Mentoring For Success: Capturing the Essential Elements of the Jones-Zimmermann Academic Model

**Overall outcomes as a result of the Jones-Zimmermann Model:**

1. Fewer unexcused absences
2. Better behavior
3. Better opportunities of college entry
4. Better rapport with parents
5. Better relationships with peers, adults, community
6. Enjoy time in school better
7. Improvement in communication
8. Triangulation of desi
9. Program supervision,
10. mentor-mentee matching process,
11. embedded social and academic activities,
12. Adoption of a student-centered academic, yet personal approach to the mentoring relationship.

**Results of the Jones-Zimmermann Mentoring Program**

Mentees outperformed peers not in program by 10% GPA

1. Mentees outperformed peers in Statewide Mastery Tests by 17%
2. After 3 years, over 60% mentees liked school and 60% agreed with this assessment
3. Jones-Zimmermann mentoring program was better than traditional mentoring program because it was rigorous, well-defined standards, and better qualified for money.

**Chapter 1: THE BEGINNING: THE MENTORING MODEL**

**Structure of Report: multi-site model:**

Cookbook draws upon experiences in first 3 years of models implementation: **THEN** PLACED MENTEES IN ACADEMIC SESSIONS TWICE A WEEK FOR TWO HOURS EACH DAY: ONE MENTOR FOR TWO STUDENTS.FOCUSING ON READING AND MATHEMATICS

SUMMARY OF PRINCIPLES OR GOALS OF JONES-ZIMMERMANN MENTORING MODEL:

1. IMPROVE EDUCATIONAL PERFORMANCE
2. INCREASE HIGH SCHOOOL GRADUATION RATES
3. PRODUCE APPROACHES TO COST/BENEFIT ANALYSIS THROUGH QUANTIFIABLE MEASUREMENTS OF SUCCESS AS WELL AS SUBJECTIVE COMMENTARY
4. PRODUCE AND PUBLISH COOKBOOK OF THE JONES-ZIMMERMANN MENTORING MODEL

**OBJECTIVES OF JONES-ZIMMERMANN MENTORING MODEL:**

1. ENCOURAGE MIDDLE SCHOOLERS TO GRADUATE HIGH SCHOOL
2. ENCOURAGE GRADUATES TO ASPIRE TO COLLEGE
3. BUILD SELF-CONFIDENCE AND POSITIVE SOCIAL VALIUES IN MENTORED STUDENTS
4. DEVELOP AN APPRECIATION AMONG COLLEGE STUDENTS FOR THE TEACHING PROFESSION
5. PROVIDE AN ON-GOIONG SOURCE OF TRAINED ACADEMIC MENTORS IN LOCAL SCHOOL SYSTEM
6. IMPROVE ATTENDANCE
7. HIGHER OUTCOMES

**According to NSMA, 2001, there are 7 characteristics of middle school students:**

1. Positive social interaction with adults and peers: 2. Structure and clear limitations: 3. Physical activity: 4. Creative expression: 5. Competence and achievement: 6. Meaningful participation in families, school and communities: 7. Opportunities for self-direction--DEMONSTRATE VARIOUS CRITERIA ON A RIGOROUS, REGULARLY SCHEDULED BASIS OFFERS AN UNPARALLELED ADVANTAGE TO YOUNGSTERS WHO ARE BELOW GRADE LEVEL AND AT RISK OF FAILURE

***Goals:*** FIRST 3 YEARS: INTENT OF PROCESS TO CREATE PROCESS OF TRIANGULAR BONDING GOAL OF PROGRAM: TRACK STUDENT IMPROVEMENT THROUGH GRADDE LEVELS 6 THROUGHOUT 8TH GRADE USING GPA AND STATE ASSESSMENTS: TO PROVIDE STUDENTS WITH A VIABLE ROLE MODEL WHO MIGHT SPARK COLLEGE ASPIRATIONS. ***Matching: 1—2—3.***

1. **St. Johns university** and JOHN WINTHROPE ELMENTARY SCHOOL (BRIDGEPORT CONNECTICUT—6-8 GRADES 800 STUDENTS)
2. **SACRED HEART UNIVERSITY** AND JOHN W. MCCORMACK MIDDLE SCHOOL (6-8GRADES 800 STIUDENTS)
3. **Wheelock College**-and Hartford Magnet Middle School (6-8grades—380 students).

