

# **Mentoring At-risk Students Through The Hidden Curriculum Of Higher Education**

A Nurse's Survival Guide to Mentoring E-Book  
How to Help At-Risk Students Succeed A Study of Critical Success Factors  
Inquiry as Stance Helping Students Graduate  
Student mentoring programs Education's monitoring and information sharing could be improved : report to congressional requesters.  
Designed to Decrease Aggressive Behavior on the Part of Students in the Classroom  
Mutuality, Mystery, and Mentorship in Higher Education  
Survey of Student Retention Policies in Higher Education  
The Miracles of Mentoring  
Juvenile Mentoring Program, Jump  
Critical Mentoring  
Creating Mentoring and Coaching Programs  
Older and Wiser  
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Handbook of Youth Mentoring  
Effective Strategies for Dropout Prevention of At-risk Youth  
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Community Treatment for Youth  
What works for Latino youth.  
The Innovator's Mindset  
Handbook of Youth Mentoring

## **A Nurse's Survival Guide to Mentoring E-Book**

From Student to Professor is the doorway through which readers experience graduate school life, from both sides of the lectern. This guide not only discusses how students may adjust to- and succeed in graduate school, but comprehensively prepares such students to apply their degrees in academia.

## **How to Help At-Risk Students Succeed A Study of Critical Success Factors**

Are you mentoring students or other staff? This is an indispensable handbook for: both new and experienced mentors seeking practical advice academic staff who deliver mentorship programmes link lecturers who support mentors in practice. Guidance and tips on supporting and assessing Understanding accountability - mapping to NMC standards Skills focus, using case studies Hints, tips, insights and humour Supporting the student with a disability Using simulated learning The role of the sign-off mentor

## **Inquiry as Stance**

## **Helping Students Graduate**

Features over 60 step-by-step procedures, checklists, and planning guides for supervisors, mentors, and all those engaged in in-service teacher training. NEW to this edition - updated coverage of standards - assessment - analyzing student work - cognitive coaching - and more

## **Student mentoring programs Education's monitoring and information sharing could be improved : report to congressional requesters.**

Faced with ever growing patron demands, tight budgets, and limited personnel, libraries are relying more and more on volunteers to assist the paid staff. But for every professional who “manages” volunteers there is a horror story—a “problem volunteer” who lacked the talent, commitment, team spirit, personality or available time to do the job. How does the busy librarian develop and manage a successful volunteer program? This is the guide to implementing and managing a volunteer program tailored to the needs of the individual library. Issues such as recruitment and placement, training, development, and evaluation, and the “challenging” volunteer are discussed. Sample applications, advertisements, press releases, job descriptions, and skills and aptitude tests are also included.

## **Designed to Decrease Aggressive Behavior on the Part of Students in the Classroom**

Although cultural issues have a powerful influence on the failure and success of mentoring programs and relationships, there is scant research on this area and little in the way of guidelines that practitioners can use to help assure mentoring success. This book seeks to expand our knowledge and understanding of this topic and to foster the use of this information to enhance practice and research. The book is unique in a number of ways and will be an important resource for all those engaged in mentoring endeavors and for those conducting research in this area. First, it presents research findings on the cultural impact of mentoring at the individual relational level, at the organizational level, and within the structures of the society. Secondly, the chapters describe mentoring from an international perspective including programs from Africa, Australia, Canada, Finland, India, Ireland, Korea, Scotland, Sweden and the United States. Third, the book is research based and yet, can be easily applied to practice. Chapters provide information on lessons learned and also include reflective questions to enable the reader to delve more deeply into the constructs and findings in order to apply them to their own practice and research. This makes the book an ideal resource for training mentors and mentees, for designing mentoring

