

Building Effective Peer Mentoring Programs In Schools

Peter J. Collier

Peer Mentorship in Schools Jose Aviles,2018-07 There is nothing more powerful than receiving adjusting and affirming feedback from a peer. This book is designed to assist all school stakeholders who are interested in implementing an effective peer mentorship program that is specifically geared for high and middle school students. The concept can even be implemented at lower grade levels. Whether you are a student, mentor, mentee, parent, guidance counselor, social worker, teacher or principal, this book will be a guide listing and framing best practices for the coordination of a peer mentorship program. Peer mentorship can be an essential piece of a larger puzzle and can have a tremendous impact on school culture nationwide. For students being mentored the difference in them is almost immediate. Mentorship has a significant effect on bullying, attendance, grade point averages, suspension rates, disciplinary referrals and classroom disruption. Peer mentorship in schools has the potential if implemented with best practices to change the face of student culture throughout every middle and high school in the nation. We live in a society that encourages individuality and promotes independence but at what cost? Though we teach our children to be dependent free of others the reality is that no man or woman is an island. We are social beings and caring for one another is what makes us human. When we work together we achieve more. Character is not a concept that is simply spoken about but actually manifests itself through our actions. As educators it is our moral obligation to teach students the importance to care for one another. Studies have shown that schools with peer mentorship programs along with an effective character education curriculum have had significant increases in academic performance and improved confidence as well as decreases in poor behavior and suspensions.

The Science of Effective Mentorship in STEMM National Academies of Sciences, Engineering, and Medicine,Policy and Global Affairs,Board on Higher Education and Workforce,Committee on Effective Mentoring in STEMM,2020-01-24 Mentorship is a catalyst capable of unleashing one's potential for discovery, curiosity, and participation in STEMM and subsequently improving the training environment in which that STEMM potential is fostered. Mentoring relationships provide developmental spaces in which students' STEMM skills are honed and pathways into STEMM fields can be discovered. Because mentorship can be so influential in shaping the future STEMM workforce, its occurrence should not be left to chance or idiosyncratic implementation. There is a gap between what we know about effective mentoring and how it is practiced in higher education. The Science of Effective Mentorship in STEMM studies mentoring programs and practices at

the undergraduate and graduate levels. It explores the importance of mentorship, the science of mentoring relationships, mentorship of underrepresented students in STEMM, mentorship structures and behaviors, and institutional cultures that support mentorship. This report and its complementary interactive guide present insights on effective programs and practices that can be adopted and adapted by institutions, departments, and individual faculty members.

Developing Effective Student Peer Mentoring Programs Peter J. Collier, 2023-07-03 At a time when college completion is a major issue, and there is particular concern about the retention of underserved student populations, peer mentoring programs offer one solution to promoting student success. This is a comprehensive resource for creating, refining and sustaining effective student peer mentoring programs. While providing a blueprint for successfully designing programs for a wide range of audiences - from freshmen to doctoral students - it also offers specific guidance on developing programs targeting three large groups of under-served students: first-generation students, international students and student veterans. This guidebook is divided into two main sections. The opening section begins by reviewing the issue of degree non-completion, as well as college adjustment challenges that all students and those in each of the targeted groups face. Subsequent chapters in section one explore models of traditional and non-traditional student transition, persistence and belonging, address what peer mentoring can realistically achieve, and present a rubric for categorizing college student peer-mentoring programs. The final chapter in section one provides a detailed framework for assessing students' adjustment issues to determine which ones peer mentoring programs can appropriately address. Section two of the guidebook shifts from the theoretical to the practical by covering the nuts and bolts of developing a college student peer-mentoring program. The initial chapter in section two covers a range of design issues including establishing a program timeline, developing a budget, securing funding, getting commitments from stakeholders, hiring staff, recruiting mentors and mentees, and developing policies and procedures. Subsequent chapters analyze the strengths and limitations of different program delivery options, from paired and group face-to-face mentoring to their e-mentoring equivalents; offer guidance on the creation of program content and resources for mentors and mentees, and provide mentor training exercises and curricular guidelines. Section two concludes by outlining processes for evaluating programs, including setting goals, collecting appropriate data, and methods of analysis; and by offering advice on sustaining and institutionalizing programs. Each chapter opens with a case study illustrating its principal points. This book is primarily intended as a resource for student affairs professionals and program coordinators who are developing new peer-mentoring programs or considering refining existing ones. It may also serve as a text in courses designed to train future peer mentors and leaders.

