



Arabic
Studies



Islamic
Studies



Teachers /
Curriculum



Leadership /
Principal, Board
& Administrators

Friday, January 13, 2016

Registration begins at 8:30 AM

Program

9:00 - 9:30 AM **Welcome Remarks** – Necva Ozgur, Committee Chair of West Coast Education Forum

Holy Qur'an recitation & translation

ISNA Updates

Conference Overview

Logistics Overview

Hazem Bata

Mukhtar Ahmad

Basharat Saleem

9:30 - 10:15 AM **Opening Session**

A brief discussion on conference and theme.

Sufia Azmat, Rania El-Sioufi, Reinhard Krauss

Sufia Azmat is currently the Executive Director of CISNA which specializes in Islamic school accreditation. She is a certified teacher with over 20 years of experience in education and school leadership. Her administrative experience includes serving as the principal for a K-12 school and a middle school. Ms. Azmat is an educational consultant whose workshops include Bullying Prevention, Counseling, Critical Thinking, Developing Decision Making Strategies, Effective Communication, and Positive School Climate. Ms. Azmat attended the University of Chicago where she majored in Political Science and the Graduate School of Business at Northern Illinois University, where she majored in Marketing and Management. She is currently continuing her studies at Bayan Claremont School of Theology in the Islamic Education Program.

Rania El-Sioufi is the Principal of Granada Islamic School in Santa Clara, CA and has served as an administrator of educational institutions for over 10 years. Having been raised in the very active New Jersey Muslim community, she has a strong appreciation of the role Islamic Schools play in our communities. Her M.Ed. in Educational Leadership and Administrative Services Credential were earned with the goal of supporting that role and working with a team to bring Islamic school education to the next level of excellence. She is a strong advocate of student-centered classrooms and of incorporating technological advancements in classroom instruction. Sr. Rania is a frequent speaker about educational, parenting and tarbiya issues in the local, national, and global circuits. Outside of school and her professional activities, she spends her time with her husband, four daughters, and son enjoying a variety of outdoor activities.

Reinhard Krauss is a Lecturer at the Center for the Study of Religion at UCLA where he teaches Judaism, Christianity and Islam. He also is a member of the faculty of the New Theological Seminary of the West, and of Bayan Claremont, a Muslim graduate school in Southern California. A native of Germany, he received his Ph.D. in Christian Theology from the University of St Andrews in Scotland. Dr. Krauss has served as the President of the Academy for Judaic, Christian, and Islamic Studies at UCLA, Harbor Interfaith Services, and the South Coast Interfaith Council. He is a recipient of the 'Interfaith Courage Award' by the Council on American Islamic Relations and the United States Congress, as well as the 'Interfaith Unity Award' by the South Coast Interfaith Council.

10:30 AM -

Workshops

6:45 PM

(Break times may vary, please see pages 4-8 for specific details.)

12:15 - 1:00 PM **Jumu'ah Prayer**
Huntington ABC Khateeb:

1:00 - 2:00 PM **Lunch Break** (see list of nearby restaurants)

5:15 PM **Maghreb Prayer**
Huntington ABC

6:45 - 7:00 PM **Isha Prayer**
Huntington ABC

7:30 - 9:30 PM **Celebration Banquet & Award Ceremony**
Banquet Host
Keynote Speaker
Lifetime Achievement in Education and Community Service Award Recipients

I. Arabic and Qur'anic Studies

Optimizing the Learning Outcome in Qur'an Class

10:30-3:30 PM

California A



Part 1- Curriculum Development

Identify the key areas in the Qur'an curriculum and the desired learning outcome in each area. Explore a skill-based model that integrates the Nuranian method in the Reading /Tilawa area, providing a set of benchmarks for different levels and age groups.

Part 2- Planning Essential knowledge and training to enable teachers to: design a skill-based annual plan; design an effective lesson plan and implement differentiation. Discussion on how to insure learning in a multi-level/multi-profile class.

Part 3- Elements of Class Management This session presents elements of class management and provides training to Qur'an teachers to establish class routine, design and implement individual, class and group activities, and effectively group the students for varied activities.

