

Curriculum Vitae
PATRICIA ANN JENNINGS
University of Virginia, Curry School of Education and Human Development
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Current Appointment

Professor of Education with Tenure June 2019 - present
Curry School of Education, University of Virginia, Charlottesville, VA
Curriculum, Instruction & Special Education
Youth & Social Innovation

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. I am particularly focused on applying mindfulness- and compassion-based approaches to improving teacher and student emotional awareness and self-regulation 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

Associate Professor with Tenure Curry School of Education, University of Virginia, Charlottesville, VA Curriculum, Instruction & Special Education Youth & Social Innovation	2014-2019
Research Assistant Professor Human Development and Family Studies (HDFS) The Pennsylvania State University, University Park, PA	2008 - 2013
Faculty Affiliate The Edna Bennett Pierce Prevention Research Center The Pennsylvania State University, University Park, PA	2008 - 2013
Director World Campus Undergraduate Program Human Development and Family Studies (HDFS) The Pennsylvania State University, University Park, PA	2010 - 2013
Senior Director Contemplative Teaching and Learning Garrison Institute, Garrison, NY	2006 - 2012
Research Assistant Professor Child and Adolescent Development San Francisco State University, San Francisco, CA	2006 - 2008
Faculty Affiliate Marian Wright Edelman Institute for the Study of Children, Youth, and Families San Francisco State University, San Francisco, CA	2006 - 2008
Research Project Director Health Psychology Program University of California, San Francisco, CA	2004 - 2006
Associate Instructor Department of Human and Community Development University of California, Davis, CA	2002 – 2004
Adjunct Professor Department of Psychology and Gerontology Sonoma State University, Rohnert Park, CA	2002 – 2003

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

Credentials

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

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 - current
 Garrison Institute, Garrison, NY

Fellow 2004 - current
 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

Pending Major Subawards

1. **CARE for Child Care Providers: A Randomized Feasibility Trial (2019-2022)**

Principal Investigator: Lisa Berlin, University of Maryland

Sponsor: NIH: National Center for Complementary and Integrative Health R34

Amount: \$725,430

Role: Co-Principal Investigator

The proposed research will involve the implementation and evaluation of Cultivating Awareness and Resilience in Education (CARE), with a new target population: center-based infant-toddler child care providers in Baltimore City and Langley Park, MD. The pilot study will test feasibility and the proximal outcomes of child care provider wellbeing and caregiving behaviors.

2. **Implementation of a Mindfulness-Based Judo Program and Wearable Technology to Enhance Physical Activity in Youth with Autism Spectrum Disorder (2019-2024)**

Principal Investigator: Jeanette M. Garcia, University of Central Florida

Sponsor: NIH: National Center for Complementary and Integrative Health R21/R23

Amount: \$1,218,156

Role: Co-Principal Investigator

The proposed study will evaluate the feasibility and implementation fidelity of a multi-level intervention to promote participation and sustainability of physical activity in youth with ASD. The intervention will test the feasibility of combining a mindfulness-based judo program with the utilization of wearable activity trackers at two diverse study sites (urban vs rural location).

3. **Cultivating Awareness and Resilience in Education (CARE) for Special Educators: Supporting Educator Capacity and Well-Being to Promote Positive Student Outcomes (2019-2023)** (resubmission)

Principal Investigator: Jennifer Frank, Penn State University

Sponsor: Institute of Educational Sciences

Amount: \$3,300,000

Role: Investigator

The proposed project will involve a multi-site randomized trial intended to test the direct effects of the CARE program on special educators as well as on the behavior and academic achievement of students with disabilities. The researchers will also seek to determine whether CARE's hypothesized proximal effects on teachers and classrooms account for CARE's hypothesized distal effects on student outcomes.

Current Major Grants

1. **Project CATALYZE: The Impact of CARE + PATHS on Students' Success (2019-2023)**

Principal Investigator: Patricia A. Jennings, University of Virginia

Sponsor: U. S. Department of Education, Education Innovation Research

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.

2. Compassionate Schools Project (2014-2021)

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.

Current Pilot/Seed Funded Projects

1. 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.

2. A Brief Mindfulness Intervention for Reducing Pre-Service Teachers' Stress Associated with Managing Challenging Student Behaviors (2015)

Principal Investigator: Patricia A. Jennings, University of Virginia

Sponsor: Curry 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.

Current 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

Prior Major Grants

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 school teachers' 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.

1. **Trajectories of Teacher Stress: The Roles of Coping and Prior Exposure to Trauma (2017-2019)**

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. **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: Principle 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.

2. **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.

3. **Implementation, Diffusion, and Impact of Mindfulness-based Programming in One School District (2017-2019)**

Principal Investigator: Patricia A. Jennings, University of Virginia

Curry 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.

4. **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), Curry 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.

5. **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.

6. **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.

7. **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.

8. **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 novice teachers and their mentors.

9. 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.