**NEEDS OF THE JONES-ZIMMERMANN MENTORING MODEL: 1.** SUPPLEMENTARY INSTRUCTON TO ENHANCE THEIR POTENTIAL FOR SUCCESS IS WELL DOCUMENTED: 2. 7TH GRADE MARGINAL STUDENTS ARE TARGETED GROUP BECASUDE 7TH IS A TRANSITION YEAR, FROM SELF-CONTAINED TO DEPARTMENTAL INSTRUCTION AND 7TH GRADE IS THE AGE LEVEL WHERE PARENTAL INFLUENCE WANES IN FAVOR OF PEERS: 3. MANY LOW INCOME AND URBAN TALENTED MINORITY STUDENTS DO NOT REACH THEIR FULL ACADEMIC POTENTIAL.: 4. TO ADDRESS THE SEVEN CHARACTERISTICS AND MAKE SENSE OF THE COMPLEX WORLD AROUDN THEM, YOUNG ADOLESCENTS NEED A CARING ADULT WHO CAN GUIDE THEM IN THE RIGHT DIRECTION.

**THE JONES-ZIMMERMANN MENTORING MODEL SHOULD INCLUDE:**

1. PROGRAM FOCUSED ON MOTIVATION, CONCENTRATION, AND MASTERY OF SKILLS.
2. TUTORING SHOULD FOCUS ON HOMEWORK AND SKILL DEVELOPMENT NEEDS
3. TUTOR/MENTOR SHOULD HAVE CONSIDERABLE FLEXIBILITY IN MOTIVATING THE MENTEES
4. SHOULJD INCLUDE SOME SOCIAL ACTIVITIES TO ENCORUAE INTEREST IN COLLEGE.

**JONES-ZIMMERMANN MENTORING MODEL PROGRAM STRUCTURE:**

1. EACH TUTOR HAS 2 STUDENTS (CREATING TRIANGULAR BONDING:
   1. STUDENTS CAN HELP EACH OTHER IN UNDERSTANDING
   2. LEARN TO COOPERATE WITH EACH OTHER
   3. CAN BE MORE AGGRESSIVE IN PURSUING THEIR GOALS
2. TUTOR HAS TO BE SAME SEX
3. SESSIONS SHOULD BE IN PUBLIC
4. PROVIDE BUSING
5. SUPERVISED BY PUBLIC SCHOOL TEACHERS/PROGRAM COODINATOR/AND COLLEGE PROFESSOR

**CHAPTER 2:**

**WHAT WE NEED TO KNOW: SCHOOL-BASED MENTORING FOR AT-RISK CHILDREN:** RESEARCH HAS SHOWN THAT ADOLESCENTS IN URAN AREAS CAN BE AN ISOLATED GROUP, DEPREIVED OF SUPPRTIVE RELATIONSHIPS WITH ADULTS IN THEIR FAMILIES, SCHOOLS, A DNWORK PLACES. Isolation can cause poor socialization in adult roles, as well as no networks later on.

RESEARCH HAS SHOWN THAT ADOLESCENTS WTH CONSISTENT ADULT SUPPORT THROUGH A WELL-SUPERVISED, FREQUENTLY MEETING, LONG-TERM METNORING RELATIONSHIPS IMPROVES GRADES AND FAMILY RELATIOHIPS, HEPS PREVENT INITIATION ITO DRUG AND ALCOHOL USE OR GANG AFILIATION, COMMUNITY BASED VERSUS SCHOOL-BASED MENTORING: SCHOOL=BASED MENTORING: REFERS TO STUDENTS INSTEAD OF PARENTS BRINGING THEIR CHILDREN TO A COMMUNITY CENTER. SCHOOL PROGRAMS ARE INEXPENSIVE, FUNDED BY GRANTS OR TAXES BY TEACHERS SALRAIES OR STIPEND, THEY ARE FULLY SCREENED, TRAINED AND EVALUATED BY SUPERVISORS AT THE SITE BY EDUCATIONAL EXPERTS.

