



**9TH ANNUAL EDUCATION FORUM
MARCH 21 – 23, 2008**

**SUSTAINING PROGRESS: CULTIVATING
STEWARDSHIP**

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Presentation 1

Foundation for an Islamic High School

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Where Islam and Education Come Together!
Bridgeview, Illinois**

Abstract for ISNA Educational Forum 2008
Foundation for an Islamic High School
By Hanan Abdallah
Universal School
Assistant Principal

We have a great foundation in Primary schools and the growth of Middle Schools and High Schools throughout the nation. Yet often times many students are forced to attend High School in public schools or Private Schools, (Non – Islamic secular, and non-secular) due to the lack of Islamic high school institutions in the nation.

I believe that many middle schools would like to keep the students they have by opening the doors of a high school but may not have the appropriate facilities, the teachers, or the proper information needed to move ahead.

I will try to assist by offering my insight and experiences. I have been involved with Islamic Schools formally for the past 10 years, 5 as Assistant Principal/Academic Counselor, Dean of Students and Curriculum Coordinator. My experience in all of these areas has given me a great opportunity to learn the curriculum and standardized preparation necessary, as well as, the role of the teachers and administration. Schools must have a vision of continuous growth and teachers must have the opportunity to share their experiences and expertise. As a counselor, I have learned of the importance of preparing our students academically to be competitive in all areas including personal growth and extra-curricular activities in order to create confident, knowledgeable Dae and competent individual in society. I hope to offer a tangible seminar and experience, in order to help you make a difference tomorrow.

Hanan Abdallah graduated with Honors, Magna Cum laude from Northeastern Illinois University with a bachelor's degree in Mathematics and Statistics. Mrs. Abdallah was Department Chair of the Mathematics and Science Departments at Universal School since 1998, teaching AP Calculus, initiating several programs and teaching other high school subjects for 6 years. In 2003, she went on to become the Director of Student Affairs and is presently the Assistant Principal and Academic Counselor of Universal School. She received her Master's Degree in Education in 2004. She has been recognized in "Who's Who" among educators and as teacher of the year. Mrs. Abdallah is a certified teacher in the State of Illinois with endorsements in Mathematics and Social Studies. Mrs. Abdallah has presented on many occasions on topics, which include Academic Counseling and Programs, Mathematics, Education and Technology, Discipline with Dignity, Islamic Schools in America and Positive Discipline.

Effective Islamic High School

By Hanan Abdallah

An effective school is one in which a child can receive an excellent education, in a safe environment. An environment which teaches students by bringing relevant life experiences into the classroom. By bringing their life into the classroom, the child relates and becomes passionate about learning.

How can one determine whether or not a school is effective? By being sure that the school can accomplish all of its goals without forfeiting any academic requirements or state standards. By achieving the academic successes of your district or state with the enrichment of an Islamic Environment which is State Certified.

This is difficult to achieve and is often deterrent to many individuals. People often stop and shy away from initiating the process of creating a high school due to what they believe to be an overwhelming task.

High schools are different from any other type of educational setting; they are as different from elementary and middle schools as they are from post-secondary settings. Students are at a crucial age where they are quite aware of what they believe they are capable of accomplishing and where teachers have had to study psychology of education, motivation of students and management of large groups as much as they have studied content area. This in turn means that every teacher needs to be competent and qualified for the job.

New Islamic Schools need to be managed by principals that are able to multi-task, teach, supervise, organize and oversee hundreds of details on a daily basis until the school grows and the responsibilities can be divided amongst several individuals.

What should be done first?

1. First and foremost the school should be situated in a location that is easily accessible to families and individuals who have just completed an elementary Islamic school education. To individuals who already have established a trust for Muslim education and will be interested in continuing with you. (Preferably within a 5 – 30 minute driving distance).
2. The school will need basic support from several key community members to help you launch the program and have funding to rent a building, purchase books, desks, supplies, etc... This must be done first and will be a lengthy process.
3. The school must be able to achieve State certification, which differs from state to state.
4. The administrators and teachers should be qualified and certified in their fields.

What about when the building is set up and the funds are secured to begin? That is what I will discuss today.

To attract the students to your school, to attract the families and help them to believe that you will help their child to develop and mature through adolescence into a role model and young adult that will contribute to the community, you have to sell a product that is the best product, a top quality authentic product, which your “customers” whole heartedly believe in.

What authentic product? A great school, an excellent school! Even a new small school, can have all of this.

By bringing in a Professional, well- rounded administrator, to start. The principal must be an individual who is able to set up a curriculum, organize schedules, hire teachers (within your budget) and use resources appropriately. The principal should be able to prepare students to become passionate, to receive a state accepted curriculum and to be prepared to succeed in all standardized assessments and receive the guidance that they need to be acceptable to the best colleges.

The curriculum should be similar to those used by the best private schools in your area, a curriculum that also follows the state standards of the best public schools in your area. Using similar books and resources, for instance in the state of Illinois, all students should receive the following coursework before graduation:

*High school courses recommended for college**

English	Four or more years (grammar, composition, literature, etc.)
Mathematics	Three or more years (Algebra I and higher—does not include general math, business math, or consumer math)
Natural Sciences	Three or more years (Earth science, biology, chemistry, physics, etc.)
Social Sciences	Three or more years (history, economics, geography, civics, psychology, etc.)
Additional Courses	Some colleges and universities require other classes as prerequisites for admission, such as two or more years of the same foreign language or courses in the visual arts, music, theater, drama, dance, computer science, etc.

* Specific high school course requirements vary from institution to institution and from state to state. Make sure to check with the schools you're interested in to see what they recommend or require.

Students should also meet state standards in each area specified, using resources that are effective. Surrounding district schools with excellent standardized test scores should be used to help you decide on what books you are using. They have already done the research for you having selected books and a curriculum that will accommodate the needs of the students that will be registered throughout the district.

The question may not be what to offer but how to ensure that you are again authentic in offering it!

You must bring in qualified, AUTHENTIC teachers. The best teachers to recruit are those that have experience from middle schools or other high schools. Of course, they must be certified in your state and have the motivation to be part of something new. Teachers must be able to teach beyond the classroom. A teacher in a Muslim school must be able to create what we mentioned in the beginning an effective classroom, an effective learning environment and a passionate student.

These teachers must be able to grow with the students until you have a large enough student population to hire additional qualified individuals. All new schools should offer more than just a regular curriculum of courses and should continue to grow from year to year.

Schools must offer regular courses, honors courses and Advanced Placement (AP) courses. Students would have the benefit of working at their pace, that is the best scenario. If, of course that is not possible then it is recommended that students are allowed to do extra work, before or after school.

Teaching in a new school can not be an 8:00 a.m. to 4:00 p.m. job; it's much more. The teachers and students are part of something much larger. If you can encourage and bring in Muslim teachers, all the better because they will not only be an academic role model, but a mentor in so many more ways.

**The following is an example of academics that can be offered in a high school setting:
Course Guide for High school students:**

9TH Grade classes are as follows:

9th Grade English Timeless Voices – Gold

World History – Connections to Today

Biology: The Living Science

Algebra I—

(Some 9th graders, 14 recommended this year, will take Geometry)

Islamic Studies

Computers or Art

Arabic/Quran

Writing/Grammar

Physical Education

10th Grade Classes are as follows:

10th Grade English
American History
Chemistry
Geometry— (Advanced Algebra II with teacher recommendation)
Islamic Studies
Computers or Art
Arabic/Quran
Writing/Grammar
Physical Education

11th and 12th Grade Classes

English (Regular, Honors, and Advanced Placement) in each group.
Science (Environmental Science, and Physics, Advanced Placement: Physics, and Advanced Placement Biology, Advanced Placement Chemistry, and/ or Human Anatomy
Mathematics (Advanced Algebra II, Pre- Calculus, Calculus)
Sociology,
Advanced Placement: U.S. History (15 students)
Arabic language/Quran
Writing/ Grammar Physical Education

All students must take the following courses in High School to meet state requirements:
Health and/or Nutrition, the American Constitution Exam (preferred in 10th grade).

The following should be offered in place of writing and grammar by 11th grade:

Journalism

Yearbook (2 semester, part-time class)

Computers (advanced classes in 11th and 12th)

The following is an example of tracks you may wish to use starting in 9th grade:

MATHEMATICS

Track I - Math

Pre-Algebra
Algebra I
Geometry
Intermediate Algebra
Algebra II

Track II- Math

Algebra I or Algebra I Honors
Geometry or Geometry Honors
Algebra II or Algebra II Honors
Pre-Calculus or Pre-Calculus Honors

Students that enter Universal in 9th grade may be placed in Track III or allowed to take a summer course of Algebra or Geometry if they fulfill all the requirements to allow them to enter Track III

Track III – Math

Pre-requisite of Algebra I in 8th grade

Geometry or Geometry Honors
Algebra II or Algebra II Honors
Pre-Calculus or Pre-Calculus Honors
AP Calculus AB or BC

SCIENCES

Track I

Biology
Chemistry
Physiology OR
Genetics OR
AP Environmental

Track II

Biology
Chemistry
Physics or AP Biology
AP Physics OR AP Biology

Can you still offer all of these classes with only a handful of students? You must start with the core courses and gradually add classes culminating with an array of courses available to the students in time, to help you find success and interest families. Schools must offer regular courses, honors courses and Advanced Placement (AP) courses. Students would have the benefit of working at their own pace.

I have worked with Muslim students at Universal School for the past 10 years. My experience has allowed me to grow along with the school which has been in operation for 17 years. Universal School had about 400 students when I first started, with a high school graduating class of 11 students. I was fortunate enough to have students and peers as well as a solid administration that allowed me to grow into a teacher of multiple groups, helping me to track each student in every level of math due to our limited resources.

Along with several other teachers, we at Universal School have been able to initiate or improve several activities in and out of the school, including Science, Social Science, English and Math based competitions. Competitions allow you to be competitive with public schools and private schools in your area. You do not have to win but individual students with talents will be able to compare their personal success in your school with the success of others.

We were able to take advantage of all free resources in technology, academics, counseling and college preparedness over the past several years, and still do so today. We have been able to involve our students in many extra-curricular activities, fund-raising events, and community service projects that they otherwise would not have been able to be involved in. The good news is that colleges pay attention to a student's life inside and outside the classroom. Academics probably come first, but activities reveal a great deal about a student, such as:

If they have made a meaningful contribution to something; what their non-academic interests are; whether or not they can maintain a long-term commitment; whether or not they can manage their time and priorities and what diversity they'd bring to the student body.

Here is a sample of the extra-curricular transcript of one of Universal School students:

EXTRA CURRICULAR ACTIVITIES TRANSCRIPT

Student Name: _____ ***Address:*** _____ ***City:*** _____ ***State:*** _____ ***Zip:*** _____

<i>Student Activities:</i>	<i>9th</i>	<i>10th</i>	<i>11th</i>	<i>12th</i>
National Honor Society – member	X	X	X	
AP Scholar			X	
Inner-City Muslim Action Network IMAN Club – member	X		X	
Diversity Club – member			X	
International Fest – participant			X	
DAWAH Club Mentoring program through character education – officer/member	X	X	X	
WYSE TEAM – participant and winner			X	
Universal Science Fair – participant and winner	X			
Regional Science Fair – participant/outstanding award	X			
Who’s who among H.S. Students – nominee	X	X	X	
National Honor Society of High School Scholars – participant			X	
Lexicon Challenge – participant and finalist	X	X	X	
Junior Statesman Summer Program at Northwestern – nominee	X	X	X	
Islamic Society of North America Conference – volunteer		X		
Arabic Spelling Bee – participant	X		X	
Phone Bank operation – volunteer		X		
Cross Country team – member		X		
Street-Level Youth Media – Producer/Movie Director, volunteer	X	X	X	X
Grassroots Media Festival – Youth Judge			X	
Colorado Film Festival – participant		X		
High School Poetry Contest - 1 st Place winner			X	
Published poet in several magazines and websites			X	
All School Program – volunteer			X	
Inter-Islamic Schools Math Competition - Participant and winner	X			
Interfaith Youth Core – participant		X		
Journalism Conference – participant			X	
Universal School Newspaper – Editor in Chief (12 th G) – writer		X	X	X
Students teaching students program – participant		X		
Spoken Word Program – Performer			X	
National Student Leadership Conference – nominee		X	X	X
Silicon Valley Computer Summer Program – nominee	X	X		
High Honor Roll Award	X	X	X	
Soccer team – member				X

Last Date of Attendance: Student currently enrolled in 12th grade, activities not recorded.

Transcript issued to: _____

Signed by _____ **Date:** _____

Mrs. H. Abdallah – Assistant Principal.

EXCERPT FROM A LETTER TO FAMILIES IN THE BEGINNING OF THE SCHOOL YEAR.

How do we insure that every American Muslim considers higher education a part of their growth into adulthood? We can ensure this by insisting that every Muslim child has instilled in him/her the belief that an education is an investment in life and success, as an individual and as a member of a community. That by becoming educated through the institutions available to us, and the services that are given to us free, we will open doors to opportunities that will last us a lifetime. Opportunities to gain knowledge, support our families, and work with or lead others to a better life that they otherwise would not have.

In order to guarantee our students such advantages, Universal School has planned a **Free Parent Seminar about ACT's and Financial Aid for college (October, 2008)**. This seminar will help prepare parents for what to expect in the sophomore, junior, and senior years of their child's high school career. It will inform students about the benefits of taking and preparing early for such mandatory college admission exams as the ACT and SAT.

It is also mandatory for all Universal students to take the **PLAN** exam, a Preliminary College examination that will help your child estimate their **ACT** scores and receive mailings from the colleges that are interested in their academic strengths. This exam will be administered in September of every school year. We have also scheduled the **PSAT** Exam, an exam that assists in the same way that the PLAN does, yet also allows students to qualify for a National Merit Scholarship.

Both the PLAN and PSAT will assist Universal School in modifying curriculum in order to meet our student populations' needs.

In addition, all juniors and seniors have been invited to participate in college fairs and college visits during the months of September and October. These events are organized and supervised by Universal Staff.

We will be attending College Fairs at:

- Illinois Institute of Technology (IIT)
 - The University of Chicago,
 - College of Dupage
- (Over 200 Universities will be represented.)

Permission slips have been handed out and must be returned by the date noted so that the colleges will have ample time to reserve seating for our students.

Universal School will also be hosting representatives from the following colleges on (October – 2008):

DePaul University	Loyola University
Benedictine University	UIC
Purdue University	ST. Xavier University
Moraine Valley Community College	

So, besides the daily curriculum, what should we keep in mind?

Standardized Tests and College Planning

EXPLORE is the first part of a testing system that goes on to include PLAN and the ACT. Typically, students take EXPLORE in the 8th or 9th grade, PLAN as 10th graders, and the ACT as juniors or seniors. All three test you in English, math, reading, and science. However, the material tested in each program gets more difficult.

This is why the top scores are different.

Program	Grade Level	Composite Score Range
EXPLORE	8 and 9	1 to 25
PLAN	10	1 to 32
ACT	11 and 12	1 to 36

Explore Academic Assessments, 9th grade – a pre- Act exam, this test will help administrators’ to assess coursework, create schedules and place students in classes during their 10th grade school year. It is also the first step towards preparing students for the ACT standardized assessment in the spring of a student’s 11th grade school year

PLAN Academic Assessment: 10th grade – a pre- Act exam, this test will help administrators to draw conclusions on schedules and placement of students in their 11th grade school year. It is also the first important step towards preparing students for the ACT standardized assessment in the spring of a student’s 11th grade school year. It is highly recommended that t all schools, large and small administer this examination as an informative tool for students an parents alike in understanding the significance of preparation courses for the ACT exam.

PSAT Academic Assessment: A pre-SAT examination administered in the 10th and 11th year of high school. It is also the first important step towards preparing students for the SAT standardized assessment in the spring of a student’s 11th grade school year. Students also qualify for the National Merit Scholarship, based on their PSAT score; normally scores in the top 5 - 10% n nationally qualify for the National Merit Scholarship

ACT Academic Assessment: The ACT tests students in Reading, English, Mathematics,

Science Reasoning and Writing.

SAT Academic Assessment: the Scholastic Aptitude test is used throughout the Northeast and east coast schools use this score in admitting students to college. The SAT tests students in Reading, Mathematics and Writing. It is also recommended for students who have taken the ACT and are in need of an additional point or two, overall out of 36. Students may receive a higher score on the SAT, when converted into an SAT score.

SAT II Subject Tests: Necessary examinations for all students applying to a guaranteed pre-professional program. It is very important that students are aware of this condition in their junior year.

Advanced Placement Offerings: Important for every school. It is necessary in attracting students to the school, even if you are a very small new school, even if only 2 or 3 student participates in the first year. The easiest courses to start with are listed on the College Board website, the statistics of how many students take the exam and pass the exam are important to study in making your decisions.

www.collegeboard.com and www.act.org are valuable websites to visit and receive additional information on this subject matter

ISAC represents the Illinois State Commission Assistance.

The representatives for ISAC offer free Seminars that will help your students prepare financially for college and filling out the FAFSA, (Free Application for Federal Student Aid). www.federalstudentaid.ed.gov and www.collegezone.com are valuable websites to visit and receive additional information on this subject matter

ISAC also offers scholarships to Illinois State scholars. Students are eligible based on their Cumulative Grade Point Average and ACT score.

20 Questions new students should be able to ask you and you should be able to answer

In answering these questions, families will be able to have faith in your ability to prepare their child for college, which in conjunction with an Islamic Education is the ultimate goal. Questions that address school courses, college, standardized test, admission tests, college preparation, and your education and career options. Here are some basic questions to help get started:

1. What are the required and recommended courses -- for graduation and for college prep?
2. How should I plan my schedule so I'll complete them?
3. Which elective courses do you recommend?
4. Which AP[®] courses are available?
5. When is the PSAT/NMSQT[®] going to be given here?

6. Is this school a testing center for the SAT[®], or will I need to go somewhere nearby?
7. Do you have any after-school or evening sessions available for college planning, or the SAT?
8. Do you have college handbooks or other guides that I can browse or borrow? Do you have a copy of the free *Taking the SAT* booklet, which has a practice test in it?
9. What activities can I do at home and over the summer to get ready for college?
10. What kinds of grades do different colleges require?
11. Are there any college fairs at this school, or nearby?
12. Where do other kids from this school attend college?
13. What are the requirements or standards for the honor society?
14. Can you put me in touch with recent grads that are going to the colleges on my wish list?
15. Do you have any information to help me start exploring my interests and related careers?
16. If my colleges need a recommendation from you, how can I help you know me better, so it can be more personal?
17. Are there any special scholarships or awards that I should know about now, so I can work toward them?
18. Can I see my transcript as it stands now, to see if everything is as I think it should be?
19. Do you have any forms I need to apply for financial aid?
20. How does our school compare to others, in terms of test scores and reputation?

All schools should offer to host at least 1 ACT at their site, if possible and should offer at least 1 AP class to their students, even in 10th grade if possible.

2008 Exams Schedule

Week 1

	<u>Morning Session</u> 8 a.m.*	<u>Afternoon Session</u> 12 noon*
Monday, May 5	Government and Politics: United States	Government and Politics: Comparative** French Language**
Tuesday, May 6	Computer Science A** Computer Science AB** Spanish Language**	Statistics
Wednesday, May 7	Calculus AB** Calculus BC**	Chinese Language and Culture
Thursday, May 8	English Literature** German Language**	Japanese Language and Culture** French Literature**
Friday, May 9	United States History	European History Studio Art (portfolios due)

Week 2

	<u>Morning Session 8 a.m.*</u>	<u>Afternoon Session 12 noon*</u>	<u>Afternoon Session 2 p.m.</u>
Monday, May 12	Biology** Music Theory**	Physics B** Physics C: Mechanics**	Physics C: Electricity and Magnetism [†]
Tuesday, May 13	Environmental Science** Chemistry**	Psychology	
Wednesday, May 14	Italian Language and Culture** English Language**	Art History	
Thursday, May 15	Macroeconomics** World History**	Microeconomics	
Friday, May 16	Human Geography** Spanish Literature**	Latin Literature** Latin: Vergil**	

2007–2008 ACT Test Dates

For the United States, U.S. Territories, Puerto Rico, and Canada

For other countries

Test Date	Registration Deadline	(Late Fee Required)
September 15, 2007*	August 16, 2007	August 17–24, 2007
October 27, 2007	October 1, 2007	October 2–October 5, 2007
December 8, 2007	November 5, 2007	November 6–16, 2007
February 9, 2008**	January 4, 2008	January 5–18, 2008
April 12, 2008	March 7, 2008	March 8–21, 2008
June 14, 2008	May 9, 2008	May 10–23, 2008

Education must be relevant for the children. Bringing learning to life puts a passion into the kids’ heart.

Our ACT average is well above the national average and our students are able to achieve this through the curriculum we provide, our IOWA (elementary standardize scores) are also well above the National average with the second grade scoring at the 92% average. Our students start with us in the Elementary or Middle School and stay with us through High School at about 80% or higher (returning families) for the last 4 years.

Presently at Universal we are graduating students to Harvard, Yale, Guaranteed Medical Programs all over the Nation, Penn State, the University of Chicago, Northwestern, UIUC, UIC, St. Louis Guaranteed Medical Program, Loyola, DePaul, Cornell, Berkeley, and other fine institutions, because our students enrich a campus and bring in a world of experiences. An Islamic education and great joy to share because of Islamic Schools and Education!

Presentation 2

The Pennsylvania Pre-K Counts Initiative:
Forming Partnerships with Local Educational Agencies to Obtain Grants, Funding and
Educational Opportunities

Loretta Abbasi & Reem Zanoun, The Universal Academy of Pittsburgh

Presented by Loretta Abbasi at the 9th Annual ISNA Educational Forum Rosemont, IL

The Pennsylvania Pre-K Counts Initiative

Abstract

Over the past several years, opportunities for competitive grant funding have decreased significantly. In order to remain competitive in the area of grant acquisition for the purposes of improvement, accomplishing strategic plans, added opportunities, and of course, student achievement, staff must have a strong capacity to research grant opportunities, develop strong applications, implement effective programs, and be able to evaluate those programs for efficacy.

The Universal Academy of Pittsburgh has entered into collaboration with Pittsburgh Public School District (PPSD) and will receive over 260 thousand dollars to provide a quality early learning program for children ages 3-5 years old.

Pre K Counts is a public-private initiative that facilitates local pre-kindergarten partnerships among school districts, community-based providers and early intervention. Over the 2007-2008 school year 11 million dollars of preschool funding will be disbursed in the state of Pennsylvania.

This presentation will include the process of our collaboration with PPSD, grant guidelines and state mandates, as well as program planning and evaluation.

Loretta Abbasi is the Principal of the Universal Academy of Pittsburgh. She has an M. Ed. in Educational Administration and a BS in Early Childhood Education from Cleveland State University. She is currently a doctoral student at the University of Pittsburgh in the Administrative and Policy Studies Department, School Leadership Program. She is currently exploring various topics in preparation for her dissertation pertaining to program planning and evaluation and organizational theory.

Introduction

One may ask, “Why should we write grants?” Grants can serve as “seed money” to start a new program, to advance a strategic plan, to enhance or expand a current program, or to meet needs not currently being fulfilled. For obvious reasons, grants should not be sought to chase money, just because money is available, when it’s unlikely that we can compete or when our project does not match the funder’s guidelines or mission. One should note that grants are not silver bullets, are not free money and aren’t gifts. Often times there are strict guidelines and reporting requirements. Grant funds are an investment and will need at least a month to put together a strong proposal and often much longer.

There are particular questions that should be asked by organizations before attempting to apply for a grant: Are we eligible? What do we want to achieve? Do we have the capacity to successfully implement the project and achieve the goals? Is our project a good fit for the funder? What happens after the grant expires?

Grant Development & Finding Funding

Two main types of grants exist, competitive grants and formula grants. Competitive grants are allocations of funding awarded based on the quality of an application and the program described in it. Competitive grants have strict regulations and accountability. They are often called discretionary grants. Some examples of competitive grants are the Pennsylvania Pre K Counts Initiative, Reading First, Classrooms for the Future and PEP Grants.

Formula Grants are allocations of funding based on a formula prescribed in legislation, regulations or policies of government. Formula grants are non competitive and usually have general regulations. They are sometimes called block grants. Some examples are federal programs such as Title I, Title II, Title V, State Vouchers and the Federal School Lunch Program.

Grants vary according to the types of grants and the nature of the philanthropic foundation or government agency. Government agencies serve as the largest source of educational grants. They are either formula or competitive grants. Federal and state grants are highly regulated. Private and corporate foundations usually offer competitive grants and many are by invitation only. Community foundations and non profit organizations sometimes offer small financial contributions, which are usually valuable as project partners providing non monetary resources.

Background of Pennsylvania Pre K Counts Grant

The Pennsylvania Department of Education (PDE) is committed to ensuring that all children begin school ready to learn and are ready to have success in their schooling careers, as life-long learners, and productive citizens. Research confirms what most parents already know: every child can tap into their innate potential to learn when they receive high quality instruction that takes into consideration what we know about brain development and how young children learn. Capitalizing on this potential, the expansion of quality early childhood education promises to be one of the best strategies to assure a child's readiness for school and school success.

The purpose of PA Pre-K Counts, enacted into law by Act 45 of 2007 amending the Public School Code of 1949, is to expand the number of children who have the opportunity to experience a pre-K program of high quality. The high standards for the program will ensure a high return on the investment made in preparing young children for school and will help close the achievement gap between groups of students in the

K-12 educational system. A good quality of life, high quality jobs and a strong economy for Pennsylvania require that every Pennsylvanian be provided with opportunities. Early education through PA Pre-K Counts can open the doors of opportunity for every child to do well in school, in the workforce, and in life.

PA Pre-K Counts is designed to offer a high quality pre-kindergarten learning experience to more 3 and 4 year-olds in Pennsylvania.

The award of grants funds was passed by the General Assembly of the 2007-2008 budget awarding 11 million dollars to the Pre K Counts program. The award of continuation of grant funds is contingent upon passage of the 2008-09 budget by the General Assembly.

Pennsylvania Pre K Counts

Conducting Needs Assessments & Eligibility Requirements

Required Mandate	Implementation
<p><i>Conducting Needs Assessments & Eligibility Requirements</i></p>	<p>A. Eligible Providers</p> <ol style="list-style-type: none"> 1. School Districts, 2. Licensed Nursery Schools, 3. Head Start Grantees, and 4. Child Care Centers and Group Child Care Homes that have a STAR 2 rating or higher under the Keystone STARS Program. (These must be STAR 3 beginning June 30, 2009.) <p>B. Eligible Applicants for Continuation Grants</p> <ol style="list-style-type: none"> 1. Continuation Grants are reserved for applicants that were funded in 2007-08. <p>C. No Charge for PA Pre-K Counts Services: Families that enroll their children in a PA Pre-K Counts program may not be charged for any portion of the PA Pre-K Counts program service.</p> <p>D. Grant Awards: Funds will be available for both half-day and full-day programs. Half-day programs must provide a minimum of 2 ½ hours per day for at least 180 days per year of instructional activities or services. Half-day programs may receive up to \$3,900 per child. Full-day programs must provide a minimum of 5 hours per day for at least 180 days per year of instructional activities or services. Full-day programs may receive up to \$7,850 per child. Per child amounts must be fully justified in the Continuation application and will not be awarded unless fully justified.</p>

A. Eligible Providers

1. School Districts,
2. Licensed Nursery Schools,
3. Head Start Grantees, and
4. Child Care Centers and Group Child Care Homes that have a STAR 2 rating or higher under the Keystone STARS Program. (These must be STAR 3 beginning June 30, 2009.)

B. Eligible Applicants for Continuation Grants

1. Continuation Grants are reserved for applicants that were funded in 2007-08.

C. No Charge for PA Pre-K Counts Services: Families that enroll their children in a PA Pre-K Counts program may not be charged for any portion of the PA Pre-K Counts program service.

D. Grant Awards: Funds will be available for both half-day and full-day programs. Half-day programs must provide a minimum of 2 ½ hours per day for at least 180 days per year of instructional activities or services. Half-day programs may receive up to \$3,900 per child. Full-day programs must provide a minimum of 5 hours per day for at least 180 days per year of instructional activities or services.

Full-day programs may receive up to \$7,850 per child. Per child amounts must be fully justified in the Continuation application and will not be awarded unless fully justified.

E. Deadlines

1. **Letters of Intent for Continuation Grants:** In preparation for the 2008-09 school year, OCDEL requested submission of a Letter of Intent from those agencies that provided PA Pre-K Counts services in 2007

08. The requested Letter of Intent, while not binding, provides OCDEL with initial information that will assist in the program planning process

2. **Application Deadlines:** ♦ **February 8, 2008** – eGrants applications will be open for **Continuation Grants**. ♦ **March 7, 2008** – Deadline for eGrants applications for Continuation Grants

♦ **April 25, 2008** – Planned announcement of approved Continuation Grants.

Please note that funds cannot occur until the budget has been passed by the General Assembly.

F. What Does OCDEL Mean by a PA Pre-K Counts “Partnership”?: As applied to PA Pre-K Counts, a “Partnership” is an agreed upon formal relationship between a Lead Agency and eligible PA Pre-K Counts classroom providers, or Partners, in which Partnership members work together to provide high quality pre kindergarten in a specific geographic area. For purposes of PA Pre-K Counts the word “Partner” is used exclusively to mean an eligible provider who is providing a PA Pre-K Counts classroom.

1. **Roles and Responsibilities:** The Lead Agency in a Partnership has ultimate responsibility for fiscal and administrative oversight, program leadership and decision-making authority relative to PA Pre-K Counts. The Lead Agency communicates directly with the Preschool Program Specialist assigned to the Partnership and with OCDEL. It is the entity that responds to OCDEL requests, submits documents to OCDEL (such as the Waiver Requests) on behalf of the Partners, and holds responsibility for the Partners’ compliance with PA Pre-K Counts requirements. The Partners working together within a Partnership under the Contract between a Lead Agency and the Pennsylvania Department of Education (PDE) to deliver PA Pre-K Counts communicate directly with the Lead Agency. They should take their questions and concerns to that Lead Agency and not directly to the Preschool Program Specialist assigned to their grant or to OCDEL. Activities such as filling out reports and submitting data to OCDEL or through PELICAN can be handled in a number of different ways. The Partnership needs to agree on the option that works best for all of the participating members of the Partnership.

2. **Written Agreements:** Partnerships are required to develop a detailed, written legal agreement that spells out how the formal working relationship between the Lead Agency and all of the eligible PA Pre-K Counts classroom providers included in an approved PA Pre-K Counts application and Contract with PDE will operate. All expectations and specific roles and responsibilities should be put in writing – who does what, how does it happen, what are expected outcomes for all parties. An Announcement will be issued shortly that defines more clearly the relationship requirements between Lead Agencies and their Partners. The Announcement also specifically offers direction in developing a written agreement. The Announcement presents a “model” Partnership Agreement between a Lead Agency and a Partner Agency, identifying the various components that should be considered when developing a partnership agreement.

3. **What is Collaboration as it relates to PA Pre-K Counts?** All PA Pre-K Counts grantees are expected to develop collaborative relationships with other local agencies that

perform functions relevant to early childhood. School districts, Head Start agencies, child care providers, nursery schools, early intervention services providers, CEG program leaders and other community stakeholders should be included in this collaborative working relationship to meet the needs of young children in their service areas. One goal of this local collaborative effort is to increase access to high quality early education for the children in the service area and to coordinate specific functions critical to the success of the PA Pre-K Counts program.

G. Eligible Children: All children from age 3 to the minimum Kindergarten entry age of their respective districts of residence are eligible for the program. This means that children must be three on or before the date used by the local school district for kindergarten enrollment eligibility. Five year olds who are eligible for kindergarten may not receive PA Pre-K Counts funding.

1. **At Risk Districts** include districts that are designated as having 30% or more “at risk” children as residents. At risk children are defined as: “... *those children who, because of their home or community environment, are subject to such economic, language, cultural and like disadvantages to cause them to be at risk of school failure.*”

Applicants are not required to conduct an individual assessment of each child’s at-risk status prior to enrolling the child in the program. Applicants are expected to conduct significant outreach activities within the community from which they draw enrollment in order to locate children who are at risk and make the PA Pre-K Counts program option known to their families.

Developing Performance Measures & Evaluation

A. Conditions of Funding: The award of a Continuation Grant is not automatic but will take into consideration the applicant’s success in meeting the requirements of PA Pre-K Counts in 2007-08, including all the factors outlined in our previous communications, such as the Announcements and the Grant Agreement.

Information showing the applicant’s success will come from a variety of sources, including the following:

1. **PRI:** Performance as indicated on the Program Review Instrument

2. **Continuous Quality Improvement Plans** – If a Program Review using the Program Review Instrument (PRI) or an assessment using the Environmental Rating Scale (ERS) indicates need for an improvement plan during 2007-08, the Lead Agency will be required to submit an improvement plan clearly identifying strategies and timelines for improvement through their Preschool Program Specialist for OCDEL review and approval. If follow up with the Lead Agency indicates implementation of the approved plan and movement toward compliance with expectations, the program will be considered for Continuation funding.

3. **Licensure Violations:** Issues of an especially serious nature render the Grantee ineligible for a Continuation Grant unless they are satisfactorily rectified prior to the conclusion of the Grant review period. These are:

- ◆ A Head Start federal PRISM on-site review report with areas of unresolved deficiency
- ◆ Loss of STAR 2 designation as a minimum standard for Child Care Centers, Group Child Care Homes, and Registered Family Child Care Homes
- ◆ Health/safety violations, fiscal mismanagement, or legal issues.

Please note that the content, activities, and materials used in all PA Pre-K Counts classrooms must be secular in nature.

B. Assessing Student Progress

The purpose of student assessments is to guide instructional practice; to guide professional development and technical assistance to programs; and to be able to report overall progress of children participating.

1. Frequent and on-going assessment is advisable to provide feedback to teachers and other staff so that they can adjust their practices and activities with students to meet their needs and fill in any learning gaps.

Reporting this progress through a formal method of Child Outcomes reporting must be conducted three times a year.

2. **WSS:** The Pennsylvania Department of Education requires programs receiving PA Pre-K Counts funding to use the **Work Sampling System's** checklist and guidelines for their child assessments and to meet reporting requirements.

C. Assessing Learning Environments: In addition to assessing student progress, the Department requires an assessment of the learning environment and use of the results of this assessment as part of the monitoring process.

1. The learning environment plays a pivotal role in pre-kindergarten children's successful opportunities to acquire knowledge through meaningful play, active exploration and thoughtfully planned activities. Learning environments should be well-designed and equipped with materials that stimulate and engage children while supporting teachers' strategies for classroom management and intentional instruction. A well designed learning environment must facilitate effective implementation of all aspects of instruction that would occur on a typical day. Each day's program should include teacher-directed and meaningful child-initiated activities, including both active and quiet time, independent and guided activities, large and small-group, and individual activities, and reading to children.

The Early Childhood Environment Rating Scale: The Department has identified the Early Childhood Environment Rating Scale – Revised (ECERS-R) as the tool that will be used to assess the learning environment in PA Pre-K Counts classrooms. All PA Pre-K Counts classrooms are expected to earn an average score of 5.50 on each of the five sub-scales.

D. Program Reporting: Grantees are required to submit required information into Pennsylvania's Enterprise to Link Information for Children Across Networks (PELICAN); OCDEL's web-based information technology system.

1. **Narrative Reporting:** Grantees are also expected to submit quarterly narrative reports using the PELICAN system. These reports will provide the OCDEL with information related to the program requirements of the grant, including professional development, transition, curriculum and assessment, and classroom environment.

2. **Quarterly Reporting-Reconciliation of Cash on Hand:** Grantees are required to submit

a Reconciliation of Cash on Hand utilizing e-PDE's Financial Accounting Information (FAI) System.

3. **Detailed Quarterly Expenditure Reports:** Quarterly expenditure reports are due to the Pre-School Program Specialist on the 10th working day of the month following the close of each quarter.

Program Requirements, Development & Sustainability

A. Planning Outreach Activities to Achieve Enrollment. Programs must have full enrollment and begin serving children no later than September 30, 2008. OCDEL will begin requesting enrollment data as of July 1, 2008 and expects that programs will have full enrollment by September 1, 2008.

1. **Maintaining Enrollment and Attendance.** Full enrollment must be maintained at all times. When a child withdraws from PA Pre-K Counts, the program has 30 days to fill the vacant slot.

B. Planning for Program and Related Services for Children Enrolled in PA Pre-K Counts.

An effective pre-kindergarten program will take the following needs into account in designing the program and linking it to appropriate supports, other services, and programs:

1. **Before and after PA Pre-K Counts Child Care and Summer Care.** How will the program meet the needs of families for wrap around or child care services before and/or after the Pre-K program day or program year?

2. **Meals and Snacks.** What meals and snacks will be provided? How will the program avail itself of the child and adult feeding programs offered through PDE's Division of Food and Nutrition?

3. **Space.** How many classrooms will the program provide using the PA Pre-K Counts grant considering the space and capacity available? Each type of provider will have to be aware of and in compliance with any space requirements particular to the type of provider that it is. View more information about the Early Childhood Capital Investment Fund by going to the early Childhood section of the PDE website. From here, click on "Funding Allocations" and then click on "Early Childhood Capital Investment Fund Guidelines".

4. **Staffing.** How will the program recruit the necessary qualified teachers and teacher aides for the added classrooms? Will there be different pay scales for staff in classrooms funded with PA Pre-K Counts dollars and classrooms that may be supported with other resources?

i. Teacher with BA - Early Childhood Education Certification - \$35,000 to \$50,000

ii. Teacher with BA – without ECE certification but with at least 18 credits in Early Childhood Education - \$25,000 to \$40,000 plus paid expenses for completing ECE Certification

iii. Teacher with AA Degree in ECE or Related field (Child Development, Human Development, or Family Studies) - \$20,000 to \$30,000 plus paid expenses to work toward ECE Certification

iv. Teacher Aide - \$15,000 to \$25,000

- The intent of this benchmark is to maintain a highly qualified teaching staff in PA Pre-K Counts, regardless of setting.
- Where a teacher is lacking Early Childhood Education Certification, the provider should invest in the difference in credit bearing course work and any other expenses associated with acquiring Early Childhood Education Certification. These expenses are appropriate to be budgeted and are further explained in the Guidance.
- . By December 2011 the lead teacher in each PA Pre-K Counts classroom or any classroom enrolling children who generated PA Pre-K Counts per child funding, must possess a bachelor's degree and early childhood certification.

5. **Management.** How will the program meet the fiscal and other management and administration duties, including the reporting requirements of the PA Pre-K Counts program and attendance at regional PA Pre-K Counts meetings? What is the Lead Agency's plan to ensure timely dissemination of information, especially all program Announcements from OCDEL, to all of its partners and program providers who may be situated in different sites and locations?

6. **Transportation.** Will the program need to provide transportation for any of the children it hopes to enroll in order for them to attend? If so, how will this be accomplished?

7. **Referrals to health, social, and nutritional services.**

8. **English acquisition education for students.**

9. **Translation services for families who do not speak English.**

C. Length of Day: Pre K Count's classrooms may operate either half day (2.5 hours) or full day (5 hours) programs lasting for 180 days. An instructional day shall include:

- Classroom instruction
- Orientation
- Meals and snack-time, as long as they are integral parts of the curriculum
- Play-time, as long as it is an integral part of the instructional day
- Time spent at the library, and in art, music or physical education
- Opening exercises
- School, group, or class educational trips to which admission is not charged to students
- Student services, such as guidance and counseling services, psychological services, speech pathology and audiology services, and student health services
- Civil defense, fire, bus evacuation and similar drill
- Early dismissal and delayed opening due to inclement weather.

D. Curriculum: Consistent with regulations of the State Board of Education the curriculum used in any PA Pre-K Counts classrooms or in any classrooms that include children who were counted in generating the per-child funding for the program must be aligned with the Early Learning Standards established by the PDE. The curriculum and instruction must be

standards-based. Each applicant must select a curriculum to use in the PA Pre-K Counts program. Copies of the Early Learning Standards can be downloaded from: the Early Learning Standards [page on the PDE website](#).

E. Class Size and Student-Teacher Ratios

PA Pre-K Counts programs must have a student /teacher ratio of no more than 20 students for one teacher and one teacher aide in a classroom, that is, 2 adults in a classroom for every 20 students.

F. Transitions: Transitions for young children from one setting and types of activity to another are very critical times in their lives. How these transitions are managed has the potential to impact a child’s success for many years into their future.

1. **Transition to Pre-K.** Providing a smooth transition of pre-kindergarten children from the home setting and any early childhood care or education setting the child attends to the PA Pre-K Counts setting is an important part of the Pre-K program and must be described in detail in the PA Pre-K Counts application.
2. **Transition to Kindergarten.** The application must describe how transition plans will be developed for those children preparing to enter kindergarten programs.

G. Parental Involvement

1. **Parent Planning & Activities.** Parent engagement in PA Pre-K Counts is another important element to the success of the program and the children receiving its services. Some of the elements a PA Pre-K Counts applicant will want to consider in development of a Plan for Parent Involvement include the following
 - . Joint staff and parent planning for the promotion of social, emotional and overall healthy development;
 - . Establishment of policies for development and support of reciprocal relationships with parents:
 - . Establishment of a role for parents in developing and evaluating program success;
 - .A regular system of reporting to parents on the progress of their children and provision of opportunities for parents to contribute their ideas and thoughts about progress;
 - .Parent training workshops that help parents support positive outcomes for their children, field trips, and other child/parent events;
 - . Recognition of the critical role in the lives of children of both mothers and fathers and encouragement of their involvement;
 - . Toy and book lending programs.

Budgets: The Pre K Counts Grant provides \$7850 for each child enrolled in the program.

Line	Category	Amount/Range	Description - list amount per staff where applicable
1	Enter all Pre-K related salaries (list Amt per staff in descript)	42%-68%	Administration, Teacher, Teacher Aide & Substitute Salaries
2	Enter all Pre-K related benefits (list Amt per staff in descript)	10%-24%	Medical Benefits
3	Enter any Pre-K related contracted services	0%-6%	Social Worker, Counselors, Parent Liaison, School Nurse, ESL Teacher
4	Enter all Pre-K related supplies used for instructional purposes	2%-10%	Curriculums and educational materials.
5	Enter amount related to meals and snacks in the Pre-K classrooms only	0%-8%	With allocations from Federal Food Programs.
7	Enter all Pre-K related professional development activities	2%-5%	Annual CPR, Child Abuse & First Aid Training Teaching Methodology Workshops & In-service
8	Enter amount related to travel for professional development activities	2%-5%	Regional meetings & Conferences
9	Enter all Pre-K supplies needed for professional development activities	2%-5%	Misc. Supplies for Trainings
91	Enter all costs needed to meet the staff requirements for the Pre-K program	2%-5%	Tuition Reimbursement and Prof Dev Classes for staff.
92	Include space related amts for Pre-K classrooms	5%-15%	Mortgage, Rent, Utilities, Insurance
93	Enter repair and maintenance amounts related to Pre-K classrooms only	0%-3%	Initial preparation, heating system, re-painting, maintenance.
95	Enter all non-instructional related supplies needed for the Pre-K program	0%-5%	Publicity, office supplies & newspapers ads.
96	Enter all equipment amounts related to the Pre-K program	0%-4%	Equipments over \$1500
97	Enter transportation amounts for the Pre-K children	0%-4%	Field Trip Costs
	Total	\$262,200	

Appendix A Grant Opportunity Resources

USDE Funding Forecast and Current opportunities:
<http://www.ed.gov/about/offices/list/ocfo/grants/grants.html> or

<http://www.ed.gov/fund/grant/find/edpicks.jhtml?src=ln>
Catalog of Federal Domestic Assistance: www.cfda.gov Federal Register:
<http://www.archives.gov/federal-register/index.html> e-Applications via Grants.gov:
<http://www.grants.gov/> PDE Grants List (Each state department of education has a listing):
http://www.pde.state.pa.us/k12/cwp/view.asp?a=85&q=112507&pde_internetNav=|

Appendix B External Data Resources

Adequate Year Progress Reports: <http://www.paayp.com/>
Census 2000: <http://www.census.gov/>
National Center for Education Statistics: <http://nces.ed.gov/>
PDE Statistical Reports: <http://www.pde.state.pa.us/> - click on the Statistical Reports

link in the left navigation bar Penn Data: <http://penndata.hbg.psu.edu> Pennsylvania State
Data Center: <http://pasdc.hbg.psu.edu/> *School Matters* by Standard & Poor's:
<http://www.schoolmatters.com/> The Foundation Center:
<http://216.183.184.20/locations/foundationcenter/> Grants Alert: <http://www.grantsalert.com/>

Suggested key words for Internet searches: classroom grants, education grants, teacher grants, school grants, educational technology grants, education foundations, education philanthropy, youth grants, community grants, corporate grants

Appendix C Grants

Arts & Culture

The Melody Program

Deadline: None specified

Eligibility: K-12 music programs ***Fund uses:*** Mr. Holland's Opus Foundation's The Melody program is designed to provide musical instruments and instrument repairs to existing K-12 school music programs that have no other source of financing to purchase additional musical instruments or materials. Applicants whose music programs lack institutional financial support and whose students qualify for financial assistance will receive greater consideration. The applicant school must have an ongoing music program that is at least three years old. ***Value:*** Musical instruments and instrument repairs ***Web:*** <http://www.mhopus.org/apply.htm>

Literacy

Dollar General Youth Literacy Grants

Deadline: October 5, 2007

Eligibility: K-12 schools and nonprofit organizations located within 20 miles of their nearest Dollar General Store. **Program description:** Dollar General Youth Literacy Grants provide funding to schools and local nonprofit organizations to help with the implementation or expansion of literacy programs for new readers, below grade level readers and readers with learning disabilities. **Value:** \$3,000. **Web:** www.dollargeneral.com/community/Youth Literacy Grant Application 2007.doc

Math, Science, & Technology

Excellence in Educating Students About Math, Science, Technology, and Engineering Awards

Deadline: Grants will be considered on a quarterly basis in January, March, June, and September. Grants must be received one month prior to be considered for the upcoming cycle.

Eligibility: K-12 educators who are AIAA Educator Associate members or AIAA

Professionals.

Fund uses: American Institute of Aeronautics and Astronautics Foundation Classroom Grants are awarded to encourage excellence in educating students about math, science, technology, and engineering.

Value: Up to \$200

Web: <http://www.aiaa.org/content.cfm?pageid=244>

NOAA Broad Agency Announcement

Deadline: September 28, 2007.

Eligibility: State, local and tribal governments, individuals, institutions of higher education and international, foreign, commercial and nonprofit organizations. **Fund uses:** To support special projects and programs of the National Oceanic and Atmospheric Administration's strategic plan and mission goals that are not normally funded under its competitive discretionary programs.

Contact: Steve Drescher, 301-713-0926 **Web:**

<http://www.grants.gov/search/search.do?opId=12665&mode=VIEW>.

Social Studies

No current listings.

School Readiness/Early Childhood

PNC Grow Up Great

Deadline: None specified

Eligibility: Nonprofit organizations located near PNC facilities (counties in Delaware, Kentucky, Indiana, Pennsylvania, New Jersey, and Ohio) **Funds use:** Part of a \$100 million investment in early childhood education by the PNC Financial Services Group, the PNC Grow Up Great grant program offers \$503,000 to better prepare children, from birth to age five, for school. Grants will be awarded to 12 early-education organizations, including Head Start centers. Nearly \$50 million of PNC's overall investment will be devoted to grants to nonprofit early-education organizations over the next 10 years. **Value:** \$503,000 total **Contact:** Mia Hallett Bernard, (412) 762-7076, Marianna.hallet@pnc.com **Web:** <http://www.pncgrowupgreat.com>

Student Wellness

Grants to Promote Soccer in Urban Areas

Deadline: October 15, 2007

Eligibility: Anyone with a soccer-specific program or project that benefits a non-for-profit purpose and meets the established focus for the 2008 grant cycle.

Program description: U.S. Soccer Federation Grants Program is accepting proposals for programs that develop players, referees, and coaches through programs, field enhancements or the Foundation's All Conditions Fields Program, with special emphasis on the economically disadvantaged in urban areas. **Value:** varies

Web: http://www.ussoccerfoundation.org/site/c.gpLPJQOpHkE/b.2766881/k.2AF1/Annual_Program_and_Field_Grants.htm

\$2,500 Mini-Grants for HIV/STD Prevention Education Programs

Deadline: The 2008 mini-grant applications will be released in November of 2007.

Eligibility: School districts, charter schools, area vocational technical schools, alternative education facilities and Intermediate Units that work with school-age youth and community-based organizations that works with school age, at-risk-youth. **Program Description:** Mini-grants up to \$2,500 for HIV/STD prevention education programs. These federal funds are provided through a cooperative agreement with the Centers for Disease Control and Prevention (CDC) and are to be used to improve the quality of HIV/STD prevention education

programs. The mini-grants are competitive. **Value:** \$2,500

Contact: PDE Bureau of Teaching and Learning Support, Division of Early Childhood and Elementary Education, Telephone (717) 772-0067,

http://www.pde.state.pa.us/health_physed/cwp/view.asp?a=190&Q=56409

CVS/pharmacy -- Community Grants

Deadline: Rolling

Eligibility: public schools and nonprofit organizations.

Funds use: CVS/pharmacy is accepting applications for its Community Grants program.

The purpose of this program is to support organizations that target children with disabilities or healthcare services for the uninsured.

Value: varies

Web: http://www.cvs.com/corpInfo/community/community_grants.html

Hit the Bricks and Walk to School

Deadline: none specified

Eligibility: none specified

Award: Win pedometers and find educational materials

Program description: Join with other children, parents, principals, community leaders, and public health advocates in walking to school on October 3, 2007 to help fight obesity, improve the environment, and advocate for safer routes to school. The fun won't stop there, though.

October is also the annual International Walk to School Month, with students and parents encouraged to participate all month long in walking to school and raising awareness. **Web:**

<http://www.walktoschool.org/register/>

General

Lowe's Toolbox for Education

Deadline: October 12, 2007 **Eligibility:** K-12 schools and nonprofits

Value: 1,000 awards of \$2,000-\$5,000

Program description: Lowe's Charitable and Educational Foundation (LCEF) is dedicated to helping parent-teacher groups achieve more for their schools.

Web: <http://toolboxforeducation.com/>

Successful Students' Partnership Dropout Prevention

Deadline: To be determined for the 2008-2011 grant period.

Eligibility: PA School districts with a drop-out rate that exceeds the most recent state average, with funding priority given to SDs that significantly exceed the state average dropout rate, particularly those proposing to target dropout prevention services to elementary and/or middle school youth. **Program Description:**

1) Provides funds to school districts with a dropout rate higher than the state average (2.1% in the 2002-2003 school year) to assist districts in development of strategies to help students stay in school, graduate and transition to employment or post-secondary education. 2) Strategies include academic support, parental involvement,

school-business partnerships, community service, collaboration with social and human service agencies, career education.

Funds use/restrictions: May be used for planning and program implementation. Grants are generally made on a year-to-year basis. Funds are not intended to provide sustained, long-term operational support for program services or capital improvements. **Contact:** PDE Bureau of Community and Student Services, Division of Student Services and Migrant Education, Phone (717) 783-6466, www.pde.state.pa.us/dropoutprevention

Education Mentoring Program

Deadline: To be announced for 2008-2011 grant period.

Eligibility: Funds are available to non-profit, community-based organizations that enter into formal partnerships with schools to develop or expand Education Mentoring Programs. Highest funding priority is given to applications that target: 1) schools with extremely high dropout rates (well above the state average); AND/OR 2) school districts that have not met Adequate Yearly Progress; AND/OR 3) school populations that have been identified as extremely high risk for dropping out, e.g., frequently truant students, Latino youth, teen parents, English Language Learners (ELL), etc. **Program description:** 1) Grants are generally awarded on a three-year basis. 2) Funds may be used to develop programs that link students with caring, responsible mentors to assist students in improving their performance in school. 3) The goal of these grants is to raise students' school attendance and academic achievement, thus reducing their risk of dropping out of school. **Funds use/restrictions:** 1) direct support of religious activities, 2) purchase of equipment, 3) full-time staff positions **Contact:** PDE Bureau of Community and Student Services, Division of Student Services and Migrant Education, 717-783-6466. The Request for Application (RFA) can be found on the PDE's Education Mentoring website during the open application period at www.pde.state.pa.us/mentoring.

K-12 Public Schools Foundation Grants

Deadline: Proposals are accepted year-round and are reviewed in a timely manner. However, approval time depends on the requested amount and completeness of the proposal. Requests exceeding \$100,000 are considered quarterly. The foundation accepts one proposal per organization per year. See the foundation's web site for more details.

Eligibility: K-12 schools

Fund uses: The State Farm Companies Foundation awards grants to K-12 public schools in the United States and Canada to support the following education initiatives: education reform or curriculum changes that improve student achievement; after-school programs; improving teacher quality; and school-to-work programs. **Value:** Varies

Web: <http://www.statefarm.com/foundati/foundati.htm>

Lowe's Foundation Grants

Deadline: Requests are processed within three to four weeks, and a written response will be sent via U.S. mail within eight to 10 weeks. Unsolicited requests and proposals not aligned with Lowe's focus areas will not be funded.

Eligibility: Nonprofit organizations located near Lowe's stores

Funds use: The Lowe's Charitable and Educational Foundation, founded in 1957, funds large-

scale education and community improvement projects that address issues of importance to local communities and are supported by the management of local Lowe's stores. The foundation has a long and proud history of contributing to grassroots community projects. **Value:** Varies
Web: <http://www.lowes.com/lowes/lkn?action=pg&p=AboutLoves/Community>

Pay It Forward Mini Grants

Deadline: None specified

Eligibility: Teachers and principals

Funds use: Each month during the school year, the Pay It Forward Foundation awards \$500 grants to K-12, service-oriented projects that benefit the school, neighborhood, or greater community. When completing an application, teachers should explain the project thoroughly, include specific details about its educational value, and attach a clear and concise budget. Funds may be used for supplies, materials, equipment, or transportation to a service site. **Value:** Between \$50 and \$500 per award **Web:** <http://payitforwardfoundation.org/educators/grant.html>

Rosie's For All Kids Foundation Grants

Deadline: Each inquiry receives personal attention and a timely response within 90 days.