10. 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. 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

2. 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

To complete the development and evaluation of the Learning to BREATHE (L2B) mindfulness-based health program for adolescents within the context of public high schools.

Publications

Publons Researcher ID: J-8355-2015

Orcid ID: 0000-0003-1026-1362

Google Scholar: Citations = 6053, h-index = 26, i10-index = 33 (as of March 2020)

* Student/former student coauthor

** Highly cited: 2380 (as of March 2020). 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.

Peer Reviewed Journal Articles

1. Rodriguez, V., Solis, L., Mascio, B., **Jennings, P. A.**, & Brotman, L. M. (in press). 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*.
2. 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*. <https://doi.org/10.1007/s12671-018-1034-9>
3. 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*. <https://doi.org/10.1007/s12671-019-01228-1>
4. **Jennings, P. A.**, Doyle, S., Yoonkyung, O., Doyle, S., Rasheed, D., Frank, J. L., & Brown, J. L. (2019). Follow-up impacts of the CARE for Teachers professional development program on teachers' social and emotional competence. *Journal of School Psychology*. <https://doi.org/10.1016/j.jsp.2019.07.009>
5. 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*. <https://doi.org/10.1177/0013164419865017>
6. 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*. <https://doi.org/10.1007/s12671-019-01186-8>
7. 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*. <https://doi.org/10.1111/cdev.13275>
8. **Jennings, P. A.** (2019). Comprehensive systems of support: Where do we go from here? *Journal of Applied Developmental Psychology*. <https://doi.org/10.1016/j.appdev.2019.02.005>

9. 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*. <https://doi.org/10.1016/j.appdev.2019.02.006>
10. 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>
11. 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>
12. 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>
13. Doyle, S., **Jennings, P. A.**, Brown, J. L., DeWeese, A., Rasheed, D., Frank, J. L., Turksma, C., & Greenberg, M. T. (2018). Exploring the relationship between implementation quality and uptake of the Cultivating Awareness and Resilience in Education (CARE) for Teachers Program. *Mindfulness*. <https://doi.org/10.1007/s12671-018-1034-9>
14. Elreda, L. M., **Jennings, P. A.**, DeMauro*, A. A., Mischenko*, P. P., & Brown, J. L. (2018). The protective effects of interpersonal mindfulness for teachers' emotional supportiveness in the classroom. *Mindfulness*. <https://doi.org/10.1007/s12671-018-0996-y>
15. 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>
16. **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, 1010-1028. <http://dx.doi.org/10.1037/edu0000187> ([link to PDF](#))
17. 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>
18. 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>

19. Felver, J. C., & **Jennings, P. A.** (2016). Introduction to the special issue: Applications of mindfulness-based interventions in school settings. *Mindfulness*, 7, 1-14. <http://dx.doi.org/10.1007/s12671-015-0478-4>
20. 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>
21. DeMauro*, A.A., & **Jennings, P.A.** (2016). Pre-service teachers' efficacy beliefs and emotional states. *Emotional and Behavioural Difficulties*, 21, 119-132. <http://dx.doi.org/10.1080/13632752.2015.1120057>
22. Katz*, D. A., Greenberg, M. T., **Jennings, P. A.**, & Klein, L. (2016). Associations between the awakening responses of salivary α -amylase and cortisol with self-report indicators of health and wellbeing among educators. *Teaching and Teacher Education*, 54, 1-9. <http://dx.doi.org/10.1016/j.tate.2015.11.012>
23. Frank, J. L., **Jennings, P. A.**, & Greenberg, M. T. (2016). Validation of the Mindfulness in Teaching Scale. *Mindfulness*, 7, 155–163. <http://dx.doi.org/10.1007/s12671-015-0461-0>
24. Harris*, A. R., **Jennings, P. A.**, Katz*, D. A., Abenavoli*, R. M., & Greenberg, M. T. (2016). Promoting stress management and well-being in educators: Feasibility and efficacy of the CALM intervention. *Mindfulness*, 7, 143–154. <http://dx.doi.org/10.1007/s12671-015-0451-2>
25. Schussler, D. L., **Jennings, P. A.**, Sharp*, J. E., & Frank, J. L. (2016). Improving teacher awareness and well-being through CARE: A qualitative analysis of the underlying mechanisms. *Mindfulness*, 7, 130–142. <http://dx.doi.org/10.1007/s12671-015-0422-7>
26. Turan, B., Foltz, C., Cavanagh, J. F., Wallace, B. A., Cullen, M., Rosenberg, E. L., **Jennings, P. A.**, Ekman, P., & Kemeny, M. E. (2015). Anticipatory sensitization to repeated stressors: The role of initial cortisol reactivity and meditation/emotion skills training. *Psychoneuroendocrinology*, 52, 229-238. <https://doi.org/10.1016/j.psyneuen.2014.11.014>
27. **Jennings, P. A.** (2015). Early childhood teachers' well-being, mindfulness and self-compassion in relation to classroom quality and attitudes towards challenging students. *Mindfulness*, 6, 732-743. <http://dx.doi.org/10.1007/s12671-014-0312-4>
28. **Jennings, P. A.**, Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2013). Improving classroom learning environments by Cultivating Awareness and Resilience in Education (CARE): Results of a randomized controlled trial. *School Psychology Quarterly*, 28, 374-390. <http://dx.doi.org/10.1037/spq0000035>
29. Abenavoli,* R. M., **Jennings, P. A.**, Harris*, A. R., Katz*, D. A., Gildea, S. M., &

