

9th Annual West Coast ISNA Education Forum

In collaboration with CISNA & Aldeen Foundation

Virtual Edition
January 16-17, 2021

Renewal of Islamic Education
with Difficulty, comes Opportunity

** Please check the difference between your local time and Pacific Time before joining a session.*

Saturday, January 16, 2021

Pacific Standard Time (PST)	Session Type	Topic and presenter		
9:00-9:25 AM PST	General Session	<ul style="list-style-type: none"> Welcome from host: Mukhtar Ahmad Qur'an Recitation: Sadeq Al-Hasan Program Overview: Necva Ozgur Welcome from CISNA/Logistics: Leila Shatara Introduction of Keynote Speaker 		
9:30-10:00 AM PST	Keynote Address	Our Role as Islamic School Leaders and Educators during these Unprecedented Times Magda Elkadi Saleh: Vice President of ISNA		
	Parallel Sessions	Parallel Session I Curriculum & Instruction Track Leader: Azra Naqvi	Parallel Session II Arabic/Quran Track Leader: Thouraya Boubetra	Parallel Session III Islamic Studies Track Leader: Leila Shatara
10:00-10:50 AM PST		Prophetic Pedagogy - Amaarah DeCuire and Rehenuma Asmi	Varieties of Arabic Language: Which One(s) to Teach? Ahmed Khorshid	From Memorization to Understanding Muhammad Sadiq
11:00-11:50 AM PST		Educating Modern Muslims Haseeb Noor, Farah Ahmed	Make it Easy: Innovative Activities and Free Technology Programs Lina Kholaki/ Nacheda Tizani	Teacher's Effect on Student's Self Esteem Muhammad Sadiq
11:50-2:00	Lunch/Prayer Break			

PM PST				
2:00-3:30 PM PST		SEL/Motivating Students Douglas Reeves	ECRIF & The Engineering of Teaching Arabic Online Basmah Al-Saleem	Legal Issues for Islamic schools: Prevalent sexual orientation and gender identity issues Mohammed Jaffar Lakhani, Safaa Zarzour

Sunday, January 17, 2021

Time PST	Session Type	Topic and presenter	Topic and presenter	Topic and presenter
	Parallel Sessions	Parallel Session I Curriculum & Instruction Track Leader Azra Naqvi	Parallel Session II Arabic /Qur'an Track Leader Thouraya Boubetra	Parallel Session III Islamic Studies Track Leader Leila Shatara
10:00-10:50 AM		Preparing Young People to Bring the Skills of Innovation to Whatever They Do Tony Wagner	Towards the Glorious Quran: Tools to Enhance Arabic Language Literacy in a Virtual Learning Setting Amal Elhoseiny	Social Emotional Learning in Islamic Studies Fawzia Tung
11:00-11:50 AM		Preparing Young People to Bring the Skills of Innovation to Whatever They Do (Part 2) Tony Wagner	Maintaining an Effective Learning Environments in Arabic and Quran Classes Dalia El Deeb	Maintaining Student Spirituality in Remote/Hybrid Schooling Habeeb Quadri

11:50-1:30 PM	Lunch/Prayer Break			
1:30-2:55 PM	Parallel Sessions		Arabic teacher Accreditation Nada Shaath	Contemporary Issues Series for Islamic Schools - LGBTQ+ Abdallah Idris Ali, Yassir Fazaga
3:00-3:30 PM	Concluding Session			Concluding remarks and Dua ISNA President Safaa Zarzour

Program (Draft)

Saturday, January 16, 2021

Starting at 9:00 am PST (12:00 pm EST)