programs, for teaching about mentoring, and for establishing and maintaining mentoring relationships. It also will be of value to those who are engaged in conducting research on how to create and maintain successful mentoring relationships and programs. Endorsements All mentoring relationships are diverse. Indeed, it is the difference between mentor and mentee that creates the potential for colearning. Mentoring that bridges cultural gaps opens the way to an exchange of understanding about both internal and external assumptions and perspectives (how each of us thinks and how the world functions for each of us). In this book, the editors and contributors demonstrate the diversity of diversity, with particular focus on education in different societies. I recommend it as essential background reading for anyone designing mentoring programmes, in which cultural diversity will be a significant dynamic. Dr David Clutterbuck, Special Ambassador, European Mentoring and Coaching Council In this boundaryspanning volume, the authors pull back the curtain on the latest evolution of mentoring theory and practice revealing that all mentoring relationships are intrinsically cultural. Not only that, the researchers present creative, empirically sound ideas for mentoring at different scales—personal encounters, networked communities, and loose collectives. This book is robustly inclusive of structural layers of mentoring differentiated by context—whether higher education, schools, or collegial communities—making meaning of cultural diversity as part of one's inner core of relational and systematic mentoring. Practitioners of mentoring and researchers of mentoring alike should find this work important for understanding the breadth and depth of mentoring in different cultural contexts while allowing its essence to remain unfolding, rather than simply told. All mentoring professionals can gain insight and value from the diversity of theoretical orientations that capture as well as map the impact of global and cultural influences of mentoring in everyday worlds. A must read for all who care about the quality of educational relationships and about making a difference in learning settings. ~ Dr. Carol A. Mullen, Professor of Educational Leadership, Virginia Tech, University Council for Educational Administration (UCEA) Plenary Session Representative (PSR)

### **Mutuality, Mystery, and Mentorship in Higher Education**

### **Survey of Student Retention Policies in Higher Education**

This book is for higher education faculty and staff who wish to deepen their approach to mentoring all students, but it is especially concerned with “outsider” students – those who come from groups that were long excluded from higher education, and who have been marginalized and minoritized by society and academia. Mentoring is difficult work for an abundance of reasons, and – given higher education's troubled history of exclusion, as well as a contemporary context fraught with social and power imbalances – it can be especially challenging when the mentorship takes place across dimensions of difference such as social class, race, ethnicity, sexuality, gender, or ability. *Mutuality, Mystery, and Mentorship in Higher Education* examines the seemingly spontaneous and serendipitous connection between mentor and

protégé, and points to a new vision of mentorship based on a deep sense of reciprocity between the two. Hinsdale proposes that if more mentors take a responsive, decolonizing approach to their work across difference, then the promise of social and class mobility through education might be realized for more of our students and the tide might begin to turn toward an increasingly inclusive, intellectually open academy.

### **The Miracles of Mentoring**

"How many times have you said, 'I'd like to help a child, but I don't know what to do? I don't have the time, I don't have anything to offer, I can't afford it.' I promise you, by the time you finish reading this book, all of these questions will be answered." —from the Foreword by Tom Joyner, of The Tom Joyner Morning Show What could be more powerful and satisfying than changing the life of a child? With more than 10,000 members in eighty-two chapters in the United States, the Virgin Islands, and Africa, the 100 Black Men of America is one of the most highly recognized non-profit organizations in the African American community. Now, for the first time, the "100" shares the successful blueprint of its Miracles of Mentoring program, from which more than 100,000 kids of all colors have benefited. In this engaging and heartfelt work, the 100 Black Men of America shows you exactly what you can do to invest in America's future by mentoring a child. In a style that is friendly and instructive, National President Thomas W. Dortch, Jr., outlines the how-to's of mentoring. Whether you're on the front line working one-to-one with a mentee, or are a part of a collaborative group mentoring effort, The Miracles of Mentoring will teach you: the ten tickets of mentoring; how to figure out if mentoring is for you; the five stages of the mentoring relationship; how to create a mentoring partnership in your community or workplace. Also included are inspirational stories from the members of the "100" and their nationwide outreach—the thousands of African American men who give of themselves, "real men giving real time"—and from the young people whose lives have been enriched. A comprehensive resource section of mentoring organizations and programs closes the book. As Thomas W. Dortch, Jr., President of the "100," says in the Introduction: "When you give of your time, experience and wisdom to a young person, you're sowing the seeds of pride, confidence and accomplishment."