- Greenberg, M. T. (2013). The protective effects of mindfulness against burnout among educators. *Psychology of Education Review, 37*, 57-69.
30. Frank, J. L., **Jennings, P. A.**, & Greenberg, M. T. (2013). Mindfulness-based interventions in school settings: An introduction to the special series. *Research in Human Development, 10*, 205-210. <http://dx.doi.org/10.1080/15427609.2013.818480>
31. Broderick, P., & **Jennings, P. A.** (2012). Mindfulness for adolescents: A promising approach to supporting emotion regulation and preventing risky behavior. *New Directions in Youth Development, 136*, 111–126. <https://doi.org/10.1002/yd.20042>
32. Roeser, R. W., Skinner, E., Beers, J., & **Jennings, P. A.** (2012). Mindfulness training and teachers' professional development: An emerging area of research and practice. *Child Development Perspectives, 6*, 167-173. <https://doi.org/10.1111/j.1750-8606.2012.00238.x>
33. Mind and Life Education Research Network (MLERN): Davidson, R. J., Dunne, J., Eccles, J. S., Engle, A., Greenberg, M., **Jennings, P. A.**, Jha, A., Jinpa, T., Lantieri, L., Meyers, D., Roeser, R. W., & Vago, D. (2012). Contemplative practices and mental training: Prospects for American education. *Child Development Perspectives, 6*, 146-153. <https://doi.org/10.1111/j.1750-8606.2012.00240.x>
34. Kemeny, M. E., Foltz, C., Cavanagh, J. F., Giese-Davis, J., **Jennings, P. A.**, Rosenberg, E. L., Gillath, O., Shaver, P. R., Wallace, B. A., & Ekman, P. (2012). Contemplative/emotion training reduces negative emotional behavior and promotes prosocial responses. *Emotion, 12*, 338–350. doi: 10.1037/a0026118
35. **Jennings, P. A.**, Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2011). Improving classroom learning environments by Cultivating Awareness and Resilience in Education (CARE): Results of two pilot studies. *Journal of Classroom Interactions, 46*, 27-48.
36. ****Jennings, P. A.**, & Greenberg, M. (2009). The prosocial classroom: Teacher social and emotional competence in relation to child and classroom outcomes. *Review of Educational Research, 79*, 491–525. <http://dx.doi.org/10.3102/0034654308325693> (Total citations as of March 2020 according to Google Scholar = 2380)
37. **Jennings, P. A.** (2008). Contemplative education and youth development. *New Directions in Youth Development, 118*, 101–105. <https://doi.org/10.1002/yd.262>
38. **Jennings, P. A.**, Levenson, M. R., Aldwin, C. M., Spiro, A., & Mroczek, D. K. (2006). Combat exposure, perceptions of military service, and wisdom: Findings from the Normative Aging Study. *Research on Aging, 28*, 115-134. <http://dx.doi.org/10.1177/0164027505281549>
39. Levenson, M. R., **Jennings, P. A.**, Aldwin, C. M., & Shiraishi, R. W. (2005). Self-transcendence: conceptualization and measurement. *The International Journal of Aging and Human Development, 60*, 127-143. doi: 10.2190/XRXM-FYRA-7U0X-GRC0

Peer Reviewed Journal Articles in Preparation/Under Review

1. **Jennings, P. A.**, Brown, J. L., Zhai, F., Doyle, S., & Greenberg, M. T. (2019). Does program fidelity matter? Evidence from a randomized mindfulness-based intervention for teachers. Manuscript in preparation
2. Aytürk, E., Cham, H., **Jennings, P. A.**, & Brown, J. L. (2019). Latent Moderated Structural Equations Approach for Ordered-Categorical Items. Manuscript under review.
3. Brown, J. L., Rasheed, D., Doyle, S., Cham, H., Frank, J. L., & **Jennings, P. A.**, (2019). CARE for Teachers: Direct and mediated effects of a mindfulness-based professional development program for teachers on teachers' and students' social and emotional competencies. Manuscript under review.
4. DeMauro*, A. A., & **Jennings, P. A.** (2019). Responding vs. reacting: A case study of mindfulness in teaching. Manuscript under review.

Guest Co-Editor for Special Issues of Peer Reviewed Journals

1. **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*.
2. Felver, J. C., & **Jennings, P. A.** (Eds.) (2016). Applications of mindfulness-based interventions in school settings [Special issue]. *Mindfulness*, 7.
3. Frank, J. L., **Jennings, P. A.**, & Greenberg, M. T. (Eds.). (2013). Mindfulness-based interventions in school settings [Special issue]. *Research in Human Development*, 10.

