

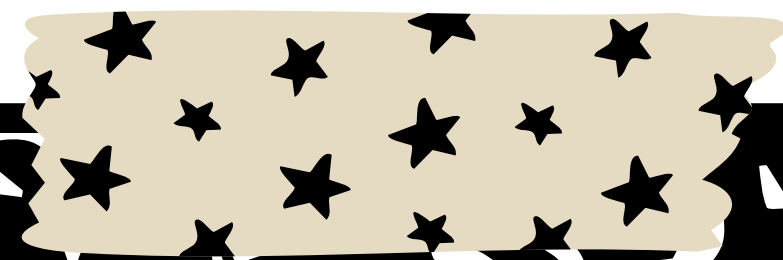


PAGES WITH A PURPOSE

Rigorous & Responsive Journals in ELA

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<https://tinyurl.com/2627pageswithpurpose>



**TO RECEIVE CREDIT FOR THIS SESSION,
MAKE SURE YOU COMPLETE THE
SURVEY AT THE END**

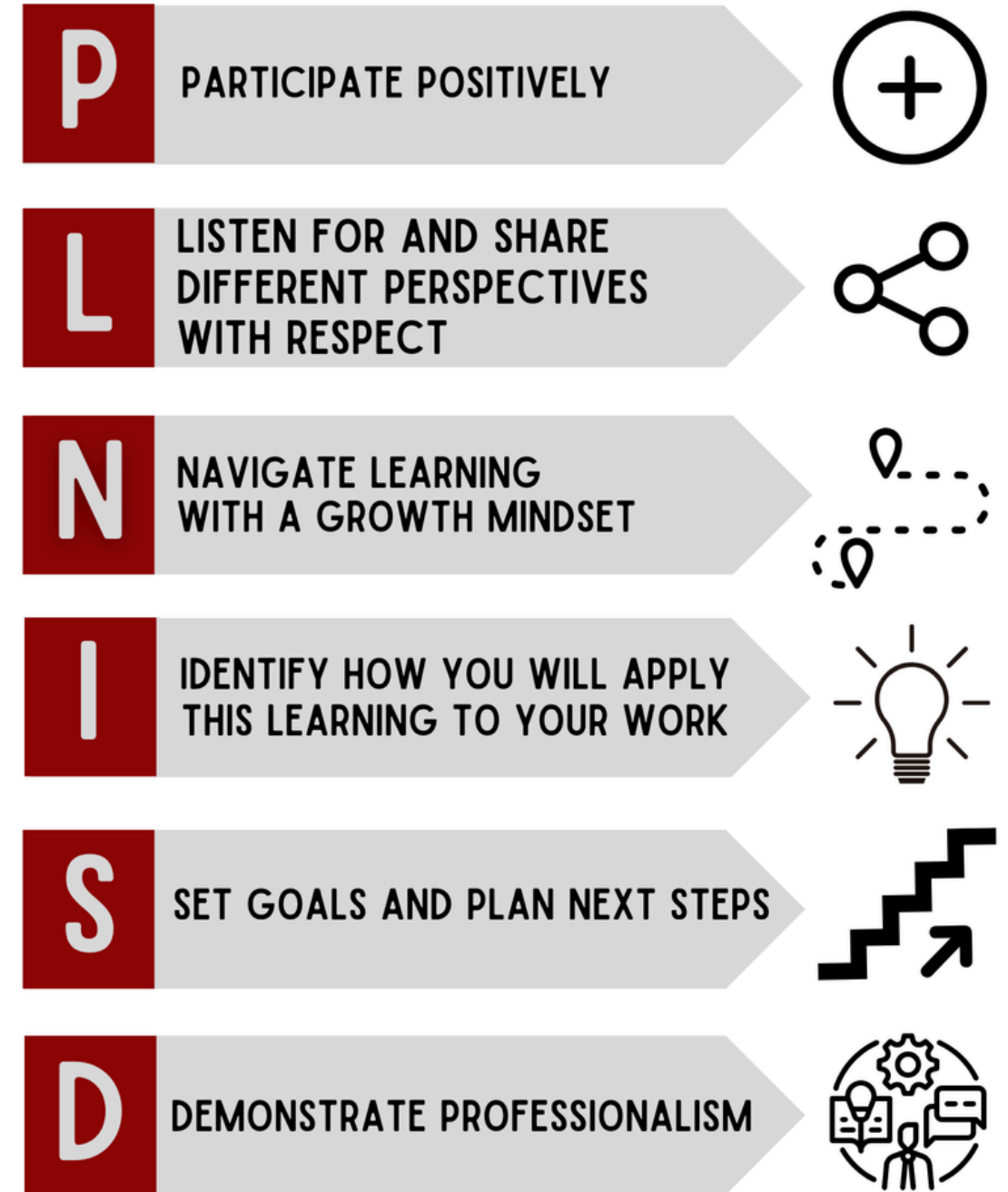


NISD PROFESSIONAL LEARNING EXPECTATIONS

Some of my own personal housekeeping things before we get started:

- Take breaks whenever you need to
- Take notes however you'd like (on computer, phone, paper)
- Ask questions at any point during the presentation

Northwest ISD
Professional Learning Expectations
A Culture of Learning



INTRODUCTION

- My name is Katie Steinhauser
- I teach English II Honors and Reading I, II, III at Steele ECHS
- B.A. in English Literature and M.A. in English Writing & Rhetoric from Texas Woman's University
- Going into my 5th year of teaching
 - During my first two years of teaching, I didn't have any systems in place for journals whatsoever, which led to several problems...

THE PROBLEM

- Students weren't actively taking notes during class—they relied on me to reteach or provide everything later
- When students were absent, they often never made up the notes or activities they missed
- Students constantly lost handouts and materials that I had spent time creating
 - By the end of the year, many students told me they didn't feel like they had grown as writers because they couldn't see the progress they had made

IF I'M BEING HONEST...

- I found myself getting frustrated
 - I started assuming students were just being lazy or unmotivated
 - But eventually I realized the problem wasn't just my students—it was my system (or lack thereof, really)