### **Juvenile Mentoring Program, Jump**

"An introduction to action research in Catholic schools through the specific lens of community and spirituality, including original research from Catholic school leaders"--Provided by publisher.

### **Critical Mentoring**

Describes the initial stages of the ongoing evaluation of the 93 projects funded under the Juvenile Mentoring Program

(JUMP) and includes its preliminary findings. Positive outcomes to date include reports from both mentors and youth that mentoring was a positive experience, and that youth benefited from the experience, specifically in staying away from alcohol and drugs, avoiding fights and friends who are starting trouble, keeping away from gangs, and not using guns or knives. Sections: JUMP project descriptions; profile of youth being served; characteristics of JUMP mentors; the mentoring relationship; the mentoring promise; and next steps.

### **Creating Mentoring and Coaching Programs**

The Handbook of Youth Mentoring provides the first scholarly and comprehensive synthesis of current theory, research, and practice in the field of youth mentoring. Editors David L. DuBois and Michael J. Karcher, along with leading experts in the field, 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. The Handbook explores not only mentoring that occurs within formal programs such as Big Brothers Big Sisters, but also examines natural mentoring relationships that youth establish with adults outside of such programs.

### **Older and Wiser**

Research clearly shows that mentoring is a powerful alternative education (dropout prevention) strategy for students at risk, and this text meets a demand from teachers and case workers in the juvenile justice systems for a comprehensive guide to establish mentoring programs. The book is teacher-friendly, easy to read, positive, and full of suggestions. The mentor application, interest inventories, and evaluation forms make it useful as a resource book. Strategies on writing mission statements, goals, and objectives contribute to confidence in developing successful proposals to fund mentoring programs. The recruitment strategies, screening strategies, process and outcome evaluation questions, and the 20-Step Replicable Model help those who wish to enhance the effectiveness of existing mentoring programs. Chapter One discusses the need to restructure classrooms, programs, and schools to better serve students and also delineates important facts about alternative education. Chapter Two introduces two funded alternative education programs: the Truancy Court Conference Program (TCCP) and the Mentoring and Tutoring Help (MATH) program. Chapter Three discusses more important components of the MATH program and presents tips for recruiting, screening, and orienting mentors. Chapter Four deals with what teachers can emphasize to mentors, and the final chapter presents successful tips for teachers to build a mentoring program. This text is designed to meet the needs of K-12 teachers, K-12 school administrators, case managers in the juvenile justice system, and members of nonprofit organizations who work with students at risk.

### **Uncovering the Cultural Dynamics in Mentoring Programs and Relationships**

## **Mentoring At-Risk Students through the Hidden Curriculum of Higher Education**

This book introduces the concept of critical mentoring, presenting its theoretical and empirical foundations, and providing telling examples of what it looks like in practice, and what it can achieve. At this juncture when the demographics of our schools and colleges are rapidly changing, critical mentoring provides mentors with a new and essential transformational practice that challenges deficit-based notions of protégés, questions their forced adaptation to dominant ideology, counters the marginalization and minoritization of young people of color, and endows them with voice, power and choice to achieve in society while validating their culture and values. Critical mentoring places youth at the center of the process, challenging norms of adult and institutional authority and notions of saviorism to create collaborative partnerships with youth and communities that recognize there are multiple sources of expertise and knowledge. Torie Weiston-Serdan outlines the underlying foundations of critical race theory, cultural competence and intersectionality, describes how collaborative mentoring works in practice in terms of dispositions and structures, and addresses the implications of rethinking about the purposes and delivery of mentoring services, both for mentors themselves and the organizations for which they work. Each chapter ends with a set of salient questions to ask and key actions to take. These are meant to move the reader from thought to action and provide a basis for discussion. This book offers strategies that are immediately applicable and will create a process that is participatory, emancipatory and transformative.