Peer Reviewed Book Chapters

1. Frank, J.L., Kohler, K., Kahn, L., & **Jennings, P.A.** (2020). Measuring Mindfulness in Educational Contexts: A Review of the Mindfulness in Teaching Scale In O.N., Medvedev, C.U., Krageloh, R.J., Seigert, & N. Singh (Eds.). *Handbook of Assessment in Mindfulness*. Springer. New York, NY.
2. **Jennings, P. A.** (2019). Mindfulness for teachers: Evidence-based models to promote well-being. *Using mindfulness to promote mental health in schools*. T. L. Renshaw & S. R. Jimerson (Eds.). Oxford, UK: Oxford University Press. In Press.
3. Taylor, C., **Jennings, P. A.**, Harris*, A., Schussler, D. & Roeser, R. W. (2019). Embodied teacher mindfulness in the classroom: The Calm, Clear, Kind Framework. In P. A. Jennings, A. A. DeMauro*, & P. Mischenko* (Eds.), *Transforming school culture with mindfulness and compassion*. New York, NY: Guilford.
4. **Jennings, P. A.**, DeMauro*, A. A., & Mischenko*, P. (2019). Where are we now? Where are

we going? Preparing our students for an uncertain future. In P. A. Jennings, A. A. DeMauro*, & P. Mischenko* (Eds.), *Transforming school culture with mindfulness and compassion*. New York, NY: Guilford.

5. Mischenko*, P. & **Jennings, P. A.** (2019). Cultivating passion for practicing and teaching mindfulness: A multiple case study of Compassionate School Project teachers. In P. A. Jennings, A. A. DeMauro*, & P. Mischenko* (Eds.), *Transforming school culture with mindfulness and compassion*, Chapter 6. New York, NY: Guilford.
6. **Jennings, P. A.**, DeMauro*, A. A., & Mischenko*, P. (2019). Promoting teacher well-being and improving classroom climate: The CARE for Teachers program. In I. Ivztan (Ed). *The Handbook of mindfulness-based programs: Every established intervention, from medicine to education*. Oxford, UK: Routledge.
7. **Jennings, P. A.**, Minnici, A., & Yoder, N. (2019). Creating the working conditions to enhance teacher social and emotional well-being (pp. 210-239). In D. Osher, M. Mayer, R. Jagers, K. Kendziora, & L. Wood (Eds). *Keeping students safe and helping them thrive: A collaborative handbook for education, safety, and justice professionals, families, and communities*, Vol. 1, Chapter 9. Westport, CT: Praeger.
8. **Jennings, P. A.**, & DeMauro*, A. A. (2017). Promoting the ethics of care in a mindfulness-based program for teachers. In L.M. Monteiro, J. Compson & R.F. Musten (Eds.), *A practitioner's guide to ethics in mindfulness-based interventions* (pp. 229-251). New York, NY: Springer. doi.org/10.1007/978-3-319-64924-5_9 ([link to PDF](#))
9. **Jennings, P. A.**, & DeMauro*, A. A. (2017). Individual-level interventions: Mindfulness-based approaches to reducing stress and improving performance among teachers. In T. M. McIntyre, S. E. McIntyre, & D. J. Francis (Eds.), *Educator stress: An occupational health perspective* (pp. 319-346). Cham, Switzerland: Springer International. ([link to PDF](#))
10. **Jennings, P. A.** (2016). CARE for Teachers: A mindfulness-based approach to promoting teachers' well-being and improving performance. In K. Schonert-Reichl & R. Roeser (Eds.), *The handbook of mindfulness in education: Emerging theory, research, and programs* (pp. 133-148). New York, NY: Springer-Verlag. ([link to PDF](#))
11. **Jennings, P. A.**, & Frank, J. L. (2015). In-service preparation for educators. In J. Durlak, R. Weissberg, & T. Gullota (Eds.), *Handbook of social and emotional learning* (pp. 422-437). New York, NY: Guilford.
12. **Jennings, P. A.**, Lantieri, L., & Roeser, R. (2012). Supporting educational goals through cultivating mindfulness: Approaches for teachers and students. In A. Higgins-D'Alessandro, M. Corrigan, & P. M. Brown (Eds.), *The Handbook of prosocial education* (pp. 371-397). New York, NY: Rowman and Littlefield.
13. **Jennings, P. A.**, & Rome, D. I. (2011). Envisioning the future of K-12 contemplative education. In M. Bush (Ed.) *Contemplation nation: How ancient practices are changing the*

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14. **Jennings, P. A.** (2011). Promoting teachers' social and emotional competencies to support performance and reduce burnout. In A. Cohan & A. Honigsfeld (Eds.) *Breaking the mold of pre-service and in-service teacher education: Innovative and successful practices for the 21st century* (133-143). New York: Rowman and Littlefield.
15. Levenson, M. R., **Jennings, P. A.**, D'Mello, M., Le, T., & Aldwin, C. M. (2004). Happiness in the midst of change: A human development approach to studying Gross National Happiness (GNH) in the context of economic development. In K. Ura & K. Galay (Eds.), *Gross National Happiness and development* (pp. 450-460). Thimphu, Bhutan: Centre for Bhutan Studies.

