

# PAMELA YVETTE NICHOLAS-HOFF

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## EDUCATION

- 2022            **University of Virginia**, School of Education and Human Development, Charlottesville, VA  
**Ph.D.**, Curriculum and Instruction
- 1992            **University of Virginia**, Curry School of Education, Charlottesville, VA  
**M.Ed.**, Physical Education, concentration: Exercise Physiology
- 1981            **University of Virginia**, Curry School of Education, Charlottesville, VA  
**B.S.**, Middle School Education, concentration: Science

## CREDENTIALS AND CERTIFICATIONS

- 1981-2031      **Virginia Postgraduate Professional Teaching License**, Elementary Education 4-7,  
Physical Education PreK-12, Virginia Department of Education
- 2016-present    **Online Teaching Certificate**, Online Learning Consortium
- 1995-present    **Certified Strength and Conditioning Specialist**, National Strength and Conditioning  
Association

## AWARDS, FELLOWSHIPS, AND HONORS

- 2022            **Innovative, Developmental, Exploratory Award**, University of Virginia
- 2021            **Dissertation Fellowship**, American Educational Research Association-National Science Foundation
- 2021            **The Raven Society**, University of Virginia
- 2021            **Jessie C. Carpenter Award**, University of Virginia
- 2017            **Snyder-Crumpacker Fellowship**, University of Virginia
- 2012            **Virginia Initiative for Science Teaching and Achievement Program Grantee**,  
Northrop Grumman
- 2008            **Perrymont Middle School Teacher of the Year**, Chesterfield County Public Schools
- 1991            **Governor's Fellowship**, University of Virginia

## RESEARCH EXPERIENCE

- 2022-present **Postdoctoral Research Associate** to Dr. Nancy Deutsch, Director-Youth-Nex Center, and Dr. Patricia Jennings, Director-Contemplative Teaching and Learning Laboratory, University of Virginia—preparing grant proposals, conducting research, analyzing data, writing manuscripts, presenting research, co-leading workshops and coaching sessions for the Remaking Middle Schools project, and creating the curriculum for the young adolescent course series.
- 2018-2022 **Doctoral Student and Graduate Research Assistant** to Dr. Patricia Jennings, Director-Contemplative Teaching and Learning Laboratory, University of Virginia—Assisted in developing the Balance Coding Assessments (both behavior and performance components) for the Compassionate Schools Project. Assisted in establishing high levels of interrater reliability for the Compassionate Schools Project Balance Performance coding. Assisted in creating the Compassionate Schools Project Barriers and Facilitators Codebook. Assisted in establishing high levels of interrater agreement and interrater reliability for the Compassionate Schools Project Barriers and Facilitators Project. Assisted in coding transcripts of teacher interviews for the Compassionate School Project Barriers and Facilitators study. Assisted in writing up the results section for the Compassionate Schools Project Barriers and Facilitators study.
- Dissertation Research** - Cleaned and analyzed data from federally funded, national datasets (i.e., National Center for Education Statistics Common Core of Data and Civil Rights Data Collection Data) to determine the association between school racial composition and out-of-school suspensions using quantitative methods (i.e., zero-inflated negative binomial regression) and to examine the impact of policy changes on those associations across two presidential administrations. Enhanced existing theories explaining racial discipline disparities for marginalized students.
- Additional Research Experience**—Provided technical support and facilitated Cultivating Awareness and Resilience in Education (CARE) sessions for the CATALYZE Project. Conducted and coded classroom observations and teacher interviews for EDLF 7404, Qualitative Analysis. Facilitated coaching sessions for the Teacher Coaching in a Simulated Environment Project.

