18th ANNUAL ISNA EDUCATION FORUM
In collaboration with the Council of Islamic Schools in North America (CISNA)
Westin O’Hare Hotel- 6100 N River Rd., Rosemont, IL 60018

Preparing Islamic Schools for a Changing World

Friday, April 14, 2017

8:00-10:00 AM  Registration for Pre-conferences Lobby Area
8:30 AM-5:00 PM  Pre-conferences Workshops
                       • Teacher Curriculum Training (ASCD) LaSalle B
                       • Leadership Relevant to Today’s Challenges: Preparing Our LaSalle A
                           Students for the Present and the Future
                       • Taking Charge of the Arabic Curriculum LaSalle C
                       • Formative Assessments, Grading and Evaluation in the Islamic Madison
                           Studies Classroom
                       • A Comprehensive Qur’an Program Integrating the Nuraniya
                           Method State (lower level)

(SEE BACK PAGES FOR FURTHER INFORMATION)

11:30 AM  Registration Begins Lobby Area
1:00-1:30 PM  Jumu’ah Prayer Grand Ballroom A
                       • Khateeb
4:45 PM  Asr Prayer Grand Ballroom A
5:30-7:00 PM  Inauguration/ Banquet Dinner Grand Ballroom B/C
                       • Recitation from the Holy Qur’an
                       • A Tribute to Late Sister Karen Keyworth
                       • Kathy Jamil; ISLA Chair, Safaa Zarzour; CISNA Chair
                       • Welcome remarks – Hazem Bata; ISNA Secretary General
                       • Keynote Address – Charles Glenn
                       • Moderator – Mukhtar Ahmad; ISNA Director of Programs

7:35 PM  Maghrib Prayer Grand Ballroom A

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<tbody>
<tr>
<td>Arabic Studies</td>
<td>Islamic Studies</td>
<td>Principal, Board, &amp; Administrative Development</td>
<td>Curriculum Development</td>
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8:00-9:30 PM LaSalle C
Restaurants in My City: A Model Thematic Arabic Unit
Dania Silk, Marwa Thabet
"Restaurants in my city" is a thematic unit designed for third grade students at the Novice Mid to Novice High level. In this unit, students will use authentic materials about food and restaurants in the Arab world. At the end of the unit, students will create their dream restaurant that they wish to have in their city and describe it in details.
Dania Silk
Marwa Thabet
<table>
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<tr>
<th>8:00-9:30 PM</th>
<th>Literature for a Changing World: Effective Literature Studies in an American Islamic High School</th>
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<tr>
<td>I</td>
<td>Jelena Naim, Safia Arif</td>
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<td>LaSalle B</td>
<td>Join us in a discussion with educators on the deeper and sensitive implications of literature in an American Islamic high school. What purpose does high school literature curriculum serve? In our school, we promote an Islamic worldview and have deeper discussions in order to approach complex societal problems. In our presentation, learn how we address classic literary works which include Islamophobic themes as well as non-Islamic worldviews.</td>
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<td>Jelena Naim was born and raised in Chicago where she attended the University of Illinois, pursuing a bachelor's degree in French and a master's in Teaching English as a Second Language. Jelena has over 20 years of experience as an educator and administrator in public, private, and charter schools. Jelena currently serves as principal at Al Falah Academy in Metro Atlanta.</td>
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<td>Safia Arif teaches High School (9-12) Literature &amp; Composition at Al Falah Academy; she holds a B.A. in English Education and an M.A. in Teaching English from Georgia State University. Additionally, Safia is a certified AP Literature course instructor.</td>
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<th>8:00-9:30 PM</th>
<th>Supporting Teacher Growth Through Formative Teacher Evaluation</th>
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<td>A</td>
<td>Heba Abdo</td>
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<tr>
<td>LaSalle A</td>
<td>Teacher evaluation has become a hot topic with federal requirements and new research</td>
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**Islamophobia and Identity: American Muslim Children**

Sana Aaser

In our 2016 study, we found that 1 in 2 American-Muslim children, ages 5-9, felt conflicted about being both Muslim and American. The implications of how Muslim children internalize their identity, and the effects of attending Islamic school on a child’s identity, can help to foster a constructive American-Muslim identity.