Dalia El-Deeb graduated from Cairo University School of Medicine in 1986. She obtained a Master's Degree in Immunology in 1989. She completed her residency at the National Cancer Institute of Cairo, where she submitted a thesis for Doctorate Degree in Oncologic Laboratory Medicine in 1996. Dr. El-Deeb moved to Florida with her family in 1998. Dr. El-Deeb occupied a number of positions in Islamic/Qur'an education since then. She published a series of Islamic Studies books for Elementary students and presented in a number of educational forums and workshops for professional development of Qur'an teachers in several US states, as well as in Cairo, Jeddah, and Dubai. Dr. El-Deeb carries an Ijazah with Sanad of Qur'an recitation according to the narration of Hafsa upon Imam Aasim. She owes her Qur'an Education to her teachers in Egypt (Ustatha Zainab Helmy Qutb, Sheikh Mohammad Fuaad, and Ustatha Mervat Saber) and to Sheikh Mohammad Farooq Al Raei, the founder of the Nourania method and head of the Furqan Center for Qur'an Education in Jeddah, Saudi Arabia. Currently, Dr. El-Deeb is the director of the Hifdh program at Bayaan Academy of Tampa, FL, and director of Ahlul-Qur'an Academy providing Qur'an education for children and adults in Tampa, FL and statewide. She is also the Chairman of Nourania Instruction and Certification in North America.

I. Arabic and Qur'anic Studies

Reading for All: Building an Arabic Reader

Program - Part 1

Given the dearth of leveled literature books in Arabic, teachers of Arabic seeking to promote reading among their students need to be able to identify reading material that is age- and stage- appropriate and that is attractive and appealing to their students. Using the ACTFL reading proficiency guidelines as a framework, a set of criteria were developed by a group of Arabic language experts to help teachers identify children's books in Arabic that are appropriate in terms of language, content and format for different age and proficiency levels. The provision of leveled children's book in Arabic is important not only to develop reading skills, but also to bolster the overall student proficiency in Arabic. The proposed criteria are also designed to help with the development of appropriate comprehension questions so that teachers are able to assess the level of student comprehension and reward them accordingly.

3:45-6:45 PM

California A



Program - Part 2

The audience will be provided with a variety of children's stories and will be guided to determine the levels of the reading materials according to the proposed criteria. Using the criteria developed according to the ACTFL reading proficiency guidelines, the presenter will illustrate how a number of leveled children's books were selected and how the accompanying comprehension questions were developed to capture the essence of the stories. The audience will also work in groups to come with effective comprehension questions. In addition, participants will learn how to incorporate the program in their respective schools to enhance their students' reading proficiency while providing an enjoyable and competitive learning environment.

Lina Kholaki has a Master's Degree in Education from Pacific Oaks College in California. She is a certified ACTFL Oral Proficiency Interview tester "OPI" and ACTFL Writing Proficiency Rater "WPT". Lina has been in the teaching field for the past 20+ years. She has experience teaching Arabic from preschool-12th grade and at the college level. She began teaching Arabic at New Horizon Elementary-Middle School in Pasadena, where she remained on staff for thirteen years. In addition to teaching responsibilities she created and organized an annual Arabic camp (Ya Marhaba) during winter breaks and after school "Arabic Club." In 2001, Lina was appointed the language expert and coordinator for Arabic teachers at the four New Horizon campuses for the Bureau of Islamic and Arabic Education and for the Aldeen Foundation. Lina taught at Cal State San Bernardino from 2006-2011; she was appointed by the University of Southern California as the department coordinator and Arabic instructor from 2011-2015. Currently she serves as a consultant of Arabic Language Immersion program at LAUSD, California. Lina is the co-developer of "Arabic Language Through Dialogue series" LARC Language Acquisition Center, San Diego University. She also co-developed Hayya Natakalam Maan, a landmark program for teaching Arabic language following the modern standards for Early Childhood Education.