** Please check the difference between your local time and Pacific Time before joining a session.*

Time PST	Session Type
9:00-9:25 AM	Opening Session Welcome from host: Mukhtar Ahmad Qur'an Recitation: Sadeq Al-Hasan Program Chair: Necva Ozgur Welcome from CISNA/Logistics: Leila Shatara
9:30-10:00 AM	Keynote Address
<p>Our Role as Islamic School Leaders and Educators during these Unprecedented Times <i>Magda Elkadi Saleh</i></p> <p>The year 2020 brought with it many challenges, and, as Islamic school leaders and educators, it became incumbent upon us to face these challenges with open minds, creativity, a collaborative spirit, and a very deep faith in Allah SWT and in His ability to give us strength, fortitude, and success against all odds. As we look to the year ahead of us, we must continue to meet the challenges head-on, as we lead our schools focused on our visions and driven by our missions. As educators, we must continue to teach our students in innovative ways, we must continue to communicate with our parents to ensure that they are onboard with us, and to ensure that their confidence in us and in our schools is unwavering, and we must continue to seek out the best strategies to ensure our students' academic, physical, social, emotional, mental, and spiritual well-being. No one said it would be easy, but we are all up to the task bi-ithnillahi ta'ala. Together, and with Allah SWT's blessings, we can achieve great things.</p> <p><i>Magda Elkadi Saleh, Vice President of ISNA, is in her 29th year as an Islamic School administrator. She headed both Universal Academy of Florida (UAF) and American Youth Academy (AYA) in Tampa for 11 years each. She led both schools through two successful accreditation visits and gained IB Diploma School authorization for AYA. She is currently Head of School at Bayaan Academy, an innovative school focusing on achieving excellence in both Arabic/Qur'an/Islamic Studies and Academics. Heading schools, Magda Elkadi Saleh spearheads and oversees Strategic Planning, Marketing & Fundraising, the development of new programs within the school, training teachers and other administrators and building relationships with other schools and organizations in the region. Sr. Magda has been consulting with Islamic schools and with communities contemplating opening Islamic schools since 1998 and served on accreditation evaluation teams for both FCIS and AdvancEd from 2009 – 2015. In 2014, Sr. Magda became President of Radiant Hands, a non-profit, social services organization, whose mission is to help empower women and families in the community, who are facing various struggles in their lives and are in need of education, counseling and/or financial assistance. In October 2015, Radiant Hands took on the additional task of serving refugees coming to Tampa Bay from Muslim or Arabic-speaking countries. She has been and continues to be involved in community activities and sees it as her personal goals to empower others to reach their utmost potentials and to help raise people's awareness of and increase their knowledge about Islam and how much Islam truly values</i></p>	

humanitarian work and service to all.

Parallel Sessions

10:00-10:50 AM

Curriculum & Instruction

Prophetic Pedagogy: Teaching Like the Prophet Muhammad (pbuh)

Rehenuma Asmi, Amaarah DeCuir

This session explores the teaching mindset and methodology of the last prophet of Islam, Muhammad (pbuh). We look at the ways in which he humanized his students and approached them as individuals with unique cultures, personalities and backgrounds and project these as teaching methods for today's Muslim school educators. We also break down his teaching methodology using storytelling, one of the methods he used as a messenger and consider how today's teachers can also use storytelling in their classrooms. We hope to inspire you to teach more like the Prophet (pbuh) and become a living embodiment of the Prophet's pedagogy.

Rehenuma Asmi, Ph.D., is an executive board member of CICW, and a designer of the teacher training program. She received her bachelors from Georgetown University in Arabic and Government and her Masters in Teaching from American University. She is a graduate of the Columbia University Teachers College where she received a Ph.D. in Anthropology and Education for her doctoral work on education reform and multiculturalism in Qatar. She served as Assistant Professor of Religion and Education at Allegheny College from 2013-7. Dr. Asmi's research interests include multi-cultural and faith based education as well as the socio-cultural effects of education on Muslim women and family life.

Amaarah DeCuir, Ed.D., is an executive board member of CICW, and a designer of the teacher training program. She is a professorial lecturer in the School of Education at American University in Washington, DC. Dr. DeCuir is an Education Leadership scholar whose work focuses on the intersections of leadership, gender, faith, and diverse cultural contexts to advance social justice. Her dissertation described the roles and responsibilities of women leading American Islamic schools. She has a bachelor's degree from the University of California at Berkeley, an M.Ed. from Howard University and an Ed.D. from George Washington University. With over 20 years of P-20 teaching and leadership experiences in public and Muslim schools, she uses her work to advance equity for all students.

10:00-10:50 AM

Arabic/Quran

Varieties of Arabic, Which One(s) to Teach?

Ahmed Khorshid

The Arabic language has many varieties; Modern Standard Arabic, Classical Arabic and the numerous colloquial varieties/ dialects. Choosing which one(s) to teach is usually a decision made by high-level administration; school districts, coaches, school principals or even textbooks! Such a choice is beyond the scope of this presentation. Rather, this presentation will focus on discussing significant features of some varieties with the purpose of increasing teachers' awareness of what they are presenting to their students and avoiding UNINTENTIONAL mixing of varieties. We will refer to the Glorious Quran as a model of classical Arabic, and Egyptian as a colloquial variety.

