Ten Models for Integrating Curriculum in Your School
This session will survey a number of prominent models for integrating curriculum within disciplines, across disciplines, and with different types of learners. Utilizing resources reflecting trade and cross-cultural exchange involving medieval Islamic civilization, the facilitator will prompt brainstorming and small group discussion and mapping about how various subject areas can be engaged at middle school, elementary and high school levels.

Presenter: Karima Alavi

Karima Diane Alavi received her Bachelor’s and Master’s degrees in History, Middle East Studies, and Asian Studies from Kent State University in Ohio, and Shiraz University in Iran. She taught courses in History and Art History at Wilmington College, and history for seven years at Sidwell Friends School in Washington D.C. Ms. Alavi served as director of the Dar al Islam Teachers’ Institute on Understanding and Teaching About Islam, and now serves as a faculty member. She has presented more than 100 workshops at conferences of the National Council for Social Studies, the Library of Congress, the Middle East Studies Association, and the Smithsonian’s Freer Gallery. Together with Susan Douglass, she authored the curriculum guide, Emergence of Renaissance: Cultural Interactions Between Europeans and Muslims. In addition, she has authored curriculum materials for the PBS Islam Project and the Georgetown University Center for Contemporary Arab Studies.

School Leadership and Change Agency
The facilitator will share a series of case-studies pertaining to school leadership and management, involving participants in interactive segments to propose solutions. Factors considered include non-profit and legal compliance, governance and school board relations, and operational issues. These exercises will be contextualized within the body of literature that engages and critiques the concept of change agency as an aspect of organizational development.

Presenter: Habeeb Quadri

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 is serving on the Harvard Graduate School of Education Principal Advisory Board. He has co-authored five books and published two others. Habeeb is the board chair of MYNA (Muslim Youth of North America) and a board member of CISNA (Council of Islamic School of North America).

Building Arabic Language via Ordinary Everyday Drama
This workshop presents a number of children Arabic videos as a sample that can be used in Arabic language classrooms. Culturally appropriate videos integrated into the Arabic language classrooms achieves communicative effectively combining the four basic language skills; speaking, understanding, reading, and writing into coherent work. Introducing such videos in classroom would stimulate "real life" environment to facilitate acquisition of linguistic and non-linguistic elements of communication. Thus, Arabic teacher will be advised how to select suitable Arabic videos (i.e. animations), and then how to make use of these videos in their classroom.

Presenter: Lina Kholaki, Ghayda Al Ali

Ghayda Al Ali, Ph.D. is currently Associate Teaching Professor in the Department of Arabic and Islamic Studies at Georgetown University. She earned her doctorate in Sociolinguistic and Translation: English-Arabic-English. Her research interests lean heavily towards News Discourse Analysis of Arabic print media and its interaction with the western media. She has a strong passion to improve communications and understanding between two disparate cultures
of the Arab and the Western. She is the winner of the 2017 CIBER Business Language Research and Teaching grants. She has authored and translated several educational and media articles.

Lina Kholaki has her master degree in Education from Pacific Oaks College, she is certified as an ACTFL-OPI and WPT tester, and has been in the teaching field for the past 20+ years. She was appointed by the Bureau of Islamic and Arabic Education and Aldeen Foundation as a language consultant and coordinator for Arabic teachers at New Horizon campuses. She has taught college level at Cal State San Bernardino and University of Southern. Currently she serves as consultant and instructional coach for LAUSD-Dual Immersion program at Elizabeth Learning Center in Los Angeles, California. Lina is the co-developer of “Hayya Natakalam Maan,” a landmark program for teaching Arabic language following the modern standards for young learners. Lina serves as president of National Arabic Teacher Association (NATA K-12), co-chair Southern California QFI Teacher Council “SCALTC”, and serving Arabic language teachers in Southern California since 2013-present. She is a recipient of ACTFL Veteran Teacher of the Year Award- San Diego, California.

Saturday, January 13, 2018,

Sessions

Curriculum & Instruction Track

Using Design Thinking to Integrate Technology
This session explores how students can demonstrate their learning in a variety of ways through learning activities that integrate technology and align with effective teacher classroom rules and school wide technology expectations. The session is ideal for teachers and administrators who are looking for school wide policy and practices for integrating technology in the classroom. The sample technology tools are aligned with the International Society for Technology and Education (ISTE) standards and Common Core.