Edited Books

1. **Jennings, P. A.** (Ed.), DeMauro*, A. A., & Mischenko*, P. (Assoc. Eds.) (2019). *The mindful school: Transforming school culture with mindfulness and compassion.* New York, NY: Guilford.
2. Corcoran R. P., **Jennings, P. A.**, & Schonert-Reichl, K. A. (Eds.) (under contract). *Volume 1: Social and emotional learning in teaching and teacher education. Contemporary perspectives on social and emotional learning series,* Charlotte, NC: Information Age Publishing.

First Authored Books

1. **Jennings, P. A.** (2020). *Teacher Burnout Turnaround: Strategies for Empowered Educators.* New York: W. W. Norton.
2. **Jennings, P. A.** (2019). *Mindfulness in the pre-K-5 classroom: Helping students stress less and learn more. The Norton social and emotional learning series: Best practices in your pocket.* New York: W. W. Norton.
3. **Jennings, P. A.** (2019). *The trauma-sensitive classroom: Building resilience with compassionate teaching.* New York, NY: W. W. Norton.
4. **Jennings, P. A.** (2015). *Mindfulness for teachers: Simple skills for peace and productivity in the classroom, The Norton series on the social neuroscience of education.* New York, NY: W. W. Norton.

Book Series Editor

1. **Jennings, P. A.** (2019). *The Norton social and emotional learning series: Best practices in your pocket.* New York: W. W. Norton.

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1. Broderick, P. C. (2019). *Mindfulness in the secondary classroom: A guide for teaching adolescents. The Norton social and emotional learning series: Best practices in your pocket.* New York: W. W. Norton.
2. McKown, C. (2019). *Assessing students' social and emotional learning: From planning through action. The Norton social and emotional learning series: Best practices in your pocket.* New York: W. W. Norton.
3. Srinivasan, M. (2019). *SEL Everyday: Integrating Social and Emotional Learning with Instruction in Secondary Classrooms. The Norton social and emotional learning series: Best practices in your pocket.* New York: W. W. Norton.
4. Bradshaw, C. & Waasdorp, T. (2019). *Preventing bullying through the promotion of social-emotional learning. The Norton social and emotional learning series: Best practices in your pocket.* New York: W. W. Norton.

Consensus Study Reports

1. National Academies of Sciences, Engineering, and Medicine (2019). *Fostering Healthy Mental, Emotional, and Behavioral Development in Children and Youth: A National Agenda.* Washington, DC: The National Academies Press. <https://doi.org/10.17226/25201>.
2. United Nations Educational, Scientific and Cultural Organization (UNESCO) Mahatma Gandhi Institute of Education for Peace and Sustainable Development's (MGIEP) (2020). *State of Social and Emotional Learning (SEL) Assessment Report.*

Encyclopedia Entries

1. **Jennings, P. A.** & Mahfouz, J. (in press). The role of leaders in promoting mindfulness in schools. In *The Routledge Encyclopedia of Education.* Abingdon, UK: Routledge Education.
2. **Jennings, P. A.** (2015). Mindfulness-based approaches to classroom management. In G. Scarlett (Ed.), *The SAGE encyclopedia of classroom management: An A-to-Z guide* (pp. 523-525). Thousand Oaks, CA: Sage Publications.
3. **Jennings, P. A.** (2016). Mindfulness. In D. Couchenour & K. Chrisman (Eds.). *The SAGE encyclopedia of contemporary early childhood education* (p. 864). Thousand Oaks, CA: Sage Publications.

Book Reviews

1. **Jennings, P. A.** (2016). Kirke Olson: The invisible classroom: Relationships, neuroscience and mindfulness in school. *Mindfulness.* 7, 289-291. doi 10.1007/s12671-015-0471-y