**CAVEATS:** PSYCHO-SOCIAL ROLE OF MENTORS: SUCCESSFUL COMMMUNICATION OF APPROPRIATE VALUES 2. COMMUNICATION OF MORES AND NORMS. 3. TRUST 4. BUILDS BONDS 5. SUPPORT. **BUT: YOUTH MUST STILL DECIDE TO WANT TO DO BETTER. It is still their responsibility to improve. The adults cannot do it without the consent of the youth. M**ENTORING CANNOT PLUCK ADOLESCENTS OUT OF THEIR TERRIBLE HOME-LIFE (POOR HOME, INADEQUATE SCHOOLS, DISRUPTIVE COMMUNITITES)

MENTORIHG WILL ONLY BE EFFECTIVE ONLY INSOFAR AS IT ACCOMMODATES, TRASFORMS, VITIATES OR EXPANDS THE INFLUENCES OF FAMILY. SCHOOL COMMUNITY OR JOB. THE OTHER INFLUENCES OF THE LIVES OF ADOLESCENTS MUST BE RECOGNIZED SO THE ADOLESCENT DOESN’T LOOSE HIS EDGE. **CHAPTER 3:**

**ESSENTIAL ELEMENTS OF THE JONES-ZIMMERMANN MENTORING MODEL**

***\*\*\*THEORETICAL FRAMEWORK: MENTORING FOR SUCCESS\*\*\****

***Reasons for Past dropout rate:*** Wehlage, Tabachnick, Rutter, and Lesko (1989): dropping out of school evolved over a long series of life stresses. A. background obstacles serve as a precursor to dropping out such as poor, no parental support, peer pressure, lack of skill.

**But then there are active negative forces in the schools themselves which cause kids to drop-out.:** Impediments including lack of intrinsic rewards: a. Teacher obsession with covering curriculum (not worrying about student in class)b. Technical definitions of knowledge (not interested in multiple intelligences) c. Mechanical perceptions of success; d. Lack of variety of teaching styles(Wehlage, et all 1989)

* 1. Research has shown that successful secondary schools cite common characteristics that include a quality of CARING COMPRISED OF SHARED VALUES,

SENSE OF BELONGING; SENSE OF SCHOOL MEMBERSHIP; ACADEMIC ENGAGEMENT: (Goodlad, 1984; wehlage, 1989).

1. Engagement requires: 1.Intention; 2. Concentration: 3. Commitment

**Engagement is a result of interaction between students, teachers, and curriculum (taylor-dunlop, 1997; wehlage, 1989). 4 ELEMENTS STUDENTS NEED FROM THEIR SCHOOL: 1.**Relevant schoolwork; 2. Nurturing and supporting learning environment 3. Opportunities for academic success: 4. help with personal problems: (National institute on the education of At-risk students, 1999).***Development of Jones-Zimmermann mentoring model defined at-risk, school membership, educational engagement, and bonding.***

***Wehlage’s dropout prevention theory:***

SCHOOL FACTORS: **LEARNING IMPEDIMENTS:** 1. NARROW IDEA OF LEARNING 2. OBSESSON WITH COVERAGE OF INFORMATION AND SUBJECT MATTER 3. SOCIAL/CULTURAL IMPEDIMENTS, 4. PERSONAL PROBLEMS 5. EDUCATONAL ENGAGEMENT: NO SCHOOL MEMBERSHIP =OUTCOMES THEAT LEADS TO LOW ACADEMIC ACHIEVEMENT AND LOW SOCIAL ENGAGEMENTWHICH LEADS TO MEMBERSHIP IMPEDIMENTS: ADJUSTMENT, INCONGRUENCE, DIFFICULTY, AND ISOLATION.

**At-risk students consistently discouraged by school because: 1.**Signals about academic inadequacies and failures; 2. Perceives little interest or lack of adult caring; 3. 3.Institutions discipline system as ineffective and unfair: 4. Becomes alienated 5. Looses commitment to goal of graduating.

***School membership:***

1. Attachment through social/emotional ties to others
2. Personal stake in meeting expectations of others (wehlage calls this good and proper behavior)
3. Commitment or rational participation or conformity to school rules
4. Involvement in engagement in school activities
5. Believe or faith in institution

**Educational engagement:** Psychological investment to master knowledge and skills explicitly taught in school; Ed. Engagement results from an interaction between students , teachers, and curriculum;Requires intention, concentration, commitment by students but not them alone…..engagement is dependent upon institution’s contribution to the equation that produces learning.

**Impediments to educational engagement:** Work in not intrinsically and not extrinsically motivating;Learning process is too narrow;Educators are obsessed with coverage of subject matter (the teachers do not care about students);Causes impediments like school membership, adjustment difficulties, non-congruence, and isolation;These impediments prevent students from engaging with curriculum and making connections with the value of education.

**How to remove impediments so students can be academically successful:**

1. BONDING: ATTACHMENT TO SCHOOL
2. COMMITMENT TO GOALS (WEHLAGE STATES THERE ARE 5 PRINCIPLES THAT MUST GUIDE STATE AND DISTRICT POLICY FOR TRADITIONAL COMPREHENSIVE EDUCATONAL PROGRAMS TO BECOME SUBSTANTIALLY MORE EFFECTIVE IN DIMINISHING AT-RISK POPULATION AND DROP-OUT RATES.