Fund uses: Rosie's For All Kids Foundation welcomes unsolicited requests for support in the Early Childhood Care and Education program area. Approximately 2,500 requests are received every year. Awarded grants are issued only to nonprofit organizations dedicated to helping low-income children and their families through quality childcare and early childhood education curriculum. Grants are made in the form of tuition subsidies, small renovation projects, and playground renovations.

Eligibility: Nonprofits helping low-income children **Value:** \$15,000-\$30,000 per award, number of awards varies **Web:** <http://www.forallkids.org/site.php?module=article&pageid=164>

Texas Instruments Foundation Grants

Deadline: None specified

Eligibility: Schools and districts

Fund uses: Applicants are encouraged to submit one- or two-page proposals that briefly Outline the following: purpose of the organization, population served, amount requested, how the requested funds will be used, how the proposal matches funding interests of the foundation, and a copy of 501(c) (3) designation. Proposals are considered from civic, research, educational, health, welfare, charitable, and cultural organizations that have been ruled to be tax-exempt under section 501(c)(3) of the Internal Revenue Code and that are not private foundations as defined by the code.

Value: \$5,000 to \$10,000 per award. Approximately 65 awards are granted each year.

Contact: (214) 480-3221

Web: <http://www.ti.com/corp/docs/company/citizen/education>

Presentation 3

Responding to Learner's Needs by Ahmed Abdelwahab

Presented by Ahmed Abdelwahab & Loretta Abbasi at The 9th Annual ISNA Education Forum Rosemont, IL March, 2008 Responding to Learner's Needs

Abstract

This workshop provides an introduction in differentiated instructional techniques to employ either in the classroom or with staff professional development. Through differentiated instructional practices such as discussions, readings and specially designed activities, we will explore classroom strategies that improve student achievement by targeting the specific needs of individual learners. Additionally, we will review the theory of multiple intelligences, elements of effective instruction, ways to use assessment to drive instruction, and strategies for school leaders to utilize while collaborating with teachers to enhance their classroom practice in an effort to increase student learning. Furthermore, this workshop illustrates how a principal or instructional leader might employ differentiated instructional strategies in the course of professional development workshops.

Loretta Abbasi is the Principal of the Universal Academy of Pittsburgh. She has an M. Ed. in Educational Administration and a BS in Early Childhood Education from Cleveland State University. She is currently a doctoral student at the University of Pittsburgh in the Administrative and Policy Studies Department, School Leadership Program. She is currently exploring various topics in preparation for her dissertation pertaining to program planning and evaluation and organizational theory.

Dr. Ahmed Abdelwahab is an adjunct professor of economics and management at California University of PA and University of Pittsburgh. Prior to that he owned and managed a small cross-cultural training and educational organization, responsible for designing and implementation of academic and non-academic programs offered to student and professionals.

Dr. Abdelwahab grew up in Egypt where he obtained his BA in business administration and his Master's degree in economics from Ain Shams University in Cairo. He also has a doctoral degree in education from the University of Pittsburgh. He traveled and worked in different countries, including Europe, Asia, and the Middle East.

Dr. Abdelwahab participates in activities for the local community in different capacities. He was the President of the Islamic Center of Pittsburgh (2003-2005) current activities include teaching Arabic in the week-end school, delivery of the Friday sermons, and writing articles in the Islamic Center's newsletter. He has made several presentations

Responding to Learner's needs

Much of the efforts for educational reforms in the nineties, which continued until present time brought to light numerous philosophies and terminologies emphasizing learning and the learner's role. There is almost no discussion on educational reforms that would not include topics such as centered learner's techniques; collaborative learning; higher order thinking abilities; discovery learning; active learning; meaningful learning; and experiential learning. As a matter of fact, educational efforts in this direction started as early as the late 1950s and 1960s of the last century when these efforts attempted to move away from rote learning in schools to instructional methods that encouraged discovery, or inquiry learning (Novak and Gowin, 1995).

Educational efforts for improving learning reflected the development and evolution of thought on learning and instruction from the behavioral approach, which was dominant until the seventies of the last century to the cognitive and constructivism approaches.

Improving learning via these theories and approaches is based on learning as a result of deliberate instructional strategies or mostly seen as such. However, learning is a natural phenomenon that takes place with or without instructional design and it happens under a variety of conditions. According to Visser (2008), these conditions "...can be related for instance to the family environment, the school, the workplace, individuals who come to play a specifically significant role in other people's lives, the broadcast media, museums, libraries, the Internet, places of worship, and nature – that all work together and mutually reinforce each other to promote and facilitate the development of learning in a lifelong and life-wide perspective". Sometimes, people can attribute their most significant learning experiences to no one deliberate instructional strategy. While this statement might apparently minimize the role of instructional design, it in effect gives more credence to the significance of deliberate instructional strategies in helping learners to learn by individualizing the learning experiences, so that learning can happen naturally as it is supposed to.

Fewer efforts, unfortunately, have been made to personalize learning experiences towards meaningful learning. In theory, these efforts are abundant, but in terms of translating theories to practice and classroom activities, there is an ample room for more research. Some contributions in this field worth mentioning are research and field experience in differentiated instructional practice by Tomlinson (2006).

It is therefore, the purpose of this paper to bring light on efforts that aim at translating learner centered philosophies into classroom reality, to instructional activities that lend themselves to application and practice that can be utilized by teachers in their daily lesson plans and teaching portfolios. The more these types of methodology are put into practice in classrooms, the better the chance for student achievement and inspiration of more effective strategies for meaningful learning.

Elements of learning experience:

Tomlinson (1999) describes teaching and learning as an equilateral triangle with three equal sides representing teacher, student, and content. Tomlinson, however, puts teachers on the top of the triangle for the purpose of explaining differentiated instruction at which she describes the teacher as, "... the inevitable leader in any effective classroom...".

Schwab (1973) describes learning experience as a product of four common places: teacher, learner, curriculum, and milieu, where milieu can be explained as the setting, the surrounding, or

the environment, at which the learning experience takes place. Looking at the learning experience from a different angle or as a result of a deliberate type of instruction, such as for example differentiated instruction, Blaz (2006) focuses on three dimensions: content, process, and product. This view looks at the non-human dimensions of the learning experience as exercised by the other two human elements; the learner and the teacher. This view is also similar to Schwab's in singling out the four components of learning with the product being the learning resulting from those four components working together.

There is no need to cite more literature on the elements or components of the learning experiences as there is more or less a semi agreement with varying degrees of focus or emphasis on one element over another. For the purpose of this analysis, we will adopt the same view in looking at these elements as: teacher, learner, content, and process or instructional methods, woven together in a harmony like a beautiful piece of tapestry.

The question here is how do these components work together to achieve a meaningful learning experience? How can we pave the way for such a goal? Or better yet, how can we prepare the learning environment of these four components to attain the best learning experience?

Preparing the learning environment:

In the following, we will discuss each one of the four components influencing the learning environment. Even though we agree that the final product, the meaningful learning experience, looks like a beautiful tapestry that one cannot tell which woven element is responsible for its beauty, it still can be said that out of the four components, the teacher is the most important element. He/she is like the captain of the ship that leads it to its destination in the journey of deliberate instructional efforts for achieving a meaningful learning experience. It should also be noted here that by judging how effective these components are is based on how responsive they are to learner's needs regardless his/her age (5 or 55).

The teacher:

If one asks some one about their most meaningful learning experience, the majority of answers one will obtain will be made in reference to a great teacher that was experienced in various educational stages. This natural reaction shows the significance of the role of teachers and the part they play in the lives of their students and in education in general.

But what exactly make a good teacher? Answering this question can fill a few pages and may go beyond the scope of this brief paper. In a debriefing session in a business college class after the students completed the paper and pencil student evaluation for the professor, I posed a question on the board, "What is your definition of a good teacher?" Afterwards, the students were asked to finish the sentence, "A good teacher to me is the one who..." The students' answers ranged from very well thought-out answers to a kind of the top of the head answers. I should admit that I was impressed with the answers and they sure did serve me well in improving my teaching performance. What amazed me the most however, was contrary to what I would probably expect--- that most of the answers would be related to grades and other typical student concerns such as attendance and make up tests and exams. Not only did the result of this survey help me to improve my teaching, but also helped me to reconsider student motivations. Most of the motivating factors expressed here, with the exception of one or two, can be classified as intrinsic factors, such as, self-esteem, respect, recognition, and appreciation. By contrast, as one would guess, the student motivation would be attributed to tangible and extrinsic factors, that of mainly good grades. Here are some of the students answers listed in no particular order:

- makes learning pleasant and fun
- respects students and commands respect him/her
- fair and treats students equally
- has high expectations of his students and does not look down to them
- always there to help
- understands and appreciates the students
- makes you feel safe in sharing your thoughts and feelings with him/her
- is not pretentious
- knows his/her students strengths and weaknesses
- gives us good grades
- makes you prepare for his/class
- gives you plenty of examples
- patient
- gives you o clips to the lessons
- This is what students think less homework
- makes you feel excited about the class
- amusing and not boring
- recognizes and appreciates your work
- makes you feel he/she cares
- encourages you to ask questions
- adds games and video clips to the lessons.

This is what students think what a good teacher is, but how about teachers themselves? What do they think a good teacher is? Here is Tomlinson (1999, p.29), who was a teacher for decades, who describes another great teacher, who "... created a classroom in much the same way she created her home" dealing with her students same way she deals with her own kids in terms of the following:

- Each kid is like all others and different from all others
- Kids need unconditional acceptance as human beings
- Kids need to believe that they can become something better than they are
- Kids need help in living up to their dreams
- Kids have to make their own sense of things
- Kids need action, joy, and peace
- Kids need power over their lives and learning
- Kids need to develop that power and use it wisely
- Kids need to be secures in a larger world

As we compare the two sets of criteria by students and by teachers, we find that they are almost identical at least in emphasizing respect, recognition, security, and acknowledgment of differences.

The learner:

I prefer using the word learner over student. The word learner implies desire, willingness, and responsibility. If this can be easily said about the adult learner, it might not be as easily observed with children. This is where we realize the significance of the four components of the learning experience working together in responding to the learner's needs. At the top of these components and their influence on the learner, as mentioned earlier, is the teacher.

In the classroom, teachers should expect to have a whole complex of different learning styles, multiple intelligences, different backgrounds, personal differences, and different social and emotional developments. Good teachers should be able to accommodate for these differences. Good teachers utilize questioning, monitor feedback, assess class climate to ensure between instruction and diverse students' needs. For example, more structured for students struggling with concepts and more abstract for the students who master these concepts (Brimijoin, 2002). Gregory, G. and Kuzmich, L. (2004) expand on the analysis of learner's differences quoting Restak (1994), who identifies five learning systems as follows:

- Emotional learning system
- Social learning system
- Physical learning system
- Cognitive learning system
- Reflective leaning system

It is not the intention of this paper to go in more depth analyzing these learning systems, but to point to considerable literature in this field and to emphasize the significance of learner's differences and the need to accommodate for them in order to achieve effective learning and meaningful learning experiences. As for other more popular differences, such as learning styles and multiple intelligences, as developed by Gardner (1983). They are available on numerous websites. For example, www.ldpride.net/learningstyles gives brief definitions for each learning style or intelligence and allows visitors of the site to take the test for determining their learning styles. The following definitions are copied from the site:

What are learning styles?

Learning styles are simply different approaches or ways of learning.

What are the different types of learning styles?

Visual Learners:

Learn through seeing . . .

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

Auditory Learners:

Learn through listening...

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

Tactile/Kinesthetic Learners:

Learn through moving, doing and touching...

Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

What is Multiple Intelligence?

Conceived by Howard Gardner Multiple Intelligences are seven different ways to demonstrate intellectual ability.

What are the types of Multiple Intelligence?

Visual/Spatial Intelligence

Ability to perceive the visual. These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

Their skills include: puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, interpreting visual images.

Possible career interests:

navigators, sculptors, visual artists, inventors, architects, interior designers, mechanics, engineers

Verbal/Linguistic Intelligence

Ability to use words and language. These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.

Their skills include: listening, speaking, writing, story telling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analyzing language usage.

Possible career interests: Poet, journalist, writer, teacher, lawyer, politician, translator

Logical/Mathematical Intelligence

Ability to use reason, logic and numbers. These learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments.

Their skills include: problem solving, classifying and categorizing information, working with abstract concepts to figure out the relationship of each to the other, handling long chains of reason to make local progressions, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations, working with geometric shapes

Possible career paths: Scientists, engineers, computer programmers, researchers,

accountants, mathematicians

Bodily/Kinesthetic Intelligence

Ability to control body movements and handle objects skillfully. These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination. (e.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.

Their skills include: dancing, physical co-ordination, sports, hands on experimentation, using body language, crafts, acting, miming, using their hands to create or build, expressing emotions through the body

Possible career paths: Athletes, physical education teachers, dancers, actors, firefighters, artisans

Musical/Rhythmic Intelligence

Ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps).

Their skills include: singing, whistling, playing musical instruments, recognizing tonal patterns, composing music, remembering melodies, understanding the structure and rhythm of music

Possible career paths: musician, disc jockey, singer, composer

Interpersonal Intelligence

Ability to relate and understand others. These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage cooperation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others.

Their skills include: seeing things from other perspectives (dual-perspective), listening, using empathy, understanding other people's moods and feelings, counseling, co-operating with groups, noticing people's moods, motivations and intentions, communicating both verbally and non-verbally, building trust, peaceful conflict resolution, establishing positive relations with other people.

Possible Career Paths: Counselor, salesperson, politician, business person

Intrapersonal Intelligence

Ability to self-reflect and be aware of one's inner state of being. These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

Their Skills include: Recognizing their own strengths and weaknesses, reflecting and analyzing themselves, awareness of their inner feelings, desires and dreams, evaluating their thinking patterns, reasoning with themselves, understanding their role in relationship to others

The content and the instructional methods:

The reason that these two components are discussed together is that they are so connected that it is difficult to separate. The content refers to the knowledge, skills, and values of a certain curriculum; and the instructional methods refer to the instruction plans and the variety of ways made available by teachers for the students to absorb the content. Following is a host of instructional methods that lend themselves for learners' needs:

Learner-centered approaches

Grounded in constructivism, **learner-centered approaches** involve instruction where the teacher is a facilitator (or guide) as the learners construct their own understandings. There are a number of methods in this category that are listed and explained below.

Case Studies

Case studies involve groups of students working together to analyze a "case" that has been written on a particular situation or problem to find a solution. Case studies allow students to apply new knowledge and skills for solving complex issues. This method is not appropriate for use with elementary students. The case study is completed by discussion of the case, allowing learners to debate their conclusions.

Cooperative Learning

Cooperative learning involves small heterogeneous student groups working together to solve a problem or complete a task. All students in the group must actively participate with each student maintaining some independence. The success of the group depends on the input of each individual. This teaching method promotes **active participation, individual accountability, students' ability to work cooperatively** and **improvement of social skills**.

Discussion/Discussion Boards

Designed to encourage thinking skills; discussion allows learners to increase interpersonal skills. Discussions may occur in the classroom or online. One way to implement discussions with twenty-first century students is to use discussion boards.

Previously referred to as "bulletin boards" or "message boards", these areas are places where a question can be posted by the teacher and students may post "threads" (comments to the question) asynchronously (at various times). Discussion boards vary in participation and good discussion may result from the expertise of the facilitator. Incentives (bonus points) may be needed to motivate all students and rules must be made clear. Course management software such as Blackboard have built in a discussion board feature making it quite easy to implement.

Discovery Learning

Discovery learning is an inquiry-based learning method in which learners use prior knowledge and experience to discover new information that they use to construct learning. This method is the most successful if the student has some prerequisite knowledge and the experience is structured (Roblyer, Edwards, and Havriluk, 1997).

Graphic Organizers

Graphic Organizers are found in the form of **diagrams, maps and webs** and illustrate information in a graphical format. Diagrams may be drawn by hand or designed on the computer with programs such as Inspiration (grades 6-12) or Kidspiration (grades K-5). This strategy/tool can be used when **brainstorming ideas, analyzing stories, analyzing characters, comparing and contrasting information, storyboarding** (planning projects) **prewriting during the writing process** and **breaking down concepts to show the relationships with parts** (such as the parts of a cell). These graphical representations of information have been found to make information easier to learn and understand, especially complex information (Dye, 2000). Further, using visual learning strategies have been found to be effective with struggling learners (Bulgren, Schumaker & Deschler, 1998; Gardill & Jitendra, 1999 cited in O'Bannon and Puckett, 2007).

Journals

Journals are often used in classrooms to allow students to record reflections and ideas. Typically written in a notebook and recorded each

day, the journal serves as a method of communication between the student and the teacher.

K-W-L (Ogle, 1986)

Know - What to Know - Learned is a strategy that is typically used to provide structure to the learning process to allow students to recall **what they know** about a topic, **what they want to know** about the topic and **what is to be learned**. This strategy allows students to become actively involved in their learning. Generally, a chart is created on the board, overhead or hand-out. Students fill in the **Know** column before they begin their study. They fill in the **Want to Know** column with all of the information that they want to learn about the topic. After the study, they complete the **Learned** column with their new knowledge.

Learning Centers

Learning Centers are self contained areas where students work independently or with small groups (pairs or triads) to complete a task. Centers may take the form of chairs placed around a table for group discussion, display boards that present questions/problems/worksheets, or computer/computers where students perform hands-on activities or research on the web.

Role-Play

Role-play deals with solving problems through action. A problem is identified, acted out and discussed. The role-play process provides students with an opportunity to 1) explore their feelings, 2) gain insight about their attitudes, and 3) increase problem solving skills.

Scaffolding

Scaffolding, involves the teacher modeling the skill and thinking for the student. As the student increases understanding, the teacher withdraws the assistance allowing the student to take on more responsibility for the learning.

Problem-Based Learning (PBL) & Inquiry Learning

Problem-Based Learning & Inquiry involves teacher giving the student a problem where inquiry must be utilized to solve the problem. There are commonly four steps in this model: 1) **student receives the problem**, 2)

student gathers data, 3) student organizes data and attempts an explanation to the problem, and 4) students analyze the strategies they used to solve the problem.

Simulations

Simulations are used to put the student in a "real" situation without taking the risks. Simulations are meant to be as realistic as possible where students are able to experience consequences of their behavior and decisions. Simulations are commonly used in social studies and science but can be used in other curriculum areas. Computer simulations are quite common in today's virtual world. One example is "dissecting a frog" using the computer.

Storytelling/Digital

A great way to strengthen communication **storytelling** skills is to get students involved in creating **multimedia stories**. Topics can range from biographical stories with photo collections from family archives to community mapping projects, virtual field trips within the community, or more complex stories created by older students. These digital stories can be planned, storyboarded and produced using slideshow software such as PowerPoint or video editing software such as Imovie. This strategy has become quite the rage in recent years with students loving the active learning

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Presentation 4

ISNA Education Forum 2008 March 21 – 23, 2008, Chicago, IL Ways of Teaching Arabic through Story Sajida Abu Ali

Abstract

Storybooks offer important learning opportunities about narrative text. By listening to many stories, children begin to build an awareness of the ways stories are organized. Children's concept of story gradually includes the notion that stories have characters that are sustained throughout the story and that stories have actions or events that lead up to an ending. In addition, through read aloud and shared readings with adults, children learn that a story has a setting where it takes place and conversations might be taking place between characters. Their growing awareness and understanding of stories is often demonstrated when they attempt to retell or re-enact events from their favorite story with the support of their peers.

Children's books and personal and shared experiences provide opportunities for early childhood educators to demonstrate and engage young children in the process of writing. Through small group discussion, or one-on-one dialogue, adults engage children through modeled and shared writing experiences where text is created, the relationship between the written and spoken word is modeled and the function and purpose of writing are illustrated.

In foreign language thematic units are organized in terms of meaningful experiences with language, focused on a theme and on theme-related tasks. These experiences prepare students to use the language for a variety of purposes-their own purposes-beyond the classroom.

Description of presenter

Sajida Abu Ali is a teacher at Al-Nour School and Al Iman weekend School in Cleveland Ohio. She graduated as a teacher in 1995 and has taught a variety of subjects. Currently teach Arabic and Qur'an. She holds a Masters Degree in modern languages (Curriculum and Instructional Design). CORE Program for Foreign Language (Arabic), 2006-2007 and CRETE training, Summer 2007.

The framework and the standards:

The framework for Curriculum Development is fully compatible with the Standards for foreign language learning in the 21st Century. Each of the outcomes circles ties directly to one of the goals in the standards. “Language in Use” could also be named “Communication”, “Culture” and Cultures” are fully compatible; and “Subject Content” could easily be renamed “Connections.” The remaining Standards, Comparisons, and Communities interact with the framework outcomes at several points, in the following diagrams standard 4.1 is illustrate which deals with comparing languages, and standard 4.2 addresses comparison of cultures. The communities’ goal brings the learning of language, culture, and curriculum content beyond the classroom, and engages the learner with the language and the culture for lifelong learning.

Statement of problem

Thematic planning and instruction are among the most important elements of an effective early language program. Our standards orientation calls for integrated learning, with connections to other content areas and to new information through the use of the new language. Our growing insight about brain-compatible learning supports thematic instruction as well. As we teach new languages to children, our focus is making meaning, rather than making accurate new sounds or grammatically correct sentences (important though these may be). Eric Jensen (1998) suggests that for meaning-making to take place, we should evoke three important ingredients in our general practice: emotion, relevance, and context and patterns (96) A carefully designed theme can incorporate emotion, one of the most powerful channels for learning; relevance, a critical motivator for language learning; and rich context, an element that bring language learning to life and active the pattern making functions of the brain.

Much of elementary school curriculum in all content areas is built around themes, often as a means of integrating several subjects during the school respond to the intellectual, social, and developmental needs of the early adolescent learner. As the language teacher connects language instruction to existing themes of creates language-specific themes, the language class is clearly an integrated part of the school day, and languages are perceived to be meaningful components of student learning.

Practical elements of implementation:

1. *Thematic planning makes instruction more comprehensible, because the theme creates a meaningful context.* In thematic unit, students can interpret new language and new information on the basis of their background knowledge. They are not just learning vocabulary in isolation; they are using words to identify which foods came from Middle East, or which animals are endangered in South America etc.
2. *Thematic planning changes the instructional focus from the language itself to the use of language to achieve meaningful goals.* In thematic instruction we focus on using the language to communicate something related to a theme, rather than repeating words in isolation with no connection to the classroom or the student. Instead of focusing on how to say or write something, thematic instruction shifts the focus to communicating a message for a reason. As we shift the focus to what language means and can do, students become motivated to acquire language and to be accurate, because they want to communicate about information that is of interest to them.

3. *Thematic instruction provides a rich context for standards-based instruction.* One of the important features of the *National standards for foreign language learning* is their emphasis on working toward a goal, and focusing on the “big picture” or the “big idea.” Many of the scenarios found in the Standards document are also examples of integrated thematic units.
4. *Thematic instruction involves the students in real language use in a variety of situations, modes, and text types.* Thematic instruction, especially when it is organized in a story structure, gives students the opportunity to use language in a variety of situations, including simulations of cultural experiences. A theme lends itself to all three of the communication modes: interpersonal, interpretive, and presentational. Text types within a thematic unit can range from preparing and reading poetry to reading headlines to creating or listening to a description to participating in a conversation to listening to a play-and the list goes on and on.

Methods

A central goal during the early learning years is to enhance children’s exposure to concepts about print. These concepts are related to the visual characteristics, features and properties of written language. Some early childhood educators use Big Books to help children distinguish many book and print features, including the fact that a book must be held right side up to read the words and view the illustrations; that print, rather than pictures, carries the meaning of the story; that print conveys not just any message, but a specific message; that the strings of letters between spaces are words that correspond to an oral version; and that reading progresses from left to right and top to bottom. The process of gaining meaning from spoken language begins in infancy — as young children search for meaning through the context, gestures and facial cues. Children demonstrate their understanding or comprehension by asking questions and making comments throughout the day. They bring this curiosity to reading events and develop comprehension skills through the conversation around the story — by making predictions about story events or characters or commenting on the topic of a story being read to them. In addition, children take delight in retelling stories or acting out the events of a story in their play. Pausing at the end of a sentence to let children join in, asking open-ended questions and helping children make connections to prior experiences are all effective teaching strategies for developing comprehension skills.

Concepts of Print

1. Understand that print has meaning by demonstrating the functions of print through play activities (e.g., orders from a menu in pretend play).
2. Hold books right side up, know that people read pages from front to back, top to bottom and read words from right to left.
3. Begin to distinguish print from pictures.

Comprehension Strategies

1. Begin to visualize, represent, and sequence an understanding of text through a variety of media and play.

2. Predict what might happen next during reading of text.
3. Connect information or ideas in text to prior knowledge and experience (e.g., “I have a new puppy at home too.”).
4. Answer literal questions to demonstrate comprehension of orally read age-appropriate texts.

Self-Monitoring Strategies

Respond to oral reading by commenting or questioning (e.g., “That would taste yucky.”).

Independent Reading

Select favorite books and poems and participate in shared oral reading and discussions.

Reading Applications

1. Use pictures and illustrations to aid comprehension (e.g., talks about picture when sharing a story in a book).
2. Retell information from informational text.
3. Tell the topic of a selection that has been read aloud (e.g., What is the book about?).
4. Gain text information from pictures, photos, simple charts and labels.
5. Follow simple directions.
6. Focus on curriculum and learners with different instructional strategies.
7. Seek for greater collaboration between content areas.

Recommendations of practical implementation

Children learn that books contain different kinds of information – books that provide facts about a topic; books that help us understand general ideas or themes, such as numbers and the alphabet; books that tell us stories about real people and events and those that share fairy tales and make believe, such as *The very Hungry Caterpillar*. Through multiple, varied and engaging experiences, children develop concepts about these texts, how they are organized and how they are useful tools in learning about the world.

“Young children need to chew on books, hug them, laugh at them, touch and feel them, and associate them with a warm voice and an interested adult.” Betsy Harne

Careful planning can help the early language teacher to make the most of the limited time available for instruction in the target language. One meaningful approach to planning curriculum is the development of integrated thematic units that incorporate the key elements of language-in-use, subject content, and culture. Effective planning takes into account the educational development of the students and draws on such approaches as story form and backward design to make learning more meaningful and more memorable. The careful preparation of student-oriented objectives and a written plan can free the teacher to be flexible as they develop without losing the direction and focus of the lesson. Each plan should be organized around the needs and development of the whole child and take into account the child’s need for both variety and routine.

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Presentation 5

Sustaining Change through School-Wide Leadership Professional Learning Communities Kathy Ahmed

Every member of the school community has an impact on the success of a school's ability to change positively towards school improvement for student achievement. Considering schools are always in a change process, in that initiatives are introduced, monitored, revised, enhanced, and evaluated, it becomes clear that the more unified the vision, belief and drive towards that initiative, the more likely a school will be able to adopt change. Though administrators may be the change agent in their schools to initiate the process, those who can lead leaders develop a partnership in whole school growth and sustainability.

Before we discuss “the how”, let's consider a successful historical perspective of a “leading leaders” society. Upon reflection, one will find that leading leaders was modeled by the Most Beloved of Allah – sallallahu alayhi wasallam as he prepared the sahaba – alayhum assalaam - with leadership skills for the fast-growing ummah, who passed this tradition to the tabi'een and the future generations. Consider:

“There are other cases where a person would come to the Prophet sal Allaahu alayhi wa sallam with a legal issue and he would tell a certain companion to get up and make a judgment between them. That companion would say, ‘Ya Rasul Allah, shall I judge between them while you are here, in our midst?’ The Prophet sal Allaahu alayhi wa sallam would respond in the affirmative. These are the companions who later became Muslim judges, and they were the ameurs that went out to Yemen, Egypt, and other places. The Prophet sal Allaahu alayhi wa sallam had trained them in his midst and then they went on later to become the qudaa’ (judges).” (Alshareef, 2007)

He - sallallahu alayhi wasallam, could have easily responded to the legal issue, but since he was a model leader and visionary for the world, he trained and encouraged others to respond to situations while guiding, and supporting them.

The sahaba, radhi Allahu a'nhum and those after them governed, taught, and took initiatives to sustain a growing ummah. This growth brought new challenges and issues not faced before, as seen during the caliphate of Umar Al-Farooq, radhi Allahu anhu, who established and organized departments for governance (Khan, 1992). These leaders – alayhum assalaam were equipped to handle the changing societies because Rasool Allah sallallahu alayhi wasallam prepared an ummah during his time until the end of time.

Islamic Schools are relatively new, growing organizations in the U.S. dealing with varying challenges beyond that of a fiscal one. Professionalism and societal challenges require that our best hearts, minds and skills are brought together for creating organizations that are sound, and able to address these challenges to take our schools to new levels.

Establishing such an environment that fosters growth can be challenging. School reform is complex, and previous disappointments make sustaining school initiatives difficult. When trying to improve our schools, there are common mistakes evident in the change process:

1. Allowing too much complacency
2. Failure to create a sufficiently powerful guiding coalition
3. Underestimating the power of a vision

4. Under-communicating the vision
5. Permitting structural and cultural obstacles to block change process
6. Failure to create short term wins
7. Declaring victory too soon
8. Neglecting to anchor change firmly into culture

The challenge of change sustainability is to create a critical mass of educators within the school who are willing and able to function as change agents. A change agent is a catalyst that ignites changes for a specific purpose (Dufour, Eaker, 1998). They are the facilitators, visionaries, designers, monitors, evaluators, and implementers of initiatives for increasing student achievement.

Creating a school culture of leaders leading leaders is a component of a professional learning community. A Professional Learning Community, or PLC, is characterized by “the collaborative work of educators to continuously seek, share, and act on their learning in order to improve their practice for the purpose of improved student outcomes” (DuFour, Eaker, 1998). It is a learning organization in which “people continually expand their capacity to create desired results, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free...”(Huffman, 2001). This school community model brings benefits from the school wide leadership:

1. Sustaining change as a whole body
2. Invested staff = committed staff
3. Empowerment leads to creativity
4. Shared responsibility
5. Succession planning for future leadership

How do we start this process? First by understanding it is just that – a process. This is not an overnight quick fix. To create a positive school culture, time is necessary. **Patience, Passion and Persistence** is the PLC mantra. Begin by assessing the foundations of your organization: Mission and Vision and Shared Values and Norms.

Mission and Vision

Though your school already has one, how is it being used in your school? Are decisions based on your school’s mission and vision? Are they evident in classroom instruction and school programs? Does your mission statement fit your school? Revisit your mission statement, and consider these questions:

Mission =

- ➔ Why do you exist?
- ➔ What are we here to do together?
- ➔ What is the business of your business?

Vision =

- ➔ Do we have directionality
- ➔ If we are true to our purpose (mission) now, what might we become at some point in the future?
- ➔ What is a realistic, credible, attractive future for our organization?

- ➔ Is it articulated vividly to the organization's future so compellingly that the school's members are motivated to work together to make it a reality?

Once missions, visions and beliefs are established, we need to ask tougher questions that will jumpstart the development of school improvement goals:

- ➔ Are we acting in accordance with our fundamental mission?
- ➔ Have we clarified what we want all students to know and be able to do?
- ➔ What is the most effective response for students who are not succeeding?
- ➔ What are the discrepancies between actual conditions in our school and the school we hope to become?
- ➔ What are our specific plans to reduce these discrepancies?
- ➔ Are the proposals under consideration consistent with our vision and values?
- ➔ What steps are we taking to advance vision and values in the day to day operation of the school?
- ➔ What results do we seek, and what evidence are we gathering to assess our effectiveness?

Though there are different factors that impact how and when to start the process of dealing with these school issues, a school's culture will be the most important variable in the success of a school initiative and because of this, teachers, parents, students and staff must move forward together. Even the best of administrators cannot sustain a school's change alone until it is systemic. Administrative energies must be refocused on the development of a positive school culture by preparing leadership throughout the school community.

Shared Values and Norms

Taking ownership for student achievement is more likely to be fostered in a school culture where there exists shared values and norms. When teachers pursue a clear shared purpose for all student learning and engage in collaboration activities to achieve purpose, they take responsibility for student learning. These shared values are embedded through the 3 C's – Communication, Collaboration, and Culture.

Communication

One of the most common causes of failure of change initiatives is insufficient attention to communication. (Dufour, Eaker, 1998). Missions, visions and goals remain on paper and collect dust, while foundationally vital for the process to move forward. Taking initiatives from paper to action requires clear, constant communication in support of the school's objective. A communication audit can be done to assess what your schools pay attention to and the effectiveness of their communication:

- ➔ What do we plan for?
- ➔ What do we monitor?
- ➔ What questions do we ask?
- ➔ What do we model?
- ➔ How do we allocate time?
- ➔ What do we celebrate?
- ➔ What are we willing to confront

Articulate specific plans to advance its vision and values to achieve goals; this will aid in prioritizing the school's needs. Keep in mind effective communication does not mean complex communication. It can be as simple and effective as using metaphors, logos, analogies, verbal pictures of a change initiative. Logos, for example are a very effective tool to remind everyone where you're headed. They are easy to remember, simple, yet profound; i.e. "Success for every student" – "The little school with a big heart" – a clear metaphor that serves as a benchmark for improvement initiatives.

Communication through modeling is a key to a change effort; the modeling as leaders is the single most powerful mechanism for creating a learning environment" (DuFour, Eaker, 1998).

"You cannot have students as continuous learners and effective collaborators without teachers having the same characteristics". (Sparks, 2003). We cannot expect children to be life-long learners if the teachers are not learners themselves. We cannot expect children to behave, be organized, punctual, love their deen, lead, etc, unless this is first embodied by the school. No other way is this evident to a child, than through our actions.

The Prophet - sallallahu alayhi wasallam, was a model mentor (Abu Ghuddah, 2003). He was the first to do and the first to stop something when it was commanded by Allah a'za wa-jalla, before expecting others to do so. He, (peace and blessings upon him), practiced what he preached, encouraged everyone to work on themselves (by modeling and his own actions), and supporting him/her in doing so.

Collaboration

Sustainability can only succeed collectively. Creating a collaborative environment has been described as the single most important factor for successful school improvement initiatives for those seeking to enhance the effectiveness of their school. It raises the ceiling of one's personal limitations by drawing on each other's expertise and wisdom. It transforms the privatized, isolated practice of teaching by establishing the structures and expectations for public, reflective, ongoing discourse on the challenges of teaching and learning as a school body. By making their work "public," practitioners define—and continually redefine—the meaning of good teaching and classroom practice. Opportunities for collaboration and teamwork include:

1. Jointly develop curriculum and assessment practices
2. Work together to implement new programs and strategies
3. Share lesson plans and materials
4. Collectively engage in problem solving
5. Share ideas from workshops
6. Plan peer observation and feedback (Peer Coaching)
7. Discuss and analyze success
8. Developing schedules
9. Serving a mentors for new colleagues
10. Assessing student achievement
11. Selecting instructional materials
12. Planning and presenting staff development programs
13. Brainstorming on a particular problem, develop recommendations and present findings to the faculty

Teams are the building blocks of intelligent organizations. They provide a focused arena to tackle specific areas needing improvement. Teams can be organized in such a way that best

addresses the initiatives at hand:

- n Team concept by grade level or subject
- n Team concept on the basis of shared students
- n Team concept in a school wide task
- n Team concept by area of professional development

It will become evident whether school teams are effective or need to be re-assessed on how and where to improve. Evidence of effective teams:

1. Share beliefs and attitudes
2. Have high levels of trust that in turn result in open communication, mutual respect for people and opinions and a willingness to participate
3. Believe that they had the authority to make important decisions and a willingness to assume responsibility for the decisions they made
4. Effectively manage meetings with clear operational rules, agendas, get input from everyone, define roles for members and minutes to provide continuity
5. Continually self-assesses the functioning of their team

School Culture

A school culture is the hidden curriculum in the environment, the assumptions that are not seen, the attitudes or behaviors the school community has towards the school.

What does your school's culture say? Picture a stranger walking into your school, not involved in any activity, just walks through and makes observations. Does the visitor see the stress of your school's maintenance and cleanliness program? Is the dedication to your art curriculum evident in the student's displays throughout the school? Does the administration have a closed office door? Do they *hear* learning? Is there a sense of cohesiveness in the school? In order to gauge whether your school is ready for a change, one must assess their current school climate. A good tool for assessing a school's climate can be determining how time is used in a school. Allocation of time is a litmus test of what is important to the organization.

This assessment is important; if you intend to introduce a change that is incompatible with the organization's culture, you have only three choices:

1. Prepare to fail
2. Modify the change to be more in line with the existing culture
3. Alter the culture to be more in line with the proposed change

The following are strategies to develop a positive school climate through establishment of professional learning communities:

1. Shared Values Shapes Cultures - Commit to certain attitudes and behaviors in order to advance the collective vision of what the school might become will be visibly manifested in the school's culture. Redevelop your school's vision WITH the staff, commit to striving for excellence, and be consistent and repetitive with those commitments.
2. Reflective Dialogue - Meet with your teams or mentors on a regular basis to engage in reflective discussion on the practices of the school and classrooms and to evaluate new concepts and ideas that bear upon those practices; examine school's operation and their practices with a critical eye (no more passive routines). Remember that a naseeha – sincere advice, provides constructive critiquing of the behavior that needs

- to be improved, and not an attack on an individual person.
3. Use stories that we tell ourselves to rationalize poor achievement to come up with different ways of addressing problems and finding solutions. For example “this is a computer video game culture preventing students from thinking...” is an excuse for not being able to address the real problem. How can we then stimulate strategies for students for higher order thinking?
 4. Celebrate more! Attention to detail for appreciation reinforces shared values and signals what’s important. If you committed to excellence and a staff member does something that is evident of that, show gratitude and support.

School climate and conditions impact the development and sustainability of a professional learning community: When we realize this and work towards it, leadership characteristics become evident:

School leadership characteristics:

- ➔ The school leader plays multiple roles, such as a facilitator, rather than the main architect, of professional learning community.
- ➔ They distinctly understand that leadership is TRUSTEESHIP – that this honor is a responsibility in that they are accountable for this amana (*trust*).
- ➔ They actively support shared decision-making through distributive leadership. The school leader ensures organizational structures and resources to support professional community (time, personnel, schedule, etc.)
- ➔ The school leader negotiates the politics of reform within the local context (e.g. board, masjid, parents)
- ➔ Empowers, inspires, supports all staff
- ➔ Models life long learning
- ➔ Communicator and LISTENER
- ➔ Delegates wisely and differentiates leadership
- ➔ Networked, resourceful and connected

School autonomy:

- ➔ Staff should have authority to make decisions about resources, hiring, and management of classroom school-wide issues.
- ➔ Staff define and structure staff development based on their needs (rather than as administrators define them).
- ➔ Educators accept responsibility for learning. They are self-motivated and have a sense of self-efficacy and an internal locus of control. They believe that they can achieve their goals and improve their situation through their own efforts, even when presented with obstacles or personal difficulties. No self-pity or using their problems as an excuse for failure to act. And what is true for individuals is true for organizations – self-efficacy of faculty significantly supports a school’s change process. Schools most likely to create a collaborative learning community are those with educators who are willing to accept responsibility for doing so.

Shared decision-making:

- ➔ Staff play an integral role in the decision making process.

- ➔ Teaching teams meet to discuss, plan and initiate activities with support from the administration
- ➔ The school understands that “Change is always a threat when it’s done to people, but it’s an opportunity when it is done **by** people.” (Dufour, Eaker, 1998).
- ➔ Information, training and parameters are established to make good decisions. Principals do more than delegate, empower and hope for the best. They provide staff with relevant background information and research findings to help them arrive at informed opinions. They also provide guiding principles and boundaries to direct their work and assess their decisions and actions.
- ➔ As the Chinese proverb goes: “TELL ME...and I forget; SHOW ME...and I may remember; INVOLVE ME...and I’ll understand.”

Time for teacher planning & analysis:

- ➔ Are teaching schedules designed to allow for team meetings?
- ➔ Are additional personnel (i.e. aides, interns, volunteers) and partnerships (i.e. business apprenticeships, service learning) used to create more planning time for teachers?
- ➔ Are Professional Development funds allocated to provide release time (i.e. for meetings, retreats, summer projects)?

Professional development:

- ➔ Are PD opportunities structured both for the whole faculty as well as individualized for specific teachers needs?
- ➔ Do schools provide spiritual and professional growth opportunities?
- ➔ Do PD activities draw upon both internal and external expertise?
- ➔ Is PD embedded, ongoing, and connected to the school’s mission and priorities?
- ➔ Are new teachers provided with supports and induction into the professional learning community through mentoring?

The outcomes of a professional learning community result in a school-wide leadership that drives and sustains change. Some evidences of this benchmark are:

Teacher Leader Characteristics:

1. Life long learners
 - a. District staff development
 - b. In-services provided by school
 - c. Furthering studies as a professional
2. Involved on committee teams and/or chairs at least one committee
3. Fearless to bring concerns to the table while providing insight, ideas, and commitment for improvement
4. Mentor and peer coach

Parent Partnerships:

1. Communication is regular, 2-way and meaningful
2. Parenting skills are promoted and supported
3. Parents play an integral role in assisting student learning at home
4. They are sought out for volunteering and sit on committees
5. Making decisions – parents as full partners in decisions

6. Collaborating with the community, using resources to strengthen schools, families and learning

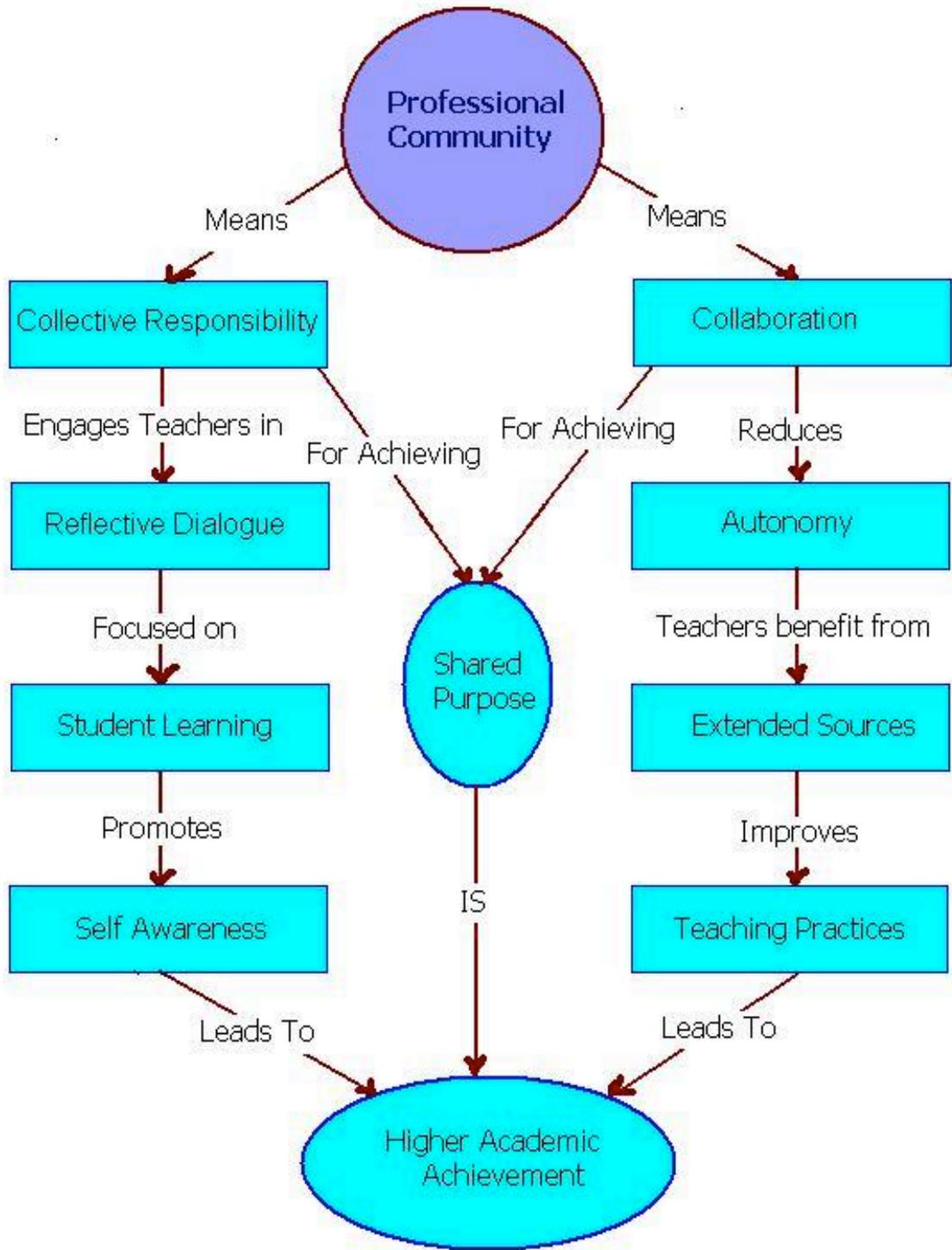
Student Leadership:

1. Children feel honored and respected
2. They are included on committees as members
3. Complete youth leadership hours
4. Student-driven Council and Government
5. School Improvement Committee reps
6. Surveys allow for their feedback
7. Having a strong guidance counseling program where students take initiative for self- or peer-referrals
8. Self-initiated community service

Remember, when we talk about sustaining change, we are not thinking about going through a process to its anticipated completion date. Schools need to be in continuous growth mode; dynamics are always forcing school leaders to create, innovate, and update. Initiatives continue to be worked on until it becomes SYSTEMIC, a part of the norm. Even upon reaching systemization, initiatives still need monitoring to gauge whether it's relevant, meaningful in meeting the needs of the students.

In summary, not until we realize that change always begins with oneself, can we begin the process of school-wide changes, as we are reminded when Allah subhana wa-ta'ala says: *"This, because God would never change the blessings with which He has graced a people unless they change their inner selves: and [know] that God is all-hearing, all-seeing."* (8:53)(Asad, 1980).

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Presentation 6

Starting High School – Crafting future leaders By Sadeq Al-Hasan

Abstract

High school is a very challenging project for Muslim communities. Despite its great importance, majority of Islamic schools are reluctant to start it because of how overwhelming it is perceived. High school is definitely more complicated than middle school; however, its complications are exaggerated into a lot of Islamic schools leader's minds.

This paper is a trial to explore different aspects of the high school project and distinguish between real requirements and fancy ones in order to encourage more middle Islamic schools to pursue this critical project.

1. Why Islamic high school
2. Different high school academic programs (diploma, AP, DP)
3. High School Building Blocks:
 - a. Graduation requirements
 - b. Teachers qualifications
 - c. Administrative structure
 - d. Facility
 - e. Standardized Testing
4. Challenges expected in high school.
5. General advices/recommendations

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Islamic High School: Yes, you can do it!

Putting High School Requirements and Misconceptions into Perspective.

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I. Introduction

High school is a very challenging project for Muslim communities. Despite its great importance, the majority of Islamic schools are reluctant to start it because of how overwhelming it is perceived. High school is definitely more complicated than middle school, however, its complications are exaggerated into a lot of Islamic schools leaders' minds.

This paper explores the various aspects of the high school project and distinguishes between mandatory requirements of high school and the can-do-without luxury items in order to encourage more middle Islamic schools to pursue this critical and worthwhile project.

II. Why Islamic High School

The best thing that ever happened to Muslims in a non-Muslim environment is the availability of Islamic schools—where our children spend most of their growing years. Children go through stages of growth, from infancy to childhood to adolescence. Many things can be cultivated in them as they grow, year after year. In elementary and middle schools, children learn what is taught to them by their parents, but they also absorb and internalize the many lessons and values they are exposed to from their school. Alhamdulillah, our children in Islamic schools can memorize Qur'an very easily and learn to repeat supplications, each in its proper circumstance. In time, they learn to appreciate the wisdom of the Islamic values and teachings and can recognize real-life opportunities in which to apply these teachings.

Vulnerable Age

Yet as children mature and go through adolescence, they go through a change in character, attitude and personality. According to psychologists these are the most crucial stages in their lives. If we interrupt the scheme of Islamic education formed in the child's early years, this may result in a total rebellion against our Islamic value system, due to unavoidable outside influences.

In order for the education achieved in Islamic elementary and middle school to be the most effective and lasting, there must be continuity and reinforcement during the adolescent years. These years are vital in the molding of our young Muslim youth and preparing them to be our future activists for Islam in America. In building Islamic high schools, we can spare our youth the pressure of trying to fit in and be accepted by their non-Muslim peers while still hoping to validate their Muslim identities. This pressure can either make them yield to non-Islamic values, try to emulate their peers in actions, attire and/or lifestyle, and in doing so, compromising Islamic manners and values, their parents struggled so hard to instill, or in some cases, totally abandoning them.

Adolescence is a very critical stage in character building. Being in an Islamic high school environment can make this phase of a student's life a lot easier. They will not be subject to peer pressure; they will not be exposed to odd alternative lifestyles frowned upon by Islamic principles and values; they will not be tempted to participate in popular school events with free mixing, such as homecoming and prom night; they will not be intimidated by social norms such as dating—or worse, be pressured to participate.

Islamic high schools provide an opportunity for our youth to avoid the challenge that they face to “belong”, to identify with their own. Each young man and woman in this age who is attending high school is under constant barrage of peer pressure, and only a few of them have the strength to stand up to this pressure and be proud of themselves and who they are, rather than stand out as a social outcast. The experience that our sons and daughter face in high schools is not similar, not by a far stretch, to the environment in the universities. High school years have been like an immersion camp that leaves its lasting impression on the identity of the most vulnerable group amongst us. Only those who ALLAH protects are saved from the unavoidable assimilation that takes place in public schools.

Islamic high schools provide also an opportunity for the students to strengthen their faith and be conscious of their responsibility to Allah and humanity. Continuing high school years in an Islamic school is the only way to balance their identities and personalities without leaving any doubts or insecurities in their developing young minds.

In spite of the fact that some parents are trying their utmost best at home to instill Islamic values and set a good example, yet the challenges outside and even in side the home can be terrifying. There are audio-visual influences, print media, TV, video games, movies, peer pressure. All could play an effective role in erasing the Islamic personality and deeply influence their behavior and choices for years. It takes a constant and non-interrupted effort on the part of parents, school, friends, and community to keep our youth on the path of Islamic values.

Molding the Islamic character

Having an Islamic high school will probably be to some students, the last chance to study and learn about the basic values and tenets of our faith. This is the best opportunity for a Muslim community to provide proper training for our future activists, future generation of moms and dads, to train the young generation for da'wa and outreach. Once these students go to college, and later, the corporate world, they will no doubt be faced with many questions about Islam. It is our obligation as a community to give them the tools to be able to speak out and respond to these questions, with articulate and persuasive answers. They need the knowledge that is gained from well-selected Islamic Studies materials and curricula, and they need the practical opportunities to give them the strength and confidence to speak out and fend for themselves in situations where there may be discrimination, prejudice, disrespect or antagonism toward Islam or Muslims. This is what will qualify these students to present Islam in the most positive way possible and consequently further our mission as an Ummah.

In high school, students are in a very vulnerable stage of their lives...searching for their identity, trying to find answers to their inner emotional changes and how to have self-control and conduct their lives in a legitimate manner. Islamic knowledge in this stage will help make clear to them

the Islamic etiquette of gender issues, purity, marriage, spouse selection, career selection, parenting and community service.

Raising Well-Rounded Muslims

Islamic high schools are the incubators which produce Muslims who view Islam as a way of life. This understanding will be reflected in their career choice as well as spouse selection. This will help them to gear their careers toward the welfare of the Islamic Ummah while leading a successful family life with the right selection they will make based on that understanding. This is the stage where the students' personalities are polished and morphed into its adult format. It is in this stage that the constants and norms of their behavior will be reinforced and put to everyday use and refinement. The process of education (Tarbiyah) through role modeling and practical implementation becomes of paramount importance in building the desired balanced Muslim character.

Lastly, our children of today are the parents of tomorrow. If we are hesitant to go through the time, effort and funds needed to have Islamic high schools to train these future parents to the proper Islamic way, how can we expect them to pass on the Islamic knowledge and have pride in their Muslim identity, to their children and grandchildren?

No other education beyond high school will give them the opportunity to continue their daily Arabic language, Qur'an and Islamic Studies. All these are tools they will need to pass on Islam to future generations.

III. Common Misconceptions

The Problem with "Frame of Reference"

Watch out for people within your school community who will shoot down the idea of launching a full-time Islamic high school, simply because they cannot fathom the prospect of even attempting to provide what they perceive high school is "supposed to be", in view of the Islamic school's modest resources. These naysayers may not be able to see beyond their own "frame of reference"—what they remember or assume "high school" to be. If the person you're talking to, himself attended or enrolled his children in a public, American high school, the large metropolis with 3000 students, 100 teachers, a colossal gym, Olympic-sized playing fields, state-of-the-art science lab, 50 classrooms etc...it may be difficult for him to believe that there are actually hundreds of small public schools in less populated areas as well as very-small, intimate-campus private schools, with *intentionally-limited* enrollment--student populations in the double-digits, a handful of teachers and comparatively humble facilities—schools that also have stellar records and whose students are accepted into wonderful universities nationwide. It may be difficult for this person to focus his view on the "no-frills" fundamental purpose of any high school—to *educate students according to 9-12th curriculum standards and get them into college*. You may consider posing this question: *Why are more and more universities accepting HOME SCHOOLED-applicants—including Stanford University,* http://learninfreedom.org/colleges_4_hmsc.html , <http://www.hslda.org/docs/nche/000002/00000241.asp>

Bigger is better

“The NASA Science Lab”

As part of a well-rounded science course for life science, chemistry and physics, students in high school need to conduct many hands-on experiments. Accomplishing this doesn't require a very sophisticated overly expensive science lab. There are different options for the science lab:

1. Limit your lab to the necessary requirements/equipments
2. Work with local community college to rent their lab and send your students over there.
3. Use virtual lab approach where experiments are being simulated on the computer. One of the vendors is www.beyondbooks.com which for \$1/month/student students can have access to these computer simulated experiments. This option may not be accepted by some universities though.

“The Olympic-size Gym/Playfield”

A lot of school officials get discouraged when they see the fancy sports facilities in public schools (stadiums, swimming pools, 5-acres fields...etc). They develop an impression that this is a have-to-have for a successful high school program which is not the case. Physical education can be met in so many other ways and doesn't entail such expensive out-of-reach, for most Islamic schools, facilities.