Commentary & Opinion

1. **Jennings, P. A.** (2018, October 18). Bringing mindfulness to teacher PD. *Educational Leadership*. Retrieved from <http://www.ascd.org/publications/educational-leadership/oct18/vol76/num02/Bringing-Mindfulness-to-Teacher-PD.aspx>
2. **Jennings, P. A.** (2018, May 7). Here's what we can do to empower America's teachers. *Forbes Commentary*. Retrieved from <http://fortune.com/2018/05/07/us-teacher-appreciation-week-2018-pay-strike-walkout/>
3. **Jennings, P. A.** (2018, March 14). Student walkouts show compassion is a tool for change. *CNN Opinion*. Retrieved from <https://www.cnn.com/2018/03/14/opinions/student-walkout-shows-power-of-social-emotional-learning-jennings/index.html>
4. **Jennings, P. A.** (2018, March 14). Opinion: Rather than arming teachers with guns, let's arm them with the supports they need. *The 74*. Retrieved from <https://www.the74million.org/article/opinion-rather-than-arming-teachers-with-guns-lets-arm-them-with-the-supports-they-need/>
5. **Jennings, P. A.** (2017, September 12). Congress must preserve, improve professional growth for teachers. *The Hill*. Retrieved from <http://thehill.com/opinion/education/350233-congress-must-preserve-improve-professional-development-for-teachers>
6. **Jennings, P. A.** (2016). Mindfulness-based programs and the American public school system: Recommendations for best practices to ensure secularity. *Mindfulness*, 7, 176–178. doi: 10.1007/s12671-015-0477-5.

Other Publications

1. **Jennings, P. A.** (2019, January). *How to help students dealing with adversity*. Greater Good Magazine. Retrieved from https://greatergood.berkeley.edu/article/item/how_to_help_students_dealing_with_adversity#thank-influence
2. **Jennings, P. A.** (2018, December 26). Teaching is as stressful as an ER. These calming strategies can help. *EdSurge*. Retrieved from <https://www.edsurge.com/news/2018-12-26-teaching-is-as-stressful-as-an-er-these-calming-strategies-can-help>
3. **Jennings, P. A.** (2018, November 14). Changing how educators see negative experiences in the classroom, *KQED MindShift*. Retrieved from <https://www.kqed.org/mindshift/52402/changing-how-educators-see-negative-experiences-in-the-classroom>
4. **Jennings, P. A.** (2018, March 26). Presenting CARE for Teachers to the Dalai Lama [Blog post]. Retrieved from <https://www.garrisoninstitute.org/news/presenting-care-for-teachers-to-the-dalai-lama/>

5. **Jennings, P. A.** (2017, May). Teaching can be tough, but we're 'lucky' - Classroom Q & A with Larry Ferlazzo. *EdWeek*. Retrieved from http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2017/05/response_teaching_can_be_tough_but_were_also_lucky.html?r=126834855
6. **Jennings, P. A.** (2015, September 22). The three-second pause in the classroom, *Mindful*. Retrieved from <http://www.mindful.org/the-three-second-pause-in-the-classroom/>
7. **Jennings, P. A.** (2015, May). Mindfulness and teaching. *Curry Blog*. Retrieved from <http://curry.virginia.edu/blog/2015/05/15/mindfulness-and-teaching/>
8. **Jennings, P. A.** (2015, February 17). Slowing down to learn: Mindful pauses that can help student engagement, *KQED MindShift*. Retrieved from <http://ww2.kqed.org/mindshift/2015/02/17/slowing-down-to-learn-mindful-pauses-that-can-help-student-engagement/>
9. **Jennings, P. A.** (2015, March 30). Seven ways mindfulness can help teachers. *Greater Good*. Retrieved from http://greatergood.berkeley.edu/article/item/seven_ways_mindfulness_can_help_teachers
10. **Jennings, P. A.** (2011, December 19). The missing dimension of the education debate. *Huffington Post*. Retrieved from http://www.huffingtonpost.com/tish-jennings/the-missing-dimension-of-_b_1019893.html
11. **Jennings, P. A.** (2010, May 13). Mindful education. *Greater Good*. Retrieved from http://greatergood.berkeley.edu/article/item/mindful_education/
12. **Jennings, P. A.** (2008, October/December). Sitting at school: The case for contemplative education. *Mandala*, 32 – 33.

Professional Manuals, Curriculums and Reports

1. **Jennings, P. A.** & Harris*, A. R. (2018). *Flourish: The Compassionate Schools Project Curriculum*. Charlottesville, VA: University of Virginia.
2. **Jennings, P. A.**, Turksma, C., & Brown, R. (2018). *Cultivating Awareness and Resilience in Education (CARE) Facilitator Manual*. Garrison, NY: Garrison Institute.
3. **Jennings, P. A.**, Turksma, C., & Brown, R. (2018). *Cultivating Awareness and Resilience in Education (CARE) Participant Workbook*. Garrison, NY: Garrison Institute.
4. **Jennings, P. A.**, Foltz, C., Snowberg, K. E., Sim, H., & Kemeny, M. (2011). *The influence of mindfulness and emotion skills training on teachers' classrooms: The effects of the Cultivating Emotional Balance training*. San Francisco, CA; San Francisco State University.

Scholarly Presentations – National/International Peer-Reviewed

1. 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.
2. Rasheed, D., Brown, J. L., & **Jennings, P. A.** (2018, April). The effect of student-teacher racial/ethnic congruence and classroom diversity on students' social and academic outcomes. In 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.
3. **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.
4. **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.
5. 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.
6. **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.
7. **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.
8. **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.
9. **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.
 10. **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.
 11. 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.
 12. 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.
 13. 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.
 14. 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.

