



22ND ANNUAL ISNA EDUCATION FORUM

(Virtual Edition)

*in collaboration
with CISNA*

Saturday, April 3 to
Sunday, April 4, 2021

*Achieving
Educational
Excellence Through
Faith & Resilience*



PROGRAM

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22ND ANNUAL ISNA EDUCATION FORUM

April 3-4, 2021

Virtual Edition

Achieving Educational Excellence Through Faith & Resilience

Program at a Glance

Saturday, April 3, 2021

- ▶ Please check the time difference between your local and Eastern Time before joining a session
- ▶ Please click on the title to join a session of your choice

Eastern Time (EDT)	Session Type	Tracks, Topics and Presenters			
		Leadership Track Leaders: <i>Azra Naqvi,</i> <i>Magda Elkadi Saleh,</i> <i>Shahida AliKhan</i>	Arabic/Quran Track Leaders: <i>Thouraya Boubetra,</i> <i>Talaat Pasha,</i> <i>Salah Ayari</i>	Islamic Studies Track Leaders: <i>Leila Shatara,</i> <i>Sadeq Al-Hasan</i>	Curriculum & Instruction Track Leaders: <i>Patricia Salahuddin,</i> <i>Susan Labadi</i>
11:00 -11:40 AM	Opening Session	Qur'an Recitation, Welcome remarks, Program info, Keynote: <i>Habeeb Quadri</i>	Qur'an Recitation, Welcome remarks, Program info, Keynote: <i>Habeeb Quadri</i>	Qur'an Recitation, Welcome remarks, Program info, Keynote: <i>Habeeb Quadri</i>	Qur'an Recitation, Welcome remarks, Program info, Keynote: <i>Habeeb Quadri</i>
11:45 -12:45 PM	Parallel Sessions	1A. Board Best Practices & COVID <i>Anne-Marie Balzano,</i> <i>NAIS Director</i>	1B. Games, Apps and Brain Breaks to Keep the Class Moving and Students Engaged <i>Fadi AbuGhoush</i>	1C. (a) Smart Phones, Social Media, Internet, Video Games...How much is too much? <i>Ahmed Howedy,</i> <i>Arfan Qureshi,</i> <i>Amir Abdelzaher</i>	1D. Will My Children Be Muslim? Investigating the Influences on Youth Religiosity <i>Osman Umarji</i>
1:00 -2:00 PM	Parallel Sessions	2A. Leadership Challenge: Connecting Best Practices to Islamic Foundations <i>William White</i>	2B. Teaching Arabic Remotely: Modifications & Assessment <i>Luluah Mustafa</i>	2C. (b) Smart Phones, Social Media, Internet, Video Games...How much is too much? <i>Ahmed Howedy,</i> <i>Arfan Qureshi,</i> <i>Amir Abdelzaher</i>	2D. Building a Resilient School through Prophetic Compassion <i>Wadud Hassan,</i> <i>Susan Labadi</i>
2:00-3:00 PM	BREAK				
3:00 - 4:00 PM	Parallel Sessions	3A. Avoiding Principal Burnout <i>Shahida AliKhan,</i> <i>Magda Elkadi Saleh,</i> <i>Susan Labadi,</i> <i>Azra Naqvi,</i> <i>Pembe Yasarlar</i>	3B. How to Enhance Learning of the Holy Qur'an and Adopting its Morals through Standardizing the Study of "Tafseer" <i>Dalia ElDeeb</i>	3C. Why Islamic School Renewal Begins With Islamic Pedagogy <i>Nadeem Memon,</i> <i>Dylan Chown</i>	3D. Building a Resilient School through Prophetic Compassion <i>Wadud Hassan,</i> <i>Susan Labadi</i>

Sunday, April 4, 2021

Eastern Time (EDT)	Session Type	Tracks, Topics and Presenters			
		Leadership Track Leaders: <i>Azra Naqvi,</i> <i>Magda Elkadi Saleh,</i> <i>Shahida AliKhan</i>	Arabic/Quran Track Leaders: <i>Thouraya Boubetra,</i> <i>Talaat Pasha,</i> <i>Salah Ayari</i>	Islamic Studies Track Leaders: <i>Leila Shatara,</i> <i>Sadeq Al-Hasan</i>	Curriculum & Instruction Track Leaders: <i>Patricia Salahuddin,</i> <i>Susan Labadi</i>
11:00 -11:25 AM	Spiritual Session	Spiritual Talk <i>Ustadha Zaynab Ansari</i>	Spiritual Talk <i>Ustadha Zaynab Ansari</i>	Spiritual Talk <i>Ustadha Zaynab Ansari</i>	Spiritual Talk <i>Ustadha Zaynab Ansari</i>
11:30 -12:30 PM	Parallel Sessions	4A. Rise to Resilience from the heart of a leader <i>Habeeb Quadri</i>	4B. Standards-Based Instruction in Arabic <i>Hanada Taha</i>	4C. Towards building a resilient faith: foundational concerns about Atheism and the path forward <i>Dr. Maryam Razvi Padela</i>	4D. The Joy of Learning <i>Qur'an Shakir</i>
12:45 -1:45 PM	Parallel Sessions	5A. Why Accreditation? CISNA's New Standards <i>Iram Shaikh Jilani,</i> <i>Uzma Shinwari Khan,</i> <i>Leila Shatara</i>	5B. Keys and Tools for Differentiation in the Arabic Classroom <i>Iman Hashem</i>	5C. Walking the Walk Together: Parents and Teachers Modeling the Way <i>Saad Quadri & Sana Mohiuddin</i>	5D. Positive Youth Development In Schools <i>Ivana Zajkovska</i>
1:45 -2:45 PM	BREAK				
2:45 - 3:45 PM	Parallel Sessions	6A. Engaged Families = Stronger Schools <i>Magda Elkadi Saleh</i>	6B. Weekend Schools <i>Salah Ayari,</i> <i>Talaat Pasha</i>	6C. Gender Uniqueness and Child Development <i>Mohammad Elshinawy</i>	6D. Technology in the classroom during Hybrid learning <i>Sophia Jetpuri</i>
3:45 - 4:00 PM	Concluding Session	Announcements and Thanks <i>Basharat Saleem, ISNA Exec. Director</i> Concluding Remarks/ Du'a <i>Safaa Zarzour, ISNA President</i>	Announcements and Thanks <i>Basharat Saleem, ISNA Exec. Director</i> Concluding Remarks/ Du'a <i>Safaa Zarzour, ISNA President</i>	Announcements and Thanks <i>Basharat Saleem, ISNA Exec. Director</i> Concluding Remarks/ Du'a <i>Safaa Zarzour, ISNA President</i>	Announcements and Thanks <i>Basharat Saleem, ISNA Exec. Director</i> Concluding Remarks/ Du'a <i>Safaa Zarzour, ISNA President</i>