## TEACHING EXPERIENCE

### HIGHER EDUCATION

- 2022-present **EDIS 5012 Mindfulness for Teachers, University of Virginia** – Teaching graduate level course in the Department of Curriculum, Instruction, and Special Education that is part of the M.Ed., Ed.S. and Ed.D. emphasis on social and emotional learning. Delivering course materials and concepts and evaluating students online utilizing the learning management system, Canvas. EDIS 5012 focuses on the demands of teaching and introduces students to evidence-based research that is practical and relevant. While taking the course, students develop self-care and mindfulness-based practices that many find/found helpful, especially during the COVID-19 pandemic.
- 2022-present **EDIS 5013 Teaching Social and Emotional Learning, University of Virginia** – Teaching graduate level course in the Department of Curriculum, Instruction, and Special Education that is part of the M.Ed., Ed.S. and Ed.D. emphasis on social and emotional learning. Delivering course materials and concepts and evaluating students online utilizing the learning management system, Canvas. EDIS 5013 introduces the knowledge and skills to teach or supervise others who teach social and emotional learning (SEL) formally and informally including mindful awareness practices to students in preK-12 school settings. Reviewing the latest research, students learn effective strategies for teaching SEL and mindfulness to children and teens. Applying instructional design questions, students design a series of lessons that are developmentally and culturally appropriate for their students.

- 2019-2022 **EDIS 5012 Mindfulness for Teachers, University of Virginia** – Taught graduate level course in the Department of Curriculum, Instruction, and Special Education that is part of the M.Ed., Ed.S. and Ed.D. emphasis on social and emotional learning. Delivered course materials and concepts and evaluated students online utilizing the learning management system, Canvas. EDIS 5012 focuses on the demands of teaching and introduces students to evidence-based research that is practical and relevant. While taking the course, students develop self-care and mindfulness-based practices that many found helpful, especially during the COVID-19 pandemic.
- 2020-2022 **EDIS 3012 Mindfulness in Health and Human Development, University of Virginia** – Taught undergraduate level course in the Department of Curriculum, Instruction, and Special Education. Delivered course materials and concepts and evaluated students online utilizing the learning management system, Canvas. EDIS 3012 introduces a variety of mindfulness practices and presents the research on their effects promoting well-being and building supportive relationships in professional settings. While taking the course, students develop self-care and a mindfulness practice that many found helpful, especially during the COVID-19 pandemic.
- 2019 **EDIS 5830 Languages and Literacies, University of Virginia** – As a teaching assistant, provided feedback to students enrolled in a graduate level course that teaches students methods for integrating English language arts and literacy and other content area subjects.
- 2014-2017,  
2009-2013 **PHED 403 Physiology of Exercise, Virginia State University** – Taught undergraduate course in the Department of Health, Physical Education, Recreation, and Dance. Delivered course materials and concepts and evaluated students online utilizing the learning management system, Blackboard. PHED 403 “is designed to provide the student with a better understanding of the physiological aspects of physical activity, relationships between physical activity, fitness and health, knowledge of the fundamentals necessary to understand and apply exercise physiology, and guidelines for devising and managing programs for both active and sedentary individuals. Physical fitness assessments are conducted during this course.”
- 2014-2017,  
2009-2013 **PHED 338 Kinesiology, Virginia State University** – Taught undergraduate course in the Department of Health, Physical Education, Recreation, and Dance. Delivered course materials and concepts and evaluated students online utilizing the learning management system, Blackboard. PHED 338 is “designed to provide the student with an understanding of the anatomical and biomechanical bases of human motion, with applications for motor skill acquisition, and developmental and rehabilitative exercise. This course also emphasizes the application of mechanical physics to body movement and sports medicine.”
- 2014-2017 **PHED 339 Measurement and Evaluation In Health and Physical Education, Virginia State University** – Taught undergraduate course in the Department of Health, Physical Education, Recreation, and Dance. Delivered course materials and concepts and evaluated students online utilizing the learning management system, Blackboard. PHED 339 focuses “on the development of evaluation and measurement skills used by teachers and administrators of physical education throughout the nation. Major emphasis is placed on interpreting descriptive statistics and developing test construction techniques. Students are given many opportunities to administer physical performance tests and to acquire knowledge of different grading techniques.”