Highly-qualified teachers

It is very possible for Islamic K-8 schools to utilize their existing middle school teachers, provided that they are subject-specialized (i.e. Math, Science, English etc.), to also teach at the high school level. These same teachers can be groomed into being highly-qualified for their respective subjects through on-going and aggressive professional development activities. One “quick fix” schools may take advantage of is to require all teachers to get an “emergency credential” from the public school district. While this does not, in itself add to the teacher's education or expertise, per say, it does help to set expectations that the teacher should lay a plan to eventually become fully credentialed, in a period of time determined by the school. Teachers should be encouraged and supported (e.g. through offering monetary incentives) to enroll in part-time local or online credentialing programs.

Several universities offer local or online classes such as National University and North Dakota and University of San Diego (www.onlinelearning.net). Online classes are a very good option for your teachers currently employed at school, so that you don't need to lose them to a full-time, off-campus credentialing program, obligating you to hire replacements, while the original teachers satisfy credential requirements.

While university admissions people will not check to see if the student's high school teachers are credentialed or even qualified (remember that home schoolers are often taught by their own parents!), they will however, check that the school is *accredited* (see below). At the high school level, with the expectation for students to study Science, English, History and Math at secondary-levels and more in-depth, teachers **MUST KNOW THEIR SUBJECTS**. Teacher applicants with Master's degrees in the subjects you wish to offer are more beneficial to your students than applicants with multiple-subject (K-6) credential or only general degrees. The school may then supplement (coach) whatever is lacking in the teacher's understanding of lesson planning, assessment and/or classroom management.

No Sports, No Way

One of the biggest attractions large public schools have over small private schools is competitive sports programs. Many Islamic schools simply don't have the enrollment numbers to build teams for competitive sports (football, basketball etc.). They also may not have expert coaches. This does not mean that the school cannot offer a sports program, with a little creativity and coordination it is possible. Schools should investigate the following options:

- Contact PE teachers at other faith schools in your area and ask to join their inter-school leagues. (Christian sports leagues even allow non-religious independent schools to participate.)
- Create a directory of community competitive sports leagues for your students/parents—there are plenty! Local Parks and Recreation districts organize structured sports teams that compete locally. Students' long-term participation in such a league will not only satisfy their interest in sports but may also make them attractive to colleges and earn them scholarships—just as much as having joined a public high school team.
- Develop an Independent Study policy. The school should determine and explain to students what physical activities (e.g. soccer, tennis, working out at a gym) are acceptable substitutes for whatever PE or sports the school is able to provide. The school should determine the number of credits to award for these activities. The policy should be accompanied by official forms (where the student must describe the activity and state the location/ provider), and a log of the number of hours completed, including parent and/or program representative signatures.

The “shopping mall” of classes and electives

Another high school fallacy is that schools must have an extensive menu of courses for students to choose from. This is the case in public high schools and it is definitely a limitation in our Islamic schools. However, it should not stop the school from pursuing its high school program. A School can limit the course offerings based on its teachers' qualifications and most students' preferences. Regarding club participation and electives issue: the truth is that, while colleges are seeking students who are “well-rounded” and have participated in activities outside their academic coursework, admissions people will take into consideration the opportunities offered by the school. The question will be asked: *Did the student demonstrate in-depth leadership and initiative in their involvement?* If the school offers 20 different clubs and electives, admissions offices are not going to be impressed by a prospective student who does indeed join all twenty clubs at a high school, but does nothing more than attend meetings. Likewise, if a student attended a school that offers 2 clubs/ electives, and signed up in one of them but showed in-depth involvement, initiative, and leadership—colleges will reward this. Smaller Islamic high schools can also compensate by researching community programs its students may enroll in to satisfy the need for enrichment activities, and make this information available to parents. Also, students themselves, and their parents may be encouraged to start their own after-school clubs. Here, the sky is the limit as to the types of clubs that can be arranged—depending on the skills and interests of your students and parents. So long as these clubs are given structure and “officiality” by a charter, application form, set objectives, a schedule and adult supervision, they are legitimate. A student who starts his/her own structured club is automatically “President” of whatever club—this impressive information will definitely show initiative and leadership which will shine on his/her college application!

IV. Getting Started

Feasibility Study:

The school should conduct a feasibility study of the school's capacity to provide a program that allows students to exceed the minimum graduation requirements set by the State and college admissions requirements, vis-à-vis the school's resources of time, staff and funds. The school leadership team should consider the implications (expected additions or changes) of a high school program on the following areas of school operation: *teaching staff, facility, curriculum, fees, and administrative release time*. A timeline of activities that build the infrastructure of the high school program should be included and should reflect proposed courses, needed staff and projected expenses for grades 9, 10, 11 and 12. Launching one grade per year affords school leaders, staff and budget time to gradually adjust to the new demands of high school. As part of the information gathering, the feasibility study team should consult with other area private schools with hindsight on starting high school. These people can be considered "experts" of sort and their testimony may help in the next step of *getting your community's buy-in*.

Getting your community's buy-in

The school should conduct a survey of parents and community regarding the expectations and demands of these groups for a comprehensive Islamic high school. The feedback data of currently-enrolled middle school parents is of particular interest, as they are the ones who would be most-immediately affected by the decision to launch high school. Before any decision is made to launch high school, school leaders (board and administration) should reach a strong consensus about the need for and feasibility of introducing high school. Any dissention at the top will likely trickle down to the school faculty and fuel internal fears about the decision. Before any decision is announced to the community, the teachers and staff should be engaged in open discussion about the proposal for high school. The feasibility study and expert testimony may comfort teachers who are reluctant or apprehensive. Teachers are any school's "front-line soldiers". They are the ones most closely in contact with parents and prospective high school students. Teachers can either help school leaders' efforts to bolster support for the new high school, or they can shake fear and mistrust into prospective customers. Remind the teachers of key facts, messages and objectives: 1. *The point of high school is to help students get into college.* 2. *Colleges want students who are well-educated and well-rounded.* 3. *A good education starts in the classroom.* 4. *If you have the passion for your subject and able to relate to your students, then your students will get the education they need.* 5. *Islamic values will be more deeply instilled into our students.* Teachers are the mouthpiece of your school.

Expectations should be set from the start that you need them to help you sell the program to the community. They need to make concerted efforts to talk to students in their classes about continuing with the Islamic school for high school. Perhaps the strongest, most persuasive argument teachers can make to their students is that, if they stay on for high school, they will continue to receive personalized attention through their studies, unlike what they would likely get at the "factory" public high schools with 2-3000 students. Teachers themselves are very good at brainstorming other "selling points" to use on students and parents. Arrange a Parent/Community Orientation to share the school's feasibility study and plans for high school. The "experts" with whom you consulted could be invited to address the group as well.

Learning the ropes:

Though there are plenty of high school experts out there to call on for direction and advice, it's necessary for Islamic school leaders to grow their own expertise in this arena, if the project is to enjoy any long-term stability and credibility. There are several ways school leaders can go about boosting their own learning and experience. 1. *Do your Homework:* Go on the internet and READ as much as you can about high school programs, state requirements, curriculum standards, testing, high school job descriptions, policies, course catalogs, student handbooks. As you read you will find your understanding of high school issues naturally expanding—including your ability to recognize and define all those ACRONYMS unique to the field of education and specific to high school e.g. PSAT, NMSQT, SAT, AP, PLAN, ACT. This exercise, in itself will give you some background knowledge on high school which will help you to develop a good list of questions to ask in the next step. 2. *Networking and Consultation:* Check out the list of resources (below) and start making phone calls. Make friends with administrators, faculty and staff at public and private high schools in your area. Some of them will prove quite helpful and generous with their guidance and resources. Make appointments for phone or in-person conversations about high school requirements. Your list of questions will grow and become more specific as months pass. Your confidence and comfort will also grow. 3. *Do-It-Yourself:* The best way to learn is by doing it yourself! Once you've found out from the experts about the basic requirements in terms of paperwork, applications, deadlines, courses, texts, it's time to get your hands dirty. Even if you are fortunate to find a professional to do the work for you, make sure to shadow him/her on every task, better yet, actually fill out the required forms, write the course plan, research curriculum, order materials, schedule exams, and write the student handbook.—This is how you will become “the expert” and reduce your dependence on others. The College Board also provides annual Counselor Workshops (professional development for high school counselors) that any registered high school can register for and learn more.

Hire a professional college counselor:

The Western Association for College Admission Counseling (WACAC) and the National Association (NACAC), feature job listings on their websites (below) from which schools can hire trained, qualified counselors to advise students regarding course selection, credits/transcripts and admissions requirements. You may also use your networking/ negotiation skills to find someone in your local community—currently employed full or part-time at another high school or as a private, freelance counselor—check the Yellow Pages!

V. The Basics (Requirements)

Graduation Requirements:

The school administration will need to reconcile its own educational goals with the state-mandated high school graduation requirements and the university system's admission criteria. The school course offerings have to satisfy both. Appendix A shows a table for such requirements.

Accreditation

Every high school must undergo a thorough review by a regional accrediting organization every six years in order to remain a viable recognized educational organization. This is a must for your high school program, and must be in time for 11th grade. It is a requirement by the College Board

to recognize your high school program and grant you a code which you can use for school identification in respect to testing and university admissions.

Curriculum

To develop a curriculum, prospective schools will want to consider the subject admission requirements of the most demanding public university system in the state, as well as the state high school graduation requirements. Based on that, the school administration needs to design a course map stating which subjects/courses to be taught in grades 9-12. After this is accomplished, an effort should start by teachers to develop a syllabus for each one of these courses. These syllabi may be based on state content standards and targeted university system approved course descriptions. The school administration can decide if they want to prepare their students to be admitted only to community colleges where they can attain an AA/AS degree for 2 years, then transfer to a university in their state, or be able to apply to 4-year university right after graduation. In some states (like California) in order to have your students able to directly apply to universities, your courses have to be **College Preparatory** which means it should be designed in a way to be approved by the targeted university system.

Educational Programs:

School administration can take advantage of the following educational programs in their high school:

Advanced Placement Program:

A program that offers college level courses at high schools across the United States and Canada. AP program is run by the College Board which develops and maintains college level courses in various subject areas. In addition, it supports teachers of AP courses, supports universities as they define their policies regarding AP grades, and develops and coordinates the administration of annual AP examinations. These activities are funded through fees charged to students taking AP Exams.

International Baccalaureate (IB) Diploma Program (DP):

IB is an international program and a leading university entrance program. It is taught in 2,075 schools, often in international schools, in 125 countries all around the world (as of 2007). More than half of the schools offering the Diploma Program are state-funded schools. Though it is recognized by more and more universities in the U.S.—many that offer college credit for IB Diploma students, however, it remains less popular than nationally affiliated preparatory, such as the Advanced Placement program.

Online classes:

This is an option which is being adopted by schools with low enrollment in high school classes. Not all students succeed in online classes. Students who are not “self-starters”, with disciplined study habits, or who are easily distracted, may find online classes dry and boring—they may tune out and not learn well. They can also be costly. Some vendors are National University Online and Laural Springs.

Community Colleges classes:

The school administration has plan curriculum that includes fulfilling certain subject

requirements at a local community college. This is opportunity for them to get “double” credits for some college classes and perhaps finish high school earlier. However not all universities will grant college credit for these classes.

Administration

Because of the so many details of high school, a certain amount of time is needed for the program administration. These tasks include but are not limited to daily interaction with students and teachers, discipline, promotion of program, student recruitment, maintenance of high school records, curriculum development, student assessment tracking, independent study tracking, guidance counseling, grant writing, grade and credit reporting, training, mentoring and on-going assistance.

Assessment

There are a variety of standardized assessment tests that are specific to high school and required by the university admissions criteria. The main ones are

PSAT (Preliminary Scholastic Assessment Test)

The PSAT/NMSQT is a practice test for the SAT that is also used in determining the National Merit Semifinalists. This is an optional test.

SAT (Scholastic Assessment Test)

It has two parts: Reasoning Test and Subject Tests

The Reasoning Test is the most common entrance examination. Most colleges and universities use the scores to predict how well a prospective student will perform in college. The subject tests are given to test students’ knowledge in particular subject area. Some colleges and universities use SAT subject tests scores as criteria for admissions. Some colleges do not require students to take SAT subject tests at all. The SAT is owned, published, and developed by the College Board. This test is necessary if ACT not taken.

PLAN

The PLAN is a "pre-ACT" test that is generally administered in the fall of the sophomore year. ACT claims that it predicts success on the ACT.

ACT (American College Test)

The ACT is another college entrance examination used in addition to, or instead of, the SAT. ACT assessment measures high school students' general educational development and their capability to complete college-level work with the multiple-choice tests covering four skill areas: English, mathematics, reading, and science, reasoning.

AP/IB Exams

AP exams are taken upon completion of an advanced placement or IB course. The College Board provides teacher training for each course. Almost all universities will award college credit for certain scores.

Staff

Teachers:

The school should hire or assign teachers to teach the high school courses who have:

1. B.A or B.S. as a minimum, and credentialed or be on the path to get their credential.
2. Or a M.S. degree in the field of study they are teaching.

High School counselor:

Simple diploma program should have a high school counselor no later than 11th grade.

College prep program requires this person no later than 9th grade.

This person's responsibilities is to advice students academically and personally, analyze students' transcripts, keep in touch with different colleges regarding student admissions and requirements, ensure meeting all state requirements, monitor students' academic progress, and keep track of external dates and deadlines related to student exams and course submissions.

Facilities

High school students need more space than elementary students.

They need to have an outside basketball court for boys and the indoor basketball/Gym for girls. There are no facility requirements for a simple diploma program. This becomes an issue for high school accreditation. The facility does not need to be huge, nor luxurious; it should just be able to support and accommodate educational objectives for courses and activities such as Science instruction (lab), Physical Education (Track, Basketball), Technology (Computer Lab).

VI. Key Resources/ Contacts

The College Board
www.collegeboard.com

National Association for College Admissions Counselors
www.nacacnet.org

Western Association for College Admissions Counselors
www.wacac.org

Western Association of Schools and Colleges
www.wascweb.org

University of California Office of the President
www.ucop.edu

Appendix A
Comparison of high school graduation requirements in state of California

High School Subject Area	State Mandated Requirements for High School Graduation	UC Requirements for Freshman Admissions (all UC approved courses)	CSU Requirements for Freshman Admissions (all UC approved courses)
English	Three years	Four years	Four years
Mathematics	Two years, including Algebra I beginning in 2003-04. (EC 51224.5)	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	Three years, including algebra, intermediate algebra, and geometry.
Social Science	Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science.
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	Two years, including one year of biological and one year of physical science with lab.
Foreign Language	One year of either visual and performing arts or foreign language.	Two years in same language required. Three years recommended.	Two years in same language required.
Visual and Performing Arts		One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Physical Education	Two years		

Presentation 7

Propagating Progress While Fostering Excellence in Administration By: Shahida Ali Khan

Thousands of children have an opportunity to get religious education and learn the language of the Quran only through the Weekend Schools. Due to financial constraints and geographical boundaries most Muslim children cannot attend full time Islamic schools. Hence it is very important to make the weekend schools attractive, interesting and organized. Children tend to compare the weekend schools with their full time schools and if they are not run professionally with good leadership and qualified staff, it will be very difficult to attract the parents to bring their children to attend the weekend schools. Having students attend school a sixth day of the week and keep them involved and motivated is a huge task and need a lot of planning, techniques and organization.

In my presentation I will discuss ways of motivating children to enjoy the weekend school even though it is the sixth day in the classroom. I will also discuss how to maintain the homework policy so that students who missed school could still get an opportunity to do it using examples from my school.

In order to propagate progress to foster excellence the program and the teachers need to be evaluated on a regular basis. I will discuss different steps and ways of program and teacher evaluation and suggestions to improve the standard of their teaching again using examples from my school..

I will also discuss the involvement of parents in their children's religious education. How they could contribute to make the school enjoyable, where children look forward to come and be a part of the mosque. I will give suggestions to help parents in helping their children in completing their weekend school assignments.

With all this in place we can assure parents that we can sustain the progress of the weekend schools.

Shahida Ali khan

Shahida Ali khan started as an elementary school teacher at Francis Parker, an independent school on the Gold Coast area in Chicago. With her move to Los Angeles and in order to use her experience she joined an Islamic school which was in its first year of inception. With her innovative ideas and organizational skills she was moved up to be the principal of the school.

Shahida Ali khan completed her Bachelor of Arts degree majoring in Islamic History and Bachelor of Education with Child Psychology as the major from Osmania University, Hyderabad, India. She completed the Early Childhood Education units from UCLA, in California. to qualify her as the ECE Director. She completed 21 units in Administration to equip herself to be a school head.

Shahida is the principal of New Horizon School-Los Angeles for the last 20 years and the principal of The Sunday School at the Islamic Center of Southern California for the last 5 years. She is the Program Coordinator of Al deen Foundation Teacher Development Workshops for the last 16 years. She serves on the board of Aasra, a non-profit organization which provides financial aid for New Horizon Schools and is the board secretary of Aldeen Foundation.

Shahida worked on the school's self study and led the school to get Accreditation from the Western Association of Schools and Colleges. She is a member of several educational organizations and a dedicated community member. She has also served on several visiting teams to accredit schools for CAIS and WASC. She has presented papers at different organizations including ISNA Education Forum.

In The Name of God, The Compassionate, The Merciful

Presentation for the Weekend Schools

Propagating Progress While Fostering Excellence in Administration

Thousands of children have an opportunity to get religious education and learn the language of the Quran only through the Weekend Schools. Due to financial constraints and geographical boundaries most Muslim children cannot attend full time Islamic schools. Hence it is very important to make the weekend schools attractive, interesting and organized. Children tend to compare the weekend schools with their full time schools and if they are not run professionally with good leadership and a qualified staff, it will be very difficult to attract the parents to bring their children to attend the weekend schools. Having students attend school a sixth day of the week and keep them involved and motivated is a huge task and needs a lot of planning, techniques, and organization.

In order to increase the motivation and involvement of the students in the Weekend school, we need to make it attractive and fun by including activities which the students enjoy and want to participate. What we have done at our school is that we have increased the recess time to 40 minutes and take the children to the playground for supervised playtime. The teachers organize sports and games and interact with the students. We have also started offering creative art classes at recess time where children have a choice to do an art project using a medium of their choice. We have also established mini mobile class libraries where children listen to stories read by the teachers and parents pertaining to the topics learned in the class. They can also borrow books from these mini libraries to read at home. The other thing we have done is that we have improved the standard of snacks and juices and provide different types of goodies every week. By making the above changes we have increased the motivation and involvement of the children in the school. The attendance has increased and the students seem happier.

In order to propagate progress, to foster excellence, we need to find qualified, creative, and dedicated teachers. This is a huge task as such teachers are rare and we have to take who ever is available. So, we need to provide staff development and train the teachers in pedagogy and classroom management skills. This will improve the quality of their teaching and managing time efficiently so that students learn as well as enjoy the class. This year we have changed the system, taking into consideration the experience and capability of the teachers, we have one teacher teach all the three subjects in a grade level. This has helped in better communication and builds good rapport between the teacher, the parents, and the students. We have also introduced homework sheets which have the homework assignments for the whole month. This is copied and given to the students, a hard copy is put on the bulletin board and it a soft copy is also put on the website so that the absentee students can continue to learn and be up-to-date with the homework.

The teachers need to be evaluated on a regular basis to make sure they are using the proper methodology and the creative ideas in teaching. At our school teachers are given a written curriculum and guided to prepare a year long plan keeping in mind the school events and holidays. We have a semester system and at the end of each semester, the department head sits

with each teacher and goes over the year long plan to see if the teachers are on schedule with their year long plan. They discuss if the teacher has any behavior concerns and general concerns. They also look at the monthly lesson plans and give guidance and suggestions for improvement. A formal observation is done where the teacher prepares a four-step lesson plan and presents a lesson to the students. The department heads keep the principal informed about the evaluation of the teachers. It is then given to the teachers with suggestions for improvement. This procedure is done twice a year. The teachers are also given self evaluation forms to evaluate themselves and highlight the areas they need to focus for improvement.

It is very important to involve the parents in the children's religious education. In order to do so we established a parent/teacher organization. It is a membership service organization created to be a helping hand to the school. Parents sign a contract to volunteer 10 hours in a school year and are given an opportunity to work as a classroom aid, serve snack, supervise and join students at playtime and coordinate the art program at the recess time. The parents are also kept involved with parent meetings which provide parent education sessions. A group of parents take turns in managing the snack store to raise fund for the different events. We also offer a free Quran tarteel classes for moms which motivates them to come every week. They learn to read the Quran with correct pronunciation and also to understand the meanings. In return they can help their children in doing the weekend school homework and memorize the Quran.

When parents feel needed and are kept busy, they are motivated to come to the Islamic Center and this helps to motivate the students and makes going to the school together a family event.

With all this in place and constant monitoring we can assure parents that we can not only sustain the progress of the weekend schools, but make improvements as we go along.

Presentation 8

Content-based Instruction and its Application to the Arabic Language Classroom

By Salah Ayari

Texas A&M University

Introduction

What would it take for students learning Arabic in Islamic schools to start using the language to talk about real-life materials and real-life issues, rather than to simply produce language forms that are grammatically correct? In other words, how can Arabic programs shift from their current focus on language forms to creating a balance between language and content? The answer may lie in the ability and willingness of the teachers of Arabic to move from language-driven instruction to content-based instruction (CBI).

What is Content Based Instruction?

The content-based approach to language teaching shifts the focus of instruction from the learning of language per se to the learning of language through the study of subject matter, such as Islamic studies, social studies, science, etc. The use of content-based instruction implies that the teacher of Arabic will need to create a balance between language and content. Under this approach, learning Arabic is no longer limited to gaining grammatical and linguistic competence (however important this type of competence is), but also includes the ability to gain content knowledge in different subjects.

Going Beyond the Arabic Textbook

Under the content-based approach to language teaching, the teacher is no longer limited to the assigned textbook. Instead he/she will need to look for appropriate and authentic material (such as texts, videotapes, audio recordings, websites and other visual aids) in order to supplement the textbook and/or introduce concepts and skills in other subject areas, such as social studies, Islamic studies, math, arts, physical education, and science. Arabic is no longer taught in isolation from any substance and context (simply to memorize vocabulary words and master grammar rules), and the Arabic class starts to create new dynamics in the overall curriculum of the school.

Benefits of content-based instruction for the Arabic classroom

The CBI approach to language teaching and learning has multiple benefits for the students learning Arabic as well as for overall school curriculum where Arabic is taught. Some of these benefits have to do with:

- Helping students to reinforce certain concepts deemed important in other content areas
- Allowing students to learn new concepts that may arouse their curiosity
- Enriching students' vocabulary stock with words that are relevant to their everyday life
- Showing students the benefits and applicability of learning Arabic to their everyday life
- Improving students' motivation to learn Arabic
- Promoting cooperation and coordination among teachers of Arabic and content specialists.
- Promoting curriculum integration
- Addressing parents' concerns about the lack of students' ability to use Arabic outside of the classroom in meaningful ways.

Which Subjects to Select for the CBI?

If the assigned Arabic textbook happens to be thematically-based (e.g., includes units about animals, health, environment, Eid celebration, etc.), then the teacher of Arabic may find it easy to pursue a content-based approach to the teaching of Arabic. Thus, he or she may expand on these units by supplementing them with authentic, updated material to enrich their content. At the same time, it is important for the Arabic teacher to concentrate on the topics from the textbook with which the students are already familiar (i.e., they have the content and cultural background knowledge). Familiarity with the content (due to the fact that they had already encountered the material in other subjects such as Islamic studies, social studies, science, etc) frees the students to cope with unknown linguistic forms (new vocabulary and grammar in Arabic) and not to worry too much about the substance.

Topics with which both the students and the teacher may be familiar include:

- Islamic Studies: holidays, Islamic history, Ramadan, Hajj, good manners, etc.
- Social studies: neighborhoods, family, friendship, the environment, geography, etc.
- Science: health, animals, food, plants, etc.
- Math: numbers, days, months, dates, etc.

Familiarity with such topics makes it easy for the teacher to select appropriate authentic material and design instructional activities to achieve the content and language objectives. At the same time, familiarity with these topics creates an appropriate context for the students to easily learn new linguistic forms in Arabic (new words and grammar structures). This means that information which had already been learned in (English) is "recycled" in Arabic both to reinforce its mastery and to learn new vocabulary, grammatical forms in an authentic fashion and a meaningful context.

What's expected of the Arabic Teacher?

The use of CBI in the Arabic classroom requires that the teacher of Arabic should devote some time and effort before the beginning of the school and during the school year to:

- Select and design units of instruction in light of the overall school curriculum and taking into consideration the age and level of his/her students
- Select and/or design supplementary material to enrich the units of instruction
- Communicate with the content specialists to determine what and how much learning took place in those units/topics that he/she wants to teach
- Evaluate student mastery of the content as well as the language forms as needed

While the extra time needed for planning may be viewed by some teachers of Arabic as a burden that is added to his/her already busy schedule, it should be remembered that the benefits of the CBI approach for the students and the Arabic program as a whole will far outweigh the extra time and efforts that are associated with the CBI implementation. After all, nothing is more rewarding for an Arabic language teacher than to see his or her students become able to use Arabic in a variety of contexts upon the completion of several instructional units, for example. Perhaps what is more burdensome for most teachers of Arabic is to see their students – after years of instruction and hard work – unable to go beyond the superficial use of the language at best, or worse, unable to use Arabic to perform any communicative function at all.

Conclusion

Years of research have shown that the content-based approach to language teaching is more effective in producing proficient language learners than the language-based approach. Unlike the language-driven instruction which focuses on form, the CIB tries to strike a balance between form and substance by integrating language and content. Arabic teaching at all levels of instruction (K-16) can benefit substantially from the CBI approach. The introduction of the CBI to the Arabic classroom, however, will require the preparation of teachers who are willing and capable to move from the language-based approach, with which they may be more familiar and more comfortable, to the content-based approach, with which they may be less familiar and less comfortable.

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Salah Ayari, Director of the Arabic and Asian Language Office at Texas A&M University, served as Principal of Al-Amal School for seven years. He also taught Arabic to elementary and middle school students as well as to college students for a total of nine years. He has been involved with Concordia Language Villages in Moorhead Minnesota, where he helped to design the Arabic curriculum and where he teaches a summer course on immersion education through the Star Talk Program. (E-mail: ayari-s@tamu.edu)

Presentation 9

The Necessary Elements of proficiency for teachers who teach Arabic to non Arabic speakers

**By Mariam Babiker
ISNA 9th Annual Education Forum**

1) The Introduction that shows:

- The importance of the Arabic Language as a container of Arabic and Islamic culture.
- The increasing demand for learning Arabic Language in the United States due to the increase in number of immigrants of Islamic and Arabic back ground ,in addition to the great desire of Americans to know more about the Arab world after the events of 9/11.

2) Focus on the now -a day's status of teaching Arabic to non Arabic speakers in the United states of America. This part focuses on:

- The increasing need to learn Arabic Language in the USA.
- The different levels in which the Arabic language is being taught (Universities, high schools)
- The standard and qualifications of the Arabic language teachers in the US schools.

3) The main Elements of proficiency the Arabic language teacher should acquire:

This part concentrates on :

- The elements of proficiency that has been collected, after a survey over different countries, by one of the experts who used to teach Arabic to non-Arabic speakers. (The number of these elements has reached (105) elements.)
- A display of these elements and a discussion with the audience will take place on the day of the presentation.

4) Conclusion:

- Emphasis of importance of learning the Arabic language.
- Importance of qualifying and training of teachers.
- Discussion and suggestions of means and ways to help teachers who are not qualified.

About the Author

Ms. Mariam Babiker received her Bachelors of Art in Arabic from Omdurman Islamic University in 1982 and her Masters in Teaching Arabic to non-Arabic speakers from Khartoum international institute in 1999. Mrs. Babiker has taught Arabic to high school students at Islamic Foundation School since 2001. Before joining Islamic Foundation School, Mrs. Babiker taught Arabic to high school students in Sudan for over ten years and was the head of the Arabic Language Department at her high school for over 5 years. She worked as an Arabic language instructor at DePaul university (2006-2007) .Currently she is a coordinator of the Arabic department at Islamic Foundation school.

Mariam Babiker
الكفايات التعليمية اللّازمة لمعلّمي اللّغة العربية لغير الناطقين بها

ورقة مقدّمة لمؤتمر الإسنا الخاص بالتعليم للعام 2008م , تقديم : مريم بابكر, من (IFS)/ شيكاغو/ إلينوى

•المقدّمة :

لا ينكر أحد أهمية اللغة العربية للعرب والمسلمين، فهي لغة القرآن الكريم والسنة النبوية ووعاء الثقافة الإسلامية والحضارة العربية الإسلامية والفكر. وتنبع أهميتها في هذا البلد(أمريكا) من سعي المهاجرين من متحدثي اللغة العربية في الحفاظ على هويتهم الثقافية وربط أجيالهم الناشئة بها، وازداد الاهتمام بتعليم اللغة العربية في الجامعات الأمريكية في الآونة الأخيرة بعد أحداث الحادي عشر من سبتمبر وغزو العراق .
إن إقبالاً مثل هذا على تعلم اللغة العربية لا يؤتي أكله إلا بتأهيل من يتصدى لتعليمها وهو المعلم. وبالرغم من ان العملية التعليمية لها جوانب متعددة تشمل المقرر، المواد الدراسية، طرق التدريس، والوسائل التعليمية والادارة المدرسية، إلا أن المعلم يعتبر أهم هذه العناصر.
ويقول جون توما في هذا الشأن كما ترجم عنه فؤاد صروف (1970): (إن المعلم الناجح يستطيع أن يزيد عشرة أضعاف فرص النجاح لأفضل أنواع التربية، وأن المعلم الفاشل يعرّضها في مقابل ذلك لخطر يتعدّر تدارك أضراره).

•واقع تدريس اللغة العربية في الولايات المتحدة :

تدريس اللغة العربية قديم في أمريكا اذ بدأ تدريسها في المؤسسات التعليمية لأغراض دينية حيث كانت تدرّس في معاهد للدراسات اللاهوتية، وكانت جامعة هارفارد هي أول جامعة أمريكية تقدم برنامجاً في اللغة العربية وكان ذلك في العام(1640) (1) وقد تزايد الإهتمام بتدريس اللغة العربية لأسباب متعددة منها على سبيل المثال لا الحصر:
1/ أسباب سياسية: على رأسها الأهتمام بمنطقة الشرق الاوسط وضرورة التعرف على ثقافة مجتمعات تلك المنطقة خاصة بعد أحداث9/11 وغزو العراق.
2/ زيادة عدد المهاجرين من متحدثي اللغة العربية إلى الولايات المتحدة.
3/ارتباط اللغة العربية بالإسلام الذي صار أكثر الأديان نمواً وانتشاراً.
4/ حاجة الدبلوماسيين الموفدين من بلدانهم إلى البلاد الناطقة باللغة العربية.
ويتم تدريس اللغة العربية في الجامعات الأمريكية ضمن أقسام دراسات الشرق الأوسط أو الدراسات الكلاسيكية والسامية(2).

أما تعليم اللغة العربية في المدارس الإسلامية فهو كان وما زال بغرض الحفاظ على هوية وثقافة المهاجرين العرب والمسلمين الذين بدأوا يتوافدون بأعداد كبيرة الى أمريكا فأنشأ هؤلاء، المدارس ودور العبادة الخاصة بهم. وفيما يتعلق بتدريس اللغة العربية في المدارس الإسلامية فإن هذه المدارس تختار عادةً منهجاً من مناهج البلاد العربية وتقوم بتدريسه، أو تعتمد على مؤلفات خاصة تراعي فيها الظروف الجديدة للدارسين. ولا تتفق هذه المدارس فيما بينها على منهاج واحد لتدريس اللغة العربية ربما بسبب حداثة التجربة أو لإختلاف ثقافات المهاجرين ، كما وأن لعدم وجود تقييم موحدٍ لتحصيل الطلاب في اللغة العربية على مستوى الولايات أثر في تعدد هذه المناهج.

وتعاني المدارس الإسلامية عموماً من صعوبات تتعلق بالتمويل الخاص بالمنشآت والمواد والأدوات لاعتمادها على العون الذاتي، كما يعاني تدريس اللغة العربية فضلاً على ذلك من ندرة المعلمين ذوي الكفايات المهنية لتدريسها. وقد قامت معدة هذه الورقة بمسح على مستوى المدارس الإسلامية في مدينة شيكاغو وضواحيها وفي مسحتها لست مدارس كعينة وجدت أن عدد مدرسي اللغة العربية بهذه المدارس هو (36) معلماً ومعلمةً لتدريس اللغة العربية ليس بينهم (4) مدرساً ومدرسة فقط من المتخصصين في تدريس اللغة العربية أي أن ما يقارب (90%) من المتصددين لتدريسها هم من غير ذوي الإختصاص، فضلاً على ذلك فإن كثيراً من أولياء أمور الدارسين يبدون استغرابهم لضعف تحصيل ابنائهم رغم طول مدة دراستهم للغة العربية، وهو مؤشر على أن البرامج الخاصة بتدريس اللغة العربية في هذه المدارس تحتاج الى مراجعة وتفعيل. وغني عن القول أن الحاجة المتزايدة لتدريس اللغة العربية في الولايات المتحدة يجب أن يقابلها انشاء مراكز متخصصة لتأهيل وتدريب المعلمين، ولا يكفي الجهد المحدود الذي تقوم به بعض الجامعات والمدارس الإسلامية بل تستدعي

الحاجة أن يلحق تدريس اللغة العربية بمواد المدارس الحكومية. و حسب علمي فانه لا توجد مراكز متخصصة لتأهيل وتدريب المعلمين لتدريس اللغة العربية مما يؤخر تعليمها ، كما وأن تصدّي أناس من غير ذوي الاختصاص لتدريس اللغة العربية خاصة في المراحل قبل الجامعية يترتب عليه كثير من السلبيات ،من مثل صعوبة تعلم العربية وضعف انتشارها وهجر كثير من الذين يرغبون في تعلمها بعد ان يبدأوا في دراستها. ويصور أحد خبراء التربية هذا الأثر السلبي لتصدي غير المؤهلين لتدريس اللغة العربية بقوله: (هنالك اعتقاد خاطيء بأن تعليم اللغة العربية لغير الناطقين بها لا يتطلب المؤهلات التي يجب أن تتوفر في معلم اللغة الفوقية، ويتضح ذلك من ظاهرة قيام غير المختصين بتدريس اللغة العربية ك لغة ثانية أو أجنبية، وبأن أي عربي مثقف ثقافة جامعية أو غير جامعية يملك من القدرة اللغوية ما يؤهله لتدريس غير الناطقين بها، وقد أساء هذا الاعتقاد الى تدريس اللغة العربية حتى في الجامعات الغربية مما ساعد على ترسيخ انطباعات تصف اللغة العربية بصعوبة غير طبيعية، تحول دون اتقان استعمالها حتى بالنسبة لمنكلمها)(3).

ومما يجب ذكره في اطار النظر الى واقع تدريس اللغة العربية في الولايات الأمريكية فان الجهود المبذولة الآن لتدريس اللغة العربية في المدارس الاسلامية هي جهود مقتررة لا يستطيع المرء أن يزدريها الا أن هذه الجهود ضعيفة الأثر و تأتي في اطار انقاذ ما يمكن انقاذه فقط ، حيث لا يتوفر المعلم المؤهل ولا المقرر المستقر. لهذا فان هذه الورقة تهدف الى توضيح الكفايات التعليمية اللازمة لمعلمي اللغة العربية وهو جهد ربما يكون اضافة ولو قليلة الى الجهود القائمة . وهذه الكفايات التي سنستعرضها ونتاولها بالتحليل والنقاش مأخوذة من دراسة للدكتور أحمد محمد بابكر في رسالة لنيل الدكتوراه(4).

• أهمية وأهداف الموضوع :

- 1 تسليط الضوء على الكفايات التعليمية اللازمة لمعلمي اللغة العربية لغير الناطقين بها.
- 2 مساعدة جهات الاعداد والتكوين والعمل على تطوير وتحسين أداء المعلمين.
- 3 التأسيس لقاعدة علمية مشتركة بين المعلمين في مجال تدريس اللغة العربية.
- 4 احاطة معلمي اللغة العربية واشراكهم في بعض المستجدات الخاصة بالكفايات التعليمية اللازمة لمعلمي اللغة العربية للناطقين بغيرها.

• تعريف الكفاية المهنية أو الكفاية التعليمية :

يرى البعض أن الكفاية المهنية أو التعليمية هي : (نوع ومستوى المعارف والمهارات والقدرات التي يمتلكها المعلم ويستخدمها أثناء التدريس من أجل تحقيق أهداف العملية التعليمية) ، بينما يعرفها آخرون بأنها عبارة عن : (قدرة مكونة من مجموعة المعارف والمهارات والاتجاهات التي ينبغي ان يمتلكها معلم اللغة العربية لغير الناطقين بها، ويعكسها سلوكه الهادف للتعلم وتظهر مستوى معيناً من الأداء يمكن ملاحظته وقياسه).

• أهم الكفايات التعليمية اللازمة لمعلم اللغة العربية حسب ما يراها الخبراء :

اهتم كثير من الخبراء والدارسين لمجال تعليم اللغة العربية لغير الناطقين بها في ابحاثهم ودراساتهم بتحديد الكفايات التعليمية الضرورية اللازمة لمعلم اللغة العربية للناطقين بغيرها. وبما ان المجال لا يتسع لاستعراض المحاولات المختلفة في هذا الصدد فانه اكتفي باستعراض ما توصل اليه الدكتور: احمد محمد بابكر في رسالته غير المنشورة للدكتوراه. حيث تميزت دراسته بالشمولية اذ قام بمسح آراء المتخصصين في ستة أقطار عربية شملت كل من: العراق ، السودان ، سوريا ، الأردن ، السعودية ، اليمن. وتوصل في هذه الدراسة الى ان الكفايات اللازمة لتعليم اللغة العربية لغير الناطقين بها هي (105) كفاية تعليمية وهي مقسمة على ستة مجالات كما يلي :

- 1/ مجال الكفاية اللغوية وله عشرة عناصر.
- 2/ مجال الإعداد والتخطيط ولها أحد عشرة عنصراً.
- 3/ مجال تدريس المهارات ويشمل مهارات اللغة الأربع (الاستماع/ الكلام/ القراءة/ الكتابة) ولكل منها عناصره الخاصة به.
- 4/ مجال تنفيذ الدرس وله سبعة عشر عنصراً .
- 5/ مجال الشخصية والعلاقات الإنسانية وله عشر عناصر.
- 6/ مجال التقويم وله تسع عناصر.

وسيتم استعراض هذه الكفايات بعناصرها التفصيلية على الحاضرين في اللقاء المنتظر.

• الخاتمة :

وبالرغم من أن اللغة العربية هي وعاء ثقافي وحضاري وفكري للأمة العربية، وهي لغة القرآن الكريم والثقافة الإسلامية عربا وعجما، والطلب عليها في الغرب عامة وفي الولايات المتحدة الأمريكية على وجه التحديد يزداد كل يوم ، فإن عدم توفر معاهد لتدريب المعلمين لتدريس هذه اللغة يصبح أمراً غير مقبولٍ ، لذا فإن إنتهاز هذه الفرصة لعرض الكفايات التعليمية اللازمة لمعلم اللغة العربية للناطقين بغيرها على المعلمين ربما يكتسب أهمية خاصة، إذ أن عدم المام المعلم بها ومحاولة تطبيقها يعرّض تدريس اللغة العربية للتدهور و يؤدي الى تأخر تعلّمها. ولعل التفصيلات التي سترد في هذه الورقة والمناقشات التي ربما تثيرها قد تعين من يرغب في تطوير برامج اعداد المعلمين وتأهيلهم .

• طريقة عرض الموضوع:

سيتم عرض الموضوع عن طريق المحاضرة باستخدام مسلاط الضوء على الشاشة (Projector).

• هوامش :

- (1) تاج السّر حمزة: اللغة العربية لأغراض خاصة في الولايات المتحدة:مجلة العربية للناطقين بغيرها/العدد الأول،2004،صفحة 179
- (2) المرجع السابق،صفحة182
- (3) د. صالح جواد طعيمة،السجل العلمي للندوة العالمية الأولى لتعليم العربية لغير الناطقين بها2 جامعة الملك سعود،صفحة 20 1978م
- (4) رسالة دكتوراة غير منشورة 2004م

• المراجع :

- 1 محمود أحمد السيد: تعليم اللغة العربية بين الواقع والطموح:دار طلاس دمشق سوريا ط1 1988م
- 1 العربية للناطقين بغيرها مجلة يصدرها معهد اللغة العربية بجامعة إفريقيا العالمية السودان العددالثاني و الثالث 2005م
- 2 تعليم اللغة العربية لأغراض خاصة وثائق وبحوث معهد الخرطوم الدولي للغة العربية السودان 2003م
- 3 دراسة لمستوى الكفايات المهنية لمعلمي مرحلة الأساس ببلدية طرابلس رسالة ماجستير اعداد محمد الحسين أوشيك 1993م.

Presentation 10

INTEGRATING CURRICULA

ABSTRACT

My presentation focuses on the integration of Language Arts with other subjects and it goes in depth in designing a dynamic learner's plan that is easily put into practice and that yields results that are measurable without difficulty. My presentation can be counted in two categories: Curriculum and Standards, and Instruction

Problem Statement

Very often in Islamic schools the various core subjects are compartmentalized and the Arabic and Islamic Studies subjects are on the periphery of that spectrum. That approach results in a minimal, if not futile, effect on the learner. This presentation attempts to bring Islamic Studies at the center of the school's culture by integrating it with all of the core subjects. This example deals with Language Arts/Islamic Studies.

Approach

Look at few basic questions: Why? What? How? And Who?

Why integrate the curriculum? What are the benefits? What are some difficulties? What is the desired outcome? How are we going to accomplish it? Who is responsible for it? Who will benefit? Etc.

Results

In this section we will present viable step by step plans that give the average teacher more than adequate scaffolding to venture into integrating their subject, and measurable results from the state tests and graphic representation of learner progress.

Conclusion

I am sure that many of my fellow Islamic school colleagues will benefit as I have in many ways by trying to put Islamic Studies and Arabic at the center of their respective school's universe.

About the Author

My name is Shamsa Bashir Ali and I have been a middle school Language Arts teacher at Sunrise Academy in Columbus, Ohio since the academic year of 1999-2000. I have a Masters in Education and a license in teaching Language Arts at the 7-12 grade level. I have a Bachelor of Science in English and Psychology. My higher education was all done in the U.S.

Integrating Curricula

Shamsa Bashir Ali

Introduction

Islamic studies curriculum should be at the core of all of the subjects taught in any Islamic school. The nature of the subject is such that it can fit with all of the other core subjects with ease because it deals with all of god's creation.

Instead we find that many Islamic schools have a two track curriculum that run parallel and never touch, leaving the students confused at best and disconnected at worse.

This paper will delineate specific steps to bring the Islamic Studies at the center of the school's culture by meshing and integrating very subject with it. The following sample lessons deal with Middle School reading and writing and technology.

READING

We begin with Reading. It is fairly simple to integrate reading into Islamic Studies: for example a lesson can be:

Suratal Kahf and the Elements of a Short Story

OBJECTIVE: Reading Comprehension

The student will be able to know, comprehend, and apply in his reading the elements of a short story: Plot, Character, Setting and Point of View, among others. Then the student will be able to analyze, synthesize and evaluate that knowledge by producing artifacts that are clear and measurable.

METHODS

- I. Whole Class: read and discuss the stories
- II. Individually: learn terminology and apply it in reading the stories
- III. Divide the class in four groups and ask each group to choose a story from suratal Kahf along with one of the elements of the short story that we are focusing on
- IV. Give each group a task such as one of the following and ask them to present it any way they wish to
- V. **Characters:** recognize and describe round and flat characters in the story

Plot: define plot and recognize the mountain in each of the 4 stories

Setting: define setting and pinpoint it in the story

Point of View: which one is it? 1st, 3rd limited, or 3rd omniscient?

At this point we can also integrate technology in this lesson by asking them to do their project as a PowerPoint or a video.

MATERIALS

- I. A copy of an all English Qur'an
- II. Computers
- III. Video cameras
- IV. Notebooks and pencils

WRITING

The aim I have to integrate research writing with Islamic Studies is to fight pop culture and give my students an alternative influence in their lives. I call this unit 'In search of a Role Model'

OBJECTIVE: Writing Workshop: the research paper

The student will be able to read non-fiction and the biography genre and use the process of research to produce a scholarly paper.

METHODS

- I. Give a list of names from Islamic history or the Seerah,
- II. Let each one of your students choose one person
- III. Ask the students to find any and all biographical information on their choice.
- IV. Write a research paper
- V. And do a power point or a poster.

The length of this unit\lesson varies, but it cannot be less than three weeks if the students are to go beyond

application in Bloom's Taxonomy.

To evaluate, we break the weeks down into days of tasks to be measured and the evaluation process can be either summative by taking in all of the steps and giving it a grade or formative by grading every task individually as it becomes due.

MATERIALS

- I. Biographies of the prophets
- II. Seerah Books
- III. Qur'an
- IV. Computer
- V. Magazines and Newspapers
- VI. Note cards

Presentation 11

From Readers to Leaders: By Sharifa Din

Using Literature and Language to Build Self, Communal and Spiritual Awareness in our Youth

Life is changing rapidly. Amongst our communities are young adults wrapped up in these changing times. They must cope with the demands of society and culture, while maintaining good character and religious values. As educators, we must help our students find a balance in their lives. In this, they will be strong leaders for the generations to come. How can we help students understand the world around them, how it has changed, and what is their part in it? One route is through literature and language.

Part I: Teaching Students to Read Critically As Muslims

Part II: Reading Literature from a Variety of Perspectives

Part III: Building Connections through Discussion and Writing

Middle school English Teachers have a unique opportunity. Middle schoolers are now able to read almost anything on the shelf. They are also soul- searching at this time. Those two elements can be hazardous if they decide to read literature that has inappropriate themes or heroes with poor values. As teachers, we cannot control everything our students read. There are ways to teach our students how to read critically. Using graphic organizers, discussions, and writing, students will explore how to read literature and how to turn “un-islamic” values into valuable lessons.

It is also important for teachers to use a variety of literature from different worldly perspectives. In Islamic schools, we should use Muslim writers and historians. We need to instill a sense of pride in our students as well as the give them a chance to read literature from writers they can more easily identify with. Students also need to learn to identify with other perspectives. After reading this literature, students can compare and contrast with their own perspective. They can discuss what lessons can be derived from the book and how it will affect the way they look at the world Both of these opportunities are important for our students. With pride in themselves and the ability to “walk in someone else’s shoes”, students can be great leaders.

Discussions and writing are two great ways to explore literature and compare views. During a discussion, teachers can map out strategies for students to help them understand the text. Writing is a method to help students sort our things for themselves. The teachers can have students respond to each others reader response or the teacher can respond. Teachers and students can often model for each other how to read critically. It is also a great way to learn about books.

In this presentation, I will share with teachers some of the strategies that I have used to

help my students read critically. I will share writing samples, graphic organizers, and book lists as well. It will be done in a discussion/workshop setting to provide teachers with a concrete example of how to apply some of these strategies in their classrooms.

Biography:

Sharifa Din has been teaching for over 15 years. She is New York State certified in both Secondary English and Teaching English to Speakers of Other Languages K-12.

For the past 10 years, she has been working as a teacher/administrator in An-Nur Islamic School in upstate New York. She is currently the acting principal of An-Nur and teaches middle school ELA.

She has been a coordinator of many middle school projects, including History Day and local INTEL science fair competitions. She is also an active supporter of a unique local program in her area called “Children at the Well,” an interfaith storytelling group for middle school students.

From Readers to Leaders: Using Literature and Language to Build Self, Communal and Spiritual Awareness in Middle/High School Students

The world is rapidly changing. Within our Muslim communities are young adults wrapped up in these changing times. They must cope with the demands of society and culture while maintaining good character and religious values. As educators, we must help our students find balance in their lives. If our students can accomplish this, they will be strong leaders for generations to come. How can we help students understand the world around them, analyze it, and connect with it? One route is through literature and language.

Middle school English teachers have a unique opportunity. Our students are now able to read almost anything on the shelf. At this critical age, students are also soul-searching. These two elements can be hazardous if they decide to read literature that has inappropriate themes or heroes with poor values. As teachers we cannot control everything our students read, so we need to teach them to read critically. Three ways to help students read critically are through the use of graphic organizers, guided class discussions, and written response to literature.

Once students are able to read critically, we need to expose them to a variety of texts, from all backgrounds. It is important for our Muslim youth to read literature that builds a sense of pride and self-identity. For this reason, our students should read literature from Muslim writers and Islamic history. It is also important, however, for our students to read literature from other perspectives. With self-respect and the ability to “walk in someone else’s moccasins”, students can become great leaders.

Reading Critically:

One way to help student’s read critically is through the use of graphic organizers. “Engaging students in the creation of non-linguistic representations stimulates and increases activity in the brain.” (Marana, 2001) Organizers help students sort and visualize information. In reading literature, two of the most useful graphic organizers are the Venn diagram and cause and effect charts. In his book Developing Academic Thinking Skills in Grades 6-12, Jeff Zwiers (2004) provides a variety of graphic organizers that are suitable for secondary students. For example, on a Venn diagram, instead of two circles, two clouds can be used to compare the character’s thoughts with the student’s thoughts. Through this, the student can both agree and disagree with the character’s beliefs.

Another important way to help students read critically is through classroom discussion. Good discussions include “time for speakers to develop their thoughts, a skilled facilitator who can use student’s responses to promote further thinking, active involvement among student participants, and an environment in which it is acceptable to try out ideas that may not yet be formed or ‘right.’” (Adler, 2005)

Classroom discussion can be a vital tool in critical reading if done well. Students can hear a variety of perspectives different than their own. Students are able to explore different

views, be flexible in their way of thinking, and be open to new ideas. “In a democratic society, such close examination of ideas and viewpoints is a cornerstone for progress.” (Adler, 2005)

As Muslims, we must not forget that our greatest teacher, Prophet Muhammad (s) and Angel Jibreel used dialogue as a method of teaching. In Sahih Muslim, it is related by Umar Ibn Khattab, that Angel Jibreel came to Prophet Muhammad asking him questions about Islam. In turn, Prophet Muhammad told Umar that through these questions, “He came to teach you your religion.” Umar learned through the dialogue of others. (Sahih Muslim)

Reader response is another way to help students read critically. “Personal responses are critical in assisting the reader with making meaning from the text.” (McIntosh, 2006) When students use personal responses to explore literature, it helps them reflect on themselves as readers as well. It helps them connect with the characters and explore the theme on a deeper level. Not only this, but is it also motivating. “When students realize that they have an active role in determining meaning, they become more actively immersed in reading.” (McIntosh, 2006)

Using these three methods to help students read, we can help students analyze text on many levels. As it was stated above, we cannot control everything our students read. Many texts have inappropriate themes, characters making bad choices, or conflicts that lead to decisions we would feel are “un-Islamic.” In her lecture, Sr. Freda Crane (2007) addressed some of the common but questionable themes that are used in literature. Some of these themes were broken families, running away, male/female friendships or relationships and independence. These themes are prevalent in young adult fiction today. Our students are reading these books, of course. If our students have been taught to read critically, they will be able to take the good from a text and leave behind the unwanted.

Choosing Literature for Muslim Youth in the Classroom

How do we decide what literature to teach our youth? Or what to allow them to read? If we have taught them how to identify good values in characters, conflicts and themes, our task as teachers becomes much easier.

Choosing books for teaching is challenging on many levels, especially when teaching in an Islamic school. According to the Annenberg Media production “Making Meaning in Literature”(2002), classroom literature should have “issues students deal with...(this) helps them grapple with ideas about cultures, society...(etc)”. So as Islamic school teachers, we have to see the two sides of our students. One, they are Muslim. Two, they are young adults dealing with issues of growing up.

Choosing books with Muslim characters or Islamic values is very important for our children. Because children deeply identify with a character (or even an author), that character may become heroic in a sense. Ideally, we want our children to find heroes in those with good character and Islamic values. Literature is a great way to promote this. Not only this, but when a child reads literature that they can relate to, it helps with understanding and meaning.

Reading Islamic literature has another important value. When children see Islam represented in the literary world around them, it instills a sense of pride and self-respect. When so many cultures, ethnic groups, and religions have representation in literature, it is important for our children to see that they are represented as well.

On the flip side, it is also vitally important that our children read literature from a variety of perspectives. Allah created us differently so that we may learn from one another. If we want our students to be productive members of society and great leaders, they need to understand the perspectives of others. By reading a variety of literature, analyzing the characters and themes, and building connections to it, our students will have an opportunity to see how others think and view the world. This encourages respect for other cultures and faiths.

English teachers in Islamic schools need to see the vital importance that literature plays in the lives of our students. Literature can help our students think critically about the world around them, connect with their own spirituality and respect others. With these skills, our youth will be successful Muslims in a modern world.

Implementation

Student Tools: a reader response notebook, post it notes and an open mind ☺ (I actually have 4 notebooks in all for my students: RR, Vocabulary, Journal, and “The Big One” which is a three subject divided into literary study, grammar, and word study.)

Teacher Tools: a lot of literature for self-selection, multiple copies of the text to be used in class, graphic organizers and patience ☺

Suggestions for implementation:

1. Start with short stories. The characters/themes are easier to break apart and analyze.
2. Teach students how to write in the reader response. Research suggests that is better to allow free response, not use a teacher-suggested topic. This gives students an opportunity to write and connect in whatever way they want. They do, however, need to be taught about the essentials of a good reader response. I like to include: a short summary of what was read, personal connections, text to text connections, worldly connections, and opinions about what is happening. (Goudvis, 2007) Sometimes, if needed, I also suggest a suitable length, for those students who like to say “I didn’t really connect to this at all!” and that’s it.
3. Teach students how to have a productive discussion. Lay out ground rules. You need to include rules about when to speak and how to handle someone who does not agree with you. The teacher needs to facilitate the discussion. Keep students on task, give suggestive prompts when needed, and support them with your own ideas occasionally.
4. Set aside enough time for this process. I use at least 3 weeks to discuss a novel. We use 2-3 days a week for discussion/response. This may seem like a lot of time, but it pays off. You can really get students to love great literature, turn un-Islamic values into valuable lessons and it also motivates them to read more.
5. Sometimes a photocopy of the text works better. Students can write in the margins or highlight. If not, encourage students to use post it notes as they read. They can write down their questions or ideas and go back to that when they write their response.