II. Islamic Studies and Character Development

10:30-6:45 PM

Pacific A



Formative Assessment in the Islamic Studies Classroom, Grading and Evaluation

This workshop will empower teachers to focus on feedback rather than grades and evaluation alone to improve teaching and learning. A special emphasis will be placed on making formative assessments fun and exciting for the students with the use of interactive activities so that Islamic Studies classes can be engaging and meaningful to the students. In the second half of this workshop, participants will explore a variety of quantitative and qualitative tools to help provide a holistic framework for grading and evaluation that will be meaningful for students and parents. Participants will learn how to calculate final grades for term-based report cards and design rubrics to provide analytic data. Quran teachers will benefit from some ideas on quantitative grading practices to standardize their evaluation process.

What is Formative Assessment and Why is it Important

Teachers will be introduced to formative assessments and its relevance in the classroom.

Formative Assessment Tools

Teachers will learn about a variety of brain-friendly formative assessments and strategies that provide ways to gather evidence of student progress.

Formative Feedback that Works

Teachers will explore ways to elicit evidence of learning through classroom discussions and interactions. Teachers will discover methods of providing explicit feedback that promotes student learning and engagement.

Summative Assessment and its Importance in the Islamic Studies Classroom

Teachers will be introduced to effective steps of incorporating summative assessments to provide final grades for students. Participants will be provided with models of qualitative and quantitative assessment strategies to utilize a holistic approach to grading and evaluation.

The Islamic Report Card

Teachers will learn about communicating grades and student progress through the use of learning targets and narratives. Participants will utilize multiple strategies for engaging students in the assessment process with the use of portfolios and rubrics.

Azra Ali is the Principal of Huda School and Montessori located in Franklin, Michigan. Mrs. Ali holds a Bachelor's Degree in Education, a Master's Degree in Education Leadership and an Education Specialist Certificate in Curriculum and Instruction. In addition to her leadership role at Huda School for the past six years, Mrs. Ali has also had a diverse classroom teaching experience in elementary and middle school. At Huda School, she has successfully implemented the IB Program and embraced the framework of Understanding by Design at her school. Mrs. Ali has delivered many successful workshops as part of professional development in the areas of Cooperative Learning, Understanding by Design, Curriculum, Assessment and Instruction and Marzano's Effective Learning and Teaching Strategies. Mrs. Ali is dedicated to improving education by offering professional development workshops to teachers to increase student achievement based on the best practices and current research models.

III. Leadership and Administration

Leadership and Team Dynamics: How Does a Group Become a Team

While the idea of establishing teams in schools sounds relatively simple, teacher leaders and school administrators rarely create educational teams that function effectively for the express purpose of improving instruction and culture. This session will highlight the elements of effective teacher teams and provide participants with specific teaming skills that will enable them to facilitate the development of well-functioning teacher teams that improve the culture and student learning in their schools.

10:30-1:15 PM

Pacific B



How to Motivate and Inspire the Teachers

Research has stated that outside of teaching and instruction the second most important factor of success within a school is the climate and culture. However, research shows that taking the necessary steps by being proactive and not waiting for such weather to become further exasperated can reduce major damage to the overall school. Along with examining research and the perspectives of various scholars, this presentation will also focus on providing individual opportunities and advice on building a stronger school culture and climate with the individuals who have the key to the classroom learning; the TEACHERS!

Data Driven Decision-Making

Effective leadership requires effective decision-making. Using data to inform decisions is the most consistent characteristic of effective leadership, instruction, and design. In this hands-on session, we explore the different sources of data that can be used in a variety of contexts and then how to apply a 4-step data analysis protocol to the process of informed, effective decision-making. Become trained and ready to make data your most effective leadership tool.

2:30-5:30 PM

Pacific B



Blueprint for School Improvement

In this session the presenter will introduce the idea of developing focus, creating alignment, and establishing clear expectations and opportunities. He will provide a handy worksheet for developing these ideas. Participants will walk out with a clear understanding of how to develop Focus, Alignment, Expectations and Opportunities along with a preliminary blueprint of how it will occur at their school.

Panel of Presenters: Hot Topics Q & A

In this session **Habeeb Quadri** and **Omar Ezzeldine** will answer questions and address hot topics in education.