Ahmed Khorshid has a master's degree in Teaching Arabic as a Foreign Language from the American University in Cairo. He has been teaching at the university level for over 30 years, both at the American University in Cairo and elsewhere. He has just received his California preliminary teaching credential in Arabic and German. Ahmed has written extensively in the field (*Hayya Natakallem Maan* and the *Sahlawayhi Series*). In teaching Arabic as a foreign language, he advocates following Krashen's

"Comprehensible Input Hypothesis.

10:00-10:50 AM

Islamic Studies

From Memorization to Understanding

Dr. Mohammed Sadiq

The objectives of the Islamic curriculum in most of our Islamic schools are limited to helping the students memorize some Qur'an, teach them some fundamental Aqa'id and requirements of Islam, and how to's of making wudu, performing salah, cleanliness, fasting, etc., as well some stories of the Prophet (saw) and the companions. Alhamdulillah, these objectives are being met to a large extent and the students are memorizing some Qur'an and learning about some fundamental beliefs and rituals of the Deen. However, it is questionable how many of these students are truly understanding their Deen in a way that their faith cannot be easily shaken under the growing questioning, criticism, and the social pressures to assimilate in the local cultural values and practices. It is unfortunately not uncommon now to see our young folks sometimes openly and often quietly moving out of Islam. And, it is not limited to our youth, even large numbers of all Muslim families merely practice the rituals of their faith customarily. Consequently, when the children raise questions about their customary beliefs and rituals, parents are often at a loss how to respond effectively to protect their children's Iman. This seminar is intended to discuss these issues and to explore new and better ways to teach Islam in our schools. Under the present circumstances around the world, it is imperative that the Islamic schools pay special attention to these issues if we are to safeguard our children's Iman.

Dr. Mohammed Sadiq is a Clinical Psychologist based in Edmonton, Alberta, Canada. He has been practicing in North America for over 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 live audio-visual counseling through the Internet via his website – www.shifa.ca. He has been working with various Muslim communities in North America and around the world providing individual, marital, family and youth counseling. As well, he conducts seminars and workshops for Muslim communities and provides professional training for human services professionals. For many years, he has been developing and Islamic perspective of Human Psychology, and a model of counselling/treatment for Muslim clients using the concepts and principles of Islam.

Parallel Sessions

11:00-11:50 AM

Curriculum & Instruction

Modern Islamic Education

Shaykh Hasib Noor

The objective of Islamic education has been, and always will be, to transform its recipients to willing servants of the divine, consciously submitting to Him, and constantly aware of their human purpose. This session explores what might a Modern Islamic Education entail. How can we update our educational model in proportion to the vast new challenges that modern life presents?

The model of Tadeeb and Tarbiyah highlight the application of the holistic concept of deen, which is in itself the collective Islamic worldview. How do we cultivate this in the individual?

We propose, for instance, that one of the higher aims of Islamic education is to foster in students a collective mindset, where each student becomes aware and invested in the collective good, and able to act responsibly towards the ummah and the world at large. The session also proposes practical steps that Islamic schools can take to develop modern Muslim vicegerants or Khulafa. This will be a comparative study of Dr Sayed Al Attas and Dr Shaheen's Islamic education theories, and how schools could explore practical ways to implement the essentials of their work.

Hasib Noor is the Founder and President of The Legacy Institute, as well as an instructor with AlMaghrib Institute & Qalam Institute. He is among the founders of, Faith, community spaces that have sessions in London, Austin, & San Diego. He hails from Afghan heritage, grew up in the US and studied at the College of Islamic Law in the University of Madinah. He pursued his studies in the City of the Prophet (peace be upon him) for over a decade under the tutelage of over 50 scholars specializing in Fiqh, Fatwa, Hadith, Tafsir, History, Sirah and the Islamic Sciences. He has affiliation with the Center for Historical Studies of Madinah, and is part of Taybah Research, The Society of Archaeology and Historical Sites of Madinah and serves as an Educational Consultant.

11:00-11:50 AM

Arabic/Quran

Make it easy: Innovative Activities and Free Technology Program

Lina Kholaki & Nacheda Baroud Tizani

In this digital age of information technology, there are tons of tech tools that can assist us and our students every day in the language classroom. This session will share strategies to utilize short chunks of time at optimal moments for learning during a lesson. Experienced instructors will present resources, strategies, and in-class activities based on current second language research. A digital handout with activities will be provided. Participants will acquire practical knowledge for the next class.