Handbook of Youth Mentoring David L. DuBois, Michael J. Karcher, 2013-04-30 This thoroughly updated Second Edition of the Handbook of Youth Mentoring presents the only comprehensive synthesis of current theory, research, and practice in the field of youth mentoring. Editors David L. DuBois and Michael J. Karcher gather leading experts in the field to

offer critical and informative analyses of the full spectrum of topics that are essential to advancing our understanding of the principles for effective mentoring of young people. This volume includes twenty new chapter topics and eighteen completely revised chapters based on the latest research on these topics. Each chapter has been reviewed by leading practitioners, making this handbook the strongest bridge between research and practice available in the field of youth mentoring.

Creating Effective Transitions C. Thomas Potter, Kevin S. Koett, Carol J. Christian, 2018-04-23 This book focuses primarily on elementary to middle school transitions. This book was developed with a two-fold premise: one, that educators and parents understand the role they play in meeting the basic developmental needs of individual students during times of transition; and two, that school leaders understand how critically important it is for organizations to create structured transition processes to better ensure student success before, during and after transitions that supports the growth and development of students. This book includes authentic scenarios that are research-based to help combat the barriers associated with the transitional moves elementary students may experience. The goal is that school organizations and institutions will work collectively to strategically develop district-wide and inter-agency (high school and college) transition plans to help students with these critical periods.

Strategies for Facilitating Inclusive Campuses in Higher Education Jaimie Hoffman, Patrick Blessinger, Mandla Makhanya, 2019-07-25 This volume provides educators with a global understanding of the successes and challenges associated with facilitating inclusive campuses in higher education amidst the growing diversity of students by providing evidence-based strategies and ideas for implementing equity and inclusion at higher education institutions around the world.

Transformative Practices for Minority Student Success Dina C. Maramba, Timothy P. Fong, 2023-07-03 Between 2000 and 2015 the Asian American Pacific Islander population grew from nearly 12 million to over 20 million--at 72% percent recording the fastest growth rate of any major ethnic and racial group in the US. This book, the first to focus wholly on Asian American and Native American Pacific Islander Institutions (AANAPISIs) and their students, offers a corrective to misconceptions about these populations and documents student services and leadership programs, innovative pedagogies, models of community engagement, and collaborations across academic and student affairs that have transformed student outcomes. The contributors stress the importance of disaggregating this population that is composed of over 40 ethnic groups that vary in immigrant histories, languages, religion, educational attainment levels, and socioeconomic status. This book recognizes there is a large population of underserved Asian American and Pacific Islander college students who, given their educational disparities, are in severe need of attention. The contributors describe effective practices that enable instructors to validate the array of students' specific backgrounds and circumstances within the contexts of developing such skills as writing, leadership and cross-cultural communication for their class cohorts as a whole. They demonstrate that paying attention to the diversity of student experiences in the teaching environment enriches the learning for all. The timeliness of

this volume is important because of the keen interest across the nation for creating equitable environments for our increasingly diverse students. This book serves as an important resource for predominantly white institutions who are admitting greater numbers of API and other underrepresented students. It also offers models for other minority serving institutions who face similar complexities of multiple national or ethnic groups within their populations, provides ideas and inspiration for the AANAPISI community, and guidance for institutions considering applying for AANAPISI status and funding. This book is for higher education administrators, faculty, researchers, student affairs practitioners, who can learn from AANAPISIs how to successfully engage and teach students with widely differing cultural backgrounds and educational circumstances.