Some “un-Islamic” values that can turn into valuable lessons are:

1. Running away-----what are some other options? Who can you talk to? Go to the masjid?
2. Male/Female Relationships-----how did that relationship begin? Were the people alone together? Are they really respecting each other? Did this relationship truly make their life better or did it bring more conflict?
3. Conflict with Parents-----how can we build trust with our parents? What is the root of the conflict? Are they controlling their temper? Are we showing them the proper respect?
4. Magic-----Read about some of the miracles that were performed by the Prophets. Compare this with the magic in the book. Which were more real or useful?
5. Monsters/Demons/Vampires/Ghosts: Go through the origins of these stories. Many of them arose out of drug use, lies or from pagan traditions. Discuss what is truly un-Islamic about these characters. Don’t just say, “They’re haram.” Regretfully, that is not enough.

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Presentation 12

Sustaining Progress: Cultivating Stewardship

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(ولتكن منكم امة يدعون الى الخير ويأمرون بالمعروف وينهون عن المنكر وأولئك هم المفلحون)

(آل عمران 104)

*Let there arise out of you a band of people inviting to all that is good, enjoining what is right and forbidding what is wrong: they are the ones to attain felicity.
(Al-Imran/104)*

Islamic Studies Curriculum for 8th-12th grade

By :

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Curriculum and Instruction

Abstract

An Islamic Studies Curriculum based on standards interpreted from the Quran, the Sunnah of Prophet Mohammad (pbuh), and the current situation of Muslim world is developed for 8th to 12th grade students. This curriculum aims at producing high-quality Muslim youth leaders who are equipped with quality leadership skills and who vision Islam as a dynamic religion. This Curriculum connects Islamic Studies classrooms to students' life and to the real world through interaction with current events and issues. It develops a student who assumes the sharing of the message of Islam with others, individuals and society at large, and realizes that this is a duty, not a choice. In addition, it motivates and encourages students to be an active part of society without compromising their identity.

The Problem

Muslim educators, teachers, leaders, and parents are facing difficulty determining what exactly should be the final Islamic Education outcome. There is no conscious decision regarding the type, nature, or characteristics we want the Muslim youth to carry upon graduation from an Islamic School.

As a result, Muslim educators, from area to area, school to school, have embraced a wide range of Islamic Studies goals. These goals range from *preparing a well behaving citizen* to *bringing the Ummah together*. This wide spectrum of Islamic education goals has resulted in implementing various Islamic Studies curriculums. Each of these curriculums intended to achieve their own goal(s). This eventually will produce a Muslim generation with a vast difference in understanding and realizing their role in the society and in the world at large. In addition, the *majority* of educators, parents, guardians, Muslim leaders, and communities are all in agreement upon one popular goal, which is *the production of a well-behaved young Muslim, who has acquired basic Islamic knowledge, and practices basic obligatory Islamic worshiping acts*.

This popular goal is usually achieved through an Islamic studies curriculum centralized around basic worshiping acts, manners, Tahdib and Akhlaq. This popular goal rose up as a result of the pressure imposed on Muslim youth by the nature of the non-Islamic society they have been raised in. The worry about the possibility of losing our youth in the western society, and the need to protect them, has caused the majority of us to accept and be satisfied with the *minimum outcome* of Islamic education processes (*a well-behaved young Muslim, who has acquired basic Islamic knowledge, and practices basic obligatory Islamic worshiping acts*).

This popular goal, and hence the nature of the curriculum needed to achieve it, is not adequate enough to produce an effective Muslim youth who is able to maintain or carry the message of Islam in this society. In other words, no quality leadership will be produced by holding to or through the minimum standards. A solely well behaved Muslim, in spite of its importance, is not the needed model for the spreading of the message of Islam in western societies. We unfortunately assume that raising a good, pious young Muslim will automatically make him/her aware of the world around him, aware of his/her role in it, and will also motivate

him/her to be a productive citizen and automatically be a leader. Ironically, the spirit of Islam had never been satisfied with the *minimum*, on the contrary, Islam urges each Muslim to strive for the best.

What make the problem worse are the lack of *major* opportunities and the lack of a proper environment to achieve even these minimum standards. Our children in Islamic schools are rarely provided with opportunities to apply whatever they have learned. Islamic studies classrooms are rarely connected to students' real life. Islamic studies is usually limited to the sole verbal delivering of Islamic concepts, facts, instructions, and commands, with no opportunity of practicing or translating them into actions. A Muslim student may not have a problem getting her "A+" in Islamic studies course (s), but likely will not have an opportunity to apply what she learned. Application is not enforced as major component of our curriculum(s). Scattered opportunities may available, but only in the form of extra curricular activities, or as an independent effort, or maybe through another sitting outside the school, such as in Masjeds, youth centers, or clubs. The application phase is crucial to producing quality leadership in our youth.

The Needed Curriculum

Based on the previous discussion, this 8th-12th grade Islamic Studies Curriculum aims at and is expected to overcome the previous shortcomings and problems in our curricula, and as a result, produce the quality Muslim leadership desired. This curriculum:

- Exposes students to a comprehensive picture of Islam and Muslims.
- Presents Islam as more than sole acts of worship.
- Connects Islamic Studies classrooms to students' lives, localities, and the world at large.
- Is a balanced curriculum between traditional Islamic Studies curricula, which may ignore local and world wide current events and issues, and the needed curriculum in this society.
- Exposes students to the positives and negatives of the non -Islamic society.
- Shows the valuable contribution of Islam and Muslims towards other nations and civilizations.
- Is a balanced curriculum between common Islamic Studies curricula, some of which focus only on the concepts and practices which characterize a western non -Islamic society, and others which focus on only the concepts and practices of the eastern societies.
- Does not aim towards putting Islam on defense, but aims towards educating our students to present Islam in the right way by clearing some of the misconceptions and doubts about Islam.

Goals, Objectives, and Characteristics of this Curriculum:

This curriculum aims and expected to produce quality Muslim youth leaders who:

- Are equipped with basic Islamic knowledge.
- Are equipped with quality leadership skills.
- Are equipped with quality manners and Adhab and Akhlaq principles.
- Are aware of the purpose of mankind's creation.
- View Islam as a dynamic way of life.
- Enjoin right and forbid wrong.
- Work to be successful citizens, in this life and the Akhira.
- Strive for the best.
- Are aware of their responsibilities and duties towards self, society, and Ummah.
- Are aware of their responsibilities towards mankind.
- Actively share the message of Islam with others (individuals and society).
- Believe that sharing the message of Islam with others is a duty, not a choice.
- Strive to be an active part of society without compromising identity, traditions, or practice.
- Aware of the forces and schools of thought working against Islam.
- Expect failure, hardships, and defeat, and envision them as wake up calls.
- Are able to respond to challenges, changes, hardships, and prosperity in a proper, positive way with no compromise of values or identity.
- Fight for justice
- Are aware of the past and the present of the Muslim world, and have a vision about the future of Islam.

The Curriculum at a Glance:

The attached table (pg 6) shows the entire curriculum (8th through 12th grade) including grade levels, subjects taught at each grade level, and a brief description of each subject. The table helps build a general background about the curriculum, in brief.

A Subject by Subject Brief Description of the Curriculum:

In the following section a brief, subject by subject description of the curriculum is presented.

Aqidah

The Aqidah course is centered on the six Pillars of Eman: Belief in Allah (swt), His Angels, His Books, His Prophets, The Day of Judgment, and Destiny (the good and the bad). All of the pillars of Eman are *briefly* offered to 8th grade, and are offered in detail to 9th through 11th grades; two pillars for each grade. During the senior year, students will be exposed to sects, schools of thought, and concepts involving the Aqidah of Islam, such as Secularism, Liberalism, Quranioons, Evolution, Missionary efforts in Muslim countries, Masson, etc.

Sierah

This subject covers the life of Prophet Muhammad PBUH. It will be offered entirely to 8th grade in *brief*. The Sierah is offered in detail for the 9th and the 10th grades. The Makkan era will be covered in 9th grade, along with the biographies of at least ten Sahibs and Sahabiyyah whose lives are connected to the *Makkan* era. The *Madinan* era will be covered in 10th grade in detail, along with the biographies of at least ten Sahaba and Sahabiyyah whose lives are connected to the *Madinan* era.

Muslim World History

Briefly covers the eras of the Four Rightly Guided Khalifas until the present. The era from the Four Rightly Guided Khalifas to the Othman Empire is covered during 11th grade. This includes the brief covering of Islam in Andalus, and the Fatimid, Murabitun, Muwahhidun, Aghlabid, Safadi and Moguls eras. The recent Muslim World History from the collapse of the Khalifat System to the present is covered during 12th grade.

The 12th grade Muslim World History course focuses on crucial political events and issues such as Imperialism, Colonialism early Islamic Movements, the Disintegration of the Othman Empire, Recent Islamic Movements, the Sykes Picot Treaty, etc. In addition, it specifically focuses on four major current sensitive Islamic issues: Palestine, Afghanistan, Iraq, and the creation of Pakistan, including the issue of Kashmir.

Recent Muslim Leaders

The purpose of this course is to introduce our students to a variety of current Muslim leaders. This course covers the biographies of the most influential Recent Muslims Leaders and Figures, who influenced the Muslim world during various times, incidents, and events. Our students are either aware of leaders from the far past (Sahabi, Tabi, or heroes who died centuries ago) or they are aware of two or three Muslim personalities, such as Malcolm X or some Muslims sports champion in USA. A list of recent leaders and figures our students should know about is presented in this curriculum.

Hadith of the Prophet PBUH

The Hadith course covers about 75 selected Hadiths of the Prophet Mohammad PBUH. Each Hadith addresses an issue, behavior, or problem that is needed by students during specific grades. The 75 Hadiths are selected out of about 500 Hadiths from the “Commentary on the Riyadh –us- Saliheen” compiled by Al-Imam An-Nawawi. Each grade level (8th - 12th) will be offered about 15 Hadiths suitable for their grades. The most subjective Hadiths are offered to higher grades, and Hadiths that require more concrete thinking are offered to lower grades.

Fiqh

This subject covers the Fiqh of Taharah, Salah, Zakat, Sawm, Hajj, and Fiqh Muamalat. The entire Fiqh of Taharah, Salah, Zakat, Sawm, and Hajj are covered in *brief* during 8th grade. The purpose of this course is to prepare students to cover the same topics during higher grade levels. The Fiqh of Taharah (purification), Salat (including the supererogatory prayers), and other topics such as actions invalidate Salat, actions disliked during Salat, actions allowed during Salat, and miscellaneous Adhab and etiquettes of the Mosque are covered during 9th grade. The Fiqh of Sawm, Hajj, and Ummrah are covered during 10th grade.

Usul al Fiqh (Jurisprudence)

This course is offered to 11th grade instead of a Fiqh course. It covers topics such as ijtiḥād, madḥab, taqlid, fatwa, sources of Islamic laws, ḥalāl and ḥaram, muṣṭaḥab, the four schools of thought, etc.

Fiqh Muammalat

This course is offered for 12th grade as a Fiqh course. It covers various matters involving financial transactions and issues on individual, group, and business levels, the Qur'anic view of wealth, Usury (Riba), Inheritance, Loan, Gambling, Luqṭah (lost and found), Bribery, Approved and Disapproved Business Conduct, Trade, etc.

Tahdib and Akhlaq

This course covers a *selected* group of characters and manners, which are needed by 8th - 12th graders. During each grade level a group of manners and characteristics suitable for their grades, or needed for a specific school, will be covered. These characters and manners are selected based on our experience with students' behavior during each specific grade.

Islam and Muslims in America

This course is designed for seniors. The purpose of this course is to connect students to their society and provide them with materials relevant to them. It deals with topics and issues such as the history of Islam in America, demography of Muslims in America, Muslim immigrants in the United States, Muslim population and professions, America as a melting pot, problems Muslims face in America, identity problems, and problems raised after 9/11. Also included will be the integration, assimilation, and contribution of Muslims towards the west and towards the USA, Muslim organizations in the USA, how to respond properly to the challenge facing Muslims in America, the future of Islam in the USA, and Dawa in America. This course can be offered as conventional classroom course or as an intensive two to three week course.

Misconceptions about Islam

This course is designed for seniors. It prepares students for campus life among non Muslims. In addition, it exposes our students to the nature of misconceptions and doubts raised against Islam in various campuses, so that they can be prepared to deal with and clarify them in the proper intellectual, academic, and peaceful way. This course deals with several topics and issues, such as Human Rights in Islam, Democracy in Islam, Status of Women in Islam, Hudud in Islam, Apostasy, Slavery in Islam, Polygamy, Adultery, Boyfriends and Girlfriends, Divorce, Marriage, Hijab, Homosexuality, Lesbians, Same Sex Marriage, Biomedical Ethics in Islam, Music, and Drugs. This course also can be offered as a conventional classroom course, or as an intensive two to three weeks course.

Dawa

This course is offered for two years, during the 11th and 12th grades. The 11th grade Dawa course is more theoretical than practical; it focuses on specific characters, skills, and manners that are essential to develop a Daiya. This course will simply prepare the 11th graders to practically perform Dawa (among Muslims and non-Muslims) during their senior year. The senior year Dawa course is an application course. Seniors should be given diverse opportunities to apply skills, etiquettes, and manners they learned during previous school years, especially

what they learned during the 11th grade Dawa course. Carefully designed, developed, or selected practical (real) Dawa programs should be provided for the seniors, in and out of the school, among *Muslims and non-Muslims*.

Application:

Students in 8th -12th grade should be provided with opportunities to practice Islam and perform Dawa on ***a daily, weekly, monthly, and yearly basis*** (See the handout about suggested in and out of School Dawa Program).

Conclusion

An Islamic Studies Curriculum is designed to produce a quality Muslim leadership. This curriculum is developed as a response to shortcomings and problems experienced by Muslim educators such as the lack of relevancy, the lack of application aspects, and the lack of conscious decisions regarding the type, nature, or characteristics a Muslim youth should carry upon graduation from an Islamic school. These problems and shortcomings may result in producing a Muslim generation with conflicted points of view regarding Dawa, the role of Muslim youth, and the future of Islam. As a result, a generation carrying these differences may not be able to carry or present the message of Islam the way it should be presented.

Handouts

For teachers, to be used directly or as a guide in their classrooms.

- The description of the curriculum ***Grade by Grade*** (8th -12th).
- The Scope and Sequence of the following Subjects:
 - Dawa Course.
 - Islam in America Course.
 - Islam and Contemporary Issues.
 - Recent Muslim World History.
 - Sects, Schools of thought, and concepts encountered Islam.
- The Scope and Sequence for ***any subject*** upon request.
- List of Muslim Figures and Leaders (including Recent Muslim Leaders).
- Practical Dawa programs and activities on a daily, weekly, monthly, and yearly basis that are in and out of school.
- A list of recommended various Islamic Books used to construct the curriculum.

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Biography:

Fathi Ali Fadhli received his B.Sc. from the College of Science, University of Libya at Tripoli (1975). He Fadhli received a Masters of Science from Ohio University, Ohio, United States of America (November, 1986) and a Masters of Science in Education from University of Missouri at Columbia, Missouri (May, 1985). He completed a Ph.D in Curriculum and Instruction from the University of Missouri, at Columbia- Missouri, United States of America (2000).

For the past eight years he has worked as a teacher in Universal School Bridgeview, IL, during which he taught Physical Science, Geology, Physics, environmental science, computers, and Islamic Studies. Additionally, he has developed an Islamic Studies Curriculum for 8th -12th grade level.

Previously, he has presented at the ISNA Education Forum 2006. Dr. Fadhi has worked as a principal of a weekend school for three years (1989-1993).

Currently working on a book entitled "Philosophy of Islamic Education". Expecting to be ready (Insha Allah) by the spring of 2008.

Presentation 13

Adapting the English National Literacy Strategy for Islamic School Teachers

Presented by Fawzia Gilani

Introduction:

The 18,500 English state primary schools were required, from September 1998, to teach reading and writing in a highly structured manner as laid down by the strategy which insists that phonics comes first. The National Literacy Strategy is an unprecedented intervention in classroom teaching methods - representing the first England-wide policy on the teaching of reading.
<http://www.literacytrust.org.uk/Database/Primary/lithour.html#structure>

Overview:

The National Literacy Strategy describes term by term how reading and writing should be taught. It advocates that students should be taught to:

- Discriminate between the separate sounds in words;
- Read words by sounding out and blending their separate parts;
- Write words by combining the spelling patterns of their sounds.
- Only when children are reasonably fluent readers should the emphasis shift to advanced reading.

Structure of the Literacy Hour:

- **First section:**(15 minutes)
Make the objectives of the lesson clear
Modeling reading using an enlarged text or modeling writing by scribing with the students.
- **Second section :**(15 minutes)
Guided word or sentence work.
- **Third section** (about 20 minutes):
Independent work (one group works with teacher)
Reading, writing or word and sentence work
- **Final section:** (about 10 minutes)
plenary session
Reviewing the learning that has taken place related to the learning objectives of the lesson - the pupils, not the teacher, explain what they have learnt.

Rationale for the Plenary Session:

The logic behind the structure of the literacy hour with its plenary session is this: educational research shows that people learn things better if they know initially what the objectives of their learning are and are provided with frequent opportunities to review what they have learnt. Explaining to others (a key ingredient of the plenary session) is one of the most effective methods of reviewing since if you can explain what it is you have been doing you are much more likely to retain the information.

Sample Weekly Lesson Plan for Literacy Hour (Age 6-7 years) Year 2

Literacy Hour Structure →	Objectives & Guided Reading (Whole Class) 15 mins	Guided Word level or Sentence Work (Whole Class Shared Work) 15 mins	Planned Independent Work 20 mins	Plenary 10 mins
Mon (objectives are always written on the board and shared).	To read 'The Hat', p1-10 review terms – antonym, syllable, apostrophe, compound word, root word, noun, pronoun, speech marks etc. (High frequency words).	Sentence level: Identify nouns and verbs. Word level: Insert apostrophes. Spelling list: thought, write, brought, does, don't, tries, watch, heard, change, leave.	Red: Circle nouns and underline verbs. Blue: Insert apostrophe in sentences. Green: Read 'The Hat' with Teacher. Yellow: Write spellings in sentences.	Select a student from each group to review what they have learned. Have list of spellings that are incorrect – choose student to give correct spelling.
Tues Teacher demo how to read.	To complete reading of 'The Hat', review terms – antonym, syllable, apostrophe, compound word, root word, noun, pronoun, speech marks etc. Review high frequency words.	Sentence level: Identify nouns and verbs. Word level: Insert apostrophes. Spelling list: thought, write, brought, does, don't, tries, watch, heard, change, leave.	Red: Insert apostrophe in sentences. Blue: Circle nouns and underline verbs. Green: Write spellings in sentences. Yellow: Read 'The Hat' with Teacher.	Insert apostrophe's correctly on worksheet.
Wed	To read, "The Three Bears". Introduce alliteration and onomatopoeia. Identify nouns, pronouns, compound words.	Sentence level: Identify examples of onomatopoeia and alliteration. Word level: Insert apostrophes. Spelling list: thought, write, brought, does, don't, tries, watch, heard, change, leave.	Red: Read 'The Hat' with Teacher. Blue: Write spellings in sentences. Green: Circle nouns and underline verbs. Yellow: Insert apostrophe in sentences.	Identify nouns and verbs. Ask for examples of onomatopoeia and alliteration.
Thurs Teacher demo. how to write.	To write a poem showing examples of onomatopoeia and alliteration. →	Review capitalization, punctuation and handwriting.	Red: Write spellings in sentences. Blue: Read 'The Hat' with Teacher. Green: Insert apostrophe in sentences. Yellow: Circle nouns and underline verbs.	Put up five sentences using and onomatopoeia and alliteration that need to be punctuated correctly. Choose students to correct sentences.

The Importance of Sharing Learning Objectives:

A learning objective is a statement that describes what the learner will be able to do upon completion of the learning experience.

Learning objectives help to:

- focus the overall purpose of the learning experience.
- determine where the particular learning experience best fits within the larger curriculum.
- select the appropriate learning experience
- select the appropriate method of assessment

Therefore, learning objectives are fundamental creating effective learning experiences.

Action Verbs for Learning Objectives					
Analyze Arrange Assemble Build	Calculate Classify Compare Complete Compose Construct Count	Debate Decrease Define Describe Design Develop Discuss Draw	Estimate Evaluate Examine Explain Formulate Generalize	Identify Illustrate Infer Interpret Introduce Investigate	Judge Limit List Locate
Maintain Manage Modify Name Observe Operate Order Organize	Plan Point Predict Prepare Question	Read Record Report Reproduce Research Rewrite	Sequence Sketch Solve Summarize Survey	Test Trace Transfer Translate	Use Utilize Verbalize Visualize Write

USA Educational Standards – Documents and Resources:

<http://www.genevaschools.org/standards/>

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=330&ContentID=489&Content=32574>

Worksheets From the Web

<http://www.tlsbooks.com/punctuation.pdf>
punctuation

<http://www.firstschoolyears.com/literacy/word/phonics/clusters/clusters.htm> Consonant Clusters

<http://www.mrsperkins.com/dolch.htm> High frequency words

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Presentation 14

PROMOTING SCIENTIFIC INQUIRY: DEVELOPING A SCIENCE FAIR CURRICULUM

Welcome to the exciting, sometimes-hectic, but always-rewarding world of preparing students for a science fair. It is a journey full of discovery for students and teachers alike, and one that creates more motivated and critically thinking learners in the process.

This presentation is intended to assist science teachers who are getting their students ready for a school science fair. It will also be useful to science teachers in promoting scientific inquiry learning in their classrooms. Ideas presented may be applied in a science classroom setting, in a school holding an inquiry science fair using after-school science clubs, or a combination.

The presentation is divided into 3 parts: Section I provides general information about the scientific inquiry process, and incorporating it throughout the science curriculum. Section II explains the science fair project requirements and criteria. It includes a detailed project timeline that science teachers may use to help pace their students. Section III offers activities for club or class meetings, sample letters and handouts, and tips for setting up the school science fair in order to prepare students for continued success in regional and state science fairs.

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Scientific Inquiry and Science Content Standards

The content standards are a complete set of outcomes for students that describe what students should know, understand, and be able to do in natural science. They were designed and developed by the governing board of the National Research Council (NRC) as a comprehensive vision of science education in the U.S. The NRC presented its report, the *National Science Education Standards (1996)*, as an outline for achieving the vision of a scientifically literate nation. These standards are suggested to be most effective when implemented in all aspects of science education including content, teaching, professional development, and assessment.

The eight categories of content standards are

- Unifying concepts and processes in science.
- Science as inquiry.
- Physical science.
- Life science.
- Earth and space science.
- Science and technology.
- Science in personal and social perspectives.
- History and nature of science.

In the vision presented by the *National Science Education Standards (1996)*, inquiry is explained as a step beyond "science as a process," in which students learn skills, such as observation, inference, and experimentation. This new vision requires students to combine processes and scientific knowledge as they use scientific reasoning and critical thinking to develop their understanding of science. The *National Science Education Standards* defines scientific inquiry as "the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Scientific inquiry also refers to the activities through which students develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world." Developing the ability to understand and engage in this kind of activity requires direct experience and continued practice with the processes of inquiry. Students do not come to understand inquiry simply by learning words such as "hypothesis" and "inference" or by memorizing procedures such as "the steps of the scientific method." They must experience inquiry directly to gain a deep understanding of its characteristics. Engaging students in inquiry helps students develop

- Understanding of scientific concepts.
- An appreciation of "how we know" what we know in science.
- Understanding of the nature of science.
- Skills necessary to become independent inquirers about the natural world.
- The dispositions to use the skills, abilities, and attitudes associated with science.

According to the inquiry standards, students at all grade levels and in every area of science should have the opportunity to use scientific inquiry and develop the ability to ask questions, plan and conduct investigations, use appropriate tools and techniques to gather data, think critically and logically about relationships between evidence and explanations, construct and analyze alternative explanations, and communicate scientific arguments. From the earliest grades, students should engage in scientific inquiry and enhance their opportunities to develop the abilities of doing science, albeit within their developmental capabilities. In elementary grades, students begin to develop the physical and intellectual abilities of scientific inquiry. For example, they can design investigations to try things to see what happens. Children in K-4 have difficulty with the notion of testing ideas, an abstract concept, and with the formulating of logical explanations based on evidence; therefore, elementary students will benefit more by engaging in partial inquiries. On the other hand, students in grades 5-8 should be provided opportunities to engage in full inquiries. In a full inquiry, students begin with a question, design an investigation, gather evidence, formulate an answer to the original question, and communicate the investigative process and results. In partial inquiries, they develop abilities and engage in selected aspects of the inquiry process and are not required to begin from scratch. Middle school students can begin to recognize the relationship between explanation and evidence and can develop the skills of investigation and the understanding that scientific inquiry is guided by knowledge, observations, ideas, and questions. These students should therefore produce oral or written reports that present the results of their inquiries. Students in grades 5-8 may have some difficulties identifying variables and controlling more than one variable in an experiment, and they tend to propose explanations based on prior beliefs rather than explanations based on evidence collected and logic. These issues may continue to be troubling to students in grades 9-12, but students in these grades should overall be confident in their abilities and understanding of scientific inquiry (NRC, 1996).

TABLE 6.1. SCIENCE AS INQUIRY STANDARDS		
LEVELS K-4	LEVELS 5-8	LEVELS 9-12
Abilities necessary to do scientific inquiry	Abilities necessary to do scientific inquiry	Abilities necessary to do scientific inquiry
Understanding about scientific inquiry	Understanding about scientific inquiry	Understanding about scientific inquiry

See Appendix A for details (NSES, 1996)

Teaching Scientific Inquiry

Inquiry is at the heart of the *National Science Education Standards*, enabling teachers to build on children's natural curiosity and human inquisitiveness. In this way, teachers can help all their students understand science as a human endeavor, acquire the scientific knowledge and thinking skills important in everyday life and, if their students so choose, in pursuing a scientific career. But, before 1900, most science educators viewed science mainly as a collection of facts that students were to learn via direct instruction. A major criticism of this point of view came in 1909, when John Dewey, in an address to the American Association for the Advancement of Science, determined that science teaching gave too much emphasis to the accumulation of information and not enough to science as a way of thinking and an attitude of mind. He realized that science was more than a body of knowledge to be learned and that there was a process or method to learn as well (Dewey, 1910).

By the 1950s and 1960s, the argument for inquiry as an approach to teaching science was becoming increasingly apparent in the classroom. The educator Joseph Schwab was an influential voice in establishing this view of science education. Schwab argued that science should be viewed as conceptual structures that were revised as the result of new evidence (Schwab, 1960, 1966).

Those involved in developing national standards were dedicated to including inquiry as both science content and knowledge as a way to think and learn science. Instead of only promoting "hands-on" or "laboratory based" teaching as the way to teach "science content and process," the writers of the *Standards* adopted inquiry as both a learning goal and as a teaching method. The concept of inquiry thus appears in several different places in the *Standards* including content and teaching. Inquiry teaching and learning have five essential features that may vary in the degree and form of implementation but apply across all grade levels (NCR, 2000).

Table 2-5. Essential Features of Classroom Inquiry

- Learners are engaged by scientifically oriented questions.
- Learners give priority to **evidence**, which allows them to develop and evaluate explanations that address scientifically oriented questions.
- Learners formulate **explanations** from evidence to address scientifically oriented questions.
- Learners evaluate their explanations in light of alternative explanations, particularly those reflecting scientific understanding
- Learners communicate and justify their proposed explanations.

Science teachers implementing inquiry in the classroom should also note the following:

Myth 1: All science subject matter should be taught through inquiry. Teaching science effectively requires a variety of approaches and strategies. Teaching all of science using only one method would be ineffective, and it would probably become boring for students.

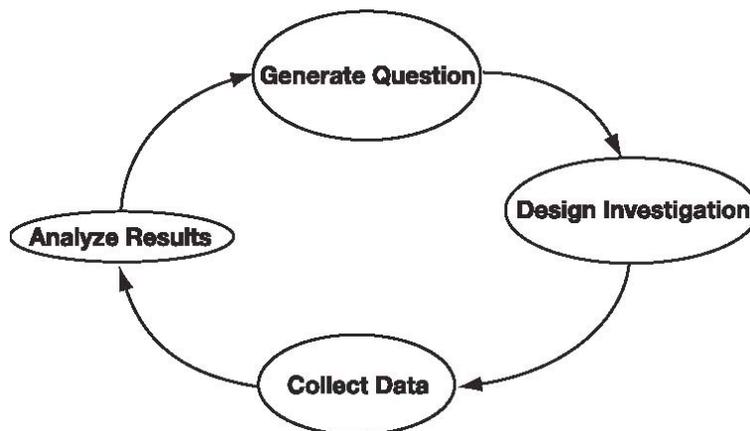
Myth 2: True inquiry occurs only when students generate and pursue their own questions. For students to develop the ability to ask questions, they must "practice" asking questions. But if the desired outcome is learning science subject matter, the source of the question is less important than the nature of the question itself.

Myth 3: Inquiry teaching occurs easily through use of hands-on or kit-based instructional materials. These materials can increase the probability that students' thinking will be focused on the right things and learning will occur in the right sequence. However, the use of even the best materials does not guarantee that students are engaged in rich inquiry, and the teacher must pay careful attention to whether and how the materials incorporate the five essential features of inquiry.

Myth 4: Student engagement in hands-on activities guarantees that inquiry teaching and learning are occurring. Although participation by students in activities is desirable, it is not sufficient to guarantee their mental engagement in any of the essential features of inquiry.

Myth 5: Inquiry can be taught without attention to subject matter. Students start from what they know and inquire into things they do not know. If, in some instances, a teacher's desired outcome is that students learn to conduct an inquiry, science subject matter serves as a means to that end, and scientific knowledge remains important. The abilities and understandings outlined in the *Standards* extend beyond the processes of science to engage students in both thinking and learning science (NRC 2000)

Science Fair and Scientific Inquiry



The four basic steps of scientific inquiry (National Science Education Standards, 1996)

Students that complete a science fair project are using the steps of scientific inquiry and are learning science in a most empowering way. For students, the rewards of completing a self-initiated project are great. Students who may never have been successful in science before will show an eagerness and enthusiasm when involved in their own research project and in playing the role of real scientists. What could be more motivating to students? Their self-esteem and self-discipline will improve, and they may discover a whole new world of science, technology, or engineering and be motivated to seek out science experiences beyond the classroom. In addition, going to a fair teaches lessons in sportsmanship and gives students a taste of the collegial nature of science. Chances are, a first-time participant will be highly motivated to participate in other fairs. Completing a science fair project is also an interdisciplinary endeavor that utilizes a multitude of skills including reading, organizing, synthesizing, calculating, graphing, analyzing, summarizing, and communicating both visually and orally and in writing. For the school, participation in the Regional Fair and a school fair can foster good publicity by getting the community involved in the process. Local science professionals are asked to volunteer in judging students, and they also have the opportunity to coach students with their projects. The result is the cooperation of the school and the community in an activity that empowers its future leaders (Intel, 2000).

Notes on the 4 Step Inquiry Model
(Intel 2000)

The student Develops an inquiry question	The student Designs an Investigation	The student Gathers and transforms data	The student Prepares an analysis
Do Background Research	Write Clear Procedures	Plan Data Records	Identify patterns in results accurately.
What is an “Inquiry Question”	State Protocols (rules for repeatability and dealing with anomalies.)	Do a transformation that helps answer the question	Explicitly use results to answer the question
Use Operational Definitions (Clarifying the question)	Use concept of “fair test”		Discuss sources of error and limitations
A great question foreshadows a good design	A great design leads to easy data gathering	A great data presentation makes the analysis leap out	

Inquiry into the natural world takes a wide variety of forms. It can range from a child's wondering how it is possible for ants to live underground to the search by groups of physicists for new atomic particles. Inquiry in classrooms also takes a wide variety of forms, as described later in this volume. But whatever its exact form, its role in education is becoming an increasing focus of attention. Today the world is being profoundly influenced by scientific discoveries. People need to make and evaluate decisions that require careful questioning, seeking of evidence, and critical reasoning. Learning environments that concentrate on conveying to students what scientists already know do not promote inquiry. Rather, an emphasis on inquiry asks that we think about what we know, why we know, and how we have come to know.

APPENDIX A – GUIDE TO THE CONTENT STANDARD: SCIENTIFIC INQUIRY (NRC, 2000)

Table 2-2. Content Standard for Science as Inquiry: Fundamental Abilities Necessary to Do Scientific Inquiry

Grades K-4

- Ask a question about objects, organisms, and events in the environment.
- Plan and conduct a simple investigation.
- Employ simple equipment and tools to gather data and extend the senses.
- Use data to construct a reasonable explanation.
- Communicate investigations and explanations.

Grades 5–8

- Identify questions that can be answered through scientific investigations.
- Design and conduct a scientific investigation.
- Use appropriate tools and techniques to gather, analyze, and interpret data.
- Develop descriptions, explanations, predictions, and models using evidence.
- Think critically and logically to make the relationships between evidence and explanations.
- Recognize and analyze alternative explanations and predictions.
- Communicate scientific procedures and explanations.
- Use mathematics in all aspects of scientific inquiry.

Grades 9–12

- Identify questions and concepts that guide scientific investigations.
- Design and conduct scientific investigations.
- Use technology and mathematics to improve investigations and communications.
- Formulate and revise scientific explanations and models using logic and evidence.
- Recognize and analyze alternative explanations and models.
- Communicate and defend a scientific argument.

Table 2-3. Content Standard for Science as Inquiry: Fundamental Understandings about Scientific Inquiry

Grades K-4

- Scientific investigations involve asking and answering a question and comparing the answer with what scientists already know about the world.
- Scientists use different kinds of investigations depending on the questions they are trying to answer.
- Simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses.
- Scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge).
- Scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations.
- Scientists review and ask questions about the results of other scientists' work.

Grades 5–8

- Different kinds of questions suggest different kinds of scientific investigations.
- Current scientific knowledge and understanding guide scientific investigations.
- Mathematics is important in all aspects of scientific inquiry.
- Technology used to gather data enhances accuracy and allows scientists to analyze and quantify results of investigations.

- Scientific explanations emphasize evidence, have logically consistent arguments, and use scientific principles, models, and theories.
- Science advances through legitimate skepticism.
- Scientific investigation sometimes result in new ideas and phenomena for study, generate new methods or procedures for an investigation, or develop new technologies to improve the collection of data.

Grades 9–12

- Scientists usually inquire how physical, living, or designed systems function.
- Scientists conduct investigations for a wide variety of reasons.
- Scientists rely on technology to enhance the gathering and manipulation of data.
- Mathematics is essential in scientific inquiry.
- Scientific explanations must adhere to criteria such as: a proposed explanation must be logically consistent; it must abide by the rules of evidence; it must be open to questions and possible modification; and it must be based on historical and current scientific knowledge.
- Results of scientific inquiry — new knowledge and methods — emerge from different types of investigations and public communication among scientists.

APPENDIX B

ILLINOIS LEARNING STANDARDS – SCIENTIFIC INQUIRY

STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Why This Goal Is Important: The inquiry process prepares learners to engage in science and apply methods of technological design. This understanding will enable students to pose questions, use models to enhance understanding, make predictions, gather and work with data, use appropriate measurement methods, analyze results, draw conclusions based on evidence, communicate their methods and results, and think about the implications of scientific research and technological problem solving.

A. Know and apply the concepts, principles and processes of scientific inquiry.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR. HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
11.A.1a Describe an observed event.	11.A.2a Formulate questions on a specific science topic and choose the steps needed to answer the questions.	11.A.3a Formulate hypotheses that can be tested by collecting data.	11.A.4a Formulate hypotheses referencing prior research and knowledge.	11.A.5a Formulate hypotheses referencing prior research and knowledge.
11.A.1b Develop questions on scientific topics.	11.A.2b Collect data for investigations using scientific process skills including observing, estimating and measuring.	11.A.3b Conduct scientific experiments that control all but one variable.	11.A.4b Conduct controlled experiments or simulations to test hypotheses.	11.A.5b Design procedures to test the selected hypotheses.
11.A.1c Collect data for investigations using measuring instruments and technologies.	11.A.2c Construct charts and visualizations to display data.	11.A.3c Collect and record data accurately using consistent measuring and recording techniques and media.	11.A.4c Collect, organize and analyze data accurately and precisely.	11.A.5c Conduct systematic controlled experiments to test the selected hypotheses.

(concepts, principles and processes of scientific inquiry cont’)

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR. HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
11.A.1d Record and store data using available technologies.	11.A.2d Use data to produce reasonable explanations.	11.A.3d Explain the existence of unexpected results in a data set.	11.A.4d Apply statistical methods to the data to reach and support conclusions.	11.A.5d Apply statistical methods to make predictions and to test the accuracy of results.
11.A.1e Arrange data into logical patterns and describe the patterns.	11.A.2e Report and display the results of individual and group investigations.	11.A.3e Use data manipulation tools and quantitative (e.g., mean, mode, simple equations) and representational methods (e.g., simulations, image processing) to analyze measurements.	11.A.4e Formulate alternative hypotheses to explain unexpected results.	11.A.5e Report, display and defend the results of investigations to audiences that may include professionals and technical experts.
11.A.1f Compare observations of individual and group results.		11.A.3f Interpret and represent results of analysis to produce findings.	11.A.4f Using available technology, report, display and defend to an audience conclusions drawn from investigations.	
		11.A.3g Report and display the process and results of a scientific investigation.		

B. Know and apply the concepts, principles and processes of technological design.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR. HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
11.B.1a Given a simple design problem, formulate possible solutions.	11.B.2a Identify a design problem and propose possible solutions.	11.B.3a Identify an actual design problem and establish criteria for determining the success of a solution.	11.B.4a Identify a technological design problem inherent in a commonly used product.	11.B.5a Identify a design problem that has practical applications and propose possible solutions, considering such constraints as available tools, materials, time and costs.
11.B.1b Design a device that will be useful in solving the problem.	11.B.2b Develop a plan, design and procedure to address the problem identifying constraints (e.g., time, materials, technology).	11.B.3b Sketch, propose and compare design solutions to the problem considering available materials, tools, cost effectiveness and safety.	11.B.4b Propose and compare different solution designs to the design problem based upon given constraints including available tools, materials and time.	11.B.5b Select criteria for a successful design solution to the identified problem.
11.B.1c Build the device using the materials and tools provided.	11.B.2c Build a prototype of the design using available tools and materials.	11.B.3c Select the most appropriate design and build a prototype or simulation.	11.B.4c Develop working visualizations of the proposed solution designs (e.g., blueprints, schematics, flowcharts, cad-cam, animations).	11.B.5c Build and test different models or simulations of the design solution using suitable materials, tools and technology.
11.B.1d Test the device and record results using given instruments, techniques and measurement methods.	11.B.2d Test the prototype using suitable instruments, techniques and quantitative measurements to record data.	11.B.3d Test the prototype using available materials, instruments and technology and record the data.	11.B.4d Determine the criteria upon which the designs will be judged, identify advantages and disadvantages of the designs and select the most promising design.	11.B.5d Choose a model and refine its design based on the test results.

(concepts, principles and processes of technological design cont’)

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR. HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
11.B.1e Report the design of the device, the test process and the results in solving a given problem.	11.B.2e Assess test results and the effectiveness of the design using given criteria and noting possible sources of error.	11.B.3e Evaluate the test results based on established criteria, note sources of error and recommend improvements.	11.B.4e Develop and test a prototype or simulation of the solution design using available materials, instruments and technology.	11.B.5e Apply established criteria to evaluate the suitability, acceptability, benefits, drawbacks and consequences for the tested design solution and recommend modifications and refinements.
	11.B.2f Report test design, test process and test results.	11.B.3f Using available technology, report the relative success of the design based on the test results and criteria.	11.B.4f Evaluate the test results based on established criteria, note sources of error and recommend improvements.	11.B.5f Using available technology, prepare and present findings of the tested design solution to an audience that may include professional and technical experts.
			11.B.4g Using available technology, report to an audience the relative success of the design based on the test results and criteria.	

APPENDIX C – NATIONAL SCIENCE TEACHER ASSOCIATION (NSTA) POSITION STATEMENT ON SCIENTIFIC INQUIRY

Declarations

Regarding the use of scientific inquiry as a teaching approach, NSTA recommends that science teachers

- Plan an inquiry-based science program for their students by developing both short- and long-term goals that incorporate appropriate content knowledge.
- Implement approaches to teaching science that cause students to question and explore and to use those experiences to raise and answer questions about the natural world. The learning cycle approach is one of many effective strategies for bringing explorations and questioning into the classroom.
- Guide and facilitate learning using inquiry by selecting teaching strategies that nurture and assess student's developing understandings and abilities.
- Design and manage learning environments that provide students with the time, space, and resources needed for learning science through inquiry.
- Receive adequate administrative support for the pursuit of science as inquiry in the classroom. Support can take the form of professional development on how to teach scientific inquiry, content, and the nature of science; the allocation of time to do scientific inquiry effectively; and the availability of necessary materials and equipment.
- Experience science as inquiry as a part of their teacher preparation program. Preparation should include learning how to develop questioning strategies, writing lesson plans that promote abilities and understanding of scientific inquiry, and analyzing instructional materials to determine whether they promote scientific inquiry.

Regarding students' abilities to *do* scientific inquiry, NSTA recommends that teachers help students

- Learn how to identify and ask appropriate questions that can be answered through scientific investigations.
- Design and conduct investigations to collect the evidence needed to answer a variety of questions.
- Use appropriate equipment and tools to interpret and analyze data.
- Learn how to draw conclusions and think critically and logically to create explanations based on their evidence.
- Communicate and defend their results to their peers and others.

Regarding students' *understanding* about scientific inquiry, NSTA recommends that teachers help students understand

- That science involves asking questions about the world and then developing scientific investigations to answer their questions.
- That there is no fixed sequence of steps that all scientific investigations follow. Different kinds of questions suggest different kinds of scientific investigations.
- That scientific inquiry is central to the learning of science and reflects how science is done.
- The importance of gathering empirical data using appropriate tools and instruments.

- That the evidence they collect can change their perceptions about the world and increase their scientific knowledge.
- The importance of being skeptical when they assess their own work and the work of others.
- That the scientific community, in the end, seeks explanations that are empirically based and logically consistent.

Adopted by the

NSTA Board of Directors

October 2004

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Presentation 15

Youth Development & Teaching Personal and Social Responsibility By Qudsia Haque

Abstract

Instead of schools focusing on the development of students, the focus has shifted to other matters, such as curriculum, discipline, etc. Being an educator, I find this to be a problem and would like to bring back the focus to the development of youth and make schools more youth-centered. Based on a literature review of journal articles, I have narrowed down the main principles of youth development, which are: empowerment-based, asset-based, active learning, holistic and developmental, relational, and flexible. Also, many schools have devised elaborate methods to control and bribe students into behaving. Instead of having students being controlled by others, the Teaching Personal and Social Responsibility (TPSR) model, through discussion and reflection, teaches students self-control. I will discuss practical ways to incorporate principles of youth development in-school and after-school. Also, I will elaborate on an after-school I have designed, which in addition to youth development, ties in food, math, cooperative learning, leadership skills, and the TPSR model

Qudsia Haque is currently a middle school math and science teacher at Universal School in Bridgeview, IL. She is also pursuing her master's in Educational Studies with a focus on Youth Development at the University of Illinois at Chicago.

Food for Thought: An After School Program Based on Youth Development Principles

Often times you hear students at my school, especially middle school girls, complaining that there are not any extracurricular programs for them to partake in. Currently, I teach at Universal School, which is a Pre Kindergarten to 12th grade private Islamic school in Bridgeview, Illinois. The school has been in existence for 18 years and still has many areas in need of improvement. There are programs for middle school boys and high school boys and girls, but the only extracurricular activities for middle school girls are basketball and volleyball. If a student is not interested in sports, which is the case for many of the middle school girls, then there is nothing else available. For the past four years that I have been teaching middle school, I have been hearing this complaint year after year, so I thought it was a good time for me to launch my program, Food for Thought, for this underserved group. I wanted my program to be beneficial for the students, so I reviewed several journal articles to acquire a better understanding of youth development principles.

In the first section of this paper, I will explain what experts in the field of youth development believe are the fundamental principles which should be present in any youth program. Then, I will describe my design for an after school program which embodies these principles. I will explain how the principles will be applied to promote youth development. In the last section, I will provide suggestions for ways to incorporate youth development principles during the school, and in other interactions with youth.

Youth Development Principles

After reviewing the literature on youth development, it became clear that youth should be the main focus of any youth development program. There are programs such that all the details are organized by adults and youth are asked only to participate superficially; this goes against the spirit of youth development. It is important to have structure in activities for youth, but the structure should not be imposed by adults and should instead be decided on together with youth and adults. Larson (2000) explains that activities need to be structured and voluntary in order for youth to take initiative and participate in these activities. If programs are not structured, then you will end up with a group of young people sitting around and wasting their time. Also, if youth are forced to participate, then they will not benefit as much. Youth programs need to be youth based so that youth are actively involved in deciding on goals for the program and given other responsibilities (Larson, 2000). Youth need to be made aware of real life constraints, such as rules they need to follow. If programs are not structured and youth are allowed to do as they please, then they will get the incorrect impression that there are not rules and regulations that need to be adhered to. Also, youth need to be involved in the arc of activity (Larson, 2000), which is the planning and execution process of a program. Youth need to be involved in the initiation of a program, as well as the execution and evaluation phase.

The National Youth Development Information Center explains that youth development programs should be youth centered, knowledge centered, and care centered. It is crucial for youth programs to be focused on youth and their positive development. Programs should be

designed around the needs of youth. Also, youth should get something out of a program, instead of spending time with friends. Either the youth program should be an extension of the knowledge acquired during the school day, or it should be information that will benefit them in the long run, such as social and personal responsibility.

When people think of youth, they usually think of a troubled group who is on their way to getting in trouble. Youth development is about focusing on the positive characteristics, rather than on the negative aspects. Many studies have been done to study negative aspects of youths' lives, however few study positive outcomes. Moore and Gleib (1995) developed a measure, the Positive Well Being Index, to assess the wellbeing of youth by assessing the presence of positive characteristics in the lives of youth. For example, youth have a higher level of wellbeing if they have a better relationship with their parents, if they are more satisfied with life in general, and if they have healthy relationships with their peers. For youth program coordinators this implies that the focus should shift from solely helping at risk youth and working with all youth to inspire them to develop positive characteristics and outcomes.

Blyth (2006) has developed an analogy to better understand youth development. Just like a human being needs a specific combination of diet and exercise to remain healthy, youth need certain developmental 'nutrients' and need to strengthen certain 'muscles' in order to have a healthy development. The developmental nutrients that are needed are caring people, constructive places, and challenging possibilities (Blyth, 2006). For youth to develop in a positive way, they need to have people who genuinely care for their wellbeing. Also, they should be able to create sustainable relationships with positive role models. Youth programs need to take place in environments where the youth feel safe to express themselves. Youth also need to be presented with challenges that require them to think creatively to arrive at a solution. Blyth (2006) believes that developmental muscles need to be strengthened through thinking, mastery of skills, making connections, and contributing to the program. Youth need to actively be involved in all aspects of the program, and only then is it truly a youth development program.

Walker (2006) writes about six fundamental principles that should be incorporated in any youth development program. It is crucial for youth programs to be built around the basic needs of youth. Program coordinators should design programs once they have assessed the needs of the youth they are working with. Programs need to provide choice and flexibility. They should not be so limited that if the youth want to change a part of the program, then the entire program fails to continue. Also, the program should be created as a joint effort between the adults and youth. It should not be that the program coordinators work out the details of the program and then ask the youth to participate in the activities the youth had no part in organizing. Programs should also include opportunities for the youth to learn something, either as an extension of what they learn in school or life skills, which are essential skills for youth to possess. Walker (2006) also encourages program coordinators to embrace an asset based approach and to adopt a cohesive approach to learning. Instead of focusing on negative characteristics of youth and trying to alleviate those problems, coordinators should make the youths' assets the focal point of the program. Also, rather than focusing on one single goal for the program, youth and program coordinators should strive to achieve a wide range of goals.

When designing an after school program, coordinators might be faced with the issue of whether or not it is necessary to initiate after school programs and if they really do benefit youth.

Kahne and his colleagues (2001) studied the effectiveness of after school programs by comparing school day and after school experience. They found that certain elements which are not available to youth during the school day are available to them after school. After school programs provide an affective context for the youth which lead them to have more favorable experiences. When a person feels safe and comfortable in an environment, they will be able to grow and develop more positively. Also, programs should support youth development. Instead of allowing youth to simply spend time with friends, after school programs should offer activities and opportunities for youth to develop. A high quality program also engages youth as resources. Instead of having youth participate in the program, they should be given responsibilities and be made to play an active role in the program.

Program Framework

Based on the abovementioned youth development principles I have designed an after school program, which I will initiate at my school. My program, Food for Thought, is a ten week program in which ten middle school girls will learn some basic cooking techniques as well as learn about personal and social responsibility through discussions and reflection.

Participants: This program is limited to 7th grade girls, all of whom will be informed about my program. Participation will be on a first come first serve basis. I will limit the number of participants to a maximum of ten students, because having more will not be conducive to meaningful discussions.

Funding and Space: Participants will pay a \$10 registration fee to cover the cost of supplies. The program will take place in the school's cafeteria, and we will use the cafeteria kitchen for the cooking.

Meeting schedule: We will meet once a week for ten weeks for two hours after school. We will spend the first hour cooking and we will have a discussion in the second hour.

Culminating Event, At the end of the ten weeks participating students will organize and host a banquet for their parents to showcase what they have learned throughout the course of the program. I will be there to supervise the process, but students will be in charge of the whole program. Embedded Themes

An effective program is one in which the participants get more out of than just the simple activity. For example, in Food for Thought, if the participants only learn some basic cooking skills it will not be a successful program. For it to be most effective, participants should get more out of it than just some basic cooking skills. There are three themes embedded in Food for Thought: participants will improve their basic math skills through cooking, practice cooperative learning by working with other students, and enhance their leadership skills in the course of the program.

Math: Math plays an important role in cooking. For example, students can work with concepts such as measurements, conversion between units, fractions and other math concepts while cooking. Since math will be part of the embedded curriculum, students will not necessarily have to complete worksheets as they would in traditional math classes, but they would work with

these concepts hands on, which would be very effective. If participants were to practice math in the usual “drill and kill” method, they would lose interest in the program as a whole, so it is important to subtly incorporate math in such a way that participants realize they need to use math rather than being required to do so. Also, it provides students a relevant context for math, rather than doing math in the abstract, as in the classroom. I will present math problems in such a way that they will have no choice but to use their math knowledge. For example, I will present a recipe that yields the food for four people and students will have to adjust the recipe to yield food for ten people. They will have to understand fractions well enough to be able to do that. If a student does not know how to do that, which will most likely be the case, I will ask a student who knows how to do it to show the others. If no one knows how to do it, then I will explain it to them.

Students will also get practice with measurements. When students are taught about units of measurement in traditional math classes, they do not acquire a deep understanding of what each unit is. Using cups, ounces, etcetera in the kitchen will give the participants a true understanding of the various units of measurement. Also, students will be given the opportunity to work with metric as well as standard units and they will be able to convert between the two systems of units. We will also discuss the history of the various systems, why there are different systems, and what this means to people who travel in countries which use different systems.

For the embedded theme to be effective, I will have to make sure that math does not become the main focus of my program. Math should be prevalent, but should not overpower the cooking element of the activities. I will have to integrate math with cooking so the two activities are seamlessly bound together.

Cooperative Learning: Another embedded theme which will be part of Food for Thought is to teach students about cooperation and working well with others. I mentioned in the last section that students will teach one another how to use their math skills in order to cook. Other ways in which students will experience cooperative learning is through learning to share their workspace. The school’s kitchen, where the program will take place, is not large enough to have ten separate cooking stations, so students will have to share their space with one another.

Students will be put in groups of three, and they will work together to follow the recipe to create the desired food item. Students will realize that each one of them plays an important role in ensuring the success of the group as a whole. In the first session I will explain to students the five important elements of cooperative learning, which are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and group processing. These five elements will be explained in depth and modeled for the groups. Each group member will be expected to learn how to follow the recipe as well as to make sure that the other two members also know how to get the job done. Every week each group will decide on a rotation for who will be in charge of preparing and gathering the supplies required for the recipe, who will be mainly in charge of the actual cooking, and who will be responsible for cleaning up the work station. Even though all three members will have to perform these tasks, the person in charge for that week will ensure that the task gets completed. Also, students will be required to explain the procedure to group members who do not understand and each group will be responsible for completing the task jointly. Students will also be given strategies to evaluate their

group work. For example, if something is not going well, they will have to decide together as a group what the best course of action should be. Since the participants of the program are my students, I will be able to construct the groups based on each person's ability to follow directions and their knowledge of math.

For cooperative learning to work, there must be the correct combination of skills that each member brings to the group.

Leadership. Another theme embedded in the program will be leadership. Before we actually start the program, a student-selected advisory board will decide on what food items they will like to prepare, as well as what topics to discuss each week. Also, students will teach each other if a group member does not know how to follow the recipe correctly or is having trouble with anything else. Students will also be responsible for organizing the banquet, which will be held at the end of the program. Students will be given the opportunity to exercise their leadership skills in all aspects of our program. As mentioned above, students will be given at least three opportunities during the course of the program to lead their group in accomplishing the task at hand. Embedded Mentoring

Even though Food for Thought is not intended to be a mentoring program, I will act as a mentor. We will make it clear from the onset of the program that if there is anything participants need to discuss, or if they need advice for anything they can confide in me or the other program worker. During the second half of the program, which is the discussion part, students can talk about conflicts they are encountering or anything else they need to share. The program organizers, as well as participants will act as mentors and advise each other on various issues. Mentoring will take place when students need help in figuring out how to follow the recipe as well as when students need help with an issue that they share with members of the program. Again, the main focus of the group is not mentoring, but it inevitably takes place when people of any age get together.

Teaching Personal and Social Responsibility

A main focus of Food for Thought is to teach participants personal and social responsibility. TPSR is not part of the embedded curriculum and will be openly explained to the students. The main idea of the TPSR model is to give students an active voice and share the decision making power with them (Hellison, 1995). There are five levels in the model. I will briefly describe the focus of each level and give examples of how I will incorporate them into the program.