5:45-6:45 PM

Pacific B

Habeeb Quadri is an Educator, Author, and Youth Activist. He is an Elementary School Principal and part-time staff at Harvard Graduate School of Education professional development programs. Habeeb recently has been appointed to a four-year term at the Harvard Graduate School of Education Principal Advisory Board. He has co-authored five books and published two others. Habeeb is board chair of MYNA (Muslim Youth of North America) and board member of CISNA (Council of Islamic School of North America).

Omar Ezzeldine, Ed.D. has been in education for over 15 years and is a California Certified Teacher. His experience has spanned from teaching Kindergarten all the way to teaching high school Algebra and Geometry in public and private schools, including Islamic Schools. His experience includes three years as the principal of New Horizon School in Irvine, Assistant Principal at Tustin High School, and Principal at Alta Vista School. He is also an adjunct professor at USC in the Masters in Education Program. Dr. Ezzeldine received his B.S. from UCLA, his Masters in Education and Credential from Pepperdine University and his Doctorate in Educational Leadership from UCLA.

IV. Curriculum and Instruction

10:30-6:45 PM

Social Emotional Learning

California B



Social Emotional Learning (SEL) is the “missing piece” in the quest to provide effective education for all children, young people, and adults. It has been shown to have a positive effect in enhancing student achievement and is an important resource in reducing or eliminating risky behaviors. SEL interventions produce positive attitudinal and behavioral effects. Research documents that focusing on SEL results in improvements in academic performance, SEL skills, pro-social behaviors, self-esteem, bonding to school, and reductions in conduct problems and emotional distress. This session will examine what SEL is, the critical role it plays in student and school success, five domains of SEL competence, and will offer specific strategies to develop and implement Social Emotional Competence in ways that contribute to positive classroom climate and student success.

Session 1 - Social Emotional Learning

Session 2 - Examining the Elements of Social Emotional Learning

Session 3 - Managing Emotions

Session 4 - Handling Relationships

Session 5 - Creating Classroom Cultures that Reflect Social Emotional Learning

Pam Robbins is an ASCD independent educational consultant who works with public and private schools, state departments of education, professional organizations and associations throughout the United States and Internationally. Pam’s professional interests include Social-Emotional Learning, Peer Coaching, mentoring, brain research and effective teaching, learning communities, leadership, supervision, the leadership practices of Abraham Lincoln, and presentation skills. As an educator, Pam’s experience includes serving as a special education teacher, intermediate grades classroom teacher, high school basketball coach, and school leader.

Saturday, January 14, 2016

9:30-10:45 AM
California A



Play, Learn and Have Fun Using the Arabic Language

Language learning is hard work and effort is required at every moment in class and must be maintained for a long period of time. Therefore, integrating games into the Arabic classroom enhances students' enthusiasm and performance. It will motivate them to use acquired target language skills such as listening, speaking, reading, and writing which are the key to Arabic language learning. With these goals in mind, it is helpful to apply everyday games within the classroom setting to inspire and motivate students.

Nacheda Baroud Tizani has a certificate in Early Childhood Education and has been teaching Arabic at New Horizon School Pasadena for the last 19 years. She worked on designing the assessment booklet of "Hayya Natakallam Maan" and formatting pictures for "Lughati Al-Islamiyya". In the past 12 years, she has been a presenter in various national conferences. She has been a master teacher, teaching Arabic for high school students, in the Aldeen Startalk summer program for the last five years. She worked with other volunteer teachers in establishing the National Arabic Teachers' Association, and is a member on the review committee for their newsletter. She is certified through the Nuraniyah method to teach the Qur'an to students. Nacheda Baroud Tizani has been sharing her experience and tools in teaching the Arabic language with Arabic teachers for sixteen years and it is her goal to work with other teachers of Arabic to enhance teaching the Arabic language.

