair), Teachers' growth during targeted SEL professional development and SEL program implementation: An international perspective. Symposium presented at the annual meeting of the American Education Research Association, Vancouver, BC, Canada.

35. Meyer, A., Cross, W., Jennings, P. A., Duggan, A., & Hamre, B. (2011, May). Remembering the adult learner inside the prevention provider/specialist: A strategy to improve implementation quality? Roundtable discussion presented at the annual meeting of the Society for Prevention Research, Washington, DC.

36. Jennings, P. A., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2011, April). Improving classroom learning environments by Cultivating Awareness and Resilience in Education (CARE). In J. Walker (Chair), Teacher management and teacher care: Examining both dimensions in classroom settings. Symposium presented at the annual meeting of the American Education Research Association, New Orleans, LA.

37. Jennings, P. A. (2010, May). (Chair), Mindfulness-based activities in the classroom: Promoting social-emotional and cognitive development. Symposium presented at the annual meeting of the American Education Research Association, Denver, CO.

38. Jennings, P. A., Snowberg, K., & Foltz, C. (2009, May). Cultivating emotional balance in the classroom. In L. Feagans and S. Lambert (Chairs), Mindfulness-based prevention for youth: Findings from 3 randomized control trials. Symposium presented at the annual meeting of the Society for Prevention Research, Washington, DC.

39. Jennings, P. A., & Snowberg, K. (2009, April). Teacher well-being and classroom Climate: Data from the Cultivating Emotional Balance in the Classroom Project. In R. Weissberg (Chair),

Mindfulness-based approaches to promoting teacher and student social and emotional competencies and well-being. Symposium presented at the annual meeting of the American Psychological Association, San Diego, CA.

40. Jennings, P. A. (2008, March). (Chair), Impact results from controlled trials of SEL programs. Symposium presented at the annual meeting of the American Education Research Association, New York, NY.

41. Jennings, P. A. (2007, August). Cultivating Emotional Balance in the classroom. In R. Weissberg (Chair), Supporting school-based prevention programs by promoting teacher social-emotional competence. Symposium presented at the annual meeting of the American Psychological Association, San Francisco, CA.

42. Jennings, P. A. (2007, April). (Chair), Mindfulness-based activities in the classroom: Promoting social-emotional and cognitive Development. Symposium presented at the annual meeting of the American Education Research Association, Chicago, IL.

43. Jennings, P. A., & Blair, C. (2007, March). Linking the classroom environment with the development of executive function in young children. In M. Greenberg (Chair), Promoting the development of self-regulation in young children through innovative curricula and teacher interactions. Symposium presented at the annual meeting of the Society for Research in Child Development, Boston, MA.

Invited Talks and Keynote Addresses CV Contents Hyperlinks

1. Jennings, P. A. (2024, July 29, 2024). Supporting the Educators of Military-Connected Youth: Educator Well-Being. Talk presented at Military Child Education Coalition Global Training Summit, Washington, D.C.

2. Jennings, P. A. (2024, July 3). Mindfulness & Teaching: Cultivating Supportive Learning Environments. Keynote address presented at Umbraise, University of Duisburg-Essen, Essen, Germany.

3. Jennings, P. A. (2023, November 7). Flourishing schools. Keynote address presented at SEL Exchange Preconference. Atlanta, GA.

4. Jennings, P. A. (2023, November 9). Educator social and emotional learning and unlearning. Invited talk presented at the SEL Exchange, Atlanta, GA.

5. Jennings, P. A. (2023, October 17). Turning the tide: A systems approach to preventing teacher burnout. Sarah Fielden Seminar, University of Manchester, Manchester, UK.

6. Jennings, P. A. (2023, October 5). Maximising the impact of mindfulness on well-being in schools. Presented as an invited visiting lecturer, University of Nottingham, Nottingham, UK.

7. Jennings, P. A. (2023, September 20). Building a peaceful world with mindfulness and compassion in education. Presented at the 19th Conference of the Expert Group on Educational Psychology (PAEPS) of the German Psychology Society (DGPs), Kiel, Germany.

8. Jennings, P. A., Hofkens, T. L., Nicholas-Hoff, P. Y., Min, H. H., Williams, D., & Cameron, K. (2023, July 25). Humanizing our schools with mindfulness and compassion. Presented at the Conference to Restore Humanity. Online.

9. Jennings, P. A. & Harris, A. R. (2023, June 8). The Compassionate Schools Project. Presented at Trauma, Healing, & Flourishing: Mind and Life Summer Research Institute, Garrison, NY

10. Jennings, P. A. (2023, April 21). Teacher well-being 101. UVA K-12 Advisory Council Meeting. Charlottesville, VA.

11. Jennings, P. A. (2023, March 1). Building resilience with mindfulness and compassion. Resiliency Skills Workshop for Post-Pandemic Schooling. Virginia Department of Education, Office of ESEA Programs, Roanoke, VA

12. Jennings, P. A. (2023, March 9). Building resilience with mindfulness and compassion. Resiliency Skills Workshop for Post-Pandemic Schooling. Virginia Department of Education, Office of ESEA Programs, Richmond, VA

13. Jennings, P. A. (2023, March 17). Mindfulness for Teachers During Difficult Times: Building Resilience with Compassionate Teaching. The Montessori Event 2023: American Montessori Society's Annual Conference, Boston, MA

14. Jennings, P. A. (2023, February 17). Building Resilience with Mindfulness & Compassion. Cathey Simmons Humphreys Distinguished Education Lecturer, Jeannine Rainbolt College of Education, University of Oklahoma, Norman, OK

15. Jennings, P. A. (2022, October 14). Trauma Sensitive Practices: Building Resilience with Mindfulness & Compassion. Northwest Association of Independent Schools Fall Educator's Conference, Seattle, WA.

16. Jennings, P. A. (2022, October 14). Mindfulness for Teachers in Difficult Times: Building Resilience with Compassionate Teaching. Northwest Association of Independent Schools Fall Educator's Conference, Seattle, WA.

17. Jennings, P. A. (2022, June 2). Mindfulness for teachers in difficult times: Building resilience with compassionate teaching. Early Childhood Summer Institute, Texas School Ready, Corpus Christi, TX.

18. Jennings, P. A. (2022, April 27). Mindfulness for teachers in difficult times: Building resilience with compassionate teaching. University of Washington SMART Center Speaker Series. (presented remotely due to COVID-19).

19. Jennings, P. A. (2022, April 15). Trauma-sensitive practices: Building resilience with mindfulness & compassion. Keynote presented at the Social and Emotional Learning Conference. University of Northern Iowa, College of Education.

20. Jennings, P. A. (2022, March 30). Turning the tide: A systems approach to preventing teacher burnout. Graduate School of Education, University at Buffalo, State University of New York, Student Research Symposium. (presented remotely due to COVID-19).

21. Jennings, P. A. (2022, March 2). Trauma Sensitive Practices: Building Resilience with Mindfulness and Compassion. VADOE 2022 School Psychology and School Social Work Symposium. (presented remotely due to COVID-19).

22. Jennings, P. A. (2021, November 30). Mindfulness for teachers in difficult times: Building resilience with compassionate teaching. Virginia Middle School Association. (presented remotely due to COVID-19).

23. Jennings, P. A. (2021, November 18). Turning the tide: A systems approach to preventing teacher burnout. Chesapeake Public Schools of Chesapeake Virginia, Administrator Leadership Academy, Adult SEL and Mental Health. (presented remotely due to COVID-19).