Presenters: Janelle Scharon, Ambareen Nasir

Janelle Scharon, PhD. is a social entrepreneur and international educator dedicated to solving education inequities through innovative learning and development experiences for teachers and students. She is currently the Managing Director of Teacher Experiences at Teach for America. She taught high school chemistry and robotics, and is endorsed as a K-12 technology specialist. Her experience includes over 12 years of coaching teachers and designing international teacher trainings, educator summits, online modules, and MOOC courses.

Ambareen Nasir, PhD. is a teaching professor and researcher at the University of Illinois at Chicago, an educational consultant, and community activist. She advocates for the educational equity of immigrant and refugee families. She has contributed several articles and book chapters in bilingual education and sociocritical pedagogy, and dedicated the last ten years preparing teachers on how to design curriculum using culturally and linguistically responsive pedagogy, create language assessments, and develop second language and literacy instruction.

Developing & Implementing Conceptual Units of Inquiry
Inquiry-based classrooms move away from the traditional model of the teacher-centered classroom where the teacher is the sage on the stage. In an inquiry-based classroom, the students are the center of the classroom and the teacher becomes the guide by the side. In theory, this idea is wonderful and many Islamic schools realize that this is the direction education is taking us. However, how do we actually create inquiry-based classrooms? How do we develop and implement Units of Instruction that are based on inquiry? This workshop proposes ONE way of helping Islamic schools transform their curriculum to include thematic units that can be implemented with inquiry in mind.

Presenter: Rasha El-Haggan

Rasha El-Haggan has 11 years of experience working in Islamic, public, and international schools. As an advocate of student-centered classrooms, Rasha dedicates a large portion of her time to training teachers and leading schools to design and implement transdisciplinary curricula that promote conceptual, inquiry-based methods. Rasha has a BA in English from the University of Maryland and a MA in Education from Johns Hopkins. Currently, she is the IB Coordinator at Tarbiyah Academy in Elkridge, Maryland.

Diversity and Inclusion: But I Teach Science!
In this increasingly disturbing time, it is more important now than ever before to teach using the diversity and inclusion lens. For some subject areas, this idea seems easier, but if you teach Science, you may be wondering how you can teach Science using this lens. This presentation addresses the essential question: how do I teach Science through the lens of diversity and inclusion? Come join us and find out how and access some projects you can implement in your classroom immediately!

**Presenter: Nishat Alikhan**

Nishat Alikhan earned a BS in Microbiology from California State University – Los Angeles in 2005. She then went on to earn a Masters in Clinical Microbiology from The University of Nottingham in Nottingham, UK in 2006. Nishat is a member of the National Science Teachers’ Association, the California Science Teachers’ Association, and the California Math Council. Nishat is a dedicated, enthusiastic, hard-working Lower School Science Specialist at Polytechnic School in Pasadena, CA, currently teaching Science to 2nd, 3rd, 4th, & 5th graders. In addition to her teaching role, she serves as a member of the Faculty Curriculum Committee, the Social Justice, Diversity, and Inclusion Cohort, the annual Engineering Challenge and is the Fun with Science Night coordinator. Outside of school, Nishat serves as the Vice President and Special Awards Chair of the Los Angeles County Science & Engineering Fair and is a member of the Judges’ Advisory Committee for the California State Science Fair.

**Making STEAM a Reality**

As the principal of a school what support can be provided to teachers to make the switch over from the previous Science Standards to the Next Generation Science Standards (NGSS). The presenter will help the participants unpack the standards for Grades K-8 and help explore the ways the lessons can be created and categorized with ease. As a summer project teachers were successfully able to create alignment between their lessons, standards, and hands on activities to mindfully engage in inquiry and project based STEAM activities.

**Presenter: Noor Ali**

Noor Ali is a Doctorate of Education candidate at Northeastern University in the Curriculum, Teaching, Leadership, and Learning concentration. She holds an MA in English Literature and an MS Ed in Inclusion Education. A veteran teacher of fifteen years and a principal at a private, faith-based school in MA, Noor Ali has also been a freelance writer for popular Muslim magazines in North America.

**School Leadership (Board & Administration) Track**

**Creating a Positive Social Infrastructure**

The Prophet SAW exclaimed that "Al Deen Huwa Al Mu'amala"; Your religion is but a social transaction. This suggests that a big part of being a Muslim requires having social competencies, or being socially competent. To build social competencies in a school, leaders must create a social culture that fosters positive relations between all stakeholders. Come and learn the strategies and routines and rituals that can produce pro-social human beings.