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Achieving Educational Excellence Through Faith & Resilience

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Please check the difference between your local time and Eastern Daylight Time for each session.

Topic and Presenter	*Click on the hyperlink below to join a session
11:00 - 11:20 AM EDT	<ul style="list-style-type: none">• Welcome and Logistics from host: Mukhtar Ahmad• Qur'an Recitation: Zainab Syed• Opening Remarks from ISNA President: Safaa Zarzour• The CISNA Welcome/Award: Leila Shatara• Introduction of Keynote by Susan Labadi
11:20 - 11:40 AM EDT	Keynote: What can we learn as educators and leaders from this Covid Pandemic — Habeeb Quadri
Color Codes for Tracks: Leadership Track Blue Arabic/Qur'an Pink Islamic Studies Green Curriculum & Instruction Gold	
11:45 AM - 12:45 PM EDT	Parallel Session 1
1A Board Best Practices & COVID—Anne Marie Balzano	

The following principles provide common ground for interaction between independent school professionals and their many constituents (parents, students, colleagues at other schools, and the public). The NAIS Principles of Good Practice (PGP) for member schools define high standards and ethical behavior in key areas of school operations to guide schools in becoming the best education communities they can be, to embed the expectation of professionalism, and to further our sector's core values of transparency, excellence, and inclusivity. Accordingly, membership in NAIS is contingent upon agreement to abide by the spirit of the PGPs. The board is the guardian of the school's mission. It is the board's responsibility to ensure that the mission is relevant and vital to the community it serves and to monitor the success of the school in fulfilling its mission.

Anne-Marie Balzano is the director of leadership and governance at NAIS. In this role, she designs and implements learning opportunities and conducts research on issues facing independent schools. She hosts the NAIS Trustee Table podcast and recently worked on the NAIS board chair handbook. She is now leading a research project with the University of Pennsylvania on factors leading to head of school turnover. Balzano has delivered numerous presentations on building leadership capacity across teams and managing school change. She earned her bachelor's degree from American University and her doctorate from Mills College.

[1B Games, Apps and Brain Breaks to Keep the Class Moving and Students Engaged — Fadi AbuGhoush](#)

The purpose of this session, presented in Arabic, is to explore Student-Centered games, apps, and brain breaks in the Arabic classroom. Student centered learning is driven by the students. This allows students the freedom of discovery, enhances their retention, and improves engagement and behavior. This session is designed to help all language teachers embed games and break breaks into their curriculum so they can use them immediately when they return to classes. In this session, I will demonstrate how to use different games and techniques effectively through hands-on examples, and sharing materials and strategies. Also, I will demonstrate how to use some apps like Gimkit and Blookit in virtual and in-person teaching. We have many sources to share with Arabic e-teachers of all grades that will demonstrate how they can best use a student-centered approach.

Fadi Abughoush has worked in the field of public education at Chicago Public Schools (CPS) for the past 12 years. He played a vital role in creating, managing, and expanding the World Language curriculum at Lindblom Math & Science Academy. As the department chair, he oversees the Arabic and Chinese language program and is a leader in World Language Education. Since 2008, Fadi has been teaching Arabic as a foreign language to students from grades 8 through 12. In his role, he developed and implemented Arabic language curriculum and also takes pride in incorporating aspects of Arab culture throughout his teaching and work with students. Mr. Abughoush is a member of the Teacher Advisory Board for Al-Masdar and is the Co-founder of #arabiclangchat on Twitter. He is a board member of the Chicago Arabic Teacher's Council and is the Chair for the Arabic Special Interest Group.

1C (2 sessions) Smart Phones, Social Media, Internet, Video Games...How much is too much? — Dr. Ahmed Howeedy, Arfan Qureshi, and Dr. Amir Abdelzaher

Technology and digital devices have drastically shaped our lives and changed how we do everything. Because of the ease and convenience they have facilitated, we often take whatever it provides for us blindly. Smart phones, social media, chatting apps, internet, video games...If it is new, easier, and faster, it must be better, right? Have we stopped to ask what are the benefits and harms of these devices and mediums of communication? Are the benefits they bring real or perceived benefits? What are the real harms that come with these devices? As we and our children spend more and more time on screens, what does this mean for us spiritually, psychologically, and socially? Knowing the answer to these questions can help us make better choices for us and our children in the digital age we live in.

