



17th Annual ISNA Education Forum

In collaboration with Council of Islamic Schools in North America (CISNA)

Westin O'Hare Hotel – 6100 N River Rd., Rosemont, IL 60018

“Reality Check – Refocusing on Mission & Vision”

Friday, March 25, 2016

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| 8:00 – 10:00 AM | Registration for Pre-conferences | Lobby Area |
| 8:30 AM – 5:00 PM | Pre-Conference Workshops <ul style="list-style-type: none">❖ Arabic Teachers Part 1 (General) & Part 2 (Advanced)❖ Arabic Teachers Afternoon (Beginners)❖ ASCD/Teachers Training❖ Principals & Administrators❖ Spiritual Development/Tarbiyah❖ Qur'an Teachers Training | Directors LaSalle C LaSalle A LaSalle B Madison State |
| 11:30 AM | Registration Begins | Lobby Area |
| 1:00 – 1:45 PM | Jumu'ah Prayer <ul style="list-style-type: none">❖ <i>Khateeb:</i> Azhar Azeez, ISNA President | Grand Ballroom A |
| 5:00 PM | Asr Prayer | Grand Ballroom A |
| 5:30 – 7:00 PM | Inauguration/Banquet Dinner <ul style="list-style-type: none">❖ Recitation from the Holy Qur'an❖ Welcome Remarks Azhar Azeez, ISNA President Hazem Bata, ISNA Secretary General❖ <i>Keynote Address:</i> Mission of Islamic Schools; A Pioneer's Perspective Abdalla Idris Ali <i>Moderator:</i> Mukhtar Ahmad, ISNA Education and Program Director | Grand Ballroom B/C |
| 7:20 PM | Maghrib Prayer | Grand Ballroom A |



| TIME/ROOM | SESSION/TOPIC/PRESENTER |
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| 8:00 – 9:30 PM LaSalle A   | 1A RTI in Our Islamic Schools Sabria Mills <p>Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality differentiated instruction and universal screening of all children in the general education classroom. RTI is a critical and crucial component missing in our current Islamic schools. Differentiation in the classroom is the first necessary step in the RTI process. As educators, it is essential for us to understand and be able to apply the intervention process.</p> <p><i>Sabria Mills is serving at Al Falah Academy as the Intervention Coordinator where she monitors the growth and success of students at risk, and she is certified in elementary and special education, as well as ESOL certification. She is the first to serve in this role at a private Islamic school in Georgia. In addition to her role as an academic interventionist, she facilitates the RTI process by supporting and coaching teachers, screening and supporting English language learners, and creating data driven student goals. She currently resides in Atlanta, GA with her husband and three daughters.</i></p> |
| 8:00 – 9:30 PM LaSalle B   | 1B Curing Writing Phobia – A Comprehensive Writing Program with Insightful Strategies Shazia Quraishy <p>This workshop will cover all aspects of writing, including a writing syllabus. Teachers will be presented with materials that are highly effective, engaging, and where students can finally put their voices on paper and flow. These writing pedagogies will permit Muslim teachers to transfer these strategies/skills to their classrooms.</p> <p><i>Shazia Quraishy was born and raised in England, has been teaching for over fifteen years across various countries and regions; England, the Middle East, & the United States. Her educational resume is ongoing, and she has sealed many degrees under her belt from universities in Great Britain; University of Exeter, University of Newcastle, the prestigious University of Cambridge, and also the University of Yarmouk in Irbid, Jordan. Additionally, she spent a few years teaching at international schools and tutoring for five royal households in Abu Dhabi.</i></p> |
| 8:00 – 9:30 PM LaSalle C  | 1C One Size Does Not Fit All: Differentiated Instruction in Arabic Language Class Sanaa Jouejati <p>The aim of this session is to get Arabic teachers familiar with principles of differentiation, to grasp the differentiation concept and how to practically and effectively utilize these principles by conducting a readiness self-assessment, prepare students for differentiation, to serve the much needed differentiation in the Arabic language class.</p> <p><i>Sanaa Jouejati is an Arabic teacher online, in public and parochial schools, a workshop contributor and session presenter at world language conferences locally, state and on the national level.</i></p> <p><i>Sanaa also worked as lead teacher, guided Arabic teachers on integrating technology in teaching Arabic. She was on the committee for rewriting the Ohio foreign language state standards, and currently, is on the committee of writing the high school program of study, all four levels for teaching Arabic nationally. Won the 2012 technology award from the Ohio Foreign Language Association.</i></p> |

| TIME/ROOM | SESSION/TOPIC/PRESENTER |
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| <p>8:00 – 9:30 PM</p> <p>Madison</p>  | <p>1D Crossing Borders: A Cross-Curricular Approach to Teaching Zakia Rodriguez</p> <p>A cross-curricular approach to teaching includes knowledge, and skills from various subject areas. When lessons connect multiple subjects, students can gain a deeper understanding of the different subjects taught daily. Learn how teachers can collaborate to develop new and exciting lessons, activities, and projects that can expand learning across disciplines.</p> <p><i>Zakia Rodriguez is a Social Studies teacher at Noor-Ul-Iman School, New Jersey. She received a B.A. in History at Rutgers University, NJ. She is a certified Teacher of Social Studies in New Jersey. She completed the National Geographic FLOW Education program (Facilitating Learning through Outdoor Watershed Education), to teach students the significance of watersheds. She works towards integrating essential topics into the Social Studies curriculum, such as the environment, global citizenship, and technology. Her current projects include working on becoming a Google Certified Teacher, and training with the U.S. Green Building Council to receive certification as a Green Classroom Teacher.</i></p> |
| <p>8:00 – 9:30 PM</p> <p>Division</p>   | <p>1E Seven Characteristics of High Impact Islamic School Boards Kaled Ghoneima, Rania El-Sioufi</p> <p>Islamic school boards have the challenging position of setting the course for the school through empowerment and guidance of the administration. As many Islamic School board members eventually become the most long-term non-paid employees, maintaining a macro-management structure and continuous team building become essential factors to maintaining the highest impact.</p> <p><i>Khaled Ghoneim currently is the Chairman of the Board of Lexington Universal Academy (LUA), the first full-time Islamic school in the state of KY. He is one of the co-founders of the school and has witnessed its evolution for the past 12 years. In past terms, he served as the school's treasurer as well as the Vice Chairman. He is an IT professional who has been heading the school's technology committee since inception (2003). He is a father of six. The eldest 2 graduated from LUA and are currently attending High School while the other 4 children are still at LUA. He is a big advocate and proponent of Islamic Education in the US.</i></p> <p><i>Rania El-Sioufi currently serves as the Principal of Lexington Universal Academy. As a product of a diverse educational background that included Islamic education, Rania has a strong appreciation for the role Islamic Schools play in Muslim-American communities. She set out to earn her Educational Leadership license as well as a M.Ed. in Educational Leadership with the goal of supporting that role and working with a team to bring Islamic education to the next level of excellence. Her experiences in the middle school, high school, and college levels with both national and international programs have provided her with a well-rounded perspective of Islamic school leadership. Her husband and five children have been the pillars of support on her journey.</i></p> |