**Presenter: Ibrahim Yousef**

Ibrahim Yousef is currently the principal of Nashville International Academy. He holds a master's degree in educational leadership, a bachelor's degree in interior architecture, and is a certified teacher in the state of Texas. He has worked with Islamic schools throughout his career, and has helped three different schools achieve accreditation. He's known to be an advocate of positive student relations, as well meeting their social-emotional needs, and their spiritual and intellectual needs.

**Build, Engage, and Nurture To Sustain Our Staff**

School leaders face many challenges when it comes to staff development and support. In this interactive session, we will shed light onto what makes and breaks staff. Participants will be exposed to the how-to’s of: determining staffs’ needs, fostering social emotional well-being, differentiating individual professional growth plans, and creating safe and supportive professional learning communities in order to build, engage, nurture, to sustain our staff!

**Presenter: Sahar Hussain, Thaslima Thamanna**

Sahar Hussain has served in the NYC Department of Education for nearly ten years; she has experience in various instructional leadership roles as ENL Department Chairperson, Literacy Coach, Instructional Specialist, Teacher Team Leader, Professional Development Consultant, Technology & Literacy Lead, and Literacy Educator. Her latest roles are with Hamza Academy, serving as Director of Curriculum and Staff Development, in addition to holding a seat as School
Board member. Sahar has recently been elected as Board Member and Treasurer of Council of Islamic Schools of North America (CISNA); and School Board member of Muslim Center Junior High School. In addition, Sahar is the founder and CEO of EDLEVATE | Educational Consulting- that is aimed at improving best practices across public and private schools. She has acquired NY State licenses in School District Leadership, School Building Leadership and Teaching Literacy and Language. She holds a double Masters of Science in Educational Leadership and TESOL and is an avid Ed-Tech explorer.

Thaslima Thamanna is currently serving as Principal at Hamza Academy. She has seven years of school leadership and teaching experience in working with Department of Education Schools, Charter Schools, Islamic Schools and the City University of New York. She has extensive training with the Charter School Network and Department of Education in School Management and Family Engagement. Thaslima holds a Master of Education from The City College of New York, and a Bachelor of Arts in International Studies and Political Science from The City College of New York. She is currently pursuing a Masters of Education (expected Spring 2017) and Ed. D. track (expected Summer 2019), Education Leadership, American College of Education. In addition, she is currently pursuing a B.S. in Islamic Studies from Al-Maghrib Institute. Thaslima has been nominated for the Prestigious Women Gala Award by National Action Network and received a Citation for Community Engagement through the Town of Hempstead, and Admirable Leader Award.

Our Biggest Problems, Our Most Promising Solutions: Fostering Teacher Growth
We blame teachers and schools for failing our children and then expect them to fix what's broken. This talk will start with a brief sociological explanation for this. Practical principles of human resources development are also introduced for administrators and teacher educators to take back with them to their schools.

Presenter: Rozena Raja

Rozena Raja brings with her 10 years of classroom teaching experience as a New York State Certified Grade 7-12 English teacher along with two years of administrative experience. She co-founded PD Matters, a consulting company specializing in teacher development serving Islamic schools in the New York metropolitan area. Rozena earned a Masters in Independent School Leadership from Columbia University - Teachers College where she is currently a doctoral candidate in the Department of Curriculum & Teaching.

Best Practices for Principals Working with Board Members
Presenter: Necva Ozgur

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. 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 Programming Committee, has served on 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.

Islamic Studies and Character Building Track

Islamic Based Positive Behavior Interventions and Support (IB-PBIS)
Behavior management is a critical issue for every school. There are various disciplinary strategies and theories, but none integrate the character and conduct that we aspire to develop in our Muslim youth. Muslim schools need to implement programs that reinforce Quran and Sunnah while incorporating the most effective research based strategies for positive behavior interventions and supports (PBIS). What follows is an Adab and Akhlaq based PBIS program developed and revised into an easily adoptable format.

Presenter: Sabura Rashad

Sabura Rashad has more than 20 years of experience as an educator, trainer, and administrator specializing in school development and improvement. She has designed and facilitated workshops on behavior management, data analysis and assessment, instructional strategies, technology and STEM integration, and response to intervention (RTI). Drawing from
her wealth of experiences as an instructor and administrator, she has worked with Muslim schools, charter schools, and with home-school programs to achieve their goals for growth and excellence.

