

18th ANNUAL ISNA EDUCATION FORUM

April 14-16, 2017

Rosemont, IL

Pre-Conference Workshops

(Separate registration required for Preconferences)

- I. **Professional Learning Communities and Teacher Effectiveness**
Opal Davis from ASCD
 - II. **Leadership Relevant to Today's Challenges: Preparing Our Students for the Present and the Future** Madga ElKadi Saleh, Leila Shatara, Sufia Azmat, Habeeb Qadri
 - III. **Taking Charge of the Arabic Curriculum**
Salah Ayari, Iman Hashem
 - IV. **Formative Assessments, Grading & Evaluation in the Islamic Studies Classroom**
Azra Ali
 - V. **Qur'an Teachers Training**
Dalia El-Deeb
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Cultivating Islamic Educational Leadership in Schools and Communities

Munir Shaikh, Omar Ezzeldine, Jihad Turk

Presenters from Bayan Claremont will address several components for creating a learning environment in which Muslim school educators can thrive and succeed. These include incorporating Islamic content and perspectives within subject areas, gaining insights regarding learning approaches for a diverse student body, and formulating professional learning communities to sustain and reinforce development and expertise. These components are reflected in course sequences offered in Bayan's accredited Master's degree program in Islamic Education.

Munir Shaikh is Director of Academic Affairs & Planning at Bayan Claremont. He holds an M.A. in Islamic Studies from UCLA, earned a certificate in advanced Arabic from Al-Azhar University in Cairo, and was awarded an NEH Fellowship to participate in the Mediterranean Seminar in Barcelona. He has been in nonprofit administration for over 25 years, and led numerous grant-funded projects. He has taught courses in World History, the Middle East, and Islam, has contributed as a consultant to public education related to Islam and Muslim history, is a reviewer of K-12 world history textbooks, and has conducted workshops for thousands of educators over the years. He periodically speaks on medieval Islamic history, culture, art, and literature, as well as contemporary interreligious and intercultural affairs.

Omar Ezzeldine works at the Los Angeles County Office of Education where he supports development of Transitional Kindergarten programs across 81 school districts. He earned his doctorate from UCLA in Educational Leadership and has since worked nationally and internationally to support public and private schools in their development, particularly in the area of increasing student achievement and in developing effective school leaders. He previously served as Principal at New Horizon Pasadena and Emirates National School. He is currently at USC's Rossier School of Education, where he teaches in the Master of Arts in Teaching and Master of Arts in Education programs, and serves on the Academic

Senate. Dr. Ezzeldine is an expert in the areas of teacher development, data-driven decision-making, and school leadership.

Jihad Turk is founding President of Bayan Claremont Islamic Graduate School. He is a well-respected leader and public speaker, dedicated to meaningful interfaith and intra-faith cooperation. Previously, he served as the Religious Director of the Islamic Center of Southern California, was the ISNA West Zone representative, and has been involved with MYNA programs as a mentor and teacher. During his college years, he studied Arabic and Islamic Studies at the Islamic University of Medina, and in Iran he studied Farsi at the University of Tehran and in Qum. He completed his undergraduate study at the University of California, Berkeley in History and Arabic. Jihad went on to complete his Master's degree at the University of Texas, Austin in Arabic and Islamic law and jurisprudence.

Supporting Teacher Growth Through Formative Teacher Evaluation

Heba Abdo

Teacher evaluation has become a hot topic with federal requirements and new research calling for stringent systems. But, how can schools use this process to improve student achievement? In this session, participants will learn about research and tools that can help teachers to engage in the process and improve classroom teaching. Participants will practice the most difficult tasks in evaluation: giving structured feedback, supporting teacher self-reflection, and creating sustained resources for teacher growth.

Heba Abdo is an educational researcher, former teacher and school leader, and social activist. She received her BA and M.Ed. degrees at Rutgers University and is currently enrolled in the Rutgers Ed.D. Program. She also works at the Rutgers University School System Improvement, a USDOE grant-based project that supports schools across NJ to hire, evaluate, support, and retain effective teachers. Heba believes that in order for schools to be positive learning institutions, teachers must be empowered to actively participate in their own classrooms and in school-wide governance and programming. Heba explores teacher evaluation in her dissertation research because she is interested in helping teachers to understand and improve their practice through self-reflection, and views good teacher evaluation tools as a great catalyst for such work.

Heba has presented at the American Educational Research Association (AERA), the Northeastern Educational Research Association (NERA), the Midwest Symposium on Teacher Evaluation, and other academic conferences. Her team's work on teacher use of effective classroom strategies earned the NERA Lorne H. Woolatt Distinguished Paper Award.