Procedure: Presenters will take the audience step by step sharing strategies to utilize short chunks of time at optimal moments for learning during a lesson. In addition, they will engage participants to actively participate and try each step of the activity or the shared resources. Long time Veteran presenters with experience will share resources, strategies, practical and successful activities that can be used in-class or online. A digital handout with activities will be provided. Participants will acquire practical knowledge for the next class and walk out from this session with immediate ideas and activities to use in any teaching setting classroom.

Lina Kholaki has a master's degree in human development, adult teaching from Pacific Oaks College in California. Currently she is an Arabic language consultant for the Los Angeles Unified district "Elizabeth Learning Center". She began teaching Arabic at New Horizon School in Pasadena, where she remained on staff for thirteen years. She then moved to teaching at the university level where she taught Arabic to students ranging from beginners to advanced speakers at San Bernardino Cal State University for 5 years. She then moved to teaching at the University of Southern California for another five years. Since 2001, Lina has been training Arabic teachers at all four New Horizon campuses for the Bureau of Islamic and Arabic Education and for Aldeen Foundation. She is the co-developer of Hayya Natakalam Maan, a landmark program for teaching the Arabic language following modern standards for Early Childhood Education. 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. Lina also served as a co-chair for the ACTFL Learning Language for Children special interest group from 2005 to 2006. She was awarded the designation of ACTFL Teacher of the year in 2017. Lina directed the Aldeen Startalk Summer High school Student program with the coordination of the Teacher Training program for seven years.

Nacheda Baroud Tizani is an experienced foreign language teacher who has been teaching Arabic at New Horizon School in Pasadena for the last 25 years. She has been instrumental in helping develop a curriculum for teaching Arabic at New Horizon School. She has participated in various committees from

other Arabic Language organizations such as the Southern California Arabic Language Teacher Council and the National Arabic Teachers' Association K-12. Over the past 20 years, she has presented at various national conferences and helped to produce instructional material for the National Arabic Standards, creating scenarios and standards-based activities for various student levels for Arabic teachers to use in their classrooms around the globe. Nacheda has contributed to the Aldeen Arabic Reading Program by selecting the story levels and writing assessment. She has developed language learning activities for "Hayya Natakallam Maan", Levels 1-5. Nacheda is also certified through the Nuraniyah method to teach the Qur'an to students. It is her goal to work with other Arabic teachers throughout the world to enhance the teaching of the Arabic language worldwide.

11:00-11:50 AM

Islamic Studies

Teachers' Effect on Student's Self-Esteem

Dr. Mohammed Sadiq

“This topic is an extension of the one I talked about earlier – ‘From Memorization to Conceptual Understanding. Self-esteem of students as well as teachers depend largely upon the success experiences in the classroom - their acknowledgement and validation. Teachers’ effect on students is determined from the teachers’ character, relationship skills, and teaching skills. And, students’ success in school as well as in their life depend upon their self-esteem and self-confidence. We can all remember some teachers from our academic life who impacted us in such a significant way that we would always remember them. These may be positive or negative effects. I failed or did very poorly in math all through my school years and kept getting promoted to the next grade until my final high school year. My principal told me that if I failed math, I won’t get my high school diploma. My good fortune that in that final year I had a teacher, Mr. Aleem. As always, in math class, my stress level was very high. But, Mr. Aleem’s teaching style and his determination to ensure that everyone of his students learned what he taught, was instrumental in me finally passing my math exam in my final year and receiving my diploma. Not Only that, but it gave me such confidence that later I taught Statistics in university. Teachers' impact on student’s self-esteem, self-confidence, and success in their academic work is self-evident in every school. Some teachers consistently produce good results in the courses they teach, and others regularly have issues with the students not performing well. Generally, it is these other teachers who also have more behavioral issues in their classrooms that stresses them out. This seminar’s objective is to discuss some of the characteristics of the teachers that will promote positive self-esteem and self-confidence in the students; as well as to identify some of those characteristics that will negatively impact a child’s self-esteem. We will also discuss a few practical things to effectively deal with variability in students’ capabilities and limitations.” -*Dr. Mohammed Sadiq*

11:50-2:00 PM

Lunch/Prayer Break

Parallel Sessions

2:00-3:30 PM

Curriculum & Instruction

Motivating the Unmotivated Student & Supporting Emotional Connections

Douglas Reeves

Dr. Reeves will be speaking about Motivating the unmotivated student & Supporting Emotional Connections Between Students and Teachers in a highly interactive session. The presentation will be comprised of the following:

Motivating the Unmotivated Students

Five Ways to Support Emotional Connections Between Students and Teachers

Digital Equity: Five Essential Weekly Indicators

Dr. Reeves is the founder of DouglasReeves.com, ChangeLeaders.com, and has created a non-profit called FinishTheDissertation.org, which helps doctoral students finish their dissertations via phone, Skype, or personal conferences. He has worked with education, business, nonprofit, and government organizations throughout the world. The author of more than 30 books and more than 100 articles on leadership and organizational effectiveness. Twice been named to the Harvard University Distinguished Authors Series, Doug was named the Brock International Laureate for his contributions to education. Dr. Reeves received both the Distinguished Service Award from the National Association of Secondary School Principals and the Parent's Choice Award for his writing for children and parents. His career of work in professional learning led to the Contribution to the Field Award from the National Staff Development Council (now Learning Forward). For his international work, Dr. Reeves was named the William Walker Scholar by the Australian Council of Educational Leaders.

2:00-3:30 PM

Arabic/Quran

ECRIF & The Engineering of Teaching Arabic Online

Basmah Issa Ahmad Al-Saleem

Given the importance of keeping pace with digital transformation in remote Arabic language education, acquiring the skill of distance education and facilitating and accelerating work performance in order to achieve learning goals, this training session aims to highlight the theory of ECRIF in language teaching and its relationship in the educational frameworks for Arabic language skills PPU and PDP Through specific and precise engineering of distance education using the R2D2 method of education, it will take away the flavor of face education. The session will focus on the following axes:

- ECRIF theory in language teaching
- PPU's framework for teaching productive skills (speaking and writing)
- PDP framework in teaching receptive skills (reading and listening)
- R2D2 method for teaching Arabic from a distance
 - Key words: education, language, Arabic, PPU, PDP, R2D2

Dr. Basmah Issa Ahmad Al-Saleem, the owner and the founder of eTurn institution for Teachers' Education in Amman Jordan, is an EFL Associate Professor in the Language Center at The World Islamic Sciences and Education University, WISE, Amman – Jordan. She was the Director of Arabic for Speakers of Other Languages Center ASOL in 2016. She holds a doctorate degree from Yarmouk University in Curriculum and Instructions of Teaching English as a Foreign Language TEFL in 2010. She received a Diploma in TESOL from Columbia University in New York in 2008. She also holds the American Professional Certificate of English Teachers from the SIT Institution, New York (2012). She is the representative of the SIT Institution in the MENA Region. She is the founder and General manager of eTurn training and consulting for teacher education in Jordan. She is a professional in Blended Learning and a trainer of Teachers and trainees in the Digital Teacher program. She was a participant in preparing the Strategic Development Plan for Imam University in Saudi Arabia in cooperation with Stanford University in 2014. She has participated in several training courses in the area of education technology and human rights and published as well as presented several academic papers at conferences in Jordan and in various countries abroad. She is a trainer in the Arab Network of Trainers at Amman Center for Human Rights Studies on the subject of gender and women's and children's rights. Moreover, she holds a Diploma in Child Rights from Lund University in Sweden, which she received in 2009. Her PhD dissertation was chosen as being among the best dissertations written internationally by LAMBERT for Academic Publications in Germany in 2010.

2:00-3:30 PM

Islamic Studies

Legal Issues for Islamic Schools
Safaa Zarzour & Mohammed Jaffar Lakhani

In our ever changing world, sexual orientation and gender identity issues have become more prevalent than ever before. In June 2020, the US Supreme Court decided that federal law prohibits discrimination based on an individual's sexual orientation and transgender status. Islamic schools should understand the legal landscape of this area so that they know their responsibilities with regard to individuals who identify as LGBTQ. This presentation will provide a baseline understanding of the legal rights, protections and obligations related to individuals who identify as LGBTQ and what Islamic schools can do given the current legal landscape.

Safaa Zarzour is the president of the Islamic Society of America (CISNA). Mr. Zarzour holds a Juris Doctor Degree from DePaul University's School of Law, a Master's in Education from the University of Illinois in Chicago, and a Bachelor's of Science Degree in Mathematics from Arkansas State University. Professionally, he is the Superintendent of Universal Schools located in Illinois and Indiana.