**Inspiring students through the Quran (Part 1)**

Part 1 will provide unique methodology in unlocking the mysteries of the Quran. First, participants receive a set of verses and begin a process of analysis that personalizes the divine words of the Creator in a way that they will never forget. They learn to analyze the word-for-word meaning down to its “3-letter root” as well as basic grammatical structure. Next, participants are led through a highly interactive discussion on the general meaning of the verses, as well as the tone, mood & feelings they evoke. Lastly, using the historical significance and context of revelation, students start the process of pondering the greater message of the verses and how they can use this knowledge to inspire themselves and others.

**Presenter: Nadia Katrangi**

**How to create a space for students to connect to the Quran (Part 2)**

Part 2 builds upon the technical foundations set forth in part 1. Armed with the knowledge of the root words, historical context of revelation, grammatical patterns, and aural rhythm of the surah, participants are equipped to begin a highly personal journey in exploring the meanings of the verses in the context of their own lives. This session will provide participants a safe space for free thought, questions and personal enrichment under the guidance of a traditionally trained scholar. Participants are encouraged and motivated to share their personal stories on how the verses speak to them. Through this process, participants realize not just the relevancy of God’s words, but their necessity in navigating the challenges of today’s modern world. After deep discussion and exploring real life scenarios Participants are reenergized to create spaces for their own students to be supported and inspired at a new level.

**Presenter: Nadia Katrangi**

Nadia Katrangi, Ph.D. is an American Muslim scholar with over twenty years of experience in Islamic Sciences. Dr. Katrangi received multiple certifications by renowned scholars in Damascus, Syria. Her training in the Islamic Sciences included The Biography of The Prophet Mohammad, Quranic Sciences and Interpretation, Islamic History, Islamic Jurisprudence and the Sciences of Hadith (the legacy and tradition of the prophet Mohammad, pbuh). She also received a certification of memorization and “tajweed” recitation (Ijaza) in Quran. In addition, Dr. Katrangi completed Medical School and training in Clinical Pathology from Damascus University School of Medicine. Dr. Katrangi is one of the founding members of Good Tree Institute and is a lead scholar for all programming efforts.

**Answering Your Students Critical Questions (Panel Discussion)**

**Panelist: Muzammil Siddiqi, Sadeq Al-Hasan, Sufia Azmat, Necva Ozgur**

**Arabic Track**

**Teaching Arabic as a Foreign Language: What Sequence?**

Teachers of Arabic as a foreign language need to teach ALL aspects and skills of Arabic over time. Ideally, students should reach native or native-like levels. So there is no aspect, in the long run, that is reserved for native speakers only. However, choosing the most appropriate sequence would make learning relatively easier, and vice-versa. Determining the most appropriate sequence depends, among other factors, on the difference between learning/ teaching Arabic as a first language versus Arabic as a foreign language. The presenters will suggest an alternative sequence to the prevailing one in the field.

**Presenter: Ahmed Khorshid**

Ahmed Khorshid holds a Master’s Degree in Teaching Arabic as a Foreign Language from the American University in Cairo. He has over thirty years of experience teaching at the university level in Egypt, the USA and elsewhere. He also has experience supervising children in K-8 grades. Mr. Khorshid has designed curriculum both for young children and university students. Currently, he is authoring a new book for adult learners of Arabic as a foreign language.

**Promote Fluency to Enhance Arabic Learning**

Enhancing oral reading to promote comprehension is the ultimate goal that every language teacher works hard to achieve. In order to ensure students’ understanding of the main idea and more details of a reading passage, students need to be equipped with effective reading mechanisms. As the students’ reading becomes fluent and accurate, they in turn have better chances in comprehending the content along with enjoying the learning experience. The presenter will walk attendees step-by-step through developmental stages to improve decoding effectively enhancing reading comprehension.
**Presenter: Amal Sakr Elhoseiny**

Amal Sakr Elhoseiny received her master’s degree in 1990 and Ph.D. degree in 1997 in German, Arabic language and literature from Cairo University in Egypt. She worked as a lecturer in the College of Education. She works as an Arabic teacher at New Horizon School Pasadena and is the head teacher for Sunday School at the Islamic Center of Southern California. She participated in the translation of the national standards for Arabic and presented in different conferences. She attended Startalk / HADI Arabic teacher training program. She also participated as a master Arabic teacher in Aldeen Foundation / Startalk Student program. She was the Membership Committee Chair and the Interim Vice President of the National Arabic Teacher Association. She completed successfully the Nuriyah method workshop that enhances learning and teaching Qur'an. She also taught Qur'an at New Horizon School in Pasadena. Currently she is an executive committee member of Southern California Arabic Language Teachers Council.