Dr. Amir Abdelzaher is the principal and instructor of the children's education program at the Al-Madina Institute Suhba Fellowship Program in Istanbul. Before he joined the Suhba Fellowship Program in 2017, he was a teacher and director of planning at the Islamic School of Miami. He obtained his Ph.D. from the University of Miami in Environmental Engineering and taught at several universities before deciding to focus his energies on education for Muslim children.

Arfan Qureshi is Senior Director of Talent & Organizational Development at the Campbell Soup Company where he is responsible for talent strategy, design, and execution for the Meals & Beverages Division. He has previously held senior learning, leadership, and organizational development roles at Comcast and the Hershey Company. Arfan has also consulted internationally in the Middle East and Africa. He obtained his master's degree in Change of Management Coaching and Consulting from a joint program between Oxford University's Said Business School as well as HEC Paris's School of Business. He also holds a master's degree in Social and Personality Psychology from Michigan State University. His undergraduate degree is from the University of Miami in Computer Science and Mathematics.

Dr. Ahmed Howeedy is a Family Medicine physician in Boca Raton, Florida, where he serves as Chief Medical Officer for FHE Health, a substance use and mental health facility treating psychiatric and addiction disorders. He also serves as medical director for various facilities in South Florida. Dr. Howeedy obtained his medical degree from the University of South Florida in Tampa, and his undergraduate degree in Microbiology and Immunology from the University of Miami.

1D Will My Children Be Muslim? Investigating the Influences on Youth Religiosity— Osman Umarji

Dr Umarji's article, "Will My Children Be Muslim?," really pulled our attention because as Islamic school educators of K-12 schools, our work is driven by the hope that we are raising the next generation of Muslim leaders for society. Yet, we know that for a variety of factors, our students stray. Hear Dr. Umarji's insights and research on what is affecting our youth and what may we do to help them.

Dr. Osman Umarji holds a Bachelor of Science in Electrical Engineering and a Master's and Ph.D. in Educational Psychology from UC Irvine. He has studied Islam at al-Azhar University in Cairo, Egypt. Dr. Umarji is the Director of Psychospiritual Research and Data Studies at Yaqeen Institute for Islamic Research and is an Adjunct Professor in the School of Education at UC Irvine where he teaches adolescent development and statistics. He is an active community scholar and speaker in Southern California. His research focuses on the development of human motivation and decision making, religious socialization, and Islamic legal theory. His expertise in both psychological and Islamic sciences allows him to conduct empirical research on contemporary issues facing Muslims.

1:00 - 2:00 PM EDT

Parallel Session 2

2A Leadership Challenge: Connecting Best Practices to Islamic Foundations — William White

During this session, Certified Leadership Challenge® facilitator William White will present a unique overview of one of the best-known leadership research models and its inspiring connections to Islam through the Quran and Sunnah. In addition to learning about the Five Practices of Exemplary Leadership® by authors Kouzes and Posner, participants will engage in interactive activities to reflect on how they can begin to model research backed Islamic behaviors to improve the engagement and performance of their school teams and community.

William White is Vice President of CISNA. He holds a master's degree in educational administration and in Spanish from the University of Louisville. In addition to his current role as the principal of the Islamic School of Louisville, he has worked as an elementary school teacher and university lecturer. He led his school to its initial accreditation through AdvancED and CISNA, and he has helped establish a variety of programs and initiatives that have improved the school's enrollment and academic performance. William is passionate about continuous improvement and serves on accreditation teams for Islamic schools. He provides leadership training for adults and students who are interested in improving their knowledge of effective leadership practices.

2B Teaching Arabic Remotely: Modifications & Assessment:— Luluah Mustafa

In this session, presented in Arabic, the presenter will share some challenges in remote language teaching and how this shift forced the Arabic program instructors at Boston University to reexamine their pedagogical assumptions and decided to modify the assessments methods to help focus on promoting a virtual classroom space that would encourage students' participation and cultural learning. Examples will be shared along with a discussion about the importance of implementing the single point rubric that highlights each student's strengths and weaknesses as a tool for growth.

Luluah Mustafa is a senior Arabic lecturer at Boston University, where she teaches Modern Standard Arabic and Levantine Arabic. In the past three years, she served as the head of the Arabic program and first-year courses coordinator. She has been an active participant and (since 2018) a board member of the New England Regional Association for Language Learning Technology. She is currently pursuing her Ed.M. in Curriculum & Teaching at BU's Wheelock School of Education & Human Development. In recognition of her dedication and skill, Ms. Mustafa received the Merlin Swartz Award for Faculty Excellence in Teaching from the BU Institute for the Study of Muslim Societies and Civilizations.