He is the principal attorney of the law firm Zarzour Law LLC. Previously, he served as principal of one of the largest Islamic schools in the nation for over a decade, was Secretary General of ISNA, General Council and Chief Operations Officer of Zakat Foundation of America, Chief Executive Officer of IQRA International Foundation, and served as an adjunct law professor at Loyola Law School. Mr. Zarzour has also been volunteering actively within his community. He is the Chairman of the Council of Islamic Schools of North America (CISNA), a member of Majlis Al-Shura of ISNA, a member of the Board of Directors of the Lake Institute on Faith and Giving, Vice Chairman of the Mosque Foundation and President of the Syrian Forum USA. He was also the founder and chairman of CAIR-Chicago for over 10 years. Recently, Mr. Zarzour was elected to the board of Oak Lawn High School District 229 in Illinois. In all his personal and volunteer work, Mr. Zarzour, has always focused on supporting various Muslim communities throughout the country by strengthening vital community institutions that include families, mosques, schools, and organizations that are involved in civic and social services. However, cultivating Islamic schools remains his passion because it is schools that produce capable graduates that lead all other institutions.

Mohammed Lakhani advises school districts, community colleges and higher education institutions in contracts, compliance, labor, employment, and student matters. He has drafted and negotiated commercial, real estate and software agreements, counseled administration on issues relating to procurement, the Open Meetings Act and the Freedom of Information Act. Mohammed advises on employment matters relating to the American with Disabilities Act, the Family Medical Leave Act, and the Age Discrimination in Employment Act, and routinely conducts training and internal investigations to help resolve Title IX discrimination, sexual harassment, and misconduct complaints.

Sunday, January 17, 2021

Starting at 10:00 am PST

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Time PST

Session Type

Parallel Sessions

10:00-10:50 AM

Curriculum & Instruction

Preparing Young People to Bring the Skills of Innovation to Whatever They Do *Tony Wagner*

In a world where knowledge has become a free commodity, only one set of skills will guarantee our students and our country a prosperous future and that is the capacity to solve problems creatively—in a word, to innovate. Author of the bestsellers *The Global Achievement Gap* and *Creating Innovators*, Tony Wagner will talk about what we must do to better prepare young people to bring the skills of innovation to whatever they do. He will also show a short clip from the award-winning documentary film, “Most Likely to Succeed.”

A globally recognized expert in education, **TONY WAGNER** is currently a Senior Research Fellow at the Learning Policy Institute, founded by Linda Darling-Hammond in 2015. Prior to this appointment, Tony held a variety of positions at Harvard University for more than twenty years, including four years as an Expert in Residence at the Harvard Innovation Lab and the founder and co-director, for more than a decade, of the Change Leadership Group at the Harvard Graduate School of Education. His previous work experience includes twelve years as a high school teacher, K-8 principal, university professor in teacher education, and founding executive director of Educators for Social Responsibility. Tony is a frequent speaker at national and international conferences and a widely published author. His work includes numerous articles and seven books, including three best-sellers. *Most Likely To Succeed: Preparing Our Kids for The Innovation Era*, co-authored by Ted Dintersmith, was published by Scribner in 2015. *Creating Innovators: The Making of Young People Who Will Change The World*, was published in 2012 to rave reviews and has been translated into 18 languages. His 2008 book, *The Global Achievement Gap* continues to be an international best seller, with more than 140,000 copies in print. Tony’s memoir, *Learning By Heart: An Unconventional Education*, was just published by Penguin/Random House in April 2020. Tony earned an M.A.T. and an Ed.D. at the Harvard University Graduate School of Education.

10:00-10:50 AM

Arabic/Quran

Towards the “Glorious Qur’an”: Tools to Enhance Arabic Language Literacy in a Virtual Learning Setting *Amal Sakr Elhoseiny*

Allah (SWT) granted Prophet Muhammad (SAAWS) the “Grand Qur’an” [Surah Al-Hijr:87], in a “perspicuous Arabic Tongue”, [Surah Ash-Shu’ara’:195], Yusuf Ali. The Arabic language has been chosen and honored by the Creator as the language of the Glorious Qur’an due to its eloquence and rich linguistic breadth. Since then, many scholars started examining the charming language and devoted their highest attention to writing many books spanning various fields, e.g., phonology, morphology, syntax, semantic, calligraphy and rhetoric. Arabs and new commers to Islam wanted to understand their religion (Shari’ah) from the main resources. Furthermore, they wanted to learn how to read the Qur’an as it was revealed to Prophet Muhammad (SAAWS). For this reason, the Arabic language became very important and prospered through time. Allah, the Almighty preserved the Qur’an from all corruptions and innovations, and thus the Arabic language gained its magnificence and permanence.