Respect. In Level 1, participants are taught about respecting themselves, everyone and everything around them. This concept must be introduced first in order for students to understand the remaining concepts. The idea of respect is not something that can be taught by filling out worksheets, but can only be taught through discussion and reflection. Students will discuss the importance of respect, ways they can respect themselves and those around them. Students will be told that to respect those around them, they will have to share their supplies and make sure to clean up after themselves. We will also discuss how a person's actions impact those around them and that this thought process needs to take place before taking any action.

Participation and Effort. In Level 2, students should learn that the amount of effort they put in to an activity is directly related to the outcomes and the more effort they exert, the better the outcomes. Students need to realize that they have control over their outcomes by putting in more or less effort. Through discussing and reflecting, students will come to realize that they can be successful if they put forth the effort that is required to get any job done.

Self direction. If students take more responsibility for their work, they will realize that they can complete tasks without much help or direction. In Food for Thought, students will be given tasks that they will be able to complete with little or no adult supervision. This will give participants a sense of accomplishment and they will be motivated to put forth effort.

Caring and Helping Others. Because participants will be working in groups of three, they have to make sure that all group members are in agreement. If a member does not understand the task, then it must be explained in order for the group to succeed as a whole. Students also have to realize that what they learn in this after school program can and should be applied to all aspects of their lives.

Transfer. Students will learn that they can and are expected to be socially and personally responsible in all aspects of their lives, not just in our after school sessions. We will discuss the benefits and ways to apply these ideas to everyday life. Program Evaluation

This program will be evaluated by me as well as by the participants. I will keep a running journal of each week's sessions to track how things are going. Students will also keep a weekly journal to express what they would like to get out of the program. At the end of each cooking session, students will self evaluate each level of TPSR to see if they applied each idea while working. After self evaluating, each student will decide on what they will work to improve for the following week. I will also have students reflect on the frequency and types of conflict they encountered. If students are reporting less conflict, then I will consider the program to be effective.

Youth Development

Is Food for Thought a youth development program? Youth development programs are ones in which the youth have a voice, they share power with the adults, and are given responsibilities. Specifically, the following principles should be apparent in a program for it to truly be youth development: empowerment based, active learning, holistic and developmental, relational, and flexible.

Empowerment based. Students will play an active role in Food for Thought. After I have students registered in the program, we will select an advisory board to decide what we will cook and what topics we will discuss. Students will be responsible for getting the ingredients as well as setting up the kitchen for the day's session. Also, students will have full responsibility of organizing the end of program banquet. They will plan out the menu, design and distribute invitations, and be responsible for all of the details of the actual event.

Active Learning: Students will be learning math in a hands-on method which will enable them to retain the information. Also, students will be learning from each other.

Holistic and Developmental. Food for Thought is a holistic and developmentally appropriate program because it addresses a variety of issues such as improving math skills, performing cooperative learning, putting into effect leadership skills, and teaching personal and social responsibility.

Relational. The success of Food for Thought lies in developing healthy and meaningful relationships with other participants. If group members are not getting along, then we will have to mediate and resolve the issue.

Flexible. Our program is flexible enough to accommodate any issues that may arise which students would like to discuss. I will have several topics to discuss in case there is not a specific topic students have in mind, but if the students bring up a topic, then that is what we will discuss. Implications for Educators and Practitioners

Youth development principles may seem easy to apply to an after school where there are no worries of completing a curriculum in a given period of time or of high stakes tests, but can they be applied to students during the school day? First and foremost, educators must rethink their role in the education of youth. If they believe they are all-knowing and they possess all of the power in the class, then they have to realize that their students have a lot to offer. Teachers need to practice power sharing in order to allow their students to play a more integral role in the classroom. This may create a feeling of uneasiness in teachers because sharing power may lead to loss of control. Sharing power in the classroom is the first step in making youth development part of the school day.

These days with the focus on teaching material rather than on developing relationships with youth, the focus has shifted from teaching students to teaching information. The information which needs to be conveyed is more important than the recipient of the information. For youth development to take place in the classroom, the focus has to be brought back on the youth.

Classrooms also need to increase youth involvement and have the youth play a more integral and active role. Teachers can assign tasks to the students. This way some of the teacher's burden is lessened and the students are more involved in their education. From my teaching experience, classroom management issues can be resolved when students are given more responsibility and they feel they have a stake in the classroom. The traditional classroom is one in which the teacher orchestrates all of the activities in the classroom. A classroom that adheres to the principles of youth development requires the teacher to step aside while her students are allowed to be more involved in a genuine way.

Additionally, a classroom that incorporates the principles of youth development needs to have time for students, as well as teachers, to reflect on their practice. In the hustle and bustle of school, students are not given a chance to take a pause and reflect on their work. In effect, students are going through the motions of school without giving their actions any thought.

Extending these principles to the school day may be challenging; however, the outcomes will benefit both teachers and students equally.

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Presentation 16

Great Principals Are the Key to Successful School

By: Ismael Khalil

This presentation will be discussing what great principals do to have a successful school. This PowerPoint presentation will discuss what great principals do differently than other principals on different levels concerning standards related to leading the school, setting high expectations, demanding instruction to ensure achievement, creating a culture of continuous learning, using multiple sources of data to assist the improvement, and engaging the community to create shared responsibility in the school success. Also, it will discuss the establishment of the positive culture in the beginning of the school year, during the school year, and how to end the school year. Also it will look at managing the school's resources, empowering staff members, working effectively with students, improving the instructional program, and working with staff, and enhancing school-community relations.

Developing a Safe School Culture

This presentation will discuss school safety and how to provide the individuals of the school with a safe haven. This presentation shows the roles of the principal in developing a safe environment and crisis management plan along with other school policies. This presentation will discuss securing the school facilities, policies and procedures necessary for building security, and evaluation tools for the present level of security of the schools. It also will discuss how to develop the crisis management plan and how to react to school threats, dealing with school bomb threats, emergencies, and evacuations. This presentation will also discuss the lockdown procedures and how to introduce it to students and school communities.

Signs of a Great Teacher

This presentation will discuss what a teacher does to become a successful teacher. This will discuss the motivation of the students, personal relation, classroom climate, assessment, curriculum design, expectations of students, classroom management of time routines and discipline and prevention of behavioral problems. It also discusses accountability, having clear objectives, being committed to work, having strong relations and caring about students, decision making, organization, instruction, teaching social values. Teachers should play the role of resource provider, classroom supporter, instructional specialist, learners, catalysts for change, developing lessons, maintaining classroom records, good communication with school environment, and monitoring progress of students.

Ismael Khalil received his Bachelor of Arts, Arabic language and Literature Educational Diploma, Methods of Teaching Arabic Language, May 1990 from Bir Zeit University. He served at Al-Ghazaly School in New Jersey from 1990-1996. In 1996 he received his Masters of Science in Education (Curriculum and Teaching) from the City University of New York. He received his certificates for teaching Arabic Language, School Administrator and Supervisor, School District Administrator (School Superintendent) and School Business Administrator from The University of the State of New York. In 2003 he received his second Masters in Educational Leadership. Mr. Khalil is also certified as an Elementary School Teacher, Foreign Languages and as a School Principal from the State of New Jersey. He served as a principal from 1996-2004 in the Islamic Education Foundation of New Jersey. From 2004 until now he serves as a principal at Darul Arqam School in South River, New Jersey. He also serves as an adjunct Professor in Passaic County Community College's Humanities Department. He presented papers at ISNA, ICNA and MASISC Conventions, and in many states about teachers and stress, differentiated Instruction, time management, and the methods of teaching the Arabic Language. His interests cover issues concerning curriculum and teaching, school safety, and school management and administration. He most recently presented workshops at the ICNA Convention this past July.

(Paper in the Power point)

Presentation 17

All Aboard: Learning and Living Languages

Presenters: Lina Kholaki Cal state San Bernardino
Amal Elhoseini New Horizon School, Pasadena
Ilham Zayat New Horizon School, Pasadena
Nachida Tizani New Horizon School, Pasadena

Description

Producing global citizens require teachers to immerse students in the target language. A local language immersion camp coordinated by the teachers themselves will provide an alternative experience of living abroad where the target language is spoken. The camp will engage students in real life experiences in a stress free environment.

Content

In pursuit of global education, foreign language teachers need to aim at producing world citizens who have knowledge of the language and its culture, and the skills to communicate effectively with native speakers other than the teacher. A local language immersion camp provides an alternative experience to students who can not travel abroad to a country where the target language is spoken or who can not afford to attend costly camps. The goal of this camp is to maximize students' opportunities to acquire language through using it for longer hours within the day, and through carrying out real-life tasks in activities like cooking ethnic food, poetry reading, songs, crafts, sports, traditional games, theatre skits, and field trips. A language immersion camp will create a free-anxiety atmosphere where students will not fear making mistakes and consequently help them take more risks to enhance their communicative skills.

Benefit

The audience will learn about all the stages of planning a local immersion language camp for students k-16 including: advertising the camp, recruiting sponsors, hiring qualified staff, planning the activities, and closing procedures. They will also take with them ideas of communicative activities and cultural games that they can use in their future camp.

Methods

In small groups, participants will engage actively in discussions to brainstorm opportunities to maximize students' learning beyond the classroom. Presenters will help the audience recognize the value and effectiveness of real-life related activities based on their personal experiences of three consecutive years coordinating local immersion language camps for K-12 as they share with them pictures and students' portfolios.

Biographies

Amal Sakr Elhoseini

She earned a bachelor of Education degree in German Language from Ain Shams University in 1981 and a Bachelor of Arts degree in German Language and literature from Cairo University in 1984. She received a master 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 until 2000. This is her seventh year at New Horizon School, Pasadena teaching Arabic. She participated in the translation of the national standards for Arabic. She attended the Teacher Development workshops.

Ilham' Zayat

My name is Ilham Samra Zayat. I have a master degree in TESOL (teaching English as a second language) from the University of Los Angeles, California. For the past 14 years, I have been teaching elementary, intermediate, and high school students in one or more of the following subjects: English as a foreign/second language, English language, Qur'an and Arabic. I also taught adults Arabic as a foreign language and English as a second language. I am currently working in New Horizon School, Pasadena, teaching Arabic, Qur'an, and English as a second language. I have shared my knowledge and expertise through presenting in the following conferences: ACTFL, ISNA, CAIS, NCOLCTL, NECTFL and the Muslim Conference. I participated in translating the national standards of teaching Arabic as a foreign language.

Lina Kholaki,

Lina Kholaki has been teaching Arabic at New Horizon Elementary School in Pasadena, for thirteen years. Since 2001, Lina has been training Arabic teachers at the four New Horizon campuses for the Bureau of Islamic and Arabic Education and for the Aldeen Foundation.

Lina is the co-developer of *Hayya Natakalam Maan*, a landmark program for teaching Arabic language following the modern standards for Early Childhood Education. Lina is certified in standards-based instructional theory, design and assessment from Occidental College in Los Angeles, is a certified Arabic instructor in age-appropriate pedagogy from Early Childhood through Adult Education, and is a long-standing member of the American Council of Foreign Language Teachers.

In addition, Lina was a member of the Task Force Committee charged with drafting the Standards of Arabic as a Foreign Language for the 21st century for K-12, and was a leader for Arabic teachers at the 2006 UCLA Arabic and Hebrew workshop.

Nacheda's Biography:

My name is Nacheda Baroud Tizani. I studied computer science in Tripoli University, Lebanon, and I am currently continuing my education in the field of teaching. I have been working in New Horizon for the past 13 years, teaching Arabic as a foreign language. Currently I am teaching kindergarten and beginning Arabic to grades five through eight. I also worked on designing the assessment booklet of "Hayya Natakallam Maan" for preschool, pre-k, and kindergarten and formatting pictures for "Lughati Al-Islamiyya". I have presented in national conferences including ACTFL, ISNA, CAIS, NCOLCTL, NECTFL and the Muslim Conference

Presentation 18

Open Windows to World Language Learners through Technology and Interaction

Presenters: Ilham Zayat New Horizon School, Pasadena
Amal El-Hoseini New Horizon School, Pasadena
Nashida Tizani New Horizon School, Pasadena
Lina Kholaki, Cal State San Bernardino, CA

Description

Creating ample opportunities for genuine interaction in the classroom is the way to enhance students' communicative skills. Presenters will demonstrate utilizing cooperative and collaborative learning and using technology including power point, movie maker, digital voice recording, and Bubble Share.

Methods

Presenters will engage participants actively through demonstrating some activities. They will also share samples of students' work and video clips of classes in action to recognize the effectiveness of the aimed techniques and methods on students' performance. Presenters will walk the audience through the steps of creating a power point presentation, a movie, and an album.

Benefits

Participants will learn how to utilize technology to create interest and enhance learning. They will take with them a handout of simple instructions to follow in addition to activities they can use immediately in their classrooms.

Content

To enhance students' communicative abilities, teachers need to utilize the right methods and techniques to engage the class in genuine interactions in order to prepare them for the real world. Working in pairs and small groups, students will be responsible for their learning while the teacher becomes a supervisor and a facilitator. Also, technology is an essential, effective tool to motivate students and enhance their learning.

Open Windows to Language Learners through Technology and Interaction

Activities by Amal El-Hoseini

Photo Story

Let your students experience their teacher in a different appealing way. The use of technology-based clips will enhance your students' learning skills in a foreign language classroom. You can increase their interest in learning by creating your own curriculum-based photo story. You can use your own pictures, your students' pictures or any images you would like to import from the internet. You can use tools for panning and zooming effects, or insert recorded narration. You can also add titles and/or text and background music to your story. The use of audio-visual aids facilitates the language learning process because it involves more than one sense in an attractive way. In addition to the auditory components, the visual clues can enhance comprehension.

How to make a photo story clip:

1. Download "Photo Story 3" for free from the internet
2. Import images from your computer, or from the internet.
3. Select the "import image" button
4. On the "all the files" tab, click the folder in which your pictures are located. Select one or more pictures by holding down the "control key (Ctrl + Click)" and then click OK.
5. Your pictures should appear in the film strip at the bottom of the page. To view the pictures in the film strip use the scroll bar located below the strip. To move any picture to a different position select its thumbnail in the timeline and click the left or right arrow.
6. You can edit all the pictures you selected in your story before closing the Edit pictures dialog box by clicking the go to next pictures button. Edit the picture and go to the next or previous picture.
7. In the import and arrange your pictures dialog box you can edit the slide you wish and make adjustment to the image using the icons below the large preview. There are several icons to correct the level of the picture's color, correct the red eye, rotate and crop the image, remove black borders and correct contrast. There are two ways to correct color level by pressing the icon itself or by clicking the "Auto fix" dialog and then choose the best color you wish for your image. Any time you make changes to your picture you should save these changes. Crop a picture by pressing the "Edit" icon. You will see a movable and sizable cropping box, and you can decide the part of the picture you would like to focus on in the selected image.
8. Out of experience, some pictures of clip art show black border when imported to this product, in this case photo story can remove black borders by automatically cropping them
9. Then press "next" to add title and description to the pictures with the help of the following dialog window. You can type in Arabic and choose the font and size and also the position of the script.
10. If you finished editing the pictures and adding the text to the pictures you can click "next" to add more options or "back" to add any changes to the previous dialog box.
11. Record your narration by clicking on the red button. You can record up to 5 minutes to each picture. You can also type your note to use as reference while recording your story

events as you select the pictures in the film strip. If you do not like your narration you can delete it and record it again.

12. If you would like to add narration to specific pictures in the story you can select them and record your narration. For the pictures without narration you can specify how many seconds you would like them to appear by using the “customize motion”. You can add panning and zooming effects to your pictures.
13. Add the background music by clicking the “create music” button to choose the appropriate speed or volume of the background music that accompany your narration.
14. Save your final project.

For more information:

<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/faq.msp>

Cooperative activities using technology:

1. Teacher develops a photo story clip “How to make a bird’s beak” and records the narration describing the procedures of making the beak.
2. Students watch the clip.
3. Teacher discusses with students the procedures and checks for comprehension.
4. First, students are divided in small groups of two
5. Students are given papers including steps of procedures
6. Students are asked to be working cooperatively. They need to read instructions, give directions to each other using assigned structure (command form) and then making the bird’s beak.
7. Students should present project orally by reflecting about their projects.
8. Secondly, students are divided in small groups of five; they need to work cooperatively to write a short dialogue between three members of a kindhearted family that likes to feed birds in the garden. The remaining two students have to pretend that they are two birds flying on a hot day. The birds should add their input before and after the party. Students need to role-play using their beaks and puppets to act the scene. Students are provided with list of vocabulary and structures to scaffolding their writing.

Spelling mistakes will not affect grades, with this accommodation students will write freely and the anxiety or fear of making mistake will not hinder their learning progress. One of the positive aspects of this project is that students will help one another and work collaboratively to get good grades while competing with other groups. That requires continuous active participation of students in learning and assessing their own learning whether it is knowledge or skills they gained. Teachers need also to use checklist to record students’ achievement.

Activities by Nachida Tizani

Power Point to the Rescue

You are always wondering what to do with a power point in your classroom and here is the solution. Power Point has many features and can be used in many different ways. The needs of the student of this century are met by using the Power Point for homework assignment, differentiated instruction, an aid , and as an excitement way to teach. Even the student will enjoy doing projects, book reports, and many more using this tool.

To design a Power Point activity please follow the steps:

- Click on Start
- Click on Program
- Click on Microsoft Power Point
- Click on Blank presentation /click OK
- Choose a layout (Blank or any other one depend on what you like to do)
- If you have Arabic Power Point you can write in the text box, if not you can cut and paste from word to Power Point in the text box
- To insert a picture you go to insert then press picture then clip art. Or you can scan a picture and save it in a file and insert it to the power point slide. To insert a picture from a file you go: insert then picture then you choose the picture from the file.
- To record your voice or any other from a tape recorder you can to Insert/Movie and Sound/ Record Sound
- Click on the red circle to start recording and ok when you're done. If you didn't like it click on it. Then press Delete and starts again.

An Interactive Activity

Have Fun and Learn With a Game Board

This Game board is designed to reach all learners and to increase the level of communication between students in the Arabic Language. Followed are the steps of how your students will interact to create the game and enjoy playing it afterward.

- Give an idea to the students or ask your students to think of a story or even it can be from a lesson you're teaching.
- Divide the classroom into groups; each group can be form 2-4 students.
- The students will communicate actively in the target language.
- The students will start to write their own sentences to use for the game in their notebook.
- The students will illustrate the pictures or if the story they choose is from their lesson than use it for the Game Board.
- Use the format I gave you.
- Blow it on paper 11*17.
- Give each group one paper

- Each group will write their sentences on seven different squares.
- Each group will paste their pictures in the squares or they can illustrate their pictures right away on paper.
- On the right side of the grid make each group write the instructions.
- After every thing is done you can copy the paper in Kinko's to make it look presentable. Even you can laminate it afterward to use it for review or for tier assignments and many more ideas.

What do you need to play this game?

- Dice
- Two to four large colorful buttons(depend on how many players are there)

How to play the game?

Each player will need to roll the dice and move the button accordingly. The player who reaches the last square first is the winners.

P.S: This Game was adopt it from a magazine named "Toutaouta"

Activities by Ilham Zayat

Language is a means of communication. Students will not become communicatively proficient unless teachers provide students with optimum opportunities to communicate in the classroom. Cooperative and collaborative learning are effective methods that engage students in pairs and small group activities, sharing their own strengths and developing weaker skills. In addition to the academic gain, cooperative learning help students develop their interpersonal skills as they learn to deal with conflict. Also, technology is an effective tool since this generation is technology oriented.

Bubble Share

Bubble Share is a photo-sharing service that enables teachers and students to create photo albums and to share them with others. It is easy, simple, and programmed to read Arabic as well.

Following are the steps to create an album:

1. Go to www.bubbleshare.com
2. Sign up by writing your email. Press sign up.
3. Create an account. Fill in the information needed.
4. The first page is the upload page. Select your photos and add them to the list for it to use for your album. You will see a button, "Add Photo." When you click on this it will bring up your computers Open file window so you can select a photo.
5. After you add all your pictures click on "Create Album" button. Once the progress bar reaches 100%, submit the form and you will them be directed to the Slideshow Editor.

6. The Slideshow Editor allows you to change the order of the slideshow, remove photos, change the name and descriptions, and add/remove comments.
7. Share your album

An interactive activity

“Stick it on”

This interactive activity can be played in pairs or small group to review vocabulary and enhance fluency.

Idea 1

1. Write the new vocabulary on small cards.
2. Put tape on the back of each card.
3. Divide class into groups and give each group a set of words
4. Display the words.
5. Students take turns defining words. When a correct definition is given, the student sticks it on his body.

Idea 2

1. Follow steps 1-4 mentioned above.
2. Have students retell a story using the words. When a word is used, the student sticks it on his body.

Idea 3

1. Follow steps 1-4.
2. Have students come up with a new story using the words. When a word is used, the student sticks it on his body

Lina Kholaki

It is important to realize that within the definition of cooperative learning, there is an enormous diversity of cooperative approaches. Methods may be informal, where students simply work together on their own individual work. Johnson, Johnson and Holubec refer to informal cooperative learning as short meetings, often between pairs, to simply discuss and share information. Methods may also be quite formal, where structure is imposed, with specific ways of forming teams. Students may be working together on projects or creative activities or on specific content. All members may be working on a different portion to bring together as a whole or they may all be working on the some task. Even numbers in groups may vary from as low as 2 to more than 6.

There are four basic principles to cooperative learning. The acronym "PIES" refers to these four key components. When any one of these principles is not implemented, cooperative learning does not take place and group work occurs.

Positive Interdependence--Is help necessary to complete work?

Individual accountability--Is individual public performance required?

Equal Participation--How equal is the participation?

Simultaneous Interaction-- What percent of students are overtly active at once?

Creating a cooperative lesson with "PIES" is not easy and involves careful planning to ensure success. (Kagan 1998)

Activity:

Project outline:

All individuals in the group should be part of this project

The use of video, Photostory, Moviemaker, pod cast and any other means as long as it is agreed to all the members of the group.

Express you thoughts by using sentences or string of sentences

Use pronunciation and intonation patterns.

Writing subtitles or scenario should meet the standard writing (spelling, structure)

Choices of different prompts:

All groups can choose any of these choices:

- 1- You will be living with a host family in (Lebanon) next year. You call the family, introduce yourself, and ask several questions in order to learn more about them.
- 2- You want to rent an apartment. Talk to the building manager and describe what you want. Ask four to five questions to find out everything you need to know.
- 3- You are looking for an apartment-mate. Ask several questions that will help you decide if this person will be a good apartment-mate for you.
- 4- You want to buy tickets for a concert. Call the ticket office and ask several questions in order to get the information you need.

These are suggestion to create your own scenarios and role-play. You have the freedom to add or delete parts as you see fit. Please make sure that all individuals in the group should be part of the production, even if there is a repetition with different characters.

Presentation 19

ISNA Education Forum 2008 "Sustaining Progress: Cultivating Stewardship" By Susan Labadi

Suggested tracks: Instruction; Leadership: Board & Administration

Abstract: The acronym will be presented through a PowerPoint; then the speaker will model for audience how they can brainstorm applications to benefit themselves, their staff, and students.

- B Be Defined—Know what your goals are. What will be your legacy?
- A Accounting 101—Time management planning strategies
- L Love to do something and allow yourself to do it
- A Allah & Stress Relief—refer to Islam for the essentials of Balance
- N No! Sometimes you have to call the shots to keep your plan
- C Create a means of expression. What do you do to have a “voice”?
- E Educating yourself and training like mentors who you emulate

Biography: Mrs. Susan Labadi (Assistant Principal and Guidance Counselor) for Middle School and High School has been with IFS as a parent since 1996 and as a Social Studies teacher since March 2000. She has taught all levels of middle school and high school. Currently she teaches AP Psychology to seniors. She holds a Masters in Teaching and certifications from National-Louis University; her undergraduate degrees are in Psychology and Sociology from Northern Illinois University. She was nominated for the prestigious Golden Apple for excellence in teaching award and Who's Who Among American Teachers. She serves on the board of MERIT, and memberships are held in the Illinois Principals' Association, the National Council of Social Studies, Association for Supervision and Curriculum Development, and the American Psychological Association. She has also presented to educational colleagues nationally and overseas. Her goal is to advance education of Muslims worldwide through sharing teaching methodology to promote student achievement. When she has free time, she hikes, enjoys long bike rides with her family and reads everything she can.

BALANCE: The Buck Starts Here

Does anyone ever complain? If you do, it implies that you know some-thing should be better than it is. So what are you doing about it? Probably not much. What's the sense of that?! Look at your options, you could change it; leave it; or be quiet about it and don't allow it to bother you again. The bottom line is that you can choose what to do.

Who has heard of the cliché, the buck stops here? Well, that is from a sign on U.S. President Harry S. Truman's desk. It meant that, as President of the United States, he was ultimately responsible for everything. By the same token, Allah has created us with many abilities, and we are also absolutely responsible for our choices. That is not to say that we control everything, of course, but we do have the gift of choice, so I say, "The Buck Starts Here!"

While we know that we have the wherewithal to make decisions, why do we often persist in not doing what can improve our lives? Why do we sometimes not take the risk to change things? For many people, it is based in Fear. Sometimes, only when the situation becomes unbearable, do we get motivated to break through in spite of fear. We need a significant discomfort level to propel us toward less unbalance. So we should do something to create an improvement or bail out! We are each responsible for our choices, and we can try to create or design our perfect life.

It is not always the things we do that can cause our discontent; sometimes our inaction causes us misery. Not paying the bills on time, being late on license or registration renewals, those darn emissions tests on our vehicles, not keeping regular dental or physical exams, dry cleaning piled up and you need that particular garment today, school registrations and supplies, library book due dates, vacation plans, and finally the RSVP on invitations. Who hasn't slipped?!

Why don't we act on certain things on time? Doesn't life have so many demands? Doesn't it seem like we are getting busier and busier? It is a phenomenon of our culture. We have new terms like "information overload" and "panic attack" that we intuitively understand and they need no explanation.

We seek help to manage our time, exercise daily, de-clutter, and get more organized; so who has time to bond or stop and smell the roses?

BALANCE

For years, the word has popped into my head when I have felt that I'm on the verge of overload. As a mom of four (3 teenagers now) and as an assistant principal of the largest Islamic school in North America, I have plenty on my plate. And I love my dear husband for putting up with loads of complaining as I juggled a lot while teaching five classes with three "preps" and earned my masters degree in teaching. *Alhamdulillah*, mission accomplished; and nothing these days seem as bad as then. But as tough as that time was, I am gratified that I have learned so much and that if given the choice, I'd do it again. It was worth it!

So I had to be convinced that dropping my kids at home immediately after school and racing to college to eat a can of sardines for dinner, praying in a vacant classroom before starting

classes that went from 4:30 till 10:00 p.m. was my idea of a good plan! That ownership was the critical factor, and now on some of my hectic days—and there are plenty—I recall that this is part of Allah’s plan. I choose to interpret certain details of my life to imply that Allah wants me in Islamic Education development. That is my personal definition of who I am and what I want my legacy to be. What’s yours?

B A L A N C E

BE DEFINED—know what your goals are. What will be your legacy? How do you begin to design your life? Reflect on what times of your life were the happiest. What were you doing? What were your dreams? Sometimes we’ve had to trade our hopes and desires for something else. Did a parent change your plans? Were you forced to consider something “practical?” Many people really don’t know what they want, and without a clear vision they will only get what someone else wants for them...usually that is *very little!*

“*Whatever*” is not an option if you want an extraordinary life. Give some thought to the roles you play. Are you a son or daughter? Are you a spouse? What role do you play in your profession? Are you an athlete, an artist, a writer, an actor, a linguist, an inventor? What do you do each day that qualifies you as such? What can you do each day to refine your roles?

For everything in your life, you need to be a bit pragmatic; realize that just wishing does not equal doing. You must organize specific steps toward reaching your goals. Then have the discipline to implement them.

B A L A N C E

ACCOUNTING FOR TIME TRAPS—For each very important role you play, plan the specific goals and timelines for their accomplishment. Weed out unnecessary time wasters: too much e-mail, mail, news, and ineffective or non-scheduled interruptions. Create scheduled times and intersperse some personal time with work time throughout the day. Reprogram people’s expectations of you and respect your own schedule. This can be the hardest challenge for those of us who serve, but it is critical for our avoidance of burnout. Pay attention to your low energy/high energy times and work with them.

If you really want to explore the ultimate in time redesign concepts, read *The 4-Hour Work Week* by Timothy Ferriss. He has outsourced his e-mail screening, paying bills, and a ton of tasks to a virtual assistant working for him overseas while he travels the world finding new adventures. Wouldn’t it be great to break the time wasters, so we can focus on the more meaningful aspects of our lives?

Consider the 80/20 Principle of the Pareto Law. A 19th century economist, Vilfredo Pareto, discovered a strange pattern, which seems to apply to many things today. He found consistently that in many businesses 80% of revenue came from only 20% of the customer base. The realization we take from this is that much of what we do is just not productive even though we may be very busy.

My work can be brutally intense at times and it seems that the faster I run, the more stuff

comes flying at me. When I sense this is happening, I know it's time to take stock of my energy reserves relative to the situation. With awareness, the 80% of low return on time and energy investment activities we do can be re-conceptualized.

Do we seem to be too busy because we allow unimportant things to become our business? Can we focus on the more vital 20% of activities that really make strides in effective performance? Determine what wastes your time, what bothers you and saps your energy and ability to do greater things. Delegate, re-schedule to a different time of your day, month, or year, or just drop it if it really doesn't matter in the end. Then create your schedule of habits and get used to giving yourself daily review time. That is a discipline you can tag onto the *fajr* habits you already have.

Honestly, designing lifestyle and practicing necessary disciplines is not easy to achieve in a blink of an eye. We are often creatures of habit and it takes a deliberate effort to consistently re-evaluate how we choose to use our time. More often than not, we'll fall off course; but keep in mind that if practiced, new habits and expectations take root over time. So never give up, and enjoy the fruits of accomplishment because they'll fortify future endeavors. If nothing ever happens except that you get to enjoy a little more time with your family, or if you can seem a little more rested, isn't it a precious gain? Plan your day the night before or in the morning, and reflect each day if you could have done something to make it better. Did you get bogged down unnecessarily? Give yourself the courtesy of feedback so you can improve the management of YOU, because that is the only person you can really control.

B A L A N C E

LOVE TO DO SOMETHING AND ALLOW YOURSELF TO DO IT—Do you love your work? Do you at least love aspects of it? Can you do something to educate yourself or develop more skills so you are better at your profession? If you do, you may like it more!

Outside of work, what do you enjoy? Is there something that you think of as “play?” Do more of it, and it will make you youthful. Positive people will be attracted to the “winner” in you, and they can become your network of supportive allies. They can fuel you in new ideas, grow your network, and open your dreams. All it takes is some vision, vigilance in how you spend your time, and giving yourself a chance to have fun. Love what you do.

B A L A N C E

ALLAH RELIEVES STRESS—Refer to Islam for the essentials of balance. Just as our minds and bodies need sustenance, our spirituality is a very important component in our quest for peace and fulfillment.

(3:14-15): Men are tempted by the lure of women and offspring, of hoarded treasures of gold and silver, of splendid horses, cattle, and plantations. These are the comforts of this life, but far better is the return to Allah.

Say: ‘Shall I tell of better things than these, with which the righteous shall be rewarded by their Lord? Theirs shall be gardens watered by running streams, where they shall dwell forever: wives freed from impurity, and grace from Allah.’ Allah is watching over His servants.

(51:56): I only created mankind and the jinn that they might worship me.

(2:268-269):And God cares for all and He knows all things. He grants wisdom to whom He pleases; and he to whom wisdom is granted receives indeed a benefit overflowing; but none will grasp the Message but men of understanding.

Qur'anic references by Allam Yusuf Ali, Mahmud Y. Zayid, and Muhammad Asad in *Commandments by God in the Quran, compiled by Ch. Nazar Mohammad (Lahore, Pakistan)* The Message Publications, (1st ed. 1991), New York

Also, being mindful of the many potential supplications is an excellent practice. The frequent requests for forgiveness was a well-known preparation for cleansing the heart and mind of the Prophet, *SAW*. Our study of his most successful habits should inform our own design for living.

B A L A N C E

NO! SOMETIMES YOU HAVE TO CALL THE SHOTS TO KEEP YOUR PLAN ON TRACK—I’d read once that if you don’t drive your car, someone else will be sure to drive it for you. Metaphor, of course! But it is so true that if you do not plan your day, someone else will keep it real busy...and not so productive for your interests...it’ll be for theirs. People will intrude on every spare second you own, if you cannot learn the value of sometimes putting the brakes on their requests. Saying “No” does not have to be ungracious or ill-mannered. Simply accommodate your plans first, and give what you wish to others when you can.

Often, people will resist you at first, because they are used to you readily complying to their expectations. You’ll have to be patient and creative to wean them off needing you so much, but everyone’s balance will be improved as a result. A case in point, could be your family’s requests. Children and spouses can bind our heartstrings into knots when we try to please them all at our own expense. It’s OK sometimes, but when it sabotages your own needs and commitments, it becomes maladaptive. Claim your rights assertively and progressively cultivate their own independence. It’s the greatest gift you could give them because it will fill their self-esteem and teach them new skills.

B A L A N C E

CREATE A MEANS OF EXPRESSION—What do you do to have a “voice?” Historically, we have noted that mankind has painted pictures and done many things to give expression to his existence. In fact, we characterize higher civilizations with refining education and including art, literature, architecture, etc. So what do you do to extend your personality

outside of your self? It should be something that brings you joy and the time just flies when you do it. Is it something you do alone, or is it something you share? When you analyze it, you should find that it reflects who you are deep inside. What you did as a kid may still be the activities you favor to do today. Indulge them to the best of your ability as long as they bring you satisfaction.

B A L A N C E

EDUCATING AND TRAINING LIKE MENTORS TO EMULATE—many years I have noted who excels in areas of interest to me. I take stock and consider myself a student of success, and the education is always ongoing. It is one of those things that inspire me. Not one person has “it all,” but I have come to appreciate the need for investing in my education. Seminars, books, interviews and discussions with friends have brought great returns on my time and money spent. Growing in skill and intellect is rich with benefits and I respect people who do it. As Muslims, we are encouraged to learn “from the cradle to the grave,” and it is sound advice. Find the people you aspire to acquire as associates in your quest. Invest in further resources and courses to benefit not just yourselves, but the people you affect. Opportunity will open when you’re primed to receive it, and it could bring many pleasant new avenues for you to enjoy the privilege of choice.

As we began with the suggestion that you can design your life for a richer, more balanced approach to living, I encourage you to reflect on your definition of your life, your legacy, your responsibility to live the best life you can; and always be mindful of Allah’s graces and gifts to enjoy and employ as you deepen your wisdom. *Insha'Allah*, wisdom will prevail as we work to improve education for all.

If I can be of assistance in any way, please feel free to contact me at my most wonderful Islamic school in the world, Islamic Foundation School, in Villa Park, Illinois at slabadi@ifsvp.org. Happy reflections and wishes for success.

Presentation 20

Identity Issues By Kamran Memon

Young Muslims are forced to deal intellectually and psychologically with various aspects of the “War on Terror” when they watch TV shows or movies, and when they read books or magazines. Young Muslims are forced to deal with the “War on Terror” when they talk to their friends or listen to their parents’ conversations.

This can be very stressful for young Muslims who feel tension because their country, America, is at war with some of their fellow Muslims in various parts of the world.

Islamic schools can be an important source of information and guidance for young Muslims who have to deal intellectually and psychologically with the “War on Terror.” Unfortunately, Islamic schools have limited resources, so they often lack the tools to effectively teach about the “War on Terror.”

Because the “War on Terror” can be challenging to teach, and because students are often curious about the subject, *Muslims For A Safe America* has produced several one-page, double-sided handouts dealing with a number of topics related to the “War on Terror.”

Teachers and students find our material useful, because we don't take sides; we don't tell teachers and students what to think. We just provide information on important issues from various perspectives, so that students can develop critical thinking skills and make up their own minds based on classroom discussion and debate. Most of our pieces are set up like debates, with pros and cons, which students find interesting.

Our material is divided into three areas: Religion/Identity, Domestic Security, and Foreign Policy:

Debates about Religion and Identity

- Should American Muslims Be Loyal To America?
- Should American Muslims Join the American Armed Forces?
- Are Western Civilians Legitimate Targets in War?
- Should American Muslims Work As Government Informants?

Debates about Domestic Security

- Should American Mosques Be Watched By The Government?
- Should America Torture Muslims Suspected Of Plotting Terrorist Attacks?
- Should The Government Profile Muslims At Airports?
- Should America Allow A Muslim Country To Manage Some American Seaports?

Debates about Foreign Policy

- Should America Promote “Freedom and Democracy” In Muslim Countries?

- Should America Attack Iran To Prevent Iran From Developing Nuclear Weapons?
- Did Invading Iraq Make America Safer?
- Should the U.S. Deny Financial Aid to a Hamas Government?
- Is The Summer 2006 Israel-Hezbollah-Lebanon War Making America Safer?

We will go over some of these handouts and do some “mock debates” during the session, to show teachers how the materials can be used in class.

A colorful set of handouts will be provided to everyone who attends the session. (In addition, our materials can be viewed at [http://muslimsforasafeamerica.org/.](http://muslimsforasafeamerica.org/))

We have presented our material at the ISNA Convention and at Muslim community events in various cities.

Kamran Memon is the founder of Muslims For A Safe America, a 501(c)(3) organization based in Chicago. Mr. Memon graduated from the University of Chicago Law School in 1997 and works as a civil rights attorney in Chicago. He has represented Muslim victims of discrimination before and after 9/11. He is a member of the Illinois Advisory Committee to the U.S. Commission on Civil Rights. He is a co-founder of the Muslim Bar Association of Chicago and CAIR-Chicago. He is a former host of Radio Islam on WCEV 1450 AM in Chicago. He is a former editor of Islamic Horizons. Mr. Memon can be reached at 200 S. Michigan Ave., Suite 1240, Chicago, IL 60604,

Identity Issues For Young Muslims Post-9/11

By Kamran Memon

Life in post-9/11 America can be very stressful for young Muslims who feel tension because their country, America, is at war with some of their fellow Muslims in various parts of the world.

Islamic schools should provide young Muslims with information and guidance about issues relating to 9/11 and the “War on Terror,” so that young Muslims don’t have to cope with these issues by themselves.

Young Muslims are forced to deal intellectually and psychologically with various aspects of 9/11 and the “War on Terror” when they surf the Internet, watch TV shows or movies, listen to the radio, read books or magazines, talk to their friends, or listen to their parents’ conversations.

Islamic schools can be an important source of information and guidance for young Muslims who have to deal intellectually and psychologically with 9/11 and the “War on Terror.” Unfortunately, Islamic schools have limited resources, so they often lack the tools to effectively teach about 9/11 and the “War on Terror.”

Because these issues can be challenging to teach, and because Muslim students are often curious about these issues, *Muslims For A Safe America*¹ has produced several one-page, double-sided handouts dealing with a number of topics related to 9/11 and the “War on Terror.”

Teachers and students find our material useful, because we don't take sides; we don't tell teachers and students what to think. We just provide information on important issues from various perspectives, so that students have an opportunity to use their critical thinking skills to work through the tensions they feel and reach informed conclusions on various issues based on classroom discussion and debate. Most of our pieces are set up like debates, with pros and cons, which students find interesting.

Our material is divided into three areas: Religion/Identity, Domestic Security, and Foreign Policy:

Debates about Religion and Identity

- Should American Muslims Be Loyal To America?
- Should American Muslims Join the American Armed Forces?
- Are Western Civilians Legitimate Targets in War?
- Should American Muslims Work As Government Informants?

¹ *Muslims For A Safe America* (muslimsforasafeamerica.org) is a 501(c) (3) organization based in Chicago. *Muslims For A Safe America* encourages honest and informed discussion about how to make Muslims and America safer. *Muslims For A Safe America* receives no funding from any government or foundation; *Muslims For A Safe America* is funded entirely by small contributions from individuals. For more information about the work of *Muslims For A Safe America*, see the January/February 2008 issue of *Islamic Horizons*, page 34.

Debates about Domestic Security

- Should American Mosques Be Watched By The Government?
- Should America Torture Muslims Suspected Of Plotting Terrorist Attacks?
- Should The Government Profile Muslims At Airports?
- Should America Allow A Muslim Country To Manage Some American Seaports?

Debates about Foreign Policy

- Should America Promote “Freedom and Democracy” In Muslim Countries?
- Should America Attack Iran To Prevent Iran From Developing Nuclear Weapons?
- Should America Promote Full Or Partial Restoration Of The Rule Of Law In Pakistan?
- Did Invading Iraq Make America Safer?
- Should The U.S. Deny Financial Aid To A Hamas Government?
- Is The Summer 2006 Israel-Hezbollah-Lebanon War Making America Safer?

Our approach is the same in all three areas; we ask a question that young Muslims have been forced to confront since 9/11, and then we give arguments on both sides of the issue, without telling them what the “right” answer is.

For example, in our Religion/Identity handout called “Should American Muslims Be Loyal To America?”, we present six arguments by those who believe Muslims *should* be loyal to America, followed by six arguments by those who believe Muslims *should not* be loyal to America.

In our Domestic Security handout called “Should American Mosques Be Watched By The Government?”, we present seven arguments by those who *oppose* watching mosques, followed by seven arguments by those who *favor* watching mosques.

In our Foreign Policy handout called “Should America Promote ‘Freedom And Democracy’ In Muslim Countries?”, we present four arguments by those who believe that America *should* promote ‘freedom and democracy’ in Muslim countries, followed by four arguments by those who believe that America *should not* promote ‘freedom and democracy’ in Muslim countries.

By explicitly articulating the pro and con arguments that are floating around in the Muslim community and in American society, we give Muslim students an opportunity to understand the “big picture” regarding important issues and to resolve the tensions they feel regarding the conflict between America and some Muslims.

We get our pro and con arguments by researching materials produced by people who actually hold those various points of view. Then we present each side as it would present itself, without any editorial comment by us. In other words, we try to make the best case argument for each side, so that Muslim students get a real sense of the debate. The arguments we present aren’t original. What is original is the way we present all the basic information in a short, neutral, easy to understand format.

On a related note, we also encourage Islamic schools to provide young Muslims with forums to have an open and honest discussion about what happened on 9/11. A 2007 Pew Research Center study found that sixty percent of Muslims in America are not convinced that Arabs were

involved in 9/11; forty percent do believe Arabs were involved.² (Two Zogby International surveys show that many Americans of other faiths are also skeptical about the official government story.³) This belief among many Muslims that their own government, the U.S. government, framed Muslims on 9/11 in order to justify further oppression of Muslims creates significant tension and depression in the American Muslim community at the grassroots. Unfortunately, young Muslims lack forums where they can comfortably discuss these issues, where they can receive accurate information from different perspectives, and where they can resolve their tensions regarding this major event in American history. Islamic schools should fill that void.

Once young Muslims resolve their internal tensions and develop some clarity on issues relating to 9/11 and the “War On Terror,” then these students will be ready to go out and get involved in the discussions that the rest of the country is already having about these issues. They will be ready to start having serious and informed discussions with their neighbors, classmates, and friends. They will be ready to start calling in to radio shows and writing letters to the editor. They will be ready to start talking to their elected representatives. They will have some basic information about important issues, and they will have thought through the issues, so they will be able to proceed with confidence.

This process will help make Muslim students more effective citizens and lead to the long-term strengthening of the

² <http://pewresearch.org/assets/pdf/muslim-americans.pdf>

³ <http://www.zogby.com/search/ReadNews.dbm?ID=855> and <http://www.911truth.org/images/911TruthZogbyPollFinalReport.htm>

Presentation 21

Toward a Bachelor of Education Program in Islamic Education

Nadeem A. Memon, PhD Candidate, University of Toronto

Abstract:

In the 30 year history of Islamic schools in America, there is yet to be a standardized teacher education program to train and professionally equip Islamic school teachers with an Islamic pedagogy. Arguably, there has been an imbalance in our efforts as a community on curriculum development projects over the considerations of teacher training. We have come to assume that a State certified teacher who is Muslim will know how to teach “Islamically.”

A teacher education program in Islamic pedagogy would achieve 3 major ends in cultivating the stewardship of our schools:

1. Define and establish Islamic Education as a valid and relevant pedagogical model that can contribute to the broader discourse of alternative, faith-based education
2. Standardize the pedagogy and curriculum of Islamic schools based on the principles of education in Islam and to make both contextually relevant
3. Raise the standards of Islamic schools through a teacher education program at credible faculties of education where on-going research and development will also be supported

This workshop will present a working framework for a Bachelor of Education Program in Islamic Pedagogy. It should be noted that this framework does not propose to teach Islamic theology nor should it be considered a course in Islamic studies. Rather, the workshop will outline a framework that is founded on the instructional methods, curriculum frameworks, and philosophical principles that define education in Islam.

Presenter Bio:

Nadeem Memon is a doctoral candidate at the University of Toronto in educational theory and policy. His dissertation focuses on the vision of Islamic education in North America.

Cultivating Stewardship: Toward an Islamic Teacher Education Program

ISNA Education Forum, March 21-23, 2008

Nadeem Memon, PhD Candidate

University of Toronto

Introduction

The growth of Islamic schooling in North America over the past two decades is unparalleled. Muslim communities in Canada and the United States, and the United Kingdom and Australia for that matter, have placed a major emphasis on establishing supplementary and alternative educational institutions for their children. Both Christian denominations and Jewish communities have been the forefathers in this respect by establishing common schools based on religious worldviews well before the advent of mass public schooling. However, among the numerous religious and ethnic denominations that have immigrated to North America since the 1960s especially, Muslim communities increasingly emphasize the importance of carving out an indigenous identity that recognizes, celebrates, and nurtures a religious consciousness and an appreciation for a rooted self identity.

Educational institutions, along with mosques, have therefore served as a vehicle for the transmission of religious knowledge and practice, cultural history and identity, and both a moral and an ethical code. Since the earliest Muslim communities were established in America, mosques and schools were present. The 1970s likely saw the most profound growth of both as the Nation of Islam disbanded and realigned itself with mainstream Islamic beliefs. During the same time, the largest influx of Muslim immigrants arrived to the United States and Canada primarily from South Asia, East Africa, and the Middle East. The immigrant community established its earliest schools in the late 1970s (1978 in Toronto and Chicago) adding to the over 30 schools (primary and secondary) that were established by the indigenous Black American Muslims.

Since then the schools have grown exponentially with major spikes of growth during the mid-1990s and post 9/11, 2001. Today, there are well over 300 Islamic day schools in North America (252 in the United States, 55 in Canada), countless weekend schools and an incessant demand for more of both. The growth of schools simply has not been able to meet the need.

The growth of Islamic schooling in America is likely among the more misunderstood and understudied phenomena in educational circles. Granted that there are now more graduate students in faculties of education who seek to understand both the multiple facets of this growth as well as the challenges, successes, and needs of these schools, there still remains the absence of a university program that has championed this area of research. Undoubtedly there are many universities that have expanded with an Islamic Studies Departments or Research Chairs while others have continued leadership in the broader areas of Muslim-Christian Relations (Georgetown University or Hartford Seminary for example). Yet no faculty/department of education has yet to expand their existing programs in Religious (de facto Catholic often) to formally research and support the growth of Islamic schools in America.

Given vital programs in Jewish Teacher Education (York University) and Catholic Teacher Education (Ontario Institute for Studies in Education at the U of T), I highly recommend that a faculty of education to consider the need to formally establish an Islamic Teacher Education Program.

This working proposal will outline the rationale, objectives, and contributions that such a program could offer both to the Muslim community and to the academic research community.

The need for a teacher education program in Islamic Education

It would be uninformed to not recognize that the concern for teacher education has been on the minds of Muslim educators in contemporary educational discourse since the 1970s and likely even before. The First World Conference on Islamic Education held in Mecca in 1977 is often referenced to speak about the aims and objectives of Islamic education both in the Muslim world and in the West. Indeed, discussions around an Islamic philosophy of education, principles of Islamic education, and Islamization of curriculum garnered the greatest concern at this and other forums. However, the need for a systematic teacher education program for Muslim educators in Islamic schools was also expressed. Although the papers presented on this topic were largely theoretical and idealistic, it nevertheless represents the recognition that teacher education and curriculum development are equally part and parcel of the educational agenda for Islamic schools.

My own personal contention is that since the First World Conference on Islamic Education in 1977, an unequal amount of time, energy, and resources have been placed on curriculum development projects over formal, academic teacher education programs for our teachers. This may come as harsh critique for some, but outside of the Clara Muhammad School system in America who established the Muslim Teachers College in the mid-1980s there has been no major organizational attempt to systematize a teacher education program for *all* Islamic school teachers in America. This is not to say that there have not be in-house programs for professional development, which I will elaborate on later in this paper, but the question, I think begs to consider where our energies ought to be placed first.

From all the rhetoric of what Islamic education is and how it is to be imparted, it would only seem natural that the need for educators who are morally conscious, grounded in an Islamic worldview, and committed to the education of all children as a responsibility and honor first would precede concerns over a curriculum document. Knowing what to teach through a curriculum document can only logically follow an educator who knows themselves first. This raises a major distinction between contemporary models and expectations of public secular school teachers and teachers we assume will be nurturing the growth of children in an Islamic school – the distinction of success. How do you measure the success of an educator in an Islamic school? At the First World Conference Al-Aroosi argued that “The success of a teacher cannot, therefore, be measured by his skill in imparting knowledge of biographies or of judgments and laws. It is rather to be measured by the extent to which he is able to set a good example upon his pupils’ minds through correct and sincere beliefs.”⁴ If then the success of a

⁴ M. Al-Aroosi, “Islamic Curriculum and the Teacher” in Muhammad Hamid Al-Afendi and Nabi Ahmed

teacher in an Islamic school is measured by their ability to nurture *tarbiyah* (wholeness) where might teachers themselves be nurtured as such? An Islamic teacher education program would therefore go beyond Islamic studies and teach becoming teachers about principles and practices and define Islamic pedagogy.

This distinct is also very instructive in attempting to define the work of an Islamic teacher education program. Most often, teacher education programs or even professional development seminars for Muslim teachers fall under one of two categories: Islamic studies or contemporary educational techniques and strategies. Take for example the “Proposed Curriculum for Muslim Teachers” suggested by Chaudhri and Saqib (1980) at the First World Conference emphasized the teaching of religious beliefs (tawhid, prophet hood, Qur’an etc.), practices (5 pillars), Islamic culture, and then one of the optional subjects of how to Islamicize the teaching of physical, social, linguistic, technological, natural sciences.⁵ Similarly the early courses taught at the Muslim Teachers College in Randolph, Virginia were based on understanding the Qur’an and Sunnah i.e. what it means to be Muslim. Even the Islamic Education Program at the University of Malaya, the only functioning Islamic Teacher Education Program in the world that I am aware of, spends 95% of its course work on Islamic and Arabic studies with the other percentage dedicated to a teaching practicum (see appendix). There is yet to be an Islamic teacher education program that certifies teachers to teach in a way that is “Islamic.”

The natural question that arises is how would one define an Islamic pedagogy? Over the past two years we have systematically explored this question at the University of Toronto. Through a monthly Islamic education lecture series, we have delved into two overarching questions to shape our understanding of an Islamic pedagogy: 1. how Allah teaches mankind through the Qur’an, and 2. How the Prophet Muhammad ﷺ teach. For a deeper elaboration on this, please see my paper presented at the 2007 ISNA Education Forum entitled “The Prophetic Standard: Incorporating the Instructional Methods of the Prophet Muhammad ﷺ in Islamic Schools.” The concise answer to the above question is that an Islamic pedagogy defines both the purpose and method of learning and teaching based on the example of the Qur’anic and Prophetic standards based on the principles of *tawhid* (oneness), *tarbiyah* (wholeness), *ta’lim* (beneficial knowledge acquisition), *ta’dib* (comportment), and *tazkiyah* (self-development).

To achieve these ends a teacher education program for Islamic school teachers would need to go beyond religious education/training. An understanding of beliefs and practices would either need to be a prerequisite for such a program or offered through a supplementary vehicle such as continuing education courses if needed. But the focus of a teacher education program must address the needs of Islamic school teachers uniquely as educators. Such a program would need to address for example:

Baloch (eds.), *Curriculum and Teacher Education*. Hodder and Stoughton: King Abdulaziz University, 1980, pp. 125.

⁵ Abdul Ghafur Chaudhri and Ghulam Nabi Saqib, “Reconstruction of Curriculum for the Muslim Teacher,” in Muhammad Hamid Al-Afendi and Nabi Ahmed Baloch (eds.), *Curriculum and Teacher Education*. Hodder and Stoughton: King Abdulaziz University, 1980, pp. 192-208.

1. An understanding of Islamic thought on education both from traditional sources of the Qur'an and Prophetic tradition and classical Islamic education theory from medieval Islamic sources
2. An understanding of Muslim educational models from the house of the Prophet, to the medieval universities of Fez and Cairo, right up to current Islamized approaches. For each model becoming educators must gain an understanding of the debates, challenges, and successes within educational curriculum, instruction, administration, guidance, and so on.
3. How Muslim students will make sense of themselves as Muslims in their given socio political environment – how identities (cultural, linguistic, national, racial, etc.) are negotiated with their understanding of being Muslim.

In addition to the above, teachers must be nurtured to practice what they teach. For this reason, Shami argues that teacher training programs in the West are inadequate for Muslim teachers teaching in Islamic schools. The “teacher training program will not be effective unless a *complete system* for teacher preparation, which incorporates all the important elements, is designed and properly implemented” (155). Shami insists on the need for a holistic approach to teacher training that is grounded on the moral integrity (or actively striving thereof) as admission criteria, a harmonious blend of course work that combines the principles of Islamic education with contemporary educational approaches, and an emphasis on an ethic of volunteer work. Shami stresses volunteer work as part of the teacher preparation program as a method of engendering a consistent spiritual growth in action. Such an emphasis not only engages teachers in the larger community and serves as a good role for students, but more importantly, it is a humbling experience to serve the underserved. Whether through visiting the sick, feeding the homeless, or serving the elderly, these voluntary acts of kindness are contagious in a good way.