**Sana Aaser** is an educational researcher with interdisciplinary experience across anthropology, sociology, and child development. She serves as Director of Education for Noor Kids, a Harvard-backed educational program that seeks to inspire young children to become confident American-Muslims. Sana earned her Masters in Education at San Francisco State University. She was recognized as a Hood Scholar, the University’s highest honors, for her research on American-Muslim identity. She was awarded prestigious fellowships with Education Pioneers, New Sector Alliance, and Net Impact.

**Islamophobia and the Identity of the Muslim Child**

Michael Milo

The process of growth and development of a child is intertwined with the process of forming a personal identity. For Muslim children this is shaded by the messages projected in the media often times in very negative ways. How can educators, parents and the Muslim community build positive identities in children? Why is it so important to provide enriching media experiences in the lives of children?

**Michael Milo** is an educational media developer for 20 years with a strong focus on Islamic content. Projects include the documentary series A New Life in a New Land: The Muslim Experience in Canada. The series was produced for three Canadian television channels and broadcast internationally. Funded in part by the Canadian government, the project includes a website ([www.anewlife.ca](http://www.anewlife.ca)) and Educator Guide. A New Life in a New Land is used in high schools, universities and libraries as well as in training law enforcement and other public and private sector organizations. Milo is also the co-founder along with his wife, Flordeliza Dayrit of the Muslim Kids TV educational platform. Muslim Kids TV ([www.MuslimKids.TV](http://www.MuslimKids.TV)) is the first digital entertainment platform for Muslim children.
calling for stringent systems. But, how can schools use this process to improve student achievement? In this session, participants will learn about research and tools that can help teachers to engage in the process and improve classroom teaching. Participants will practice the most difficult tasks in evaluation: giving structured feedback, supporting teacher self-reflection, and creating sustained resources for teacher growth.

**Heba Abdo** is an educational researcher, former teacher and school leader, and social activist. She received her BA and M.Ed. degrees at Rutgers University and is currently enrolled in the Rutgers Ed.D. Program. She also works at the Rutgers University School System Improvement, a USDOE grant-based project that supports schools across NJ to hire, evaluate, support, and retain effective teachers. Heba has presented at the American Educational Research Association (AERA), the Northeastern Educational Research Association (NERA), the Midwest Symposium on Teacher Evaluation, and other academic conferences. Her team’s work on teacher use of effective classroom strategies earned the NERA Lorne H. Woolatt Distinguished Paper Award.

**Saturday, April 15, 2017**

**9:00-10:30 AM**

**LaSalle C**

**Bringing Arabic Language to Life with Interactive Teaching Strategies**  
**Mussarut Jabeen**

This session will present interactive strategies and activities, such as games, notebooking, and other hands-on activities to maximize student learning. Attendees will be able to follow along with sample activities and take home ideas to use in their classes.

**Hanan Mahmoud** has a bachelor’s degree in Islamic Studies from Kuwait. With 29 years in education, Mrs. Mahmoud has taught Arabic and Quran for grades kindergarten through 8th. She believes that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. She also believes that every classroom presents a unique community of learners in abilities, as well as in learning styles. Presenting an interactive curriculum that involves student interests and is relevant is her continuous goal for teaching.

**Rana Issa** is an Upper Elementary Islamic Studies and Quran teacher at Al-Iman School. She has been in education for three years and, continues to grow into leadership roles within her school. She enjoys using strategies learned through Bayyinah’s training for Quranic Arabic. She believes that “learning is fostered when a student feels accepted for who they are and know mistakes are part of the process”.

**Wafaa Altalib** is originally from Iraq. She graduated from Mosul University’s college of Education in 1985 with a Bachelor’s degree. She taught in Iraq for 20 years, then for 3 years in Syria, and has been in the educational community in the Raleigh Area for 11 years. As a teacher she believes that all students are able to learn and her goal is to help teach students the beautiful language of Arabic and Quran.

**Mayssaa Nori** graduated with an Arabic language and Literature degree from Tishreen University in Syria. Teaching Islamic studies for 7th and 8th graders in Syrian public schools and then Islamic studies, Arabic, geography and Social Studies in ALSHAM OASIS Private School, increased her love for education. This is her fifth year at Al-Iman school in Raleigh, NC as an Arabic and Quran teacher.