## **Research, Action, and Change**

Mentoring is used in a wide range of situations in education: to assist learning; to help weaker students or those with specific learning needs or difficulties; to develop community or business links; to aid the inclusion of pupils otherwise at risk of exclusion; to develop ethnic links; to enable students to benefit from the support of their peers, to name but a few. The development and proliferation of mentoring and mentoring schemes in education over the last few years has been dramatic, and presents teachers, school managers and leaders, as well as mentors themselves with a challenge. This book presents all mentors plus anyone working with young people with an invaluable guide to approaches to mentoring today. It looks at mentoring as a concept, at what mentoring is, how it is done well and how it can be made more effective. Written by a leading expert on mentoring, this practical and relevant handbook is backed up throughout by inspiring and relevant case studies and examples from schools and schemes internationally.

## **Mentoring Students at Risk**

## **Continued Momentum: Teaching as Mentoring**

The most comprehensive source to address dropout prevention among at-risk youth, this book provides in-depth information from developing programs, curriculum design and implementation to cooperative learning and community resources. It is backed with current references.

## **Mentoring Across Boundaries**

Take a critical look at the theory and recent empirical research specific to mentoring undergraduate students. This monograph: Explains how mentoring has been defined and conceptualized by scholars to date, Considers how recent mentoring scholarship has begun to distinguish mentoring from other developmental relationships, Synthesizes recent empirical findings, Describes prevalent types of formalized programs under which mentoring relationships are situated, and Reviews existing and emerging theoretical frameworks. This monograph also identifies empirical and theoretical questions and presents research to better understand the role of mentoring in promoting social justice and equity. Presenting recommendations for developing, implementing and evaluating formal mentoring programs, it concludes with an integrated conceptual framework to explain best-practice conditions and characteristics for these programs. This is the first issue of the 43rd volume of the Jossey-Bass series ASHE Higher Education Report. Each monograph is the definitive analysis of a tough higher education issue, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical reviews of each manuscript before publication.

## **Handbook of Research on Electronic Collaboration and Organizational Synergy**

Designed for mentors, administrators, and teacher educators, Mentoring Across Boundaries builds on the foundations of the authors' previous book, Mentoring Beginning Teachers, to explore many of the specific issues that impact the mentoring relationship. While there are general mentoring strategies that apply to nearly all programs, the success of any individual mentoring situation is affected by the relationship between mentor and mentee, the school environment, the mentee's stage of career, and other influences. Among the issues the authors explore are: age, gender, and culture in the mentoring relationship; new teachers in urban or rural school environments; veteran teachers moving across buildings or into a new school; teachers working with at-risk students; mentoring "burned-out" teachers; self-mentoring; working with struggling teachers; mentoring through technology. The most recent report from the National Commission on Teacher and America's Future states that "The conventional wisdom is that we can't find enough good teachers. The truth is that we can't keep enough good teachers." Mentoring has proven one of the most effective ways to keep teachers in the field. With Mentoring

Across Boundaries in hand, mentors and administrators will find the guidance they need to navigate many of the rough spots that have the potential to derail successful mentoring.