This preservation however did not span because of the divergence of the Arabic language amongst the Arabs themselves. The diminishing eloquence and grammatical deficiencies of written Arabic language

across social media is a direct example that highlights the need for a reformation of linguistic and lexical forms of expression. For that reason, listening, speaking, and more importantly, reading and writing are always in the center of literacy when we think about education. In my session, I want to highlight the connection with the Noble Qur'an and take it as a role model showing some techniques used to enhance students' pronunciation starting by sounding letters, syllables, words, phrases, and sentences putting comprehension as an essential part into consideration.

Teaching and learning Arabic in a virtual setting is still very challenging. For that reason, immediate effort and cooperation between Arabic teachers, parents, and curriculum developers to help improve the linguistic levels of students is a must nowadays. I tried to overcome many obstacles by navigating the online resources to look for supplemental materials that are attractive, age-appropriate and reflect my curriculum topics. The chosen material must meet the standards by presenting accurate information in the best quality of spoken and written modern standard Arabic. My goal is to make this collected material accessible to my students in America and even to other students in Arabic-speaking countries to improve their literacy and replace the colloquial language when writing. Participants will walk out with ideas and a long list of YouTube URL addresses to be used immediately in their classrooms.

Amal Sakr Elhoseiny received her Ph.D. in Comparative Studies between German and Arabic language and literature from Cairo University in Egypt. She worked as a lecturer at the College of Education in Ain-Shams University. She has worked since the year 2000 as an Arabic teacher at New Horizon School Pasadena. In 2010, she became Nuraniyah method certified and started teaching Qur'an at the same school. She is also the head teacher of Arabic, Qur'an, and Islamic studies at the Sunday School at ICSC. She has presented in different conferences, e.g., ISNA east and west, and ACTFL. She designed standard-based activities for Qatar Foundation International (QFI) and the BIAE. She participated as a master Arabic teacher in the Aldeen Foundation/ Startalk Student program and in the Aldeen Foundation online teacher training program. With Hadi/Startalk, she taught Arabic online to high school and college students. She is an executive board member of the National Arabic Teachers Association (NATA K-12). She conducted a workshop for teachers of Arabic in Tamarac/Florida and a Nuraniyah workshop for teachers in Orange Crescent School in CA. Working together with other instructors to enhance the teaching of Arabic and Qur'an is her goal.

10:00-10:50 AM

Islamic Studies

Social Emotional Learning in Islamic Studies

Dr. Fawzia Mai Tung

Upon implementing a Social Emotional Learning program in your school, one of the most crucial places where it can be discussed and applied is Islamic Studies. How does the Islamic approach to character building merge with the elements of today's SEL? How can you blend SEL into your curriculum and classroom activities? Are you prepared for it? Why should you bother to do so? This workshop attempts to answer these and more of your questions on the integration of SEL in the Islamic Studies classroom.

Fawzia Mai Tung earned an M.B.B.S. from the University of Jordan, as well as an Adv. Dip. Ed. from the University of London. After retiring from Psychiatry and Journalism, she founded the Chinese Community School in Jeddah, homeschooled her seven children, served as principal of the Arizona Cultural Academy, and taught Anatomy and Physiology at the Estrella Mountain Community College before founding and running a K-8 charter school, Aim High Institute, and a private PreK-12 school, Pax Academy. Dr. Tung is presently an educational consultant, serves on the board of Consultants for Islamic Schools Excellence (CISE) and is the Secretary of the Board of the Islamic Schools League of America (ISNA).