9:00 PM

Isha Prayer

Grand Ballroom A

9:30 – 10:30 PM

CISNA Annual Meeting

LaSalle A



Saturday, March 26, 2016

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| 5:45 AM | Fajr Prayer/Short spiritual talk Shaykh Abdalla Idris Ali | Grand Ballroom A |
| 8:00 AM – 5:30 PM | Registration | Lobby |
| 7:30 – 8:30 AM | Light Breakfast, Networking & Short Presentations | Grand Ballroom B/C |

| TIME/ROOM | SESSION/TOPIC/PRESENTER |
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| 9:00 – 10:30 AM LaSalle A  | 2A Expanding Horizons Through Muslim and Multi-faith Online Curriculum Ameena Jandali <p>Online resources can expand the horizons of both students and teachers in Islamic schools. This workshop highlights resources offered free to educators by Islamic Networks Group (ING), including curricula on Muslim history in the US, Muslim women, and Muslim contributions to civilization, and multi-faith curricula on a number of topics.</p> <p><i>Ameena Jandali is a founding member and Director of Content for Islamic Networks Group (ING) where she co-designs and develops ING's educational presentations and cultural competency seminars. Ameena has delivered hundreds of presentations in schools, colleges, universities, churches, and other venues on Islam and related subjects. She currently team-teaches a class on Islam at San Francisco City College. Ameena received her M.A. in Near Eastern Studies from the University of California, Berkeley, and B.A. in History from the University of Illinois.</i></p> |
| 9:00 – 10:30 AM LaSalle C  | 2B Teaching in the Target Language: How Can We Communicate Our Message Using only Arabic? Helena Curtain <p>As a profession we stress the importance of using the target language at least 90 + % of the time. While this is an extremely important aspect of our teaching methodology, we do not always take the time to clearly explain how this is to be easily accomplished. This session will provide teachers with practical strategies for establishing and maintaining a target language environment.</p> <p><i>Helena Curtain is an internationally known author and consultant in the field of language education including immersion and bilingual programs. She is the co-author of Languages and Learners: Making the Match. At the University of Wisconsin-Milwaukee, she directed the English as a Second Language and World Language teacher preparation programs. Previously she was the ESL and Foreign Language Specialist for the Milwaukee Public Schools. She has won several national awards for her leadership in language education.</i></p> |

| TIME/ROOM | SESSION/TOPIC/PRESENTER |
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| <p>9:00 – 10:30 AM</p> <p>Madison</p>  | <p>2C Spaced Learning: A New Era in Instruction Fawzia Tung</p> <p>Is memorization of facts the biggest stumbling block in your classroom? Do you wish there was a magic bullet that could just inject all those facts into your students' brains in a matter of minutes?</p> <p>Well, there is. It is called “Spaced Learning”. In a single class period, you can make your students memorize at least 90% of the facts in one chapter of Biology or Social Studies, or a list of new vocabulary in Arabic.</p> <p>This paper will introduce the scientific background of Spaced Learning, and its early experimentation, as well as further developments since its beginnings in 2006. The author will also discuss actual implementation of the technique in the classroom. Finally, all attendees at this presentation will be able to participate in a live demonstration of the technique.</p> <p><i>Fawzia Mai Tung, a retired psychiatrist and journalist, has an Advanced Diploma of Education from the University of London, as well as her Arizona teacher certification and Arizona principal certification. Dr. Tung taught various subjects at all K-12 levels and Anatomy & Physiology at the Estrella Mountain Community College. She also established the Chinese Community School in Jeddah, Saudi Arabia, and served as principal of Arizona Cultural Academy before founding Aim High Institute, a K-8 charter school, and Pax Academy.</i></p> |
| <p>9:00 – 10:30 AM</p> <p>Division</p>   | <p>2D Why Every Great School Needs a Powerful Mission Necva Ozgur</p> <p>A powerful mission statement motivates and steers the whole school towards new heights. How do we create such a powerful mission statement that it makes all the stakeholders motivated and excited? The board, together with all the stakeholders creates, articulates and guards the mission statement. That mission statement summarizes the purpose of the school: why does the school exist? The board keeps the mission as the compass for the school; it makes its decisions with the guidance of the mission. The board delegates its authority to its principal to make the mission a reality. It holds the principal accountable for keeping the mission alive in every aspect of the school, and the community holds the board accountable for guarding the mission. In this session we will focus on:</p> <ol style="list-style-type: none"> I. What are the Mission, Vision and Core Values? Why do they matter? II. How do we re-focus all stakeholders on the mission? III. Step-by-step process of developing powerful mission and vision statements IV. What are the characteristics of mission-driven statements V. Mission Drift: How to recognize and deal with it <p><i>Necva Ozgur is the founder and Executive Director of MERIT and founding School Head of New Horizon School Pasadena, NHSP. Necva obtained an M.S. degree from the School of Pharmacy at the University of Istanbul and later, an M.A. degree in Human Development from Pacific Oaks College, where she wrote her thesis on Strategies to Achieve Excellence in an Islamic School. After serving NHSP as principal and leading the school to earn Blue Ribbon recognition, she established MERIT, Muslim Educators' Resource, Information and Training Center. Necva provides consultation to Islamic schools on board training, principal coaching, accreditation, school establishment and evaluation. Necva serves on the ISNA Education Forum, the CISNA board, and is board chair of Bayan Claremont College. Necva served as a trustee of NHSP, ICSC, the California Association of Independent Schools, and the Council of Spiritual and Ethical Education. Necva also chaired a committee to develop Islamic school standards for joint accreditation with AdvancEd.</i></p> |