Using Digital Filmmaking for Media Literacy and Social Emotional Learning

Akela Smalls

Many young adults today rely on cues from various media platforms to inform their social scripts. This session will explore the use of digital filmmaking as a tool for building social and emotional intelligence and media literacy in middle and high school students. Discussions will include utilizing the production process for the development of higher thinking skills and emotional competencies and digital storytelling to enhance lessons that target specific social issues or promote character building.

Akela Smalls teaches Health, Life Studies and Digital Media Arts to middle and high school students at Al-Falah Academy. She studied film at Valencia College and Florida State University and spent her life prior to teaching as an artist/filmmaker and activist. She is excited to have the chance to share with her students her love of digital storytelling and to help them to learn and grow through the medium.

Literature for a Changing World: Effective Literature Studies in an American Islamic High School

Jelena Naim, Safia Arif

Join us in a discussion with educators on the deeper and sensitive implications of literature in an American Islamic high school. What purpose does high school literature curriculum serve? In our

school, we promote an Islamic worldview and have deeper discussions in order to approach complex societal problems. In our presentation, learn how we address classic literary works which include Islamophobic themes as well as non-Islamic worldviews.

Jelena Naim was born and raised in Chicago where she attended the University of Illinois, pursuing a bachelor's degree in French and a master's in Teaching English as a Second Language. Jelena has over 20 years of experience as an educator and administrator in public, private, and charter schools. Jelena currently serves as principal at Al Falah Academy in Metro Atlanta.

Safia Arif teaches High School (9-12) Literature & Composition at Al Falah Academy; she holds a B.A. in English Education and an M.A. in Teaching English from Georgia State University. Additionally, Safia is a certified AP Literature course instructor.

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

Students have the right to receive instruction at their zone of proximal development to help them advance their academic needs. Using assessment tools and data helps educators identify the right level of instruction for students, regardless of their place on the continuum level of ability and achievement.

When instruction is designed and driven using data from the different assessment tools effectively, then teachers can help students set challenging and achievable goals that can propel them toward proficiency and beyond by helping them to know what is possible.

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

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

Developing Emotional Intelligence in our Youth **Mohammed Sadiq**

Often our focus in Islamic Schools is to have the students achieve academic excellence along with teaching them a few things about Islam. What is often completely missed is to help them develop social and emotional intelligence. This seminar's goal is to help the participants understand what is social and emotional intelligence and how to teach and promote in our students.

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

problems. He also provides Counseling through Internet via his website- www.shifa.ca. He has been working with various Muslim communities in North America providing individual, marital, family and youth counseling. He also teaches and conducts seminars and workshops for Muslim communities and professionals in training.

Islamize Math: YES WE CAN!!!

Moniza Hasan

This presentation is about Islamizing math instructions. The participants will marvel at how Islamic values and Injunctions translate into mathematic operations. They will take with them math concepts – number line (deeds), distributive property (Da'wah), Order of Operations (sura Al-Imran aya 190), Pythagorean Theorem (Crossing into Jannah), $y=mx+b$ (Siraat Al-Mustaqeem), Quadratic graphs (Iman vs kufr), etc. – taught with Islamic values.

Moniza Hasan is currently a middle school math teacher at Al-Salam Day School (ADS) in St. Louis, Missouri. She holds a Master Degree in Mass Communication and is certified in teaching middle/high school math by the American Board of Teacher Excellence. She has served ADS as head of the math department and head of middle/high school in previous years. She focuses on achieving Islamic, and academic excellence at ADS by Islamizing all her lessons. In appreciation of her outstanding teaching contributions at ADS, she was awarded teacher of the year in 2014.

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

Sabria Mills

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

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

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

Abeer Saleh

Our youth today are in need of understanding and appreciating the significance of verses from the Quran and the accomplishments of our Muslim ancestors in the secular education. How can we have students grasp the eminence of the verses from the Quran when learning science in the secular education? How can we help them gain knowledge about the Golden Era in our history when Islam was at its peak in the advancements of all areas of science that impact us today? This can be achieved through one verse at a time to our youth and presented with the science behind the verse, fun facts, and engaging hands on activities that correlate to the Next Generation Science Standards.