2C (2nd session) Smart Phones, Social Media, Internet, Video Games...How much is too much? — Dr. Ahmed Howeedy, Arfan Qureshi, and Dr. Amir Abdelzاهر

See Parallel Session 1 for details on this presentation and speaker biographies

2D Building a Resilient School through Prophetic Compassion — Wadud Hassan & Susan Labadi

How can our schools heal post-COVID and transform ourselves through the culture and leadership of Prophetic Compassion? As the founder and teacher of the HEART-centric Mindfulness Masterclass (www.productivemuslim.com/mindfulness) and co-founder of the upcoming Muslim Mindfulness app (www.Muraqaba.app), Wadud will offer a set of experiential, Prophetic, and Islamic spiritual psychology based tools integrated with emerging brain and behavioral science to empower us in our journey to our best selves. (This will entail 2 parallel sessions)

Wadud Hassan is a seasoned educator and a pioneer in applying the lost art of Islamic Mindfulness in leadership development. Wadud co-founded Define360 (www.define360.online) to bring spirituality, the heart, and the soul connection back to SEL to bridge the gap between faith and character, the outward knowledge, and the inner manifestation in fueling our deep transformation. Wadud completed his graduate studies in Leadership and Organizational Performance at Vanderbilt University, leadership training at Harvard, IDEO, the Neuroscience Academy, and is certified through the Search Inside Yourself Leadership Institute which was born and developed by Google.

Susan Labadi is president of Genius School, Inc. which provides professional development programming. She is a certified and experienced Islamic school teacher and administrator who works to improve schools. Susan is also a certified character coach and advisor to DEFINE360.online, a faith-based social-emotional learning engine. She is a board member for the American Muslim Consumer Consortium (AMCC), Council of Islamic Schools in North America (CISNA), and American Halal Council (AHC); and Susan serves on the faculty of Consultants for Islamic School Excellence (CISE). She produces courses and media to share solutions for alleviating stress and anxiety and depression for teens, busy parents, education professionals, and halal consumer education.

2:00 - 3:00 PM EDT

Break Time

3:00 - 4:00 PM EDT

Parallel Session 3

3A Avoiding Principal Burnout — Shahida Ali Khan, Magda Elkadi Saleh, Susan Labadi, Azra Naqvi, Pembe Yasarlar

We are facing a critical shortage of Islamic school principals, and one of the key factors is administrator burnout. With pressures from parents, students, staff, and their own highly driven expectations for excellence in every realm, the responsibilities are heavy. Well intentioned board members can also add to the challenge of “steering the ship.” Yet, it can be the most rewarding and gratifying gifts from Allah to be the changemaker at one’s school. Learn from a panel of experienced school leaders who have helpful insights and are resources for you.

Shahida Alikhan started her career as an educator in the US at Francis Parker, an independent school in Chicago. With her move to Los Angeles she joined New Horizon School, where she became the principal, served for 26 years, simultaneously working as the principal of the Sunday School for 11 years. Additionally, she was the Professional Development Coordinator at Aldeen Foundation for 21 years. In 2019, Shahida was a part-time administrator at CORE Academy. She has served on several teams to accredit schools for CAIS and WASC, presented papers at conferences, including ISNA Education Forum and WCIEF, of which she has been the planning committee member since its inception. She is the recipient of New Horizon School Appreciation Award and ISNA Lifetime Achievement Award for her commitment to Islamic Education in America.

Magda Elkadi Saleh-See bio in Session 6A

Susan Labadi – See bio in Session 2D

Azra Naqvi has 18 years of academic background in education leadership, accounting, and social work. She earned her Master of Arts in Educational Leadership from Argosy University in 2013 and is currently completing her Doctor of Arts in Educational Leadership from National Louis University. She is the Principal / Founding Member of Hadi School of Excellence of Chicago, USA. She is also a member of the Teacher Preparation Advisory Board, at the National College of Education, National Louis University, a member of the Educational Forum planning committee of the Islamic Society of North America (ISNA), and a board member of Council of Islamic School of North America (CISNA).

Pembe Yasarlar, as a respected leader, has over two decades of experience at Crescent Academy International where she previously served as an elementary and middle school teacher, as well as principal. Since 2010, she has served as the executive director. Ms. Yasarlar also sits on the board of the Institute for Learning and Development, proprietor of The Tarbiyah Project ©. Her academic credentials include B.S. from the University of Michigan-Dearborn, teaching certification from the U of M School of Education, a master’s in Education from U of M’s Rackham Graduate School, and in progress is a doctorate in Education.

3B How to Enhance Learning of the Holy Qur'an and adopting its Morals through Standardizing the Study of "Tafseer" and teaching "Arabic To Understand Qur'an — Dr. Dalia El-Deeb

Join this Arabic Language Instruction Session by our respected Dr. Dalia ElDeeb

Dalia El-Deeb graduated from Cairo University School of Medicine in 1986. She obtained a Master's Degree in Immunology in 1989. She completed her residency at the National Cancer Institute of Cairo, where she submitted a thesis for Doctorate Degree in Oncologic Laboratory Medicine on 1996. Dr. El-Deeb moved to Florida with her family in 1998. Dr. El-Deeb occupied a number of positions in Islamic/Qur'an education since then. She published a series of Islamic Studies books for Elementary students and presented in a number of educational forums and workshops for professional development of Qur'an teachers in several US states, as well as in Cairo, Jeddah, and Dubai. Dr. El-Deeb carries an Ijazah with Sanad of Qur'an recitation according to the narration of Hafsa upon Imam Aasim. She owes her Qur'an Education to her teachers in Egypt (Ustatha Zainab Helmy Qutb, Sheikh Mohammad Fuaad, and Ustatha Mervat Saber) and to Sheikh Mohammad Farooq Al Raei, the founder of the Nourania method and head of the Furqan Center for Qur'an Education in Jeddah, Saudi Arabia. Currently, Dr. El-Deeb is the director of the Hifdh program at Bayaan Academy of Tampa, FL, and director of Ahlul-Qur'an Academy providing Qur'an education for children and adults in Tampa, FL and statewide. She is also the Chairman of Nourania Instruction and Certification in North America.