**Marwan Hassan** graduated from Kuwait University and obtained a bachelor degree in Arabic Language & Literature in 1977. His experience in education continued to increase
through teaching for many years in Kuwait, Jordan, Palestine, and America. He then
returned to school where he obtained his Master's degree in Teaching and Learning in 2009
as well as certification. Br. Marwan joined Al-Iman School in 2011 as an Arabic teacher.

9:00-10:30 AM
Madison

Self-Identity and Self-Worth - Pre-requisites for Safe Global Citizenship
Mohammed Sadiq

This seminar is intended for the board members, administrators, and teachers. The
objective is to discuss how Islamic schools presently visualize the concept of Global
Citizenship. Is there harmony among us in understanding of it? This will be followed by
sharing the speaker's thoughts and experience of the concept and its pre-requisites, and
how we can teach and promote Global Citizenship in our youth.

Mohammed Sadiq is a Clinical Psychologist based in Edmonton, Alberta, Canada. He has
been practicing in North America for the past 40 years. His practice has covered a wide
range of areas including, forensic psychology, psychiatric hospitals, community mental
health clinics, residential youth institutes, community agencies such as group homes for
youth and sexual assault centers, etc. He has worked with people of all ages suffering from
various emotional, mental, behavioral and family problems. He also provides counseling
through Internet via his website – www.shifa.ca

9:00-10:30 AM
Division

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

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 Private sector. 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”.

9:00-10:30 AM
LaSalle A

School Choice in America: Educational Opportunity for Every Family
Leslie Hiner

EdChoice will present an overview of school choice in America, including an overview of the
four main types of private school educational choice programs: education savings accounts
(ESAs), vouchers, tax-credit scholarships and individual tax credits. Participants will learn
how these programs help families access schooling options that meet their needs regardless
of geography or income.

Leslie Hiner, as vice president of programs, directs the educational programs and state
relations of EdChoice’s state programs team. Leslie has been published and quoted in
several national and state publications, including the Wall Street Journal, Washington Times,
and the Los Angeles Times. She has also appeared on television, radio shows and podcasts
from coast to coast including the Wall Street Journal’s Opinion Journal web series with Mary
Kissel, ChoiceMediaTV, The Heartland Institute, The Morning Blaze, The Middle
Ground and Issues in Education. She is a frequent speaker on the topic of educational choice at national, state and local events and testifies often before state legislatures. Leslie is an alumnus of the Lugar Series for Excellence in Public Service.

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<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Title</th>
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<td>9:00-10:30 AM</td>
<td>Wholistic Needs of the Teachers</td>
<td>LaSalle B</td>
<td>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.</td>
<td>Susan Labadi</td>
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<td>10:45 AM - 12:15 PM</td>
<td>Teaching Students about Water Conservation</td>
<td>LaSalle C</td>
<td>Realizing how students use and misuse water, this Water Preservation unit integrates Islamic values to help learners build self-consciousness toward the many resources they take for granted while developing their Arabic language skills.</td>
<td>Lamya Najem</td>
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<td>10:45 AM - 12:15 PM</td>
<td>Hands-On Books Closed: Creating a Contemporary Islamic Studies Unit Using Technology &amp; Service Learning</td>
<td>Madison</td>
<td>Islamic Studies has virtually remained unchanged since the event of the American Islamic School. With contemporary issues becoming such a relevant part of our students’ lives, it is important for the Islamic Studies curriculum to evolve and expand to cover more than traditional topics. It’s necessary to equip our students with the tools to handle contemporary issues that are encountered as Muslims in this day and age. This workshop will work through the steps to create a simple effective Islamic Studies unit. This is done by starting with a current issue, acquiring knowledge by incorporating the use of technology and research, then applying what is learned through service learning. Participants will discuss how service learning projects merge education and community service, will enjoy Hands-on activities, and will generate ideas needed to plan and implement a structured project aligned with the unit being taught.</td>
<td>Tatiana Coloso</td>
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<td>10:45 AM - 12:15 PM</td>
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<td>Tatiana Coloso has been in education for over 10 years. She is the lower elementary Islamic Studies teacher at Al-Iman School in Raleigh, NC, where she is a teacher mentor. Tatiana continues to reinvigorate and develop the Islamic Studies curriculum. Her line of research focuses on character building and core subject integration into the Islamic Studies curriculum using hands on activities and technology. Tatiana has a passion for teaching, nurturing, and stimulating young minds. She has participated in and completed the Islamic Teacher Education Program (ITEP).</td>
<td>Tatiana Coloso</td>
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<td>Aishia Neal has taught students ranging in grades three to eight for over 13 years. Working in Islamic schools has encouraged her to explore ways to integrate and “Islamify” the</td>
<td>Aishia Neal</td>
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curriculum taught in her core content classes. Aishia has been one who strives to promote application of the latest research based strategies, and has continuously focused on the importance of creating a classroom environment that is safe, stimulating, and supportive to all learning styles. After developing practice and assessment curriculum for an EdTech company, Aishia has returned to Al-Iman School to work as a 6th grade ELA teacher and Instructional Resource Coach. She is currently pursuing her Master’s degree in Instructional Design.