24. Jennings, P. A. (2021, October 27). Trauma-sensitive practices: Building resilience with mindfulness & compassion. South West VA Public Education Consortium Leadership Series. (presented remotely due to COVID-19).

25. Jennings, P. A. (2021, September). Mindfulness for educators in difficult times: Building resilience with compassionate teaching. UVA School of Medicine, Pediatric Fellows Forum. (presented remotely due to COVID-19).

26. Jennings, P. A. (2021, April). Trauma sensitive practices: Building resilence with compassionate teaching. Keynote presented at Complex Trauma, Student Learning & The Trauma Sensitive School. Washoe County School District, Reno, NV (presented remotely due to COVID-19). https://youtu.be/VQ1Fj36u5mU

27. Jennings, P. A. (2021, March). Education for peace: Transforming our schools with mindfulness and compassion. Keynote presented at the Contemplative Practices for Higher Education Symposium (presented remotely due to COVID-19).

28. Jennings, P. A. (2021, February). Mindfulness for teachers during difficult times: Building resilience with compassionate teaching. Keynote presented at the Burnaby/Coquitlam Inter-District Professional Development Summit. British Columbia, Canada (presented remotely due to COVID-19).

29. Jennings, P. A. (2021, February). SEL for teachers: Building capacity to cultivate a prosocial classroom. Invited talk presented at Social and Emotional Learning (SEL) in and through education: Taking stock for improved implementation. UNESCO Mahatma Gandhi Institute for Peace and Sustainable Development (MGIEP) (presented remotely due to COVID-19).

30. Jennings, P. A. (2020, December). Building a peaceful world with mindfulness and compassion in education. Keynote address presented at II International Conference of Contemplative Psychology, Mexico City, Mexico (presented remotely due to COVID-19).

31. Jennings, P. A., (2020, November). Mindfulness for teachers during difficult times: Building resilience with compassionate teaching. Keynote address presented at Vivir Agradecido, Buenos Aires, Argentina (presented remotely due to COVID-19).

32. Jennings, P. A., Germano, D., & Nataro, J. (2020, September). The Compassionate Schools

Project & The UVA Pediatric Clinical Integrated Network. Pediatric Grand Rounds, University of Virginia School of Medicine, Charlottesville, VA.

33. Jennings, P. A. (2020, March). The trauma sensitive classroom: Building resilience with compassionate teaching. Keynote address presented at Social Emotional Learning: See it. Embrace it. Live it. 21st Century Community Learning Centers Spring Professional Development Institute.

34. Jennings, P. A. (2020, February). Mindfulness for teachers: Cultivating the prosocial classroom. Invited talk presented at Le Sorbonne, Paris, France.

35. Jennings, P. A. (2019, November). Teachers' wellbeing and neuroscience. Keynote address presented at AG, Goethe Schule, Vivir Agradecidos, Buenos Aires, Argentina.

36. Jennings, P. A. (2019, November). Education for the 21st Century. Keynote address presented at Educando a Nuestro Futuro conference. Buenos Aires, Argentina.

37. Jennings, P. A. (2019, November). Empatia y Bienestar en los procesos pedagógicos. Keynote address. Fundacion Armos y Fudnación Vivir Agradecidos. Buenos Aires, Argentina.

38. Jennings, P. A. (2019, November). Challenges with Education new paradigms. Keynote address presented as part of the federal government event: "Logros y desafíos de la Política Nacional de Evaluación." Federal Ministry of Education. Buenos Aires, Argentina.

39. Jennings, P. A. (2019, September). Helping teachers reduce stress and cultivating resilience with mindfulness and compassion. The trauma-sensitive classroom. 2 Keynote addresses presented at the annual meeting of the Swedish Psychological Association, Psifos kompetensdagar 2019, Västerås, Sweden.

40. Jennings, P. A. (2019, August). Mindfulness to build resilience. Keynote address presented at the 2019 Mental Health in Schools Conference, VDOE Office of Student Services, Roanoke, VA.

41. Jennings, P. A. (2019, July). Education for peace: Building a peaceful world with mindfulness and compassion in education. Keynote address presented at Omega Institute Mindfulness and Education Conference, Rhinebeck, NY.

42. Jennings, P. A. (2019, July). Mindfulness and compassion: Educational necessities in the 21st Century. Keynote address presented at Cortona Friends Conference, Todi, Italy. Retrieved from http://www.cortonafriends.org/todi-week/todi-week-2019-videos/

43. Jennings, P. A. (2019, February). Education for peace: Building a peaceful world with mindfulness and compassion in education. Keynote address presented at International Conference on Mindfulness Asia Pacific 2019, Auckland, New Zealand.

44. Jennings, P. A. (2018, November). Education for peace: Transforming our schools with mindfulness and compassion. Catherine Kerr Distinguished Lecture, International Symposium for Contemplative Research, Phoenix, AZ. Retrieved from https://youtu.be/QY6HCoqYvbA

45. Jennings, P. A. (2018, October). Mindful Education Summit. Retrieved from https://www.mindfuleducationsummit.com/?cookieUUID=544da741-bfa0-4e61-ae72-88b5e2ca25b1

46. Jennings, P. A. (2018, September). The transformative power of contemplative teaching and learning. Keynote address presented at Educating our Future, Buenos Aires, Argentina.

47. Jennings, P. A. (2018, July). The gap between stimulus and response: Cultivating resilience with mindfulness and compassion. Keynote address presented at Creating Connections: Developing Personal and Social Capabilities Australian Association of Special Education National Conference, Cairns, Queensland, Australia.

48. Jennings, P. A. (2018, June). Centered learning: How mindfulness fuels focus & well-being. Keynote address presented at Mindfulness in Education Conference, New Canaan, CT.

49. Jennings, P. A. (2018, April). Mindfulness for teachers. Invited talk presented at Educating Mindful Minds: Using the Science of Stress to Improve Resilience, Behavior, and Achievement, Learning and the Brain, New York, NY.

50. Jennings, P. A. (2018, April). CARE for Teachers: Impacts on teachers, classrooms and students. Emotional well-being: Emerging insights and questions for future research, National Center for Complementary and Integrative Health (NCCIH), Office of Behavioral and Social Sciences Research (OBSSR), National Institutes of Health (NIH) Roundtable Meeting, Bethesda, MD.

51. Jennings, P. A. (2018, March). CARE for Teachers: A mindfulness-based approach to cultivating emotionally supportive environments and student learning. Education Research Lectureship Series, sponsored by the Virginia Education Sciences Training (VEST), University of Virginia, Charlottesville, VA.

52. Jennings, P. A. (2018, March). CARE for Teachers: Building an education of the heart. Talk presented at Mind & Life XXXIII: Reimagining Human Flourishing, Dharamsala, India.

53. Jennings, P. A. (2018, March). CARE for Teachers: A Mindfulness-based Approach to Cultivating Emotionally Supportive Environments and Student Learning. Keynote address presented at the International Conference on Meditation, Centre of Behavioural and Cognitive Sciences, University of Allahabad, India.

54. Jennings, P. A. (2018, February). Caring for the caregivers: Cultivating resilience with mindfulness and compassion. Keynote address delivered at the 2018 Heart Mind Conference, Vancouver, BC, Canada.

55. Jennings, P. A. (2017, November). Transforming learning environments by supporting teacher's mindfulness and compassion. 2017 Lindsay Dryden Speaker keynote address presented at the Odyssey School, Stephenson, MD.

56. Jennings, P. A. (2017, November). Teacher, classroom, and student impacts of the CARE for Teachers program in elementary school settings. Invited talk Merrill Palmer Skillman Institute, Wayne State University, Detroit, MI.