What becomes clear is that the emphasis of an Islamic pedagogy is unique in its educational aims and methods from other secular forms of contemporary teacher training. That is not to say that contemporary methods are irrelevant. Rather, an Islamic Teacher Education Program would need to impart the guiding principles and practices that define an Islamic education to teachers before they can assess how to adapt and adopt contemporary educational pedagogies. As Baloch notes, “The objectives of teacher education in Muslim societies should have a basic unity in fundamentals but variations in application.”⁶ What is needed is a serious grappling with concepts and theories in Islamic education (and not just Islam as a religion) to develop unique system of teacher training. Not only would such a system challenge education theorists to recognize Islamic education as a distinct pedagogical tradition but also raise the perception of Islamic teacher training programs worldwide. The few teacher training programs that currently exist in the Muslim world are largely based on secular, economically concerned programs adopted from the west.⁷ What is needed both for Islamic schools in the West and for faculties of

⁶ Muhammad Hamid Al-Afendi and Nabi Ahmed Baloch (eds.), *Curriculum and Teacher Education*. Hodder and Stoughton: King Abdulaziz University, 1980, pp. 117.

⁷ Abdul Ghafur Chaudhri and Ghulam Nabi Saqib, “Reconstruction of Curriculum for the Muslim Teacher,” in Muhammad Hamid Al-Afendi and Nabi Ahmed Baloch (eds.), *Curriculum and Teacher Education*. Hodder and Stoughton: King Abdulaziz University, 1980, pp. 193.

education in the Muslim world are teacher education programs that are founded on the principles and practices of an Islamic pedagogy that maintains academic rigor and elevates the teaching of Muslim educators.

Framework for an Islamic Teacher Education Program in North America

The following pages will outline preliminary thoughts on the rationale, aims, objectives, and course frameworks for an Islamic teacher education program. The relevance for such a program in Canada especially is based on the existing diverse teacher education programs that are offered in faculties of education. Numerous faculties of education offer programs in Aboriginal teacher education (University of Saskatchewan among others) while others offer unique programs on faith based teacher education: Jewish Teacher Education at York University, Toronto and Catholic Teacher Education at the Ontario Institute for Studies of Education (see appendices for program information).

On the basis of equity, ingenuity, and substantial need, I, therefore outline a working proposal for a teacher education program on Islamic Education that may serve as a framework for future implementation both in the United States and in Canada whether publicly funded or privately.

A program on Islamic Teacher Education would expand the discourse of religious education in North America. It would not only bolster greater research and development into the area of Islamic education, its aims, methods, and curriculum, but also expand the conception of spiritually based and faith based pedagogies as valid sites of educational research.

Such a program would also serve as a central meeting place for Muslim educational organizations working toward systematizing both teacher training and curriculum development. The overall rationale is therefore to systematize and standardize the training of Islamic school teachers. Given that Islamic schools comprise the second largest concentration of private faith-based schools in Canada and are among the fastest growing segment within the private education sector, a standardized teacher training program would ensure a sustained level of educational standards.

Aims and Objectives of the Program:

1. To define Islamic Education as a valid and relevant pedagogical model that can contribute to the broader discourse of alternative, faith-based education
2. To standardize the pedagogy and curriculum of Islamic schools based on the principles of education in Islam and to make both contextually relevant
3. To raise the standards of Islamic schools through a teacher education program at a credible faculty of education in Ontario where on-going research and development will also be supported
4. To stimulate on-going research and development in the area of Islamic, Muslim, and faith based education

Note: This program does not propose to teach Islamic theology nor should it be considered a course in Islamic studies. Students enrolled in this program who require a deeper understanding of the above stated will be encouraged to either enroll in religion courses offered with endorsing

organizations or to select electives at Islamic Studies Departments in order to gain this background knowledge.

Goals/Objectives

1. To be inclusive of all models and views
2. To give becoming teachers a sense of breath of models
3. To equip them to teach in any faith based system of schooling
4. To develop constructive criticism for existing models and thereby
5. Encouraging further research and development
6. To make a clear distinction between Islamic Studies and Islamic Pedagogy

Logistics of the Program

A teacher education program in Islamic education would work similarly to other alternative educational programs. The program would be one year in length, have 5 required courses, 3 practicum placements, and entrance would similarly be based on grades from a relevant bachelor's degree. The difference in alternative education programs would be in the core course requirements. In this case, three compulsory courses would define the program in 1. Principles of Islamic Education. 2. Islamic Pedagogy. 3. Curriculum, Models of Islamic Schools. These courses would help becoming teachers to understand contemporary educational thought and practice from within an Islamic educational framework of principles, instruction, and curriculum. Below are preliminary thoughts of what would be taught in these courses. The other two courses would be courses focused on the becoming teachers' subject area of focus in which they would have the opportunity to think about how (based on the curriculum models course) such content could be taught "Islamically." The practicum placements would also be in participating Islamic schools where teacher candidates gain an appreciation for their theory to practice. Below, I have outlined some suggested topics that would be addressed the in the core courses as way of beginning critical discussion.

Working Course Outlines:

1. Principles of Islamic Education (Course One – Foundations)

Course Description: This course outlines a student to the history and philosophy of Islamic education. The basis of this course is to provide students with a theoretical foundation to the aims, objectives, and principles of Islamic education relative to other forms of educational theory.

Scope and Sequence:

- i. History and Philosophy of Islamic Education
- ii. Contemporary Global Philosophies of Education
- iii. Abraham Education: Faith Based theories of Education
- iv. Defining the Purpose of Education
- v. Education in the Qur'an
- vi. Principles of Islamic Education
 1. Tawhid (oneness)

2. Ta'dib (comportment)
3. Tarbiyah (nurturing wholeness)
4. Ta'lim (seeking beneficial knowledge)
5. Tazkiyah (self-development)
- vii. Role of the Teacher and the Student
- viii. Social Responsibility/Civic Participation

Required Readings (not an exhaustive list):

- + Dodge, B. (1962). *Muslim education in medieval times*. Washington, Middle East Institute, 1962.: Middle East Institute.
- + Ahmad, Khurshid. *Principles of Islamic Education*. [3rd Edition] Lahore: Islamic Publications, 1967.
- + *Aims and Objectives of Islamic Education*, edited by Muhammad Naguib Al-Attas, King Abdul Aziz University. Jeddah: King Abdulaziz University, 1979.
- + Makdisi, George. *The Rise of Colleges: Institutions of Learning in Islam and the West*. Edinburgh: Edinburgh University Press, 1981.
- + Rosenthal, Franz. *Knowledge Triumphant: The Concept of Knowledge in Medieval Islam*. Leiden: Brill, 1970.

2. Islamic Pedagogy (Course Two: Pedagogy/Instruction)

Course Description: This course begins to move the teacher candidate toward deeper reflection on actual classroom practice. Key questions that will be addressed in this course are: How are the theoretical principles of Islamic education implemented in the classroom? What does it mean to teach “Islamically?” How are discipline, assessment, classroom management, instruction, and teacher responsibility altered under the Islamic pedagogical framework?

Scope and Sequence:

- b. Pedagogy of the Prophet Muhammad
- c. Medieval Thinkers and Islamic Education
- d. Contemporary Thought on Islamic Education
- e. Stages of Child Development (Traditional and Contemporary Approaches)
- f. Discipline with Dignity
- g. Assessment and Evaluation within an Islamic Framework
- h. Framework for Addressing Dissent and Controversial Issues in Islamic Education

Required Readings (not an exhaustive list):

- + Guenther, Sebastian. “Be masters in that you teach and continue to learn: Medieval Muslim thinkers on educational theory.” *Comparative Education Review* 50:3 (2006):
- + Mahomedy, Mahomed trans., *Prophet Muhammad ﷺ -- The Teacher: And his teaching methodologies of Shaykh Abdul Fattah Abu Ghuddah*. Karachi Pakistan: Zam Zam Publishers, 2003.

- ✚ Wan Daud, Wan Nor Mohd. *The Educational Philosophy and Practice of Syed Muhammad Naquib Al-Attas: an exposition of the original concept of Islamization*. Kuala Lumpur, International Institute of Islamic Thought and Civilization, 1998.
- ✚ Nasir, Na'ilah Suad, "Halal-ing the child: Reframing identities of resistance in an urban Muslim school," *Harvard Educational Review* 74:2 (2004): 161.

3. Curriculum **Models of Islamic Education (Course Three: Curriculum)**

Course Description: As opposed to assuming that Islamic education provides a single system of teaching and learning, this course reviews the breadth of educational models that exist currently around the world. The aim of the course is not for students to pin one course against the other but to gain a sense of appreciation for the diverse methods by which the same aims of Islamic education have been sought after. The hope is that this course will allow teacher candidates to be prepared to teach in any Islamic school system while also having an awareness of the typologies of each in order to contribute to continued growth and development.

Scope and Sequence:

- a. **Models of curriculum design**
- b. **Scope and Sequence (what's taught)**
- c. **Structure of School**
 - i. Theme Based Learning Using Qur'anic Principles (Muslim Teachers College)
 - ii. Islamized Education Models (IQRA)
 - iii. Tarbiyah Based Education (Tarbiyah Institute)
 - iv. Traditional Models of Islamic Education (Peasant Schools, Malaysia)
 - v. Qur'anic Schools (Traditional Madrassas) Memorization/Oral Tradition
 - vi. Ismail'i STEP (Secondary Teacher Education Program) through the Institute of Ismaili Studies and the Institute of Education at the University of London
 - vii. Character Development Model – (Al-Ruyah, Egypt)
 - viii. Classical Education Model (Kinza Academy, California)
 - ix. Curriculum based on a Qur'anic Worldview (Muslim Education Foundation and Argyll Foundation in Edmonton, Alberta)
 - x. Others...

Required Readings (not exhaustive):

- ✚ Curriculum from each of the above mentioned school models

Concluding Thoughts:

There certainly is work within the area of Islamic teacher education that we must build on and partner with. This proposal itself is based on inspiration from those visionaries and pioneers of Islamic schooling that have tirelessly and unselfishly laid the groundwork for such aspiration as a Islamic Teacher Education Program to even be possible. The theorization of Muslim teacher education during the First World Conference on Islamic Education, for example, is instructive of the work the lies ahead of us. Similarly, the work of the University of Malaya Islamic Education Program or the Muslim Teachers College, and even IBERR (International Board of Educational

Research and Resources) which is led by Br. Yusuf Islam and Sh. Abdalla Idris needs to be recognized for their work around teacher training. We must also recognize educational forums like this one. The ISNA Education Forum which has been running annually since 2000 has established the agenda and stakeholders for what is given above. And lastly, we cannot forget all of the individual schools and directors or schools who have developed in-house teacher training sessions, workshops, and seminars for their teaching staff in hope that we can give ourselves a sense of an Islamic pedagogy.

Highlighting the work of all of these organizations, there is now a shift toward systematically raising the standards for Islamic schools through teacher training through a reputable faculty of education. Building bridges with an existing educational institution not only gives credibility but more importantly illustrates our community as a community to learn from and adapt to contemporary educational trends and research while also showing the relevance of Islam's pedagogical tradition.

This paper is therefore meant to serve as a catalyst for discussion and deliberation over developing a teacher education program. It is not intended to be viewed as a model but rather a work in progress.

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Presentation 22

Improving Quality of Islamic Education in the US: Important Lessons from the No Child Left Behind Act

Abstract:

As Islamic schools grow and expand their educational services to meet the needs of parents and communities, they will have to compete on many fronts with the improving public education systems, as well as, other established sectarian schools. Beyond basic Arabic and Islamic Education services at the elementary levels, many Muslim American families are concerned about quality and rigor of Islamic school programs and their capacity to prepare their children for competitive and rigorous higher education programs.

The purpose of this session is to highlight strategies to make Islamic schools competitive in the US education market and to turn them attractive to both Muslim parents and their children.

Bio sketch:

Abdinur S. Mohamud is an educator with the Office of Literacy of the Ohio State Board of Education. Dr. Mohamud is a former Board president and member of the Board of Sunrise Academy, the first K-8th Islamic chartered school in Columbus, Ohio. Dr. Mohamud is a graduate of Ohio University's College of Education and holds a Ph.D. in Education Administration. Dr. Mohamud is also an advisor to the Board of International Academy and Westside Academy of Columbus, Ohio, both publicly owned charter schools serving refugee and immigrant communities.

(Paper in the Power point format)

Presentation 23

Leadership in the Schoolhouse- Strategies for Boards and Principals Are you a Servant Leader or a Self-Serving Leader? By Necva Ozgur

The responsibility of raising future Muslim Americans is a joint responsibility of the Board, principal, teachers and parents. How do we fulfill this awesome responsibility? A good leader has a great impact on the success and failure of the organization. In this workshop we will explore the Islamic leadership concept and leadership qualities that impact our schools. We will also draw the parallel between remarkable Muslim leaders and the latest leadership gurus and learn from their recommendations to lead our schools better

In this workshop we will be exploring the following aspects of leadership:

- School leadership is a sacred calling
- Leadership skills from Islamic principles
- Define the characteristics of true leadership
- Different types of leadership
- Leadership characteristics every board member and principal should have
- Developing leadership skills
- 7 Keys to keep your team motivated
- An assessment of leadership qualities and skills

Necva Ozgur is founder of MERIT and the founding School Head of NHSP, New Horizon School Pasadena. Necva obtained her M.S from the School of Pharmacy at the University of Istanbul and an M.A. in Human Development from Pacific Oaks College California, her thesis topic was *Strategies to Achieve Excellence in an Islamic School*.

Necva played a pivotal role in establishing NHSP and lead the school to get its accreditation from WASC and CAIS. With her leadership and guidance, NHSP earned the Blue Ribbon recognition from the Department of Education. Necva was also instrumental in launching New Horizon School Irvine and Minaret Academy. Necva served as a trustee of several non-profit organizations, including the New Horizon School Board, Islamic Center of Southern California Board, CAIS and Council of Spiritual and Ethical Education (CSEE), and was a member of Non-Profit Executive Forum and WASC.

After serving NHSP for twelve years, Necva established a new resource center called MERIT, Muslim Educators, Resource, Information and Training Center. This organization plays a vital role in providing professional growth opportunities for boards

of directors, administrators, and faculty; MERIT is currently embarking on a new project of accreditation for Islamic schools.

**LEADERSHIP IN THE SCHOOLHOUSE
STRATEGIES FOR BOARDS AND PRINCIPALS
ARE YOU A SERVANT LEADER OR A SELF-SERVING LEADER?**

OUTLINE

I. LEADERSHIP FROM AN ISLAMIC PERSPECTIVE

**Khalif Abu Bakr's Leadership
Prophet Muhammad's (pbuh) Leadership
The Islamic Leadership Model**

II. LEADERSHIP FRAMEWORK IN THE SCHOOLHOUSE

**Character Traits
Leadership Skills
Business Skills**

III. APPENDICES

Appendix A: Four Different Leadership Styles

Appendix B: Servant Leadership: Robert Greenberg

Appendix C: Ten Commitments of Leadership: Kouzes and Posner

Appendix D: What Motivates People?

Appendix E: Case Studies

Appendix F: Activity

LEADERSHIP FROM AN ISLAMIC PERSPECTIVE

KHALIF ABU BAKR'S LEADERSHIP

*“I have been chosen to rule over you, though I am not the best among you.
 Help me if I am right; correct me if I am wrong.
 The weak among you will be strong until I have attained for him his due....
 And the strong among you will be weak until I have made him give what he owes....
 Obey me as long as I obey Allah and His prophet; if I do not obey them, you owe me no obedience.”
 Khalif Abu Bakr*

This remarkable statement was part of Khalif Abu Bakr’s acceptance speech, when he became the ruler after Prophet Muhammed’s death (pbuh). It defines the essence of leadership in Islam and a social contract between the leader and the citizens. We observe four leadership principles from Khalif Abu Bakr's acceptance speech:

1. Humility: Khalif Abu Bakr was a very close friend of Prophet Muhammad and was amongst the first Muslims. He learned Islam directly from Prophet Muhammad. Together they shared many challenges of learning and teaching Islam to early Muslims. He had many leadership qualities, however, he still considered himself like other companions and not better than them. Although he was clearly qualified to be a leader after the Prophet, he indicated that being selected as a leader didn’t make him better.

“I have been chosen to rule over you, though I am not the best among you.”

2. Social Contract / Rules of Engagement: Khalif Abu Bakr in his acceptance speech lays down the rules of engagement between the leader and the follower. We learn from this statement that the leader must communicate his/her vision with clarity and the follower must share this vision and give his loyalty to the leader. Khalif Abu Bakr established the rules of engagement, a contract between leader and follower, *“Help me if I am right and correct me if I am wrong”*. In this model of government, the public is engaged with the leader in governance. Both parties have responsibilities. While the leadership needs to be transparent, the public needs to be educated, active and informed.

3. Social Justice: Khalif Abu Bakr was a just ruler and social justice is one of the main principles of Islam. One of the main pillars of Islam, zakat, is a system established by Allah to share the wealth of the rich with the less fortunate. Khalif Abu Bakr is reminding the people that he will be following the rules of Allah in regards to the distribution of wealth with the following words *“The weak among you will be strong until I have attained for him his due.... And the strong among you will be weak until I have made him give what he owes....”*

4. Basis and Limits of Authority: Khalif Abu Bakr states the basis and limits of his authority by saying, *“Obey me as long as I obey Allah and His prophet; if I do not obey them, you owe me no obedience”*. Khalif Abu Bakr’s authority comes from implementing the command of a higher authority and as long as he obeys Allah and His Prophet, he can expect loyalty. If he deviates from their command, he makes it clear that he doesn’t deserve their obedience.

PROPHET MUHAMMAD’S (pbuh) LEADERSHIP STYLE

*“By the grace of Allah, you are gentle toward people;
 If you had been stern and ill-tempered,
 they would have dispersed*

from around you.”
(Qur’an 3:159)

Prophet Muhammad (pbuh) was the greatest leader sent by Allah (swt) to transform humankind, to teach us and model the best practices. These are a few leadership principles we can learn from our Prophet:

Passion to the Cause: The Prophet was extremely passionate towards his unique mission. When the attitude of the Quraysh became more threatening, Abu Talib begged his nephew to renounce his mission, but the Prophet's reply was:

"O my uncle, if they placed the sun in my right hand and the moon in my left, to force me to renounce my work, verily I would not desist until Allah made manifest His cause, or I perished in the attempt."

Transformational Leadership and Change Agent: Prophet Muhammad (pbuh) had a transformational leadership style and he transformed the whole community. When his companion Jafer (ra) went to visit the Christian King in Abyssinia, he said,

"We were ignorant people worshipping idols, oppressing neighbors, brothers fighting brothers, strong dominating the weak...He called us to worship God alone... he commanded us to speak the truth, to honor our promises, to be kind to people, to be helpful to our neighbors, to cease all forbidden acts, to abstain from bloodshed, to avoid obscenities..."

He transformed the community from darkness to knowledge and light; from fear and terror to peace and security; from injustice and discrimination to justice and fairness.

Excellent Character: Effective leadership is developing people by role-modeling values, creating a value-based environment and providing value-based education. Prophet Muhammad was the most loving, merciful, respectful, forgiving, caring, kind, tolerant, honest and just person.

Allah (swt) said in the Qur’an, *"You are certainly on an exalted standard of character"*
Qur’an 68:4

Exemplary Role Model: Prophet Muhammad was chosen by Allah to teach humanity His final message because of his noble personality. He was a role model with his conduct, his speech, his words, wisdom, refined manners, behavior and his management of affairs.

ISLAMIC LEADERSHIP MODEL

1. Stewardship (Vicegerents)

Allah (swt) addresses human beings as His vicegerents on earth, providing them with necessary knowledge and guidance through the Qur’an, Sirah, Sunnah and Prophets.

2. Concept of Leadership: According to Islam, you don’t need a title or a position to become a leader; everyone is a leader in his or her own circles. The Prophet Muhammad said:

"Each one of you is a shepherd, and all of you are responsible for your flocks"

3. Faith/God-Consciousness (Taqwa)

Faith lays the foundation for success. Leadership in Islam is based on pleasing and serving God; it is a calling by God. A God-conscious leader's frame of mind, her thoughts, emotions, inclinations, and actions reflect Islam.

4. Trust (Amanah)

A Muslim leader considers his/her leadership as a trust from Allah and he/she will be tested with this amanah. A Muslim leader is entrusted with the leadership towards an organization's stakeholders as well as Allah.

5. Mutual Consultation (Shura)

Islam stresses the importance of consultation in all affairs. Shura plays an important role in Islamic leadership especially in terms of decision-making. Allah says in the Qur'an, "who conduct their affairs through mutual consultation" (Qur'an 42:38). Consensus building is an effective decision making process which is highly recommended in Islamic leadership.

6. Wisdom (Hikmah)

Knowledge is power and the leader must have the knowledge and wisdom for people to respect and follow him. Prophet Muhammad said, "whoever follows a path in the pursuit of knowledge, Allah (swt) will make paradise easy for him"

7. Justice (Adl)/Compassion

The balance between justice and compassion is the main cornerstone of Islamic leadership. Without compassion, justice will lead to tyranny; while compassion without justice leads to chaos. The Muslim leader must have both justice and compassion as part of his character. Allah says in the Qur'an, " O who believe, stand firmly for justice as a witness to God, even as against yourself, or your parents, or your kin, and whether it be against rich and poor, for God can best protect both" (Qur'an 4:13).

8. Strength of Character

Strong character is a key personality trait every leader needs to possess. The leader sets the tone and direction for the organization and he/she is a role model. If he/she has character faults, he cannot be a positive role model.

9. Honesty

Trust is the main ingredient of building relationships and the essence of leadership is relationships. The effective leader builds trust by being consistent in their actions, communicating honestly, following through on commitments and promises. Trusted leaders create an atmosphere of integrity, marked by fair and respectful behavior. Prophet Muhammad earned the respect of his community even before he became a prophet; he was called Al-Amin and Al-Sadiq.

10. Courage/Determination

Effective leaders lead with courage and determination to achieve goals. They must be willing to endure difficulties, take risks, and live their values even if it is challenging. The story of Tariq Bin Ziad is an inspirational story that reminds us that courage and determination is needed to achieve our goals and aspirations.

11. Eloquence in Communication

Communicating with clarity and conviction is crucial for a leader. An effective leader must be eloquent and articulate. The miracle of Islam is the eloquence of the Qur'an and of course, Prophet Muhammad (pbuh) delivered the message of Islam in an eloquent manner. Today's leaders have many opportunities to improve their verbal, written and delivery skills to become better communicators.

12. Commitment/Sacrifice

One of the hallmarks of an effective leader is his/her commitment to the organization and his/her vision for the future. Sometimes this commitment necessitates certain sacrifices. With the commitment to the cause and sacrifices needed to achieve the goals, the leader becomes the role model to their constituencies. Islamic history is full of exemplary leadership lessons for today's leaders.

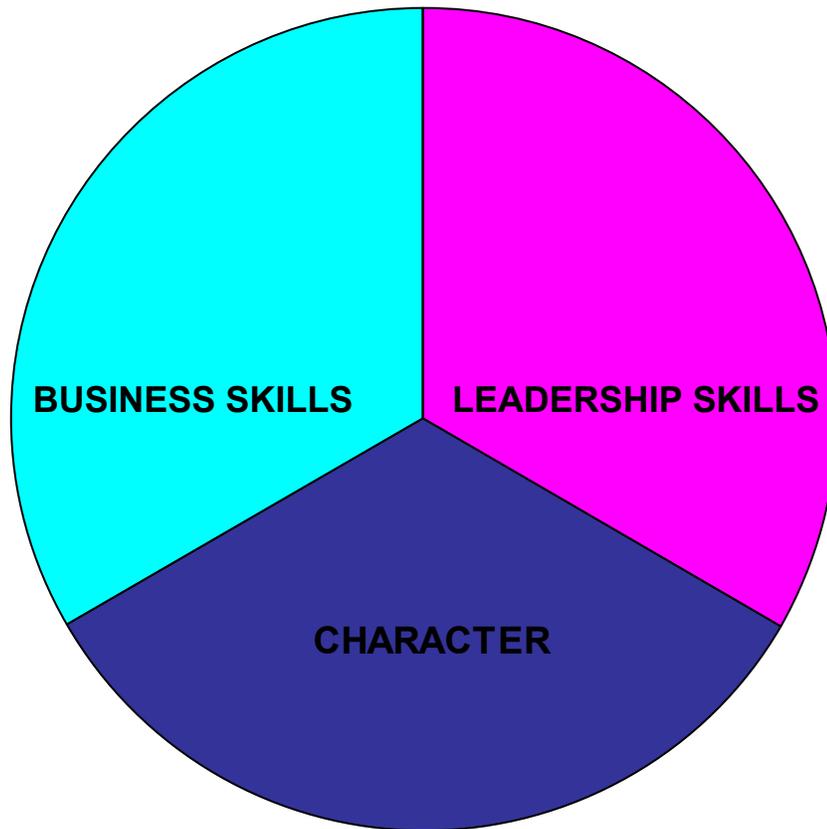
13. Patience/Endurance (Sabr)

Everyone in their lifetime faces challenges and a Muslim, who is going through a difficult time, considers this calamity as his test. Great leaders face tremendous challenges and difficulties, but with patience and endurance they achieve their goals and mission as well as Allah's (swt) pleasure. Allah (swt) said in the Qur'an, "O you who believe, persevere in patience and constancy, in such perseverance, strengthen each other, and fear Allah, that you may prosper" (Qur'an 3:200)

14. Calling:

Servant leaders have a natural desire to serve others. This notion of having a calling to serve is deeply rooted in Islamic belief. Servant-leaders have a desire to make a difference for other people and will pursue opportunities to impact others' lives; not for their own gain. A servant leader is willing to sacrifice self-interest for the sake of others. All prophets are called for duty by Allah (swt).

LEADERSHIP FRAMEWORK IN THE SCHOOLHOUSE



LEADERSHIP FRAMEWORK IN THE SCHOOLHOUSE

Leadership is the ability to influence individuals or groups to think, feel and take positive action to achieve goals. Leadership is an ability to rally people to a common purpose willingly. Leadership is influencing people. People follow leaders because they are influenced by them. What do people want from their leader? Why do people follow their leaders? Research shows that people follow leaders for two things:

1. Character: Who you are
2. Skills: What you can do; the skills are define as:
 - Leadership Skills: The same skills for all leaders
 - Business Skills: Specific skills for different jobs

LEADERSHIP FRAMEWORK IN THE SCHOOLHOUSE

I. Character Traits:

1. Integrity/Honesty
2. Justice
3. Responsibility
4. Humility
5. Courage
6. Empathy/Compassion
7. Respect
8. Positive Attitude
9. Dependability/Reliability
10. Tolerance/Forgiveness

II. Leadership Skills:

1. Creating and Sharing a Vision
2. Communication
3. Teambuilding and Collaboration
4. Planning
5. Delegating
6. Goal Setting
7. Decision Making
8. Problem Solving
9. Conflict Resolution
10. Time Management
11. Inspiring Excellence
12. Coaching and Mentoring
13. Managing Stress
14. Motivation
15. Developing Leaders by Promoting Professional Growth

III. Business Skills:

- Principal as a Leader
 - Visionary Leader
 - Instructional Leader
 - Inspirational Leader
- Principal as a Manager
 - Managing Human Resources
 - Managing the Facility
 - Managing Finances
 - Managing Information
- Principal as a Community Builder
 - Relationship with the Board
 - Relationship with Parents
 - Relationship with Schools
 - Relationship with Community

Principal as a Culture Builder:
Promoting a Moral-Ethical Environment
Promoting High-Expectations
Promoting Life-Long Learning

CHARACTER

Trust is the foundation of leadership

One of the key elements of leadership is character.

1. Integrity/Honesty

Successful leaders must be honest, credible and completely trustworthy. Successful leaders practice absolute honesty and they are trustworthy at all times. They are truthful in all their statements. They stand for what they believe, even if the belief is an unpopular one. People can rely on them because they keep their promises.

2. Justice

Dealing with people justly is a hallmark of successful leaders. Treating employees with fairness in everyday relationships encourages the development of a just attitude in all human affairs.

3. Responsibility

Great leaders accept full responsibility not only for success, but also for the failure of projects, teams, and the entire organization.

4. Humility

Humility or humbleness is a quality of being courteously respectful of others. It is the opposite of aggressiveness, arrogance, boastfulness, and vanity. Rather than, "Me first," humility allows us to say, "No, you first, my friend." Humility is the quality that lets us go more than halfway to meet the needs and demands of others. It means recognizing that you are not inherently superior to others and they are not inferior to you.

5. Courage

Successful leaders stand up for what is right even when it is unfavorable. They accept blame when at fault, being ready to take heat from above or below. They have the perseverance to accomplish a goal, regardless of seemingly insurmountable obstacles. They display confident calmness when under stress.

6. Empathy/Compassion

Successful leaders model empathy, which encourages everyone to practice the rule that "we should do to others as we would have others do to us". This simple rule must be crucial in one's dealing with others. One who wishes to be heard must be one who listens; one who wishes to be treated with dignity and respect must treat others with dignity and respect. Empathy means that you can sense, identify with, and understand what the other person is feeling.

7. Respect

Mutual respect is essential to the leader-follower relationship and essential to the empowerment process. Respect is when a leader believes in people, respects them, cares about them, and trusts

them and they know it. The respect the leader displays inspires people and makes them follow their leader.

8. Positive Attitude

Attitude can be defined as the way you think and react to life's situations or circumstances. Attitude is everything and can do wonders in your life. Attitude is what makes one person succeed and another fails. The difference between successful people and people that are less successful is that the successful ones have positive attitude. They are not shaken by circumstances or challenges, as they do not dwell on negatives. They always look on the bright side of life and they see something good in any misfortune. They are in control of their lives. "When you control your attitude you control your life."

9. Dependability/Reliability

Takes ownership of work assigned and assumes responsibility; sustains the trust and assurance of others; makes sustained efforts to achieve professional and personal goals and objectives; demonstrates overall adherence to work schedules, office hours and punctuality at meetings.

10. Tolerance and Forgiveness

Tolerance can be defined as accepting others and their beliefs even when we do not agree with their worldview. Effective leaders treat people with kindness and a friendly manner. If people are at fault, effective leaders correct them with kindness. They forgive people and treat them as though they never hurt them.

LEADERSHIP TRAITS

The first person you lead is you!

1. Creating and Sharing a Vision

Effective leaders have a clear vision of where they want to go and how they intend to get there. They see the big picture and their decisions are in alignment with their mission and they move the organization in that direction.

2. Communication

Effective leaders listen and demonstrate understanding; they clarify meanings for others; speak with clarity and precision; write clearly and concisely; and are able to communicate with diverse audiences. They create an environment where communication is open and direct, encouraged, rewarded and relevant. Communication has the following components:

- **Listening:** There are six types of listening: pretending, ignoring, partial listening, complete listening, emphatic listening, and active listening
- **Verbal Communication**
Verbally expressing ideas clearly and effectively; using appropriate eye contact; using correct grammar, dictation, pronunciation
- **Written Communication**
Expressing ideas clearly and effectively in writing; using correct grammar, syntax, and spelling; using proper writing formats
- **Oral Presentation**

Expressing ideas clearly and effectively; using correct grammar, diction and pronunciation; using visual aides effectively

3. Teambuilding and Collaboration

Effective leaders establish and set direction for teams; keep teams on task; assist with the accomplishment of group tasks and create group cohesion; promote teamwork and lead by example. They acknowledge others' viewpoints, taking action promptly and tactfully for the concerns of others; demonstrate openness to new ideas and suggestions; give and seek specific, constructive feedback; value the talents of other staff when needed.

4. Planning

Effective leaders initiate and establish a strategic vision and planning system for the organization. They involve employees in all aspects of planning, demonstrate trust to their abilities; are committed to allowing employees to be heard. The planning system will include:

- Strategic Planning
- Tactical Planning
- Operational Planning
- Contingency Planning
- Personnel Planning
- Facility Planning
- Financial Planning
- Investment Planning

5. Delegating Effectively

Effective leaders determine when, how, and to whom responsibilities are to be delegated. Some leaders hesitate delegating because they consider the training, oversight and performance evaluation process for subordinates more time consuming than simply doing the job themselves. Appropriate delegating frees busy leaders to spend their time on more important matters, while passing on less important tasks to subordinates. Delegation is a benefit to the organization because it gives the opportunity to subordinates to be trained under the direction of a leader. Employees who have matured through such delegation are more ready to assume leadership responsibilities themselves. The following guidelines ensure successful delegation:

- Delegate tasks which fit in with the subordinate's career path
- Specify responsibilities, reporting requirements and performance measures clearly
- Support the subordinate with needed resources needed to accomplish the task

6. Goal Setting

Effective leaders are goal-oriented. Setting goals is an important step in achieving what you want to achieve both personally and professionally. Goals should meet the following criteria: they must be realistic, specific and measurable.

7. Decision Making

Effective leaders use good judgment to make solid decisions. They base their decisions on facts, not feelings and they are committed to addressing issues in a non-emotional,

constructive manner. They identify and interpret data from different sources; generate effective solutions to problems; reach sound decisions; generate alternative approaches to problem solving; demonstrate awareness of consequences of judgments.

8. Problem Solving

Effective leaders take prompt action to resolve problems by seeking relevant background information; they analyze information and generate alternative effective solutions to problems. The following steps are helpful for problem solving

1. Define the problem and write the problem statement
2. Identify possible causes to the problem
3. Gather facts to help solve the problem
4. Develop different solutions
5. Analyze the advantages of each option
6. Choose the best alternative solution

9. Conflict Management

Effective leaders, through preventive strategies, personal intervention and conflict resolution skills, manages conflict and are committed to addressing conflict in a non-emotional, constructive manner. Mature leaders recognize that conflict is an inevitable part of any lively organization and part of intellectually challenging and honest work environment. However, uncontrolled conflict destroys organizations.

10. Time Management

Time is your most precious resource. Once lost, it can't be replaced. Good leaders turn into great ones when they apply each minute to its best purpose. They meet deadlines; demonstrate effective use of time and simultaneous handling of several assignments; meet with staff on a regular basis to allow for feedback on mutual expectations; are readily accessible when necessary, even during non-working hours; work proactively with employees to enhance performance and address problems.

11. Inspiring Excellence

Effective leaders insist on quality services that consistently meet expectations; strive for continuous quality improvement; produce value added contributions; perform daily activities without supervision.

12. Coaching and Guidance:

Effective leaders provide resources to complete work and provide inspiration to stretch employees without overburdening; they recognize employees for effort and not just success; they recognize different strengths of different employees and they are committed to developing employees over the long term.

13. Managing Stress

Effective leaders remain outwardly calm under pressure, they don't express criticism strongly and cope successfully with professional challenges; they create a stress-free work environment.

14. Motivation

Effective leaders are motivators and they know their employees, and what motivates each person. The most effective efforts to motivate people are those that work from a genuine knowledge and understanding of the people that you are dealing with, and a clear plan.

15. Developing Leaders by Promoting Professional Growth

Effective leaders believe that the greatness of a leader is not determined by the power he possesses but his ability to empower others. Great leaders build their people to become better employees, colleagues and leaders by actively engaging in personal and professional growth.

BUSINESS SKILLS FOR PRINCIPALS

Leadership

Visionary Leadership: The principal, with the partnership of the school board, develops, articulates, implements and guards the vision of the school that is shared and supported by the school community.

Instructional Leadership: The principal, with the partnership of the administrative team, promotes the success of all students by planning, implementing and supervising a quality instructional program conducive to student learning.

Inspirational Leadership: The principal consistently inspires students, faculty and staff to be all they can be and achieve all they can achieve, increasing their confidence in their abilities.

II. Management

Managing Human Resources: The principal builds a strong team by attracting, selecting, orienting, developing, evaluating and retaining faculty and staff who assist the school in accomplishing its purpose and mission.

Managing Finances: The principal understands and manages the finances of the school and understands the relationship between the goals of the school and the budgeting process. He/she uses resources effectively and conservatively; forecasts accurately and maintains budgetary projections consistently; controls operating costs by effectively utilizing staff and resources.

Managing Facility: The principal is aware that the school facilities reflect the school community. The principal administers the maintenance of the school and its environment, complementing the school vision, mission and goals.

Managing Information: The principal, with the administrators develops, distributes and revises school documents, weekly, monthly and annual publications and handbooks that are consistent with the school's vision.

III. Relationships

Working with the Board: The principal promotes and establishes an effective partnership with clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect and a common vision of the goals to be achieved.

Working with Parents: The principal promotes and establishes an effective partnership with the parents. Communication is the foundation of a solid partnership. When parents and educators communicate effectively, positive relationships develop, problems are more easily solved, and students make greater progress.

Working with Other Schools: The principal represents the school in the educational community; he/she networks with other principals. The principal communicates with other principals to ensure that the school is in line with the principles of good practice of all school operations, especially those of admission, marketing, faculty recruitment and fundraising.

Working with the Wider Community: The principal maintains high visibility, active involvement, collaboration and communication with the larger community. S/he establishes partnership with area businesses and community groups to strengthen and support the school.

IV. Environment

Culture of Moral-Ethical Environment: The principal ensures that every element of school life reflects the principles of equity, justice and dignity of each individual and models with integrity, fairness and justice.

Culture of High Expectations: The principal emphasizes quality performance and outstanding achievement and advocates, nurtures and sustains a school culture conducive to high achievement and student learning.

Culture of Life-Long Learning: The principal encourages and models life-long learning; and creates staff development opportunities for the staff.

Appendix A

DIFFERENT LEADERSHIP STYLES

Experts in leadership define four different styles of leadership:

Authoritarian, Autocratic Leadership

“The beatings will continue until morale improves”

(Unknown)

An autocratic leader operates as one who commands and expects compliance, who is dogmatic and leads by the ability to give or withhold rewards and punishment. This type of leadership aligns with McGregor’s Theory X assumptions of human nature, that the “average human being has an inherent dislike of work and they must be controlled and threatened so they will work”. The authoritarian leader tells his subordinates what he wants done, and how he wants it done, without getting their advice or feedback.

Democratic, Participative Leadership

The leader after consultation with appropriate personnel, makes the decision. He/she does not give up either authority or responsibility, nor is a vote called for. Democratic leaders will exemplify McGregor’s Theory Y assumptions of human nature, that “people are assets that should be nurtured for the talent they bring to the organization.” This leadership style is most comfortable for both leader and follower.

Delegative Leadership

The leader delegates decision-making authority to subordinates. However, he is still responsible for the results of subordinates’ decisions. Many leaders find this leadership style difficult because it requires the greatest degree of trust. What makes this option difficult is that authority is delegated while the leader retains responsibility for the successful completion of the task.

“You can motivate by fear and you can motivate by reward but these methods are only temporary. The only lasting thing is self-motivation”

(Homer Rice)

Servant Leadership

The servant-leader is servant first.

Servant-Leadership is a practical altruistic philosophy that supports people who choose to serve first, and then lead as a way of expanding service to individuals and institutions. Servant-leadership encourages collaboration, trust foresight, listening, and ethical use of power and empowerment.

Servant-leadership emerges from those whose primary motivation is a deep desire to help others. It begins with the natural feelings that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first. The difference manifests itself in the care taken by the servant first to make sure that other people’s highest priority needs are being served.

-Robert K. Greenleaf

From Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness

Appendix B

TEN PRINCIPLES OF SERVANT-LEADERSHIP

- **Listening:** Servant-leaders seek to listen receptively to what is being said. Traditionally, leaders have been valued for their communication and decision making skills. Servant-leaders must reinforce these important skills by making a deep commitment to listening intently to others.
- **Empathy:** Servant-leaders strive to understand and empathize with others. They identify with the concerns of others so they better understand and lead. People need to be accepted and recognized for their special and unique spirit. One must assume the good intentions of coworkers and not reject them as people, even when forced to reject their behavior or performance.
- **Healing:** One of the great strengths of servant-leadership is the potential for healing one's self and others. Learning to heal is a powerful force for transformation and integration. Take opportunities to restore others to wholeness, to show caring.
- **Awareness:** An ability to see things as they really are and awareness of self and situation strengthens the servant-leader.
- **Persuasion:** Servant-leaders rely on persuasion, rather than positional authority in making decisions. Servant-leaders seek to convince others rather than coerce compliance; they go ahead and show the way. This particular principle offers one of the clearest distinctions between the traditional authoritarian model and that of servant leadership. The servant-leader is effective at building consensus.
- **Conceptualization:** Servant-leaders seek to nurture their abilities to "dream great dreams". The ability to look at a problem or an organization from a conceptualizing perspective means that one must think beyond day-to-day realities. Servant-leaders must seek a delicate balance between conceptualization and day-to-day focus to place in projects that are part of a larger vision
- **Foresight:** Foresight is a characteristic that enables servant leaders to understand lessons from the past, the realities of the present, and consequences of a decision in the future. It is deeply rooted in the intuitive mind.
- **Stewardship:** Servant leaders believe that the CEO, staff, directors, and trustees all play significant roles in holding their institutions in trust for the greater good of society. They believe that the best use and highest level of care has been placed in their trust.
- **Commitment to Growth of Others:** Servant leaders believe that people have an intrinsic value beyond their tangible contributions as workers. As such, servant leaders are deeply committed to nurturing the personal, professional and spiritual growth of each and every individual within the organization.
- **Building Community:** Servant leaders promote opportunities for working together while respecting the dignity of individuals to provide service to the world. Servant-leaders are aware that the shift from local communities to large institutions as the primary shaper of human lives has changed our perceptions and has caused a feeling of loss. Servant-leaders seek to identify a means for building community among those who work within a given institution.

Appendix C

TEN COMMITMENTS OF LEADERSHIP

(Source: The Leadership Challenge by James M. Kouzes and Barry Z. Posner)

PRACTICES

Challenging the Process

COMMITMENTS

1. Search out challenging opportunities to change, grow, innovate, and improve

2. Experiment, take risks, and learn from the accompanying mistakes

Inspiring a Shared Vision

3. Envision an uplifting and ennobling future

4. Enlist others in a common vision by appealing to their values, interests, hopes and dreams

Enabling Others to Act

5. Foster collaboration by promoting cooperative goals and building trust

6. Strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support

Modeling the Way

7. Set an example by behaving in ways that are consistent with shared values

8. Achieve small wins that promote consistent progress and build commitment

Encouraging the Heart

9. Recognize individual contributions to the success of every project

10. Celebrate team accomplishments regularly

Appendix D

WHAT MOTIVATES PEOPLE

Rank the following factors in the order of importance.

Rank from 1 to 10 (1 being the most important)

Good working conditions

Feeling “in” on things

Tactful disciplining

Appreciation for work done

Leaders' loyalty to workers

Good wages

Promotion and growth in the company

Understanding of personal problems

Job security

Interesting work

The fact that leaders ranked “good wages” first on their list while employees ranked “appreciation for work done” first should serve as a wake-up call.

	Leaders' Ranking	Employees' Ranking
Good working conditions	4	9
Feeling “in” on things	10	2
Tactful disciplining	7	10
Appreciation for work done	8	1
Leaders' loyalty to workers	6	8
Good wages	1	5
Promotion and growth in the company	3	7
Understanding of personal problems	9	3
Job security	2	4
Interesting work	5	6

The fact that leader's ranked “good wages” first on their list while employee's ranked “appreciation for work done” first should serve as a wake-up call.

Appendix E

LEADERSHIP CASE STUDIES

Scenario 1

A student is an extreme discipline problem in the classroom. Should the student be punished in some way and left in the classroom, where additional disruptions will probably occur, to the lost educational opportunity and possible physical harm to other students; or should the student be expelled from school, in which case the student will probably get into more serious trouble on the streets and lose opportunities to receive needed education?

Scenario 2

Should students be placed in classrooms with certain teachers on the basis of what is best for most students or according to the desires of their politically powerful parents?

Scenario 3

Should a mediocre teacher who happens to be a very nice person and related to the masjid's imam be employed over a more competent one?

Scenario 4

Is it ethical to ask a teacher to leave because you want better teachers for your school?

Scenario 5

What do you do if your non-Muslim teacher comes to school with earrings with a big cross?

Appendix F

LEADERSHIP ACTIVITY

Please read Greenberg's "Servant Leadership Model"; and compare and contrast with Islamic Leadership Mode

Presentation 24

Islamic Education (Preparing for the Real Life) Habeb Quadri

As educators in Islamic Schools, we focus on giving students individual tools to become life long learners and to be productive Muslim citizens in this world and the next. As we provide students with a strong academic secular and Islamic education, as educators, we need to ask “Is the Islamic education that we are providing students helping them to have the necessary tools to deal with some of the social issues they will face?” I will focus on six issues which Islamic schools need to focus on before kids move on into high school and college:

1. Gender Relations
2. Social Pressures.
3. Culture and Islam
4. Islam and Extremism.
5. Identity Crisis
6. Family

Once we can openly talk about these issues and enable students to deal with them, we will be truly cultivating stewardship for our next generation.

CHILDREN

1. Raising Kids Who Said it Was Easy
2. Children a Test from Allah
3. Ibaadat and Maumulaat
4. Prophets were Tested
 - a. Adam (S)
 - b. Nuh (S)
 - c. Yusuf (S)
 - d.

WHAT GOING ON IN THEIR LIVES

1. School
2. Family
3. Religion
4. Culture
5. Community

SCHOOL

1. Academics
 - a. Homework
 - b. Exams
 - c. Projects
 - d. Honors Classes
 - e. ACT/SAT College Admissions
2. Social
 - a. After School Clubs
 - b. Sports Teams
 - c. Academic Competitions
 - d. Community Service Hours
3. School Pressures
 - a. American Culture
 - b. How You Look/Self Esteem
 - c. Friends
 - d. Gender Relations
 - e. School Dances/Parties
 - f. Alcohol and Drugs Abuse
 - g. Movies and Music
 - h. Flirting email/texting/facebook/chatrooms
 - i. Hugging and handshaking
 - j. Chatrooms
 - k. Glorification of Haram
 - l. Opposite Gender Lab Partners
 - m. Clothing/Inappropriate
 - n. Praying/Practicing Deen
4. Religion
 - a. Extremism
 - b. School of Thoughts
 - c. Politics and Muslim Countries
 - d. Movements
 - e. Scholars
5. Family
 - a. Financial Situation
 - b. Extended Family
 - c. Expectations
 - d. Family Parties
 - e. Marriages
6. Seven Common Challenges by High School Survey in Detroit
 - a. Gender Relations
 - b. Fitting in/Peer Pressure
 - c. Double Personality
 - d. Identity crisis/Confidence in Self
 - e. Glorification of Haram

- f. Experimenting Drugs/Substance Abuse
- g. Religion/Culture
- 7. How Parents Contributing to the Problem
 - a. Too naïve/remain naïve
 - b. Hands of Parenting
 - c. Don't teach appropriate environment
 - d. Parent inexperience
 - e. Obsession with academics
 - f. Authoritarian-too strict
 - g. Too much emphasis on culture
 - h. No mentoring
 - i. Failure to provide an outlet
 - j. Religion and Culture
- 8. Religion and Culture
 - a. Be open-minded; Let them ask questions
 - b. Find answers for them, seek help from the community
 - c. Talk about what is happening throughout the world
 - d. Talk about Muslim Extremist
- 9. School/Curriculum/Islamic Studies
 - a. Need to evaluate your School
 - b. Need to evaluate your students
 - c. Need to evaluate your parents
 - d. Need to evaluate your community
 - e. Need to evaluate your curriculum and activities dealing with social pressures.
 - f. Need redirect the focus in Middle School.

Habeeb Quadri

Mr. Habeeb Quadri presently serves as the Principal of the MCC Full Time School, located in Morton Grove, Illinois, a position he began in the Fall of 2002. Previously, Mr. Quadri taught history in the Detroit public school system at Cesar Chavez Academy in Detroit, Michigan, where he also served as Administrator and Dean of Student Affairs and Activities from December 2000 to June 2002. Prior to his teaching experience in Detroit, he taught history at Niles North High School in Skokie, Illinois in 1998. In addition to this teaching experience, Mr. Quadri also taught various subjects as a part-time instructor for nine years at the Muslim Community Center's Weekend School in Chicago from 1991 to 2000, and for two years at the Muslim Community of Western Suburbs' Weekend School in Canton, Michigan from 2000 to 2002, additionally serving in an administrative capacity during the last four years of that period.

Additionally, Mr. Quadri maintains an active interest in education consulting. He has worked on several projects individually as well with organizations including IQRA' International Educational Foundation, Fairfax Institute, and ISNA.

While in college, Mr. Quadri distinguished himself as a student leader by receiving the Vice Chancellor Student Service Award in 1995 and 1997, and the Student Alumni Leadership Award in 1998. Mr. Quadri holds a Bachelor of Arts degree in Teaching of History from the University of Illinois at Chicago, and a Masters degree in Educational Leadership from Wayne State University. He is certified in both Michigan and Illinois

Presentation 25

Strategic Planning in an Unstable Implementation Environment

Presenter: Khalifah Ramadan, Ed. D. – National Training Coordinator – Muslim Alliance in North America (MANA)

Abstract

This presentation will focus on how Strategic Planning is a management tool to assist an organization or coalition in doing a more effective job of focusing its energy; to ensure that members are working toward the same goals and to assess and adjust its direction in response to an ever-changing environment. Strategic planning provides the master plan an organization uses to achieve its aims. It charts the direction and goals of the entire organization and all aspects of its operation. In short: Strategic Planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it, with a focus on the intermediate future.

Learning Objectives:

1. Participants will be able to describe the importance needs of students, parents and stakeholders served by the educational organization as a primary focus of setting goals in a strategic planning process.
2. Participants will be able to identify and distinguish between internal administrative and programmatic strengths and weaknesses of the organization or coalition.
3. Participants will be able to describe the key components of two tools that assist organizations and coalitions in scanning the relevant external environment to find emerging opportunities and threats for an organization.
4. Participants will be able to write a strategic objective that is specific, measurable, attainable, realistic, and time-referenced (SMART).

About the presenter

Dr. Khalifah Ramadan's educational background includes M. Ed. and Ed. D. degrees in Cooperative Learning and Interdisciplinary Curricula Design and Development from North Carolina State University. Dr. Ramadan has served as a Consultant Trainer, Peer Review Panel Chairman and Peer Reviewer with the US Government Departments of Justice, Education, Health and Human Services, and Housing and Urban Development and other public and private entities. Dr. Ramadan has traveled to over 40 states within the USA providing training and technical assistance in the areas of program evaluation, strategic planning, organizational/systems development, grant writing, fiscal management, board development and multi-cultural/diversity issues. Currently Dr Ramadan serves as the National Training Coordinator for The Muslim Alliance in North America (MANA)

Purpose

Nonprofit organizations must have a grounded starting point to effectively accomplish their missions. A strategic plan is a vital tool and an important process that helps an organization reach its goals and achieve success.

The purpose of this paper is to provide learners with the fundamentals of building a successful strategic plan for operating a nonprofit support organization for. This manual presents information for preparing a strategic plan for people with varying levels of experience in strategic planning.

This manual offers a framework for strategic planning with suggestions developed specifically for nonprofit organizations dedicated to AIDS advocacy and prevention. Those who already have experience with strategic planning will find this a useful refresher and “source.

Understanding Strategic Planning

UNIT 1:

I. A Definition of Strategic Planning

Strategic planning is a management tool for several key purposes: to help an organization do a better job, to focus its energy, to ensure that members are working toward the same goals and to assess and adjust its direction in response to an ever-changing environment. Strategic planning provides the master plan an organization uses to achieve its aims. It charts the direction and goals of the entire organization and all aspects of its operation. In short: *Strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it, with a focus on the future.* (Bryson, 1988.)

In addition, strategic planning does the following:

- Shares an organization’s vision with a large internal and external audience.
- Clarifies and makes the organization’s mission specific.
- Strategic involves choosing how to respond organization’s environment.
- Must respond to dynamic and sometimes even hostile environments.
- Identifies clients, consumers and stakeholders served by the organization.
- Identifies distinctive strengths and weaknesses of the organization.
- Scans the relevant environment to find emerging opportunities and threats for an organization.
- Involves the key people inside and outside the organization in the planning process.
- The process is about planning because it involves intentionally setting goals and
- Developing an approach to achieving those goals.
- Creates a context for making choices about possible future directions.
- The process is disciplined in that it calls for a certain pattern to keep it focused and productive.
- These choices are fundamental decisions and actions that must be made to reach a desired future.
- The plan ultimately is no more (and no less) than a set of decisions about what to do, why to do it, and how to do it.

The strategic planning process can be complex and challenging, but by using the basic ideas outlined above, you can develop and execute a successful strategic plan.

STAKEHOLDER

Anyone who cares, or should care, about the organization — anyone who has a “stake” in the success or failure of its mission — is a stakeholder. This encompasses those who must implement the strategic plan, those who benefit from its implementation and those who could significantly help or hinder its implementation: board members, staff (part- and full-time, salaried and volunteer, current and previous), funders (existing, potential), clients (existing, past, (potential), community leaders, competitors, potential collaborators, and other agencies in parallel or related fields.

Strategic Planning and Long-Range Planning

Although many use the terms strategic planning and long-range planning interchangeably, the terms differ in their emphasis on the “assumed” environment. Long-range planning is generally considered to assume current knowledge about future conditions. It looks to ensure the plan’s exact results over the duration of its implementation. Strategic planning, however, assumes that your organization must be responsive to a dynamic, changing environment, which may call for changes in the future. Strategic planning, then, stresses the importance of making decisions that will ensure your organization’s ability to successfully respond to changes in the environment.

Strategic Thinking and Strategic Management

Strategic planning is only useful if it supports strategic thinking and leads to strategic management and, even more importantly, execution. Strategic thinking and subsequent management must result in action. Dr. Jagdish Sheth, a respected authority on marketing and strategic planning, provides the following framework for understanding strategic management. He says that it means continually asking the question “Are we doing the right thing?” It entails both attention to the “big picture” and the willingness to adapt to changing circumstances and consists of the following three elements:

- .Formulation of the organization’s future mission in light of changing external factors such as regulation, competition, technology and customers.
- Development of a competitive strategy to achieve the mission.
- Creation of an organizational structure which will deploy resources to successfully carry out its competitive strategy. (Sheth, 1985.)

Strategic management is adaptive and keeps an organization relevant. In these dynamic times, this approach is more likely to succeed than assuming everything is fine just the way that it is.

What Strategic Planning Is *Not*

Strategic planning is about fundamental decisions and actions, but it does not attempt to make long-range future decisions (Steiner, 1979). Strategic planning involves anticipating the future environment, but the decisions are made in the present. This means that over time, your organization must stay abreast of changes in order to make the best decisions it can at any given point — it must manage, as well as plan, strategically. Strategic planning has also been described as a tool — but it is not a substitute for the exercise of judgment by leadership. Ultimately, the leaders of any enterprise need to sit back and ask themselves “What are the most important issues we should respond to?” and “How shall we respond?” And they must have answers.

