

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

TIME	TOPICS/SPEAKERS/MODERATORS	ROOM
5:30 AM	Fajr Prayer & short spiritual talk from Shaykh Abdalla Idris Ali	Grand Ballroom A
8:00 – 10:00 AM	Registration for Pre-conferences	Lobby Area
8:30 AM – 5:00 PM	<p>Pre-conferences Workshops</p> <ul style="list-style-type: none">Teacher Curriculum Training (ASCD)Leadership Relevant to Today's Challenges: Preparing Our Students for the Present and the FutureTaking Charge of the Arabic CurriculumFormative Assessments, Grading and Evaluation in the Islamic Studies ClassroomA Comprehensive Qur'an Program Integrating the Nuraniya Method <p>See pages 26 – 29 for further information.</p>	<p>LaSalle B</p> <p>LaSalle A</p> <p>LaSalle C</p> <p>Madison</p> <p>State (lower level)</p>
11:30 AM	Registration for Education Forum Begins	Lobby Area
1:00 – 1:30 PM	Jumu'ah Prayer <ul style="list-style-type: none">Khateeb	Grand Ballroom A
4:45 PM	Asr Prayer	Grand Ballroom A
5:30 – 7:00 PM	<p>Inauguration/Banquet Dinner</p> <ul style="list-style-type: none">Recitation from the Holy Qur'anA Tribute to Late Sister Karen KeyworthKathy Jamil; ISLA Chair, Safaa Zarzour; CISNA ChairWelcome remarks – Hazem Bata; ISNA Secretary GeneralKeynote Address: <i>Forming Muslim-American Citizens – Charles Glenn</i> <p><i>Moderator:</i> Mukhtar Ahmad; ISNA Director of Education & Programs</p>	Grand Ballroom B & C
7:35 PM	Maghrib Prayer	Grand Ballroom A



TIME/ROOM	TOPICS/SPEAKERS
8:00 – 9:30 PM LaSalle C Session 1a	<p>Restaurants in My City: A Model Thematic Arabic Unit Dania Silk, Marwa Thabet</p> <p>“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.</p> <p>Marwa Thabet has a bachelors degree in languages (Arabic, French, and English) from Al-Alsun, Ain Shams University in Cairo, Egypt. She received her Masters degree in education from California Polytechnic State University, Pomona. She is currently finishing her Single Subject Teaching Credential in Arabic at California State University, Fullerton. Marwa has Ijaza in Quran and developed a Tajweed curriculum in English. She is a certified Nouraniyah method trainer from Al-Furqan Institute in Saudi Arabia. Marwa has taught Arabic in both Islamic private schools and public schools in California.</p>
8:00 – 9:30 PM Madison Session 1b	<p>Islamophobia and Identity: American Muslim Children Sana Aaser</p> <p>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.</p> <p>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.</p> <p>Islamophobia and the Identity of the Muslim Child Michael Milo</p> <p>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?</p> <p>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) 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) is the first digital edu-tainment platform for Muslim children.</p>

TIME/ROOM	TOPICS/SPEAKERS	
8:00 – 9:30 PM LaSalle B  Session 1c	<p>Literature for a Changing World: Effective Literature Studies in an American Islamic High School Jelena Naim, Safia Arif</p> <p>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.</p> <p>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.</p> <p>Safia Arif teaches High School (9-12) Literature & 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.</p>	
8:00 – 9:30 PM LaSalle A  Session 1d	<p>Supporting Teacher Growth Through Formative Teacher Evaluation Heba Abdo</p> <p>Teacher evaluation has become a hot topic with federal requirements and new research 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.</p> <p>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.</p> <p>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.</p>	
9:30 PM	Isha Prayer	Grand Ballroom A



Saturday, April 15, 2017

5:30 AM	Fajr Prayer & short spiritual talk from Dr. Mohammad Sadiq	Grand Ballroom A
7:30 – 8:30 AM	Light Breakfast, Networking & Short Presentations	Grand Ballroom B & C
8:00 AM – 5:30 PM	Registration	Lobby

TIME/ROOM	TOPICS/SPEAKERS
9:00 – 10:30 AM LaSalle C Session 2a	<p>Bringing Arabic Language to Life with Interactive Teaching Strategies Mussarut Jabeen</p> <p>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</p> <p>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.</p> <p>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".</p> <p>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.</p> <p>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.</p> <p>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.</p>

TIME/ROOM	TOPICS/SPEAKERS
9:00 – 10:30 AM Madison  Session 2b	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  Session 2c	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".