Abeer Saleh is a Middle School Science Teacher and Department Head at MCC Academy in Morton Grove, Illinois. She has been teaching for nearly twenty years in both the Chicago Public School System and Private sector. Abeer Saleh is currently the Department Head of the middle school and spearheads the Science Olympiad competition, Science Fair Competition, and the Quran and Science class for eighth grade students at MCC Academy. Mrs. Saleh was a guest panel speaker at an Inter-Faith program at the Morton Grove Library and featured in the Champion Newspaper. She began the class named, 'Quran and Science' at MCC Academy, which led her to author a book with the help of HQ Consulting titled, "One Giant Step for Mankind, One Verse at a Time". Abeer Saleh is in collaboration with Pearson Publishing Company, which will include chapters of her book in the secular science curriculum Insha'allah. Her two children are a product of MCC Academy and all currently reside in Morton Grove, Illinois.

Leadership and Legacy: Curriculum Materials that build Identity

Tamara Gray

Participants will review theoretical issues around curriculum, methodology and subject matter as is related to identity development. They will appraise sample lessons, and use a rubric to develop lesson plans that grow Muslim identity in students.

Tamara Gray is an Islamic scholar, professional educator, and community activist. She holds a Master's degree in Curriculum Theory and Instruction, multiple ijazas in Islamic sacred texts and subject matter, and is currently a doctoral student in leadership at the University of St. Thomas in MN.

Her publications include several culturally appropriate English language curriculum programs, translations of sacred texts, academic articles and her book, Joy Jots: Exercises for a Happy Heart.

Tamara is the founding director of Rabata, the parent non-profit organization for a number of projects including: Ribaat Academic Online Program, Daybreak Press publishing, Daybreak Bookshop, Leadership and Legacy Curriculum materials, etc.. She is part of the ISNA task force for more inclusive and welcoming mosques, on the advisory board of Muslim Women's Association of Chicago, and the Muslim Anti-Racism Committee.

She is a public speaker, often engaged to speak about issues of gender, Islam, and spirituality locally, nationally and globally. Some of her platforms have included, the World Parliament of Religions, the Bonyaan conference on the Muslim woman (Sweden), Islamischer Feminismus – Internationalalae Annaherungen (Islamic Feminism – International Approaches) Berlin, Germany, the Islamic Society of North America and a number of universities including Princeton, Virginia Tech and Oxford University.

Tamara is a community faculty member of Metropolitan State University in St. Paul, MN, where she is presently teaching "Muslim Identities in America" an undergraduate course in Religious Studies.

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

Mohammed Sadiq

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

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

He has been working with various Muslim communities in North America providing individual, marital, family and youth counseling. He also teaches and conducts seminars and workshops for Muslim communities and professionals in training.

Islamophobia and the Identity of the Muslim Child

Michael Milo

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

Michael Milo is an educational media developer for 20 years with a strong focus on Islamic content. Projects include the documentary series *A New Life in a New Land: The Muslim Experience in Canada*. The series was produced for three Canadian television channels and broadcast internationally. Funded in part by the Canadian government, the project includes a website (www.anewlife.ca) and Educator Guide. *A New Life in a New Land* is used in high schools, universities and libraries as well as in training law enforcement and other public and private sector organizations. Milo is also the co-founder along with his wife, Flordeliza Dayrit of the Muslim Kids TV educational platform. Muslim Kids TV (www.MuslimKids.TV) is the first digital edu-tainment platform for Muslim children.

Hands-On Books Closed: Creating a Contemporary Islamic Studies Unit Using Technology & Service Learning

Tatiana Coloso

Islamic Studies has virtually remained unchanged since the event of the American Islamic School. With contemporary issues becoming such a relevant part of our students' lives, it is important for the Islamic Studies curriculum to evolve and expand to cover more than traditional topics. It's necessary to equip our students with the tools to handle contemporary issues that are encountered as Muslims in this day and age. This workshop will work through the steps to create a simple effective Islamic Studies unit. This is done by starting with a current issue, acquiring knowledge by incorporating the use of technology and research, then applying what is learned through service learning. Participants will discuss how service learning projects merge education and community service, will enjoy Hands-on activities, and will generate ideas needed to plan and implement a structured project aligned with the unit being taught.

Tatiana Coloso has been in education for over 10 years. She is the lower elementary Islamic Studies teacher at Al-Iman School in Raleigh, NC, where she is a teacher mentor. Tatiana continues to reinvigorate and develop the Islamic Studies curriculum. Her line of research focuses on character building and core subject integration into the Islamic Studies curriculum using hands on activities and technology. Tatiana has a passion for teaching, nurturing, and stimulating young minds. She has participated in and completed the Islamic Teacher Education Program (ITEP).