3C Why Islamic School Renewal Begins With Islamic Pedagogy— Nadeem Memon & Dylan Chown

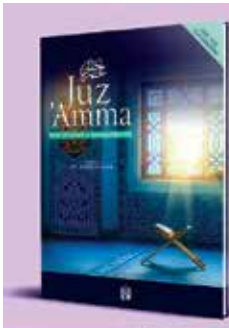
School improvement agendas promote the narrowing of purpose and the standardisation of approaches in education. Educators in Islamic schooling have rallied for school renewal. In privileging renewal over performance driven improvements efforts, is the accompanying strategic shift from talking about 'challenges' to marking our 'distinction' as a collective of Islamic schools. But to move toward 'distinction' requires a reflective turn back to our purpose and practice. In this workshop we will explain what Islamic Pedagogy is and how the renewal of our Islamic schools must begin here. Through a series of four case study schools, we will illustrate innovative practices of Islamic Pedagogy that define distinction. Participants can expect to leave with a clear conceptualisation of what Islamic Pedagogy is (and is not) along with practical considerations for school-wide renewal.

Dr. Nadeem Memon is a Senior Research Fellow in the Centre for Islamic Thought and Education (CITE) at the University of South Australia (UniSA). He is Program Director for an online accredited graduate program in Islamic Pedagogy. His research focuses on teacher education with emphasis on Islamic pedagogy, comparative faith-based schooling, philosophy of religious education, and culturally relevant and responsive teaching. He is author of *A History of Islamic Schooling in North America* (Routledge 2019) and co-editor of two books: *Philosophies of Islamic Education: Historical Perspectives and Emerging Discourses* (Routledge, 2016) and *Discipline, Devotion, and Dissent: Jewish, Catholic, and Islamic Schooling in Canada* (Wilfrid Laurier University Press, 2013). Nadeem led design and delivery of the Islamic Teacher Education Program (ITEP), in collaboration with the University of Toronto.

Dylan Chown is a lecturer in the Centre for Islamic Thought and Education (CITE), in the School of Education at UniSA. His PhD research focuses on teacher education and school renewal, with emphasis on Islamic pedagogy, culturally and religiously responsive pedagogy, as well educational inclusion. He is a co-editor of *Islamic schooling in the West: Pathways to renewal* (Palgrave MacMillan), and a co-author of a journal article: *Descriptions and enactments of Islamic pedagogy: reflections of alumni from an Islamic Teacher Education Programme*. With twenty years of experience, Dylan is a member of an International network of educators on the Islamic Teacher Education Program (ITEP), in collaboration with the University of Toronto, and as a school leader and principal at Amanah Institute in Brisbane, Queensland.

3D (2nd Session) Building a Resilient School through Prophetic Compassion — Wadud Hassan & Susan Labadi

See Parallel Session 2 for details on this presentation and speakers biographies.



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Sunday, April 4, 2021

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Topic and Presenter *Click on the hyperlink below to join a session

11:00 - 11:25 AM

Spiritual Talk by Zaynab Ansari

Zaynab Ansari spent a decade studying Farsi, Arabic, and traditional Islam in the Middle East, graduating from a seminary in Damascus, and spending time in the land of her ancestors. She also took degrees in history and Middle Eastern Studies at Georgia State University, where she collected oral histories from Atlanta's historic African-American Muslim community for her research.

Zaynab Ansari serves as an instructor, board member, and scholar-in-residence at Tayseer Seminary, where she teaches classes on Islamic law, Qur'anic studies, Prophetic biography, American Muslim history, and women in Islam. She is a contributor to various Islamic educational portals, including SeekersGuidance and Rabata, the latter a pioneering online resource for women's theological training.

Color Codes for Tracks: Leadership Track **Blue** Arabic/Qur'an **Pink** Islamic Studies **Green**
Curriculum & Instruction **Gold**

11:30 AM - 12:30 PM EDT **Parallel Session 4**

4A Rise to Resilience From the Heart of a Leader — Habeeb Quadri

As leaders, we realize that we all have challenges during our administration and educational career. Many times, it might be a quick challenge during the day, week or quarter. Last year, administrators faced a unique challenge that affected all school stakeholders including teachers, students, parents, treasurers, philanthropists, communities, hospitals, businesses, etc. As this was a new journey, many of us, as administrators, had to dig deep into our hearts to develop and build resilience, not only for ourselves but also for stakeholders. This workshop will discuss the new technological and human skills that we needed to learn and improve, as well as how faith helped leaders build and apply resilience through verses of scripture and stories of our prophets. These lists of skills will be discussed and analyzed from the perspective of the administrators who worked hard to encourage and inspire their stakeholders to move forward during these critical and challenging times. Never underestimate the heart of a leader.

Habeeb Quadri is an Educator, Author, and Youth Activist. He was recognized in Washington, D.C., with a National Distinguished Principal award from the National Association of Elementary School Principals. He has a Bachelor in Teaching of History and a Masters in School Administration, and he works with Harvard University Graduate School of Education - Principal Center. In addition to his teaching and administrative experience in public and private schools, Habeeb has delivered hundreds of lectures throughout the United States, Canada, and abroad on Islam, society, and social problems confronting Muslim youth and the community at large. He generously shares his expertise also via his own educational consulting company called High Quality Educational Consulting. Mr. Quadri has conducted workshops for the U.S Department of State, and he has partnered up with IQRA Foundation to initiate the first National Islamic Studies Standardized Test and National Islamic Studies Benchmarks. Additionally, he has authored and published several books, as he continues his mission to help Muslim youth.