15. **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.
16. Bach, D., Bauer-Wu, S., Germano, D., **Jennings, P. A.**, Mick, D., & Schaeffer, K. (2014, November). *Contemplation as organizational transformation in a research I university: The University of Virginia as a case study* (Panel presentation). International Symposium for Contemplative Studies, Boston, MA.
17. **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
18. **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.
19. **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.
20. 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.
21. 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.
22. **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.

23. 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.
24. **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.
25. 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.
26. 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.
27. **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.
28. **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.
29. **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.
30. **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.
31. 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.
 32. **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.
 33. **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.
 34. **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.
 35. **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.
 36. **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.
 37. **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.
 38. **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.
 39. **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

1. Jennings, P. A. (2019, November). *Teachers' wellbeing and neuroscience*. Keynote address presented at AG, Goethe Schule, Vivir Agradecidos, Buenos Aires, Argentina.
2. Jennings, P. A. (2019, November). *Education for the 21st Century*. Keynote address presented at Educando a Nuestro Futuro conference. Buenos Aires, Argentina.
3. Jennings, P. A. (2019, November). *Empatia y Bienestar en los procesos pedagógicos*. Keynote address. Fundacion Armos y Fudnación Vivir Agradecidos. Buenos Aires, Argentina.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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/>
9. **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.
10. **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>

11. **Jennings, P. A.** (2018, October). *Mindful Education Summit*. Retrieved from <https://www.mindfuleducationssummit.com/?cookieUUID=544da741-bfa0-4e61-ae72-88b5e2ca25b1>
12. **Jennings, P. A.** (2018, September). *The transformative power of contemplative teaching and learning*. Keynote address presented at Educating our Future, Buenos Aires, Argentina.
13. **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.
14. **Jennings, P. A.** (2018, June). *Centered learning: How mindfulness fuels focus & well-being*. Keynote address presented at Mindfulness in Education Conference, New Canaan, CT.
15. **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.
16. **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.
17. **Jennings, P. A.** (2018, March). *CARE for Teachers: A mindfulness-based approach to cultivating emotionally supportive environments and student learning*. Curry Education Research Lectureship Series, sponsored by the Virginia Education Sciences Training (VEST), University of Virginia, Charlottesville, VA.
18. **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.
19. **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.
20. **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.
21. **Jennings, P. A.** (2017, November). *Transforming learning environments by supporting teachers mindfulness and compassion*. 2017 Lindsay Dryden Speaker keynote address presented at the Odyssey School, Stephenson, MD.

22. **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.
23. **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.
24. **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, Fredricksburg, VA.
25. **Jennings, P. A.** (2017, September). *The Compassionate Schools Project: Transforming educational systems*. Invited keynote address presented at the All One Project Conference, Zaragoza, Spain.
26. 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>
27. **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.
28. **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.
29. **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.
30. **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.
31. **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.

32. **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.
33. **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.
34. **Jennings, P. A.** (2016, November). *Cultivating and scaffolding mindfulness in the learning environment*. Invited keynote address presented at Cincinnati AEYC Annual Conference, Cincinnati, OH.
35. **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.
36. **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.
37. **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>
38. **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.
39. **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.
40. **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.
41. **Jennings, P. A.** (2016, April). *Transforming education in the 21st Century*. Invited keynote address presented at the Mindful Life Conference, Arlington, VA.
42. **Jennings, P. A.** (2016, March). *Mindfulness for teachers: Reducing stress and enlivening teaching*. Educator in Residence Lecture, College of Education, Mary Washington University, Fredericksburg, VA.

43. **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.
44. **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.
45. **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.
46. **Jennings, P. A.** (2015, October). *A Montessori approach to mindful parenting*. Invited keynote address, Montessori U, Capitol Montessori School at Logan, Washington, DC.
47. **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.
48. **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/>.
49. **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.
50. **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.
51. **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.
52. **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.
53. **Jennings, P. A.** (2014, September). *Mindfulness and learning research symposium*. Invited Panel Member. Johns Hopkins University. Baltimore, MD.

54. **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.
55. **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.
56. **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.
57. **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.
58. **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.
59. **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.
60. **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.
61. **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.
62. **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.
63. **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.

64. **Jennings, P. A.** (2011, October). *Mindful awareness & education in the 21st Century*. Keynote Address, MindUP Teacher & School Leader Workshop, Marian University, Indianapolis, IN.
65. **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.
66. Barbezat, D. P., & **Jennings, P. A.** (2011, September). *Mindfulness & contemplative education*, Creating a Mindful Society, New York, NY.
67. **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.
68. **Jennings, P. A.** (2010, December). *Peaceful parenting: A mindfulness-based approach*. Keynote Address presented at the Beech Acres Parenting Center Conference, Cincinnati, OH.
69. **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

1. **Jennings, P. A.** (2019, July). *Compassion in the classroom*. Invited workshop presented at Association for Mindfulness at Osterloh, Teisendorf, Germany.
2. **Jennings, P. A.** (2019, March). *Transforming our schools: Compassionate teaching, learning, and leading*. Webinar for Transformative Educational Leadership program. <https://teadership.org/>
3. **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.
4. **Jennings, P. A.** (2018, December). *The trauma-sensitive classroom: Cultivating mindfulness and compassion to support learning*. Virginia School Consortium for Learning (VaSCL). Charlottesville, VA
5. **Jennings, P. A.** (2018, November). *The trauma-sensitive classroom: Building resilience with compassionate teaching*. Virginia Tiered Systems of Support (VTSS), Richmond, VA.