9:30-10:45 AM
Pacific A



Strengthening Self-Identity for Leadership and Civic Engagement

Now more than ever, our youth need to develop leadership skills that will strengthen their sense of self and guide them towards civic engagement through their school years and beyond. The key to gaining these skills is for educators to provide tools that strengthen communication and confidence by developing a better understanding of the role of Muslim American youth in our society today. This transition can only take place when we, as educators, counselors, and school administrators, engage in the active role of guiding our youth towards a better tomorrow.

Suzy Ismail is the high-school student adviser and the Public Speaking and Career Planning Teacher at Noor-Ul-Iman School. She previously taught high school English at NUI and served for over ten years on the Board of Directors. Suzy is also the Founder and Head Communication Counselor of Cornerstone, a faith-based relational communication counseling center. She is the author of several books and specializes in presenting a range of communication lectures and diversity workshops at major corporations, conferences and universities. She received her BA in English, Communication and Middle Eastern Studies, her MA in Communication and Information Studies, and attended the School of Communication as a doctoral student in the field of Organizational Communication. She is currently working on her PhD. in Human Services with a focus on Marriage and Family Intervention.

9:30-10:45 AM
California B



Reimagining the Science Classroom: One Verse at a Time, Muslim Scientists of The Golden Age, and their Impact Today

Our youth today are in need of understanding and appreciating the significance of verses from the Quran and the accomplishments of our Muslim ancestors in the secular education. How can we have students grasp the eminence of the verses from the Quran when learning science in the secular education? How can we help them gain knowledge about the Golden Era in our history when Islam was at its peak in the advancements of all areas of science that impact us today? This can be achieved through one verse at a time to our youth and presented with the science behind the verse, fun facts, and engaging hands on activities that correlate to the Next Generation Science Standards

Abeer Saleh is a Middle School Science Teacher and Department Head at MCC Academy in Morton Grove, Illinois. She has been teaching for nearly twenty years in both the Chicago Public School System and in the Islamic School. Abeer Saleh is currently the Department Head of the middle school and spearheads the Science Olympiad competition, Science Fair Competition, and the Quran and Science class for eighth grade students at MCC Academy. Mrs. Saleh was a guest panel speaker at an Inter-Faith program at the Morton Grove Library and featured in the Champion Newspaper. She began the class named, 'Quran and Science' at MCC Academy, which led her to author a book with the help of HQ Consulting titled, "One Giant Step for Mankind, One Verse at a Time". Abeer Saleh is in collaboration with Pearson Publishing Company, which will include chapters of her book in the secular science curriculum Insha'allah.

Ways to Afford More? Waste Less!

In our consumer society, we are typically focused on how we don't have enough to satisfy our school's needs. What we should realize is that Allah has given us such abundance, and perhaps we have not analyzed the many areas we could actually save in order to spend on higher priorities. Let's strategize how you can have more by wasting less!

9:30-10:45 AM
Pacific B



Susan Labadi designs Professional Development training and curriculum content through Genius School, Inc. She earned her M.A.T. in Secondary Social Studies from National-Louis University and a B.A. degree in Psychology and Sociology from Northern Illinois University. Her expertise was developed at Islamic Foundation School, where she served 9 years as Instructor and Assistant Principal. She also provides Accreditation Consultation and has reviewed schools in Illinois and other states with AdvancEd, worked with New Jersey Association of Independent Schools, and the State of Illinois. Susan has devoted social marketing and website management for the American Halal Association. She is a speaker on entrepreneurship, writer, editor, and promotional agent for her clients, and is an advisor for DEFINE/LeaderLaunch, an after-school, values-based program.

Building Proficiency Through Performance: Moving Students to the Next Level

What does it take to move your students to the next level? What should you be working on to help them move to the next level? Focusing on what a student "can do" at each level of proficiency, you will have the chance to examine how educators can guide learners to improve their language performance through well-designed experiences, and effective assessments.

11:00-12:15
California A



Iman Hashem is Program Director of Arabic Language at Occidental College Foreign Language Project. With her broad range of expertise in Arabic for K-12, she consults for major educational institutions and participated in the delivery of the Advanced Development of Language Proficiency Program at the Language Acquisition Resource Center, designed a certificate program for teachers of Arabic and Arabic speakers at California State University - Fullerton. Mrs. Hashem has directed, designing and conducting STARTALK workshops and been a member of STARTALK education advisory team since its inception.