| TIME/ROOM | SESSION/TOPIC/PRESENTER |
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| <p data-bbox="147 254 367 285">9:00 – 10:30 AM</p> <p data-bbox="147 317 253 348">Higgins</p> <div data-bbox="147 380 297 443">   </div> | <p data-bbox="431 254 1422 312">2E Connecting the Mission, Annual Plan, and Operation of Islamic Schools Maher Budeir</p> <p data-bbox="431 331 1481 489">Never before has the American Muslim community been placed in a position like the one we are in today. The Muslim community is being challenged to be focused on its mission and deliberate in its planning. Islamic schools bear the responsibility to be more strategic and to have specific plans in steering our communities. This is an interactive session that will address the following questions:</p> <ol data-bbox="480 491 1481 779" style="list-style-type: none"> 1. What is a strategic plan and how does it connect to the mission and to the annual plan and operation of a school? A strategic plan has often been described as the rudder that steers the ship, but how do you make a plan that comes alive and does not just sit on shelf or is a fancy document for our website. 2. What are the basic steps to develop a robust, meaningful plan that can drive school operation? 3. How do we involve a larger number of stakeholders (board, administrators, teachers, parents, and students) in the planning and governance? Your best strategic thinkers may be your students! How do we get them involved? <p data-bbox="431 793 1481 1077"><i>Maher Budeir is a partner in Balanced Leadership Institute (BLI), a consulting firm specializing in supporting Muslim nonprofit organizations (including schools and Mosques) throughout the US. Maher has worked with organization across the US on matters of planning, leadership, governance, financial management, and organizational development. Maher served in the nonprofit world for over 20 years. He is a founding member of several nonprofits including schools, mosques, and other organizations. Maher served in different roles including, director, executive director, revenue director, Board member and Board Chair. Most recently he served on a Board of a thriving Atlanta area school for ten years including seven years as Board Chair. Maher lives in the Atlanta area. He and his wife have 4 children ages 11 to 19.</i></p> |
| <p data-bbox="147 1089 380 1148">10:45 AM – 12:15 PM</p> <p data-bbox="147 1180 274 1211">LaSalle A</p> <div data-bbox="147 1243 375 1306">    </div> | <p data-bbox="431 1089 1347 1148">3A Creating Collaborative Teams for Improving Student Achievement Kathy Jamil</p> <p data-bbox="431 1167 1481 1451">Establishing highly effective teams in schools can have a significant impact on student achievement. Teams use data analysis to drive instruction, and identify gaps in curriculum within and across grade levels, which in turn develops a viable “living” curriculum. Teams work collaboratively as learners; they learn of their student's specific needs, school-wide needs, and learn strategies to help students overcome obstacles by sharing strategies with their peers. Teams don't just happen; it has to be planned for and nurtured through the process. Changes in scheduling, perceptions and attitudes, and system changes are necessary to foster a process for establishing strong leadership teams and overall positive school climate and greater student achievement.</p> <p data-bbox="431 1465 1481 1816"><i>Kathy Jamil is currently an assistant principal for the Buffalo Public School District in Buffalo, NY. She has been an Islamic School principal for 13 years, was one of the founders of the school, and is currently a board member for Universal School. She holds a Masters in Educational Leadership and Supervision and has certification in NYS as a Building Leader and District leader. She is the current Chair of The Islamic School League of America, and has been a board and committee member of multiple organizations, such as RAHAMA (Resources And Help Against Marital Abuse), ISNA Education Forum, college service-learning initiatives, MPAC, and The American Center for School Choice, a national organization that empowers parental choice in education, and the Center's committee on faith-based schools. She has presented trainings and workshops for over fifteen years to social service agencies, colleges, law enforcement, and professional development for both public and private schools.</i></p> |

| TIME/ROOM | SESSION/TOPIC/PRESENTER |
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| <p>10:45 AM – 12:15 PM</p> <p>LaSalle B</p>  | <p>3B Enhancing Human Development and the Appropriation of Islamic Material: Feeling, Doing, Speaking, and Inquiring Together Claire Alkouatli</p> <p>This interactive presentation guides educators in exploring ways to enhance student's cognitive, social-emotional, and spiritual development through Islamic principles and practices. First, by highlighting the processes of development ordinarily hidden beneath the surface of habitual behavior. Secondly, through the use of dialogue and engaged inquiry in supportive Islamic learning communities.</p> <p><i>Claire Alkouatli is currently a PhD student in Human Development, Learning and Culture at the University of British Columbia (UBC), Canada. She completed an MA in the same program, with a concentration on Social and Emotional Learning. Her research involves a sociocultural perspective to examine the practices, objectives, and challenges of Islamic education, and the learning and development of Muslim children in Canada and worldwide.</i></p> |
| <p>10:45 AM – 12:15 PM</p> <p>LaSalle C</p>  | <p>3C Improving Student Reading in Arabic Salah Ayari</p> <p>This session will address the following questions:</p> <ol style="list-style-type: none"> 1. What makes a good reader in Arabic? 2. What are sources of reading difficulties in Arabic and how to address them? 3. How to provide learners with age and stage appropriate reading material? 4. How to use authentic reading material regardless of the student level of proficiency? 5. How to evaluate reading comprehension to improve student learning? <p><i>Salah Ayari is currently an Instructional Associate Professor of Arabic and Arabic Studies and Director of Language Instruction at the Department of International Studies at Texas A&M University. He holds a Ph.D. in Curriculum and Instruction from the University of Minnesota. Prior to joining Texas A&M, he taught Arabic and served as a school principal for a total of 12 years. Since 2007, he served as a consultant for Concordia Language Villages and a teacher trainer through the STARTALK summer programs. He also conducts site visits to private and public schools for Arabic program evaluation.</i></p> |
| <p>10:45 AM – 12:15 PM</p> <p>Madison</p>  | <p>3D Working Successfully with Difficult Students Nikki Rana, Marc Flatt</p> <p>Teachers that regularly cultivate better student behaviors, even from 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 this is designed effectively, it will head off the 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.</p> <p><i>Dr. Nikki Rana completed a bachelor's degree in Elementary Education (K-8) and a master's degree in Mathematics Education and Educational Leadership at Western Governors University. Dr. Rana completed a Doctor of Education degree with a specialization in Curriculum and Teaching at Northcentral University. Dr. Rana has served as an Instructional Resource Teacher, Testing Coordinator, Social Studies Chair for Middle School, Literacy Coach, School Improvement Committee Data Chair, Behavioral Support Teacher, Special Education Teacher, and Study Island Administrator. Dr. Rana was the assistant principal at Al-Iman School and holds numerous teacher certifications.</i></p> <p><i>Marc Flatt is currently serving as a Behavior Support Specialist in Lee County, North Carolina. He has 15 years of experience working with behaviorally challenged students. Marc has over 21 hours post graduate work in Special Education. Marc had prior careers in banking as senior management and as a Major in the US Army.</i></p> |



