

# JENNA (JENNIE) GREENSTEIN

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## EDUCATION

### University of California Berkeley

*Third-Year Doctoral Student in School Psychology*

Expected graduation: May 2025

*Master of Arts in Education*

December 2021

- Cumulative GPA: 4.00
- Marcus Foster Fellowship Recipient

Prequalifying Paper 1: *Supporting the Resilience of Children with Specific Learning Disabilities: An Integrated Perspective from Ecological System and Risk/Resilience Theories*

Prequalifying Paper 2: *Feasibility and Effectiveness of a Universally Implemented Kindergarten and First Grade Social-Emotional Learning Intervention*

Professional memberships: American Psychological Association (APA), National Association of School Psychologists (NASP)

### Washington University in St. Louis

*Bachelor of Arts in Psychological and Brain Sciences, cum laude*

May 2019

Second Major: Educational Studies, Minor: English

- Cumulative GPA: 3.78/4.00
- Honors: Dean's List, Department of Education Leadership Excellence Award, Psi Chi National Honor Society in Psychology, Order of Omega Greek Honorary
- Honors Thesis: *Can Schools Grow Grit? A Longitudinal Investigation of School Experiences*

## CLINICAL EXPERIENCE

### Disabled Students Program, University of California Berkeley

*Assessment Clinician*

September 2022 – Present

- Administering, scoring, and interpreting cognitive and neuropsychological assessments (WAIS-IV, WIAT-4, WRAML-3, TOMM, D-KEFS, BASC-3, BAI, and BDI-2) for graduate students who are self-referred with psychological, social, behavioral, and/or academic concerns.
- Reporting diagnostic findings and recommendations for university-based and additional supports to clients.
- Developing psychoeducation materials for students regarding diagnoses and university resources.

### Montclair Elementary School, Oakland Unified School District

*Psychoeducational Assessment Practicum Student*

November 2021 – May 2022

- Conducted cognitive and neuropsychological assessments with elementary school students from a variety of racial/ethnic backgrounds who were referred for special education evaluations.
- Prepared 6 psychological evaluation reports for students with IEPs with eligibility categories including Autism, Specific Learning Disability, Other Health Impairments (ADHD), and Intellectual Disability.
- Co-presented 4 psychological reports to parents and school team at IEP meetings.

### Beach Elementary School, Piedmont Unified School District

*School-Based Mental Health Consultation and Intervention Practicum Student*

September 2021 – May 2022

- Independently facilitated consultee-centered consultation with two teachers in first and third grade classrooms to assist with emotional, behavioral, and academic challenges in the classroom.
- Implemented the Kimochis social-emotional learning curriculum to first-grade classrooms. Collaborated with the teacher to develop and implement targeted individual and group academic interventions for third-grade students.

## RESEARCH EXPERIENCE

### School of Social Welfare, University of California Berkeley

*Research Assistant, Innovations for Youth (i4Y)*

January 2022 – Present

- Collaborating in a research-practice-partnership with the Sacramento County Office of Education to develop an evaluation plan and theory of change for a systematic school-based mental health initiative.
- Conducted 20 research interviews with school-based mental health clinicians, principals, and county office representatives to understand the barriers and facilitators to implementing the county-wide mental health initiative. Developed a qualitative codebook to deductively and inductively code interview transcripts and generate themes.

## **Berkeley School of Education, University of California Berkeley**

*Researcher for Intervention Evaluation*

August 2021 – Present

- Researching the social-emotional outcomes for kindergarten and first-grade students participating in a universal social-emotional learning intervention at their school.

*Research-Practice Partnership – Graduate Student Researcher*

March 2020 – May 2021

- Worked with Oakland Unified School District (OUSD) social-emotional learning (SEL) team leaders to assess the social-emotional needs of teachers during the COVID-19 shelter in place order. Developed research briefs and continuing collaboration to support the needs of the SEL team at OUSD.
- Collaborated with Piedmont Unified School District school psychologists to develop a universal screener to assess student wellbeing at six district schools, ranging from K-12. Analyzed data to identify students at risk on several screener measures.

## **Center for Mindfulness and Human Potential, University of California Santa Barbara**

*Post-Baccalaureate Research Fellow*

July 2019 – July 2020

- Supported teachers in facilitating the lab's mindfulness intervention in schools to promote fidelity of implementation. Led trainings in schools, spoke to teachers over the phone, and managed all email communication.
- Assisted with the grant proposal process for the Institute of Education Sciences, U.S. Department of Education.
- Contributed to the lab's continued development through internal quality assurance and through manuscript writing.

## **Personality Measurement and Development Lab, Washington University in St. Louis**

*Honors Thesis advised by Dr. Joshua J. Jackson*

August 2018 – April 2019

- Conducted literature search to formulate a research question and analyzed a two-year longitudinal data set using R Studio. Ran univariate and bivariate growth models to examine the relationships between grit and environment variables over time.

*Research Assistant*

August 2017 – December 2017

- Coded electronically activated recorder (EAR) device data from middle school students for school environment variables and Big Five personality traits.

## WORK EXPERIENCE IN EDUCATION

### **Oakland Unified School District**

*Substitute Teacher*

April 2022 – May 2022

- Worked in elementary schools as substitute teacher in kindergarten and second-grade classrooms.