C. SCHOOLS NEED GOOD INFORMATION ABOUT STUDENTS

D. GOOD INFORMATIONABOUT EFFECTS OF SCHOOL POLICIES ON AT=RISK STUDENTS

E. PERSONAL AND SMALLER ENVIRONMENTS ARE MORE LIKELY TO PRODUCE SCHOOL MEMBERSHIP AND EDUCATIONAL ENGAGEMENT FOR AT-RISK STUDENTS

F. MORE VARIETY OF INSTRUCTIONAL STRATEGIES

G. NEED A MECHANISM TO HOLD SCHOOLS ACCOUNTABLE FOR SUCCESS WITH AT=RISK STUDENTS.

**JONES-ZIMMERMANN MENTORING MODEL ADDRESSES 6 ISSUES: 1.** FUTURE STUDENT EDUCATIONAL ASPIRATONS; 2.HIGH SCHOOL DROPOUT RATES;3.REMEDIATION IN LANGUAGE SKILLS AND MATHEMATICAL QUANTITITATIVE SKILLS;4.LOW SELF-CONFIDENCE ANDUNCLEAR SOCIAL VALUES;5.LACK OF APPRECIATION FOR TEACHING 6. LACK OF TRAINED MENTORS FOR LOCAL SCHOOL SYSTEMS.

*ESSENTIAL GOALS OF JONES-ZIMMERMANN MENTORING MODEL: 1. REMEDIATE COMPETENCY IN MATH AND ELA: 2.BUILD SELF-CONFIDENCE: 3. DEVELP AN APPRECIATION AMONG COLLEGE STUDENTS FOR TEACHING PROFESSION: 4. PROVIDE ONGOING SOURCE OF TRAINED ACADEMIC MENTORS FOR LOCAL SCHOOLSYSTEMS. 5. ENCOURAGE MIDDL SCHOOL STUDENS TO ASPIRE TO HIGHER EDUCATIONAL LEVELS AND TO G RADUATE FROM HIGH SCHOOL: 6. REDUCE HIGH SCHOOL DROP-OUT RATES*.

***CHAPTER 4;***

***BUILDING THE JONES-ZIMMERMANN MENTORING MODEL’S FOUNDATION: WHAT WE LEARNED ABOUT TRAINED MENTORS!***

***JONES-ZIMMERMANN LEARNING INCLUDED: 1.*** CONNECT NEW INFORMATION TO PRIOR KNOWLEDGE: 2. GIVE EXAMPLES WHEN CONNECTING NEW CONCEPTS OR DEFINITIONS: 3. USE RELEVANT AUDIO AND COLORFUL VISUAL AIDS: 4. PROVIDE TOOLS SUCH AS CHECKLISTS, WRITTEN INSTRUCTIONS AND REMINDER CARDS: 5. CREATE OPPORTUNITITES TO PRACTICE NEW SKILLS ONE STEP AT A TIME; 6. ENSURE THAT CREATED EXPERIENCES ARE SAFE FOR MENTEES AND WILL NOT EMBARRASS THEM: 7. PRACTICE OPPORTUNITIES MUST BE AUTHENTIC, REALISTIC: 8. LEAVE TIME TO DEBRIEF EXPERIENCES THROUGH DISCUSSION OR QUESTION AND ANSWER SO ALL OF THE MENTEE’S QUESTIIONS ARE ADDRESSED. IDENTIFY PROGRAM AND YOUTH NEEDS; 2. IDENTIFY SPECIFIC SKILLS: 3. IDENTIFY SPECIFIC TRAINING ACTIVITIES. 4. ENSURE AGENDA COVERS ALL MEANINGFUL TOPICS. 5. USE A VARIETY OF ACTIVITIES. 6. ROLE PLAY.

***TYPES OF LEARNING:***

EXPERIENTIAL LEARNING:

SOCIAL LEARNING:

ENVIRONMENTAL LEARNING:

MODES OF LEARNING:

KINESTHETIC:

VISUAL

AUDITORY:

A GOOD MENTOR USES FACILITATION, INTERPERSONAL COMMUNICATION, GROUP DEVELOPMENT SKILLS TO ENGAGE AND ELICIT PARTICIPATION FRM THE MENTEES.