| TIME/ROOM | SESSION/TOPIC/PRESENTER |
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| 10:45 AM – 12:15 PM Division   | 3E Effective School Boards Leading the Way to Successful Islamic Schools Yasmeen Qadri School boards are entrusted with the ultimate responsibility for the institution and define the success of the Islamic School. The presenter will share with the audience practical ideas from her 30 plus years of experience in education leaving the audience with a better understanding of the characteristics of effective school boards, board structure, and job description of each board member. The presentation will focus on three models: 1) The 5 R's: A Model of Effective School Boards, 2) The ISLAM model, and 3) PJI model of How We Treat Each Other. The audience will not only enjoy this presentation but will leave with a sense of pride and spiritual awakening for their service to Islamic Schools. <i>Dr. Yasmeen Qadri is a tenured professor in the Teacher Education Program at Valencia College in Orlando, FL. She is the co-founder and principal of the first Islamic school in Central Florida and has three decades of experience in Teacher Education. Dr. Yasmeen has been invited to speak and consult at the local, state, and national levels on Conflict Transformation, Teachers as Change Agents of Peace, School Boards, Opening full-time schools, and Diversity. She is the recipient of numerous Endowed Chair awards that took her to Turkey, Indonesia, Malaysia, India, Saudi Arabia and Hungary. Dr. Yasmeen received the NISOD and Great Teacher Destinations Facilitator's Awards. She is a leader in her community and is well recognized for her continued scholarly work and dedication to education.</i> |
| 10:45 AM – 12:15 PM Higgins  | 3F Stop Telling Me What to Do: Brain-Based Methods to Get Others to Think Jelena Naim, Fouzia Haddad Principals must bring out the best performance of others, and also shape a school to work as a coordinated team. In both cases, these goals often necessitate changing the way others think. We look at relevant brain research on people's natural response to coaching and demonstrate that we can achieve far more success if we understand how the brain processes advice. Then we look at a brain-friendly way to “get others to think” to solve problems, face decisions, and take on challenging thinking work. <i>Jelena Naim is the Principal of Al-Falah Academy, a Pre-K-through HS Islamic school in Atlanta, GA. She has over 20 years of experience as teacher, instructional coach, director of curriculum and instruction, and a member of the founding team of a public charter school as well as of a network of private Islamic schools in the metro Atlanta area. She and her husband have 4 adult children, and are enthusiastic campers and fans of the national and state parks, having visited 49 states in their family camper.</i> <i>Fouzia Haddad is one of the founding administrators of Al-Falah Academy, a Pre-K to High School Islamic school in metro Atlanta, GA. She joined the staff in the first year of operations, 2010, and has held increasing responsibilities including After School Enrichment Program Coordinator, PTO Liaison, and Business Manager. She has been the Director of Student Services since 2013, and is currently responsible as the Enrollment Coordinator, managing our rapidly-increasing enrollment (up 400% in 5 years), and the Database Administrator for our digital gradebook as well as for our 3x/year MAP assessment administrations. She has a Master's of Business Administration and worked for several years as a Project Manager for international companies from her base in Morocco.</i> |

12:30 – 1:45 PM

Luncheon Program

Grand Ballroom B/C

- ❖ **Challenges of American Muslim Youth – Habeeb Quadri**
- ❖ **CISNA Updates – Safaa Zarzour, CISNA Chair**
- ❖ **Sponsors Recognition**
- ❖ **Moderator: Basharat Saleem, ISNA Convention Director**

1:45 PM

Dhuhr Prayer

Grand Ballroom A

| TIME/ROOM | SESSION/TOPIC/PRESENTER |
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| <p>2:00 – 3:30 PM</p> <p>LaSalle A</p> <p></p> | <p>4A Sexual Violence: Myths & Facts and Working toward Prevention Nadiyah Mohajir</p> <p>Our conversations with our children, both our own children and others in our lives, are perhaps the best indicator for their future resilience. Led by HEART Women & Girls, alongside Maryam Mirza from Hamdard Center, this important interactive workshop offers tips and information on how to talk about sexual violence in developmentally appropriate ways with children and teens.</p> <p>Participants will be able to learn:</p> <ul style="list-style-type: none"> ❖ Background information on sexual violence including definitions and statistics ❖ How to recognize if a child is a victim of sexual violence and how to address it ❖ Tips on how to have these conversations in an age-appropriate manner with each child. <p>Change in our families and our institutions will come as we have open conversations about abuse and sex and when we empower our children to protect themselves and speak up if they are victimized. Like all communities, we must replace blame, shame and stigma with openness, support and healing.</p> <p><i>Nadiyah Mohajir earned her Master's degree in Public Health in 2009 from the University of Illinois at Chicago and her Bachelor's degree in Public Policy Studies from the University of Chicago. Nadiyah is the co-founder and Executive Director for HEART Women & Girls. For the last five years, she has led the organization to provide health education programming to over 2000 Muslim women and girls in the Chicagoland area as well as cities across the country.</i></p> |
| <p>2:00 – 3:30 PM</p> <p>LaSalle B</p> <p></p> | <p>4B Re-orienting Our Islamic Schools Back to Focus on Pleasing Allah (SWT) Amir Abdelzaher</p> <p>Many Islamic schools may find themselves drifting away from their mission. The mission of Islamic schools varies, yet ultimately may simply be stated as the quest to “please Allah SWT”. In this presentation we will explore how to re-orient our schools back to this mission and then will use science as an example.</p> <p><i>Amir Abdelzaher received his PhD from University of Miami in Environmental Engineering and currently serves as the Director of Planning of the Islamic School of Miami. He also teaches engineering and science courses in various Universities. Recently he has embarked with others on beginning to develop a science curriculum from an Islamic perspective.</i></p> |
| <p>2:00 – 3:30 PM</p> <p>LaSalle C</p> <p></p> | <p>4C Formulation of the Behavioral Objectives Nawal Jadallah</p> <p>Setting objectives is considered the beginning of any task to be completed. Proper preparation for each day's lesson requires including specific and clear behavioral objectives. This requires that the teacher know how to formulate the objectives and to take into account the six levels of thinking when formulating those objectives. This helps the teacher improve the students' knowledge base and allows students the opportunity to implement way this in their daily lives.</p> <p><i>Nawal Jadallah has a Bachelor's degree in Education from The University of Jordan. She worked in Birzeit University in Palestine for four years. She has been working in weekend Islamic Schools for 20 years and served as the principal. She has also been the head of the Arabic and Quran Department of the full time Al Ihsan School since 2008.</i></p> |