- 2016-2017 **PHED 329 Motor Learning, Virginia State University** – Taught undergraduate course in the Department of Health, Physical Education, Recreation, and Dance. Delivered course materials and concepts and evaluated students online utilizing the learning management system, Blackboard. PHED 329 is designed to “provide the student with an understanding of motor behavior. It is specifically concerned with the efficacy of motor skill acquisition and motor skill performance. Specific topics include classifications and measurement of motor performance; the role and function of sensory processes, perception, memory, and attention; and the delivery of feedback and structure of practice. This course also covers the basics of research design.”
- 2016-2017 **PHED 274 History, Principles, and Objectives of Physical Education, Virginia State University** – Taught undergraduate course in the Department of Health, Physical Education, Recreation, and Dance. Delivered course materials and concepts and evaluated students online utilizing the learning management system, Blackboard. PHED 274 focuses on “the historical foundations of physical education and their implications for society. Content also includes the cultural significance of dance, leisure, competition, and sportsmanship, and the value of physical fitness.”
- 2016-2017 **PHED 170 Health and Wellness** – Taught undergraduate course in the Department of Health, Physical Education, Recreation, and Dance. Delivered course materials and concepts and evaluated students online utilizing the learning management system, Blackboard. PHED 170 “is designed to help participants establish lifestyles that can lead to better health.”

#### *MIDDLE AND ELEMENTARY SCHOOL*

- 2009-2016 **Sixth Grade Integrated Science, Sixth – Eighth Grade Health and Physical Education, Manchester Middle School, Chesterfield County Public Schools, Chesterfield, Virginia** – Prepared and implemented lessons and labs through blended learning (i.e., problem-based, hands-on, and inquiry-based learning), assisted students with researching and preparing projects and presentations for the Manchester Middle School Science Fair and Sixth Grade African American Scientists and Inventors Wax Museum, co-hosted the Manchester Middle School Sixth Grade African American Scientists and Inventors Wax Museum event, evaluated and maintained accurate records of student progress in GradeQuick and Edline, co-sponsored Ladies of Bella (i.e., a program for middle schoolers) and co-organized the Ladies of Bella Coronation, offered leadership and support to students.
- 2004-2009 **Sixth – Eighth Grade Math, Health and Physical Education, and Science, Perrymont Middle School, Chesterfield County Public Schools, Chesterfield, Virginia** – Prepared and implemented lessons and labs for students who were pushed out of traditional learning environments, spear-headed and funded a Health and Physical Education curriculum specific to the unique needs of students by collaborating with Dominion Virginia Power and DuPont USA, offered leadership and support to students.
- 1987-1988 **Sixth Grade Math and Reading, Walton Middle School, Albemarle County Public Schools, Charlottesville, Virginia** – Prepared and implemented lessons, evaluated and maintained accurate records of student progress, offered leadership and support to students.
- 1985-1987 **Seventh Grade Life Science, Newsome Park School, Newport News City Public Schools, Newport News, Virginia** – Prepared and implemented lessons and labs, assisted students with researching and preparing projects for the Newsome Park Science Fair, evaluated and maintained accurate records of student progress, offered leadership and support to students.

- 1984-1985 **Fourth Grade All Core Subjects, Bensley Elementary School, Chesterfield County Public Schools, Chesterfield, Virginia** – Prepared and implemented lessons for all core subjects, evaluated and maintained accurate records of student progress, offered leadership and support to students.
- 1981-1984 **Sixth Grade, Man a Course of Study, Eighth Grade Physical Fitness and Drama, Jack Jouett Middle School, Albemarle County Public Schools, Charlottesville, Virginia** – Prepared and implemented lessons, evaluated and maintained accurate records of student progress, offered leadership and support to students, served on Superintendent’s Minority Task Force responsible for identifying and recruiting African American educators to teach in Albemarle County Public Schools.

