

FROM THE HEART  
International Educational Services

# *A Summary of Services*

Dr. Walter Milton Jr., CEO

*From The Heart International Educational Services* provides professional development and practical training to administrators and educators and wholistic, positive living training and mentoring to students.

FTH creates and publishes their own curriculum and training materials, including interactive workbooks, culturally responsive guide books and classroom wall art.

**DR. WALTER MILTON JR., CEO**

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# OUR TEAM



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# OUR GOALS

Our core goal is to ensure that all children achieve through equitable education! A unique aspect of our programs is our capacity to provide ongoing assistance and hands-on coaching.

We provide comprehensive educational services that impact outcomes for students, teachers, administrators, parents and the community.

We are a minority-owned business, composed of school superintendents, administrators, teachers, counselors, human resource professionals, early childhood specialists, authors, and formal professional athletes who all have a passion for creating structural change in public education.

Collectively we have more than 500 years of professional experience in education.

All students have  
a right to an  
excellent,  
equitable  
education.



All educators  
have a right to be  
properly  
prepared to serve  
their community  
of learners.



FTH Core Belief

# Our Beliefs

## Greetings!

And thank you for taking the time to learn more about *From The Heart* programs and services. A huge word in our organization is *Believe* and it will be repeated throughout this literature. Allow me to begin by sharing a few of our beliefs.

FTH *believes* all students are natural inquirers who learn best through sensory-discovery, exploration, and nontraditional learning opportunities that allow them to be cognitively engaged in activities that reflect who they are as cultural beings. We strongly *believe* students perform for educators who intentionally build authentic relationships with them while keeping expectations high.

As educators, we must affirm our students daily; they must hear us say they are important, unique, valuable, wonderfully and purposefully made. And it isn't enough to simply say it. We must *believe* it.

Lastly, we *believe* everyone has a right to reach their maximum potential. If this is achieved, then our world's future is brighter. It is brighter because of the well-prepared, self-aware and self-determined adults that you will nurture. It is brighter because of *you*.

The success of our students is in y(our) hands.

Sincerely,



Dr. Walter Milton, Jr.  
From The Heart International Educational Services

# FTH MISSION

- *From the Heart International Educational Services' (FTH)* is an organization dedicated to closing gaps in academic and economic achievement by providing comprehensive educational services that transform schools into highly effective learning communities.
- FTH remains especially dedicated to improving the lives of children and families living in traditionally vulnerable communities.

Students experiencing economic hardship are just as likely, if not more likely, to achieve academic success when educator and school expectations remain high. When educators understand how to navigate student challenges and, in turn, teach students how to navigate challenges and make learning spaces safe and engaging (fun), students are willing to meet and exceed rigorous expectations. These types of missions are not achieved haphazardly. School leadership, educators and support staff must be willing to make an investment for their students' success.

To that end, FTH is not a “quick fix” for troubled schools, but rather a long-term partner, providing long-term solutions to those with willing, open and committed *hearts*—those willing to do the necessary work of becoming highly effective learning communities. Dr. Milton's vision for all children to receive an equitable, comprehensive education and become productive, contributing members of society remains the driving force behind this growing organization.

*Our Mission*

# Research

## THE RESEARCH

Despite the data acknowledging the importance of youth development programs that emphasize both academic achievement and social development, there is still a great disparity between research and practice throughout student support programs that target underprivileged students.

Educational research suggests that school extension programs targeted to improve the academic achievement of adolescents (particularly males) should:

- promote self-awareness
- emphasize reading and writing development
- teach basic life skills
- provide education related to living a purposeful and productive life

However, most extension programs targeting students of color fail to provide programs that include what the current research suggests, and as a result, in part, the dropout rates for this group in middle and high school are at an all-time high. As the number of incarcerated youth increases, there is a great need for a variety of programming approaches aimed at helping these youth succeed. (Killian, Brown, and Evans 2002)

In October 2010, The Council of the Great City Schools released their national report entitled *A Call For Change: The Social and Educational Factors Contributing to the Outcomes of Black Males in Urban Schools*. The Council called the state of Black education, a national catastrophe in the making that deserves national attention.

This research report also validated the findings of Dr. Jawanza Kunjufu's original assertions back in 1982. In his book, *Countering the Conspiracy to Destroy Black Boys*, he purports that minority students are caught in a self-perpetuating cycle of failure in school, mostly because traditional school systems are designed to inculcate historically underserved students (particularly those who are black and male).

## THE RESEARCH *(continued)*

- Nationally, only 12 percent of Black fourth-grade males are proficient in reading, compared with 38 percent of White males.
- Nationally, only 12 percent of Black eighth-grade males are proficient in math, compared with 44 percent of White males.
- In 2009, the average mathematics scale score of large city Black males who were not eligible for free or reduced-price lunch was eight points lower at grade four and 12 points lower at grade eight than the score of White males nationwide who were eligible for free or reduced-price lunch.
- Young White male students in poverty do as well as young Black male students who are not in poverty.
- Black males drop out of high school at nearly twice the rate of White males, and their SAT scores are on average 104 points lower.

These are troubling statistics; however, they are consistent with Students of Color achievement data in most school districts. Nevertheless, we believe that in order to change the achievement trajectory for these and all students, the approach must be multifaceted including schooling systems changes, as well as, targeted academic and social development programming.

Also, the propensity for students to achieve at or above grade level in all core subjects is exponentially greater when they are performing at or above grade level by the end of 3rd grade, particularly in Reading and Math.

Essentially, to assist students in school and arriving at adulthood ready to live as positive and productive citizens, they must become fully developed “whole beings” cognitively, linguistically, emotionally, socially, physically, spiritually and financially.

# Research

ASK  
EXPERIMENT  
KNOWLEDGE

LEARNING

RESEARCH

EXPERIMENT

PROOF

CONSTRUCTION

INFORMATION

KNOWLEDGE

TEACHING

SCIENCE

THINK

SCIENCE

KNOWLEDGE

EXAMINE

DATA

# BELIEVE IN YOURSELF

-A.Troupe

Believe in Yourself!