All



Teacher



Islamic Studies



Arabic Studies



Principal



Board

| TIME/ROOM | SESSION/TOPIC/PRESENTER |
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| 2:00 – 3:30 PM Madison  | 4D Designing Lesson Plans to Motivate and Achieve Susan Labadi For all grade levels, lesson planning is the cornerstone, after establishing a congenial class climate. We will consider motivation of teacher and student; for if you are not enthusiastic about your curriculum, how can your students be also? Next, we delve into the balance of skills and content as we design a lesson, and wrap with doing a little practice on your own lesson. It's a model you can master. <i>Susan Labadi develops teachers, administrators, counsels boards for private parochial schools, and designs curriculum content for the Halal industries through her company, 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. A notable instructor, administrator, public speaker, and coach, she is a leader with the ISNA Education Forums in Chicago and LA. She is teaching middle and high school level social studies at Islamic Foundation School, where she previously served 9 years as instructor and assistant principal. She is Marketing Director for DEFINE/LeaderLaunch, an after-school values based program, project coordinator of the American Halal Association, managing their website, social media, and editing and writing for their HalalConnect magazine. Susan has also written and edited for Thomson Reuters, the American Muslim Consumer Consortium, ISNA's Islamic Horizons and her blog at It's A Halal Life.</i> |
| 2:00 – 3:30 PM Division  | 4E Mission Driven Professional Development Farhat Siddiqui The center for education policy research at Harvard University has found that student success is directly related to teacher effectiveness. This session on Mission Driven Professional Development will explore and reveal the factors that impact teacher effectiveness. Additionally, we will identify the role of administrators as leaders in individualizing professional development to improve all the critical areas for educators. Participants will gain a clear understanding of their path to developing professionally, using the mission of the school as a guide. <i>Farhat Siddiqui is the founder and President of Allied Educational Services. Farhat works with schools to provide Comprehensive Needs Analysis and dedicates her time as the lead consultant for school management teams throughout the USA, serving in various roles. She currently serves as the principal of a full time Islamic School in Atlanta as well as the Head of School for a full time Islamic School in Florida. Farhat obtained her M.Ed. degree from Loyola University, specializing in school leadership and administration.</i> |
| 3:45 – 5:00 PM LaSalle A  | 5A Nurturing the Growth and Support of Leadership Potential for Educators to Improve Achievement of All Students Habeeb Quadri, Dilnaz Waraich, Safaa Zarzour Elementary, middle and high school principals are responsible for managing all school operations. They manage daily activities, coordinate curricula, and oversee teachers and other staff to provide a safe and productive learning environment for students. This is an enormous responsibility and requires experience, knowledge and skills. <i>Habeeb Quadri, Principal MEC Full Time School Dilnaz Waraich, Teacher educator (professor), Northwestern University, Chicago, IL. Safaa Zarzour, Chairman CISNA</i> |

| TIME/ROOM | SESSION/TOPIC/PRESENTER |
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| <p>3:45 – 5:00 PM</p> <p>LaSalle B</p>  | <p>5B Girls, Women and Islamic Curriculum Materials: Sifting through Mixed Messages Tamara Gray</p> <p>Muslim Educators need to critically analyze the curricula we rely upon to reproduce our religious and cultural capital. This session will provide tools, rubrics and litmus tests to measure curricular materials for female empowerment and positive cultural and religious messages regarding girls and women.</p> <p><i>Tamara Gray is a classically trained Islamic scholar. She holds a Masters degree in Curriculum Theory and Instruction and is a doctoral student in Leadership, Policy and Administration at the University of St. Thomas in St. Paul, MN. She has worked with curriculum for more than twenty-five years and is the author of several culturally appropriate English language curriculum programs. Tamara has also edited curriculum programs for cultural appropriateness for the Ministries of Education in Qatar and the UAE.</i></p> <p><i>Tamara is the founder of Rabata, Inc., an organization dedicated to promoting positive cultural change through individual empowerment, the spiritual upbringing of women by women and the revival of the female voice in scholarship. (Rabata.org)</i></p> |
| <p>3:45 – 5:00 PM</p> <p>LaSalle C</p>  | <p>5C Designing and Teaching a Thematic Unit in Arabic Fatima Maghdaoui, Salah Ayari</p> <p>Designing and teaching a thematic unit of instruction requires meticulous planning and reflective thinking. This session will help teachers in designing and implementing a thematic unit of instruction. This will be achieved by examining sample materials and video taped clips of a unit that was designed and taught as part of the presenter's student teaching experience. Participants will gain insights into the standards-based approach to curriculum planning and teaching in the Arabic classroom.</p> <p><i>Fatima Maghdaoui has a Masters of Education in World languages from Concordia College, MN, and is currently pursuing her license in teaching Arabic as a foreign language from the University of Minnesota. Fatima has more than ten years of teaching Arabic as a foreign language in the USA. She is currently working as an Arabic teacher at Universal Academy in St. Paul, MN.</i></p> <p><i>Salah Ayari is currently an Instructional Associate Professor of Arabic and Arabic Studies and Director of Language Instruction at the Department of International Studies at Texas A&M University. He holds a Ph.D. in Curriculum and Instruction from the University of Minnesota. Prior to joining Texas A&M, he taught Arabic and served as a school principal for a total of 12 years. Since 2007, he served as a consultant for Concordia Language Villages and a teacher trainer through the STARTALK summer programs. He also conducts site visits to private and public schools for Arabic program evaluation.</i></p> |
| <p>3:45 – 5:00 PM</p> <p>Madison</p>   | <p>5D Be a Classroom Management Champ! Hina Memon</p> <p>Time and again, we find competent individuals with solid mastery on content failing miserably as teachers. In this training, participants will learn that a teacher's ability to organize a classroom is critical to achieving success in that classroom.</p> <p><i>Hina Memon is currently the Sunday school Vice Principal at EPIC Masjid, an Islamic Studies Teacher at Qalam Institute, an Arabic Grammar Teacher at EPIC Masjid and AlAkhira, and a Sunday school teacher and Curriculum Advisor at Plano and Epic Masjid. She holds a Masters degree in Islamic Education from Al-Huda University (2016-17), a Montessori Certification from Collin/ Brookhaven College, a Masters of Education from the University of Sindh, and a Bachelor of Science with a Major in Education from College of Home Economics, Karachi – Pakistan.</i></p> |



| TIME/ROOM | SESSION/TOPIC/PRESENTER |
|--|--|
| 3:45 – 5:00 PM Division   | 5E Data Driven Decision-Making: Curriculum, Instruction, and Leadership Omar Ezzeldine 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. <i>Omar Ezzeldine has been an educator for nearly 20 years and in that time he has served as a teacher and a principal for both public and private schools, including Islamic schools. He earned his doctorate from UCLA in educational leadership and has since worked nationally and internationally to support schools in their development, particularly in the areas of increasing student achievement, curriculum evaluation and development and in training effective school leaders. Dr. Ezzeldine is currently a consultant with the Los Angeles County Office of Education, which serves over 2 million students in 81 districts throughout Los Angeles County. He is also on the faculty at the USC Rossier School of Education where he teaches and develops programs in the credentialing, masters and doctoral programs.</i> |

5:00 PM

Asr Prayer

Grand Ballroom A

5:15 – 7:15 PM

Celebration Banquet

Grand Ballroom B/C

*Keynote Address: **The Mission of Islamic Schools***

*Keynote Speaker: **Former Ambassador Ebrahim Rasool***

Awards/Entertainment

7:20 PM

Maghrib Prayer

Grand Ballroom A

7:30 – 10:00

Bazaar Time

8:00 – 9:00

Optional Networking Group Meetings

- ❖ Islamic Teachers
- ❖ Arabic Teachers
- ❖ General Teachers
- ❖ Principals
- ❖ Board Members