### **Piedmont Unified School District**

*UC Berkeley 1<sup>st</sup> Year Practicum Student*

September 2020 – May 2021

- Observed elementary, middle, and high school classrooms and provided general classroom support.

### **California Learning Center, Santa Barbara**

August 2019 – August 2020

*Academic Tutor*

- Supported middle school and high school students one-on-one through tutoring, developing organizational and study strategies, and encouraging personal growth in self-esteem and self-efficacy.

### **Washington University Nursery School, St. Louis**

*Assistant Teacher*

September 2016 – May 2019

- Encouraged exploration and socialization among children aged two to five. Resolved conflicts, facilitated play, and maintained safety and comfort in the school environment.

## PUBLICATIONS

Eldeeb, N., Shapiro, V., Nunez, A., **Greenstein, J.**, & Lee, J. (June, 2022) Transformative SEL: Are educational leaders embracing a new equity-enhancing understanding of SEL Society for Prevention Research, 30th Annual Meeting, Seattle, WA, USA

Mrazek, A., Mrazek, M., Carr, P., Delebard, A., Ding, M., Garcia, D., **Greenstein, J.**, Kirk, A., Kodama, E., Krauss, M., Landry, A., Stokes, C., Wickens, K., Wong, K., & Schooler, J. (2020). The feasibility of attention training for reducing mind-wandering and digital multitasking in high schools. *Education Sciences*, 10, 201.

Yang, C., Manchanda, S., & **Greenstein, J.** (2021). Educators' online teaching self-efficacy and compassion fatigue during the COVID-19 pandemic: The dual roles of "connect." *School Psychology*.

Yang, C., **Greenstein, J.**, Manchanda, S., Golshirazi, M., & Yabiku, T. (2023). Preventing compassion fatigue among educators: An educator resiliency study during the COVID-19 pandemic. In Miller, T. W. (Ed.), *School Violence and Primary Prevention*. Springer Nature.

## PRESENTATIONS AND INVITED TALKS

### **American Psychological Association (APA) Convention**

- Poster: Outcomes for a Universal Kindergarten and First Grade Social-Emotional Learning Intervention (August 2022)
- Poster: Teacher Wellbeing During COVID-19: Online Adaptation of Teacher Subjective Wellbeing Questionnaire (August 2021)

### **National Association of School Psychologists (NASP) Convention**

- Poster: Can Schools Grow Grit: A Longitudinal Investigation of School Experiences (February 2021)
- Poster: Theoretical Framework of Resilience of Children with Specific Learning Disabilities (February 2023)
- Poster: Feasibility of Implementing a Universal K-1 Social-Emotional Learning Intervention (February 2023)

### **Notre Dame Mission Volunteers AmeriCorps**

October 2019

- Provided data on adolescent stress and mental illness and proposed mindfulness-based attention training as a potential solution for AmeriCorps volunteers to share with students in after-school programming.

### **Santa Maria Valley YMCA Board Retreat**

October 2019

- Shared research on adolescent stress and mental illness at a YMCA board retreat focused on today's youth and how educators can meet them where they are. Described the benefits of mindfulness-based attention training.

### **Orcutt Union School District**

September 2019

- Led two breakout sessions at a local school district's staff development conference focused on social-emotional learning and provided information about the relationship between mindfulness and social-emotional learning.

### **Undergraduate Research Symposium; Psychological and Brain Sciences Departmental Poster Presentation** April 2019

- Presented honors thesis to peers, faculty, and community members.

## SERVICE AND LEADERSHIP

### **Palo Alto Jewish Community Center**

*J-Camp Unit Leader*

June – August 2021

- Managed a group of ten counselors and about 100 children entering kindergarten through second grade to provide positive, safe, and educational summer camp experiences. Communicated with parents, paraprofessional aides, and supervisory staff to ensure smooth implementation of camp activities.

### **Berkeley School of Education, University of California Berkeley**

*School Psychology Program Committees*

- Social Committee (2020 – 2021)
- Program Advisory Committee (2021 – 2022)
- Conference Planning Committee (2022 – 2023)

*Berkeley Review of Education – Manuscript Reviewer*

August 2021

- Reviewed a manuscript about teacher experiences during COVID-19.

*Wellness Fund Advisory Committee – Graduate Assembly Representative*

January 2021 – May 2021

- Reviewed 34 proposals submitted by students, staff, and faculty at UC Berkeley to determine funding allocations for the university's Wellness Fund. Working with undergraduate, graduate, and staff committee representatives to vote on proposals.

*American Psychological Association Division 16 – Proposal Reviewer*

February 2021

- Reviewed four proposals for APA Div. 16 (School Psychology) to determine acceptance into the 2021 annual convention.

## SKILLS

**Certifications:** Skills for Psychological Recovery Certified (2023), Psychological First Aid Certified (2022), CPR Certified (2021)

**Writing Skills:** Proficient in academic research writing and research briefing for school districts

**Communication Skills:** Proficient in professional communication with teachers, administrators, students, and families

**Analytic Skills:** Proficient in R Studio, SPSS, Stata, and Microsoft Excel data analytic software systems