- Students didn't have a consistent place to collect, revisit, and reflect on their learning

“Teachers who provide structure, management, or organization...support students' academic learning outcomes by facilitating feelings of competence, keeping students engaged and on task, and managing their behavior.”

—Classroom Structure Meta-Analysis

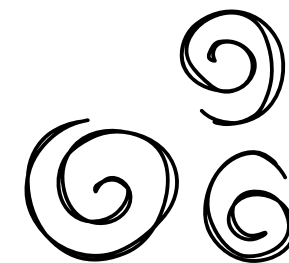
THE REALIZATION

- Students didn't actively take notes during class **because there wasn't a consistent system that held them accountable for maintaining their notes**
- When students were absent, they often never completed the notes or journal activities they missed **because there wasn't a clear expectation or process for making them up**
- Students frequently lost important handouts and materials **because they didn't have one designated place to keep everything organized**
- At the end of the year, students told me they didn't feel like they had grown as writers **because they didn't have a portfolio of their work to look back on and reflect over the course of the year**

TODAY'S AGENDA



1. Introduction to the journal system
2. Why it works
3. How I grade it
4. Setting it all uP
5. Teacher workshop
6. Closing



THE JOURNAL SYSTEM

- Journals are organized by unit, making them easy for students to navigate throughout the year
- At the beginning of each unit, students receive a half-sheet that includes:
 - Unit title
 - Unit topic
 - TEKS for the unit
- Students begin each unit by reflecting on their prior knowledge and confidence with each TEKS
 - This half-sheet also serves as the journal grading page for that unit

Unit 1

Interacting with Texts

Review the following standards from this unit. Then, rate your confidence level in each skill on a scale of 1 to 5.