College Students' Sense of Belonging Terrell L. Strayhorn, 2012 Belonging - with peers, in the classroom, or on campus - is a crucial part of the college experience. This title addresses these student sub-populations and campus environments. It offers readers practical guidelines, underpinned by theory and research, for helping students belong and thrive.

High David Sheff, Nic Sheff, 2019 Provides information on drug and alcohol use, shares the stories of families who have lived through addiction, and teaches readers how to navigate peer pressure and stress.

Belonging in School Dominique Smith, Douglas Fisher, Nancy Frey, Vincent Pompei, Rachael Stewart, 2024-03-04 Unlock a treasure trove of learning—make room for belonging in school Belonging is an instinctual feeling: you know when you feel it—and you really know when you don't. Creating a sense of belonging in the classroom has a significant impact on student learning and well-being; it serves as a gatekeeper for other aspects of learning to take root. But how do we create classrooms and schools where every student knows they belong? This easy-to-use, illustrated playbook has you covered. 11 evidence-based modules feature actions and strategies that teachers can apply to help students feel more included. Interactive features such as essential questions and reflective prompts are designed to engage educators and deepen their understanding of the importance of connection and belonging in a student's educational experience. Readers will find Detailed coverage of the 11 dimensions of belonging Evidence-based actions in every module to help foster belonging, balanced between elementary and secondary levels Interactive features like Essential Questions, Two Truths and a Lie, Case in Point, What's Your Advice? and What's Next? to facilitate engagement and reflection A highly visual illustrated style to promote comprehension and information retention By utilizing this playbook's strategies to create environments where students feel a sense of belonging, educators can help improve learning outcomes and academic performance while supporting the overall well-being of their students.

Reviews of National Policies for Education Higher Education in Kazakhstan 2017 OECD, 2017-03-15 Higher education policy is the key to lifelong learning and this is particularly important as the ageing population is increasing in many countries. It is a major driver of economic competitiveness in an increasingly knowledge-driven global economy and it also

brings social cohesion and ...

Connecting in College Janice M. McCabe, 2016-11-08 The book provides a treatment of college students' friendships that is long overdue. Students, parents, and anyone concerned with maximizing student success will learn much about how friendship networks matter for students' lives in college and beyond

Thriving in Transitions Laurie A. Schreiner, Michelle C. Louis, Denise D. Nelson, 2020-11-18 When it was originally released, *Thriving in Transitions: A Research-Based Approach to College Student Success* represented a paradigm shift in the student success literature, moving the student success conversation beyond college completion to focus on student characteristics that promote high levels of academic, interpersonal, and intrapersonal performance in the college environment. The authors contend that a focus on remediating student characteristics or merely encouraging specific behaviors is inadequate to promote success in college and beyond. Drawing on research on college student thriving completed since 2012, the newly revised collection presents six research studies describing the characteristics that predict thriving in different groups of college students, including first-year students, transfer students, high-risk students, students of color, sophomores, and seniors, and offers recommendations for helping students thrive in college and life. New to this edition is a chapter focused on the role of faculty in supporting college student thriving.

Promoting Equity and Justice Through Pedagogical Partnership Alise de Bie, Elizabeth Marquis, Alison Cook-Sather, Leslie Luqueño, 2023-07-03 Faculty and staff in higher education are looking for ways to address the deep inequity and systemic racism that pervade our colleges and universities. Pedagogical partnership can be a powerful tool to enhance equity, inclusion, and justice in our classrooms and curricula. These partnerships create opportunities for students from underrepresented and equity-seeking groups to collaborate with faculty and staff to revise and reinvent pedagogies, assessments, and course designs, positioning equity and justice as core educational aims. When students have a seat at the table, previously unheard voices are amplified, and diversity and difference introduce essential perspectives that are too often overlooked. In particular, the book contributes to the literature on pedagogical partnership and equity in education by integrating theory, synthesizing research, and providing concrete examples of the ways partnership can contribute to more equitable educational systems. At the same time, the authors acknowledge that partnership can only realize its full potential to redress harms and promote equity and justice when thoughtfully enacted. This book is a resource that will inspire and challenge a wide variety of higher education faculty and staff and contribute to advancing both practice and research on the potential of student-faculty pedagogical partnerships. Presenting a conceptual framework for understanding the various epistemological, affective, and ontological harms that face students from equity-seeking groups in postsecondary education, *Promoting Equity and Justice Through Pedagogical Partnership* applies this conceptual framework to current literature in partnerships, highlighting the promise of partnership as the way to redress these harms. The authors ground both the