Don't give up the fight-

Just keep struggling with all of your might.

Resolve that you will not yield in despair

Your burdens then become lighter to bear.

Believe in Yourself!

And work doubly hard to achieve your goals

Despite every odd.

The faith in one's self

And the will to succeed

Are the prerequisites that all of us need.

Believe in Yourself!

And be not dismayed

Take courage in those who have made the grade.

Just keep moving with a resolute will

And you will reach the top of life's rugged hill.

*Believe in Yourself!*





# 10 GUIDING PRINCIPLES FOR EDUCATORS

- ▶ Every human being is important, unique, special, wonderful, and worthy of your best.
- ▶ Children have an inalienable right to learn and grow in a well-structured, formal educational program that is systematic, standards and research based, safe, healthy, engaging, affirming and guided by highly qualified, competent staff.
- ▶ Consistent consideration of differentiated learning styles and needs of students is the linchpin of successful instructional programs.
- ▶ All children are natural inquirers who learn best through sensory discovery, when numerous opportunities are given for inquiry, exploration, investigation, and engagement of complex cognitive skills.
- ▶ All academic achievement is a result of language acquisition and reading proficiency in four core learning areas: English Language Arts, Math, Science, and Social Studies.
- ▶ Life success is equally the result of a positive self-concept and intellectual acuity.
- ▶ Parents are the most important teachers and must be included in the educational process of their children along with all others who influence a student's success.
- ▶ School educators are the most significant teachers and must participate in ongoing sustained training that continuously builds skills in the latest instructional strategies for improved teaching and learning.
- ▶ Local and national community involvement is crucial for establishing expectations of excellence for children and youth.
- ▶ Everyone has the right to reach their maximum potential.



# FTH GOALS

1

To improve student achievement for a majority of "case study students" as measured by training participants' pre and post interviews and/or results of state mandated annually administered norm-referenced and growth-based assessments

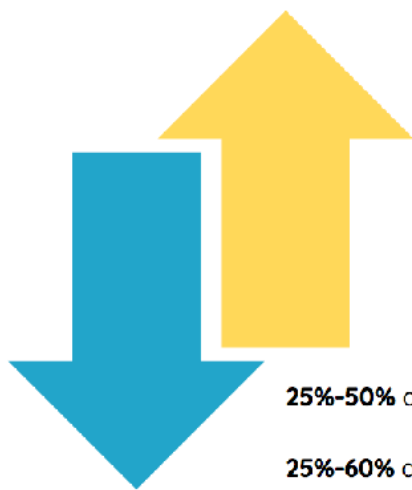
2

To equip all participants with practical strategies for improving student achievement in Reading and Math that is aligned with the State Standards, and measured by training surveys

3

To assist school/district in meeting achievement goals as determined by school/district comprehensive (strategic) achievement plan, and in-house evaluation program

## NATIONAL SUCCESS



**5%-27%** increase in student achievement according to school/district benchmarks and state assessments

**5%-20%** increase in student attendance

**15%-30%** increase in parent/school relations by way of FTH Community Program Models which include training sessions, home visits, etc.

**25%-50%** decrease in student suspensions and expulsions

**25%-60%** decrease in student referrals



# FTH INFLUENCE

SERVING MORE THAN 15 STATES

- Judson Independent School District
- Danville Public School District 118
- Dalton Public School District 149
- DeSoto Independent School District
- Pulaski County Special School District
- Cleveland Metropolitan School District
- Athens independent School District
- Houston Independent School District
- Dallas Independent School District
- Hickman Mills School District
- Mount Clemens School District
- West Helena School District
- Metropolitan Nashville School District
- Eagle Academy
- Broward County Public School District
- St. Louis Public School District
- Los Angeles County Office of Education
- Cassopolis Public Schools
- Lansing Community Schools
- Gadsden County School District
- Youngstown City School District
- Rochester City School
- Buffalo City School District
- Clarksville Public Schools
- Atlanta Public Schools
- San Antonio Independent School District
- Halifax County Public Schools
- Forsyth County Schools
- Little Rock School District
- San Antonio, TX
- Danville, IL
- Dalton, IL
- DeSoto, TX
- Little Rock, AR
- Cleveland, OH
- Athens, TX
- Houston, TX
- Dallas, TX
- Kansas City, MO
- Mount Clemens, MI
- West Helena, AR
- Nashville, TN
- New York City, NY
- Fort Lauderdale, FL
- St. Louis, MO
- Los Angeles, CA
- Cassopolis, MI
- Lansing, MI
- Tallahassee, FL
- Youngstown, OH
- Rochester, NY
- Buffalo, NY
- Clarksville, TN
- Atlanta, GA
- San Antonio, TX
- Halifax, NC
- Winston-Salem, NC
- Little Rock, AR

## FTH also presents at major conferences, including:

- National Medical Association
- National Alliance of Black School Educators
- Urban Superintendents of America
- The Aspiring Superintendents Leadership Institute
- Texas Alliance of Black School Educators
- National School Board Association
- Desire to Aspire to Save Boys of Color
- National Center for Research and Technology





## FTH - A SNAPSHOT

From The Heart International Educational Services believes all students are natural learners who learn best through sensory-discovery, exploration, and numerous opportunities to be engaged in cognitively connected activities that reflect who they are as cultural beings (which means you are an important person). We also believe that students are the greatest divine gift given to humanity. Every "human life" is valuable, important, unique, wonderful, worthy and especially their own.

### SGA

From a reform perspective, a school's educational performance is a reflection of the functioning-style and makeup of the school's governance and/or policy making bodies. The *School Governance Academy* provides board development training for failing schools. Our workshops are particularly tailored to address the unique issues of site-based management teams that are charged with "turning around" a school challenged with low student achievement.