Rana Issa has a Bachelor’s degree from the Lebanese International University, and is currently an Upper Elementary Islamic Studies and Quran teacher at Al-Iman School. Though she has been in education for three years, she continues to grow into leadership roles within her school. She enjoys using strategies learned through Bayyinah’s training for Quranic Arabic. She believes that “learning is fostered when a student feels accepted for who they are and know mistakes are part of the process.”

10:45 AM - 12:15 PM
LaSalle B

Precise and Systematic Approach to Improving Student Learning
Nuzhat Hye, Ghazala Basharat

Students have the right to receive instruction at their zone of proximal development to help them advance their academic needs. Using assessment tools and data helps educators identify the right level of instruction for students, regardless of their place on the continuum level of ability and achievement. When instruction is designed and driven using data from the different assessment tools effectively, then teachers can help students set challenging and achievable goals that can propel them toward proficiency and beyond by helping them to know what is possible.

Nuzhat Hye is the principal of Radiant STEM Academy. She is a lifelong educator and has over 30 years of experience in teaching and administration. She has been pivotal in founding the Weekend Islamic School of Irving and Islamic School of Irving over 20 years ago. In addition, she has helped found and establish Rising Stars Academy for MAS in Richardson, TX, and Radiant STEM Academy in Irving, TX. She is proficient in developing workshops for educators, establish Professional Learning Communities, curriculum development and mapping, and mentoring educators, to take all educators and schools to the next level. Her goal is to integrate Islamic values, teachings, and morals, throughout the curriculum as appropriate to inculcate in her students that Islam is a way of life.

Ghazala Basharat is a skilled educational leader with a strong commitment to the development of students and staff. She is experienced in creating stimulating learning environments according to child developmental needs and implementing effective teaching methodologies for students from diverse background. Ms. Basharat has years of teaching experience and has years of administrative experience as well. As a Director of Education she designed curricula aligned with 21st century learning goals and facilitated its implementation in the classroom. Ms. Basharat also administered strategic plans that enhanced teaching quality and designed a school accountability system. She holds CEO's certification with Master’s in Educational Leadership from Southern Methodist University and teacher’s certification with Bachelor’s in Interdisciplinary Studies from University of Texas at Dallas.

10:45 AM - 12:15 PM
LaSalle A

Beyond Fundraising: Developing a Culture of Philanthropy
Necva Ozgur, Sahar Hussain

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.

**Sahar Hussain** is the CEO and founder of EdLevate LLC, an educational consulting firm. She holds a Master of Science in Educational Leadership, a Master of Science in Education - TESOL/English, a Bachelor of Arts in Political Science, Sociology and Labor Studies. Her experiences include roles as Director of Curriculum & Staff Development, Testing Coordinator, ENL Department Chairperson, and Teacher-Inquiry Team Leader.

| 10:45 AM - 12:15 PM | **Incorporating Art in the Curriculum**
| Division C | **Mona Abdala**
| | There is no better class, student, or assignment than one that engages as many corners of the brain as possible. Creativity is the glue for the scientific, mathematical, and linguistic mind. They all work better when these sections of the mind are engaged and able to problem solve from different perspectives and angles. Art education is a missing link that we need more of, but seem to be getting less and less of.