57. Jennings, P. A. (2017, October). Socially and emotionally supportive educational settings for teaching professionals and children. Invited keynote address presented at Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation: Pathways to Implementation, regional team meeting, Innovation to Incubation, National Academies of Medicine, Indianapolis, ID.

58. Jennings, P. A. (2017, October). CARE for Teachers: A mindfulness-based approach to enhancing the prepared environment. Invited keynote address presented at Lifting Mind and Spirit in Montessori Environments, 2nd Annual Conference of the Virginia Montessori Association, University of Mary Washington, Fredericksburg, VA.

59. Jennings, P. A. (2017, September). The Compassionate Schools Project: Transforming educational systems. Invited keynote address presented at the All One Project Conference, Zaragoza, Spain.

60. Wilhoit, G., Jennings, P. A., Brown, J. L., & Smith, K. S. (2017, June). Teacher health and wellness: Fostering student achievement by supporting teachers' mental and physical well-being, Briefing to Congress: Teacher Health and Wellness Act, Washington, D. C. https://www.congress.gov/bill/115th-congress/house-bill/2544/text

61. Jennings, P. A. (2017, June). CARE for Teachers promotes wellbeing and improves classroom quality: Results of a large cluster randomized controlled trial. Invited keynote address presented at IV Encontro Brasileiro de Mindfulness, Sao Paulo, Brazil.

62. Jennings, P. A. (2017, May). Mindfulness for teachers: Reducing stress and improving classroom environments. Invited keynote address presented at Mindfulness in Education: At the Crossroads of Research and Practice Conference, Université du Québec à Montréal, Montréal, Canada.

63. Jennings, P. A. (2017, May). Mindfulness in education for peacebuilding and social-emotional learning. Invited keynote address presented at Mindfulness & Yoga: Oportunidades para la Construcción de Paz en Colombia, Universidad de los Andes, Bogota, Columbia.

64. Jennings, P. A. (2017, May). Mindfulness: Health, wellness, and emotional well-Being in schools. Invited keynote address presented at Student Equity and Opportunity: Success in School, Success in Life Conference. Denver Public Schools, Denver, CO.

65. Jennings, P. A. (2017, April). Developmental applications of mindfulness in schools, Invited Salon, panelist presented at Society for Research in Child Development Biennial Meeting, Austin, TX.

66. Jennings, P. A. (2017, March). Mastering classroom social and emotional dynamics to promote learning: A mindfulness-based approach. Invited keynote address presented at the Cincinnati Montessori Society Annual Conference, Cincinnati, OH.

67. Jennings, P. A. (2016, December). Teacher mindfulness and stress reduction. Invited talk presented at Teacher Well-Being: Innovation and New Frontiers Forum sponsored by the Robert Wood Johnson Foundation and Pennsylvania State University, Henry J. Kaiser Family Foundation's Barbara Jordan Conference Center, Washington, DC.

68. Jennings, P. A. (2016, November). Cultivating and scaffolding mindfulness in the learning environment. Invited keynote address presented at Cincinnati AEYC Annual Conference, Cincinnati, OH.

69. Jennings, P. A. (2016, October). Mindfulness: Health, wellness, and emotional well-being of children, youth, and families. Invited keynote address presented at the 2nd Annual Mindfulness Conference, Capitol Region Education Council (CREC), New Britain, CT.

70. Jennings, P. A. (2016, October). Teachers' social and emotional learning and teaching quality. Invited keynote address presented at School Climate and Social and Emotional Learning: Research, Regional Challenges, and Policy Implications, Regional Education Laboratory at EDC, Manchester, NH.

71. Jennings, P. A. (2016, October). Transforming the heart of teaching: The CARE for Teachers Program. Invited talk presented at TEDx Washington Square, New York, NY. https://www.youtube.com/watch?v=00TSpqilzz0

72. Jennings, P. A. (2016, August). CARE for Teachers: A mindfulness-based professional development program designed to reduce stress and improve teachers' performance and classroom learning environments. In M. Greenberg & Reider, E. (Chairs). NIH/NCCIH Workshop: Research on Mind-Body Approaches to Improve Children's Health. Bethesda, MD.

73. Jennings, P. A. (2016, July). Mindfulness and leadership: Cultivating awareness & resilience. Invited keynote address presented at Drug Abuse Prevention Project Conference (YADAPP), Longwood University, Farmville, VA.

74. Jennings, P. A. (2016, May). Mastering classroom social and emotional dynamics to promote learning: A mindfulness-based approach. Invited keynote address presented at Creating a Mindful Campus Conference, University of North Carolina, Asheville, NC.

75. Jennings, P. A. (2016, April). Transforming education in the 21st Century. Invited keynote address presented at the Mindful Life Conference, Arlington, VA.

76. Jennings, P. A. (2016, March). Mindfulness for teachers: Reducing stress and enlivening teaching. Educator in Residence Lecture, College of Education, Mary Washington University, Fredricksburg, VA.

77. Jennings, P. A., & Dauphinais*, J. (2016, February). Supporting teachers' wellbeing & social & emotional competence. In I. Dinour and L. Hill (Co-Chairs), Broader Student Outcomes: Educating the Whole Child, Session presented at the Teach for America 25th Anniversary Conference, Washington, DC.

78. Jennings, P. A. (2015, November). The Emotional art of teaching: Mastering classroom social and emotional dynamics to promote learning. Invited keynote address presented at Developing Success for Youth Conference, Drury University, Springfield, MO.

79. Jennings, P. A. (2015, October). Mindfulness and the emotional art of teaching: Revitalizing teaching and learning. Invited keynote address, Zelma Winn Symposium Series, The

Summit School, Edgewater, MD.

80. Jennings, P. A. (2015, October). A Montessori approach to mindful parenting. Invited keynote address, Montessori U, Capitol Montessori School at Logan, Washington, DC.

81. Jennings, P. A. (2015, April). The Heart of education: Linking values and practice through mindfulness. Invited talk presented at the UMASS Center for Mindfulness Spring Conference, Worcester, MA.

82. Jennings, P. A. (2015, March). Imagining the change: Transform teaching & learning with mindfulness. Webinar presented at the Vitality: 4th Annual EQ Conference. Online: http://www.6seconds.org/vitality/.

83. Jennings, P. A. (2015, March). Mindfulness and the emotional art of teaching. Invited talk presented at the Omega Institute Mindfulness and Education Conference, New York City, NY.

84. Jennings, P. A. (2014, November). Cultivating compassion in the classroom: Supporting teachers and students. Invited talk presented at the Science of Compassion 2014. The Center for Compassion and Altruism Research and Education (CCARE), Stanford University, Fort Mason, San Francisco, CA.

85. Jennings, P. A., & Brown, J. L. (2014, November). Promoting teachers' social and emotional competence and improving classrooms. Invited talk presented at Translating Research on Self-Regulation to Achieve Breakthrough Outcomes for Young Children and Families Facing Adversity. Frontiers of Innovation, Harvard University, Cambridge, MA.

86. Jennings, P. A., & Schonert-Reichl, K. A. (2014, November). Contemplative science goes to school: Improving the context for teaching and learning in the elementary school years through contemplative approaches. Invited keynote address presented at the International Symposium for Contemplative Studies, Boston, MA.

87. Jennings, P. A. (2014, September). Mindfulness and learning research symposium. Invited Panel Member. Johns Hopkins University. Baltimore, MD.