### SLC

*School Leadership Component:* The linchpin of a thriving PK-12 community is the capable and culturally relevant leader. FTH wholeheartedly believes that LEADERSHIP MATTERS! Although "schooling" is elevated by all of its stakeholders, it is the head educator who serves as the conduit that keeps all systems operating fluidly. We believe that a core goal for public education is to produce citizenry that contributes positively to their neighborhoods and families, as well as strives to become the best human beings possible. In order to achieve this, school leaders must act with a set of principles that reflect this understood expectation. To this end, the *School Leadership Component* (SLC)

provides professional development opportunities in the form of a speakers-and-dialogue-series that will equip participants with strategies for improving the outcomes of America's most vulnerable children. SLC is designed to promote all of the best practices supported by the current research in education.

Additionally, SLC is intentionally structured for advocacy around the necessity of PK-12 educational systems that are reflective of the cultural and economic conditions of under-resourced populations. SLC introduces its participants to America's most insightful and esteemed thinkers. We invite the top lecturers, authors, and practitioners to speak on the eight professional competencies aligned to the national educator standards.

### CREATE

*Culturally Responsive Education and Teacher Empowerment:* Culture and ethnicity impact student behavior and academic performance. CREATE takes school educators on a journey to discover appropriate culturally relevant and responsive instruction in contemporary public school settings. Educators are introduced to practical classroom strategies that encourage and build students' self-awareness, self-concept, and self-esteem from a culturally and ethnically competent perspective. It is important to note that regardless of race or ethnicity, all children bring learned experiences from their background to the teaching and learning process.

CREATE focuses on providing educators with real-life examples of how to take the State Standards and make them meaningful and relevant for traditionally vulnerable children growing up in poverty. Nevertheless, most of the instructional strategies introduced are appropriate for any classroom of ethnically and economically diverse students.



## PLPYP

*Positive Living, Promoting Your Purpose* aims to provide all students with academic and social development programming that will result in improved academic achievement and self-confidence. We believe that in order to change the achievement trajectory for at-risk youth, the approach must be multifaceted including schooling systems changes, as well as, targeted academic and social development programming.

Essentially, our goal is to assist youth in school so they are prepared to arrive at adulthood ready to live as positive and productive citizens. In pursuit of this end, FTH strives to ensure all students are fully developed whole beings cognitively, linguistically, emotionally, socially, physically, financially, and spiritually.

## M-MALE

*Mothers & Men Advocating for Love & Effectiveness:* American public education practitioners have a responsibility to do their part in ensuring that children are healthy, safe, and successfully growing into adulthood. School leaders must reflect upon the varying conditions that prevent children from achieving. Research suggests that parenting skills impact student achievement. There is an unspoken belief in American public education that mothers in the community bear the responsibility for children and parent involvement in school.

M-MALE seeks to dispel this belief by encouraging mothers, fathers and community volunteers to be active in the lives of children through the work of the community school. The concern and involvement of an entire community is necessary to ensure that all children are achieving in school. M-Male is a school-advocacy program aimed at increasing the number of parent and community partnerships with schools on behalf of children. The

M-MALE institute is designed to encourage parents and community volunteers to participate in ten interactive learning experiences.

## WTGCS

*When the Game Clock Stops* is a student leadership institute designed to improve the academic achievement and social development of high school athletes. Student-Athlete Training, Supplemental Educational Materials, customized programming and materials also available.

*When the Game Clock Stops* is designed to: highlight the benefits of being involved in sports and physical fitness, provide balanced learning activities that will improve participants' life-skills and academic skills, and promote self-awareness and holistic development.

## TGP

*The Game Plan* is college and career readiness development institute designed to increase student mastery of college and career readiness standards, help students prepare for PSAT, SAT, and ACT exams and other college entrance requirements, and develop partnerships with local universities and colleges.

## FACULTY & STAFF RETREATS

FTH also provides leadership and educator on-site (overnight) retreats in modern, state-of-the-art facilities to enhance the professional development experience. Contact an FTH representative for more information!

*Individual Professional Development courses also available upon request.*

*FTH infuses Restorative Practices® in all facets of training.*



# PROFESSIONAL DEVELOPMENT FOR LEADERS

## Professional Development & Practical Training Topics



- 🎓 Creating a Positive Work Environment
- 🎓 Creating a Culture of Service
- 🎓 Creating a Positive Classroom Culture
- 🎓 Teacher Retention for the 21st Century
- 🎓 Motivating Teachers for Increased Student Achievement
- 🎓 Developing Teacher Leaders
- 🎓 Creating a Collaborative School
- 🎓 Managing Challenging Personnel
- 🎓 Leadership Engagement in the Classroom
- 🎓 Creating a Culturally Responsive School
- 🎓 Successful Fiscal Planning
- 🎓 Developing Community Partnerships
- 🎓 Restorative Practices Training for Leaders®
- 🎓 ADA & 504 Compliance
- 🎓 Building a Team: Best Practices for Hiring Educators
- 🎓 Advocating for Activism: Facilitating Safe Protests in the Age of Social Justice
- 🎓 Campus Security & Emergency Planning
- 🎓 After-School Planning & Summer/Break Learning Loss Prevention



# SLC

## SCHOOL LEADERSHIP COMPONENT

- The linchpin of a thriving PK-12 community is the capable and culturally relevant leader. FTH wholeheartedly believes that **LEADERSHIP MATTERS!** Although “schooling” is elevated by all of its stakeholders, it is the head educator who serves as the conduit that keeps all systems operating fluidly.
- We believe that a core goal for public education is to **produce citizenry that contributes positively to their neighborhoods and families**, as well as strives to become the best human beings possible. In order to achieve this, school leaders must act with a set of principles that reflect this understood expectation. To this end, the **School Leadership Component (SLC)** provides professional development opportunities in the form of a speakers-and-dialogue-series that will equip participants with **strategies for improving the outcomes of America’s most vulnerable children**.