**Keep Your Students Driven in the Target Language**

Learning any language requires continuous hard work and countless effort, and the teacher needs to be aware of how to keep improving the students’ performance using the target language, which will require a lot of intrinsic and extrinsic motivation. In order to reach students’ full engagement in class, a teacher needs to be committed, skilled, supported and well equipped with a number of techniques and interactive material. The teacher also needs to integrate games, activities and projects that reach all students and help improve their performance in all language skills.

**Presenter: Nacheda Baroud Tizani**

Nacheda Baroud Tizani has been teaching Arabic at New Horizon School in Pasadena for the last 23 years. She has a certificate in Early Childhood Education. She is a member in the executive committee of the Southern California Arabic Language Teacher Council. She has presented at various national conferences including: American Council of Teaching a Foreign Language (ACTFL), Islamic Society of North America (ISNA) East & West and many more. She participated and instructed in the Aldeen foundation teacher program, Aldeen Startalk summer program and Al Azhar School. She has also developed language learning activities for “Hayya Natakallam Maan”, Level 4. Nacheda has helped to produce instruction materials for National Arabic Standards. She is a member on the review committee for the National Arabic Teachers’ Association K-12. She also designed standards-based activities for beginner to low intermediate levels for Qatar Foundation International (QFI) and Bureau of Islamic and Arabic Education (BIAE).

**Words and Ways to Make Them Seem Wonderful: Teaching Vocabulary in Sunday School Classroom**

During the last decades, the vocabulary in the foreign language teaching world has moved from the periphery into a central position. We feel that vocabulary deserves close attention and we are confident that vocabulary, including not just words but also their meaning, orthography, pronunciation, context and conjugation, is in the very essence of the process of learning a new language.

**Presenters: Samar Dalati-Ghannoun, Henda Kinat**

Henda Kinat Ibrahim is a graduate of Hasnawa University in Tizi Ouzou, Algeria. She graduated with a degree in law and administrative sciences. Henda has a diploma from the Laghouat Institute of Languages in teaching French. She has coursework in early childhood development and assisted in numerous Aldeen workshops related to learning. Henda is a member of National Arabic Teachers Association and is a co-editor of its newsletter. Henda worked in New Horizon School for over 10 years as a teacher in Arabic, Quran, and Islamic Studies teaching students from kindergarten through 7th grade. She also worked as a department head of Islamic studies in Sunday school and she is now a JYG Arabic and Quran instructor. Through Worley Parsons she also taught Arabic to engineers who were recruited to work in Saudi Arabia.

**Step Up to Writing**

Learning how to write is a complicated process since writing depends on several processes that operate together (Hayes and Flower 1980). Each of the critical steps in the writing process must be taught directly (Gersten and Baker 2001). From my training of (Step Up to Writing), I learned how to have a system that breaks writing skills into smaller pieces. Each piece is taught and practiced separately. Using these strategies in high school Arabic classes demonstrated that not only did it give students a clear framework to write effectively, but also provided students with numerous opportunities to collaborate with their peers to coach each other.

**Presenter: Samia Ramzi**
Samia Ramzi is the head of the Arabic Department in Al-Arqam Islamic School in Sacramento, CA. As a department head Samia serves as a member of the AIS leadership team where she guides the Arabic department in planning school programs, departmental brochures, speakers, field trips, and activities. She also serves as a member of the Textbook Selection Committee, identifying resources and materials to support the learning of Arabic for all subgroups of students. She is also an Arabic teacher at Al-Arqam Islamic school for the International Baccalaureate Organization Diploma Program (IB-DP) for high school level.

Friday Night Banquet Keynote Address
Ingrid Mattson

Ingrid Mattson, PhD. is a scholar of Islamic studies, an expert in interfaith relations, and a Muslim religious leader. Since 2012, she has held the London and Windsor Community Chair in Islamic studies at Huron University College in London, Canada. Previously she was professor of Islamic studies at Hartford Seminary where she developed and directed the first accredited graduate program for Muslim chaplains in America. From 2001-2010, Dr. Mattson was elected and served as vice-president, then president, of ISNA. Her writings focus on Quranic studies, theological ethics and interfaith engagement. Dr. Mattson is a senior fellow of the Royal Aal al-Bayt Institute for Islamic Thought in Amman, Jordan and has served on many boards, including the Interfaith Taskforce of the White House Office of Faith-Based and Neighborhood Partnerships, the Council of Global Leaders of the C-100 of the World Economic Forum and the Leadership Group of the U.S.-Muslim Engagement Project.