## **PUBLICATIONS**

### *SCHOLARLY BOOK CHAPTER*

Jennings, P. A., Hofkens, T. L., Braun, S. S., **Nicholas-Hoff, P. Y.**, Min, H. H., & Cameron, K. (2021). Teachers as prosocially motivated leaders promoting social and emotional learning. In N. Yoder & A. Skoog-Hoffman (Eds.), *Motivating the SEL field forward through equity (Advances in Motivation and Achievement, Vol 21)*. Bingley, UK: Emerald Publishing Limited.

### *PEER REVIEWED JOURNAL ARTICLES*

Mischenko, P. P., **Nicholas-Hoff, P. Y.**, Schussler, D, Iwu, J., & Jennings, P. A. (2022). Implementation barriers and facilitators of a mindfulness-based social emotional learning program and the role of relational trust: A qualitative study. *Psychology in the Schools*.

### *UNDER REVIEW AND IN PROGRESS MANUSCRIPTS*

- 1. Nicholas-Hoff, P. Y.**, Hofkens, T. L., & Jennings, P. A. (Manuscript in preparation). Students put-at-risk: School-level predictors of discipline disparities in U. S. public schools Department of Curriculum, Instruction, and Special Education, University of Virginia.
- 2. Nicholas-Hoff, P. Y.**, Hofkens, T. L., & Jennings, P. A. (Manuscript in preparation). The relationship between school racial composition and out-of-school suspensions. Department of Curriculum, Instruction, and Special Education, University of Virginia.
- 3. Nicholas-Hoff, P. Y.**, Jennings, P. A., & Hofkens, T. L. (Manuscript in preparation). A formula for discipline disparities: Anti-Black racism, White supremacist beliefs, teacher stress, and negative teacher-student interactions. [Manuscript in preparation]. Department of Curriculum, Instruction, and Special Education, University of Virginia.
- 4. Zabek, F.**, Sjogren, A. L., Sox, D., & **Nicholas-Hoff, P. Y.** (Under review) Designing a developmentally supportive middle school environment: A mixed methods study. *Journal of School Psychology*.
- Jennings, P. A., Alamos, P., Baelen, R., Jeon, L., & **Nicholas-Hoff, P. Y.** (Under review) Emotional schemas: Critical elements of educators’ social and emotional competencies to promote student SEL. *Social and Emotional Learning: Research, Practice, and Policy*.

## **SCHOLARLY PRESENTATIONS**

**Nicholas-Hoff, P. Y.** (2022, April). The relationship between school racial composition and out-of-school suspensions. American Educational Research Association Annual Meeting, San Diego, California.

## **RESEARCH COURSES AND TRAINING**

*Coursework:* PHS 7310, Clinical Trials; EDLF 5310, Data Management Social Science Research; EDLF 5330, Statistics I; EDLF 7300, Foundations of Educational Research; EDIS 7852, Seminar Reading the Research; EDLF 7404, Qualitative Analysis I; ELF 7420, Quantitative Methods II (i.e., Statistics II); EDLF 8310, Generalized Linear Models (i.e., Statistics III); EDLF 8360, Multilevel Modeling.

## **ADDITIONAL TRAINING AND CERTIFICATIONS**

**Certified Facilitator: Cultivating Awareness and Resilience in Education**, Creating Resilience for Educators, Administrators, and Teachers Organization

## **PROFESSIONAL AFFILIATIONS/STUDENT ORGANIZATIONS (CURRENT AND PAST)**

American Educational Research Association, National Strength and Conditioning Association, Society for Research in Child Development, University of Virginia School of Education and Human Development Student Advisory Board, University of Virginia School of Education and Human Development Hunter Research Conference Planning Committee, University of Virginia Black Scholars in Education and Human Development, University of Virginia SEEDS4Change, University of Virginia Dialogues on Race and Equity