conceptual framework and the literature review by offering two case studies of pedagogical partnership in practice. They then explore the complexities raised by their framework, including the conditions under which partnerships themselves may risk reproducing epistemic, affective, or ontological harms. Applying the framework in this way allows them to propose strategies that make it more likely for these mediations to be successful. Finally, the authors focus on the future of pedagogical partnership and share their perspectives on new directions for inquiry and practice. After summarizing the overarching themes developed throughout the book, the authors leave the reader with a set of questions and recommendations for further inquiry and discussion. A Series on Engaged Learning and Teaching Book. Visit the books' companion website, hosted by the Center for Engaged Learning, for book resources.

Zest for Learning Bill Lucas, Ellen Spencer, 2020-03-23 In *Zest for Learning: Developing curious learners who relish real-world challenges*, Bill Lucas and Ellen Spencer explore the ways in which teachers can help their pupils to find their passions, develop independence and challenge themselves to become more expansive learners. Young people need more than subject knowledge in order to thrive they need capabilities. The *Pedagogy for a Changing World* series details which capabilities matter and how schools can develop them. A key capability is zest: the curiosity and desire to experience new things. *Zest for Learning* offers a powerful new synthesis of thinking about what it takes for young people to flourish both in education and in the wider world, especially at a time when preparing them for life beyond school often calls for brave leadership. This could be encouraged through, for example, greater engagement with sports and the arts, by collaborating with external bodies such as the Scouts and Guides or the Duke of Edinburgh's Award scheme or by working with libraries, museums, faith groups and environmental associations. In this book Bill and Ellen offer a framework for zest: a practical guide for teachers, underpinned by theory. They draw on a number of areas of knowledge and practice that each have something to contribute to the concept of zest for learning, bringing together ideas in concrete and actionable ways. *Zest for Learning* connects the co-curriculum with the formal curriculum, building both theoretical and practical confidence in the kinds of pedagogies which work well. Bill and Ellen have infused the book with a wide range of ideas for getting pupils to love learning so much that they will be able to learn whatever they want to throughout their lives. The authors also go further by presenting case studies that illustrate the successful integration of the co-curriculum with the formal curriculum at various educational institutions, and by providing an A to Z of practical ideas and activities for developing zest in young learners. Suitable for all teachers and leaders, in both primary and secondary settings.

Digital Literacy Made Simple Jenna Kammer, Lauren Hays, 2023-12-05 Discover and explore simple ways to teach digital literacy skills throughout the day and across various content areas, without a formal digital literacy curriculum. *Digital literacy* describes skills and ways of thinking related to the use of technology, including the technical competence to communicate, evaluate and interpret digital information, navigate websites and understand why all these skills are

important. All students need these skills to be responsible participants in school and society. However, teaching digital literacy can be challenging for teachers who have many other content standards they must address. In this book, two innovative educators demonstrate how to weave digital literacy skills throughout instruction in small ways, with simple strategies to discuss, model, mentor, build a learning culture and create digital experiences to improve students' digital literacy skills and habits. The book:

- Defines the fundamental elements of digital literacy and why they are important for students to understand.
- Offers teaching strategies for integrating digital literacy into lessons across a range of content areas.
- Provides case studies of classroom teachers using mini-strategies to improve students' digital literacy skills and habits.
- Includes resources for teachers to use as they develop digital literacy strategies. Through the use of practical examples that all teachers can implement immediately, this book is a useful guide for any teacher working to encourage digital literacy in their students.