**Mona Abdala** has been teaching at her Islamic school in NJ since 2002. She finished her undergraduate degrees in Public Relations and Visual Arts at Rutgers University in 2002. A few years later, due to her love for education, she obtained 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 curriculums and challenge as well as broaden their students' minds.

| 12:30-1:00 PM | **Luncheon Program**
| Grand Ballroom B&C | • Sponsors Presentations
| | • CISNA Updates
| | • Sponsor Recognition
| | Moderator – Basharat Saleem; ISNA Convention Director

| 1:00-1:30 PM | **Dhuhr Prayer**
| Grand Ballroom A | 10 Effective Steps to Teach Reading
| LaSalle C | **Mona Hamdan, Amna Al-Sayed**
| | Reading is an important part to student learning. In this session, a short Arabic story will be distributed to the participants to practice the ten steps for teaching reading comprehension in Arabic.

**Mona Hamdan** is an academic vice principal and professional development coordinator at Arwa Independent Secondary School in Qatar. She has over 25 years' experience in USA and Qatar as a science, math, Arabic and Quran teacher, coordinator, student counselor, and academic vice principal. Dr. Hamdan has taught students of all ages and levels and conducted many workshops in Qatar, Dubai, Bahrain, and USA. Mona’s has a Bachelor's degree in Chemistry, Master in Science and PhD in leadership and Special Education. She is a certified trainer.

**Amna Al-Sayed** is a vice principal and professional development coordinator at Abi Hanfa Independent School in Qatar. She has over 20 years of experience in Qatar as a teacher,
coordinator, and vice principal. Al-Sayed has conducted many workshops in Qatar, Dubai, and Bahrain. Amna’s has a Bachelor’s degree in Math and she is a certified trainer.

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<td>2:00-3:30 PM</td>
<td><strong>Leadership and Legacy: Curriculum Materials that build Identity</strong> Tamara Gray</td>
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<td>Participants will review theoretical issues around curriculum, methodology and subject matter as is related to identity development. They will appraise sample lessons, and use a rubric to develop lesson plans that grow Muslim identity in students. Tamara Gray is an Islamic scholar, professional educator, and community activist. She holds a Master’s degree in Curriculum Theory and Instruction, multiple ijazas in Islamic sacred texts and subject matter, and is currently a doctoral student in leadership at the University of St. Thomas in MN. She is part of the ISNA task force for more inclusive and welcoming mosques, on the advisory board of Muslim Women’s Association of Chicago, and the Muslim Anti-Racism Committee. Tamara is a community faculty member of Metropolitan State University in St. Paul, MN, where she is presently teaching &quot;Muslim Identities in America&quot; an undergraduate course in Religious Studies.</td>
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<td>2:00-3:30 PM</td>
<td><strong>Islamize Math: YES WE CAN!!!</strong> Moniza Hasan</td>
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<td>This presentation is about Islamizing math instructions. The participants will marvel at how Islamic values and Injunctions translate into mathematic operations. They will take with them math concepts – number line (deeds), distributive property (Da’wah), Order of Operations (sura Al-Imran aya 190), Pythagorean Theorem (Crossing into Jannah), y=mx+b (Siraat Al-Mustaqeem), Quadratic graphs (Iman vs kufr), etc. – taught with Islamic values. Moniza Hasan is currently a middle school math teacher at Al-Salam Day School (ADS) in St. Louis, Missouri. She holds a Master Degree in Mass Communication and is certified in teaching middle/high school math by the American Board of Teacher Excellence. She has served ADS as head of the math department and head of middle/high school in previous years. She focuses on achieving Islamic and academic excellence at ADS by Islamizing all her lessons. In appreciation of her outstanding teaching contributions at ADS, she was awarded teacher of the year in 2014.</td>
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<td>2:00-3:30 PM</td>
<td><strong>Resources Available for Your School (DOE)</strong> Maureen Dowling</td>
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<td>2:00-3:30 PM</td>
<td><strong>Developing Emotional Intelligence in our Youth</strong> Mohammed Sadiq</td>
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<td>Often our focus in Islamic Schools is to have the students achieve academic excellence along with teaching them a few things about Islam. What is often completely missed is to help them develop social and emotional intelligence. This seminar's goal is to help the participants understand what is social and emotional intelligence and how to teach and promote in our students. Mohammed Sadiq, see p. 4 for biography.</td>
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<td>3:45-5:15 PM</td>
<td><strong>Using Technology in the Arabic Classroom to Enhance Student Communication in the Three Modes</strong> Iman Hashem</td>
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<td>This session will focus on how to effectively use technology to enhance instructions in the three modes of communication. Participant will explore free web tools that inspire, engage, and foster language use while meeting the needs of the 21st century learner.</td>
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Jihad Turk is founding President of Bayan Claremont Islamic Graduate School. He is a well-respected leader and public speaker, dedicated to meaningful interfaith and intra-faith cooperation. Previously, he served as the Religious Director of the Islamic Center of Southern California, was the ISNA West Zone representative, and has been involved with MYNA programs as a mentor and teacher. During his college years, he studied Arabic and Islamic Studies at the Islamic University of Medina, and in Iran he studied Farsi at the University of Tehran and in Qum. He completed his undergraduate study at the University of California, Berkeley in History and Arabic. Jihad went on to complete his Master’s degree at the University of Texas, Austin in Arabic and Islamic law and jurisprudence.