**Module 1:** Transformational Leadership

**Module 2:** Instructional Leadership

**Module 3:** Data-Driven Leadership

**Module 4:** Communicative Leadership

**Module 5:** Culturally Relevant Leadership

**Module 6:** Collaborative Leadership

**Module 7:** Accountability Leadership

**Module 8:** Social Justice Leadership



# PROFESSIONAL DEVELOPMENT FOR EDUCATORS

## Professional Development & Practical Training Topics

- ✎ \*Deconstructing Standards & Data for Proper Lesson Plan Alignment (Sessions I - III)
- ✎ Literacy & Numeracy in Related Arts
- ✎ \*Creating a Positive Classroom Culture
- ✎ \*Building Positive Relationships (Students/Parents)
- ✎ \*Creating an Inclusive Classroom & Establishing Community Involvement
- ✎ Social-Emotional Learning (Sessions I - III)
- ✎ \*Classroom Management (Sessions I - III)
- ✎ Managing Challenging Behavior (Sessions I - II)
- ✎ \*Motivating Students to Learn
- ✎ \*Academic & Social-Emotional Differentiation (Sessions I - II)
- ✎ Differentiation for English Language Learners
- ✎ Front-Loading: Students Become Teachers
- ✎ Scaffolding as a Form of Differentiation
- ✎ Planning Rigorous Lessons
- ✎ \*Successful Lesson Planning & LP Model Creation
- ✎ Global & Collaborative Learning
- ✎ \*Data Accountability for Students
- ✎ Pedagogical Practices for the 21st Century
- ✎ Effective Use of Technology in Instruction
- ✎ Co-Teaching & Flexible Grouping
- ✎ Restorative Practices® Training

*\*Denotes Beginning Teacher Mentorship Program offering.  
All trainings are grade-level specific.  
Customized programming available.*



# RESTORATIVE PRACTICES®

## SCHOOL-WIDE TRAINING

### Restorative Practices Training



*Restorative Practices believes human beings are happier more cooperative and productive, and more likely to make positive changes in their behavior when persons in positions of authority do things with them rather than to them or for them.*

-Tom Wachtel

Restorative Practices in schools provides a whole school approach to building culture and climate based on three essential elements:

#### Community Building

#### Relationships

#### Accountability

##### Community Building

80% of a school's commitment to Restorative Practices surrounds engaging all stakeholders (students, staff, administrators, and parents) in creating an environment that is built on communication and responsibility. The remaining 20% of community building is dedicated to repairing the harm that naturally occurs in any environment and restoring those damaged relationships.

##### Relationships

Restorative Practices focuses on building and maintaining positive relationships which strengthens the sense of community and encourages understanding among all stakeholders.

##### Accountability

Everyone is accountable for their behavior in a Restorative community. Taking responsibility for one's actions is made easier because of the relationships that are encouraged and the emphasis on everyone being an integral part of the community.

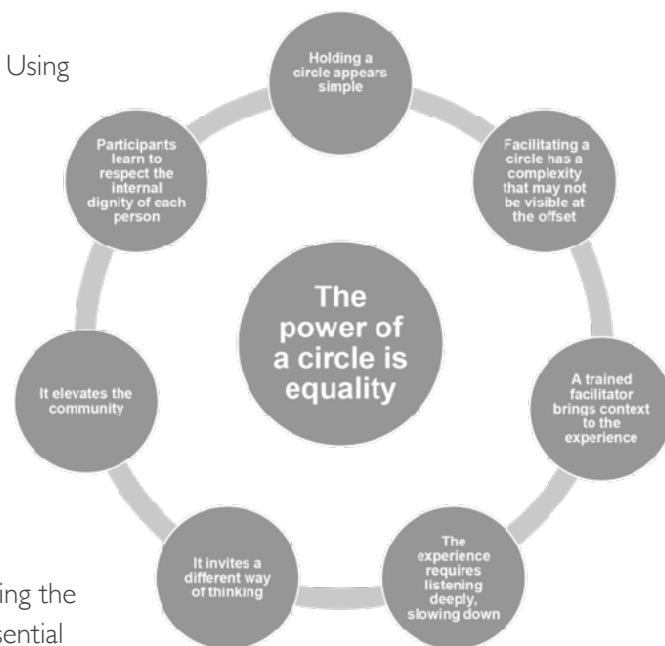


# RESTORATIVE PRACTICES®

## SCHOOL-WIDE TRAINING

### Restorative Practices Implementation Training

- Administrators are provided a 1.5 day training. Administrators are key in building a restorative community...they must *Champion the Work!*
- School Leadership or Climate & Culture teams are provided a 2 day training. These teams are generally composed of teachers, administrators, deans and/or support staff.
- Training includes: Introduction to Restorative Practices, Using Circles Effectively & Formal Conferencing
- Teachers are provided a 2 day training. Counselors, social workers, and behavior analysts are included in this training.
- Training includes: Introduction to Restorative Practices and Using Circles Effectively
- Support staff are provided a 0.5 to 1.0 day of training. Secretarial, cafeteria, custodial, and transportation staff are included in these sessions.
- Parents are provided the "Parenting Restoratively" series (4-part short sessions) that creates opportunities for parents to understand and support the restorative community.



### School-wide Implementation Plan

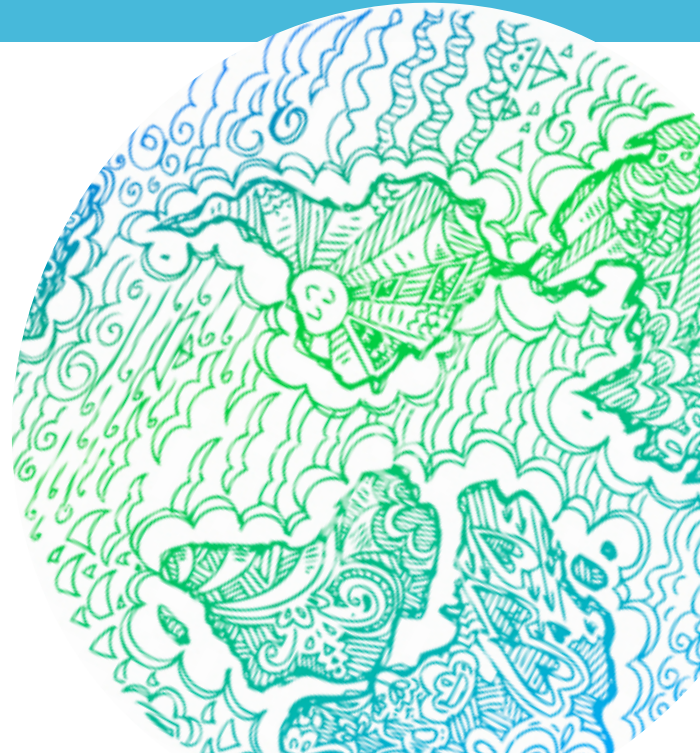
The Leadership or Culture and Climate team are charged with creating the School-wide Implementation Plan. The plan includes the following essential elements:

1. School-wide Expectations
2. Building Community in Classrooms
3. Language (Affective Statements & Restorative Questioning)
4. Using Circles (Proactive & Responsive)
5. Response to Behavior (Small Impromptu Conferencing, Take 5 areas, "Peace" Centers)
6. Fair Process
7. Implementing Formal Conferences
8. Restorative Staff Self Care

# CREATE

## CULTURALLY RESPONSIVE EDUCATION & TRAINING EMPOWERMENT

- Pre-work
  - PLPYP: Educators' Edition
  - Introduction (Language/Vocabulary)
  - Race to the Finish Line
  - Small Group Dialogues/Restorative Circle(s)
- Personal Reflection
  - Levels of Awareness
  - Attitudes & Assumptions
  - Social/Classroom Behaviors
- Classroom Reflection & Planning
  - Analysis of Student Population/Demographic
  - Educator Bias vs. Student Success
- Practical Training
  - Common Core Aligned Classrooms
  - Classroom Climate
  - Classroom Management
  - Differentiation Overview
  - Differentiation for Eccelerated Learners
  - Differentiation for ELL Learners
  - Front-loading
  - Scaffolding
  - Increasing Rigor
  - Universal Engagement
- Review of Data
  - Teacher Self Assessment
  - FTH Observation
  - Cultural Responsibility Self Reflection
- Customized Coaching
  - Based on data and teacher requests





# e-EVALUATION TOOLS (SAMPLE)

## FOR INSTRUCTIONAL SELF-ASSESSMENTS & OBSERVATIONS



### Teacher Observation Form

School Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Subject(s)/Grade(s): \_\_\_\_\_ Time of Observation: \_\_\_\_\_  
 Teacher Name: \_\_\_\_\_

*DIRECTIONS: During the time period of the observation, check whether the standard was completed. Then record notes of proof and verification of the standard under the Evidence/Comments area.*

Environment		
	The learning objective/standard or purpose of the lesson is clearly defined and posted in a highly visible area.	1 2 3 4 5
	An essential question or learning extension is clearly defined and posted in a highly visible area.	1 2 3 4 5
	Content vocabulary is clearly defined and posted in a highly visible area.	1 2 3 4 5
	Appropriate content anchors are posted and are easily accessible for student use.	1 2 3 4 5
	Student work is displayed and is reflective of originality, creativity, and higher-order thinking.	1 2 3 4 5
	The learning environment is neat and tidy; supplies are easily accessible and ready for students' use.	1 2 3 4 5
Introduction		
	Expectations for learning are level appropriate and clearly communicated.	1 2 3 4 5
	The teacher references state/district/school learning standard(s) while delivering instruction.	1 2 3 4 5
	The teacher allows students to share prior knowledge (in some manner congruent to the lesson/content).	1 2 3 4 5
	The teacher engages with students' prior knowledge, clarifying common misconceptions or anticipating future misconceptions.	1 2 3 4 5
	Accommodations are provided so every student can learn and have access to an excellent education.	1 2 3 4 5
Differentiation		
	The lesson is cross-content, making connections between various academic subjects and contexts.	1 2 3 4 5
	The teacher provides additional anchors, modified assignments, extended time, small group sessions, mini-lessons, individual instruction, and/or read-alouds to students needing those modifications.	1 2 3 4 5
	The teacher provides additional learning extensions, tutoring, and/or leadership opportunities to students who grasp the content quickly.	1 2 3 4 5
	Every student is engaged in learning that is challenging, but supportive of their ability level.	1 2 3 4 5
	The classroom is an environment for intellectual risk-taking.	1 2 3 4 5
Culture		
	Teacher and students show regard for the work of others by being open to diverse ideas and points of view.	1 2 3 4 5
	The teacher demonstrates a belief in students' abilities and shows differentiated support.	1 2 3 4 5
	Teacher and students work collaboratively toward a common purpose by sharing and learning from one another's experiences.	1 2 3 4 5
	Students constructively critique their own and each other's work.	1 2 3 4 5



	The teacher ensures the ideas and perspectives of all students matter.	1 2 3 4 5
	Every learner is empowered to and engaged in making choices in his/her learning.	1 2 3 4 5
	The teacher maintains control of the learning environment and is respected by students as the authority.	1 2 3 4 5
	The teacher makes connections by initiating positive student interactions related to student learning and achievement.	1 2 3 4 5
<b>Engagement</b>		
	Students are actively engaged in inquiry-based learning in order to accelerate achievement.	1 2 3 4 5
	Every student demonstrates his/her learning through the creation of authentic products and performances.	1 2 3 4 5
	Every student is engaged in interactive, collaborative activities, sharing knowledge or completing projects.	1 2 3 4 5
	Teacher's dialogue with students develops critical thinking.	1 2 3 4 5
	Every student is engaged with differentiated content.	1 2 3 4 5
	Student work is reflective of students' unique interests and strengths.	1 2 3 4 5
<b>Instruction</b>		
	The teacher's tone is appropriate and s/he speaks clearly and audibly.	1 2 3 4 5
	The teacher moves about the room, makes good use of space, and commands the attention of all students.	1 2 3 4 5
	The teacher excites students with use of a learning-standard related "hook."	1 2 3 4 5
	The pace of the lesson is fluid and supports accelerated learning.	1 2 3 4 5
	The lesson builds in rigor and is based on students' prior knowledge.	1 2 3 4 5
	Transitions are seamless and are evident of teacher's ability to anticipate students' learning.	1 2 3 4 5
	The teacher is knowledgeable of the content and students exhibit confidence in the teacher's ability to deliver information.	1 2 3 4 5
	The teacher incorporates higher-order thinking questions.	1 2 3 4 5
	The teacher consistently uses content vocabulary and expects students to use content vocabulary.	1 2 3 4 5
<b>Assessment</b>		
	Throughout the lesson, the teacher consistently and formatively assessing student learning.	1 2 3 4 5
	The teacher uses data to adjust and modify instruction during the process of instruction and learning.	1 2 3 4 5
	The teacher provides immediate feedback of formative assessments so students have an opportunity to adjust their thinking.	1 2 3 4 5
	Summative assessment(s) reflect the learning standard(s)/objective(s) reviewed throughout the lesson.	1 2 3 4 5
	Summative assessments include detailed feedback (areas of refinement and reinforcement).	1 2 3 4 5
	Students are encouraged to track their own data.	1 2 3 4 5
	Students are encouraged and given the opportunity to set goals based on their data.	1 2 3 4 5