Audience: Elementary and secondary teachers; instructional coaches; technology leaders; and school library media specialists

Investing in Youth: Slovenia OECD,2021-06-21 The series Investing in Youth builds on the expertise of the OECD on youth employment, social policy and skills. It covers both OECD countries and key emerging economies. The report on Slovenia presents new results from a comprehensive analysis of the situation of young people in Slovenia, exploiting various sources of survey-based and administrative data.

Threshold Concepts in Practice Ray Land,Jan H. F. Meyer,Michael T. Flanagan,2016-07-09 Threshold Concepts in Practice brings together fifty researchers from sixteen countries and a wide variety of disciplines to analyse their teaching practice, and the learning experiences of their students, through the lens of the Threshold Concepts Framework. In any discipline, there are certain concepts - the 'jewels in the curriculum' - whose acquisition is akin to passing through a portal. Learners enter new conceptual (and often affective) territory. Previously inaccessible ways of thinking or practising come into view, without which they cannot progress, and which offer a transformed internal view of subject landscape, or even world view. These conceptual gateways are integrative, exposing the previously hidden interrelatedness of ideas, and are irreversible. However they frequently present troublesome knowledge and are often points at which students become stuck. Difficulty in understanding may leave the learner in a 'liminal' state of transition, a 'betwixt and between' space of knowing and not knowing, where understanding can approximate to a form of mimicry. Learners navigating such spaces report a sense of uncertainty, ambiguity, paradox, anxiety, even chaos. The liminal space may equally be one of awe and wonderment. Thresholds research identifies these spaces as key transformational points, crucial to the learner's development but where they can oscillate and remain for considerable periods. These spaces require not only conceptual but ontological and discursive shifts. This volume, the fourth in a tetralogy on Threshold Concepts, discusses student experiences, and the curriculum interventions of their teachers, in a range of disciplines and professional practices including medicine, law,

engineering, architecture and military education. Cover image: Detail from 'Eve offering the apple to Adam in the Garden of Eden and the serpent' c.1520-25. Lucas Cranach the Elder (1472-1553). Bridgeman Images. All rights reserved.

Faculty Success through Mentoring Carole J. Bland, Anne L. Taylor, S. Lynn Shollen, Anne Marie Weber-Main, Patricia A. Mulcahy, 2009-02-16 Few things are more essential to the success of an academic institution than vital faculty members. This book is a rich combination of findings from the literature and practical tools, which together assist academic leaders and faculty in implementing and participating in a successful formal mentoring program that can be used as a strategy for maintaining the vitality of a diverse faculty across all stages of an academic career. In *Faculty Success through Mentoring*, the authors describe the tangible benefits of formal, traditional mentoring programs, in which mentor-mentee interactions are deliberate, structured, and goal-oriented. They outline the characteristics of effective mentors, mentees, and mentoring programs, and cover other models of mentoring programs, such as group and peer mentoring, which are particularly suited for senior and mid-career faculty. Also included are tools that institutions, mentors, and mentees can use to navigate successfully through the phases of a mentoring relationship. One of the unique features of this book is its explicit attention to the challenges to effective mentoring across genders, ethnicities, and generations. No matter what role one plays in mentoring, this book is an invaluable resource.

Mentoring in Academic Medicine, 2010 A part of the new Teaching Medicine Series, this new title acts as a guide for mentoring and fostering professionalism in medical education and training

Unveiling the Power of Verbal Artistry: An Mental Sojourn through **Building Effective Peer Mentoring Programs In Schools**

In some sort of inundated with displays and the cacophony of immediate connection, the profound energy and psychological resonance of verbal art usually fade in to obscurity, eclipsed by the constant assault of noise and distractions. Yet, set within the lyrical pages of **Building Effective Peer Mentoring Programs In Schools**, a charming perform of fictional brilliance that pulses with organic feelings, lies an wonderful trip waiting to be embarked upon. Written with a virtuoso wordsmith, this exciting opus instructions visitors on a psychological odyssey, gently exposing the latent possible and profound influence stuck within the complex internet of language. Within the heart-wrenching expanse of the evocative analysis, we can embark upon an introspective exploration of the book is central styles, dissect their charming publishing fashion, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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