Exceptional Learners 101 – Steps to Identifying a Student with Special Needs
Sabria Mills

Exceptional students include students who have been identified to have a learning or behavioral need in a school setting. Many of our traditional Islamic schools struggle with the aspect of meeting the needs of exceptional learners. What if there was a created collaborative, comprehensive, and step-by-step approach towards developing an effective special education program in our Islamic Schools? This effort would allow for our Islamic schools to meet the needs of our entire community and launch our schools into the next stage of professional development. We must begin this process with a clear and comprehensive approach towards identifying exceptional learners in our schools.

Sabria Mills is currently serving at Al Falah Academy as the Intervention Coordinator and Special Education Lead. She is the first to serve in this role at a private Islamic school in Georgia. Sabria Mills is currently Georgia certified in elementary and special education. Additionally, she currently holds an ESOL Georgia certification. She currently serves on the administrative team at Al Falah Academy and monitors the growth and success of students at risk. In addition to her role as an academic interventionist, she facilitates the RTI process by supporting and coaching teachers, screening and supporting exceptional learners, and creating data driven student goals. She is one of the forerunners in the recent launch of Al Falah Academy’s first mild to moderate special education program, which services students with an IEP.

Sunday, April 16, 2017

9:30-11:15 AM Hot Topics Panel
- Know Your School’s Rights and Obligations
- Building Community and Media Relations
• Always Be Prepared: For a School Audit
• What Our Students are Trying to Tell Us!

Mazen Asbahi, Kathy Jamil, Sufia Azmat
Moderator: Sue Labadi

11:15-11:30 AM  Nurturing the Spirit
Closing message from Shaykh Abdalla Idris Ali

11:30 AM-12:00 PM  Concluding Session and Raffle
• Open dialog with ISNA Program Committee Members
• Raffle

Executive Forum
Pre-Conference Workshops

I. TEACHER CURRICULUM TRAINING

Effective Professional Learning Communities
Opal Davis Dawson (ASCD)

Professional Learning Communities (PLCs) are pivotal to a school faculty's ability to share successful teaching strategies, pool resources within a grade level or discipline area, examine student work, and develop a solid school culture of collaboration. Participants in this session will learn how to use structures that will maximize the productivity of PLCs and how they can effectively focus on school goals.

Resource Review (Part 1)
Focus on Learning (Part 2)
Build a Culture of Collaboration (Part 3)
Focus on Results (Part 4)
Four Critical Questions (Part 5)

Opal Davis Dawson is an educational consultant, coach, and retired, award winning preK-5 public Montessori school principal with nearly 30 years of experience. While principal, she led her school in the implementation of the Understanding by Design® framework, with a focus on early childhood and primary school. Also during her tenure, Dawson led her school's implementation of Kentucky's Teacher Effectiveness System with Charlotte Danielson's Enhanced Professional Practice: Using the Framework for Teaching. Additionally, Dawson successfully worked with her school's professional learning community to bring state standards to life in the classroom.

Dawson has worked extensively with educators to adapt protocols for use when analyzing student work that help them understand the effects of their professional practices and plan their instructional next steps. She has served on educational foundations and boards, and she holds bachelor's and master's degrees from the University of Louisville.