## **Corporate Mentoring in U.S. Schools**

In this long-awaited sequel to *Inside/Outside: Teacher Research and Knowledge*, two leaders in the field of practitioner research offer a radically different view of the relationship of knowledge and practice and of the role of practitioners in educational change. In their new book, the authors put forward the notion of inquiry as stance as a challenge to the current arrangements and outcomes of schools and other educational contexts. They call for practitioner researchers in local settings across the United States and around the world to ally their work with others as part of larger social and intellectual movements for social change and social justice. Part I is a set of five essays that conceptualize inquiry as a stance and as a transformative theory of action that repositions the collective intellectual capacity of practitioners. Part II is a set of eight chapters written by eight differently positioned practitioners who are or were engaged in practitioner research in K-12 schools or teacher education. Part III offers a unique format for exploring inquiry as stance in the next generation—a readers' theatre script that juxtaposes and co-mingles 20 practitioners' voices in a performance-oriented format. Together the three parts of the book point to rich possibilities for practitioner inquiry in the next generation. Contributors: Rebecca Akin, Gerald Campano, Delvin Dinkins, Kelly A. Harper, Gillian Maimon, Gary McPhail, Swati Mehta, Rob Simon, and Diane Waff "Cochran-Smith and Lytle once again prove themselves to be among the best at melding theory and practice. Instead of merely making the case for practitioner inquiry they go the next step to show us exactly what this genre brings to our field—rigor, relevance, and passion. The interplay of conceptual clarity and powerful exemplars make this a text we will read well into the next decade." —Gloria Ladson-Billings, University of Wisconsin-Madison "Once again, Marilyn Cochran-Smith and Susan Lytle point the way to new and hopeful understandings of practitioner research. Rather than blame teachers for all that is wrong with education, they and their fellow authors remind us that if school reform is to have any chance of fulfilling its stated goal of equal opportunity for all students, teachers must have a significant voice in research, policy, and practice. With its focus on social justice and its view of practitioner research as transformative, this is a powerful and welcome sequel to their classic *Inside/Outside*." —Sonia Nieto, Professor Emerita, University of Massachusetts, Amherst "Inquiry as Stance should be a blockbuster. This brilliant sequel re-calibrates relationships between practitioner inquiry and social justice." —Carole Edelsky, Professor Emerita, Arizona State University "This optimistic and generous book is sure to become a central reference for teacher-researchers in K-16 schools and their colleagues and supporters throughout the system." —Elyse Eidman-Aadahl, Director, National Programs and Site Development, National Writing Project, University of California, Berkeley "This view of the intellectual and personal work of teaching is a major counter to the contemporary emphasis on testing and packaged curricula." —Cynthia Ballenger, reading specialist, Cambridge Public Schools "Once again Cochran-Smith, Lytle, and their colleagues bring us an invaluable book on the enormous possibilities of practitioner

research.” —Luis C. Moll, College of Education, University of Arizona

## **Mentoring Students and Young People**

Research clearly shows that mentoring is a powerful alternative education (dropout prevention) strategy for students at risk, and this text meets a demand from teachers and case workers in the juvenile justice systems for a comprehensive guide to establish mentoring programs. The book is teacher-friendly, easy to read, positive, and full of suggestions. The mentor application, interest inventories, and evaluation forms make it useful as a resource book. Strategies on writing mission statements, goals, and objectives contribute to confidence in developing successful proposals to fund mentoring programs. The recruitment strategies, screening strategies, process and outcome evaluation questions, and the 20-Step Replicable Model help those who wish to enhance the effectiveness of existing mentoring programs. Chapter One discusses the need to restructure classrooms, programs, and schools to better serve students and also delineates important facts about alternative education. Chapter Two introduces two funded alternative education programs: the Truancy Court Conference Program (TCCP) and the Mentoring and Tutoring Help (MATH) program. Chapter Three discusses more important components of the MATH program and presents tips for recruiting, screening, and orienting mentors. Chapter Four deals with what teachers can emphasize to mentors, and the final chapter presents successful tips for teachers to build a mentoring program. This text is designed to meet the needs of K-12 teachers, K-12 school administrators, case managers in the juvenile justice system, and members of nonprofit organizations who work with students at risk.