Transforming the Islamic and Quranic Studies into the Most Beloved Classes

Statistics show that the Quran/Islamic Studies courses are among the most disliked subjects by young students. We are faced with the challenge of changing this prevalent attitude and transforming it into becoming one of the most liked subjects for our students. The teacher's role is most crucial to achieving this goal. Mastery of the subject is a prerequisite, yet it is not enough to win the hearts or the attention of the students. At Universal School, the teachers, the administration and the students work as a cohesive unit to help make Islamic and Quranic studies the most beloved classes in the school.

11:00-12:15
Pacific A



Tamer Osman completed his undergraduate studies at Buffalo State College in business and education. Tamer continued studying Quran and Islamic Sciences in Jordan and Syria. He also completed the memorization

of Quran under the hands of a local Hafiz of Quran from Buffalo. He is currently the Director of Islamic Studies at Universal School of Buffalo, NY. For over ten years he has been educating the youth of the local community. Alongside teaching full-time at Universal School, Tamer has established a youth group that welcomes people of all faiths and backgrounds. Over the last few years Tamer has also worked with the youth from local gangs, helping them establishing a purpose in their life. It is Tamer's belief that we can improve the quality of life of our children through holistic education where neither the body, mind, nor soul is neglected.

11:00-12:15
California B



Using a Mobile Video App. to Communicate and Provide Learning to Families

In this interactive session, the presenter will share how to use technology to enhance communications between school and parents as reflected in a social learning classroom. The presentation will also demonstrate research-based evidence of the value in implementing developmentally appropriate practice through social classroom interactions. The presenter will share a step-by-step instruction about how to create videos using the Adobe Spark software. Attendees will have an opportunity to create and share their very own samples of technology-based lessons.

Do Your Kids Play Games in Class? GOOD! Work With It.

Do your students love to play games? Are they into technology? With the recent advent of Pokemon GO! It's clear kids are driven by games. In the past, many educators have noticed that their students have been into countless games and it's important for teachers to incorporate games to their curriculum to engage their learners. In this presentation, participants will learn about Classcraft, a unique RPG-style game that engages, motivates, and creates a productive learning experience in the classroom.

Hanaa El-Ansary is the Director of Preschool at New Horizon School, Irvine. Ms. El-Ansary graduated with a Bachelor of Science Honors in Biology, from Cairo University in Egypt. Ms. El-Ansary holds a Multiple Subjects Teaching Credential and Master's Degree in Education and Teaching from Azusa Pacific University in Orange County, California. Ms. El-Ansary has been an educator for over twenty-five years. In addition to her directorship position responsibilities, she has been teaching Arabic and Islamic Studies to preschoolers for the past 8 years.

Sabah Sobh has been in the education field for over 10 years. Balance of technology and nature is his passion as a result he thrives for equipping his students with critical thinking skills along with knowledge in applied technology. Currently, he is a Google Certified Educator and will be working on becoming a Google Certified Innovator this year. His vision is to create a community of self directed learners that have awakened to their human potential by balancing technology use with responsible productivity.

11:00-12:15
Pacific B



Creating a Positive School Climate: Communication Strategies for Relationships

One of the key factors in creating a positive school climate is a strong communication system. This workshop will take attendees through developing clear hierarchical roles, setting routine communication protocols, and setting expectations among your team. Effective principal-board communication models will then be presented. The session will end with good communication strategies to handle the most challenging situations.

Rania El-Sioufi is the Principal of Granada Islamic School in Santa Clara, CA and has served as an administrator of educational institutions for over 10 years. Having been raised in the very active New Jersey Muslim community, she has a strong appreciation of the role Islamic Schools play in our communities. Her M.Ed. in Educational Leadership and Administrative Services Credential were earned with the goal of supporting that role and working with a team to bring Islamic school education to the next level of excellence. She is a strong advocate of student-centered classrooms and of incorporating technological advancements in classroom instruction. Sr. Rania is a frequent speaker about educational, parenting and tarbiya issues in the local, national, and global circuits. Outside of school and her professional activities, she spends her time with her husband, four daughters, and son enjoying a variety of outdoor activities.