Observer Evidence and Comments

# BEGINNING TEACHER MENTORSHIP PROGRAM

1st Year	2nd Year	3rd Year
<ol style="list-style-type: none"> <li>1. Classroom/student growth goal setting and monthly review</li> <li>2. Bi-weekly lesson plan modeling and review for standard alignment</li> <li>3. Unit assessment review</li> <li>4. Weekly instructional practices and classroom management video review</li> <li>5. Provision of data analysis, formative and summative assessment tools</li> <li>6. Weekly debrief sessions with assigned coach in accordance with the designated communication schedule</li> <li>7. Use of *Kindle Fire</li> <li>8. Access to content-specific resources</li> <li>9. Immediate written feedback with online evaluation tool</li> <li>10. Completion of monthly online modules</li> <li>11. Annual teacher incentive for remaining in program</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom/student growth goal setting and quarterly review</li> <li>2. Bi-weekly lesson plan review for standard alignment</li> <li>3. Unit assessment review</li> <li>4. Monthly instructional practices and classroom management video review</li> <li>5. Provision of data analysis and formative assessment tools</li> <li>6. Monthly check-ins with assigned coach in accordance with the designated communication plan</li> <li>7. Use of *Kindle Fire</li> <li>8. Access to content-specific resources</li> <li>9. Immediate written feedback with online evaluation tool</li> <li>10. Completion of quarterly online modules</li> <li>11. Annual teacher incentive for remaining in program</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom/student growth goal setting and review each semester</li> <li>2. Quarterly lesson plan review for standard alignment</li> <li>3. Unit assessment review (one per quarter)</li> <li>4. Quarterly instructional practices and classroom management video review</li> <li>5. Provision of data analysis and formative assessment tools</li> <li>6. Semester check-ins with assigned coach in accordance with the designated communication plan</li> <li>7. Use of *Kindle Fire</li> <li>8. Access to content-specific resources</li> <li>9. Immediate written feedback with online evaluation tool</li> <li>10. Completion of online modules (one per semester)</li> <li>11. Graduation to mentorship trainee upon successful completion of 3rd year</li> </ol>

*Program intensity decreases as years of experience increase. All program offerings available with 3-year agreement at the specified FTH rate. All programs are evaluated by teacher-led focus groups. (\*Or similar technology)*



## YOUR SUCCESS ensures *Student achievement!*

### All participants receive:

- Personal coach assignment
- Goal setting, planning & data review
- Easy-to-follow online modules
- Lesson plan, assessment & direct instruction evaluation with immediate feedback
- Access to outstanding resources and experts
- Use of electronic devices, including, iPads, Kindle Fires & laptops with the option to own



# PLPYP

## A STUDENT LEADERSHIP PROGRAM

**Positive Living, Promoting Your Purpose** is FTH's flagship student leadership academy that provides life-skills curriculum, engaging workshops, collaborative activities, individual reflection, individual and group mentoring, interactive workbooks, observations with accompanying data and out-of-school learning opportunities to improve student academic achievement, increase student self awareness and confidence, decrease student absences and disciplinary actions and prepare well-adjusted, wholly-educated students for adulthood.



1. Every human life is a composite of 7 individual intellects: Cognitive, Linguistic, Emotional, Social, Physical, Spiritual, and Financial.
2. An intellect is a capacity or body of knowledge or knowing.
3. Every human being is born possessing 7 intellects, and at birth each intellect exists at its most basic and infant state.
4. Human life becomes reality as a result of each intellect maturing through a developmental process.
5. Human behavior is the manifestation of the relationship between the environment and the 7 intellects.
6. Human wholeness or maximum potential is realized when self-awareness of one's intellectual capacity is fully understood.



### The Cognitive Intellect (The human capacity to think)

**The Linguistic Intellect**  
(The human capacity to speak)

**The Emotional Intellect**  
(The human capacity to feel)

**The Physical Intellect**  
(The human capacity to exist)

**The Social Intellect**  
(The human capacity to belong)

**The Spiritual Intellect**  
(The human capacity to hope)

**The Financial Intellect**  
(The human capacity to build)



# WTGCS

## WHEN THE GAME CLOCK STOPS

*When the Game Clock Stops* is a student-athlete leadership academy designed to improve the academic achievement and social development of high school athletes.

*When the Game Clock Stops* is designed to:

- Highlight the benefits of being involved in sporting activities and physical fitness
- Provide balanced living coaching that improves participants' academic, athletic and social life
- Promote self-awareness and holistic development
- Provide collegiate recruitment resources and post-graduation career options for student athletes

### Module 1

The Cognitive Intellect: Respecting Academics, Athletics, and the Affected Athlete Equally

### Module 2

The Linguistic Intellect: Word is Bond (The Power of Words)

### Module 3

The Emotional Intellect: Everybody Has A Right to Feel

### Module 4

The Social Intellect: Leadership with Humility and Integrity

### Module 5

The Physical Intellect: I Am Disciplined, Healthy, and Safe

### Module 6

The Spiritual Intellect: Living My Best Life by Actualizing My Full Potential

### Module 7

The Financial Intellect: Understanding the Value of Finance



# TGP

## THE GAME PLAN

The Game Plan is college and career readiness development institute designed to increase student mastery of college and career readiness standards.