88. Jennings, P. A. (2014, September). Mindfulness-based approaches to reducing teacher stress and improving student learning, attention, and self-Regulation. Invited keynote address presented at the Mindfulness Conference: Strategies, Practice & Application. Western Virginia Community College, Roanoke, VA.

89. Jennings, P. A. (2014, February). The emotional art of teaching: Mastering classroom social and emotional dynamics to promote learning. Invited talk presented at the Culkin Lecture Series, Naropa University, Boulder, CO.

90. Jennings, P. A. (2014, February). The emotional Art of teaching: mastering classroom social and emotional dynamics to promote learning. Invited keynote address presented at Focusing on Great Teaching and Learning, 16th National Symposium of Teacher Induction, New Teacher Center, San Francisco, CA.

91. Jennings, P. A. (2013, November). Mindful awareness & education in the 21st Century. Invited

keynote address presented at Mindfulness in Education: Cultivating the Social and Emotional Competencies of Educators, Garrison Institute, Garrison, NY.

92. Jennings, P. A. (2013, May). Mindfulness-based approaches to improving student learning, attention, and self-regulation. Invited talk presented at Learning & the Brain: Executive Skills for School Success, Arlington, VA.

93. Jennings, P. A. (2013, April) (Chair), Mindful classrooms. Invited symposium presented at Mindful Families, Schools & Communities: Research-to-Practice Promoting Child Well-being Conference, the Center for Child and Family Well-Being, University of Washington, Department of Psychology, Seattle, WA.

94. Jennings, P. A. (2013, February). Mindful awareness & education in the 21st Century. Invited keynote address presented at Bridging the Hearts and Minds of Youth: Mindfulness in Clinical Practice, Education and Research. University of California San Diego School of Medicine, San Diego, CA.

95. Jennings, P. A. (2012, September). CARE for Teachers: A new approach to Professional development. Invited keynote address, Thinking Beyond the Boundaries in Education through Social and Emotional Learning: The Marian University School of Education Conference, Marian University, Indianapolis, IN.

96. Jennings, P. A. (2012, July). Mindfulness and education: Building the evidence base. Breakout session presented at the Mindfulness and Education Conference, Omega Institute, Rhinebeck, NY.

97. Jennings, P. A. (2012, April). Preparing and supporting teachers. Panel presented at Training Interdisciplinary Educational Scientists (TIES) Summer Institute: New Directions in Social and Emotional Learning and the Behavioral Context of Schools, Pennsylvania State University, University Park, PA.

98. Jennings, P. A. (2011, October). Mindful awareness & education in the 21st Century. Keynote Address, MindUP Teacher & School Leader Workshop, Marian University, Indianapolis, IN.

99. Jennings, P. A. (2011, October). A Mindfulness-based approach to supervision: Bringing present moment awareness to our work. Keynote Address. Pennsylvania Society of Directors in Volunteer Services in Healthcare (PSDVS), State College, PA.

100. Barbezat, D. P., & Jennings, P. A. (2011, September). Mindfulness & contemplative education, Creating a Mindful Society, New York, NY.

101. Jennings, P. A. (2011, May). Supporting teacher self-reflection, sensitive responding, and well-being with mindfulness training: The Cultivating Awareness and Resilience in Education (CARE) program. In M. Greenberg (Chair), Preparing and Supporting Teachers. Panel presented at Training Interdisciplinary Educational Scientists (TIES) Summer Institute: New Directions in Social and Emotional Learning and the Behavioral Context of Schools, Pennsylvania State University, University Park, PA.

102. Jennings, P. A. (2010, December). Peaceful parenting: A mindfulness-based approach.

Keynote Address presented at the Beech Acres Parenting Center Conference, Cincinnati, OH.

103. Jennings, P. A. (2009, February). Cultivating social-emotional balance in teachers and in the classroom. Invited keynote address presented at Learning and the Brain Conference, San Francisco, CA.

Invited Workshops and Webinars CV Contents Hyperlinks

1. Jennings, P. A. (2024, April). Trauma-sensitive practices: Building resilience with mindfulness and compassion. Workshop presented to the Boys and Girls Club of Rockingham County and the Harrisonburg City Public Schools staff.

2. Jennings, P. A. (2024, February 2). Mindfulness in Schools. Workshop presented online to Sukha Mindfulness, Madrid, Spain.

3. Jennings, P. A. (2023, August). Teacher burnout turnaround. Workshop presented at the Deeper Learning Symposium 2023, Louisville, KY.

4. Jennings, P. A. (2023, August). Introduction to Cultivating Awareness and Residence in Education (CARE). Workshop presented at the Deeper Learning Symposium 2023, Louisville, KY.

5. Jennings, P. A. (2023, August). CARE: Diving deeper. Workshop presented at the Deeper Learning Symposium 2023, Louisville, KY.

6. Jennings, P. A. (2023, August 16). Wellbeing toolkit for teachers and students: Building resilience with mindfulness and compassion. Workshop presented at Charlottesville City Public Schools PD Palooza.

7. Jennings, P. A. (2023, June 16, 28, and July 7). The Trauma-Sensitive Classroom: Building Resilience with Mindfulness & Compassion. Book club presented remotely by the American Montessori Society.

8. Jennings, P. A. (2023, January). Self-Care as Stewardship: Supporting Teachers' Self-Care and Social and Emotional Learning in Young Children. Asia-Pacific Regional Network for Early Childhood, UNESCO.

9. Jennings, P. A. (2022, November). Part I Mindfulness for Teachers: The Value of Intentional Modeling. Part II Enacting Social and Emotional Learning Processes. Workshops presented to the Early Childhood Learning Communities Professional Workshop and Dialogue. Early Childhood Development Agency of Singapore.

10. Jennings, P. A. (2022, October). Mindfulness: Building Resilience During Challenging Times. Workshop presented to Leadership in Academic Matters. University of Virginia.

11. Jennings, P. A. (2022, May). Teaching in Difficult Times: Building Resilence with Mindfulnesss & Compassion. Workshop present to the Community Charter School of Albemarle County.

12. Jennings, P. A. (2022, May). Building Resilience During Challenging Times. Workshop presented

to the Jefferson-Madison Regional Library, Charlottesville, VA.

13. Jennings, P. A. (2022, May). Mindfulness for Teachers. Crecer Respirando, Madrid, Spain. (presented remotely due to COVID-19).

14. Jennings, P. A. (2022, March). Trauma Sensitive Practices: Building Resilience with Mindfulness and Compassion. Workshop presented to the Larchmont Temple Nursery School. (presented remotely due to COVID-19).

15. Jennings, P. A. (2021, June). Mindfulness and the emotional art of teaching: Enriching teaching and learning. Workshop presented at the Science of Early Learning and Adversity: Leadership in Early Learning Settings in a Post-Pandemic Era. Zaentz Professional Learning Academy, Harvard Graduate School of Education (presented remotely due to COVID-19).

16. Jennings, P. A. (2021, April). Trauma Sensitive Practices: Building Resilience with Mindfulness and Compassion. Workshop presented to the Bellevue School District, Bellevue, WA (presented remotely due to COVID-19).

17. Greenberg, M. T., Jennings, P. A., & Jagers, R. (2021, April). Building a Thriving Future: Social Emotional Learning for Children and Adults Panel Discussion. Science and Wisdom of Emotions Summit. https://www.scienceandwisdomofemotions.com/

18. Jennings, P. A. (2021, March). Spotlight on our #SEL Teachers and Educator Self Care. Webinar presented by Harmony-Inspire (presented remotely due to COVID-19).