## **Coaching and Mentoring First-Year and Student Teachers**

## **Mentoring Undergraduate Students**

This outstanding textbook presents innovative interventions for youth with severe emotional and behavioral disorders. Community Treatment for Youth is designed to fill a gap between the knowledge base and clinical practice through its presentation of theory, practice parameters, training requirements, and research evidence. Featuring community-based and state-of-the-art services for youth with severe emotional and behavioral disorders and their families, this volume describes each intervention in depth, along with the supporting evidence for its utility. Most chapters present a single intervention as an alternative to institutional care. Shared characteristics of these interventions include delivery of services in the community (homes, schools, and neighborhoods) provided largely by parents and paraprofessional staff. The interventions are appropriate to use in any of the child human services sectors and have been developed in the field with real-world child and family clients. In addition, they offer a reduced cost in comparison to institutional care. Several chapters address

diagnostic-specific psychosocial and psychopharmacological treatments, which are likely to be provided as adjunctive treatment in a clinical setting. Designed to update professionals in the field about effective services, Community Treatment for Youth will serve as a resource for academics, policymakers, practitioners, consumers, and researchers.

## **Library Volunteers—Worth the Effort!**

The Survey of Student Retention Policies in Higher Education presents data from a benchmarking study of the retention policies of 40 American colleges. Data is broken out for public and private colleges, by Carnegie class and enrollment level, to allow for easier benchmarking. This 100+ page study presents data on: spending on consulting services to aid in student retention, spending on conferences, reports and other information and analysis about retention; percentage of colleges that have a dean or other high level administrator for retention; retention rates for students; ways in which colleges track and present retention data; perceived impact of financial assistance on retention; perceived impact of severity in grading on retention; perceived impact of tutoring services on retention; perceived impact of psychological counseling services on retention; perceived impact of general economic conditions on retention; perceived impact of involvement in extra-curricular activities on retention; perceived impact of the quality of food services and residence halls on retention; use of interviews of transferees or drop outs from the college; use of interviews of graduates of the college; importance of exit interviews; percentage of colleges that maintain records on students that are engaged in few or no extracurricular activities; description of college info literacy policies; percentage of colleges that offer child care services to students; role of part time job finding services; perceived importance of career services division for retention; perceived importance of the academic advising services unit for retention; perceived importance of peer mentoring for retention; percentage of colleges that intervene at pre-determined thresholds of student difficulties such as number of classes missed or low grade point average; description of college efforts to reach out to help high risk students; College spending on tutoring services; Projected future spending on tutoring services; Perceived impact of tutoring services on retention; Source of tutors; Cost of Tutors; percentage of residence halls that have student advisory centers; percentage of colleges that have hired consultants to advise on the academic advising services; Annual Budget of the academic advising unit; number of full time equivalent positions allocated to the academic advising unit; description of rate of growth in the college's financial aid to students over the past two years; description of changes in tuition levels; perceived view of the need to increase financial aid or lower tuition in order to maintain or enhance enrollment; institutional attitudes towards the encouragement of instructor-student interaction outside of class; percentage of students that need special help in reading, writing or pronouncing English; percentage of colleges that offer ESL.

## **Handbook of Youth Mentoring**

Here, the author takes a look at the phenomena of youth mentoring through a cultural lens. This work not only investigates the value of school-based mentoring (SBM) in the lives of adolescent males of color, but also offers alternative, more positive ways in which our society can experience and embrace this social group. Understanding mentoring as a cultural practice, this book informs schools and communities of the roles and responsibilities that they have in fighting against the public assault on America's youth and helping young males of color see themselves as redeemable and as fully human.

### **Effective Strategies for Dropout Prevention of At-risk Youth**

The traditional system of education requires students to hold their questions and compliantly stick to the scheduled curriculum. But our job as educators is to provide new and better opportunities for our students. It's time to recognize that compliance doesn't foster innovation, encourage critical thinking, or inspire creativity--and those are the skills our students need to succeed.