The Game Plan is designed to:

- Promote the mastery of college and career readiness standards
- Focus on developing academic skills necessary to enroll and master AP and Honors level courses
- Teach basic life skills
- Emphasize the importance of living purposeful and productive lives
- Help students prepare for PSAT, SAT, and ACT exams and other college entrance requirements
- Introduce students to colleges and universities across the United States



### Module 1

Lifetime Achievement Goals

### Module 2

Career Exploration

### Module 3

What's Your Game Plan?

### Module 4

The High School Playbook

### Module 5

The College Play Book

### Module 6

The Career Play Book

### Module 7

Sharing Your Game Plan





# M-MALE

## MOTHERS & MEN ADVOCATING FOR LOVE & EFFECTIVENESS

### Mothers & Men: Advocating, Love & Effectiveness Institute

- The concern of an entire community is necessary to ensure all children are achieving in school.
- M-MALE is a school-advocacy program aimed at increasing the number of parent and community partnerships with schools on behalf of children.
- There is an unspoken belief in American public education that mothers in the community bear the responsibility for children and parent involvement in school.
- M-MALE seeks to dispel this belief by encouraging mothers, fathers and other males to be active in the lives of children through the work of the community school.

ALL FTH PROGRAMS ARE MEASURED FOR EFFECTIVENESS.

### Goals & Outcomes

Provide intensive training and technical assistance support for a specified number of parents and community volunteers.	Complete pre and post interviews with all training participants that captures strategies for increasing parent and community involvement in school.	Complete a minimum of eight surveys that reflect participants' feedback on training modules.
Oversee the completion and publishing of a final project created by training participants.	Explicitly align module topics and content with the training needs of schools/districts.	Provide an Executive Summary that reflects alignment of training goals with schools/districts training needs and any outcomes thereof.

Parents, families, and communities of support are vital to the success of student and professional athletes a population with specific needs and

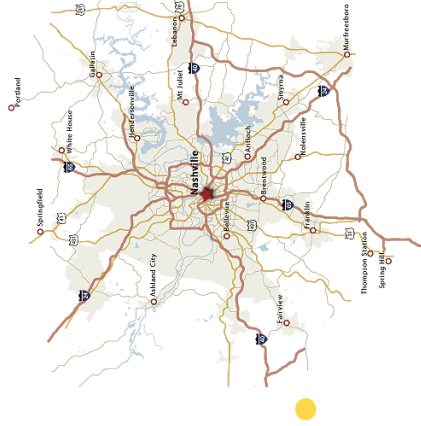
They are guided by a love for learning and form scholastic relationships without regard to intellect or perceived worthiness. They are driven not only by social responsibility, but a passion for the human condition. Educators are the catalysts and innovators behind societal progress, extending personal invitations to consciousness through the learning and sharing of ideas. They stretch our intellect and shape our philosophies. They have the capacity to exploit our humanity, or celebrate our authenticity.

The weight of this burden is not *at all* an easy one and educators must counteract the faithlessness they sometimes experience.

Educators must be fed.

*Let us feed you.*

## CONTACT US



Located near Nashville "Music City," Tennessee, the Educator Renewal Program is the ideal space for academic lectures, professional dialogue, interactive group sessions, individual care, and recreational, therapeutic, and night-life activities.

## EDUCATOR RENEWAL PROGRAM

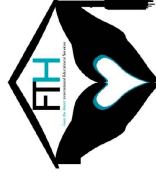
Dr. Walter Milton Jr., President

8170 Sawyer Brown Road  
Nashville, TN 37221  
(833) FTH-INFO

[FTHeducation.org](http://FTHeducation.org)

[info@FTHeducation.org](mailto:info@FTHeducation.org)

[@FTHeducation](https://www.facebook.com/FTHeducation)



FTH ER® curriculum is annually evaluated by independent agencies and developed from data collected internally and independently.5

## ABOUT US



ER® is a uniquely modern, space for secondary educators to recall, replenish, and renew .

In addition to an artfully inspired continuing education curriculum, *FTH ER®* also offers an unconventional and clever approach to Social & Professional Intelligence Education - SPIE (or what is traditionally considered diversity education) by utilizing various art forms to inspire participants to review their own thoughts and awareness levels, examine their own attitudes and behaviors, and safely challenge themselves *and others* based on their own experiences and personal narratives.

ER® believes each journey is an individual one. Therefore, *ER®* does change individuals , feeling(s) or emotion(s) as related to any particular thing. However, *ER®* utilizes a sound, balanced approach to wholistic living and respectful interactions that have proven invaluablely constructive.

Individuals participate as an act of faith in the process and doing so allows them the opportunity to experience professional development *and* personal renewal.

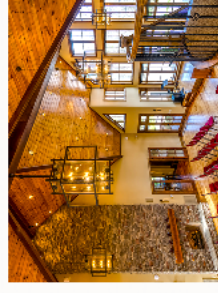


## PROGRAM OFFERINGS

Surround yourself in nature's scenic sanctuary! Prepare your mind, body and spirit for the upcoming academic or athletic year! Customized sessions are available for specific. Visit our website [FTHeducation.org](http://FTHeducation.org) for retreat, yearly programs and fee schedules.