19. Jennings, P. A. (2021, February). SEL for teachers: Building capacity to cultivate a prosocial classroom. Invited workshop presented to Social and emotional learning (SEL) in and through education: Arriving at a common ground. Mahatma Gandhi Institute of Education for Peace and Sustanable Development (MGIEP), UNESCO (presented remotely due to COVID-19).

20. Jennings, P. A. (2021, February). The trauma-sensitive classroom: Building resilience with compassionate teaching. Workshop presented at the Burnaby/Coquitlam Inter-District Professional Development Summit. British Columbia, Canada (presented remotely due to COVID-19).

21. Will, M., Jennings, P. A., & Lew, M. (2021, February). How school leaders can support teachers during a stressful year. Keeping students and teachers motivated and engaged online summit. EducationWeek. https://www.edweek.org/events/online-summit/keeping-students-and-teachers-motivated-and-engaged/

22. Jennings, P. A. (2021, February). Mindfulness for teachers during difficult times: Building resilience with compassionate teaching. Talk presented to Dublin Public Schools Professional Learning Summit, Dublin, OH. (presented remotely due to COVID-19).

23. Jennings, P. A. (2021, January). Teacher burnout turnaround: Strategies for empowered educators. 3 part on-demand webinar presented at #Teacher Tuesday Book Club, PureEdge. https://pureedgeinc.org/teachertuesday-book-club-with-dr-tish-jennings/

24. Ratliff, C. S., Jennings, P. A., & Bullock*, A. (2021, January). Teaching in the time of COVID:

The challenges and opportunities for transformation. EdWeb. https://home.edweb.net/webinar/teacherhelp20210113/

25. Jennings, P. A. & Srinivasan, M. (2020, September). SEL and mindfulness: Cultivating resilience inside and outside the classroom. EdWeb. https://home.edweb.net/webinar/sel20200923/

26. Jennings, P. A. (2020, August). Adult SEL and why it's important. Helping Young Children Cope with Strong Emotions, Summer Webinar Series. Buffett Early Childhood Institute, University of Nebraska.

27. Jennings, P. A. (2020, August). Preventing "Compassion Fatigue" Wellness for Mental Health Providers. Learning Module for VDOE Office of Student Services Learning and Resource Center, Commonwealth of Virginia. https://vastudentservices.org/

28. Jennings, P. A. (2020, April). Mindfulness for teachers in difficult times: Building resilience with compassionate teaching. Webinar presented for PureEdge Community. https://pureedgeinc.org/pure-community-webinars/

29. Jennings, P. A. (2020, July). The trauma-sensitive early childhood classroom: Building resilience with compassionate teaching. Invited workshop presented virtually at 2020 Summer Teacher Institute: Sherman Center for Early Learning in Urban Communities University of Maryland.

30. Jennings, P. A. (2019, July). Compassion in the classroom. Invited workshop presented at Association for Mindfulness at Osterloh, Teisendorf, Germany.

31. Jennings, P. A. (2019, March). Transforming our schools: Compassionate teaching, learning, and leading. Webinar for Transformative Educational Leadership program. https://teleadership.org/

32. Jennings, P. A. (2019, February). Mindfulness and the emotional art of teaching: Enlivening teaching and learning. Workshop presented at International Conference on Mindfulness Asia Pacific 2019, Auckland, New Zealand.

33. Jennings, P. A. (2018, December). The trauma-sensitive classroom: Cultivating mindfulness and compassion to support learning. Virginia School Consortium for Learning (VaSCL). Charlottesville, VA

34. Jennings, P. A. (2018, November). The trauma-sensitive classroom: Building resilience with compassionate teaching. Virginia Tiered Systems of Support (VTSS), Richmond, VA.

35. Jennings, P. A., & Salazar, J. (2018, June). Cultivating adult SEL within the school community. Webinar for the Collaborative for Academic, Social and Emotional Learning (CASEL).

36. Jennings, P. A. (2017, September). Mindfulness in the classroom. Workshop presented at the All One Project Conference, Zaragoza, Spain.

37. Jennings, P. A. (2017, February). Mindful teaching: Transforming practices to focus on the students. Independent Schools Association of the Central States, 2017 Academy for Division Heads, Chicago, IL.

38. Jennings, P. A. (2017, January). Momentous Institute Speaker Series: Mindfulness and the emotional art of teaching and learning. Dallas, TX.

39. Jennings, P. A. (2016, November). Mindfully leading our children and teens into the 21st Century: A workshop for educators and parents. Invited workshop presented at the Mindful Leadership Summit, Arlington, VA.

40. Jennings, P. A. (2016, November). Mindfulness and the emotional art of teaching: enriching teaching and learning. Workshop presented at the Cincinnati AEYC Annual Conference, Cincinnati, OH.

41. Jennings, P. A. (2016, May). A mindfulness-based approach to cultivating resilience in higher education. Invited workshop presented at Creating a Mindful Campus Conference, University of North Carolina, Asheville, NC

42. Jennings, P. A. (2016, May). Mindful teaching and learning: Transforming our educational environments for good. Workshop presented at the Mindful Life Conference, Arlington, VA.

43. Jennings, P. A. (2015, December). Mindfulness for teachers: Reducing stress and revitalizing teaching. Workshop. Rochester Teachers Association Professional Development Program. Rochester, NY.

44. Jennings, P. A. (2015, November). Mindful teaching and learning: Promoting well-being and engagement. Professional Development Workshop, Maggie L. Walker Governor's School, Richmond, VA.

45. Jennings, P. A. (2015, October). The gap between stimulus and response: A mindfulness-based approach to cultivating resilience. Workshop presented at the Center for the Advancement of Well-Being, George Mason University, Fairfax, VA.

46. Jennings, P. A., & Dauphinais*, J. (2015, July). Mindfulness for teachers: Reducing stress and revitalizing teaching. Workshop presented at TEACH 2015, the annual American Federation of Teachers (AFT) conference, Washington, DC.

47. Jennings, P. A. (2014, May). Introduction to CARE for Teachers workshop. Turnaround for Children, PS 85, Bronx, NY.

48. Jennings, P. A. (2014, April). (Co-Chair). Yoga in schools symposium, Kripalu Center for Yoga and Health, Stockbridge, MA.

Public Service, Advisory Boards, and Working Groups CV Contents Hyperlinks

- Sesame Workshop, Scientific Advisor (2024-present)
- Edu:Social, Max Plank Institute, Scientific Advisory Board, Member (2023-present)
- Center on Great Teachers and Leaders, Advisory Board, Member (2023-present)
- SEL Advisory Committee, Virginia Department of Education (2019-2022)
- Soul of Education International Summit, Advisory Board, Member (2018-current)
- United Nations Educational, Scientific and Cultural Organization (UNESCO) (2017-2020)

contributing author to the Mahatma Gandhi Institute of Education for Peace and Sustainable Development's (MGIEP) State of Social and Emotional Learning (SEL) Assessment Report.