LONG-RANGE PLANNING

Long-range planning is generally considered to assume current knowledge about future conditions. It looks to ensure the strategic plan’s results over the duration of its implementation.

Strategic Planning

Finally, strategic planning, though disciplined in many respects, does not typically flow smoothly from one step to the next. It is a creative process, and the fresh insight arrived at today might very well cause you to alter the decision made yesterday. Inevitably, the process moves back and forth several times before arriving at the final set of decisions. So, no one should be surprised if the process feels less like a comfortable trip on a commuter train and more like a ride on a roller coaster. But remember, even roller coaster cars arrive at their destination!

The process of strategic planning can lead to:

- Creating a forum for understanding why the organization exists and the value that should influence decisions.
- Defining a shared vision of the organization’s future that can guide the current allocation of scarce resources — which is not to predict the future, but to define the organization’s preferred future and establish a perspective that will guide current decisions.
- Fostering successful communication and building teamwork among the board of directors, staff and external constituencies.
- Laying the groundwork for meaningful change by stimulating forward thinking and focusing attention on what is really important to the organization’s long-term success.
- Participation in the process makes for a better-informed staff and board and empowers them to be more effective leaders, managers and decision makers. And they end up with a planning document that they can use to effectively manage the organization. Between the planning process and the realization of a final written plan, a number of tangible benefits can emerge:

- An explicit understanding of the organization’s purpose, mission and values among staff, board and external constituents, with that understanding supporting an increased level of commitment to the organization and its goals.
- A framework that guides and supports the governance of the organization and orients board and staff toward more strategic thinking and strategic management.
- A means of monitoring achievements and measuring results.
- A blueprint for action.
- Improved services for students and the community.
- Information that can be used to “market” your organization to the public and potential funders.

II. The Strategic Planning Process

There are five fundamental steps in the planning process. These steps are a recommendation, but they are not the only recipe for cooking up a strategic plan. Thoughtful and creative planners will add spice to the mix or elegance to the presentation to develop a strategic plan that best suits their organization.

Step 1: Getting Ready

To prepare for strategic planning, your organization must first assess if it’s ready. While a number of issues must be addressed in assessing readiness, that determination essentially comes down to whether your organization’s leaders are truly committed to the effort and whether they are able to devote the necessary attention to the “big picture.” For example, when a funding crisis looms, or the founder is about to depart, or the environment is so turbulent that everyone is putting out fires, it may not make sense to take time out for a strategic planning effort. Once you determine that your organization is indeed ready to begin strategic planning, you must then do four things to pave the way for an organized process:

- Identify the specific issues or choices that the planning process should address.
- Clarify a role (who does what in the process).
- Create a planning committee to develop an organizational profile.
- Identify the information that must be collected to help make sound decisions.

The product developed at the end of Step 1 is called a work plan. (Depending on the size of your organization, this part of the process can involve many key individuals. It can be shortened, however, if your organization has only a handful of staff that will need to provide input.)

Step 2: **Developing the Vision and Mission Statements**

A mission statement is like an introductory paragraph: It must communicate the essence of your organization. An organization's ability to articulate this indicates its focus and purposefulness. A mission statement typically describes an organization in terms of:

- Purpose: Why the organization exists and what it seeks to accomplish.
- Business: The main method or activity through which the organization tries to fulfill this purpose.
- Values: The principles or belief system that guides an organization's members as they pursue the organization's purpose.

Whereas the mission statement summarizes the what, how and why of an organization's work, a vision statement presents an image of what success will "look like." For example the mission statement and vision statement of one organization are as follows:

Mission: The mission of the Support Centers of America is to increase the effectiveness of the nonprofit sector by providing management consulting, training and research.

Vision: Our guiding principles are to promote client independence, expand cultural proficiency, collaborate with others, ensure our own competence and act as one organization.

From these statements, we can see that the group envisions an ever-increasing global movement to restore and revitalize the quality of life in local communities. The Support Centers of America wants to be a recognized contributor and leader in that movement. With mission and vision statements in hand, this organization has taken an important step toward creating a shared, coherent idea of what it is strategically planning for.

The products developed at the end of Step 2 are a draft mission statement and a draft vision statement. (This step can be very complex for a larger organization with multiple stakeholders. Smaller organizations will be able to come to agreement on a mission more readily.)

Step 3: **Environmental Assessment**

Once your organization has clarified why it exists and what it does, it must take a clear-eyed look at its current situation. Remember that part of strategic planning, thinking and management is an awareness of available resources and an eye to the future environment so that your organization can successfully respond to change. This step is about gathering up-to-date information about how your organization will highlight the critical issues that your organization faces and that its strategic plan must address. These could include a variety of primary concerns, such as funding, new program opportunities, changing regulations or changing needs in the client population; the point is to choose the most important issues to address. The products that result from Step 3 are a "database" of concrete information that can be used to make decisions and a list of critical issues that demand a response from the organization — the most important issues that the organization needs to address.

VISION STATEMENT

A descriptive sentence that presents a broad image of what success will “look like” for a nonprofit organization.

MISSION STATEMENT

A mission statement reflects the essence of an organization’s intent and tells when, where and how it will fulfill its purpose and attain the vision.

ENVIRONMENTAL ASSESSMENT

The process of gathering and analyzing the information needed to make an evaluation of your organization in its environment. The environmental assessment includes the following activities:

- Collecting internal and external stakeholders’ perceptions about the organization.
- Evaluating programs’ impact on clients.
- Evaluating programs through a cost/ benefit analysis.
- Defining previous implied strategies.
- Analyzing programs through a competitive analysis.

Step 4: Developing Strategies, Goals and Objectives

Once you have affirmed your organization’s mission and identified its critical issues, it is time to figure out what to do about them: the broad approaches to be taken (strategies) and the general and specific results to be sought (the goals and objectives). Strategies, goals and objectives may come from individual inspiration, group discussion or formal decision-making techniques — but in the end the leadership agrees on how to address the critical issues. This can take considerable time and flexibility: Discussions at this stage frequently require additional information or a reevaluation of conclusions reached during the environmental assessment. It is even possible that new insights will emerge that change the thrust of the mission statement. To create the best possible plan it is important that planners not be afraid of going back to an earlier step in the process to take advantage of newly available information.

The product of Step 4 is an outline of the organization’s strategic directions — the general strategies, long-range goals and specific objectives of its response to critical issues.

Step 5: Completing the Written Plan

You’ve articulated the mission, identified the critical issues, and agreed upon the strategies — so Step 5 essentially involves putting all that down on paper. Usually one member of the planning committee, the executive director, or even a planning consultant can draft a final plan document and then submit it for review by all key decision makers (usually the board and top staff). This is also the time to consult with top staff to determine how the document will be translated into operating plans (the detailed action plans for accomplishing the goals proposed

by the strategic plan). This important action ensures that the plan addresses key questions about priorities and directions in sufficient detail to serve as a guide. Revisions should not be dragged out for months, but action should be taken to answer any important questions that are raised. It would certainly be a mistake to ignore serious disagreement at this step just to wrap up the process more quickly.

The end result will be a concise description of where the organization is going, how it should get there and why it needs to go that way — ideas that are widely supported by the organization's staff and board.

The product of Step 5 is the Strategic Plan.

STRATEGY

A strategy is a coordinated approach or direction adopted by an organization in response to a critical issue and/or goal.

GOALS

Goals are described in a broad outcome statement that guides a program or management function.

OBJECTIVE

An objective is a precise, measurable, time phased result that supports the achievement of a goal

Planning

Step 1: Getting ready; initiating the planning process Results in a work plan.

Step 2: Developing a mission and vision Results in a mission statement.

Step 3: Conducting an environmental assessment - Results in a resource database of information.

Step 4: Developing strategies, goals and objectives - Results in an outline of strategic directions.

Step 5: Writing the strategic plan - Results in a strategic plan.

UNIT 2:

Initiating the Planning Process

Strategic planning helps your organization become vibrant and capable of evolving. In the book *The Living Company, Habits for Survival in a Turbulent Business Environment*, Arie De Geus writes that organizations are alive, and just like people; they need to be adaptable to their changing environment in order to be successful long term. The challenge of combating AIDS is beyond a doubt such a long-term challenge. Strategic planning is a good idea, but it is only worthwhile in practice if the organization is ready and the right people in the organization believe in it and are committed to achieving it. (A good definition for commitment, by the way, is unwavering perseverance and emotionally impelled direction.)

The overview provided in Unit 1 outlines requirements for successful planning, as well as potential pitfalls to avoid. Most important is the requirement of a strong commitment to the planning process by the executive director and board leadership. Top leadership must spend significant time and energy on the process or it will never get off the ground. In other words, regardless of how much an organization “needs” to do strategic planning, a program manager or board member will not be able to initiate a planning process alone, or see that it happens successfully. This does not mean that a visionary on the staff or board has no opportunity to initiate a strategic planning process. One person can be the catalyst to start the process.

Such an individual must, however, actively recruit support from leaders by identifying the potential benefits to the organization and helping key stakeholders see the need for planning. For example: Is the staff confused about how their programs relate to each other? Does the board shy away from seeking community support for the organization? Is it unclear what the organization has accomplished and how to measure the success of its efforts? If the answer to these kinds of questions is “yes,” then a compelling case can be made to management for doing strategic planning.

This important up-front homework is essential because it will pay off down the line with board and staff commitment to the process. The strategic planning process is part of a board-staff partnership. The reason both groups need to be involved is that strategic planning is at the intersection of governance (the board’s role) and management (the staff’s role). Whoever initiates the strategic planning process must recognize that its success lies in getting involvement from all parts of the organization. The executive director and board president need to assess the organization’s readiness and be clear about what they would like the planning process to accomplish. If it makes sense to go forward, then proceed by forming a planning committee.

I. Getting Ready

Perhaps the best way to start the process of strategic planning is by establishing some context for the effort — if your organization is considering doing such planning; there are probably some underlying reasons and hoped-for outcomes. This is not a formal evaluation, but simply a way to “get a handle on” the concerns and expectations that paint a picture of this effort at the outset.

Strategic Planning Readiness Criteria

- Commitment and support from top leadership, especially the executive director and board president, to see the project through to the end.
- Clear roles and expectations for all participants in the planning process, including clarity as to who will contribute input to the plan and who will be the decision makers.
- Access to relevant information for assessing the organization (sufficient market research) and willingness to recognize and respond to the organization’s internal and external environment (strengths, weaknesses, opportunities and threats).
- At least one strategic thinker and at least one realist, willingness to be inclusive and encourage broad participation so that people feel ownership of and energized by the process.

- An adequate commitment of organizational resources to complete the planning process as designed, for example, staff time, board time and dollars to spend on the process (market research, consultants).
- A board and staff that understand the purpose of planning, realize what it is and is not able to accomplish, and have reached consensus about the desired outcomes of the planning process.
- A true commitment to assessing current programs and to meeting current and future client needs.
- A willingness to question the status quo and to look at new ways of doing and evaluating things.
- Good working relationships and an ability to work through conflicts among key players.

A. Planning Process Considerations

As with any major effort, a strategic planning process has its proper time and place in the life of an organization. Certain conditions and criteria must exist (and others must not) if strategic planning is to be a creative, collaborative, successful endeavor — so it is important to be honest when analyzing your organization’s readiness to plan.

The planning readiness criteria outlined above are the ideal elements your organization should have in place before committing to a strategic planning process. But when considering such an effort, the pitfalls to be avoided are equally important. If you recognize your organization in any of the symptoms below, step back and rethink the feasibility of a strategic planning endeavor at this point in time. If many of the pitfalls presented below are present, then an in-depth strategic planning process may not be appropriate at this time. Even if your organization is halfway through the planning process before realizing that it isn’t really ready to plan, you should stop right there and address the barriers to strategic planning before continuing with the process.

Strategic Planning Pitfalls

- Too much formality or rigidity in the planning process so that it lacks simplicity and restrains creativity.
- Top management that assumes that strategic planning is something separate from the entire management process.
- Top management that assumes that it can completely delegate the planning function to a planner.
- Top management so engrossed in current problems (such as a financial crisis or other extreme circumstance) that it has neither the time nor the leeway to look far enough ahead to plan for the future.
- Top management’s tendency to reject the decisions made during the planning process in favor of its own intuitive decisions.
- Failure to involve line staff and members of the board in the planning process.
- Failure of top management to include department and division heads in developing plans for their departments.
- Failure to articulate constraints and non-negotiable up front.

- Failure to create an organizational climate that is receptive to planning and change.

B. Prior Experience

In addition to assessing current circumstances, it is useful to assess past efforts at planning and apply lessons learned. If an organization's previous planning processes were successful, then it will want to try to duplicate that success by using similar processes this time around. But if prior planning efforts have not worked well, or the plans that resulted from prior efforts were not followed, then you need to spend some time figuring out why this is so and what changes might benefit future planning efforts. If the management team of your organization has been in place for a few years, there should be a number of staff around who can play the role of historian to give this effort more credibility.

C. Participation in the Planning Process

Strategic planning should be an inclusive effort that engages key stakeholders at appropriate stages. Who are stakeholders? Anyone who cares, or should care, about the organization and anyone who has a "stake" in the success or failure of its mission is a stakeholder. This encompasses those who must implement the strategic plan, those who benefit from its implementation and those who could significantly help or hinder its implementation, such as board members, staff (part-time and full-time, salaried and volunteer, current and previous), funders (existing, potential), clients (existing, past, potential), community leaders, competitors, potential collaborators and other agencies in parallel or related fields. Part of the thought and creativity of the strategic planning process is identifying those individuals and groups that traditionally might not be regarded as "key" stakeholders, but who might contribute unique and valuable perspectives. It is important to include this range of participants because a truly inclusive process achieves the following:

- Helps build internal and external enthusiasm for and commitment to the organization and its strategies — those who feel they have contributed to the planning process then feel invested in it and are more likely to take ownership of the organization's goals and efforts
- Adds objectivity to the process — "outsiders" can identify jargon or ask critical questions about issues that "insiders" might assume are common knowledge or simply take for granted.
- Develops foundations for future working relationships.
- Establishes a continual information exchange among staff, management, clients and other key stakeholders.
- Ensures an adequate depth and breadth of data from which to make informed decisions.

D. Stakeholders' Roles in Planning

Determining how to include all these stakeholders can prove even more challenging than identifying who they are, as there are many different kinds and levels of participation in the strategic planning process:

- Leadership: Taking the initiative to see that decisions get made and things get done.
- Facilitation: Paying attention to process rather than content (a role played, for example, by an outside consultant or neutral participant).
- Input: Providing information and opinions.
- Decision-making: Using that information and those opinions to establish strategies and goals.

It is especially important to delineate between those stakeholders who provide input and those who make decisions. Being asked for an opinion is not the same as having a final say in related decisions, but stakeholders sometimes lose sight of that distinction. It is the responsibility of those who make the decisions to build a framework and process for letting participants know their roles and what will be done with their input and opinions. The nature of stakeholders' participation will depend on any number of factors — size, “culture” and management style, range of constituents and breadth of services. Below are some general descriptions of specific stakeholders' roles in the strategic planning process.

1. Executive Director. The executive director is usually the chief planner and prime “mover” of the plan through the entire process. He or she works closely with the chair of the planning committee and often serves as the prime liaison between the staff and the planning committee. Sometimes the executive director also writes the strategic plan, but may delegate that responsibility to someone else. Finally, the executive director plays a crucial role in that he or she is ultimately responsible for the implementation of the plan.
2. Board of Directors. In its governance capacity, one of the board's primary responsibilities is planning — ensuring a good planning process is in place, contributing a visionary, big-picture perspective to the process and approving the final plan. The board should provide input for the mission, vision, values and environmental assessment aspects of the plan. The board might also be involved in strategy discussions, setting long-term program and administrative priorities and setting goals for itself.
3. Staff. Paid and volunteer staffs have programmatic expertise and familiarity with the field and clients, which are vital to shaping a relevant and workable strategic plan. Their involvement not only ensures “buy-in” to the organizational goals and strategies, but is the link between the vision described in the plan and the realization of that vision on a day-to-day basis. Some staff might also be asked to collect data (market research) and evaluate programs. Program managers should have input into setting long-term program objectives and should assist in developing operational plans. Ideally, staff should be represented on the planning committee.
4. Students. The sole reason for most nonprofits' existence is the betterment of society, whether that means enriching cultural life, feeding the hungry or increasing the quality of life of youth. In a planning process then, it is critical to evaluate what kind of job the organization is and should be doing in this regard. Directly involving past and present clients in the planning process and soliciting accounts of their unique first-hand experience with your organization is one of the best ways to gain insight into its performance and obtain guidance for providing services in the future. For these reasons, some organizations include client representatives on the planning committee.

5. Funders. Past, current and potential funders provide another valuable perspective on client needs and how others in the community are either meeting or failing to meet those needs. They may be able to shed some light on the funder’s inclination to fund a specific new program. Likewise, discussions with funders might enable you to design “fundability” into a program at the outset. You should seek funders’ input primarily during the environmental assessment stage of the planning process. Current and future funders should also receive an executive summary of the strategic plan.
6. Community Leaders. Community leaders can also offer valuable opinions about your organization’s strengths and weaknesses, as well as insight into the needs of the community and knowledge of the competition. Some organizations include a key community leader on the planning committee, thereby building in community commitment to the organization and its mission.
7. Competitors and Potential Collaborators. You might consider asking competitors to contribute to your environmental assessment — not just to get another outside opinion, but to garner information to help the organization be more competitive and develop collaborative relationships.

E. Participation: Top-Down, Bottom-Up or Hybrid Planning

Finally, a key influence on stakeholder participation is the style used in the planning process, particularly whether your organization uses a top-down or bottom-up planning process. A top-down process assumes that those with the highest level of responsibility are in the best position to be big-picture thinkers and plan what is best for the organization.

The main drawback to this approach is that it often results in plans that do not have the understanding and support of line staff (those most directly involved in providing services to clients), so the plan may not prove feasible or in the best interests of the clients. A bottom-up planning process on the other hand compiles plans from individuals or departments, thereby addressing the need for staff input and investment. Such a process, however, can produce a patchwork plan that lacks coherence for the organization as a whole and results in an uncoordinated, even wasteful, use of resources.

The best approach seems to be a hybrid that strikes a balance between the need for decisive leadership and productive collaboration, featuring the open communication of a bottom-up planning process and the clear direction of a top-down process. The net result is an effective combination of the best of both models of participation; the planning process described in this manual is such a hybrid.

SWOT Analysis Grid*

Strengths	Weaknesses
(Internal)	(Internal)
Opportunities	Threats
(External)	(External)

* The SWOT grid is widely used. It is an adaptation of the Harvard Policy Model, attributed to Christensen, R., et. al., “Business Policy: Text and Cases.” Homewood, III.: Irwin, 1983, as

cited in Bryson, J., "Strategic Planning for Public and Nonprofit Organizations." San Francisco, CA: Jossey-Bass, 1988.

Internal Infrastructure Evaluation Worksheet

Scale of Importance Performance
Internal 0–Unimportant, 0–Poor,
Infrastructure Issues 10–Critical 10–Excellent
Organizational infrastructure
Public image with customers
Decision making
Planning process
Accounting process
Fund-raising abilities
Service quality
Record of achieving results

A good assessment helps organizations think about some very pragmatic questions:

- . Is ours the best organization to provide this service?
- . Can we offer real value to our clients?
- . Are we spreading ourselves too thin to compete effectively?
- . Should we work cooperatively with another organization to provide services?

You can use a matrix to assess each current (or prospective) program according to the four criteria described below.

1. **Competitive Position:** the degree to which your organization has a stronger capability and potential to deliver a particular program than other such agencies — a combination of effectiveness, quality, credibility and market share/dominance. Probably no program should be classified as being in a strong competitive position unless it has some clear basis for declaring superiority over all competitors in that program category.

Criteria for a "strong" competitive position include:

- .Good location and logistical delivery system.
- Large reservoir of client, community or support-group loyalty.
- Past success securing funding; strong potential to raise funds for this program.
- Superior "track record" (or image) of service delivery.
- Large "market share" of the target clientele currently served.
- Better-quality service and/or service delivery than competitors.
- Superior organizational, management and technical skills needed for the program.
- Most cost-effective delivery of service.
- Congruence with the purpose and mission of the organization.
- Ability to draw on existing skills in the organization.
- Ability to share resources and coordinate activities with other programs.
- High appeal to groups capable of providing current and future support.

- Stable funding.
- Market demand from a large client base.
- Appeal to volunteers.
- Measurable, reportable program results.

The Six Most Important External Environment Factors Worksheet

This table will assist you in clarifying external trends affecting your organization. List those most likely to have an impact and identify the implications that follow from them.

The Five Most Important Forces Likely to Impact Two or Three Environmental Influences Your Organization in the Implications of Factors Next Three Years These Forces

Political 1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

Economic 1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

Social 1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

Technological 1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

Demographic 1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

Legal 1. 1.

2. 2.

3. 3.

4. 4.

5. 5.

**Sample Format for a Strategic Plan:
Table of Contents:**

- I. Introduction by the President of the Board and Executive Director
- II. Executive Summary
- III. Vision and Mission Statements
- IV. Organization History and Profile
- V. Critical Issues and Strategies
- VI. Program Goals and Objectives
- VII. Management and Development Goals and Objectives
- VIII. Appendices (If Included)
 - A. Environmental Assessment and Critical Issues
 - B. Data and Assumptions about the Environment
 - C. Summary of student, staff and community Surveys
 - D. Membership of Board and Planning Committee
 - E. Intermediate-Range Budget Projections

Presentation 26

EMPOWERING TOMORROW'S LEADERS

Empowering Tomorrow's Leaders

Patricia Z. Salahuddin, Malika Abdur Rahman,
And
Heba Hussein,
Muslim Teachers Association
www.muslimteachers.org

Patricia Salahuddin

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With the name of Allah, the Merciful Benefactor, the Merciful Redeemer

Empowering Tomorrow's Leaders

Problem

Teachers are expected to perform as leaders in and outside their classroom. However, time and structural constraints leave teachers feeling isolated and unappreciated. These obstacles prevent collegial collaboration that could provide teachers with opportunities to make inquiry and to discuss and resolve issues pertaining to student performance. These factors have left teachers frustrated and disillusioned. As a result, they often leave the teaching profession. Muslim schools are especially affected by these circumstances because they are small and lack the resources available to a larger system. To sustain progress, Muslim schools must look for ways to support teachers as leaders.

Purpose

This paper will address the aspect of effective professional development strategies as a means by which to cultivate stewardship. Teachers are leaders in and outside of the classroom. We propose that schools examine various methods of creating an environment of sustained continuous learning to better prepare teachers for the tasks and challenges facing them. This paper will examine how learning communities, mentoring and professionalism cultivates and foster professional development. Creating an environment that encourages growth for teachers and administrators that benefit school constituents, especially students.

Literature Review

The operational definition of professional development in this paper is the act of seeking knowledge for the purpose of serving or teaching others. When one commits to the role of teacher he/she has also taken on the role of leader. The teacher is one who educates, and education comes from the Latin word "*educare*," which means, "lead out"-e- out and *ducere* "to lead", educators are leaders. To become a productive, progressive leader one has to develop skills through learning and acquiring knowledge. In Assad Nimer Busool's *Forty Hadith*, a collection of *ahadith* focusing on knowledge learning and teaching, Jundub reported, "The example of the scholar who teaches people the good, but forgets himself, is the example of the lantern which gives light to people while it burns itself out," (p. 66). If teachers do not replenish themselves, they will have nothing else to give. Their lights will be extinguished and so will their role as effective leaders. Professional development is the way in which educators may replenish.

To sustain progress and cultivate stewardship, educators must focus on effective professional development. The U.S Department of Education’s Professional Development Team identified 10 principles of high-quality professional development (i.e., best practice for professional development), (Web Site, NWREL). Those 10 principles are:

- Focuses on teachers as central to student learning, yet includes all other members of the school community
- Focuses on individual, collegial, and organizational improvement
- Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community
- Reflects best available research and practice in teaching, learning, and leadership
- Enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards
- Promotes continuous inquiry and improvement embedded in the daily life of schools
- Is planned collaboratively by those who will participate in and facilitate that development
- Requires substantial time and other resources
- Is driven by a coherent long-term plan
- Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional development efforts (NWREL)

Professional development is a continuous learning process; a process of seeking knowledge that will enhance growth and development. Professional development is a vital part of a Muslim teacher’s existence. Prophet Muhammad (SAW) said: “Seeking ‘*Ilm*’ (knowledge) is incumbent on every Muslim” (Busool, 1997). Therefore, it is incumbent upon the Muslim teacher to seek knowledge. In another *hadith* Abu Hurairah (RA) narrated that the Prophet (SAW) said: “Indeed! Acquiring knowledge is done through learning. Indeed! Acquiring knowledge is done through learning. And anyone who cares about good, it will be given to him, and anyone who protects himself from evil, he will be saved from it” (ibid). Islam encourages human beings to seek knowledge; therefore, for Muslim educators, because of the responsibility of teaching young children, seeking knowledge is definitely a must.

Recommendations of practical implementation

Creating professional learning communities, establishing mentoring programs and striving for professionalism are not the only means by which to cultivate leadership among teachers, there are many others. However, these three methods will incorporate the aspects of the 10 principles delineated by the U.S.’s Department of Education Professional Development Team.

Create Professional Learning Communities

As defined by Astuto and colleagues (1993) “[learning communities are communities] in which the teachers in a school and its administrators [and parents] continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit”(www.sedl.org). To improve student learning is the ultimate goal of this collaboration. Learning communities are created environments where everyone takes ownership in what happens in the school. Students, parents,

teachers and principal are all partners in designing curriculum, and monitoring students' progress. In a true learning community teachers are empowered; principals are not "all knowing." Because learning communities create environments that support teachers working in collaborative groups, teachers do not feel isolated and unsupported. Teachers are given common planning time or leave time to plan. In some cases they spend time analyzing data to determine what methods or strategies worked. The questions that drive the work of teachers in learning communities are:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experience difficulty in learning?
(Dufour,2004)

Time and physical structure of a school can be obstacles to collaborative efforts. Teachers need time together to talk and discuss ideas and to make inquiry. According to Louis and Kruse:

[The] "physical factors that support learning communities are: time to meet and talk, small school size and physical proximity of the staff to one another, interdependent teaching roles, well-developed communication structures, school autonomy, and teacher empowerment. An additional factor is the staff's input in selecting teachers and administrators for the school, and even encouraging staff who are not in tune with the program to find work elsewhere" (www.sedl.org).

When teachers decide to participate in learning communities, they must be willing to trust the members of their communities and accept feedback and constructive critique given by colleagues. It is understood that all feedback and critiques are done for the benefit of student progress; thus, members of the community should develop warm relationships that is built on trust and mutual respect (www.sedl.org). Being a member of a learning community afford teachers the opportunity to continue to learn about themselves as well as the about the students they serve.

Establish Mentors

Teachers helping teachers is the idea behind mentoring. Cultivate leadership in teachers by giving the experienced teachers an opportunity to lead by sharing their experience with the novice teacher and by placing the novice teacher in the position to become a leader; thus, progress is sustained. "We have found that mentoring offers veteran teachers professional replenishment, contributes to the retention of the regions best teachers, and produces teacher leaders" (Moir & Bloom, 2003). Under these conditions everyone wins, especially the students. The findings from a study on mentoring stated that the "reflective nature of mentoring contributed to the teachers' self-understanding [causing them] to be more mindful of their responsibilities to their students and to their teaching practices, and in the process, enhanced the teachers' personal and professional growth"(Jewell, M. 2007). Schools with strong mentoring programs experience higher teacher retention than schools without mentoring programs. New teachers who are supported with coaching are more likely to remain in the field, improve instructional skills and to feel more efficient (Hammond, 2003). A new teacher grows from the watering and nourishment given by veteran teachers and as the veteran teacher gives, he/she is also receiving and both benefit from each other's existence. This is the principle of *ta'alim*-learning through teaching.

Strive for Professionalism

The College Dictionary defines “professional” as: One with assured competence in a field; behaving in such a way as to appear professional. It also defines “professionalism” as: Professional status, character or standards. Teaching is not a job it is a profession. Represented by people with assured competence in the field. This assured competence is verified with a certificate, which acknowledges that the teacher has met the required standards of the profession. Leaders in the field of education should strive to meet those standards by becoming certified in the desired field or subject area. Students are better served when teachers are certified. Mentors can assist teachers who are having difficulty obtaining the required certificates.

Another level of achievement in teacher professionalism is to become National Board

Certification. Becoming National Board Certified requires teachers to endure a rigorous process in demonstration of their competence, skill and experience in their field of study. “Teachers undergo an extensive performance based evaluation, which includes written examinations, lesson portfolios and classroom videos. The process also focuses on classroom practices, content and pedagogical knowledge and community and professional involvement” (Goldhaber & Anthony, 2004). While engaged in this process, teachers learn the required standards in the field and are given the venue to demonstrate their ability to meet those standards. Additionally, a research study conducted by the Urban Institute and the University of Washington showed that elementary students of National Board Certified Teachers earned higher test scores in math and reading (www.nea.org).

Leadership is cultivated and fostered when teachers become members of professional organizations and associations. These professional entities address the needs of the membership by keeping them abreast of the latest information in the field through publications and conferences. Teachers should have membership in at least one organization related to their subject area or the field of education. And teachers should periodically attend local or national conferences. The information gained from reading professional journals and attending conference will sharpen skills and definitely broaden a teacher’s perspective. Teachers who are not members of a professional organization in their subject area and have never attended a professional conference are denying themselves an opportunity to grow; thus, denying growth to the students that they teach.

Conclusion

Muslim teachers are in the position to make a great impact in the field of education. However, the progress we make will depend on how we perceive ourselves. Are we teachers doing a job or are we leaders in the field of education striving to improve student learning? If the answer is the latter then there are things we must do to cultivate leadership among ourselves. There are many avenues leading to accomplished competent leadership but this paper is limited to addressing only a few: creating learning communities, establishing mentoring programs, and striving for professionalism.

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Presentation 27

Q-cip 2008 Workshop (Qur'an-Curriculum Integration Project)

By: Dr. Mohammed Saleh
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Introduction

This workshop complements the author's earlier work on Q-cip submitted to ISNA Annual Education Forums of 2006 and 2007. To prepare for this workshop, participants may wish to visit www.isna.net or www.muslimeducators.com

Presentation Time Table

No.	Activity	Minutes
1	Assignment 1: Writing up your lesson plan	10
2	The Q-cip Model: Quick overview	15
3	Assignment 2: Q-cip the 8 observed lessons	15
4	Assignment 3: Developing AKT lesson plans	30
5	Assignment 4: Q-cip your own lesson plan	5
6	Question period	15

Dr. Mohammed Saleh

Dr. Mohammed Saleh spent most of his life in the field of education: teaching, administration and consulting. He taught at the elementary level (Cairo, five years); the secondary level (Ontario, fourteen years) and the university level (U.W.O. and Um-Al Qura, eleven years.) He had the pleasure of running three Islamic schools in North America: Florida (Panama City, two years); British Colombia, Canada (Richmond, four years) and Michigan (Ann Arbor, three years.)

As an educational consultant, he is using his life-long experience in education to develop a model of the Qur'an – Curriculum Integration Process (abbreviated as Q-cip.) At present, he shares his knowledge and experience with Islamic schools in North America to help in the application process of the Q-cip model.

Assignment 1:

Writing up your Lesson Plan

Instructions:

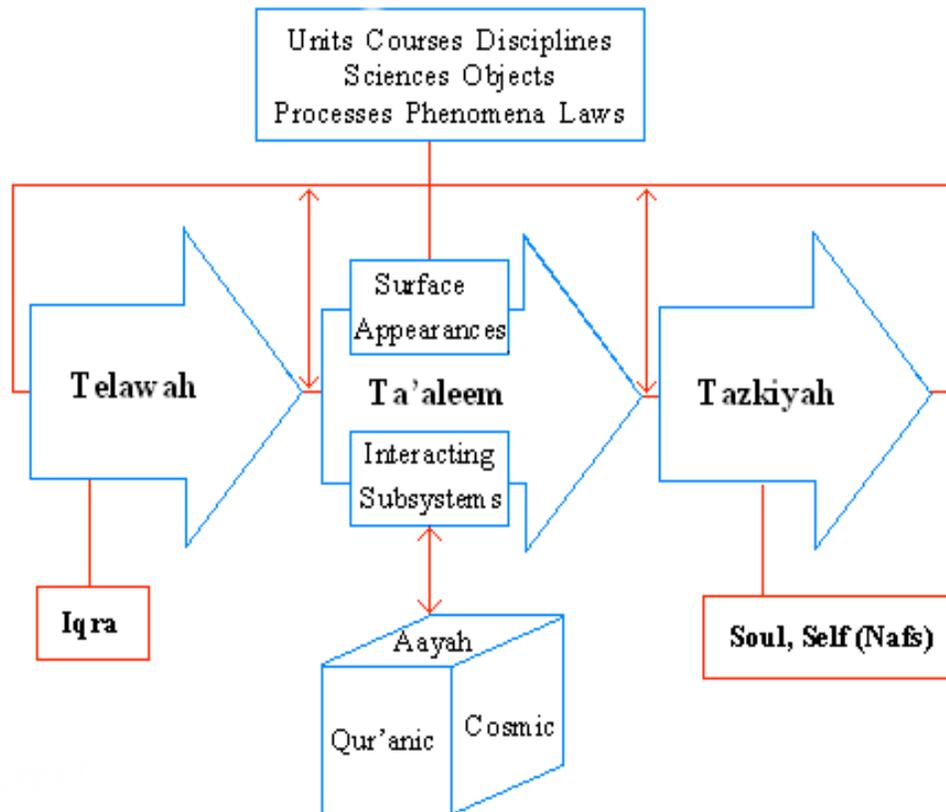
- Please answer the questions given on the handout sheet
- Write up a plan for a lesson you taught recently and would like to share. Time allowed 10 minutes
- Follow the Q-cip presentation and think of how to improve your lesson plan
- At the end of the presentation please review your lesson plan and make required additions to fit the Q-cip model. You will be given a signal to start this editing process
- These plans will be collected and kept for the development of the Q-cip project
- If you wish to receive a copy of your lesson plan please mark the handout sheet in the proper place
- You may pick up your copy from the Q-cip folder to be left with the ISNA staff at the information desk in the main lobby

Project Foundation

ربنا وابعث فيهم رسولا منهم يتلو عليهم آياتك ويعلمهم الكتاب والحكمة ويزكيهم انك أنت العزيز الحكيم

“Our Lord! Send amongst them a Messenger of their own, who shall recite Your Signs (Aayaat) to them and teach them the Book and Wisdom, and purify them: for You are the Exalted in Might, the Wise.” (2: 129)

The Q-cip Model



Telawah

1. Recitation, reading, rehearsing or proclaiming allowed
2. The first word received by the Prophet was Iqra (recite)

Ta'aleem

1. Knowledge – teaching and learning
2. Three types of Foundational knowledge
 - That-ul-Laah (The essence of Allah)
 - Se-fa-tut-Laah (The attributes of Allah)
 - Af-aa-lul-Laah (The creations [the aayaat] of Allah)

Ta'aleem and Thinking

No.	الأصل العربي	Translation	Number	%
1	ألم ير	Don't they see?	64	37.9
2	ينظرون	To see	25	14.8
3	يعقلون	To use their minds	22	13.6
4	يفقهون	To know	13	7.7
5	يبصرون	To really see	13	7.7
6	يتفكرون	To think	11	6.5
7	أولو الألباب	Those who have minds	9	5.3
8	يتساءلون	To question	8	4.7
9	أولى النهى	Those of intelligence	2	1.2
10	أولى الأبصار	Those who have visions	2	1.2
Total			169	100.0

Domain of Ta'aleem

1. The process of Ta'aleem (teaching and learning) should go beyond the standard Sharia courses
2. "We need to study all branches of industrial, medical, experimental and civil sciences in order to meet the demand of Fard Kefyah to help the Muslim Ummah to recover from weakness, dependence and cultural regression that push Muslims to the end of the line"
3. For more information on Ta'aleem please visit www.islamdoor.com and check the contributions of Khalid Bin Abdallah Al Musleh

Tazkiyah

1. Kinds of Nafs (soul)

- The evil – inciting nafs (an-naf-sul-ammarah-bes-sua) (12:53)
- The self reproaching nafs (an-naf-sul-lawwamah) (75:1-2)
- The reassured self (an-naf-sul-mut-ma-annah) achieves full rest and satisfaction (89:27-30)

2. Types of Hearts

- Healthy (alive, sincere and aware)
- Dead (brittle and dead)
- Sick (waivers between either its safety or its ruin)

The Three Model Symbols

1. A (Aayah)

- Aayah is the common denominator of the educational processes mentioned above
- Types of aayaat
 - Qur'anic
 - Cosmic
 - Qur'anic-Cosmic
 - Symbol used

A

2. K (Knowledge) The object of Ta'aleem, Slicing of knowledge

K

Qur'anic and Sharia Sciences

Cosmic Sciences

1. Natural Sciences
 - 1.1 Space Sciences
 - 1.2 Earth Sciences
 - 1.3 Environmental
 - 1.4 Life Sciences
 - 1.5 Chemistry
 - 1.6 Physics

2. Mathematics and Computer Sciences

- 2.1 Mathematics
- 2.2 Computer Sciences

3. Social sciences

- 3.1 Anthropology
- 3.2 Economics
- 3.3 Psychology
- 3.4 Geography
- 3.5 Linguistics
- 3.6 Philosophy
- 3.7 Political science
- 3.8 Sociology

4 Applied sciences

4.1 Cognitive sciences

4.2 Engineering

4.3 Health sciences

4.3.1 Medicine

4.4 Other

Reference: Wikipedia

2. T (Tazkiyah) – Self purification

T

1. Tazkiyah involves any activity that brings the soul/ heart to the highest level of purification: reassurance
2. Tazkiyah involves two processes:
3. Curing oneself from diseases and freeing oneself from the control of evil – takh-li-yah **تخليه**
4. Sweetening the soul/heart with good character – tah-li-yah **تحليه**
5. Tazkiyah is the main mission of the prophets and messengers
6. Hadith “I was sent to complete the best of characters”

The Four Levels of Integration:

1. Program
2. Subject
3. Unit
4. Lesson

1. Making Connections at the Program Level

A Qur’anic Aayaat	K Knowledge	T Tazkiyah Self Purification
Qur’an 10:101	Academic Programs	
Qur’an 10:101	Non-academic Programs	

2. Making Connections at the Subject Level

A	K	T
	Language Arts	
	Mathematics	
	Science Physics Chemistry Biology General Science	
	Social Sciences History Geography Economics Sociology	
	Arts	
	Physical Education	
	Information Technology	

3. Making Connections at the Unit Level (Example 1, Honey Bee)

A	K	T
<p>Qur'an 10:101 16:68-69 “And your Lord taught the Bee to build its cells in hills, on trees and in (men’s) habitation. Then to eat of all the produce (of the earth) , and find with skill the spacious paths of its Lord: there issues from within their bodies a drink of varying colors, wherein is healing for men: verily in this is a sign for those who give thought.”</p>	<p>1. The Honey Bee as a Creation of Allah</p>	
	<p>2. The Honey Bee Body</p>	
	<p>3. Honey Bee Biology</p>	
	<p>4. What Bees Eat</p>	
	<p>5. Honey Bees and their Homes</p>	
	<p>6.Honey Bee Senses</p>	
	<p>7. Honey Bee Dances</p>	
	<p>8. The Dance Language and Orientation of Bees</p>	
	<p>9. Parts of Flowers</p>	
	<p>10. Honey Bees are Important Pollinators</p>	
	<p>11.Insects are Beneficial 11.1 Food for Humans and Wildlife 11.2 Clothes 11.3 Medicine 11.4 Agricultural 11.4 Recycling and Soil Improvement 11.5 Aesthetics</p>	

	12. Poems and Proverbs about Bees	
	13. Africanized Honey Bee and European Honey Bees	
	14. Bee Safety	
	15. Honey Recipes 15.1 Fruit Combo Float 15.2 Honey and Poppy Seed Salad Dressing	
	16. Bees and Beekeeping	
	17. The Life of The Bee	
	18. Pheromones	
	19. Components of the Colony 19.1 Queen 19.2 Drones 19.3 Workers	
	20. Activities and Behavior of the Colony as an Organism 20.1 Temperature Regulation 20.2 Secretion of Wax and Comb Building 20.3 Foraging for Nectar and Pollen 20.4 Robbing 20.5 Fanning 20.6 Swarming 20.7 Colony Defenses	
	21. Nutrition 21.1 Carbohydrates 21.2 Protein 21.3 Fats 21.4 Vitamins, Water and Minerals	
	22. Geography Map Work to Show Correlation Between Crops and Raising Honey Bees	

	23. Mathematics of Honey Bees Honey Bee and Quantum Mechanics Barbara Shipman's PhD in mathematics of Honey Bees	
	24. Chemistry of Bees	
	25. Art	
	26. Field Trip	
	27. Honey Bee Fair and Dress-like-a- Bee Day	
	Teachers may wish to add more topics	

Making Connections at The Unit Level (Example 2: Water)

A	K	T
10:101	1. Introduction	
21:30	2. Aquatic Origin of Life	
	3. Water Cycle	
	4. Water Equation	
A	K	T
	5. Precipitation	
2:265 24:43	5.1 Form	
23:18	5.2 Amount of Rainfall	
35:9	5.3 Location	
	5.4 Associated Phenomena	
2:19	5.4.1 Lightning	
2:19	5.4.2 Thunder	
2:19	5.4.3 Thunder Strike	
31:34	5.5 Rain and Five Mysteries	

	6. Evaporation	
79:31	6.1 Evapotranspiration	
6:99	6.2 Sama (Sky) and Sahab (Clouds)	
24:43	6.3 Stages of Cloud Formation	
	7. Surface Runoff	
13:3 13:7	7.1 Rivers – Valleys	
55:53	7.2 Seas	
39:21	8. Underground Water	
	9. Water Vocabulary	
42:28	9.1 Rain after Despair – Special Dua and Prayer	
30:50	9.2 Rain that gives Life to Earth after Death	
45:5	9.3 Rain Putting Life in Dead Earth	
50:9	9.4 Rain Charged with Blessings	
25:48	9.5 Pure Rain Water – Purification	
78:14	9.6 Water in Abundance	
77:27	9.7 Sweet Water – Mountain Rain	
56:70	9.8 Saltish and Unpalatable	
24:43	9.9 Rain from Cumulus Clouds	
7:56 26:101 28:77	10. The Need to Conserve	

4. Making Connections at The Lesson Level

A	K	T
Corresponding Aayah (Qur'an 10:101)	Any Topic of any Subject	Names and Attributes of Allah Self-Purification

Assignment 2:
Q-cip the 8 observed lessons (15 minutes)

Refer to the Assignment 2 handout and fill in the A and T columns while we are discussing the observed lessons

Observed Lessons

No.	Subject	Grade
1	Islamic Studies	4
2	Arabic	2
3	French	4
4	Physical Education	2
5	Language Arts	1
6	Mathematics	4
7	Arabic	8
8	Science	7

Islamic Studies – Grade 4

Topic: Salah

Lesson Development:

1. Checking the Salah chart kept by students
2. Movements
3. Conditions
4. Obligations
5. Distribution of handouts
6. Reminding students to do their homework and study for the tests

Arabic Language – Grade 2

Topic: Expressions of Greetings

Lesson Development:

1. Teacher greeted students using the greetings vocabulary of Ahlan-wa-Sahlan
2. She asked the students to greet me too
3. Peace be Upon you
4. And Upon you peace
5. Welcome
6. Welcome and hello

7. How are you
8. Fine, In good state
9. Praise to God
10. Good bye with safety

3. **French** – Grade 4

Topic: The 12 months

Lesson Development:

1. Naming the 12 months
2. Writing the 12 months on the board
3. Teacher reading and students repeating
4. Playing the CD and students repeated

4. **Physical Education** – Grade 2

Lesson Development:

1. Warm up activities
2. Neck and waist movements
3. Group games, example, Freeze

5. **Language Art** – Grade 1

Topic: Punctuation

Lesson Development:

1. The teacher counted 5,4,3,2,1,0 to get students attention
2. Handing out worksheets
3. Punctuation – capital letters
4. Rules given (names of people, names of places and the first letter of every sentence have to begin with capital letters)
5. Seat work: write the sentences on the line. Use capital letters when you need them
 - It is time to eat dinner
 - Mom and I baked cookies
 - I was born in Utah
 - Is daddy working late

6. **Mathematics** – Grade 4

Topic: Multiplication

Lesson Development:

1. Teacher wrote on the board the following
 - $7 \times 0 = 0$
 - $7 \times 1 = 7$
 - $7 \times 2 = 14$
 - $7 \times 3 = 22$ (an error)
 - $7 \times 4 = 29$ (an error)

2. The teacher introduced the multiplication sentence and asked the students to draw squares and equilateral triangles and then divide them
3. Classroom work was assigned
4. Students had the opportunity to multiply arrays, example, 3 arrays each containing 4 objects equals to $3 \times 4 = 12$

7. Arabic – Grade 8

Topic: Comparison between city and village

مقارنه بين المدينه والقريه

القريه	المدينه
هادئه	صاخبه
صغيره	كبيره
قليله التنوع	تنوع كبير
يعرف الناس بعضهم	لا يعرف الناس بعضهم
متطلبات مبسطه	متطلبات الحياه معقده
أقل تقدما	الصحه أكثر تقدما

8. Science – Grade 7

Topic: The particles model of matter

Lesson Development:

1. All matter is made up of tiny particles
2. Particles of matter are always moving
3. Particles have spaces between them
4. By adding heat to the matter, the particles move faster
5. States of matter (solid, liquid and gas)
6. Types of change (physical and chemical)
7. Processes of change (melting and freezing, evaporation and condensation, and deposition and sublimation)
8. Homework assignment: beside each of the following write physical or chemical change:
 - An egg is boiled
 - Tea made
 - Milk added to tea
 - Leg burnt
 - Firecrackers exploded

Assignment 3:

Developing AKT Lessons (30 minutes)

Participants will be divided in three groups to do different (AKT) assignments. Please refer to assignment 3 handout and follow instructions. Group 1 will be given **(A)** to connect with **(K)** and **(T)**. Group 2 will be given **(K)** to connect with **(A)** and **(T)**. Group 3 will be given **(T)** to connect with **(A)** and **(K)**.

Assignment 4:

Q-cip your own lesson plan (5 minutes)

Please hand in the entire handout after you check the option box on the cover.

Acknowledgments

- The author would like to thank Br. Akhtar Mohammed (a student at UBC) for producing this Power Point presentation with a smile and patience.
- A special thanks go to the principals of the Muslim schools in British Columbia for allowing the author to visit and observe classes

Presentation 28

Effective Leaders Ilham Shaaban

Abstract

The presentation begins with identifying the characteristics of a leader, and states the influences that will nurture a leader, in the arena of education they primarily are teachers and schools.. In the category of schools I describe what should be their common vision, the proper atmosphere, the roles of the leaders and the need to effectively communicate with parents. In the section on teachers, I discuss the approach they should take in the classroom. Then I discuss how to be an effective teacher, this section is broken down into six subsections. They are: (1) class management skills, (2) an effective teacher as a motivator, (3) an effective teacher develops thinkers, (4) an effective teacher as a persistent learner, (5) characteristics of an effective teacher, (6) an effective teacher communicates well with parents

Biography

Ilham Shaaban has a B.A. in teaching English as a second language from the Teacher Training College in Alexandria, Egypt. She is certified as a Bilingual Arabic Teacher from Northeastern University. She is a candidate for a Master's Degree in Islamic Studies from the American Islamic University, as well as a candidate of a Master's Degree in Leadership and Education from St. Xavier University. Her teaching experience starts from 1976 in Egypt then Kuwait and Saudi Arabia before coming to USA. She has served as a principal and also home room teacher at Islamic schools. Currently teaching Arabic, Islamic Studies at the Islamic Foundation School;

Effective Leaders

Creating the Proper Environment to Foster a Leader

INTRODUCTION:

- Throughout history, pious Muslims have led great civilizations and made great contributions to humanity. During the period known as the Islamic Renaissance, dated from the 8th century to the 15th, the effects of the Muslims were immense.
- Throughout that period, Muslim engineers, scholars, and merchants all contributed a great deal to the arts, agriculture, economics, industry, literature, navigation, philosophy, sciences, and even technology. Their contributions to these areas were accomplished through preserving and building upon earlier traditions as well as adding their own innovations and inventions. Philosophers, poets, and scientists of the Muslim world created a unique culture. This Muslim culture's influences were seen in societies on every continent.
- With all the great things that the world now has to offer, Muslims need to become leaders once again and benefit the world we live in. We need to share our assets with the communities around us. It is time for Muslims to follow in the path of the great Muslims of the past and follow the Qur'an and Sunnah of the Prophet, peace be upon him. We need to strengthen our institutions in order to provide tomorrow's leaders with the skills they will need to succeed in this great task.

Characteristics of a Leader

- 1." A leader is a well balanced individual with a clear perception of life and the highest level of Islamic commitment." Talat Sultan (pg. 42)
2. A leader is patient, perseverant, dependable, accountable, responsible, and has great potential. Jacquie Turnbull (pg. 165)
3. A leader possesses the ability to communicate effectively.
4. A leader has strong religious identity.
5. A leader is an enthusiast and serves as a role model for others.
6. A leader is a thinker and more importantly a problem solver.

Elements of an Environment that Nurtures Leadership

Communication is crucial within and between each of the elements to ensue a future leader.

Schools-Common Vision

- Faith in human intellectual potential
 - Thinking should be the core of the curriculum, Costa (pg. 33)
 - Enhancing student thinking, Costa (pg. 53)

Schools-Atmosphere

An environment of trust

Tangible Support

Caring, celebrations, and humor

Group problem solving and decision making

Classrooms are interdependent

Collegiality

-Protecting what is important; saying "NO" to distractions

Schools-Leadership

- Modeling
- Policies should reflect the common vision
- Schools are interdependent
- Continuous learning
 - Expanding the knowledge base

Schools-Working with Parents

Teachers and administration see parents as critical elements to instructional success of students
To assist parents in raising a leader schools should provide:

- Free work shops on raising leaders
- Coaching on how to help their children to become better achievers
- Seminars on modern techniques in child education

Teachers-Approach

- Personal rapport with students

-Allah SWT tells us in the Qur'an: "This is Allah's mercy that you are kind to them. If you were stern or harsh-hearted, they would have left you." (3:159) Noble Quran

Workshop Activity

- Separate into five groups
- Teachers sit together and collectively find examples demonstrating how to be an effective teacher
 - Utilizing the points provided, or even other ideas that group members come up with

Class Management Skills

- "And our (responsibility is nothing more) except the best articulation (of our message)". (36:17) Noble Quran
- Prepare, prepare, prepare.
- Know how to design lessons for student mastery.
- Establish good control the first week of school.
- Do things right, consistently.
- Establish good classroom management techniques.
- Have a discipline plan.
- Start class immediately.
- Know how to bring class to attention.

- Create classroom climates that communicate positive expectations.
- Have control.
- Maximize academic learning time.
- Can explain grade level's curriculum.
- Have seating arrangements and first assignments ready.
- Have assignments posted daily and in a consistent location. Harry K. (pg. 168)
- Know what results should be recorded.
- Design or modify grade books to record results.
- Keep running progress of student work.
- Have discipline plans posted.
- Think of discipline plans before school begins and explain them on first day of school.
- Discuss discipline plan with students so they understand the logic of it and consider it reasonable.
- Teach procedures for each activity early in the year.
- Have well thought out structured procedures for every activity.
- Rehearse classes so that procedures become class routines.
- Re-teach procedures when necessary and praise to reinforce when appropriate.
- Have classrooms with little confusion or wasted time.
- Has options in the classrooms

An Effective Teacher as a Motivator

- “Invite towards the way of your Rab with wisdom and good exhortation and reason with them in the most kindly manner.” (16:125). Noble Quran
- First, we have to know the relationship between motivation and discipline.
- The harder to motivate, the harder to discipline.
- Finding tools and strategies to increase motivation can solve many behavior problems.
- Teachers should reawaken the motivation in students who have lost interest and perhaps lost hope.
- How to help those who are disinterested, disillusioned and disruptive.

- How can we help those students? Help them to reach this outlook: I will respect the rights of others, and I'll be a credit to my self, my family, and my community.
- Maintains an inviting stance.
- Affects and touches lives.
- Exhibits positive expectations for all students.
- Ensures mental and physical safety of all students.
- Creates environments for all students to succeed.
- Has students earning their own achievements.
- Keeps students actively engaged in learning.
- Is a role models for students.
- Addresses people by name.
- Is both lovable and capable.
- Cultivates positive reputations.
- Has an inviting personality.
- Creates an inviting classroom environment.
- Knows how to praise the deed and encourage the student.

An Effective Teacher Develops Thinkers

- “Of all His servants, only such as are endowed with knowledge, stand truly in awe of Allah.” (35:28) Noble Quran
- Have classrooms in which students are interactively learning, rather than simply being taught at.
- Design lessons for student mastery.
- Enabling students to become thinkers equipped with problem solving skills
- Train students to be independent in order to succeed in this changing world. (There are 625 ayahs in the Quran, which encourage humans to think and learn.) Noble Quran
- Prepare to sustain themselves in different circumstances
- Train students to know how to solve future problems.
- Have students working on tasks.

An Effective Teacher as a Persistent Learner

- “Allah will exalt those who believe among you, and those who have knowledge, to high ranks.” (58:11) Noble Quran
- Continues to learn.
- Has the Knowledge
- Participates in Conferences.
- Has classrooms in which students are working.
- Thinks and behaves globally.
- Work cooperatively and learns from colleagues.
- Goes to professional meetings to learn.
- Have goals of striving for excellence.
- Understands how and why research is done.
- Teaches with proven research-based practices.
- Knows difference between an effective teacher and a ineffective one.
- Joins or organizes support groups.
- Listens to others.
- Reads the literature.
- Observes other effective teachers.
- Uses the research.
- Works at being intentionally inviting.

Characteristics of an Effective Teacher

- “Scholars are the inheritors of the prophets.” –Prophet SAS
- Realizes that teaching is not a private practice. 5:2 Noble Quran
- In flexible and adaptable.
- Listen, listen, and listen.
- Has controlled, disarming smiles.
- Works on having a well-managed classroom.
- Prepares classroom for effective work.