**LaSalle B
LaSalle C
Madison
LaSalle A
Division**

9:00 PM

Isha Prayer

Grand Ballroom A





Sunday, March 27, 2016

| TIME/ROOM | SESSION/TOPIC/PRESENTER |
|---|---|
| <p>9:00 – 10:15 AM</p> <p>LaSalle A</p>  | <p>6A Sparking the Sunnah with Charger Pride: PBIS at Islamic Foundation School Aliyah Banister, Saadia Shariff</p> <p>Islamic Foundation School developed a PBIS program to improve behavior and create a positive school climate. IFS also added in components of Islamic values and expectations. The program continued for two years and changes were made to increase success, sustainability, and accessibility. Data was recorded and analyzed to measure success. This workshop will review the program, its implementation, and the results.</p> <p><i>Aliyah Banister is a Licensed Therapist. She currently works as the social-emotional counselor for Islamic Foundation School in Villa Park, IL and is the head of the counseling department at ICNA Muslim Family Services in Glendale Heights, IL She received her Master's from University of Michigan – Ann Arbor. Ms. Banister takes a faith-based approach to mental health, citing that so many answers to our daily concerns can be found in the Quran and Sunnah. She studied Islamic Psychology at the American University in Cairo and is also in her third year of study with Al Huda Institute.</i></p> <p><i>Saadia Shariff is the Assistant Principal of Elementary at Islamic Foundation School. After obtaining her Bachelor's Degree from University of Chicago, she went on to pursue a Masters in Education from Stanford University. She began her career teaching Middle School Mathematics in California and quickly moved on to becoming an Administrator at College Prep School of America. While there, she was promoted to Assistant Principal leading the school through a difficult and lengthy accreditation process. Ms. Shariff came to IFS four years ago to serve as Elementary Assistant Principal where she has focused her attention on curriculum design and development.</i></p> |
| <p>9:00 – 10:15 AM</p> <p>LaSalle B</p>   | <p>6B Refocusing on Testing: Assessing for Student Success Patricia Salahuddin</p> <p>Testing is a natural part of the learning process; therefore testing should be a learning experience for students and teachers. Instead of measuring failure, assessment should measure student success and the possibility of success. This interactive workshop explores multiple comprehensive and authentic assessment strategies that promote student success. Participants will take away from this workshop a mind shift in the way assessment is used in the classroom.</p> <p><i>Patricia Zahirah Salahuddin, Ed.D. has been an educator for 30 years, teaching middle and high school students in public and Islamic schools. During her teaching career, she held positions such as team leader, department chairperson, and class and club sponsor. In 2000, she became a National Board Certified teacher, and in 2011 she earned a doctorate of education from Florida International University (FIU); the focus of her research was character education in a Muslim school's curriculum. She is a founding member of Muslim Teachers Association (MTA), an organization designed to facilitate networking and professional development for teachers serving Muslim schools. Patricia is the chairperson for Clara Mohammed School Board in Miami, Florida. Additional board service includes: Board secretary for the Council of Islamic Schools of North America, (CISNA) and Board member for Islamic Schools League of America, (ISLA). Patricia is married, a mother of five, and a grandmother of 17.</i></p> |

| TIME/ROOM | SESSION/TOPIC/PRESENTER |
|---|--|
| <p>9:00 – 10:15 AM</p> <p>LaSalle C</p>  | <p>6C Teaching Arabic Through Processing Instruction Adam Ziad</p> <p>Processing instruction (PI) is a pedagogical intervention based on a model of input processing whose goal is to alter learner's incorrect processing strategies and facilitate form-meaning connections (VanPatten, 2004). This presentation will explain the benefits of PI on the acquisition of Arabic grammar over traditional grammar instruction and will illustrate how PI works in mini lessons. The implications for teaching Arabic in general, and in Islamic schools in particular, will be discussed.</p> <p><i>Adam Ziad is originally from Morocco. He has earned an M.A in linguistics from Florida Atlantic University and a B.A in language studies from the University of Nebraska at Omaha. Adam has taught Arabic for two years in Florida Atlantic University and is now designing curriculum and teaching Arabic courses at the middle and high school levels at the Garden of Sahaba Academy.</i></p> |
| <p>9:00 – 10:15 AM</p> <p>Madison</p>   | <p>6D Technology in the Digital Classrooms, Where Teachers Prepare for the Future Seema Imam</p> <p>This presentation is designed to discuss and demonstrate new skill sets for teachers in their personal professional development as well as for their own classroom delivery. As schools send students in to a world filled with digital interactivity, they must experience the new digital library, the digital assignment, assessment and 3-D technologies as well as the Maker Spaces. Creating digital classrooms for interacting with the global world is today's technology challenge.</p> <p><i>Seema Imam is an Associate Professor of Elementary and Middle Level Teacher Education at National Louis University. She is a former Islamic School Principal, a public school teacher, and currently teacher educator. She is a frequent speaker and provides professional development to schools both nationally and internationally. Seema is a Board Member of the Islamic School League of America. Seema also teaches the Curriculum course in The Teacher Certificate Program offered On Line by Islamic Teacher Education Program through Razi Education Group and Toronto University.</i></p> |

Save the Date!

6th Annual West Coast Education Forum

January 13 – 14, 2017

Los Angeles Area, California

Call for Proposals coming soon!



| TIME/ROOM | SESSION/TOPIC/PRESENTER |
|---|--|
| <p>9:00 – 10:15 AM</p> <p>Division</p> <p> </p> | <p>6E Accreditation as a Means to Staying Focused on Mission Sufia Azmat, Leila Shatara</p> <p>Many schools use accreditation to review and evaluate all aspects of their institutions, to identify successes as well as areas for improvement, and to remain accountable to parents and the public. Accrediting bodies review every relevant aspect of a school's operation, ensure that the school undergoes a process of intensive self-study and self-evaluation, and assign experts to assess performance against standards and best practices. Accreditation is a comprehensive process that respects a school's mission, measuring the institution's success and progress in actually achieving its stated goals. This session will inform you of what the accreditation process entails and assist you in determining whether your school is ready to begin the journey.</p> <p><i>Sufia Azmat is a certified teacher who has served in Islamic organizations for over 20 years. She has taught across multiple grade levels from 2nd to 12th grade with an emphasis on teaching English and Literature. Ms. Azmat has served as the Head of the Middle School at Noor-Ul-Iman School in NJ and now as a principal of one of the largest schools in the country, American Youth Academy in Tampa, Fl. Ms. Azmat is the Executive Director of the Council of Islamic Schools in North America (CISNA), serves on the ISNA Education Forum Programming Committee, and has been instrumental in the growth and achievement of students through her work with CISNA and ISNA. Ms. Azmat conducts workshops on topics such as Accreditation, Bullying Prevention, Counseling, Effective Communication, and Positive School Climate.</i></p> <p><i>Leila Shatara, M.Ed. has served as principal in South Florida Islamic schools for 8 years and been advisor to several other schools in the area. She served as an adjunct professor in the College of Education at Florida Atlantic University for 5 years. She taught elementary, middle and high school for ten years in the School District of Palm Beach County and holds 5 certifications and endorsements through the FLDOE. She has worked as an educational consultant since 2012, focusing on principal and teacher training. She currently serves as the CISNA Vice-Chair, Council of Islamic Schools of South Florida –Vice Chair, Youth Coalition of South Florida-President, is a member of the EFPC, and holds board positions in several educational institutions. She has assisted schools in the process of accreditation both at the regional and national level and served on several accreditation committees. Her focus through research and training has been on supervision and evaluation.</i></p> |