6. **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).
7. **Jennings, P. A.** (2017, September). *Mindfulness in the classroom*. Workshop presented at the All One Project Conference, Zaragoza, Spain.
8. **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.
9. **Jennings, P. A.** (2017, January). *Momentous Institute Speaker Series: Mindfulness and the emotional art of teaching and learning*. Dallas, TX.
10. **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.
11. **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.
12. **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
13. **Jennings, P. A.** (2016, May). *Mindful teaching and learning: Transforming our educational environments for good*. Workshop presented at the Mindful Life Conference, Arlington, VA.
14. **Jennings, P. A.** (2015, December). *Mindfulness for teachers: Reducing stress and revitalizing teaching*. Workshop. Rochester Teachers Association Professional Development Program. Rochester, NY.
15. **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.
16. **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.
17. **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.
18. **Jennings, P. A.** (2014, May). *Introduction to CARE for Teachers workshop*. Turnaround for

Children, PS 85, Bronx, NY.

19. **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

- **Soul of Education International Summit**, Advisory Board, Member (2018-current)
- **United Nations Educational, Scientific and Cultural Organization (UNESCO)** 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-current)
- **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

University of Virginia, Charlottesville, VA

2016 to present	Member, Contemplative Sciences Center Building Working Group
2016 to 2018	Member, Faculty Council, Curry School of Education
2016 to present	Member, Teaching Benchmarks Subcommittee
2017 to present	Member, Curry Faculty Awards Subcommittee
2017 to 2018	Member, Curry Subcommittee on General Faculty Employment Policy
2016, 2017	Tenure review committee, Curry School of Education
2015, 2016	Pre-tenure review committees, Curry School of Education
2015 to 2017	Member, Doctoral Studies Committee, Curry School of Education

- 2014 to present Member, Executive Committee, Contemplative Sciences Center
Directorate
- 2015, 2016 Judge, Curry Research Conference, Curry 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

2018-present: Grace Miller, Ph.D. Candidate, Clinical Psychology, Curry School of Education and Human Development, University of Virginia
Title: Effect of Teacher Burnout on Student Misbehavior
Role: Dissertation Committee Member

2018-present: Pamela Nicholas-Stokes, Ph.D. Candidate, Curry School of Education and Human Development, Curriculum, Instruction and Special Education, University of Virginia
Role: Primary Advisor and Dissertation Committee Chair

2018-present: Kevin Briggs, Ph.D. Candidate, 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-present: Catherine Corbin. Ph.D., Educational Psychology-Applied Development Sciences, Curry 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-present: Polina Miscenko, Ph.D. Candidate, Curry School of Education and Human Development, Curriculum, Instruction and Special Education, University of Virginia
Role: Primary Advisor and Dissertation Committee Chair

2017-2019: Pilar Alamos, Ph.D., Educational Psychology-Applied Development Sciences, Curry 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., 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., Curriculum, Instruction and Special Education, Curry 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., 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., 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., Education, Curry 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., Education, Curry 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., Curry 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., 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: Dissertation Committee Member

2010-2012: Karen McCoy, Ph.D., Curriculum and Instruction, 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., 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., 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., 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., Education, St. Mary's College
Title: Campus childcare development project.
Role: Thesis Committee Chair

Recent Press Coverage

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

Freudberg, D. (2019, July). Whole Teachers – Whole students (Part one). *Humankind*. Retrieved from <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*. Retrieved from <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*. Retrieved from <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*. Retrieved from <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*. Retrieved from <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*. Retrieved from <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*. Retrieved from <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*. Retrieved from <https://www.nytimes.com/2017/09/07/learning/lesson-plans/cultivating-mindfulness-for-educators-using-resources-from-the-new-york-times.html>
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Recent Course Development and Teaching

University of Virginia, Curry School of Education

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 5013 Teaching Mindfulness in Schools - Developed a new online graduate course that introduces the knowledge and skills teachers need to introduce mindful awareness practices to students in preK-12 school settings. Applying instructional design questions, students design a series of lessons that are developmentally and culturally appropriate for their students. This course was offered for the first time during the summer session 2018 which doctoral student Polina Mischenko and I co-taught.

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

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

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

Editorial Board, Review of Educational Research

Associate Editor, Journal of Child and Family Studies

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