Networking Luncheon (with a short presentation)

**12:45 – 2:00 PM
Pacific C**

This is your opportunity to meet and share with fellow educators and discuss the challenges and successes of your respective schools. It will be an opportunity to collaborate and learn from each other too. Table signs will indicate where various groups can meet. Education Forum committee members will be available to facilitate the discussions if needed at your tables.

There will be tables with the following categories.

Full-time School Principals and Administrators * Middle School Science and Math Teachers * Middle School English and Social Studies Teachers * Middle School Arabic, Quran and Islamic Studies Teachers * Upper Elementary Teachers * Lower Elementary Teachers * Preschool and Kindergarten Teachers * Preschool and Elementary Arabic, Quran and Islamic Studies Teachers * Weekend School Principals and Administrators * Weekend School Teachers * Assistant Teachers

How to Start a Professional Arabic Teaching Career

The aim of this presentation is to guide teachers on ways to obtain Credentials in Arabic. The presenter will walk the audience step by step in how to obtain Single Subject Credentials and help strengthen and develop all teachers' abilities and skills in delivering instruction, and teach Arabic in the US, whether a teacher is interested in becoming a high school or elementary teacher. This presentation will provide an overview with both CBEST and Arabic CSET. It will show sample questions from the CSET and will review some Arabic Language features. Finally, the presenter will explain the impact of obtaining a single subject credential on improving classroom instruction and management

**2:00 – 3:15 PM
California A**



Nada Shaath is experienced in Arabic education with emphasis on full immersion. She participated in the standards development for foreign languages (in California). She is OPI (Oral Proficiency Interview) Arabic testing certified. Ms. Shaath has advanced knowledge of utilizing information technology to language teaching. Currently Ms. Shaath works as an instructional Coach for the Los Angeles Unified School District.

Building Empathy in the Classrooms

Empathy is a critical skill that when developed successfully, greatly impacts a student's academic, emotional and social abilities. Empathy acts as a deterrent to bullying, one of the critical issues facing U.S. educational systems. Empathy also cultivates a student's character by developing understanding and compassion for fellow students, thereby benefitting the overall wellbeing of the class, society and humanity. In this session we will define empathy and review the five skills necessary to develop empathy.

**2:00 – 3:15 PM
Pacific A**



Samah Abdallah is currently a certified second grade teacher at Noor Ul Iman School. Samah has been teaching second grade for 14 years. She graduated from William Paterson University in 2002 with a BA in Sociology. She is currently living in Franklin Park, New Jersey with her husband and three children.

Amina Soliman is currently a third grade teacher at Noor Ul Iman School. Amina has been teaching third grade for 4 years. She graduated from Rutgers University in 2012 with a BA in biology and a minor in psychology. She is currently living in Middletown, New Jersey.

2:00 – 3:15 PM
California B



Using Art Integration to Enhance Curriculum

In an educational era of fast-dwindling budgets and cuts across the board, the first departments to be cut are art and music. Luckily there are ways to get around having a formal art class by enriching academic classes with opportunities to learn art techniques by pulling from the lessons already taught in the class, and building a related creative experience to accompany them.

Mona Abdala has been teaching at an Islamic school since 2002. She has a Bachelor's Degree in Public Relations and Visual Arts from Rutgers University. She also has her k-5 certification, as well as her certification in middle school English. She is currently pursuing a Master's degree in Information Technology. Mona deeply believes that opening teachers' and administrators' eyes about the importance of creative opportunities will greatly impact the lives of the students at Islamic schools across the country. She is dedicated to working with teachers in order to help them to develop some great creative ideas that they can use every year to enrich their curriculum and challenge as well as broaden their students' minds.