4B Standards-Based Instruction in Arabic — Dr. Hanada Taha Thomure

Standards-based instruction in Arabic has been a buzz word lately, but what is exactly and how do we work around textbooks and resources that have not been fitted out according to standards. In this session we will:

1. Discuss the philosophy behind standards-based instruction,
2. Introduce examples of Arabic language standards currently in use in schools
3. Learn what does the research say about standards-based approach
4. Touch on standards-based instruction

Dr. Hanada Taha Thomure has close to 30 years of experience in teacher preservice preparation and in-service training, Arabic Language curriculum design, developing and reviewing national literacy strategies, and literacy coaching. Her research is in the field of Arabic language teaching and learning, oral reading fluency, Arabic children’s literature and teacher preparation and curriculum studies.

4C Towards Building a Resilient Faith: Foundational Concerns about Atheism and the Path Forward — Dr. Maryam Razvi Padela

The challenge of Atheism is a relatively new phenomenon for Muslim parents to deal with, but increasingly parents, teachers, and imams are seeking guidance on how to address the issue. We outline some findings from research reviewed on key concerns for Muslim youth and summarize curricular topics that should be addressed in a supplementary fashion throughout the K-12 experience. This review sheds light on four key aspects of a child’s development that contribute to growing Atheism: 1. The need for a strong faith-based foundation 2. The influence of adult hypocrisy on youth 3. The power of peers and 4. The importance of knowing how to fail. Based on research, the direction to take with these suggestions outlines a two-pronged approach developing both the heart and the intellectual skills of the student.

Maryam Razvi Padela is an educator and researcher. Her interests include investigating pedagogy used while teaching and learning about religion. Her dissertation was titled, “The Representation and Mediation of Religion in Social Studies Classrooms and Textbooks.” Maryam also holds teaching certifications in PreK-6th grade, and her teaching background includes work in public, private, and weekend schools. Her education includes a BA: Religious Studies with a minor in Elementary Education, an MS: Teaching and Curriculum, and an EdD: Teaching and Curriculum.

4D The Joy of Learning — Qur’an Shakir

Allah, The Mighty, has declared, "That it is He Who grants laughter and tears," (Qur'an 53:43). There is majesty, wonder, and increased learning in a school or school community where laughter and joy reside. Now, more than ever, as virtual and remote learning takes a toll on the soul and spirits of many, students, parents, and teachers, we need to find joy in the experience. This session will share principles, tools, and processes for sharing joy and laughter in creating schools, classrooms, and homes that are ClassWombs that give birth to children and students happy to be contributors to the world, to their communities, and to their families.

Qur'an Shakir has been a popular teacher and youth advocate for over 25 years. She has served as director/principal in Atlanta, Georgia and spent two decades before that as a teacher and lead teacher of W.D. Mohammed High School where her classes were considered the most joyful and engaging. A former chaplain, she is a motivational speaker for juvenile offenders and a guest lecturer. Her doctoral research was on building character to ensure student success. Qur'an Shakir serves on the board of the Interfaith Children's Movement, United Islamic Schools of Atlanta, Muslim Educational Professionals, the Muslim Educational Consortium, and the DeKalb County Juvenile Drug Rebound Court. She has served on the Majlis Ash-Shura (governing body) of the Atlanta Masjid of Al-Islam and the Consultative Board for Mohammed Schools of Atlanta. She founded an Islamic television production company (Taqwa Productions Inc.), an Islamic game and learning company (Taalib-Din Company), and an interfaith organization for women of Atlanta. She has volunteered with school accreditation and external review, had her own column in Muslim Journal called The Road to Nikkah, and she has received awards for Teacher of the Year.

12:45 PM - 1:45 PM EDT

Parallel Session 5

5A Why Accreditation? CISNA's New Standards

Dr. Iram Shaikh-Jilani, Uzma Shinwari Khan, & Leila Shatara

Islam teaches us to strive towards Ihsan and to continually work towards attaining/achieving excellence. Join CISNA board leaders as they describe why CISNA accreditation is vitally needed for your school and how CISNA can support your school's improvement. No longer should a family have to choose between good academics and a healthy Islamic environment for children. If implemented with fidelity, CISNA's accreditation process ensures that schools have the needed infrastructure and methods to provide both.

Dr. Iram Shaikh- Jilani is an educator with 21+ years working in public, private, and international schools. Her doctorate degree is in Curriculum & Instruction from Northeastern University and she served as an auditor/accreditation team member for several IB, CISNA, COGNIA, & AdvancEd visits. Dr. Shaikh has led over eight accreditations in the past 7 years across three different schools, including schools ranging from low socio-economic to schools that belong to a royal family. Dr. Shaikh holds a Superintendent Certification from the Texas Education Agency.

Leila Shatara is the President of CISNA. She currently serves as the Head of School at Noor-UL_Iman School in Monmouth Junction, NJ. She is a Ph.D. candidate in the Department of Educational Leadership and Research Methodology at Florida Atlantic University. She earned both her bachelor's and master's degrees from Florida Atlantic University where she also served as an adjunct professor in the Department of Curriculum, Culture, and Educational Inquiry for 5 years. Ms. Shatara served in leadership positions in public and Islamic schools for decades. As principal, she led her schools to its initial accreditation by SACS-FCIS, AdvancEd and helped establish a high school program. She is a member of the Education Forum Planning Committee and holds board positions in several educational institutions. She was recently designated a national Clark Scholar for educational leadership and administration and is a published researcher on topics such as leadership, Muslim educational needs, and cultural competency.