TIME/ROOM	TOPICS/SPEAKERS
9:00 – 10:30 AM LaSalle A Session 2d	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 <i>Wall Street Journal</i> , <i>Washington Times</i> , and the <i>Los Angeles Times</i> . She has also appeared on television, radio shows and podcasts from coast to coast including the <i>Wall Street Journal's Opinion Journal</i> web series with Mary Kissel, <i>ChoiceMediaTV</i> , <i>The Heartland Institute</i> , <i>The Morning Blaze</i> , <i>The Middle Ground</i> and <i>Issues in Education</i> . 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.
9:00 – 10:30 AM LaSalle B Session 2e	Wholistic Needs of the Teachers...or...Don't be the Crazy Chicken! Susan Labadi With the current political situation, it seems that our community is truly needing some self-care strategies, and teachers in our Islamic schools must take care of themselves. We are the caretakers of so many and must intelligently survey our situation with regards to spiritual, physical, emotional, and intellectual status. Attendees will seek guidance from Islam, acquire a grasp of research in these realms, develop a vision, and plan to create strategies for personal and professional reform. Susan Labadi started her first company, Actionnet Trade, Inc. at the age of 23, she and her husband broker goods domestically and for export. Her other company, Genius School, Inc., has involved Susan with consulting for education, marketing, social media and writing for Islamic Horizons, HalalConnect, and Thomson Reuters' Salaam Gateway website as an expert for the Halal industries. She volunteers as Project Coordinator for the American Halal Association, handling their social media and, as an experienced Islamic school instructor and administrator, she enjoys doing school accreditation visits for AdvancEd and CISNA.
10:45 AM – 12:15 PM LaSalle C Session 3a	Teaching Students about Water Conservation Lamyia Najem 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. Lamyia Mukhlef Najem was born in Baghdad, Iraq, after completing her work in the High School in Baghdad, Iraq, she moved with her husband, Shakir Al-Ani, to the United States of America. She entered a correspondence college and earned her Bachelor of Science degree in Islamic Studies and Islamic Law in December of 1997. In May of 2010 she graduated with a Master in Education from Concordia College in Moorhead, Minnesota. She is currently teaching Arabic language to elementary age students in the Islamic School of Columbia-MO and to University students at University of Missouri in Columbia.

TIME/ROOM	TOPICS/SPEAKERS
10:45 AM – 12:15 PM Madison  Session 3b	<p>Hands-On Books Closed: Creating a Contemporary Islamic Studies Unit Using Technology & Service Learning Tatiana Coloso, Aishia Neal, Rana Issa</p> <p>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.</p> <p>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).</p> <p>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 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.</p> <p>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."</p>
10:45 AM – 12:15 PM LaSalle B  Session 3c	<p>Islamize Math: YES WE CAN!!! Moniza Hasan</p> <p>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.</p> <p>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.</p>



TIME/ROOM	TOPICS/SPEAKERS
10:45 AM – 12:15 PM LaSalle A Session 3d	<p>Beyond Fundraising: Developing a Culture of Philanthropy Necva Ozgur, Sahar Hussain</p> <p>Among many other responsibilities fundraising is a huge consumer of boards' and principals' time and energy. This presentation will help us move beyond fundraising to fostering a culture of philanthropy. We will go over fundraising facts and figures, as well as the differences between fundraising, development and philanthropy. We will discuss creating a culture of philanthropy, and the role of boards in maintaining financial stability and development. Finally, we will cover the donor development process and things you need to know before you ask for donations.</p> <p>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.</p> <p>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.</p>
10:45 AM – 12:15 PM Division Session 3e	<p>Incorporating Art in the Curriculum Mona Abdala</p> <p>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.</p> <p>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.</p>

12:30 – 1:30 PM	Luncheon Program <ul style="list-style-type: none"> • Sponsors Presentations • CISNA Updates • Sponsors Recognition <p><i>Moderator: Basharat Saleem; ISNA Convention Director</i></p>	Grand Ballroom B & C
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1:30 – 1:45 PM	Dhuhr Prayer	Grand Ballroom A
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TIME/ROOM	TOPICS/SPEAKERS
2:00 – 3:30 PM LaSalle C  Session 4a	10 Effective Steps to Teach Reading 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.
2:00 – 3:30 PM Madison  Session 4b	Leadership and Legacy: Curriculum Materials that build Identity Tamara Gray 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 <i>ijazas</i> 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 "Muslim Identities in America" an undergraduate course in Religious Studies.