- Maximizes proximity to students.
- Maximizes proximity to material.
- Has high expectations and confidence in their capacity to teach young people discipline.
- Has a positive expectation for student success.
- Has personal goals of high expectations.
- Trains students to know what they are to do.

An Effective teacher Communicates Well with Parents

- Teacher's main role is to assist parents in raising a young leader
- Teachers should make regular contact with parents via letters or emails
- Teachers should discuss student progress with parents regularly
- Newsletters should be sent to parents on a regular basis
- Parents should be encouraged to help out in the classroom
- Time should be made to have conferences with parents
- Communicate with parents and students before school starts

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Presentation 29

The Need For Parenting Workshops In Islamic Schools **Malik Shaw**

Parental Involvement has been a buzzword in the world of education lately now more than ever before in the history of American education. Schools are pushing parents to be involved in their children's academic lives so that they can achieve more. Islamic schools have also jumped on this bandwagon; however the need is not so much on academics but on the social, spiritual and mental development of their children.

Because of this, there is a need for our Islamic schools and community centers to provide parenting classes to give parents some strategies to assist them in combating the negative messages that are anti-family and anti-religious ethics that our society sends. Many parents can't recognize these dangers and only focus on the academic development of their child while many children can be doing well academically but socially they can be struggling. Another issue that parents may not understand is how to navigate the American teenage world. Due to the extension of adolescence it is hard for parents to understand what their child is going through or who is influencing their child because the teenage years have become like a culture unto itself. This can be seen recently in Toronto with the story of the young lady Aqsa Parvez who was killed by her father after having conflicts concerning dress, behavior, and Allah knows best what else. This story shows us that there is a need to reevaluate and educate our parents on how to handle issues like the strong-willed child versus the compliant child, listening to our children instead of the children should be seen and not heard approach, how children are given a message of their individuality instead of a commitment to a group/family on a daily basis, and music, MySpace and dating. All of these issues affect the children who are sitting in our schools and in order to really educate the whole child we must address them. This also bridges the gap between school and the parents where both parties can be on the same page, which is beneficial for all parties.

The laser-like focus on academics has been very successful on getting our number of doctors, engineers, and lawyers. However, the downside of this is the de-emphasis on character and conduct. There used to be a time where next to the academic grades there were citizenship grades. These citizenship grades were not only a reflection of the child but on the family itself. Now those citizenship grades are not as important not only in the public school realm but also in our Islamic schools. Some of this can be traced back to parents, teachers, and administrators worrying about how children feel (self-esteem) rather than self-respect. This problem is played out everyday in schools where students disrespect their fellow classmates, teachers, and administrators, all because for their entire lives, people wanted to make their lives easier instead of making them respect those in charge and their elders. As Jill Rigby states in her book Raising Disrespectful Children in a Disrespectful World, "As a result of this emphasis on self-esteem, twenty-somethings are returning home rather than facing the world on their own. College kids are flunking out because they don't know how to manage their schedules. Kids are growing up without problem-solving skills because their parents think love means solving all their problems for them. Many adolescents have no respect for authority because their parents didn't command

their respect. Instead, their parents gave too much and exposed them to too little. In our attempt to build self-esteem in children, we have reared a generation of young people who are failing at life, haven't a clue who they are, and are struggling to find a reason for living. Their kids fall for the latest craze, healthy or unhealthy. It doesn't matter, as long as they are in the middle of it. They would rather die than give up their cell phones. And they feel that others have an obligation to serve them.”

If you look at a chart with the results of the 2 parenting goals:

Self-Esteem	Self-Respect
<ul style="list-style-type: none"> • Happiness • Greed • Arrogance • Insecurity • Bad Manners • Selfish 	<ul style="list-style-type: none"> • Joyful • Humble • Confident • Good Manners • Altruism

Many of our teachers have to deal with students who have bad manners and when they do write up these students and have a parent-teacher conference, the parent begins to blame the teacher. I know this because I've had this experience in both my public and Islamic school teaching days. On one occasion, I met with a parent of a student who had a particularly foul mouth and was quite disrespectful to others. This student's father came into a meeting instructing a group of teachers how we could teach more so that his child could do better. This left us perplexed and wondering what the meeting was about.

As a community we are in danger from this for a couple of reasons. One reason is that many of our students come from families who are first generation in American. With this comes many challenges but the one pertinent to this discussion is the guilt that many parents feel living in America. This guilt come out in trying to overcompensate and make the kids happy because they realize their kids are missing out on family and culture.

Malik Shaw was born and raised in Detroit, MI and later went to college at the University of Memphis where he received his B.A. in History with minors in English and African-American Studies. He received his M.A. in Instruction and Curriculum Leadership with an emphasis in Secondary Education. He began his teaching career in the Detroit Public Schools where he created a community service after school program. After moving to Arizona in 2004, he taught at Arizona Cultural Academy an Islamic school located in Phoenix, AZ. There he taught 7-12th grade Language Arts and History. He also acted as Dean Of Students and Athletic Director and organized Spring Break trips to Washington D.C., San Francisco, and Los Angeles. On these trips, students visited Georgetown University, Stanford University, and UCLA. (The students also visited Zaytuna Institute). He currently works at the Maricopa County Juvenile Court teaching parenting classes as well as teen classes. He also is the CEO of The Natural Way, a parenting and educational consulting company that does parenting workshops and assists parents and institutions with curriculums and educational planning. He is currently working on a book dealing with Traditional Education and the Need For Its Resurgence: Raising our Children Naturally

Presentation 30
Babul- Ilm: A Unified Resource for
Weekend Islamic School Curricula
Development, Implementation and Management

Mohammed T. Taher, Doctoral Candidate
Mohammad Mazhar Hussaini, M.S.
Ahmed S. Khan, Ph.D.

This paper/presentation provides an overview of *Babul-Ilm*, an Internet portal/ gateway that provide resources and tools for administrators and educators for development, implementation and management of Weekend Islamic school curricula. *Babul-Ilm* has been designed to provide a comprehensive onsite/online resource for implementing Weekend Islamic school curricula that covers the domains of *Islamic Studies*, *Qur'anic Studies*, and *Arabic Studies*. The goal for developing *Islamic Studies* curriculum is to enable students to understand the beliefs (*Iman*), worship (*ibadah*), manners (*akhlaq*), dealings (*muamilaat*), *Seerah* and the history of Muslim Ummah. The goal for developing *Quranic Studies* curriculum is to enable students to recite Quran (with *Tajweed*), memorize, understand, and apply Quran and Hadith in daily life. And the goal for developing *Arabic Studies* curriculum is to enable students to write Arabic, read Quran applying the *Tajweed* rules, and learn Quranic grammar to understand the meaning of Quran. *Babul-Ilm* provides ready-to-use onsite/online terminal objectives, lesson plans, assessment, and management tools for twelve years of schooling, beginning at Pre-school through grade eleven. In short, *Babul-Ilm* is a turn-key Weekend Islamic school curricula delivery system which is universally available via onsite/online to administrators, teachers, students, and parents, and can satisfy the needs of individuals as well as of weekend and regular Islamic schools.

Presentation Outline

- I. Need for a unified onsite/online resource**
- II. Description of Babul-Ilm**
 - **Structure**
 - i. Teacher (Teaching and assessment techniques)**
 - ii. Parent (Participation, duties and responsibilities)**
 - iii. Student (Learning techniques)**
 - iv. Administrator (Leadership and management techniques)**
 - **Salient Features**
 - **Services**

III. Description of Curricula

- Islamic
- Quranic
- Arabic

IV. Target Audience

V. Onsite Demonstration of Babul-Ilm

VI. Questions & Answers

Authors' Biographies

Professor Mohammed T. Taher is the chief architect of Babul Ilm project. He has served as the Principal of the Weekend Islamic School, for last 17 years, at the Islamic Foundation, Villa Park, Illinois. Presently, he is the curriculum director and has successfully developed the curriculum for grades Pre-school through 11, for the Weekend Islamic School. He is a Senior Professor in the ECT/NCOM Dept. at DeVry University, Addison, Illinois. He received his B.S. in engineering from Jawaharlal Nehru Technological University, Hyderabad, India, and his M.S. in Computer Science/Networking from Northeastern University, Chicago. Presently, he is pursuing his doctorate from Northern Illinois University in Instructional technology. He is author of “A Guide to Reading Qur’an”. He is a member of Phi Theta Kappa.

Mohammad Mazhar Hussaini is the Author of 18 Islamic books for children that are being taught in various Islamic schools in North America and the world over. He received his M. S. from North Dakota State University. Presently, he is the Program Director of ISNA's Halal Certification Program. He has been a Founding Member (1984) and the Secretary General (1984-1990) of Iqra International Educational Foundation, Chicago. He has been involved with Professor Mohammed Taher in conceptualizing and developing the Babul-Ilm Project since its inception.

Dr. Ahmed S. Khan is a Senior Professor in the EET Dept. at DeVry University, Addison, Illinois. He received his M.Sc (applied physics) from University of Karachi, an MSEE from Michigan Technological University, and an MBA from Keller Graduate School of Management. He received his Ph.D. from Colorado State University. His research interests are in the areas of Fiber Optics Communications, faculty development, and outcomes assessment, and, Internet and distance education. He is author of “The Telecommunications Fact Book” and co-author of “Technology and Society: Crossroads to the 21st Century” and “Technology and Society: Issues for the 21st Century and Beyond.” He is a member of IEEE and ASEE.

Babul-Ilm
**A Unified Resource for Weekend Islamic School Curricula Development, Implementation
and Management**

Presenter: Mohammad T. Taher

Purpose of Developing Babul-Ilm Project

- To provide a comprehensive, structured Islamic curriculum from pre-school through grade-11.
- To provide a conducive program for progressive learning of students.
- To provide a ‘reference curriculum’ for teaching children in a week-end school setting.

What is Babul-Ilm?

- An Internet portal that provides resources and tools for administrators and educators for starting, implementation and management of Weekend Islamic school curricula.
- Designed to provide a comprehensive online/onsite resource for implementing curricula that covers the domains of *Islamic Studies*, *Quranic Studies*, and *Arabic Studies*.

Babul-Ilm Mission Statement

“To cultivate the human mind and actions according to the instructions of Allah (SWT) and the life of prophet Muhammad (S) and his companions (R).”

Why Babul-Ilm

1. Development Needs: Curricula

- Existing text books lack content and depth for a given grade level
- Curriculum lacks sequential progression
- Existing curriculum is outdated and not relevant to current issues (needs revision)

2. Instructional Delivery: Pedagogy

- To date most of the teachers are volunteers and they lack teaching techniques
- High turn over rate due to volunteer teaching
- Lack of knowledge in using technological tools

3. Instructional Time: Time Management

- Inadequate instructional time
- Time management issues
- Punctuality problems

4. Teacher’s Training: Teaching Skills

- Communication skills
- Teaching skills
- Adherence to lesson plans
- Clarity of Islamic concepts
- Class management (discipline issues)
- Test design/testing standards

5. Parent Involvement: Home Environment

- Lack of commitment
- Lack of importance
- Lack of concern for child's learning
- Lack of involvement
- Lack of Islamic environment at home

6. Finance: Resource Allocation

- Lack of revenue
- Lack of resources for educational use/budget
- Unpaid teachers
- Strategies for revenue generation

7. Administration: Professionalism

- Principal lacks authority to implement policies
- Difficulty in maintaining and practicing disciplinary issue
- Key decision makers lack appropriate educational and management background
- Lack of cooperation and coordination with other local, and regional schools

Babul-Ilm: Goals

- I. Develop Imaan in children through education
- II. Establish worship through the institution of the five pillars of Islam
- III. Build character on the Quranic foundation
- IV. Provide role model from the Seerah of the Prophet Muhammad (S) and his Sahabah (R)
- V. Develop leadership with responsibility and accountability
- VI. Train for conducting Muamilaat (Dealings) with God consciousness (Taqwa)
- VII. Inculcate Aadaab/Akhlaaq (manners and etiquettes) for human dignity, decency, and equitability
- VIII. Empower with tools for peaceful coexistence with people and environment

Salient Features

1. Structured curriculum: for Islamic studies, Arabic studies, and Quranic studies from Pre-school through Grade 11.
2. Objective Based Curricula: The instructions are based on Course Objectives and not on text books.
3. Efficient and Effective: Requires three hours a week, 30 weeks a year.
4. Universal Accessibility: Available through website anywhere in the world.
5. Free of cost
6. Comprehensive: The student will learn to:
 - Read, write, and understand the message and guidance of the Quran
 - Study Seerah of Prophet Muhammad (S) and his Companions (R)
 - Learn the history of Muslim Ummah
 - Learn Islamic Aqaid (Beliefs) and Ibadaat (Worships)

- Learn the Islamic Aadaab and Akhlaaq (manners and etiquettes)
 - Learn Islamic Muamilaat (Dealings)
 - Live in peaceful coexistence with family, friends, neighbors, people of other faiths
 - Become a productive citizen
7. Adaptability: Can be adapted/tailored according to the school size, class room size, comprehension level, available facility, resources, and other variables.
 8. Based on 25 years of teaching and administrative experience:
 - Experienced and Volunteer teachers numbering from 18 through 80.
 - Students numbering from 100 through 650 per year.
 - Experience with special need students.
 - Experience with students of different educational, cultural, social, and economical backgrounds.
 9. Services Planned:
 - Administrative Training
 - Teachers' Training
 - Tools to run the program
 - Customized curriculum
 10. Over 1000 man hours spent on this project

Babul-Ilm Model

(Babul-Ilm Educational Structured Teaching)

Babul-Ilm Model

Sample Handouts for Grade 5:

- Terminal Objectives
- Lesson Plan for Arabic Studies
- Lesson Plan for Islamic Studies
- Lesson Plan for Quranic Studies

Babul-Ilm: Gateway To Knowledge

Curricula for Islamic Studies

Goal is to have students understand the beliefs (Iman), worship (Ibadah), manners (akhlaq), dealings (muamilaat), and the history of Muslim Ummah

Curricula for Quranic Studies:

Goal is to have students be able to read, write, understand, and apply Quran in daily life

Curricula for Arabic Studies

Goal is to have students recite the Quran by application of Tajweed rules and learn Quranic grammar to understand meanings of the Quran.

Curricula Levels

Level-0	Pre/KG
Level-1	Grade 1-5
Level-2	Grade 6-8
Level-3	Grade 9-11

Curricula: Islamic Studies Objectives

- Beliefs
- Worship
- Manners/Ethics
- Fiqh/Dealings
- History/Current issues

Curricula: Quranic Studies Objectives

- Reading
- Memorization
- Hadith
- Comprehension
- Interpretation
- Application

Curricula: Arabic Studies Objectives

- Fluent reading (*Naazirah*)
- Tajweed
- Grammar
- Vocabulary
- Analysis
- Application

Prophet Muhammad (pbuh) said:

“Seek Knowledge from Cradle to Grave.”

“Best among you is one who learned to read the Qur'an and taught others.”

Contact Information

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Presentation 31

Writing Workshop: Developing Lifelong Writers Asiyah and Amira

What are the actual criteria for good writing? Many teachers tend to have varying concepts about what makes a good writer. Since being literate means having the ability to both read and write- it is important to focus on writing as well as reading. There are many ways to help a student become a good writer. One proven way is through writing workshop, where students have the time to develop as writers. Students have the opportunity to write various genres while learning and implementing the 6+1 traits and writing process. These skills spread out to other curricula areas and develop writers for life

Biographies:

Asiyah (Terjuana) Teruel holds a Bachelor of Arts in Spanish and a Masters of Education in Elementary Education. She is certified in both academic areas. This is her second year with the Universal School, in Buffalo, New York where she is currently a 2nd grade classroom teacher. She is the present English Language Arts department chair. Her long term goal is to implement and maintain a balanced literacy curriculum at the school, using current best practices and research based data. Prior to teaching at the elementary level, she taught middle and high school Spanish for 7 years at an area public school.

Amira Agwa holds a Bachelor of Arts in Social Science Interdisciplinary degree concentrating in Early Childhood Education. She is pursuing her Masters degree in Elementary Education. She is the current 1st grade classroom teacher at the Universal School, in Buffalo, New York. This is her second year with the school. The previous year she co-taught the Pre-K class and developed a pre-literacy curriculum to align with the literacy program of the primary grades.

Many educators, in several curriculum areas, find it difficult to get their students to write well. Schools where many students speak English as a second language find it even more difficult to create students who produce quality writing. At all levels, teaching writing to students can seem like a feat. Assessing writing reliably, accurately, and objectively tends to become even more of a challenge. There are many reasons for this difficulty, some include: what teachers are looking for varies, old notions about what is important about writing may still be prevalent, and the concept of what makes good writing differ. Writing workshop is one of the best practices in writing which helps to alleviate these problems and discrepancies.

The perception of what is writing may differ yet alone that of what is good or quality writing. It appears that many teachers feel as though good writing is equal to accurate conventions of writing. Other teachers look for other descriptors of quality. These descriptors in the end may seem different but there is usually one underlying factor linking them. Educators need a way to uniformly evaluate student writing. A way is needed making assessment consistent through varying genres, curricula, and students.

Many older notions about writing, though useful, are now a subsidiary of what is considered the best practices according to research. One major factor seems to be the feeling that the appropriate use of conventions makes good writing. Conventions are important but stressing it may have a negative effect on a student and his/her writing abilities.

Teachers are different and as a result three teachers evaluating the same writing piece may have three different opinions about it. This difference of criteria becomes apparent as students move from one teacher to another (from grade to grade). If teachers stress different aspects of writing students will always have a hard time meeting the expectations of their new teacher. The strain is in part due to the unknown expectations of the current “new” teacher, students may be trained in a particular part of writing and lacking in the one this teacher is looking for. In the end a common language is needed for students, teachers, and even parents. This common language will aid all involved in understanding what is expected, how to reach set goals, and how to be properly trained to become a good, strong writer- for life.

Review of Literature and Methods:

Currently, there is an abundance of research and resources about the “common language” teachers, students, and parents can use to bring together the aspects of quality writing. This “common language” is known as the 6+1 traits of writing. It is a model originally created in the early 1980’s by teachers in Beaverton, Oregon and Missoula, Montana (and other areas). Teachers noticed this need to have a uniform language. After evaluating many writing pieces and discussing what they wanted and looked for in students’ writing these teachers came up with recurring characteristics. They noticed that most criteria ended up falling into one of six (plus one) characteristics. They were: ideas, organization, voice, word choice, sentence fluency, conventions, plus presentation. These attributes became the foundation of the 6+1 Trait model of writing assessment.

The traits and their terminology may be used to connect to important concepts found in literature, science, social studies, math, fine arts, and health. The Idea Trait is where the writer establishes a focus (or main event), uses support and elaboration that extends and develops the ideas presented, and uses relevant, specific, and sufficient details. Organization is important in more areas than writing. In the trait model it means that writing is well planned and has a sense of completeness. The internal structure of the piece is evident. There is an obvious beginning, middle, and ending; as a result of this there is also a good sense of sequence. The use of transitional words helps this area. Voice is another important trait most teachers desire to see in writing. It is the evidence of the writer behind the message. Teachers should look for enthusiasm for writing; individuality, personality, and charm; the tailoring of communication to an audience; and writing that evokes an emotional response. Word choice tends to be an obstacle because once a student becomes comfortable with a certain word it is hard to get him or her to stray from its usage, unless taught how to. When analyzing word choice there should be evidence of precision in the use of words such as: concrete nouns, active verbs, and adjectives which create a vivid image. Teachers tend to look for an awareness of language, an understanding that there are different ways to say things, and the use of new words (at times more complex words) in writing. Sentence fluency is another trait many teachers check for in student’s writing. It involves the rhythm and flow of the language, and how it sounds to the reader. Observed characteristics include sentence sense, an ear for language patterns, the use of

more complex sentences, and a variety of sentence lengths. The convention trait is the last of the six. This is in part due to the fact that it appears toward the end of the writing process. It is part of the editing process. It is not recommended to focus on this trait too early in a student's writing as it may hinder the development of a strong writer. It is the mechanical correctness of the piece. In addition it emphasizes accurate spelling, punctuation, grammar and usage, paragraphing, and capitalization. The final trait, considered the plus one, is presentation. It is seen as the final piece and is not necessarily used all the time. In fact, it is the least frequently used because it comes after all other elements of writing have occurred. Things to consider in presentation include: having a product with a positive overall impression, is aesthetically pleasing, and enhances the ability for the reader to understand and connect with the message. NWREL, Culham, and other educators suggest teaching, taking, and assessing these traits separately or grouped; both according to what it is that the teacher is looking for in that particular writing piece.

The 6+1 Trait model is not a writing curriculum, but it does allow students and teachers to communicate about qualities and criteria of writing. This point is stressed by Ruth Culham (2003), a renowned educator and proponent of the 6+1 Trait model. She has developed, simplified, and explained the traits. Her research has been extensive, as she is sometimes referred to as "the trait lady". The traits help build an understanding of what good writing should look like. This is accomplished through the uniform language created by identifying each trait. Each trait has specific terminology explaining the characteristics of it. These traits are also linked to the various parts of the writing process.

The traits embody what makes good writing and what most teachers look for in writing. As students understand good writing traits they slowly create texts (writing) meeting those criteria. It is a model used for both assessing and enhancing writing.

These traits have also helped "set the criteria for the qualities of good writing at various grade levels and levels of achievement" (Northwest Regional Educational Laboratory). The 6+1 Trait model may be used by teachers in any curricula area. The Northwest Regional Educational Laboratory created rubrics for the traits and continue to create materials and uphold the work began by the originating teachers.

Ruth Culham provides vivid details and ideas on how to introduce the 6+1 Trait model beginning in kindergarten on through the upper grades. She explains the connection between the traits and the writing process, the need to have a writing curriculum, and the importance of understanding that the traits alone are not going to create quality writers in both her books entitled, *6+1 Traits of Writing: The Complete Guide for Grades 3 and Up* (2003) and *6+1 Traits of Writing: The Complete Guide for the Primary Grades* (2005). One well supported and utilized method of helped to generate good, strong writers is the writing workshop.

In order for anyone to become proficient and fluent at anything consistent practice is needed. Writing workshop is one way this can be accomplished. “Writing Workshop is a powerful organizational structure that provides opportunities for students to think, write, reflect, discuss, revise, edit, and most of all, collaborate. In a writing workshop, students apply the skills they have learned in the context of real writing.” (Culham, 2003). The writing workshop is a comprehensive writing time for students to practice different forms of writing genres as well as learn and develop skills and strategies to become more effective writers. Topics may be guided or selected by the student as long as it adheres to the specified genre of study. Topics may also be interdisciplinary. It is the opportunity for students to think, write, reflect, discuss, revise, edit, and collaborate. Students have the chance to engage in authentic writing often; it should occur at least four times a week. The frequency of writing workshop helps a student’s fluency.

Recommendations of practical implementation:

Getting started with writing workshop requires reflection on your feelings about writing, what is important to you, and what topics or genres you need or want to cover. A useful guide to starting is the book by Antoinette Cerulli Fornshell entitled *Planning for Successful Reading and Writing in K-2* (2003). Units of study for writing workshop should focus on a particular genre or strategy. The other elements of writing are components of the main focus. Fornshell (2003) states that “students engage in writing a variety of texts on topics of their choice, with the teacher guiding the process by modeling, providing focus lessons, conferring, and giving them opportunities to share”. A typical writing workshop block would look like the following: a mini-lesson on a grammar point, writing technique, trait, skill, or strategy; writing that focuses on the presented mini-lesson; and time to share what was written (by group or conferencing).

There are many genres, strategies, skills, and topics to consider when deciding what to teach to students. Mini-lessons are where the teacher presents and models a particular writing aspect s/he wants the class to utilize. Possible mini-lessons, which may be combined, are:

Introduction

- rules
- expectations
- individual feelings about writing
- introducing and organizing the notebook/folder
- reasons why people write

Grammar

- parts of a sentence
- parts of speech (as appropriate per grade level)
- conventions
- spacing words

Writing Genres

- memoir
- narrative
- expository
- descriptive

- creative
- poetry
- letter writing
- articles
- concept books
- journals

Skills, Strategies, and Studies

- picture book study
- author study (to see writing style)
- craft (descriptive language, parts of a story)

Writing Process

- getting started (prewriting and drafting)
- revision
- editing
- proofreading

Writing Traits

- ideas, focus, details
- organization
- voice
- word choice
- sentence fluency
- presentation.

It is important to remember that not every assignment needs to be assessed. As long as the terminology is being used students are learning about writing. Students may be grouped at times according to their writing needs; these groupings should also be flexible.

Irene Fountas and Gay Su Pinnell (2005) identify what developing writers do in their book *Guiding Readers and Writers, Grades 3-6*. These indicators are also relevant for the lower and older grades. Characteristics of strong writers include: use writing as a tool for thinking, write often, have and use skills to craft and revise writing, observe the world closely, use writing for a variety of purposes, enjoy writing, have a sense of themselves as writers, take risks, read as writers, noticing techniques and styles, have an awareness of audience and different genres, draw on literary knowledge as a resource for their writing, and are confident in their writing skills and abilities. Teachers should reflect on their current practices in connection with those characteristics. It is also important to have proper materials for implementing writing workshop.

A writing workshop classroom will contain environmental posters and reference charts (word walls, grammar points, phonemic awareness, writing tips) should be around the room for students to see to promote independence up, a writing notebook, other pads, pencils, markers, pens, stickers, a folder, and reference books. Writing supplies should be in a centrally located area or on each table for small groups to share. You may also consider maintaining writing portfolios.

Through providing constant chances for students to write helps create good, strong writers. It The use of a common language allows for uniformity as students move through the grades. This makes it easier for teachers, students, and parents to know what is expected; and in turn to meet and perhaps surpass those expectations. Other curriculum areas using this language helps to amplify the success of the writing curriculum therefore generating lifelong writers.

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Presentation 32

ISLAMIC SCHOOLING IN AMERICA: STRENGTHENING NATIONAL SECURITY

Panelists: Educators

Moderator: Dr. Iqbal Unus

This panel discussion will compare and contrast the nature of Islamic schools and that of Catholic and other denominational schools, exclusively with respect to the impact such schools have on the national identity of the youth.

Catholic and other denominational schools have clearly demonstrated that their graduates exhibit higher degrees of service to others, purposeful leadership, sense of values, just attitudes, and empathetic relationship with other cultures, which leads to mutual understanding. Such characteristics strengthen the national social fabric and contribute to its security. So do Islamic schools - representing a normal ethnic and religious minority that is developing and finding its own place within the American mosaic.

The panel will examine how, across the country, children in such schools are socialized in issues of civility, patriotism, and service – and thus tend to be more caring and more patriotic than children in public schools. They are encouraged to deepen roots in their faith and develop a commitment to their American identity. All this is in keeping with research findings that children in private, denominational schools are more patriotic, have a stronger sense of national identity, and are more civic minded than those in public schools. By instilling a sense of purpose, civic engagement, and community service in children, such schools contribute to better citizenship, which leads to strengthened national security.

The panel discussion will explore how Islamic schools in America – as their counterparts in the Catholic and other denominational school systems – offer the Muslim community and the society at large a unique opportunity to strengthen national security through purposeful education.

Dr. Iqbal Unus

Dr. Iqbal Unus is director of The Fairfax Institute (TFI), the instructional division of International Institute of Islamic Thought (IIIT), located near Washington, D.C., U.S.A., where he has also served as director of human development and director of administration since 1989. Between 1995 and 1998, he taught and worked at the Graduate School of Islamic and Social Sciences as dean of students and registrar. Prior to joining IIIT, Dr. Unus served as secretary general of Islamic Society of North America (ISNA) after having worked as director of administration and assistant secretary general since 1977. Between 1980 and 1982, Dr. Unus taught in the applied sciences and nuclear engineering departments at King Abdul Aziz University, Jeddah, Saudi Arabia.

Dr. Iqbal Unus has had a wide ranging volunteer service experience in the Muslim community in the United States for over 37 years. Some of the prominent offices he has held include president of the Muslim Students Association of the United States and Canada (1975), several offices including president of the Association of Muslim Scientists and Engineers (AMSE), member of Majlis ash Shura of Islamic Society of North America (ISNA), trustee of Amana Mutual Funds Trust, working committee member of International Council of Awqaf and Non-Governmental Organizations (ICANO), board member of Coordinating Council of Muslim Organizations in Washington Area (CCMO), and trustee of All Dulles Area Muslim Society (ADAMS).

Dr. Iqbal Unus has traveled to various countries including South Africa, Malaysia, Trinidad, United Kingdom, Turkey, Belgium, Sudan, Libya, Bangladesh, Saudi Arabia, Nigeria, and Indonesia, to participate in conferences or to deliver training workshops. His major area of interest is non-profit management and leadership studies. He has conducted numerous training programs in leadership skills and facilitated strategic planning retreats for Muslim community organizations.

Dr. Iqbal Unus holds two Master's degrees in physics and nuclear engineering and a Ph.D. in nuclear physics.

Presentation 33

Those Wonderful Kids: Discipline Guidelines

Audrey Zahra Williams, M.Ed.
Principal
Islamic Foundation School

Where to Begin

- 50% of teaching is classroom management and handling classroom behaviors – be proactive not reactive
- Need to know yourself
- Need to know the students
 - *Attention span
 - *Multiple Intelligences
 - *How students learn

Punishment or Discipline

Punishment:

- Punishment is an emotional response
- It requires judgment
- It imposes an outside power
- It arouses resentment and anger
- It invites more conflict

Discipline:

- It allows the student to recognize what he or she has done wrong
- Ownership of the problem stays with the student
- The student learns how to solve the problem
- It leaves the dignity of both the student and the teacher intact

Discipline Is Not

- Ridicule
- Sarcasm
- Embarrassment

Please remember in order for learning to take place....

- There must be order in the classroom.
- There must be something worth learning.
- Discipline is handled with a team of players: student; teacher; parent; and administration.

Difference between rules and guidelines

- Rules:

Undesirable behaviors = Consequence = No Encouragement for Good Behavior

- Guidelines:

Expected Behaviors with Set Consequences

It is best to have very few rules and lots of guidelines.

Guidelines need to be taught, not assumed

- Explanation
- Checking for understanding
- Practice

Consequences

- Be realistic for both the student and the teacher
- Be natural
- Sting, not do great bodily or psychological harm
- Make it more comfortable for the student to choose the responsible behavior
- It is not the severity of the consequence, but its consistency that causes behavioral change
- Say what you mean, mean what you say, and do what you said you would do

Techniques for Teachers to Use to Establish Control in the Classroom

- Constructive assertiveness
 1. Use assertive body language: making and keeping eye contact; maintaining an erect posture, facing the offending student but keeping enough distance so as not to appear threatening; and matching one's facial expression with the content of the message being given to the student.
 2. Use of appropriate tone of voice: speak clearly and deliberately; using a pitch that is slightly but not greatly elevated from normal classroom speech; avoid any indication of emotion in one's voice.
 3. Persisting until the appropriate behavior is displayed: not ignoring an inappropriate behavior; not being diverted by a student denying, arguing, or blaming; but listening to legitimate explanations.

“Law of Least Intervention”

- Eye contact
- The “look”
- Gesture
- Snap fingers
- Proximity
- Call student's name
- Shake you head
- Clear throat
- Flick the lights
- Count
- Count backwards
- Use of humor
- Touch
- Ignore

Establishing Clear Learning Goals

-  Publish the expected learning goals at the beginning of each class
-  Provide feedback on those goals
-  Continually and systematically review the goals
-  Provide feedback to the students regarding their success in reaching the goals

Behaviors that get students on your side!

-  Provide for flexible learning styles
-  Take a personal interest in students
 - *Talking informally with students before, during, and after class about their interests.
 - *Greet students outside of school.
 - *Be aware of and commenting on important events in students' lives.
 - *Complement students on important achievements in and outside of school.
 - *Meet students at the door as they come into class and saying "Salaam" to each child, making sure you use his or her first name.
-  Use Positive Classroom Behaviors
 - *Make eye contact with each student – scanning while you speak.
 - *Move freely about all sections of the room.
 - *Allow and encourage all students to be a part of class discussions and interactions; making sure to call on all students who do not commonly participate, not just students who eagerly respond.
 - *Attribute the ownership of ideas to the students who initiated them.
 - *Provide appropriate "wait time" for all students, regardless of their past performance or your perception of their abilities.

With-it-ness

Techniques to maintain or heighten your awareness of the actions of students in your classes.

-  React Immediately
 - *Walk around the classroom
 - *Scan the faces of students in the class, make eye contact if possible.
 - *Make eye contact with those students involved in the incident or who are exhibiting the behavior.
 - *Move toward the student.
 - *Say something to the student, keeping the comments as private as possible.
-  Forecasting Problems
 - *Understand student personalities
 - *Understand your limits
 - *Head off potential problems
-  Observe and/or get help from a Master Teacher
-  Taking care of yourself
 - *Sit in a comfortable chair and practice deep breathing exercises.
 - *Maintain a healthy sense of humor. Many of the acting out issues that happen might not have anything to do with you.
 - *Treat yourself to a reward on a particularly difficult day.
 - *Talk to a colleague or administrator about your difficulties.

Student Opinions on Why Some Teachers have Discipline Issues in the Classroom

-  Absenteeism
-  Tardiness
-  Keeping students overtime
-  Early dismissal
-  Straying from the subject matter
-  Being unprepared or unorganized
-  Being late to return work
-  Sarcasms and put-downs
-  Verbal abuse
-  Unreasonable and arbitrary rules
-  Lack of response to student questions
-  Unfair grading practices
-  Showing favoritism

Those Wonderful Kids: Discipline Guidelines Resources

Preventive discipline and well managed schools follow the following components:

- Commitment on the part of all the staff to establish and maintain appropriate student behavior.
- High expectations communicated to students for appropriate behavior.
- Clear and broad-based rules, consequences, and procedures are developed with input from students.
- Warm school climate – concern for students as individuals.
- Supportive administration.
- Delegation of discipline authority to teachers.
- Close ties with parents and the community.

Successful Classroom Practices:

- Organizing the room and materials
- Developing workable rules and procedures
- Assure student accountability
- Explaining consequences
- Planning activities carefully throughout the year
- Maintaining a management system
- Organizing instruction
- Adjusting instruction to individual learning styles

Helpful Websites:

www.familyeducation.com

www.education.com

www.teachervision.com

www.disciplinehelp.com

www.schoolsafety.us

www.interventioncentral.org

www.teachingheart.net

Biography

For 25 years Mrs. Williams has been involved in different capacities in private educational institutions. Educated at Macalester College (St. Paul, Minnesota) and the University of Illinois (Chicago, Illinois), Mrs. Williams holds a Masters in Educational Leadership and Administration, and an undergraduate degree in child studies, education, and psychology. For the last 10 years, she has been a principal, or has been teaching, at Islamic schools in Minnesota, Illinois, and Ohio. Since 2004, Mrs. Williams has been principal at Islamic Foundation School in Villa Park, Illinois. IFS is an accredited (state and NCA) full time Islamic school with an enrollment of 718 students (preschool – 12th grades).

Mrs. Williams' interests include being with her family, reading children's books, and promoting Islamic schools in the U.S. Outside commitments include being an educational trainer for Islamic schools, and is on the Education Development Committee for the Islamic Society of North America (specialty is helping new Islamic schools with principal and teacher development), and a board member of CISNA and Global Media Foundation.

Presentation 34

Mathematics Across Cultures and Disciplines

By Abdulkeni Zekeria.

Introduction

Although some people study mathematics for enjoyment, A majority of students of mathematics ask at some point in their study...” when will I ever need this? “

Many people think mathematics has nothing to do with them. It has to do with numbers and maybe some x 's and y 's which have no practical use.

This pessimistic outlook creates a negative attitude in students which is a problem for teacher of mathematics. In this paper I will summarize the historical development of mathematics and the contributions from different cultures as well as some of the applications of mathematics in different areas in our daily lives. I hoped that this will help students to appreciate mathematics. In section one, I will cover briefly the history of mathematics in recorded history, and in section two some application of mathematics will be considered

Section One

Different civilizations have contributed to the body of knowledge mathematics. Different cultures have always had different ways of solving their practical problems. The more civilized and advanced a culture is, the more they develop mathematics. Progress in mathematics and science is hampered by socioeconomic constraints. During the last three hundred years, there was tremendous progress in development of mathematics and sciences in Europe unparalleled in human history, which enabled the Europeans to dominate the world.

Initial development of our mathematics can be traced to the Babylonians, Egyptians, Greeks, Chinese, Indians, Muslims and Europeans. Among, the great rivers of Africa and Asia, new forms of society, appeared. The Nile in Africa, the Tigris and Euphrates in western Asia, the Hwang Ho and the Yangtze in eastern Asia, Indus and the Ganges in south-central Asia all gave rise to civilizations. It was necessary to have knowledge of flood control, irrigation, convenient transportation, projects of engineering, and financing to do business. To have these technical skills it was necessary to develop mathematics. The effort to systemize the concept of size, shape, numbers and counting is regarded the earliest form of mathematics. To pursue practical sciences in agriculture, engineering, and business, required computation of usable calendar. The development of weights and measurements were needed to serve harvesting and trade. Most societies used deductive methods for solving problems. This approach was an example of “do thus and so “method in order to solve a problem or perform an operation, a cookbook-like recipe was given and was performed over and over to solve a similar problem. Tendencies toward abstraction were bound to develop, and some extend the science, the science was then studied for its own sake. It was in this way that algebra untimely evolved from arithmetic and the beginning of theoretical geometry grew out of measurement. The classical Greek period gave rise to more formal types of mathematics in which general concepts were applied to specific problems resulting in the structural, logical development of mathematics.

1. Babylon

Along the banks of Tigris and Euphrates rivers in western Asia, the Babylonian civilization developed.

The Babylonians used wedge-shaped cuneiform script for writing on clay tablets; tablets were inscribed whilst the clay was moist, and baked in an oven by the heat of the sun. These clay tablets remain intact today. They did not perish. Now there are approximately half-million tablets, about 400 have been identified strictly mathematical tablets a good half of them contain mathematical tables.

Babylonian geometry is intimately related to practical measurements. They must have been familiar with the general rules for the area of rectangle, areas of right and isosceles triangles, trapezoid, volume of rectangular parallelepiped.

By 2000 B.C. Babylonian arithmetic had evolved into a well developed rhetorical, or prose algebra.

By studying the tablets such as Plimpton 322(in Colombia University) mathematicians are discovering that ancient Babylonians were indefatigable table makers, computers of high skill and definitely stronger in algebra than geometry. Babylonian discussion of some quadratic, cubic, and biquadrate equations; interesting approximations of $\sqrt{2}$, $1/\sqrt{2}$, and π are found in their tables.

2. Egypt

In Egypt, the Great Pyramid of Giza was build with knowledge of mathematics and engineering. Egyptians used stone and papyrus for writing which still remain today. Our knowledge of their mathematics comes from Moscow papyrus that contains 25 problems, and the Rhind papyrus with 85 problems. Many of the 110 problems in the Rhind and Moscow papyri show their practical origin. Although most of the problems have practical origin, there are some with more theoretical nature.

26 of the problems are geometric; many stem from mensuration formulas needed for computing land areas and granary volume. The area of a circle is taken as equal to that of the square on $8/9$ of the diameter and the volume of a right cylinder as the product of the area of the base by the length of the altitude.

The Egyptians have interesting methods of multiplication and division. Multiplication and division were usually performed by a succession of doublings and use of unit fraction. The method of false position was used to solve what we call today “word problems”. There is evidence that other mathematical knowledge of Egyptians including: prime numbers, composite numbers, arithmetic means, geometric means, arithmetic and geometric series.

Finally, Egyptians have some form of symbolism of algebra, and they have a method for solving linear and certain types of quadratic equations.

3. Greece

The great scientists of the ancient world lived in tiny Greece. The two main city states were Sparta and Athens. Sparta was strong in military and Athens was a commercial center. Despite the political disunity, chronic food shortage, overpopulation and almost constant warfare, the Hellenic Age in Greece witnessed remarkable intellectual achievements. In the Agoras, market place of Athens and other city-states, philosophers taught students logic, poetry, mathematic, philosophy. It was the application of deductive reasoning to mathematics by Thales of Miletus

and Pythagoras, and the foundation of modern medicine by Hippocrates of Cos more than 2000 years ago, that laid the foundation of western civilization.

Men began to ask why as well as how things worked. Applying deductive reasoning such as “Why are the base angles of an isosceles triangle equal?”, “why does the diameter of a circle bisect the circle?”, “Why are the vertical angles formed by two intersecting lines are equal?”, “Why are two triangles congruent if they have two angles and one side in each respectively equal?” and “ Why angle inscribed in a semicircle is a right angle?” they came with correct conclusions. Thales of Miletus is credited with the elementary geometry results of the above questions. The results are taught in the high school geometry of today.

The Pythagorean Theorem is, among, the great achievement of the Greek mathematics. Other great development in mathematics by the Greeks include: the discovery of irrational numbers, the geometric solution of quadratic equations, transformation of area , the Regular Solids, and the three famous problems: The duplication of cube, the trisection of an angle, and the quadrature of the circle.

The three centuries of Greek mathematics, commencing with efforts of demonstrative geometry by Thales about 600 B.C and culminating with remarkable Elements of Euclid about 300 B.C. constitute a period of extraordinary achievement.

4. China

The Chinese and Indians used perishable media like bark and bamboo for their writing so very little is known about their earlier work in mathematics.

After the decline of classical Greek mathematics, the mathematics of China became one of the most prosperous in the world. Printing originated in 8th century. The first mathematics book of china was printed in 1084. During the Sung and Yuan dynasties in the 10th - 14th century many mathematicians flourished and many books appeared. Among the major mathematicians were Ch'in Kiushao, Li Yeh, Yang Hui and the greatest of all Chu Shiikie.

Some of their achievements are: the creation of a positional decimal numerical system, the acknowledgement of negative numbers, a more précis value for π , arrival at Horner's method for numerical solution of algebraic equation, solution of system of linear equations by matrix, the awareness of binomial theorem, solution of system of simultaneous congruencies by so-called Chinese Remainder Theorem, the development of decimal fractions, the development of rule of three, the application of rule of double false position , the development of arithmetic series of higher order, and development of descriptive geometry. Many of the Chinese findings in math ultimately made their way to Europe via India and Arabia.

5. Indian Subcontinent

Little is known of the development of mathematics of ancient Indian subcontinent. The ruins of the city at Mohenjodaro northwest of Karachi are 5000 year old. Here there is evidence of wide streets, brick dwelling, tiled bathrooms, covered city drain; community swimming pools indicate high civilization. These early people had a system of writing, counting, weighing, and measuring. They dug canals for irrigation- all these required basic mathematics and engineering. The most famous ruler of The Maurya Empire was King Asoka (272-232 B.C.).He has erected stone pillars in every important city of his day. Some of the pillars are still standing, and contain the earlier preserved specimens of our present number symbols. After Asoka, there were many invasions, until the coming of Indian emperors of the Gupta dynasty. The Gupta period (about

400 A.D.) was the golden age of the Sanskrit renaissance and India became the center of learning, art and medicine.

The prominent mathematicians of India are:

Aryabhata: wrote work on astronomy in the 6th century

Brahmagupta: who has worked in the astronomical center of Ujjain in central India in the 7th century

Mahavira: who was from Mysore in southern India wrote a book on elementary mathematics in 850 A.D

Bhaskara: who wrote arithmetic and algebra books. There was little progress after him until modern day.

The most famous Indian mathematician of all times is Srinivasa Ramanujan (1887- 1920). The publication of Ramanujan's notebooks in 1920, has disclosed many facets of the man's unusual genius.

Indian contribution to mathematics include: the present positional numerical system, the development of algorithm for arithmetic operations, the solution by false position, the solution commercial problems, the summations arithmetic and geometric progressions, admission of negative numbers and irrational numbers, the solution of quadratic equations by the method of completing square (Hindu method).

Their geometry was largely empirical and connected with mensuration. They used Pythagorean relations in the construction of altars. They gave Heron's formula for triangles and gave an extension for a cyclic quadrilateral having sides a , b , c , and d . They also gave more accurate value for π .

Like the Greeks, Indians regarded trigonometry as a tool for their astronomy. They used the familiar degrees, minutes, seconds to construct tables of sines.

Indian mathematics is very uneven in quality, its good and poor mathematics often appearing side by side. Al Biruni put in a well known book, that India in contrast to the uniformity high quality of Greek mathematics; "Hindu mathematics was a mixture of pearl shell and sour date... of costly crystal and common pebbles."

6. Muslim

During the peak of Muslim civilization, the Abbasid Caliphs (Kalifa Al-Mansur, Kalifa Harun Al-Rahid, and Kalifa Al-Manun), in the 8th century, Baghdad was made the center of learning of the world, by building an observatory in Baghdad, inviting scholars from east and west, and encouraging scholarships. During this period classic works of Greek and India were translated into Arabic. Brahmagupta's works were translated (around 766 A.D.). Hindu numerals were turned into Muslim Mathematics. Likewise several Greek classics were translated into Arabic, among them Euclid's "Elements".

Prominent mathematicians in the Islamic era.

Mohammed bin Musa Al-Khwarizmi: who was from Persia, wrote a treaty on algebra and a book on Hindu numerals which later influenced European mathematics when translated into Latin in the 12th century.

Thabit bin Qorra: who was from Haran, a famed as physician, philosopher, linguist and mathematician made most satisfying translation of the "Elements", in the 9th century.

Abu'l-Wefa: who was from Khorasan was the most celebrated Muslim mathematician. He

translated the works Diophantus into Arabic, introduced tangent function into trigonometry and computed tables for sine and tangent for interval of $15'$.

Al-Haitam: who was from Basra, wrote in a number of mathematical topics. He was a physicist who is famous for his work on optics.

Abu Kamil: wrote commentary on Al-Khwarizmi which was drawn by Fibonacci 12th A.D. al-Karkhi –and 11th century worked into algebra

Omar Khayyam: who was from Khorasan gave geometrical solution of cubic equations. He is also noted for his accurate proposed calendar reform, and his work on plane and spherical trigonometry independent of astronomy. Has discussed the flaws of parallel postulate thus he laid foundation for non-Euclidean geometry. He is also credit for the original proof of the Pythagorean Theorem

Nasir ed-din Altusi: who was from Khorasan wrote on astronomy, biology, chemistry and mathematic. He was a prolific writer.

Ulugh Beg (15th century) of Persian astronomy compile remarkable tables of sines and tangents for $1'$ interval correct to eighth or more decimal places.

Al-Kashi gave more accurate approximation of π , important work on decimal fraction and dealt with binomial theorem in the “Pascal triangle” form.

Like the Hindus the Muslim mathematicians generally regarded themselves as primarily astronomers and thus showed considerable interest in trigonometry. They may also be credited with using all the six trigonometric function and with improvements upon derivation of the formulas of spherical trigonometry.

There is not an agreement of the contributions of the Muslims to the mathematics. Some have assigned high marks for originality and genius of the Muslim mathematicians, in particular in algebra and trigonometry, while others think that, while they are learned scarcely creative, and their work is secondary, both in quantity and quality. There is an agreement however, that the Muslim mathematicians served admirably as custodian of much of the worlds intellectual possessions which were later transmitted to Europeans after the European Dark Ages.

7. European

After the fall of Roman Empire little mathematical development was achieved in Europe.

Fibonacci was the greatest mathematician of Middle Age Europe (476- 1492 A.D.)

He translated the work of Al-Khwarizmi. In his book *Libre abbaci* (1202) he advocated the replacing of the Roman Numerals by Hindu –Arabic Numerals. Other books of his treated topics in geometry, algebra and number theory.

Dawn of modern mathematics: 15 – 17th century

The 15th century was the beginning of algebraic symbolism and solutions of some cubic and quadratic equations. Prominent mathematicians includes: Cardano, Tartaglia, and Viete.

The explosion of mathematics after the 16th century.

After the European renaissance, the development of mathematics in Europe is unsurpassed both in quality and quantity. Most of the breakthroughs in mathematics took after 16th century.

The contribution of Europeans to mathematics in the last four centuries is so; important and huge it is difficult to list them. I will attempt to list sample mathematicians and branches of mathematics. Many of them are familiar to any student who took calculus.

Napier, Descartes, Fermat treated logarithms, analytic geometry, number theory respectively. Newton and Leibniz are credited for invention of calculus in 17th century.

The Bernoulli Family, Taylor and Maclaurin contributed to the advancement of calculus.
Cauchy and Riemann contributed to complex analysis.
De Moivre, Laplace, and Legendre contributed to theory of probability.
Euler is credited his work on topology and other mathematics.
Gauss- is the most prolific of all and is considered the prince of mathematics.
Abel, Galois, and Lagrange contributed to abstract algebra
Lobachevskian contributed to non- Euclidian Geometry
Boole, and De Morgan treated logic and algebra

8. Others

Other civilizations and cultures have also contributed to the development of mathematics. They may use different symbols and notations. For instance, the civilizations in central and South America was relatively developed before coming of the Europeans. They must have some development of mathematics to achieve the kind of development they had.

Section Two

In addition to the cultural connections to the development of mathematics, teachers must be aware of the beauty and application of mathematics in different disciplines so that the enthusiasm will be transmitted to students.

The current research and investigation of mathematics have practical application as their origins as well as theoretical area that might have started initially on solving practical problems. Examples where mathematics is applied include: management sciences, social sciences, statistics, arts, biological sciences and geography.

1. Management

Management Sciences uses tools from mathematics to solve management problems. Tools such as linear programming, graph theory, and graph theory concept of trees, are all used in solving problems in urban services, business efficiency, schedule and planning, and linear programming. Despite the complications many *real –world* problems such as providing services to different part of a city, planning for disaster recovery, the Apollo Project (missions to the moon), can be solved by using operations research.

Historically, the question of running business efficiently was answered by trial and error methods, but now operations-research techniques exist to minimize cost while doing all tasks in the shortest possible time.

The issue of common Ancestors can be looked at from the standpoint of view of the reconstruction of ancient manuscript from the remaining few original manuscript such as the Euclid's *Elements* and Chaucer's *Canterbury Tale*, Similarly psychologists may be interested in which colors people perceive as being closely related and compare those of people who are color blind. Biologists are interested in determining which species are more closely related to each other including pieces known only in fossil form. All this can be studied using graph theories, specifically the graph theory concept of a tree. With discovery of molecular biology, many new avenues have been opened up. We can now draw trees of relatedness based on an organisms' genetic material, DNA, or the proteins that the DNA codes for.

Linear programming has originated in WW II first for military purposes, but now they are used, in much aspect of our lives such as industry, schools, local governments.

2. Social Science

As in the 16th century the invention of calculus accelerated the progress of natural sciences which was needed for the industrial revolution, today there is revolution of sort in the social sciences. The application of mathematics to the study of human beings- their behavior, values, interaction, conflicts and the methods of making decision. Decision making is being influenced profoundly by modern mathematics. Several specialized mathematics areas had created primary to assist in arriving at sound decisions.

How does a group, each member with his or her set of values, select one outcome from a list of possibilities?

May's Theorem says if the number of voters is an odd number and there are only two candidates then the majority rule is the best system in satisfying desirable conditions (voters are treated equally, candidates are treated equally...). If the number of alternatives is more than two, then we have what is known as **Arrow's impossibility theorem** which says that it is impossible to find a voting system that satisfy certain desirable conditions .

3. Statistics

Is there genetic difference between two related types of cancer? To find out scientists use "microarrays" to report the activities of thousands genes at once. Checkout scanners and microarrays produce immense amounts of data, numerical facts. So do opinion polls, medical studies and even sport pages.

We learn from data by making graphs, making calculation and analyzing data. *Statistics* is the sciences of collecting, organizing, and interpreting data.

4. Arts

Mathematicians search for and classify numerical, geometrical and even abstract patterns. Numerical patters include the Golden Ration, the Fibonacci numbers. Geometrical pattern as such as the beautiful nautilus grow according to very strict specific spiral pattern. Botanist have appreciated other spirals such the pinecone and the sunflower. "The sense delight in things duly proportional" So said Thomas Aquinas in noting human aesthetic appreciation, particular symmetry. Balance in symmetry patterns obtained by rigid motion, such as reflection, rotation, translation and glide reflection preserve the size and the shape of figures. Patterns Created by the Bakuba People of Republic of Congo uses strip patterns. Analyze on ancient pottery and suggest new and beautiful artistic designs.

People cover floors and the walls of their houses and public place places of worship by selecting shapes and colors to form pleasing designs. The same intricacy and complexity arise in other decorative arts on carpets, fabrics, baskets, and. Tessellation or tiling is the use of repeated shapes to cover a flat surface without gap or overlaps. The major mathematical question about tiling is: given one or more shapes of tiles, can they tile the plane? If so, how?

M.C. Escher (1898- 1972) was inspired by the decorations in tiles in the Alhambra in Spain. He spent much of his career of making prints to create tiling using shape of living beings.

5. Biology

In biology, exponential functions are used to find the exponential growth of bacteria. While carbon dating and radioactivity uses exponentially decaying substance. The same mathematical models are applicable to other areas of life. Consumer financial models are often versatile and flexible. Growth of money is like the growth of some biological population. Inflation of a

currency or depreciation of an asset is like the decay of a radioactive substance. Finding out how long a retirement “nest egg” will last is similar to determining how long before a nonrenewable resources, such as oil or coal, may be exhausted. Managing a trust fund, such as the endowment of a college, presents problems similar to the management of a renewable biological resource such as a forest or a fishery. In an Islamic financing, the fixed interest charged by lending institution is replaced by sharing risk taking returns. The growing Islamic financing market attempts to eliminate usury in the agreements otherwise uses the same model.

6. Geography

In geography one may want to know the direction from one point to another point on the globe. Euclidean geometry is sufficient to solve the problem of direction if we assume that the Earth flat.

Non-Euclidian geometry has to be used if the assumption that the earth is flat removed.

It took few years for Muslim in North America to correct the direction of Qibla from southeast to the correct direction of roughly northeast- the direction of the greater circle- the direction of the plane through two points on the globe (say any place in US and Mecca) and the center of earth. The incorrect direction was based on a relative flat map where the Americas are placed of the left side of the map

Modern mathematics – differential geometry is the tool to be used in determining the Qibla (direction of Mecca) from any place on earth.

Conclusion

Muslim teachers should be aware of the contributions made to mathematics by Muslim scientists, as well as by other civilizations. Application to other discipline should be emphasized. Many mathematics textbooks contain historical annotates on the margins or at the end of a chapter.

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