- National Academies of Sciences, Engineering, and Medicine, consensus study Committee on Fostering Healthy Mental, Emotional, and Behavioral Development Among Children and Youth, Member (2017-2019)
- BREATHE International, Zurich, Switzerland, Board of Advisors, Member (2018-current)
- Breathe for Change, Board of Directors, Member (2017-current)
- Move This World, Advisory Board, Member (2015-current)
- Mind and Life Institute, Varela Award Mentor (2012-current)
- American Mindfulness Research Association, Practice Committee, Member (2014-current)
- Mindful Magazine, Board of Advisors, Member (2012-current)
- Collaborative for Academic, Social and Emotional Learning, National Advisory Board on the Integration of Social and Emotional Learning with Mindful Awareness Practices (2012-current)
- Center for the Advancement of Contemplative Education (CACE), Naropa University, Advisory Board (2013–current)
- Virginia Commonwealth Governor's School, Expert Mentor (2014-2017)
- Mind and Life Education Research Network (2008-2011)
- Search Institute, Practice Advisor (2006-2008)
- Children's Village, Sri Lanka, Advisory Board, Member (2006-2008)
- First Five Commission, Napa County, CA, Member
- State of California Department of Education, Reading Curriculum Task Force, Member (1985-1990)

University Service CV Contents Hyperlinks

University of Virginia, Charlottesville, VA

2024 to present	Director, EHD Curriculum & Instruction Ed.D. Program
2023 to 2024	Faculty Advisor, Center for Faculty Success and Wellbeing
2023 to 2024	Project Fellow, Is the good life political? Civic engagement, ethics and student well-being, sponsored by the Karsh Institute of Democracy and the School of Education and Human Development
2023 to 2024	Faculty Representative, Board of Visitors, University of Virginia
2023 to 2024	Immediate Past Chair, University of Virginia Faculty Senate
2022 to 2023	Chair, University of Virginia Faculty Senate
2021 to 2022	Chair-Elect, University of Virginia Faculty Senate
2020 to present	Member, University of Virginia Faculty Senate
2020 to 2021	Chair, Diversity, Equity, and Inclusion Committee Chair, Faculty Senate
2016 to 2019	Member, Contemplative Sciences Center Building Working Group
2016 to 2018	Member, Faculty Council, EHD
2016 to 2018	Member, Teaching Benchmarks Subcommittee, EHD
2017 to 2019	Member, Faculty Awards Subcommittee, EHD
2017 to 2018	Member, Subcommittee on General Faculty Employment Policy, EHD
2016 to 2022	Tenure review committee, EHD
2015 to 2022	Pre-tenure review committees, EHD
2015 to 2017	Member, Doctoral Studies Committee, EHD
2014 to 2019	Member, Executive Committee, Contemplative Sciences Center Directorate
2015, 2016	Judge, Hunter Student Research Conference, School of Education

Pennsylvania State University, University Park, PA

2013	Member, Commission for Women
1013	Judge, Graduate Exhibition, Graduate School
2010 – 2012	Co-Chair, Mindfulness Network, Prevention Research Center & College of Education
2009 – 2012	Co-Director, Program on Empathy, Awareness and Compassion in Education (PEACE), Prevention Research Center

University of California, Davis, CA

2003 - 2004	Chair, Colloquium Committee, Department of Human and Community Development

California State University (Sonoma State), Rohnert Park, CA

2002 - 2003	Plagiarism Policy Committee, Department of Psychology

St. Mary's College of California, Moraga, CA

1997 - 1998	Elementary Reading Curriculum Revision Committee, Graduate School of Education

Graduate Student Supervision CV Contents Hyperlinks

2022-present: Dennis Williams, Ph.D. Student, School of Education and Human Development, University of Virginia
Role: Primary Advisor and Dissertation Committee Chair

2022-2024: Miranda Hendershot, Ed.D. Student, School of Education and Human Development, University of Virginia
Title: Social and Emotional Learning in Middle Schools: Exploring How Middles Schools Use SEL Data to Support Student Needs
Role: Dissertation Committee Member

2023-2024: Rodrigo Brito, Ph.D. Student, School of Education, University of Nottingham, Nottingham UK
Title: English and Welsh Teachers' Perceptions of Mindfulness in Schools: Modalities of Implementing Mindfulness in Schools
Role: Outside Thesis Examiner

2020-2023: Julie Sauve, Ph.D. Candidate, School of Education, University of British Columbia
Title: Understanding the well-being of new teachers through the lens of preparation in social and emotional learning.
Role: Outside Advisor and Dissertation Committee Member

2020-2023: Kelsey Clayback, Ph.D. Graduate, School of Education and Human Development, University of Virginia
Title: Centering educator psychological factors to understand and improve teacher and child experiences in early childhood education.
Role: Dissertation Committee Member

2019-2023: Helen Min, Ph.D. Graduate, School of Education and Human Development, University of Virginia
Title: Philosophy of the whole person teacher: Investigating experiences of adversity and trauma among teachers and students
Role: Primary Advisor and Dissertation Committee Chair

2018-2022: Pamela Nicholas-Hoff, Ph.D. Graduate, School of Education and Human Development, University of Virginia
Title: A formula for discipline disparities: Anti-Black racism, White supremacist beliefs, teacher stress, and negative teacher-student interactions
Role: Primary Advisor and Dissertation Committee Chair

2018-2020: Kevin Briggs, Ed.D., Education, Pennsylvania State University
Title: Teachers' perceptions of why the Cultivating Awareness and Resilience in Education (CARE) program impacts teachers' sense of self-compassion.
Role: Outside Advisor and Dissertation Committee Member

2018-2020: Catherine Corbin. Ph.D. Graduate, School of Education and Human Development, University of Virginia
Title: Understanding teacher-student relationships and teachers' psychological wellbeing as multifaceted and co-developing classroom processes
Role: Dissertation Committee Member

2016-2020: Polina Miscenko, Ph.D. Graduate, School of Education and Human Development, University of Virginia
Title: What it takes to teach mindfulness in elementary school: A qualitative study of teachers delivering the Compassionate Schools Project curriculum
Role: Primary Advisor and Dissertation Committee Chair

2018-2020: Grace Miller, Ph.D. Graduate, School of Education and Human Development, University of Virginia
Title: Teacher Burnout and Student Misbehavior: An Exploration of the Underlying Mechanisms
Role: Dissertation Committee Member

2017-2019: Pilar Alamos, Ph.D. Graduate, School of Education and Human Development, University of Virginia
Title: Supportive teacher-child interactions for preschool children who display disruptive behaviors
Role: Dissertation Committee Member

2015-2018: James Floman, Ph.D. Graduate, College of Education, University of British Columbia, Canada
Title: The effects of mindfulness and kindness meditation on teacher emotional abilities, compassion, and prosocial behavior.
Role: Outside Advisor and Dissertation Committee Member

2014-2018: Anthony DeMauro, Ph.D. Graduate, School of Education and Human Development, University of Virginia
Title: The influence of mindfulness on teachers' professional practice: A qualitative case study
Role: Primary Advisor and Dissertation Committee Chair

2017-2018: Amy Shapiro, Ph.D. Graduate, Department of Educational and Counseling Psychology, McGill University, Montreal, Quebec
Title: Effectiveness of StressOFF strategies: A single-session school-based stress management program for adolescents
Role: External Examiner

2015-2017: Al Morales, Ph.D. Graduate, Department of Education, University of Pennsylvania
Title: Exploring the impact of mindfulness on the lived experience of middle school teachers.
Role: Outside Advisor and Dissertation Committee Member

2014-2016: Martha D. Foukal, Ph.D. Graduate, School of Education and Human Development, University of Virginia
Title: Supporting college student mentors' strengths and needs with mindfulness training.
Role: Advisor and dissertation committee member

2014-2016: Amy Roberts, Ph.D. Graduate, School of Education and Human Development, University of Virginia
Title: Understanding early childhood educators' well-being: Links to professional development, teacher-child Interactions and child outcomes.
Role: Dissertation Committee Member