I. PRINCIPALS AND LEADERSHIP TRAINING

Leadership Relevant to Today's Challenges: Preparing Our Students for the Present and the Future
Madga ElKadi Saleh, Leila Shatara, Sufia Azmat, Habeeb Quadri

As our nation embarks on moving forward in uncertain times, Muslims in particular, are facing greater challenges in the current political and social climate. Our role as school leaders is to provide the platform, the foundation, and the resources our students need in order to stand strong and proud of their identity. It is our role to give them the skills and knowledge they need to confidently engage and inform others about Islam.

In the first segment of this year's school administrators' and principals' pre-conference, we will examine the current political and social condition for Muslim youth and review what Islamic school alumni have to say about what they learned and what they wish they had learned. In the second segment, school leaders will work together with experts to design a framework for building spiritual intelligence in our students with critical thinking, analysis and application of religious, social, and political topics.

The Need to Prepare Student Leaders (Part 1)
Survey results of IS Alumni (Part 2)
Youth Leadership Skills and Knowledge (Part 3)
Preparing Principals in their Role as Visionaries/Community Builders (Part 4)
Group Activity: Building a Framework (Part 5)
Sufia Azmat is 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 teaching and administrative experience include serving as a teacher, English department chair, division head and a principal for a K-12 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. She is currently enrolled as a Masters student at Bayan Claremont Islamic Graduate School in the Islamic Education and Leadership Program. Ms. Azmat also serves on the ISNA Education Forum Programming Committee.

Magda Elkadi Saleh has been an administrator in Islamic schools since 1992. She joined American Youth Academy (AYA) in Tampa, FL as its founding principal in 2004 and was AYA’s Head of School from 2011 to 2015. In 2014, she became President of Radiant Hands, a non-profit, social services organization, whose mission is to help empower women and families in the community, who are facing various struggles in their lives and are in need of education, counseling and/or financial assistance. She grew up in the United States in communities with very small Muslim populations, and it was through her parents’ strong value systems that Islam was instilled in her and her sisters. Her parents – Dr. Ahmed & Mrs. Iman Elkadi – were pioneers in Islamic Education, and she strives to continue on the path they forged.

Leila Shatara, M.Ed. is currently a PhD candidate in Educational Leadership and Research Methodology at Florida Atlantic University and serves as a research assistant as well as an instructor. Ms. Shatara served as an adjunct in the College of Education at FAU for 6 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 served as principal in South Florida Islamic schools for 8 years and been a consultant to several schools in their path towards accreditation. She is an educational consultant providing trainings for boards, principals and teachers. She currently serves as the Vice President of CISNA and is a member of the Education Forum Program Committee.

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).

I. ARABIC TEACHER TRAINING

Taking Charge of the Arabic Curriculum
Salah Ayari, Iman Hashem

*Important Note about the Arabic Workshop:* This two-day mega workshop integrates all the Arabic sessions to help teachers gain the knowledge and skills necessary to develop their own Arabic curriculum. It is advisable to attend the whole workshop on Friday and Saturday to maximize the benefit. However, if you are not able to attend the Friday portion of the workshop, you can still attend and benefit from the Saturday sessions that will focus on certain aspects of the Arabic curriculum.

On Friday, participants will work in groups, according to grade level, under the guidance of two teacher trainers and five experienced teachers to develop proficiency-oriented and standards-based thematic units that are appropriate for their schools and students. On Saturday, there will be sessions focusing on certain aspects of the curriculum, including instructional strategies, the use of technology to extend student learning as well as sharing of teacher-developed thematic units.

Developing a Homegrown Arabic Curriculum (Part 1)
Salah Ayari, Iman Hashem

Rather than limiting themselves to a specific textbook, Arabic teachers have an opportunity to build standards-based and articulated thematic units that are aligned with the school’s expectations, take student needs into consideration and help to chart progress towards proficiency goals.

Sample Thematic Unit: Planning for Integrated Language Instruction (Part 2)
Layla Bahar Al-Aloom
Participants will be exposed to a thematic unit that has been designed and used by an experienced teacher in order understand how to go about developing their own thematic units.

**Group Work (Part 3)**  
Layla Bahar Al-Aloom, Dania Silk, Marwa Thabet  
Teachers will work in groups under the guidance of five experienced teachers with the goal of developing standards-based and articulated thematic units.

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.

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.