2:00-4:45 PM
Pacific B



Creating an Exceptional Board – Part 1 & Part 2

This four-hour seminar will engage participants in learning the most recent best practices in school governing Boards. This is a comprehensive review of 10 basic Board responsibilities, the 9 steps in the lifecycle of board member development from identifying new members, Recruiting Board members, to celebrating their accomplishments. The Seminar will also address best practices in Board member term limits, decision-making, and the role of Board members in fund raising. Part of the session will also address Board-Principal relations and how this partnership can work to best benefit the school. Tools will be presented to measure Board engagement and conduct a Board assessment. There will also be a discussion of trends of nonprofit Boards around the country and what other communities are doing to increase effectiveness of the governing Boards.

Maher Budeir is a founder and trainer in Balanced Leadership Institute (BLI), a consulting firm dedicated to providing professional leadership, planning, and financial management training to Muslim nonprofits. He is a BoardSource® Certified Governance Trainer, with over 20-year experience working with nonprofit governance and fund development. He is currently working with several mosques and schools across the country to address organizational issues, conduct professional board training, and strategic planning sessions. Maher also served on ISNA's Masjid Forum, and on the board of trustees of several mosque.

3:30 – 4:45 PM
California A



Integrating Arabic Language with Core Subjects

In this session, the presenter will demonstrate strategies, activities, and authentic materials which teachers can implement in their classrooms in order to integrate Arabic studies with core subjects, including Math, Science, Social Studies, Health, and Physical Education. This session will highlight three communication skills: interpretive, interpersonal, and presentational. We will work in small groups to identify strategies, topics, and the integration of Arabic language with the core subjects. Presenters will share several interpretive, interpersonal, and presentational tasks and will demonstrate how the three communication skills are sequenced in order to reach culminating performance tasks.

Nahil Ireiqat has over 19 years of experience in developing results-driven curriculum and delivering enthusiastic instruction of Foreign Language (Arabic) for elementary, middle, and high school children. She was honored as runner-up *Teacher of the Year* for the Santa Clara School District in 2006, and the Alameda County in 2013. Nahil is an instructor with STARTALK. In addition, Nahil works as Education Specialist with IEM and ESL instructor with MUSD, California.

Reviving Your Tafseer Class: Make it Productive and Enjoyable

Understanding the Holy Qur'an and strongly bonding with it is an essential need for Muslim children raised in the West. With class time limitations, lack of clear benchmarks, and - in many instances - lack of interest on behalf of the students, it becomes a must for a Qur'an teacher to come to Tafseer class equipped with clear objectives, effective teaching strategies, and engaging learning activities.

This session presents teaching strategies that address students of various learning preferences, making the student the center of the learning process. Among other Tafseer objectives, it provides recommendations for vocabulary selection and practice, and introduces essential Arabic grammar and Word Morphology (Sarf) skills for understanding the Qur'an. The session also presents a number of skill-based learning activities ensuring the progression of acquired skills from basic to higher brain function behavioral skills on Blooms Taxonomy.

Dalia El-Deeb, MD, is the director of the Hifdh program at Bayaan Academy of Tampa, FL, head of Ahlul-Qur'an Academy Tampa, FL, and chief Nuraniyah Instructor and Examiner in North America. Carries Ijazah in Qur'an recitation according to narration of Hafs upon Aasim.

3:30 – 4:45 PM
Pacific A



Working Successfully with Difficult Students

Teachers that regularly cultivate better student behaviors from even the most difficult students incorporate and embrace certain approaches that help challenging students improve behaviors. Research supports specific, realistic and proven strategies for setting up a prevention based discipline system, when designed effectively, will head off most challenging discipline problems before they develop. The authors provide strategies for diffusing confrontational students, avoiding power struggles, de-escalating student anger, and dealing with the most difficult to manage, behavior related disabilities. The authors also incorporate strategies for providing powerful consequences in a manner that allows both teacher and student to maintain dignity.

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3:30 – 4:45 PM
California B



Creating an Exceptional Board – Part 1 & Part 2 (Continued – see page 13)

3:30 – 4:45 PM
Pacific B

Maghreb Prayer

5:00 – 5:15 PM
Huntington ABC

Concluding Session
Hazem Bata, Safaa Zarzour, Necva Ozgur

5:15 – 6:30 PM
Room