

Implementing the Arabic WLI – Professional Development Strands

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Consulting

Ongoing professional development is strongly recommended to ensure successful implementation of the program. Core professional development for implementation is listed in the tables below. Courses may be modified to target the specific needs of schools. The WLI has a team of trainers who can offer the following:

Supporting professional development for Qisas - Native Arabic learner program		
Visit to WLI 'Catalyst School' Riffa Views International School, Bahrain	1 day visit	This would provide an opportunity for you and any representatives from your school to see the program in action. The school is very flexible about dates, so let me know what works for you and I will make the arrangements.
Program Readiness Assessment	2 day site visit	Establish a baseline and growth targets to guide program implementation and development over time. Critical elements for successful program implementation have been identified based on the Danielson Framework for Teaching. These are assessed through observations and interviews. This involves a site visit to your school. A follow-up report is provided that serves as the basis for charting measurable growth over time.
Introduction to Qisas for Native Arabic Learners	1-2 day intro	• Literature-based program • Introduction to standards • Unit design • Genres • Assessment • Instructional strategies

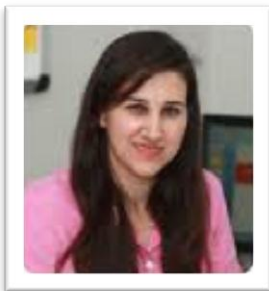
Deeper understanding of the Arabic standards for native learners	1-2 days	- Arabic language arts standards, benchmarks and performance indicators - Standards-based unit planning
Literature based Arabic language arts	1-2 days	Reading: - The 4 types of reading. - Strategies: SQ3R, etc.. - Text types: Authentic vs. contrived. Original vs. translated - Classroom libraries and genre based curricula Writing: - Journals - Audience and purpose 6+1 traits - The reading-writing connection
Assessment for learning	1-2 days	Standards-based assessment - Diagnostic - Formative - Summative - Standardized
All trainings balance theoretical content with practical implementation and where possible include modeling, observation, coaching and feedback		

Supporting professional development for Hiwaraat Non-native Arabic learner program		
Visit to WLI 'Catalyst School' Riffa Views International School, Bahrain	1 day visit	This would provide an opportunity for you and any representatives from your school to see the program in action. The school is very flexible about dates, so let me know what works for you and I will make the arrangements.
Program Readiness Assessment	2 day site visit	Establish a baseline and growth targets to guide program implementation and development over time. Critical elements for successful program implementation have been identified based on the Danielson Framework for Teaching. These are assessed through observations and interviews. This involves a site visit to your school. A follow-up report is provided that serves as the basis for charting measurable growth over time.
Implementing the Arabic WLI	1day intro	The communicative approach ACTFL Standards intro Unit design The classroom environment
Instructional Strategies for Arabic Language Learners	1-2 days	Effective communication skills Strategies, routines and procedures Motivation theories and strategies Differentiation techniques in a standards based classroom
Standards-based assessment	1-2 days	Moving from textbook centered to standard and criterion based instruction and assessment Creating standards based rubrics Principles of literacy assessment Authentic and continuous assessment ACTFL language proficiency levels
All trainings balance theoretical content with practical implementation and where possible include modeling, observation, coaching and feedback		

Implementing the Arabic WLI – Trainers

Dr. Hanada Taha-Thomure

Program Designer and Author



Dr. Hanada Taha-Thomure is Associate Dean of Bahrain Teachers' College at the University of Bahrain. She is the director of Arab Expertise, an educational consulting group based in California, USA. Dr. Taha-Thomure has served as director of Arabic programs at the Language Acquisition Resource Center at the San Diego State University. She has taught Arabic language to native and non-native speakers in countries such as Lebanon, Bahrain, Sultanate of Oman, United Arab Emirates and the United States of America for the past twenty years. Dr. Taha-Thomure has trained thousands of Arabic language

teachers, trainers and ministry officials in various countries within the context of international private and public schools and in international conferences. She has developed many Arabic language instructional materials and scholarly works for teaching Arabic to non-native speakers at the high school and university level using the communicative language approach. As a co-creator of the WLI program, she has been instrumental in the foundational work developing Arabic language standards for ISS, and for the Arab Thought Foundation.

Bridget Doogan



Bridget is an educational consultant with 30 years of experience as a teacher, K-12 curriculum coordinator and staff developer. Ms. Doogan has worked at the elementary, middle and high school levels and in UK, American, international and bilingual systems in the UK, East Asia and the Middle East. She is presently based in Bahrain as a consultant for International Schools Services focused on curriculum and professional development, and is one of

the WLI co-creators. In addition, Bridget serves as NESA's Assistant to the Director for Professional Development, and as a consultant for the Danielson Group providing professional development and support for schools developing supervision systems around Charlotte Danielson's Framework for Teaching. Ms. Doogan is also an agency trainer for the Center for Adaptive Schools.

Fawzi Jamal



Fawzi Jamal is Deputy President of Dhahran Ahliyya Schools (Boys) and of the Educational Book House (Dar-alkitab Attarbawi). As Director of Training and Professional Development he offered trainings on classroom management, discipline with dignity, multiple intelligences, cooperative learning and numerous related topics. He is now Chief Editor for all publications of Dar-alkitab Attarbawi and has overseen the translation, editing and publishing of over 70 titles, many of which are now the leading references for teacher training institutions across the Arab world.

Professor Mahdi Alesh

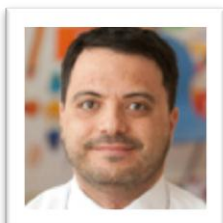


Mahdi Alesh is currently the Head of the Research Chair for Arabic to speakers of other languages in the Arabic language institute at King Saud University. He is also an ACTFL consultant and trainer. During his time as an Academic Director, a Professor, and an Associate Professor Dr. Alesh was awarded several grants from the Department of Education, the National Endowment for the Humanities, the Flagship Program, and the State Department, totaling a sum of over \$ 1.7 million. He is also the author of many books such as

Learner, Text and Context in Foreign Language Acquisition; An Arabic Perspective (Ohio State University, 1997) and Ahlan wa Sahlan for Beginners (Yale, 2000) and many more.

Dr. Alesh was member of the Executive Board of the American Association of Teachers of Arabic, former President of AATA (1998-99), and is currently member of the Editorial Boards of the Foreign Language Annals and the NECTFL Review (North East Conference on the Teaching of Foreign Languages). He has presented over 70 papers at major conferences and professional meetings in the USA and abroad.

Mazen El Sheikh



Mazen, ISS WLI consultant, has several years' experience teaching Arabic Language and literature, and English to non-native English speakers throughout the Middle East and Europe. He has served as the Arabic Program Coordinator at the American Community School of Beirut and Riffa Views International School in Bahrain, and has supervised the Arabic Heritage language program at the American International School of Muscat. He is an International

Baccalaureate (IB) diploma examiner, and previously served as a NESA Arabic Advisory group member.

Mazen has conducted numerous workshops and training sessions for Arabic teachers at various conferences in the Arab region, and developed a program for teaching 'Spoken Gulf Arabic' to non-natives. For the Arabic WLI, he has served as Arabic Curriculum Developer and conducts trainings on behalf of the program around the region.

Sami Rahmouni

Sami, Inspector and Arabic language specialist working for the Tunisian and the Bahraini MOE. Sami has written the standards for Arabic language in Bahrain and has been training trainers of Arabic for the past 20 years. Sami is an acclaimed author focusing on the communicative competence as the main goal of language teaching.