TIME/ROOM	TOPICS/SPEAKERS
2:00 – 3:30 PM LaSalle A B Session 4c	<p>College and Career Readiness Magda Elkadi Saleh</p> <p>Presentations are often made to teachers, administrators, parents and/or students about College & Career Readiness. Too often, these presentations focus on academic preparedness, test scores, community service hours and how much knowledge the students have acquired. It is time to look at the not-so-often discussed indicators of success in both college and, later, in careers: Self-Confidence, Communication Skills, Flexibility, Open-Mindedness and so much more. Join as we explore our role as administrators, teachers, and guidance counselors in preparing our students for success in college and beyond.</p> <p>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.</p>
2:00 – 3:30 PM LaSalle B C Session 4d	<p>Developing Emotional Intelligence in our Youth Mohammed Sadiq</p> <p>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.</p> <p>Mohammed Sadiq, see p. 10 for biography.</p>
3:45 – 5:00 PM LaSalle C A Session 5a	<p>Using Technology in the Arabic Classroom to Enhance Student Communication in the Three Modes Iman Hashem</p> <p>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.</p> <p>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.</p>

TIME/ROOM	TOPICS/SPEAKERS
3:45 – 5:00 PM Madison  Session 5b	<p>Effective Tafsir Strategies Fawzia Belal</p> <p>The Qur'an is a timeless book. It is just as relevant to us today as it was to the first generation of Muslims at the time of its revelation. The most amazing part of this book is that the rules in the Quran are less than 10% of the Book itself. The remaining 90% is building character, community, and emphasizing the importance of reaching our potential as human beings. Learn how to decode the messages and present them using effective teaching tools and strategies.</p> <p>Fawzia Belal is the Director of Alima Studies at Qalam Collegiate Academy, Richardson, Tx. 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. Besides teaching Arabic , Hadith and Fiqh, she helps design Curricula for Classical Arabic Learning For Quranic Understanding ,offers classes in Tafseer, and does personal mentoring for her students at Qalam Collegiate Academy.</p>
3:45 – 5:00 PM Division  Session 5c	<p>Using Digital Filmmaking for Media Literacy and Social Emotional Learning Akela Smalls</p> <p>Many young adults today rely on cues from various media platforms to inform their social scripts. This session will explore the use of digital filmmaking as a tool for building social and emotional intelligence and media literacy in middle and high school students. Discussions will include utilizing the production process for the development of higher thinking skills and emotional competencies and digital storytelling to enhance lessons that target specific social issues or promote character building.</p> <p>Akela Smalls teaches Health, Life Studies and Digital Media Arts to middle and high school students at Al-Falah Academy. She studied film at Valencia College and Florida State University and spent her life prior to teaching as an artist/filmmaker and activist. She is excited to have the chance to share with her students her love of digital storytelling and to help them to learn and grow through the medium.</p>



TIME/ROOM	TOPICS/SPEAKERS
3:45 – 5:00 PM LaSalle A B Session 5d	<p>Cultivating Islamic Educational Leadership in Schools and Communities Munir Shaikh, Omar Ezzeldine, Jihad Turk</p> <p>Presenters from Bayan Claremont will address several components for creating a learning environment in which Muslim school educators can thrive and succeed. These include incorporating Islamic content and perspectives within subject areas, gaining insights regarding learning approaches for a diverse student body, and formulating professional learning communities to sustain and reinforce development and expertise. These components are reflected in course sequences offered in Bayan's accredited Master's degree program in Islamic Education.</p> <p>Munir Shaikh is Director of Academic Affairs & Planning at Bayan Claremont. He holds an M.A. in Islamic Studies from UCLA, earned a certificate in advanced Arabic from Al-Azhar University in Cairo, and was awarded an NEH Fellowship to participate in the Mediterranean Seminar in Barcelona. He has been in nonprofit administration for over 25 years, and led numerous grant-funded projects. He has taught courses in World History, the Middle East, and Islam, has contributed as a consultant to public education related to Islam and Muslim history, is a reviewer of K-12 world history textbooks, and has conducted workshops for thousands of educators over the years. He periodically speaks on medieval Islamic history, culture, art, and literature, as well as contemporary interreligious and intercultural affairs.</p> <p>Omar Ezzeldine works at the Los Angeles County Office of Education where he supports development of Transitional Kindergarten programs across 81 school districts. He earned his doctorate from UCLA in Educational Leadership and has since worked nationally and internationally to support public and private schools in their development, particularly in the area of increasing student achievement and in developing effective school leaders. He previously served as Principal at New Horizon Pasadena and Emirates National School. He is currently at USC's Rossier School of Education, where he teaches in the Master of Arts in Teaching and Master of Arts in Education programs, and serves on the Academic Senate. Dr. Ezzeldine is an expert in the areas of teacher development, data-driven decision-making, and school leadership.</p> <p>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.</p>