★ 1 – I have no confidence in this skill

★ 2 – I have little confidence in this skill

★ 3 – I have moderate confidence in this skill

★ 4 – I have strong confidence in this skill

★ 5 – I am confident enough to teach this skill to others

Standard	Pre-Unit Rating	Post-Unit Rating
(4B) I can generate questions about texts before, during, and after reading to deepen understanding and gain information.		
(4E) I can make connections to personal experiences, ideas in other texts, and society while reading.		
(2B) I can analyze context to distinguish between the denotative, connotative, and figurative meanings of words.		
(5D) I can paraphrase and summarize texts in ways that maintain meaning and logical order.		
(4F) I can make inferences and use evidence to support understanding.		
(5E) I can interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.		
(5C) I can use text evidence and original commentary to support a comprehensive response.		

JOURNAL GRADE

Your teacher will record the number of stamps you received out of the total number for this unit and calculate the journal grade.

____ / ____

X 100 =

HOW I GRADE IT

- Students earn one journal grade per unit based on two simple criteria:
 - **Completion:** Did they complete the journal entries for the unit?
 - **Quality (Fidelity):** Were the entries completed thoughtfully and according to the expectations?
- The total number of required entries depends on the length and activities of each unit, so students are only accountable for the work assigned during that unit
 - Note: I always told students when the deadline was for the journal grade, so they could take their journals home to catch up beforehand if needed

Unit 1

10 entries

9/10 entries = 90%

8/10 entries = 80%

Unit 2

8 entries

7/8 entries = 87.5%

6/8 entries = 75%

AFTER MY FIRST YEAR WITH THIS SYSTEM...

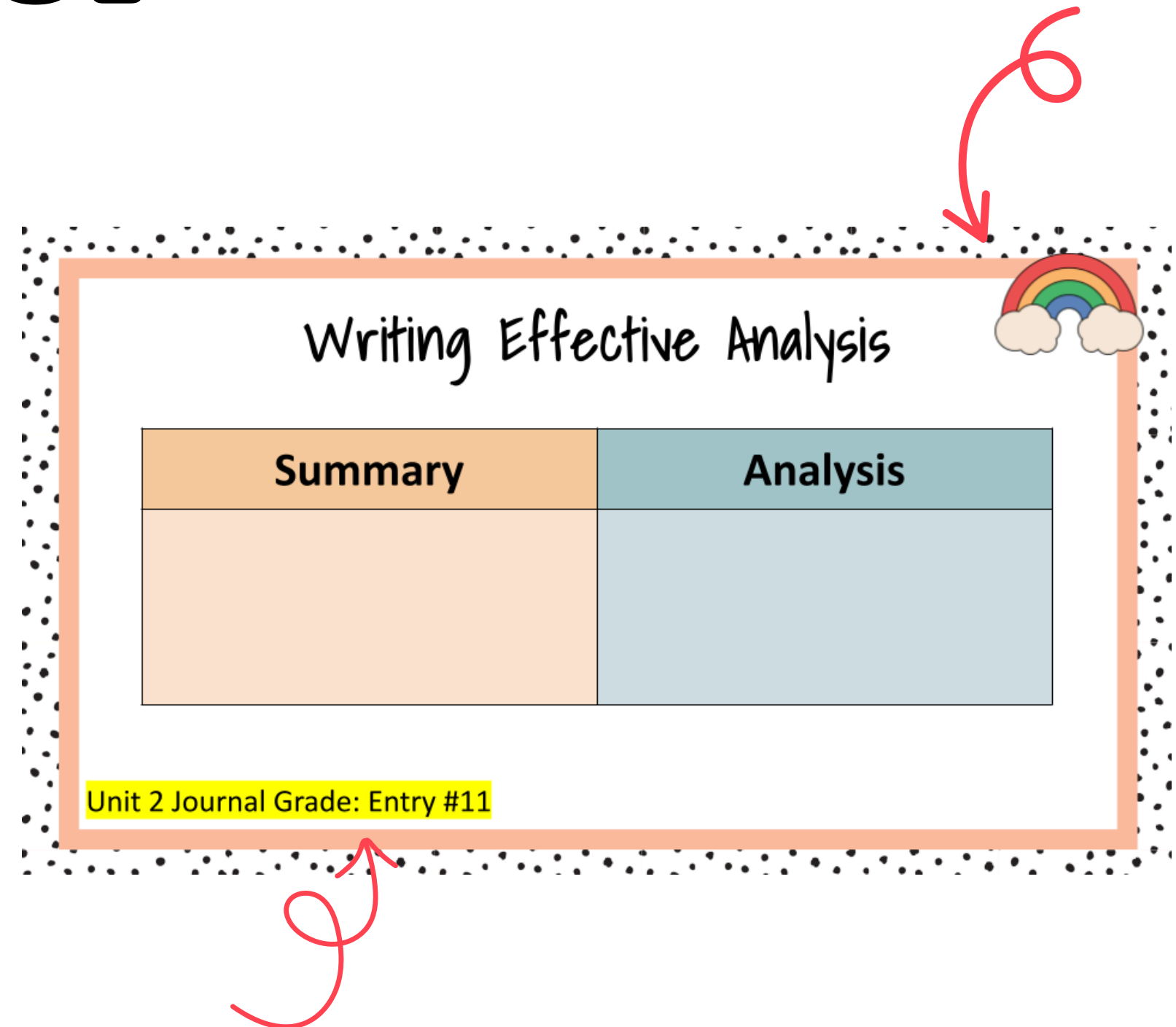
- I quickly realized my journal system needed a few more expectations
- Some of the things students tried...
 - They'd make a title, write two lines of notes, and call it a completed journal entry
 - They'd shove handouts into the journal without gluing them in
 - Absent students would glue in the handout but never actually complete the notes or activity
 - They skipped pages, leaving random blank spaces throughout the journal
 - Their journals were...let's just say chaotic
- So, last year, I started taking points off for all of these things :)