### **Resources in Education**

The position of teacher demonstrates a broader role within schools, the education system and the community. It is in our educators' capacity, resources, knowledge and networks that they can provide for, and meet the needs of, students better than any other societal program or group. While mentoring practices are usually limited to "at-risk" students, research suggests a more robust understanding of the needs of students, as well as teachers as practitioners. With a discussion focused on the relevant literature, insight from both practicing teachers who mentor their students and students who were mentored by their teachers, *Continued Momentum: Teaching as Mentoring* explores the dimensions of how teachers mentor their students. Appropriate for pre-service and experienced teachers, administrators and school support workers; this pivotal text reveals how teachers can engage students in the modern educational reality. Matthew DeJong is an author, filmmaker, travel writer, and award-winning educator. His research interests include mentoring and, most recently, how schools can become the epicentres of community mentoring in cross-cultural environments.

### **Toward Equity in Health**

How do we help at-risk students who are failing in a traditional setting? That was the question I set out to answer when I attempted to do this research project. In order to gather the most accurate data, I narrowed my focus to college and university students. However, these same three success factors could be used to help at-risk students at the high school and middle school levels and any other organization that set out to help the at-risk students. The research data concluded that tutoring programs, mentoring programs, and financial aid programs are key components to assisting struggling at-risk

students achieve and succeed in an academic setting. When at-risk students are given a little extra assistance, they tend to do well.

## **At-risk Students in Elementary Education**

This book includes 12 cases that illustrate mentoring and coaching programs in a variety of organisational and educational applications around the world. You will find this book helpful in planning new programs in your organisation or in strengthening and expanding your existing development programs. Most organisations today have some type of mentoring program for their employees. Mentoring is seen both as a way of transferring knowledge and skills and as a retention tool for employees. Similarly, coaching has become an important organisational tool for developing people. It is used to improve both personal and organisational skills. Use the cases in this book as models and guides to help you create powerful mentoring and coaching programs for your organisation and for your employees.

## **Mentoring Young Men of Color**

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.

## **Helping At-risk Youth**

This book describes the fifteen strategies identified through research reviewed by The National Dropout Prevention Center and Network at Clemson University. Each chapter in this book was written by a nationally recognized authority in that field. Research has shown that these 15 strategies have been successfully implemented: - in all school levels from K - 12 - in rural, suburban, and urban centers - as stand-alone programs or as part of systemic school improvement plans. Helping Students Graduate: A Strategic Approach to Dropout Prevention also covers - No Child Left Behind and its effects on dropout rates - Dealing with Hispanic dropouts - Differences and similarities between rural and urban dropouts These fifteen strategies have been adopted by the U.S. Department of Education. They are applicable to all students, including students with disabilities.

## **From Student to Professor**

Youth mentoring programs must change in order to become truly effective. The world's leading expert shows how. Youth mentoring is among the most popular forms of volunteering in the world. But does it work? Does mentoring actually help young people succeed? In *Older and Wiser*, mentoring expert Jean Rhodes draws on more than thirty years of empirical research to survey the state of the field. Her conclusion is sobering: there is little evidence that most programs—even renowned, trusted, and long-established ones—are effective. But there is also much reason for hope. Mentoring programs, Rhodes writes, do not focus on what young people need. Organizations typically prioritize building emotional bonds between mentors and mentees. But research makes clear that effective programs emphasize the development of specific social, emotional, and intellectual skills. Most mentoring programs are poorly suited to this effort because they rely overwhelmingly on volunteers, who rarely have the training necessary to teach these skills to young people. Moreover, the one-size-fits-all models of major mentoring organizations struggle to deal with the diverse backgrounds of mentees, the psychological effects of poverty on children, and increasingly hard limits to upward mobility in an unequal world. Rhodes doesn't think we should give up on mentoring—far from it. She shows that evidence-based approaches can in fact create meaningful change in young people's lives. She also recommends encouraging “organic” mentorship opportunities—in schools, youth sports leagues, and community organizations.

## **Stand by Me**

Offers exhaustive research on collaborations in education, business, and the government and social sectors.