Parallel Sessions	
11:00-11:50 AM	Curriculum & Instruction
<p>Preparing Young People to Bring the Skills of Innovation to Whatever They Do <i>Tony Wagner</i></p> <p>In a world where knowledge has become a free commodity, only one set of skills will guarantee our students and our country a prosperous future and that is the capacity to solve problems creatively—in a word, to innovate. Author of the bestsellers <i>The Global Achievement Gap</i> and <i>Creating Innovators</i>, Tony Wagner will talk about what we must do to better prepare young people to bring the skills of innovation to whatever they do. He will also show a short clip from the award-winning documentary film, “Most Likely to Succeed.”</p>	
11:00-11:50 AM	Arabic/Quran
<p>Maintaining an Effective online Learning Environments in Arabic and Quran Classes <i>Dalia El Deeb</i></p> <p>With difficulty comes opportunities. With distance imposed by Covid-19 and the challenges faced by schools worldwide, came a wealth of resources, technology, and strategies to support our students. In this session the speaker will share the efforts of the educators at Bayaan Academy Hifdh Program to maintain an effective online learning environment in Qur’an, Arabic, and IE classes.</p> <p><i>Dr. Dalia El Deeb</i> carries an Ijazah with Sanad of Qur'an recitation according to the narration of Hafs upon Imam Aasim. She holds the American Fellowship for Teaching Arabic to Speakers of Other Languages. Dalia developed the Arabic To Understand Qur’an (ATUQ) Program implemented at Bayaan Academy and published a series of Islamic Studies books for Elementary students & presented in a number of educational forums and workshops for professional development of Qur'an teachers in several USA states, as well as in Cairo, Jeddah, Dubai, and Giresun university, Turkey. Currently, She is the director of Ahlul-Qur’an Academy and of the Hifdh program at Bayaan Academy of Tampa, FL. She is also the Chair-Person of the Nuraniya training & Certification in USA.</p>	
11:00-11:50 AM	Islamic Studies
<p>Maintaining Students’ Spirituality in Remote/HHybrid Schooling <i>Habeeb Quadri & Suad Quadri</i></p> <p style="color: red; font-weight: bold; font-size: 1.2em;">TBA</p>	
11:50-2:00 PM	Lunch/Prayer Break
1:30-2:55 PM	Arabic/Quran
<p>Arabic Teacher Accreditation <i>Nada Shaath</i></p>	

Throughout this presentation, the presenter will shed light on the teaching career in general. Throughout this segment, the audience will see the benefits of becoming a teacher, and more specifically, an Arabic Teacher. The presentation will include step by step instructions on how to obtain teaching credentials in Arabic, whether a teacher is interested in obtaining a High School teaching job or an Elementary level job. This presentation will provide a list of suggested universities and credential options that will be valuable to an Arabic Teacher. The session will end with a Q&A.

Nada Shaath served as a foreign language teacher for 20 years. She is currently a World Language Specialist writing policies, providing PD for teachers, and is responsible for the State Seal of Biliteracy. She has also held the role of Curriculum Developer/Administrator. Ms. Shaath Oversaw grant-funded programs at five sites and liaised extensively with the central office to control program budgets. Mrs. Shaath spearheaded the creation of LAUSD's first Arabic language curriculum with 3 UCOP approved levels. She has designed units, lesson plans, and integrated cultural learning activities to facilitate language learning.

1:30-2:55 PM

Islamic Studies

Contemporary Issues Series for Islamic Schools - LGBTQ+

Sh. Abdallah Idris Ali & Sh. Yasir Fazaga

As our children are exposed to more and more about LGBTQ+, they have questions and face uncertainty in their understanding of Islamic teachings. This session will give Islamic school educators a better understanding of the principles of Islam as they relate to this topic and provide guidance for schools centered around the LGBTQ+ issue. Normalization and constant exposure of any issue that directly contradicts the teachings of Islam must be a priority for our schools. From a religious, social and legal perspective, our expert speakers will provide guidance and respond to questions on how to address the topic in our schools and with our students.

Abdalla Idris Ali founded the first full-time Islamic school in Toronto, Canada. He served as the principal of ISNA Islamic Community School for 17 years. He also served on ISNA's Executive Council (Majlis Ash-Shura) and the Youth and Education Committee, and was president of ISNA for two terms. He is the Chair of the Islamic Media Foundation, a member of the NAIT Board, a founding member of CISNA, and the Chair of ISNA Education Forum.

Yassir Fazaga is an inspiring, multi-lingual speaker sought-after from USA through Canada to the Middle and Far East. He was born in Eritrea in Northeast Africa and moved to the United States at the age of 15; has a Bachelors Degree in Islamic Studies from the Institute of Islamic and Arabic Sciences in Virginia; and received a Masters Degree in Marriage and Family Counseling from the California State University of Long Beach. Fazaga has served as the Religious Leader of Orange County Islamic Foundation (OCIF) in Mission Viejo, California. He was the Director of Mental Health Department at Access California Social Services Agency in Anaheim, where he helped families with different challenges in life which include: domestic violence issues, communication problems, marital matters, generational gap, difficult teens, some mental and personality disorders, divorce, grief, and single parenting, among others.

3:00-3:30 PM

Concluding Address & Du'a
Safaa Zarzour, President of ISNA