***REASONS FOR IMPROVED OUTCOMES: 1.*** ID/DISUCSSING WITH MENTORS: 2. ADDRESSING ISSUES OF IMPORTANCE WIT MENTEES: 3. PROBLEM SOLVING SKILLS: 4. PRESENTATION SKILLS5. ANALUYZING FUTURE GOALS WTH STUDENTS 6. PROVIDIENG OPPORTUNIITE STO IDENTFIY VALUE OF SCHOOLWORK: 7. EXPLORING SUTDETNS FUTURE INTERESS GNEUINE ACARE ANCONDREN: 8.HIGH EXPECTATIONS: 9. COMMUNICAT AND FOCUS EFFORTS ON MAINTAINTING CLOSE BOND: 10. BELEIVEING IN VALUE OF SCHOOL AND BDIGN A GOOD ROLE MODEL.

***CHAPTER 5:***

***ASSESSING PROGAMAS PROMIS AND EFFECTIVENESS: A METANALYSIS:***

METNORS WHO INTERACTED DAILY, MENTORS WHO TUTORED STUDENTS, MONITORED ACADEMIC SUCCESS, AND ELICITED PAREINT INVOLVEMENT PARENTS INCREASED COMMUNITY SUPPORT THROUGH MENTORS WHO OFTER BECOME SCHOOL ADVOCATES, COMMUNITY GAINS A BETTTER UNDERSTAINDING OF THE CHALLENGIGN STUDENS, TACHES AND SCHOOL BECOME AWARE OF STUDENT ‘S ACCOMPLISHMENTS AND ACHIEVEMENTS.

FINDINGS: MENTORS: 1.FRIENDSHIPS WITH YOUGN PEOPLE: 2. SATISFACTION IN CONTRIBUTING TO THE COMMUNITY: 3. OPPORTUNITIES TO ENHANCE PERSONAL STRENGTHS AND DEVELP NEW SKILLS: 4. THINKING MORE ABOUT TEACHKNG IN THE COMMMUNITY

**COMMUNITIES: 1.** OPPORTUNITIES TO FURTHER DEVELP PARTNERSHIPS WITH BUSINESSES AND COMMUNITY ORGANIZATIONS 2. IMPROVE IMAGE OF SCHOOL IN COMMUNTY 3. KNOWLEDGE OF SCHOL PROGRAM AND OTHER EDUCATIONAL OPPORNTITITES . 4. BETTER ATTITUTDES ABOUTT SCHOOL. 5. ENHANCED SELF-ESTEEL AND SELF-CONFIDENCE

***CHAPTER 6:***

***LESSONS LEARNED: HOW DID WE DO?***

DEBRA MEIER EMPHASIZED THE IMPORTANCE OF DEVELOPING “HABITS OF MIND”

Raising questions about evidence. (How do we know what we know?)

Whose point of view are we sharing?(Whose perspective does it represent?)

Connections (How is this related to that?)

Supposition (How might things have been otherwise?)

Relevance (Why is this important?)

Dewey reminded us that the goal of education is more education.”

To be well educated, then, is to have the desire as well as the means to make sure that learning never ever ends. Alfie Kohn, 2004. Page 9-10 and page 91 mentoring for success. What it means to be truly educated:

***Promises of mentoring program:***

1. Improved on important measures
2. Helping youth develop health and safe behaviors
3. Improves a number of social outcomes
4. Impact of jones-zimmermann mentoring model was increase in self-sufficiency
5. Shaped longer lasting and h higher quality relationships

***Chapter 7:***

***LESSONS FOR THE FUTURE***

***Lessons: Jones-Zimmermann mentoring model served as A BLUEPRINT for continued growth:*** 1. Well defined goals are crucial: 2.Direct correlation exists between length and degree of training and retention rates of mentors: 3. Defined strategies for sustainability are necessary: 4. Maintaining accurate data is important: 5. Commitment to shared program ownership and vision is vital: 6. Integration of life skills is key component in mentoring: 7. program improvement must be on-going: 8. Data must drive improvements: 9. Need for program flexibility and adaptability is essential: 10. Instructional strategies that fosters higher order thinking skills is key: 11. For each student mentored at least five others benefited in family, classroom, school, college studnets professorsetc.: 12. Hope was another important aspect at came out of the program, which gave the students a can do attitudes by providing exposure an awareness of opportunity they and not previously realized until they participated in the program. 13. Hope can break the vicious cycles of illiteracy, poverty and dropout rates: 14. The mentoring program was a catalyst for HOPE. \]]\END