2014-2016: Katherine Ross, Ph.D. Graduate, School of Education and Human Development, University of Virginia
Title: Exploring normative trends of positive youth development: An examination of adolescent social and emotional skills.
Role: Dissertation Committee Member

2012-2014: Adam Diliberto, Ed.D. Graduate, Educational Leadership, Cambridge College
Title: Personal and professional development for teachers: A phenomenological study of the Cultivating Awareness and Resilience in Education (CARE) retreat.
Role: Outside Advisor and Dissertation Committee Member

2010-2012: Karen McCoy, Ph.D. Graduate, School of Education, Penn State University
Title: During difficult parent-teacher conferences: An analysis of CARE strategies in response to these emotions.
Role: Advisor and Dissertation Chair

2010-2012: Jennifer Sharp, Ph.D. Graduate, Counselor Education, Penn State University
Title: Educators' experiences of Cultivating Awareness and Resilience in Education (CARE).
Role: Dissertation Committee Member

2010-2012: Sarah D. Hraha, Psy.D. Graduate, Adler School of Professional Psychology
Title: Utilizing the Cultivating Awareness and Resilience in Education (CARE) program to enhance social and emotional competence in preschool and elementary school teachers: A pilot study
Role: Outside Advisor and Dissertation Committee Member

1996-1998: Jennifer L. Derby, M.A. Graduate, School of Education, St. Mary's College

Title: The relationship between children's use of attachment objects and amount of time spent in childcare.
Role: Thesis Committee Chair

1995-1997: Kimberley A. Machek, M.A. Graduate, School of Education, St. Mary's College
Title: Campus childcare development project.
Role: Thesis Committee Chair

Press Coverage CV Contents Hyperlinks

Breen, A. (2023, December). $8M grant will expand program for reducing teacher stress. UVA Today. https://news.virginia.edu/content/8m-grant-will-expand-promising-effort-reduce-teacher-stress

Breen, A. (2023, July). Expanding mindfulness practice creates benefits from classrooms to school systems. UVA Today. https://news.virginia.edu/content/expanding-mindfulness-practice-creates-benefits-classrooms-school-systems

Redd, F. (2023, July). UVa professor's research on mindfulness in the classroom could benefit local schools. The Daily Progress. https://dailyprogress.com/news/local/education/uva-professors-research-on-mindfulness-in-the-classroom-could-benefit-local-schools/article_9fb07124-2032-11ee-b3b5-6b39b8105e88.html

Phillips, J. (2023, July). UVA professor working to improve classroom learning through mindfulness practices. NBC29. https://www.nbc29.com/2023/07/08/uva-professor-working-improve-classroom-learning-through-mindfulness-practices/

McMurdock, M. (2023, February). What one educator's grief reveals about the mental health challenges facing teachers now. The74. https://www.the74million.org/article/what-one-educators-grief-reveals-about-the-mental-health-challenges-facing-teachers-now/

Casey, M. (2022, August). Schools across U.S. seek tools to relieve burnout. Associated Press. https://www.arkansasonline.com/news/2022/aug/29/schools-seek-tools-to-relieve-burnout/

Raby, J. (2022, June). Teachers after Texas attack: 'None of us are built for this'. Associated Press. https://apnews.com/article/covid-health-shootings-education-violence-520b35de822d8dd78b51b3b71a7fbd0a

Klein, A. (2022, March). Superficial Self-Care? Stressed-Out Teachers Say No Thanks. Education Week. https://www.edweek.org/teaching-learning/superficial-self-care-stressed-out-teachers-say-no-thanks/2022/03

Cornwall, G. (2020, December). What Difference Can Teacher Friendships Make at Schools? KQED MindShift. https://www.kqed.org/mindshift/57170/what-difference-can-teacher-friendships-make-at-schools

Reid, W. (2020, November). Q&A: Professor aims to alleviate teacher burnout with her new book. UVA Today. https://news.virginia.edu/content/qa-professor-aims-alleviate-teacher-burnout-her-new-book

Swaminathan, A. & Wade, R. (2020, August). American teachers are facing 'a perfect storm' of crises amid coronavirus pandemic. Yahoo Finance. https://finance.yahoo.com/news/american-teachers-pandemic-165816140.html

Hoxworth, L. (2020, April). Five ways mindfulness can help you through the coronavirus outbreak. School of Education and Human Development News and Media.

Kamenetz, A. & Knight, M. (2020, February). Schools are embracing mindfulness, but practice doesn't always make perfect. NPR. https://www.npr.org/2020/02/27/804971750/schools-are-embracing-mindfulness-but-practice-doesnt-always-make-perfect

Mehra, A. (2019, July). Interview with Patricia Jennings. The Blue Dot Issue 10, Social and Emotional Learning. https://unesdoc.unesco.org/ark:/48223/pf0000369079

Freudberg, D. (2019, July). Whole Teachers – Whole students (Part one). Humankind. https://www.humanmedia.org/product/whole-teachers-whole-students/#Part-One-----UVa

Berdik, C. (2019, March). Can mindfulness help stressed teachers stay in the classroom? PBS News Hour Blog. https://www.pbs.org/newshour/education/can-mindfulness-help-stressed-teachers-stay-in-the-classroom

Berdik, C. (2019, March). Fighting teacher stress. The Hechinger Report. https://hechingerreport.org/fighting-teacher-stress/

Kris, D. F. (2018, December 2). How to Build a Trauma-Sensitive Classroom Where All Learners Feel Safe. KQED MindShift. https://www.kqed.org/mindshift/52566/how-to-build-a-trauma-sensitive-classroom-where-all-learners-feel-safe

Hoxworth, L. (2018, March 21). Dialogue with the Dalai Lama: A 15-year journey in mindfulness and education. UVA Today. https://news.virginia.edu/content/dialogue-dalai-lama-15-year-journey-mindfulness-and-education

Mindful Staff. (2017, December 6). 10 Mindfulness researchers you should know. Mindful. https://www.mindful.org/10-mindfulness-researchers-know/

McHugh, H. (2017, October). A mind of your own: A look at the latest on mindfulness in education. Educational Tours. http://equator.eftours.com/the-ef-passport/mindfulness-in-education

Cohen, A., & Gonchar, M. (2017, September). Cultivating mindfulness for educators using resources. The New York Times. https://www.nytimes.com/2017/09/07/learning/lesson-plans/cultivating-mindfulness-for-educators-using-resources-from-the-new-york-times.html

No author. (2017, August). Self-care for teachers: Wellness practices for in and out of the classroom. Planbook. https://blog.planbook.com/self-care-for-teachers/

Suttie, J. (2017, February). When teachers get mindfulness training, students win. The Greater Good Magazine. https://greatergood.berkeley.edu/article/item/when_teachers_get_mindfulness_training_students_win/success

Hoffman, A. (2017, February). Schools experimenting with meditation as an alternative to detention. Newsworks. http://www.newsworks.org/index.php/local/item/100794-schools-experimenting-with-yoga-as-an-alternative-to-detention

Daly, J. (2017, January). Awaken Pittsburgh develops mindfulness programs for youth, teachers. Pittsburgh Post-Gazette. http://www.post-gazette.com/news/health/2017/01/24/Awaken-Pittsburgh-develops-mindfulness-programs-for-youth-teachers/stories/201701170003

Thomas, W. C. (2016, October). Louisville's experiment: Can teaching empathy boost math scores? Christian Science Monitor. https://www.csmonitor.com/EqualEd/2016/1005/Louisville-s-experiment-Can-teaching-empathy-boost-math-scores?