Uzma Shinwari Khan is a CISNA board member since 2019. Her professional career spans over 22 years in teaching and administration. She has been serving her community as the Principal for Good Tree Academy in Plano, Texas for 10 plus years. Mrs. Khan is a Texas Certified Principal and Consultant. She holds a Masters from Southern Methodist University, Dallas, Texas in Educational Administration and Leadership and a Masters in English Literature from University of Peshawar, Pakistan. Mrs. Khan is a Certified Appraiser for Texas Teachers Evaluation and Support System (T TESS), Professional Development and Appraisal System (PDAS), and Texas Principal Evaluation and Support System (T-PESS). Mrs. Khan has served on several Cognia and CISNA Accreditation Teams for private and public schools.

5B Keys and Tools for differentiation in the Arabic Classroom — Iman Hashem

Arabic language teachers always face the challenge of designing and delivering learning experiences (activities) that suit students' distinct aptitudes, interests, and learning styles. The key to become successful is to start developing a clear understanding of differentiated instruction, identifying the tools that exist to help guide planning instruction, and exploring examples from Arabic classrooms. In this session, participants will be engaged in learning, using multiple technology tools that can facilitate differentiated instruction in an online, hybrid, and face-to-face setting.

Iman Arabi-Katbi Hashem is the 2019 California World Language Teacher of the Year. She brings a wide range of expertise that is recognized nationally and internationally. As a consultant for Arabic programs, she guides the development of standards-based curricula and instructional resources, supervises teacher candidates, conducts workshops, and serves as a STARTALK Team Leader. As a teacher, she designs and teaches Arabic as a world and heritage language. She authors instructional materials for students' and teachers' education. Her work has significantly contributed to the development of teacher leaders in the Arabic and world language teaching communities.

5C Walking the Walk Together: Parents and Teachers Modeling the Way — Saad Quadri & Sana Mohiuddin

Over the past year, families have been forced to spend time with one another in ways that most of us have never seen. As a result, the house has become a home. It is now our school, workplace, and even our masjid. As a result, parents have now been forced to wear many hats. Among those hats is modeling behavior and practices that would have otherwise been designated for teachers. Some consider this a problem, but in it is a great opportunity. Join us to see how parents and teachers can partner to become true models for our children. Parents and teachers must be partners in tarbiyah, sharing the role and responsibility of living the character traits they wish to see in children. This session will focus on the psychology and pedagogy behind becoming models for children and students as a shared responsibility between home and school.

Sa'ad Quadri was born in Park Ridge, IL and grew up in the Chicagoland area. He completed his bachelor's degree at Northern Illinois University — majoring in English and minoring in History — and his master's degree in Secondary Education Teaching of English at DePaul University. Along with his professional studies, Sa'ad also studied the Islamic sciences formally, culminating in his `Alimiyyah degree (a master's level degree in the scholastic Islamic sciences) from Jamiah Islamiyya in Lusaka, Zambia. He has worked as an administrator and teacher for over a decade. In particular, he has excelled in his work as an AP English teacher (both Language and Literature), where his students have an 80% passing rate. Sa'ad spends his free time volunteering as a coach and advisor. He has also presented seminars and workshops on educational theory and practice with High-Quality Education Consulting, with whom he has co-authored multiple books.

Sana Mohiuddin is a Licensed Professional Counselor (LPC) working as a therapist at Khalil Center. She earned a Masters in Arts in 2013 from Northeastern Illinois University in Counselor Education specializing in Marital and Family Therapy and a History degree with a minor in Religious Studies from Texas A&M. After moving to Chicago from Texas, she worked simultaneously on her Islamic studies degree and graduate school. In 2015, she graduated from Jamia Zainab lil Banaat, Lusaka Zambia, and holds ijāzāt (permission to teach) in various Islamic sciences including Arabic, Hadith, Tafsīr, Fiqh, and Sira. Sana worked with the Muslim Youth of North America (MYNA) both locally and nationally, chairing the conference at the age of 17. While in college, Sana served as the sisters' coordinator for the Muslim Students Association (MSA). Since moving to Chicago, she has taught Quran classes and volunteered with Sisters Steppin' Up (SSU).

5D Positive Youth Development In Schools — Ivana Zajkovska

We focus on promoting positive youth development in schools by focusing on positive people, positive places, and positive opportunities. Schools, as one of the main environments where youth spend a lot of their time, can be transformative! Therefore, the classroom and curriculum need to be designed to support young people on their developmental journey toward adulthood. Positive youth development (PYD) was introduced in the early 1990s as a new and holistic way of understanding youth development. PYD shifted the focus from the individual youth to the contexts/environments where youth development happens (ex. the family, the school, the neighborhood, the religious institutions, etc.) and shifted from managing deficits and risks to capitalizing on existing strengths and assets that promote positive development. The goal of PYD is for youth to become competent, caring, confident, connected and contributing citizens of character (5 C's of PYD).

Ivana Zajkovska earned her masters in Youth Development from Michigan State University and BA in Spanish from University of Illinois at Chicago. As Product Manager at ISNA for YouthDev and advisor to MYNA, she has brought 25 years of experience in working for the betterment of youth as a teacher, writer, and active mentor for youth leaders.