Layla Bahar Al-Aloom earned a BA in Applied Studies from California State University, and an MA in Educational Administration and Supervision from the University of Phoenix. She has ten years of experience teaching Arabic to students of various age groups, kindergarten through college. Ms. Bahar Al-Aloom has been the program coordinator for STARTALK programs since 2007 and has been affiliated with programs offered by the California Foreign Language Project since 2004. Currently, she works as the Arabic language department chair at the Minaret Academy and is an ESL instructor at CSULB.

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**I. ISLAMIC STUDIES TEACHERS TRAINING**

**Formative Assessments, Grading & Evaluation in the Islamic Studies Classroom**  
Azra Ali

**Formative Assessments in the Islamic Studies Classroom (Part 1)**

As Islamic Studies’ teachers, we all realize the main goal of teaching is learning! In this workshop, we will explore some brain-friendly formative assessments that will provide teachers with data to make instantaneous decisions with. Through deliberate practices, teachers will become more aware of how well students are learning using “checking for understanding” strategies. 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.

**Grading and Evaluation (Part 2)**

We recognize that the goal of Islamic Studies classes is to build aqeedah, learn Quran and seerah and live Islam based on sunnah. This goal is quite multidimensional with spiritual and character development at the forefront. Further, challenges set in when parents ask for a formal grade in these classes. In 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.

Azra Ali is the Director of School Improvement for a Charter School Management Company in Michigan. Azra has received her Bachelor’s and Master’s Degrees in Education along with an Education Specialist Degree in Curriculum and Instruction. Currently, she is pursuing her Doctoral Degree in Education Leadership and Policy Studies at Wayne State University. Azra has spent the past 19 years in various teaching and leadership positions at Islamic and Charter Schools. During her service as a Principal for 8 years at Huda School, she contributed to the school’s success with the implementation of
the internationally renowned IB-MYP Program. She completed her IB-Academy certification with endorsements in IB workshop leading, consulting and site visiting. As part of her commitment to the community based Islamic education programs, she has been volunteering as a Saturday School Principal at the Muslim Unity Center for the past three years. Azra is passionate about mastery teaching and developing teacher leaders who will empower and educate our Muslim youth to love Allah (swt) and to serve Him!

### I. QUR’AN TEACHERS TRAINING

#### A Comprehensive Qur'an Program Integrating the Nuraniya Method

Dalia El-Deeb

This workshop provides professional development for Qur’an teachers to empower them with the knowledge and skills needed to deliver Qur’an education according to high standards of education. The workshop trains Qur’an teachers in utilizing the Nuraniya method to design and implement a well-crafted skill-based Qur’an Program.

#### Curriculum Design and Effective Planning

**Practical: Preparing An Annual Plan (Part 1)**

After identifying the key content areas to address in the Qur’an Curriculum, the session trains Qur’an teachers to utilize the Nuraniya benchmarks to set specific mile stones of Qur’an education across content areas. Qur’an teachers will practice aligning standards, benchmarks, and SMART skills to prepare annual plans for grade level/ readiness level of their students. Teachers will be introduced to the Selected Nuraniya lessons L1-6.

#### Elements of Class Management

**Teaching Strategies and Learning Activities (Part 2)**

This session presents elements of class managements and provides training to Qur’an teachers to provide a healthy learning environment and establish class routine. The session also provides a number of effective teaching strategies. An array of learning activities that address various students’ learning profiles will be presented. Presented activities are skill-based activities, designed to ensure the progression of reading and comprehension skills from basic to higher brain function skills on Blooms Taxonomy. Teachers will be introduced to Nuraniya L 9 and receive recommendations for vocabulary selection.

#### Effective Lesson Planning

**Interactive: Put It All To Work! (Part 3)**

Lesson planning is presented, with guidelines for lesson plan components and for proper time allocation (instruction time, activity time, and end of class assessment time) for productive flow of the lesson from presentation to practice to product. Teachers will be introduced to Nuraniya L 10-11.

The Second part of the session is an interactive guided application of knowledge and skills acquired throughout the workshop. Candidates work in teams to prepare a final project; Design a Lesson plan complete with target skills, learning activities, and formative assessment. They present a one-hour class, 20 minutes of class per team.

Dalia 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. Dr. El-Deeb 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. She carries an Ijazah with Sanad of Qur’an recitation according to the narration of Hafs upon Imam Aasim.