WHY THIS SYSTEM WORKS

- Students are accountable for taking and maintaining their notes
- Students actually use their journals as a resource by referring back to previous units
- Important graded work (rough drafts, outlines, feedback, etc.) stays organized in one place
- Absent students come prepared to complete the work they missed.
- Journal checks provide an easy formative grade
 - For most students, it's a "cushy" grade that rewards consistent effort and participation
 - Low journal grades provide clear evidence of missing work when communicating with parents

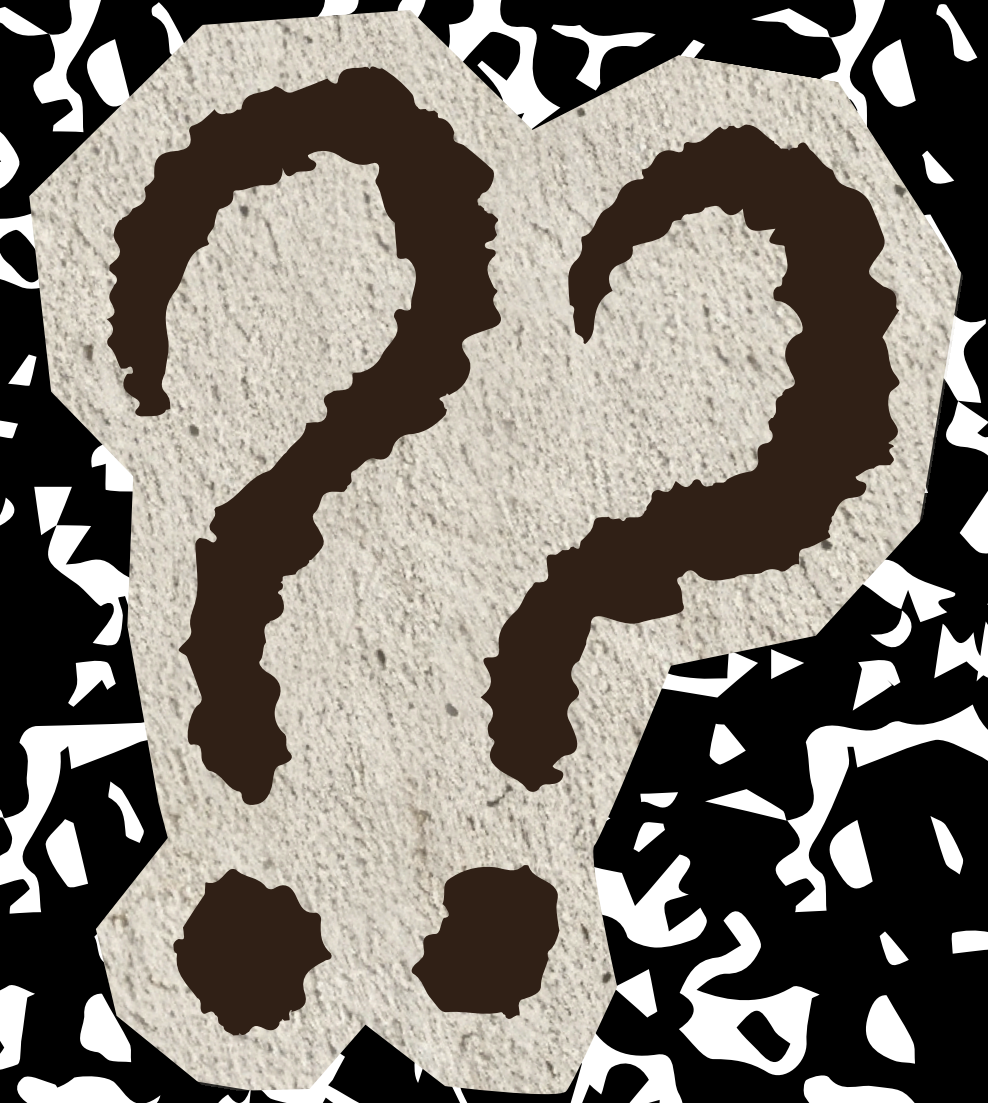
SETTING IT ALL UP

- Every student has a journal labeled with their name
- Have students glue in a Journal Expectations page at the BOY
- Keep a [master journal](#) in Canvas for absent students and reference
- Add a note at the bottom of presentation slides when a new journal entry begins
 - Use a consistent icon or symbol on slides that students should record in their journals



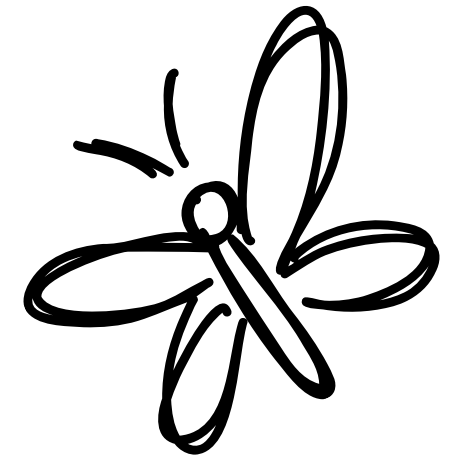


**QUESTIONS
SO FAR?**



TEACHER'S WORKSHOP

- Use the planning guide to design a journal system that works for your content area, your students, and your classroom routines
 - You do not need to copy my system—use the ideas from today to create a system that solves a problem in your own classroom



GROUP DISCUSSION

- What is one idea from today that you could see working in your classroom?
- What challenges do you anticipate when implementing a journal system? How could you proactively address them?
- What is one idea from another teacher that you want to steal (borrow) for your own classroom?
- What would make this system sustainable for you throughout the year?



CLOSING

- Students don't become organized because we tell them to be organized
 - They become organized when we create systems that support organization
- The goal isn't a perfect journal
 - The goal is creating a place where students can see their learning, reflect on their growth, and take ownership of their progress
- Find a system that works for your students and is sustainable for you—and you will see the benefits in student accountability, organization, and ownership of learning!



THANK YOU!

Email me at
katelynn.steinhauser@nisdtx.org with
any additional questions or comments!





WANT ATTENDANCE CREDIT?

To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. **Save this for your records!**

<https://tinyurl.com/ENGAGE26FB>

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