



ENHANCING
ACADEMIC
SUCCESS:
**EFFECTIVE
STUDENT
ENGAGEMENT
STRATEGIES**



The Effective Student Activities Program

**National Education Association of the
United States. Department of
Classroom Teachers**

The Effective Student Activities Program:

The Effective Student Activities Program Muriel Schoenbrun Karlin, Regina Berger, 1971 ALERT Before you purchase check with your instructor or review your course syllabus to ensure that you select the correct ISBN Several versions of Pearson's MyLab check with the seller before completing your purchase Used or rental books If you rent or purchase a used book with an access code the access code may have been redeemed previously and you may have to purchase a new access code Access codes Access codes that are purchased from sellers other than Pearson carry a higher risk of being either the wrong ISBN or a previously redeemed code Check with the seller prior to purchase *How to Run an Efficient and Effective Student Activities Program* Richard A. Gorton, 1976 **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 Higher Education in

South Dakota United States. Office of Education. Division of Higher Education,1960 *Resources in Education* ,1975 Serves as an index to Eric reports microform

The School Principal Theodore J. Kowalski,2010-08-14 Over the past two decades efforts to improve schools have significantly modified role expectations for principals Today school level administrators are expected to be both visionary leaders and competent managers Based on the conviction that administration is an amalgam of leadership and management The School Principal emphasizes the need for practitioners to apply conceptual skills to make what to do decisions to apply technical skills to make how to do decisions and to apply relational skills to engage in democratic decision making Kowalski frames the book with a discussion of the nature of schools the roles of principals and their need to improve schools The book then provides a balanced treatment of leadership and management covering issues of personal behavior instructional leadership relationship building issues finances facilities personnel management pupil services and maintaining safe schools The text closes with discussion of the vital aspects of practice for contemporary principals addressing problem solving collaborative change strategies and personal commitment to being a principal Special Features Vignettes introduce the subject matter in the context of common challenges faced by practitioners Knowledge Based Questions and Skill Based Activities prompt readers to engage with and reflect on the chapter content The School Principal aligns with the Educational Leadership Consortium Council ELCC Standards Treating principals as concurrently visionary leaders and competent managers this excellent text addresses the needs of aspiring and practicing principals providing the tools to build effective and efficient schools

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Secondary School Curriculum Improvement J. Lloyd Trump,Delmas F. Miller,1979 *Handbook of Research on Curriculum* Philip Wesley Jackson,American Educational Research Association,1992 Provides information about a wide range of curricular issues affecting elementary and high school education exploring methodological and conceptual issues looking at the forces that shape the curriculum studying the impact of the curriculum on special groups of students and discussing conventional subjects like reading and math

A Handbook of Extra-curricular Activities in the High School Harold Diedrich Meyer,1926 *Yearbook ...* National Education Association of the United States. Department of Classroom Teachers,1930 *A High School Experiment in Extra-curricular Student Activities* Harry William Jones,1922 **Studies.**

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