



Our research has confirmed that when we take CARE of our teachers, they are better prepared to provide the support their students need to flourish.

-Tish Jennings, Garrison Institute Senior Fellow and co-founder of CARE

Teaching is one of the most rewarding professions, but it is also one of the most stressful.

PSEA recognizes the increasing academic and emotional demands placed on our educators, and we are committed to providing effective resources and supports to our members for their personal and professional success.

One of those resources is the **CARE program (*Cultivating Awareness and Resilience in Education*)**.ⁱ PSEA is happy to provide this professional development program for a limited number of our members working in schools identified for Comprehensive Support and Improvement (CSI) under the federal Every Student Succeeds Act (ESSA).

What is CARE?

Current research in neuroscience confirms that practicing mindfulness facilitates awareness and self-regulation, providing each of us with the capacity for a calmer, more focused mind – which is essential for optimal teaching and learning. **CARE is a unique professional development program designed to reduce educator stress, promote improvements in well-being and resiliency, and help rediscover the joys of teaching.**

How does CARE work?

The CARE training offers instruction in cognitive and emotion skills that help reduce stress by promoting understanding, recognition, and regulation of emotion. It introduces teachers to mindful awareness practices - beginning with short periods of silent reflection and extending to role-playing and other exercises that bring mindful awareness to the challenging situations teachers often encounter.

By practicing these skills, teachers learn to cultivate calmness, awareness, presence, compassion, empathy and the ability to listen. In the classroom, these qualities improve teachers' classroom management, curricular implementation, and relationships with their students.

CARE blends direct instruction, practice, and reflection. Participants learn each program component - including emotion skills, mindful awareness and stress practices, and empathy and

compassion practices – and then reflect upon each and practice applying the skills.

What does the evidence say?

A series of rigorous federally funded studies with results published in five peer-reviewed journal articles consistently show that **CARE significantly improves well-being and reduces stress among teachers who participate in the program compared to those randomly assigned to a control group.**ⁱⁱ

The findings on the impacts of CARE are significant and provide clear evidence that **CARE is an effective professional development program for reducing teachers' occupational stress and promoting their well-being.**ⁱⁱⁱ

In addition, the results of the NYC study - the largest and most rigorous study of a mindfulness-based professional development for teachers and the first of its kind to examine intervention effects on the classroom and student outcomes – **demonstrates an important relationship between teachers' well-being and classroom quality.**

This provides a “proof of concept” that a **mindfulness-based intervention can have impacts on both individuals and their work environment.**^{iv}

ⁱ CARE was developed by Patricia Jennings, [Christa Turksma](#) and Richard C. Brown, with support from the [Garrison Institute](#).

ⁱⁱ 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.

ⁱⁱⁱ For more information on CARE including research on the program, visit [CREATE for Education](#) - *Creating Resilience for Educators, Administrators, and Teachers*.

^{iv} Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., . . . Greenberg, M. T. (2017). Impacts of the CARE for teachers program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology*, 109(7), 1010-1028.