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Recent Course Development and Teaching CV Contents Hyperlinks

University of Virginia, School of Education and Human Development

2021 – present EDIS 5013 Teaching Social and Emotional Learning – Developed a new course that introduces the knowledge and skills to teach or supervise others to teach social and emotional learning (SEL) formally and informally including mindful awareness practices to students in preK-12 school settings. Reviewing the latest research, students will learn effective strategies for teaching SEL and mindfulness to children and teens. Applying instructional design questions, students will design a series of lessons that are developmentally and culturally appropriate for their students.

2020 – present EDIS 5015 Social and Emotional Learning – Developed a new graduate level course that introduces current research on the social and emotional development of students and teachers in educational settings. It also presents students with the current theory underlying social and emotional learning (SEL) curriculum and programs and the empirical research on the efficacy of such programs. We will apply theoretical principles drawn from a variety of disciplines, including developmental and educational psychology, neuroscience, biology, and health to examine the multiple individual and contextual mechanisms and processes that promote the development of social and emotional competence across childhood and adolescence in the school context.

2019 – present EDIS 5014 The Trauma-Sensitive Classroom – Developed a new online graduate course designed to provide educators with the knowledge and skills teachers need to support students exposed to chronic stress and trauma. Students learn about the effects of trauma on body and mind, and how to recognize them in students' behavior. They are introduced to a variety of evidence-based classroom practices that support students' healing, build their resilience, and foster mindfulness and compassion in the classroom.

2018 – present EDIS 4012 Advanced Mindfulness in Health and Human Development – Developed a new advanced undergraduate course intended to follow EDIS 3012 Mindfulness in Health and Human Development. Students will continue the development and refinement of their personal mindfulness practice, build upon their understanding of applications of mindfulness for cultivating their own well-being, and resilience and for helping others. They will learn the pedagogy and teaching methods associated with mindfulness-based interventions that have been scientifically proven to promote physical and mental health and build skill in teaching and leading such practices.

2017 – present EDIS 3012 Mindfulness in Health and Human Development – Developed a new undergraduate course designed to integrate cutting edge science with practical applications for students preparing to work in caring professions. Students are introduced to a variety of mindful awareness practices and the research on their effects as a means to promoting well-being and building supportive relationships in professional settings. The course is intended for students enrolled in the Youth and Social Innovations program and the Health and Well-Being Minor. This course was offered for the first time during the spring semester of 2018. Due to the constraints of the classroom space, the course was limited to 30 students. The course was so popular that there was a waiting list of 10 students who were not able to get into the course that semester. The course was offered again in the fall semester 2018 with a waiting list of 5.

2016 – present EDIS 5012 Mindfulness for Teachers – Developed a new online graduate course for graduate students and teacher professional development, designed to integrate cutting edge science of mindfulness with practical classroom applications. By focusing on the social, emotional, and cognitive demands of teaching, the course is designed to help teachers develop the competencies to orchestrate healthy and supportive classroom dynamics, boost their enjoyment of teaching, and cultivate their students' love of learning. This course was offered for the first time during the summer session 2017. We limited the class to 20 students to begin with and the class filled immediately. It was offered again in the fall of 2017 to a full class. It will be offered again during the summer session 2018. I have co-taught this course with doctoral students Anthony DeMauro (since graduated) and Polina Mischenko.

2014 – 2017 EDIS 5011 Classroom Management and Behavior Assessment – Developed a new graduate level course that is part of the Elementary Teacher Education Program designed to develop an understanding and application of classroom and behavior management techniques, community building, and behavioral assessment. It has been offered every semester since the spring of 2014. Class sizes have ranged from 30 to 36 students and two sections are typically offered. Depending upon the semester, between 2014 and 2017, I taught the course or supervised a doctoral student instructor. Typical class size is 30.

Other Teaching

University of Colorado, Coursera course: Teacher SEL: Programs, Possibilities, and Contexts
The Importance of Teacher Self Care Lecture
https://www.coursera.org/lecture/teacher-sel-programs/the-importance-of-teacher-self-care-by-patricia-jennings-vQoQY

Professional Affiliations and Activities CV Contents Hyperlinks

Fellowship Reviewer

National Fellowships Committee for Sigma Delta Epsilon, Graduate Women in Science
Mind and Life Institute 1440 Awards for Real-World Contemplative Research
Sir Henry Wellcome Postdoctoral Fellowship, Wellcome Trust, UK

Grant Reviewer

Open Research Area (ORA) for the Social Sciences, Major Grants (2015)

Institute of Educational Sciences (IES) Principal Member: Social and Behavioral Scientific Review Panel (2015 – 2018)
Institute of Educational Sciences (IES) Member: Continuous Improvement Research in Education Review Panel (2014)
William T. Grant Foundation, Major Grants (2013)
Mind and Life Institute, Principal Member, Grants Review Panel (2016-2019)

Service to External Review Committees

2024	Department of Psychology, University of Denver, Role: External Pre-Tenure Reviewer
2023	The University of Texas Health Science Center at Houston, Role: External Tenure Reviewer
2023	Johns Hopkins University, School of Medicine, Role: External Tenure Reviewer
2023	Child Study Center, Yale School of Medicine, Role: External Tenure Reviewer
2023	Department of Psychiatry, Georgetown University, Role: External Tenure Reviewer
2022	University of Manchester (UK), School of Environment, Education and Development, Role: External Tenure Reviewer
2022	University of Delaware, College of Education and Human Development, Role: External Tenure Reviewer
2021	Department of Psychology, Syracuse University, Role: External Tenure Reviewer
2020	Department of Health and Human Development, University of Pittsburg, Role: External Tenure Reviewer
2019	Department of Psychology at Virginia Commonwealth University, Role: External Tenure Reviewer
2017	School of Education, McGill University, Role: External Thesis Reviewer
2015	Department of Human Development and Family Studies, School of Human Ecology, University of Wisconsin, Madison, Role: External Tenure Reviewer
2014	David O. McKay School of Education, Brigham Young University, Role: External Tenure Reviewer
2013	Faculty of Education, University of British Columbia, Role: External Tenure Reviewer
2015	Faculty of Education, University of Queensland, Australia, Role: External Thesis Examiner
2011	Faculty of Organizational Psychology, Griffith University, Australia, Role: External Thesis Examiner

Professional Associations

American Education Research Association:
- Division E - Counseling and Human Development
- Division K - Teaching and Teacher Education
- SIG – Social & Emotional Learning
  - SIG Chair 2010
  - Program Chair 2009

Society for Research in Child Development
Society for Prevention Research
Society for Research on Educational Effectiveness

Editorial Activities

Senior Guest Editor, Adult Social and Emotional Learning: Implications for Educational Transformation, Special issue: Social and Emotional Learning: Research, Practice, and Policy
Editorial Board, Social and Emotional Learning: Research, Practice, and Policy
Editorial Board, Review of Educational Research
Associate Editor, Mindfulness Journal
Guest Editor, Early Education and Development
Guest Editor, Research in Human Development
Guest Editor, Mindfulness Journal
Guest Editor, Early Education and Development
Expert Guest Reviewer, Journal of Educational Psychology

Ad Hoc Journal Reviewer

American Educational Research Journal: Teaching, Learning, and Human Development
Child and Adolescent Mental Health
Child Development
Child Psychology and Psychiatry: Child and Adolescent Mental Health
Early Childhood Research Quarterly
Early Education and Development
Educational Psychology
Infant and Child Development
International Journal of Emotional Education
Journal of Adolescence
Journal of Adolescent Research
Journal of Research on Adolescents
Prevention Science
School Psychology

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