10:30 AM – 12:00 PM

**Concluding Session
 Roundtable Discussion**

Executive Forum

Pre-Conference Workshops

PRINCIPALS & ADMINISTRATORS WORKSHOP

Strategic Planning, Hiring & Recruitment, Faculty/Staff Supervision & Evaluation and Professional Development

Principals are the backbones of their schools and serve as the bridge between the school operations, faculty & staff and the Board of Directors/Trustees. They must enforce Board-approved policies and procedures, while staying in tune with the needs of their faculty, staff, parents, and students. They must then effectively communicate these needs back to the Board with concrete plans and proposals for meeting these needs, all the while keeping in mind the school's resources to make sure the plans and proposals are successfully implementable. Principals play a pivotal role in the school community by driving progress, developing programs and creating a team of faculty and staff to bring the highest level of success for the school.

Supervision and teacher evaluation are central in any school setting, however, there needs to be a distinction made between evaluating teachers for development and evaluating as a measure of competence. Both are important but require different tools. In this workshop we will review these evaluation tools, how and why they should be used as well as the correlation between professional development and teacher evaluations. Administrators in attendance will leave with tools in hand and the skills to utilize them, all through a process of data collection. Research shows that the number one factor impacting student achievement is the teacher in the classroom. Therefore, teacher development through a process of evaluation and professional development is crucial.

Participants will come out of the Pre-Conference with concrete ways to address these four areas of their daily jobs and will be given the tools to implement from the day they get back to their schools.

Presenter Biographies:

Magda Elkadi Saleh and **Leila Shatara**, both Islamic school administrators with over 30 years of administrative experience between them, will present a full-day Principals' Pre-Conference that will delve into the details of Strategic Planning, Hiring & Recruitment, Faculty/Staff Supervision & Evaluation, and Professional Development.

ASCD/ TEACHERS TRAINING WORKSHOP

Creating Advantageous Conditions For Learning: Classroom Community, Management and Responding to Assessment Results

This interactive full-day session will explore two essential components to creating advantageous conditions for student learning: 1) A positive classroom environment and management, and 2) A proactive approach to gathering and analyzing student data to drive instructional decision-making.

A positive, well-managed environment is more than simply “nice to have.” In fact, research into how the brain learns reveals that classroom community and a growth mindset might be better classified as “vital to have”. For example, a meta-analysis of educational research found that the student-teacher relationship is among the highest factors predicting student success. In other words, the way teachers interact with students—their attention to community and mindset—is an essential part of effective teaching (Hattie, 2012). Practical ideas for crafting and maintaining this environment, including accompanying management techniques, will be explored.

In addition to creating a positive classroom environment, gathering and analyzing ongoing assessment data lets teachers know what is needed “up-front” to help students succeed while there is still time to impact their learning. We will explore a wide variety of formative assessment strategies, as well as a concrete process through which teachers can analyze the results and make sound instructional decisions.

By the end of this session, participants will:

Know...

- Strategies to develop classroom community
- Management “Trouble-spots” and strategies to overcome these potential issues
- Formative assessment techniques

Understand that...

- A positive classroom community is based on mutual respect and strong relationships.
- A deep understanding of both students and content should drive instructional design.
- Instruction and assessment are parts of the interdependent process of instructional design.

Be Able to...

- Craft a thoughtful plan for effective classroom community and management
- Proactively plan instruction based on assessment results
- Reflect on effective teaching practices
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.

Presenter Biography:

Eric Carbaugh is an Associate Professor in the Department of Middle, Secondary, and Mathematics Education at James Madison University, where he has received the College of Education's “Distinguished Service Award” and been twice nominated for the College's “Distinguished Teacher Award.” Eric is an international education consultant as well as ASCD Faculty member. To date, he has worked with over 65 schools and districts on differentiated instruction, the Understanding by Design™ curriculum framework, quality formative and summative assessment design, and other various educational

best practices. Eric is co-author of *The Differentiated Flipped Classroom: A Practical Guide to Digital Learning* (Corwin Press, 2016). In addition, Eric has authored numerous articles, book chapters, and blog posts and is also journal editor and board member for the Virginia ASCD chapter. Eric taught secondary school social studies as well as elementary language arts and history. He currently lives outside of Charlottesville, Virginia and can be reached at carbuaem@jmu.edu.

SPIRITUAL DEVELOPMENT/TARBIYAH WORKSHOP

Tarbiya Plan for Islamic Schools

It is true that sincere and painstaking efforts are made by Islamic Studies committees to identify the standards for Islamic content knowledge and skills, which students should master upon graduation from the school. Certainly, as we interact each day with our students at school, and notice less-than-Islamic patterns in their discourse and behavior—with us, and amongst themselves—it is glaringly apparent that the Islamic Studies pedagogy, followed by many schools, can be improved to achieve our collective goal for our students to “live Islam as a way of life”.

Achieving the goal for Islamic school students to live Islam as a way of life, entails, not only that they study and understand the concepts, information, principles and skills taught in the course, but that they *internalize* them in their personal lives, to the point that these teachings guide their actions and judgment, *away from school*. This requires that schools move away from the “information dump” to the “hands on” approach in teaching Islamic studies.

Examining our students and interacting with them more closely proves that this is an area of improvement for a majority of Islamic schools.

This workshop presents a plan, which targets all key players in the formation of the students’ character: home, teacher, and students themselves. In addition, it provides a methodology on developing hands on approach to help students internalize key Islamic values.

Presenter Biographies:

Fawzia Rahman Belal is the Director of Alima Studies and Youth mentor at Qalam Collegiate Academy, Richardson, Tx. She was born and raised in Doha, Qatar and is originally of Bangladeshi descent. At the age of 20, she became the first Asian to work for the Qatar Television and Radio doing news, live interviews and talks with both local and foreign dignitaries. She also had the opportunity to read BBC produced documentaries for the local Qatari Radio. She came to the United States in 1998 and has been living here since. She lived in Norwalk, Connecticut for 15 years before she and her husband decided to move with their two boys to Dallas, Tx in May 2014.

In Norwalk, CT she was instrumental in establishing the city’s first Sunday school and served as its principal until her move to Dallas, Tx. She was actively engaged with the Tarbiya projects of the community youth and has experience dealing with a myriad of youth issues.

Her Arabic Studies began with Dr. Nusrat Shahid in 2007 and after having completed the fundamentals of Arabic Grammar upon encouragement of her teacher, she enrolled with Darul Uloom Online, and is now completing her 6 years of rigorous studies in various disciplines of Islamic Sciences. She has a Bachelor’s in Islamic Sciences and is expected to complete her Masters by summer of 2016. She is studying and is guided by prestigious scholars such as Dr. Mufti Yasir Nadeem, Maulana Zain ul Abideen and Maulana Talha.