TIME/ROOM	TOPICS/SPEAKERS
3:45 – 5:00 PM LaSalle B C Session 5e	<p>Exceptional Learners 101 – Steps to Identifying a Student with Special Needs Sabria Mills</p> <p>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.</p> <p>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.</p>
5:00 PM	Asr Prayer Grand Ballroom A
5:30 – 7:30 PM	<p>Celebration Banquet <i>"The Islamic School as a Sanctuary against the Rising Tide of Islamophobia"</i> Keynote Speaker: Dr. Abdul Rashied Omar</p> <p>Presentation from Islamic School Children Lifetime Education Service Award Ceremony</p>
7:30 PM	Maghrib Prayer Grand Ballroom A
8:00 – 10:00	Bazaar Time Grand Ballroom Foyer & Lakeshore Room
8:00 – 9:00 PM	CISNA General Assembly Meeting Dearborn





Sunday, April 16, 2017

TIME	TOPICS/SPEAKERS/MODERATORS	ROOM
5:30 AM	Fajr Prayer & short spiritual talk from Imam Abdul Rashied Omar	Grand Ballroom A
9:30 – 11:15 AM Session 6a	<p>Hot Topics Panel</p> <ul style="list-style-type: none"> • Know Your School's Rights and Obligations • Building Community and Media Relations • What Our Students are Trying to Tell Us! <p>Mazen Asbahi, Safaa Zarzour, Sufia Azmat <i>Moderator:</i> Necva Ozgur</p>	Executive Forum
11:15 – 11:30 AM Session 6b	Nurturing the Spirit Closing message from Shaykh Abdalla Idris Ali	
11:30 AM – 12:00 PM Session 7	<p>Concluding Session and Raffle</p> <ul style="list-style-type: none"> • 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 taught, led, and consulted in Title 1 and non-Title 1 schools, and her work spans small, large, urban, rural, and suburban districts. She supports school leaders, district leaders, and teachers nationally and internationally in planning and implementing improvement initiatives, capacity building, and supporting high academic achievement for diverse student populations and instructional best practices.

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.

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, Maureen Dowling

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)

Resources Available for Private Schools (Part 4)

Preparing Principals in their Role as Visionaries/Community Builders (Part 5)

Group Activity: Building a Framework (Part 6)

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).

Maureen Dowling is the Director for the Office of Non-Public Education (ONPE) in the U.S. Department of Education's Office of Innovation and Improvement. ONPE is the Department's liaison office to the nonpublic school community and fosters maximum participation of private school students and teachers in federal education programs and initiatives. Ms. Dowling represents the Department to the nonpublic school community and communicates their interests and concerns to Department leadership. She develops policy, guidance and resources and provides technical assistance to state and school district personnel, as well as private school officials, regarding the equitable participation of private school students and teachers in federal education programs. Ms. Dowling is also the Director of the Department's Military Affairs Team (MAT) and oversees the team's efforts and work on behalf of military families, military-connected students, and veterans. The MAT represents the educational interests, from early learning through postsecondary education, of the military community; coordinates the Department's internal and external efforts that address their needs; advises Department senior leadership on matters affecting this community; and fosters access to high-quality and affordable educational programs and services. Ms. Dowling's previous experience includes eight years as an elementary school principal and 10 years as an adjunct professor in the area of school leadership. She has a bachelor's degree in English from San Diego State University, a master's degree in Education Administration from the Catholic University of America, and a doctoral degree in Educational Leadership and Policy Studies from Virginia Polytechnic Institute and State University.

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

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!

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.