Aishia Neal has taught students ranging in grades three to eight for over 13 years. Working in Islamic schools has encouraged her to explore ways to integrate and "Islamify" the curriculum taught in her core content classes. Aishia has been one who strives to promote application of the latest research based strategies, and has continuously focused on the importance of creating a classroom environment that is safe, stimulating, and supportive to all learning styles. After developing practice and assessment curriculum for an EdTech company, Aishia has returned to Al-Iman School to work as a 6th grade ELA teacher and Instructional Resource Coach. She is currently pursuing her Master's degree in Instructional Design.

Rana Issa has a Bachelor's degree from the Lebanese International University, and is currently an Upper Elementary Islamic Studies and Quran teacher at Al-Iman School. Though she has been in education for three years, she continues to grow into leadership roles within her school. She enjoys

using strategies learned through Bayyinah's training for Quranic Arabic. She believes that "learning is fostered when a student feels accepted for who they are and know mistakes are part of the process".

School Choice in America: Educational Opportunity for Every Family

Leslie Hiner

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

Leslie Hiner is Vice President of Programs at EdChoice and directs the educational programs and state relations of EdChoice's state programs team.

Leslie has been published and quoted in several national and state publications, including the *Wall Street Journal*, *Washington Times*, *The Hill*, *Atlanta Journal Constitution*, *National Review*, *Zman Magazine*, *World*, *Los Angeles Times*, *Federalist Society's Docket Watch*, *School Reform News*, *Real Clear Policy* and *Watchdog*. She has also appeared on television, radio shows and podcasts from coast to coast including the *Wall Street Journal's Opinion Journal* web series with Mary Kissel, *ChoiceMediaTV*, *The Heartland Institute*, *The Morning Blaze*, *The MiddleGround* and *Issues in Education*. She is a frequent speaker on the topic of educational choice at national, state and local events and testifies often before state legislatures.

Leslie serves on the Schools That Can National Advisory Board. She is an appointee to the U. S. Commission on Civil Rights Indiana State Advisory Committee and also serves as an appointee to the Indianapolis City-County Ethics Commission.

Prior to joining EdChoice, Leslie served as chief of staff to the speaker of the Indiana House of Representatives. Leslie also served as majority attorney to the Indiana State Senate President Pro Tempore, general counsel and elections deputy to the Indiana Secretary of State and counsel to the State Recount Commission. As an attorney in private practice, she represented clients in court and handled contract and EEOC cases. Leslie also represented unionized city sanitation workers in a successful bid to provide services when Indianapolis Mayor Steve Goldsmith established a public-private partnership to provide trash and leaf pickup in Indianapolis.

A licensed attorney for more than 30 years, Leslie previously served as president of the Federalist Society Indianapolis Lawyers Chapter and continues to be an active member of the Society. When she and her husband owned a small business, Leslie served on the Howard County Chamber of Commerce board of directors and legislative affairs committee (chair), Howard County United Way board of directors and allocations council (chair) and Howard County Bar Association board of directors (secretary/treasurer). During this time, Leslie also served on Governor Bayh's state task force to reform regulatory burdens inhibiting the growth of small business in Indiana.

Her education experience includes being a founding board member of the Irvington Community School, one of Indiana's first charter schools now serving 1,000 children, where she served as chairman of the board for several years. Leslie was an adjunct professor at the University of Indianapolis School of Business, PFO board secretary at the Forest Glen International public magnet school and board member of the Kokomo Montessori Children's House. She attended Rostad Teachers College in Sweden, student teaching in second and third grade in Kalmar, Sweden.

Leslie is an alumnus of the Lugar Series for Excellence in Public Service. Leslie graduated from the College of Wooster and the University of Akron School of Law, both in Ohio. She and her husband have two children, a daughter who is an executive chef and a son who is completing his undergraduate studies.

Effective Tafsir Strategies

Fawzia Belal

The Qur'an is a timeless book. It is just as relevant to us today as it was to the first generation of Muslims at the time of its revelation. The most amazing part of this book is that the rules in the Quran are less than 10% of the Book itself. The remaining 90% is building character, community, and emphasizing the importance of reaching our potential as human beings. Learn how to decode the messages and present them using effective teaching tools and strategies.

Resources Available for Your School (DOE)

Maureen Dowling

CISNA Advocacy & Legislation

Leila Shatara, Sufia Azmat

Bringing Arabic Language to Life with Interactive Teaching Strategies

Mussarut Jabeen

10 Effective Steps to Teach Reading

Mona Hamdan

Arabic for Non-Arabic Learners: A Content-Based Unit

Lamya Aloom

Arabic Thematic Unit

Layla Aloom

Arabic Thematic Unit

Lamya Najem

Arabic Thematic Unit

Marwa Thabet

Arabic Thematic Unit

Dania Silk