### ACADEMIC SERIES:

- Progressive Progress Reports: 5 Creative Ways to Make Progress Reports More Effective
- What's New in Student/Teacher Technology: How the iPad/Tablet Transform Education
- The Science of Reading: Tools for Encouraging Slow Readers
- Relieving the Stress of Standardized Tests: How to Prepare Learners Without the Drama



Attend academic/athletic lectures and professionally paneled discussions



Participate in individual care sessions with licensed professionals

### CULTURAL RESPONSIBILITY SERIES:

- Cultural Competence: Navigating Cross-Cultural Differences to a Positive End
- White Privilege and Public Education: Uncovering the experience of Historically Excluded/Underserved Groups
- Council on Culture: Examining, Understanding and Covering Your Students
- Creating an Inclusive Culture: Cultivating the Social Climate



Exchange experiences and ideas in an intimate Critical Friends® group



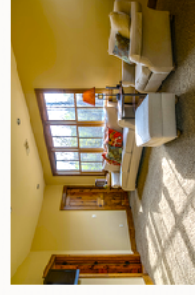
Revive the spirit with Yoga sessions taught by industry experts

### COOPERATIVE EDUCATION SERIES:

- Educational Servanthood: Becoming Apart of the Whole (Improving Parent/Teacher Relationships)
- "Autonomy Platanomy:" Improving Teaching and Learning Through Peer Evaluations
- Help! I'm Drowning in Resources: How to Find Useful Tools Within the School Building
- Head of the Class: Closing the Gap Between High and Low Performing Students




Enjoy recreational, therapeutic, and night-life activities; all meals included



Retreat to a personal space that compliments the renewal process





# WRITING A WRONG: SOCIAL JUSTICE ACCORDING TO US

THE 2019 CLASS OF HICKORY HILLS HIGH SCHOOL  
VOL VII

TURN  
SCHOOL  
MEMORIES &  
ART INTO  
KEEPSAKES!



## FROM THE HEART MULTIMEDIA OFFERINGS

*Ask about our multimedia services including:*

- Digital and print yearbooks for schools and districts
- Student-authored publications
- Student, faculty, and event photography

## GREAT FUNDRAISING OPPORTUNITIES!







## FROM THE HEART EDUCATIONAL MATERIALS

Supplemental Educational Materials, include posters especially for academic settings, featuring Students of Color!

Also available: Interactive workbooks for educators and students!



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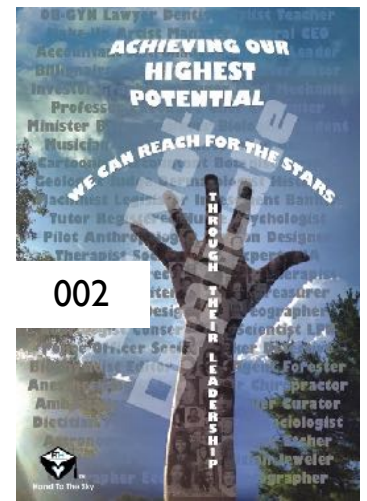
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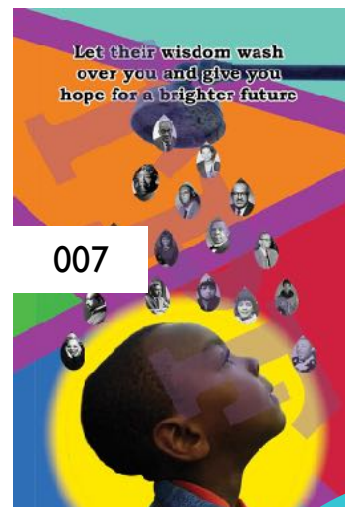
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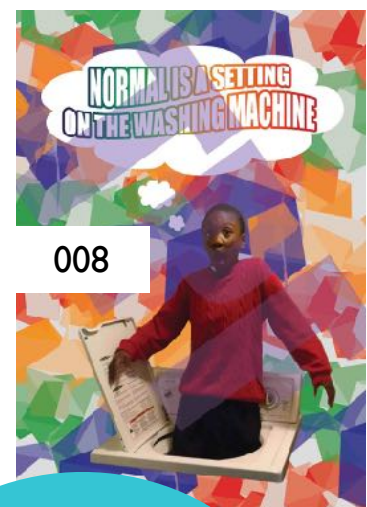
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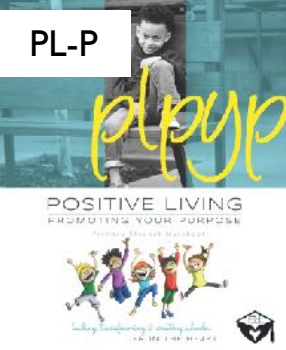


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INTERACTIVE WORKBOOKS: \$19.99 EACH



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### ORDER INFORMATION

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NAME AS IT APPEARS ON CARD \_\_\_\_\_ BILLING ZIP CODE \_\_\_\_\_

EXP. DATE \_\_\_\_\_ CARD # \_\_\_\_\_ CVC \_\_\_\_\_

DONATION TO FTH FOUNDATION \$ \_\_\_\_\_ TOTAL ON CARD \$ \_\_\_\_\_

SIGNATURE \_\_\_\_\_

# Coming Soon!

*The history book you wish you had finally makes its debut in time for 2019's academic year!*

## BLACK HISTORY MATTERS

AN INCLUSIVE ACCOUNT *of*  
AMERICAN HISTORY

DR. WALTER MILTON, JR. | JOEL A. FREEMAN, PH.D

*edited by Heather R. Sanders*

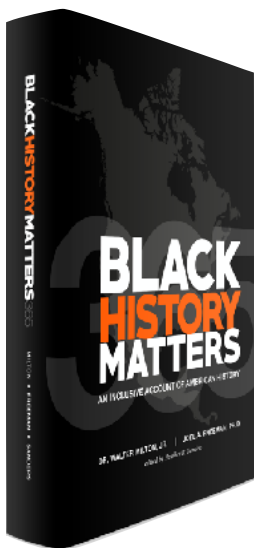
This interactive textbook includes instructor resources, curriculum planning guides, instructional tools, family engagement activities, audio/visual supplements and electronic assessments. Full of rarely told history lessons and original artifacts, *Black History Matters 365* takes students and educators on a colorful journey to embracing an inclusive account of American history.

*This necessary, ever relevant text is great for:*

- American History Courses
- English Language Arts Courses
- Extended Learning Opportunities
- Church Study Groups *and*
- Personal Enrichment

*"American history is longer, larger, more various, more beautiful, and more terrible than anything anyone has ever said about it."*

**-James Baldwin**



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