She is a strong advocate of understanding Quran in the Arabic language and works at various levels to make learning as easy as possible for both adults and youth, especially busy mothers. Besides teaching Arabic, Hadith and Fiqh, she helps design curricula for Arabic learning and understanding, offers classes in reflective Tafseer, does weekly Khatiras and personal mentoring for her students at Qalam Academy.

Sadeq Al-Hasan is one of the founders of Al-Arqam Islamic School in Sacramento, California. Additionally, he is the former President of Masjid Annur Islamic Center (Sacramento), a youth advisor, and the Executive Director of the Assembly of Muslim Jurists of America (AMJA). Professionally, he is a Software Engineer with the Intel Corporation.

ARABIC TEACHERS WORKSHOP

Focusing on What Learners Can Do in the Arabic Language Classroom.

Part 1 (All Levels)

What are all the steps that we must go through as we develop programs and curriculum and move from proficiency targets and standards to thematic units, lesson plans and activities? This session will provide a “roadmap” for how to provide a program that offers a deep and rich curriculum that is engaging for both students and teachers.

Part 2 (Advanced Levels)

The afternoon session will continue the work with the “roadmap” and put into practice how to develop unit plans that contain Learning Targets and Can-Do statements that will bring strong results. Lesson plans will also be discussed.

Presenter Biography:

Helena Curtain is an internationally known author and consultant in the field of language education including immersion and bilingual programs. She is the co-author of *Languages and Learners: Making the Match*, now in its fifth edition and used by Universities throughout the United States for training language teachers. At the University of Wisconsin-Milwaukee She directed of the English as a Second Language and World Language teacher preparation programs. Previously she was the ESL and Foreign Language Specialist for the Milwaukee Public Schools in charge of languages in 20 high schools, 20 middle schools and 103 elementary schools. Her teaching background

ranges from the elementary school to the university level. She has won several national awards for her leadership in language education. She has broad experience working with schools and school districts, teaching and conducting workshops throughout the United States and in 33 other countries.

Teaching Grammar in Context (Beginners)

With the inception of communicative language teaching (CLT) most advocates of this approach have come to an agreement that the teaching of grammar as an end in itself is considered unacceptable. However, as grammatical accuracy plays a pivotal role when used to receive and produce interesting and purposeful meanings within the context of real-life language use, the teaching of grammar constitutes an integral part of foreign language instruction. Clause Brandl: *Communicative Language Teaching in Action*, p.105)

In this workshop we will explore the role of grammar teaching in the classroom, explicit/implicit grammar teaching and different methodological options to teaching grammar in context. Through hands-on practice and illustrative language content, participants will experience teaching grammatical aspects by engaging the learners in formulating their own hypothesis about the target rule.

In cases where rules are too complex to be discovered by the learners, especially younger ones, a strategy for explicit grammar teaching might be necessary. Participants in this workshop will be familiarized with “guided participatory or co-constructive” approach. Using this approach allows the teacher to lead the learners to discover the rules themselves where the teacher and students become the co-constructors of the grammar explanation.

Presenter Biography:

Dr. Muhammad S. Eissa is the President of EISSA & ASSOCIATES, Inc., specialized firm in Consulting and Educational services in the areas of Arabic/Islamic studies. He serves as an Associate member in the Centre of Middle Eastern Studies at University of Chicago. Eissa holds a B.A., M.A. and a Ph.D. all from Al-Azhar University in Egypt. He also holds a Certificate of Philosophy from UCLA. Eissa has been a professor of Arabic at American University in Cairo, Illinois Institute of Technology, Northwestern University and Brigham Young University. He has been actively engaged in innovative projects promoting Arabic and Islamic studies with special interests in research and teachers’ training, and is educational advisor to the League of Islamic Schools.

QUR’AN TEACHERS TRAINING WORKSHOP

Integrating the Nuraniya Method In a Skill-Based Qur’an Curriculum Applying Differentiated Instruction

Qur’an teachers who seek perfection of their own Tilawah and wish to meet the highest teaching standards will find this workshop inspiring, In sha Allah. In an interactive full day session, Qur’an teachers will proceed through a number of Tilawah standards (Based on Nuraniyah lessons), identifying the required skills for each standard while boosting their own recitation skills.

Candidates will explore varied presentation styles, hand-on practice activities, and learning outcome assessment models. Candidates will exercise Differentiated Instruction, creating engaging learning experiences that motivates and inspires all of the students in their Qur’an classes on three levels (The Three Ps):

- **PRESENTATION:** How to introduce the desired content targeting students with different learning styles.
- **PRACTICE:** How to prepare varied engaging activities to allow all students to process the presented information and acquire the desired skills.
- **PRODUCT:** How to assess for learning through different students’ products that demonstrate their understanding of the content and their mastery of the required skills.
- Guidelines for Nuraniyah integration will be provided. The Nuraniyah method provides Islamic schools with an efficient program to reform Qur’an education without jeopardizing the fundamental teachings. It serves as a backbone for Qur’an curriculum. It also serves as a unique program for qualifying Qur’an teachers. This becomes particularly important in the non-Arabic speaking countries.

Presenter Biographies:

Dr. Dalia El-Deeb is a graduate of Cairo University School of Medicine on 1987. She owes her Qur’an Education to Ustatha Zainab Helmy Qutb and Sheikh Mohammad Fuaad, from whom she received her Certification of Tajweed, Qur’an Recitation, and Manzumat; Ustatha Mervat Saber, from whom she received her Ijazah and Sanad of Qur’an according to the narration of Imam Hafs, and Sheikh Mohammad Farooq Al Rae, Head of the Furqan Center in Jeddah, SA, from whom she received her Nuraniyah Certification.

Dr. El-Deeb has occupied a number of positions as an Islamic educator and Qur’an and Nuraniyah Instructor, and Qur’an and Hifdh Programs supervisor. She published a series of Islamic Studies books for Elementary students and has presented in a number of educational forums and workshops for professional development of Qur’an teachers in USA and abroad. Currently, Dr. El-Deeb is the director of the Hifdh and Qur’an programs at Bayaan Academy and Ahlul-Qur’an Academy. She is also the Chief Nuraniyah Instructor in North America.

Norma Abu Tarboush is the founder of Iqra Warqa Qur’an Learning Center for children and adults in Palos Park, IL.

She has a Bachelor degree in Accounting and in Islamic Studies from the University of Jordan, Amman.

Sr. Norma is a certified Nuraniya trainer since 2010, certified by Furqan Center, Jeddah SA. She has multiple Ijazat with Sanad connected to the Prophet SAWS in a number of Qira’at from scholars in Egypt and Jordan. She presented at ISNA and a number of forums and workshops for professional development of Qur’an teachers in Chicago and abroad.