1:45 - 2:45 PM EDT

Break Time

2:45 PM - 3:45 PM EDT

Parallel Session 6

6A Engaged Families = Stronger Schools — Magda Elkadi Saleh

Schools that engage their families in every step of their journey have stronger retention rates, higher rates of satisfaction, and greater levels of financial support from their parents and the community. In the Qur'an, Allah SWT says "Wa shaawirhum f'il amr". This ayah was not revealed with regards to schools and their interactions with their parents, but it does command us to seek input and advice as a means of keeping people close to us. Engagement is a two-way street and does not mean "talking to parents". It means involving them in the conversation; asking for their input; giving them opportunities to share their knowledge, expertise, and skills; and welcoming them into the school and its projects and activities. By actively engaging our parents, we are strengthening our schools, bi-ithnillah.

Magda Elkadi Saleh is Head of School at Bayaan Academy, an innovative and forward-thinking school focused on developing torchbearers for future generations. She has been an Islamic school leader in Tampa since 1992, and her strengths lie in team building, strategic planning, and program and community development. She is the Vice President of ISNA and serves on the Education Forum Planning Committee. She is also President of Radiant Hands, supporting women on their journeys to self-sufficiency. Her goal is to empower people to reach their highest potential, and she strives to achieve this goal in all of her roles. Developing a righteous character and preserving Islamic identity are among the unquestionable goals of weekend Islamic schools (WIS). However, whether these goals are achieved needs further scrutiny to decide on the needs of and challenges facing WIS. Previous research on WIS (ISPU, 2017) suggested several aspects to help WIS achieve their set goals, among of which are the need to revisit the curricula to incorporate issues of identity and to connect it with real life issues, and to prepare and develop professional skills among teachers. This presentation will explain a WIS integrated teacher preparation program and exemplify how to use the integrated approach to teach Quran, Arabic, and Islamic Studies (QAIS) holistically. This presentation is helpful for both WIS administration and faculty.

6B Weekend Schools: An Integrated Approach to Faculty Preparation and Teaching — Dr. Salah Ayari & Dr. Talaat Pasha

Talaat Pasha is the director of the Arabic Language Institute at the American Islamic College in Chicago. He holds a Ph.D. in Arabic and Linguistics (University of Utah). He has an extensive experience as education consultant of curriculum and teaching methodology. Dr. Pasha is a certified facilitator in personality types (MBTI® and True Colors® MMTTC®) and a certified instructor in Mental Health First Aid (MHFA). He is the founder of PAHA ACADAMY Consulting and Training (PACT) LLC. to host and facilitate workshops for personal and professional development. www.pashaacademy.org.

Dr. Salah Ayari is currently an Instructional Professor of Arabic and the Director of Language Instruction in the Department of International Studies at Texas A & M University. He has taught Arabic both at K-12 and post-secondary levels since 1994, has conducted over 30 site visits to different school districts for Arabic program evaluation and improvement, and has led immersion Arabic language and culture programs overseas for 12 years. Dr. Ayari provides mentorship to Arabic language teachers, presents at national and international conferences on foreign language education and leads K-16 teacher workshops focusing on curriculum development and instructional effectiveness in foreign languages.

6C Gender Uniqueness and Child Development- Sh. Mohammad Elshinawy

In the age of liquid culture at large and gender fluidity in particular, what insight does Islam offer on gender norms, gender strengths, and the spectrum of acceptable expressions of gender? And across generations, how does this guidance lend itself to a healthier, more stable, more fulfilling developmental trajectory for children and youth?

Mohammad Elshinawy. Graduate of English Literature. Graduate of Mishkah University. Instructor at Mishkah. Researcher at Yaqeen Institute. Religious Director at Jesus Son of Mary Mosque in Allentown PA.

6D Technology Metamorphosis- The Butterfly Effect—Sophia Jetpuri Naviwala

This presentation will explore the role of technology over time in the academic resilience of mainstream and at-risk students. It will discuss the unique learning challenges the digital process has provided, highlight tools for learner motivation, and explore potential solutions for further development and application of a digital curriculum framework. The goal is to enhance student engagement, academic resilience, and knowledge transfer. This workshop will allow participants to have hands-on experience, adapting previously built curriculum templates, inserting digital content, tools, and strategies. Small shifts in thinking, and small changes in your actions, can lead to massive improvements in students' end result of learning.

Sophia Jetpuri-Naviwala is an educator at Al Falah Academy in Atlanta and the Programs Director at ISLA, having launched Teach with Tech, providing tools and resources for educators in a digital age. She spearheaded ISLA Leadership Academy, specializing in school improvement and best practices in teaching and learning. Ms. Jetpuri holds a Masters in Curriculum and Instruction along with Educational Leadership, and a Bachelors in Interdisciplinary Studies. She is a trainer with Islamic Speakers Bureau, and previously built a training program with Awareness Through Mosque Tourism, with materials implemented worldwide. She has also worked for Google, curating content for educators. With 15 years in the public, private, and international setting, she is now training educators to build frameworks for success.

3:45 PM - 4:00 PM EDT

Concluding Session

Announcements and Thanks — Basharat Saleem, ISNA Exec. Director
Concluding Remarks/Du'a — Safaa Zarzour, ISNA President

This professional development program was coordinated by the ISNA Education Forum Programming Committee: Susan Labadi (Chair), Sadeq AlHasan, Shahida AliKhan, Salah Ayari, Sufia Azmat, Thouraya Boubetra, Magda Elkadi Saleh, Azra Naqvi, Patricia Salahuddin, Leila Shatara, Tabasum Ahmad, Mukhtar Ahmad



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