## **Mentoring Students at Risk**

## **Youth Prison Reduction Through Opportunities, Mentoring, Intervention, Support, and Education (PROMISE) Act**

Mentoring At-Risk Students through the Hidden Curriculum of Higher Education reveals how the institutional culture and social networks of universities influence the academic success of underrepresented students. This book is based on a qualitative study that integrates a sociological and higher education theoretical framework to examine the impact of mentoring programs on students' acquisition of institutional cultural capital and social capital during their college experience. This book offers an innovative mentoring model that illuminates how students can navigate the hidden curriculum of higher education. In addition, the book provides practical strategies on how to avoid academic mine fields in

order to thrive in college. This book is written for administrators, faculty, student affairs professionals and students to promote retention, academic success, and create a more transparent, inclusive, and equitable higher education system. See here for an article by the author on mentoring programs in colleges and universities published in Inside Higher Ed: <http://www.insidehighered.com/news/2014/08/04/book-argues-mentoring-programs-should-try-unveil-colleges-hidden-curriculum> To learn about a recent presentation by the author, see here: [http://diverseeducation.com/article/66772/?utm\\_campaign=Diverse%20Newsletter%203&utm\\_medium=email&utm\\_source=Eloqua&elq=82772667e2334157934731fc05a8fe9c&elqCampaignId=358](http://diverseeducation.com/article/66772/?utm_campaign=Diverse%20Newsletter%203&utm_medium=email&utm_source=Eloqua&elq=82772667e2334157934731fc05a8fe9c&elqCampaignId=358)

## **Community Treatment for Youth**

### **What works for Latino youth.**

This essential collection presents a state-of-the-art framework for how workers in public health and related disciplines should conceptualize health disparities and how they should be addressed worldwide. The contributors, who are leading public health professionals, educators, and practitioners in complimentary fields advance new evidence-based models designed to mobilize and educate the next generation of research and practice. The resulting chapters articulate new theory, procedures, and policies; the legacy of racism; community-based participatory research; new internet technology; training community workers and educators; closing the education and health gap; and addressing the needs of special populations. *Toward Equity in Health* is an essential book for all who are working toward global health equity-whether in health education, health promotion, disease prevention, public health, the health care delivery system, or patient- and population level health.

## **The Innovator's Mindset**

*Classroom Management and Aggressive Behavior* I will like to describe my book on classroom management. The book defines classroom management as approaches used by teachers to maintain order during classroom lessons in the event of distractive behavior caused by students. My book gives account of the importance of classroom management, with particular attention addressed to aggressive behavior. Therefore, the role played by classroom management in ensuring that non-educational issues like aggressive behavior and other misconducts are delinked from a teachers lesson, are specifically presented in this publication. In addressing classroom management, the book divides the management into three main components namely; the covenant management, content management, and conduct management. Therein, each of the mentioned components is described in detail where observable elements associated with effectual teaching

practices are presented in a list. In retrospect, the book provides useful tips to the learning process and classroom management, the two being imperative. With specific attention given to aggressive behaviors, my book defines this behavior as unwarranted act of violence against others or oneself, and is committed either verbally or physically. My book points out particular classroom management approaches that can be utilized by teachers to handle aggressive behavior. The approaches include preparedness for lessons, student motivation, initiating discipline effectively, creating conducive learning environment, creating self-esteem among student, and drawing an interactive lesson plan. The book however points out that teachers, depending on the situation may devise other approaches. Also notably clarified on this topic is that, classroom management approaches may differ from one teacher to the other. Finally, my book addresses various ways that can be used to treat aggression. Aggression is described as treatable in three stages and these include immediate, behavioral, and long-term stages.

### **Handbook of Youth Mentoring**

States the need for community-based, integrated services to meet the many needs of at-risk youth and their families. Discusses services integration, case management, parental involvement, tutoring, mentoring, fund-raising, and monitoring program outcomes.

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