



ISHALL: Intensive Study of Humanities, Art, Language and Literature: 2009-2010

Audience

Thirty-seven (37) students, grades 7—10, from the mid-Michigan area participating in the ISHALL program, a two-year language arts program held on the Michigan State campus. Student identification and selection criteria includes a minimum SAT score of 520 critical reading or comparable ACT scores English 21, Critical Reading no lower than 22, and completing the professor-produced ISHALL diagnostic test. Twenty seven students were female, 10 male; 1 10th grader, 16 9th, 16 8th and 1 7th grader.

Funding

This program depends entirely on student tuition.

Objectives

The program is designed to provide a challenging, accelerated curriculum for highly academically able language arts students. The ISHALL program is designed so participating students in grades 7—10 will learn in two academic years, the content usually assigned to the traditional four-year high school English language arts curriculum. In their first year of ISHALL, students study English 9 the first semester, English 10 the second semester. In the second year, ISHALL students study English 11 first semester, English 12 the second semester. Students then return to their home school to complete AP English courses followed by dual enrollment at their local college or university. The program is designed to provide a challenging, accelerated curriculum for highly academically able language arts students.

Description

Students attend class Wednesday mornings from 8:00 AM—10:10 AM. A Sunday afternoon study session is also available for students to receive individualized assistance.

The program content follows the Michigan Department of Education's High School Curriculum Expectations aligned to high-level, four-year high school curriculum. Students also have access to ANGEL for assignments and to communicate with their professor. Instruction for each of the two classrooms is provided by an MSU English professor. Each class is limited to twenty (20 students). Contact time: 90 hours

Impacts

Students and parents were asked to complete post-ISHALL evaluations. Student results indicated that

- * 100% of the ISHALL Year I and Year II students stated that being in an accelerated Language Arts course had been very beneficial,
- * 83.33% of ISHALL Year I students and 94.12% of ISHALL Year II students liked to have their ability challenged in the class,
- * 75% of the ISHALL Year I students and 58.83% of the ISHALL Year II students indicated that they believed they did better in ISHALL than being in their home school classroom for Language Arts,
- * 100% of both ISHALL Year I and Year II students thought that ISHALL classes had been a good experience.
- * 75% of ISHALL Year I and 81.25 % of ISHALL Year II students felt that they didn't feel pressured in ISHALL,
- * 100% of both ISHALL Year I and Year II students rated the ISHALL program excellent.

- * 100% of both ISHALL Year I and ISHALL Year II parents agreed that having their child in an accelerated Language Arts course had been a positive experience for their child,
- * 93.34% of ISHALL Year I parents and 94.12% of ISHALL Year II parents observed positive changes in their child as a result of ISHALL,
- * 93.34% of ISHALL Year I parents and 81.25% of ISHALL Year II parents did not feel the ISHALL program pressured their child.
- * 100% of both ISHALL Year I and ISHALL Year II parents rated the overall quality of the ISHALL program excellent.

Three ISHALL Year II students participated in High Achievers enrolling in ENG 230H. Two students continue to take English courses at Michigan State University fall semester 2010 and spring semester 2011 through dual enrollment.

Additional Significant Information

The ISHALL program began in fall semester 2008.

Twice the number of students accepted to the program apply to ISHALL.

The Office of Gifted and Talented Education has been approached to set up satellite ISHALL programs. Unfortunately the MSU English Department is unable to staff the program to retirements and professors transferring to other institutions.

The ratio to females to males remains consistent at 70% females, 30% males.

One unexpected result of the ISHALL program was the tight community students formed. Many continued to meet outside of class after completing the program.

Parents have commented, "Being able to work with students from other schools that are at a similar learning level as our daughter which I think made her comfortable and willing to participate more in group activities." "She has found her voice. Her love of literature and writing has only grown." "My daughter has a thirst of knowledge and confidence that is a direct result of her experience in ISHALL. I feel this has better prepared her for college than any high school class could." Students commented, "It was an open environment where I could have fun, intelligent conversations without fear of being put down by peers and teachers. That is to say, when I said something smart, they understood and encouraged it. I also loved the books we read, and the way we analyzed them." "I loved the free environment in which I could begin to actually reach a higher standards than the ones in school, and that I focused more on content than form; instead of trying to stay within the lines. It was wonderful being around people at my level (or higher) of literary insight.

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