The Student Editor

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STRATEGIES FOR SUCCESS

Transitioning from Reporter to Editor

Since my first reporting assignment in middle school more than 25 years ago, journalism has always been one of the most exciting and energizing things I could think to do. It begins with learning about a subject, speaking to people about their lives and experiences, and immersing yourself in the world around you in ways you might not have done otherwise. It ends with the great responsibility of explaining that world to everyone else. I see journalism as a public service – a pursuit more than a job, one codified in the nation’s Constitution because it is so important to our way of life.

I was drawn, like many journalists are, to the glamor of reporting. Hunting down information and sources while racing against time, going to places many only wish they could see, viewing the most important events of the day through others’ eyes. It’s one thing to read about war, it’s quite another to duck down as bullets zip and crack over your head; you can have an idea of what capital punishment means, but very few have watched a murderer — who they’ve interviewed — executed in the electric chair. The thrill of being there – on the sidelines of the big game, in the courtroom as real-life dramas unfold, in the living room as someone shares her experiences for the first time – is one of the greatest feelings there is.

Josh White is The Washington Post’s education editor. Josh joined The Post in 1998, as a summer intern. He has covered crime and wars and been an investigative reporter. Josh was editor of Newton (Massachusetts) North High School’s student newspaper and of The Michigan Daily at the University of Michigan.

At every stage of my journalism career, from high school to college to working at The Washington Post, I never believed that my journey would include editing, but it has always led there. At Newton North High School, I had a passion for news reporting that led me to co-edit that paper with two great friends. At the University of Michigan, the staff chose me to lead The Michigan Daily, one of the most amazing years of my life working with some of the most talented people I’ve ever met. And at The Post, after 14 years of covering crime, wars and doing investigations, I moved into editing two years ago, a humbling, challenging and extremely rewarding responsibility.

The transition to editing can be a challenge on many levels. In high school and college, you are moving into a position of authority over your friends and peers, people who sit next to you in class, who you play sports with on the same teams, and who you see at parties. Professionally, you are tasked with leading people who you deeply admire, who often know more about a subject than you do, and who you have shared reporting responsibilities. Regardless of the stage in your life, the move requires care and understanding. Your own experiences combined with some timeless advice can make it just as fun – if not moreso – than reporting.

As an editor, you are no longer focused on the one story you’re following, you have a hand in every story that your reporters are working. It provides an opportunity to have more of an impact on your organization’s daily work.

The most important thing to keep in mind is this: Editors and reporters are all on the same team, trying to accomplish the game goal. You are working together, not against each other.
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The following is some of the best editing advice I’ve received from a series of truly remarkable editors and leaders, from my journalism adviser in high school to editors at the Michigan Daily and some the best journalists in the world at The Post.

**Edit as you would want to be edited**

This sounds simple – and even biblical – but it is critical. Don’t let the authority of being a supervisor go to your head. These are your friends and colleagues, and they want to do an outstanding job and oftentimes know how to do that job better than you do. I see editing as facilitating, with the goal of helping reporters do their best work and highlighting that work in the best way possible. If you would cringe at an editor yelling at you, or an editor belittling you, or an editor doubting you, don’t in turn do those same things to your reporters. The worst editors I’ve had (thank goodness they are few and far between) saw themselves as more important than their reporters, and that cannot be further from the truth.

**Talk through stories before the reporting and writing begins**

This is called “front-end” editing. Have conversations about stories early and often so that everyone is on the same page. That’s not to say you should decide what a story is going to say before the reporting is done – that’s, of course, impossible – but how to approach a story, how to deal with interviews, who to interview, are important elements that should be part of the initial thoughts about a story. If you have those conversations, the story will turn out better, the editing will be easier, and everyone will be happier.

**Guide, don’t dictate**

Reporters are always going to be happier and do better work if they’re focusing on stories they want to do. Of course there always will be assignments based on news developments, but I believe the best stories grow out of reporters who are excited about the work they’re doing. Work with their ideas to help them come to fruition. Help them focus their reporting and encourage them to do the stories that interest them. Say yes, a lot. I have never told a reporter not to pursue a story and I have never turned down a story idea. Sometimes you have to redirect an idea, or give it boundaries and focus, but there’s always a way to do every story.

**Be direct and honest**

Though it sounds easy, this is probably the most difficult aspect of editing, especially when you’re editing your friends. You have to have difficult conversations, but I believe that reporters value hearing it like it is and knowing what problems there might be before they fester and turn into something bigger. A story comes in not as expected? Talk it through. A correction is needed? Correct it. Talk directly about expectations and when those expectations aren’t met. Explain why a situation is as it is, why deadline is so important to meet, why something didn’t work out. The only way to fix it for next time is to talk it through. You want your reporters to be honest with you; do them the same favor in return.

**Make decisions**

Sometimes you just have to make a decision and stick with it, especially on deadline. Hear reporters out, listen to them carefully, and then decide, even if it means going in a direction that might be unpopular. Do with integrity what you believe is right, fair and journalistically responsible, and it will most often work out in the end. And if it doesn’t – and it won’t always – learn from your own mistakes and apply that knowledge to the next situation that comes around. Being an editor means being a leader, and I as a reporter often turned to my editors seeking guidance, direction and decision-making.

**Have fun**

Life is short, and if you’re not enjoying your job, you’re doing something wrong. Journalism is awesome and a lot of fun. There will be tough moments, long hours, and days you’d like to forget. But it should remain thrilling, and you should find ways to get joy out of it. Each and every day is different and an opportunity to explain the dynamic world around you. Enjoy it and help ensure that your reporters are enjoying it. You’ll all benefit from that.
Adviser to Adviser: On Working with Editors

Jessica Nassau
Rampage, Rockville High School, Rockville, Maryland

❖ Make sure your outgoing editors-in-chief have equal (if not greater) voice than you in selecting staff positions for the next year. They are keen observers of their peers and want the paper to succeed as much as you do. Plus, if it’s a student paper, students should always have the final say. Your job is to advise, not decide.

❖ That said, you need to trust your editors-in-chief 100%. Talent is important, but that the editors-in-chief are devoted to the mission of the newspaper and have a strong sense of ethics is just as important.

❖ I like having more than one editor-in-chief. It’s a big burden for one student to carry alone. By having a team of two or three, they can lean on each other during busy periods as far as divvying up work fairly.

❖ Build your staff’s collective talents. Though your seniors will often take on more of the challenging articles or page layouts, make sure to have underclassmen shadow them and begin to take on the big tasks. Good editors will also see the importance of making sure they leave behind strong leadership.

Mary Stapp

❖ Respect their skill level. Some years you have editors with a lot of skill, and they don’t need you as much. Sometimes they are greener or just not as mature and you need to be much more hands on.

❖ Choose your battles. Don’t nitpick on every little thing. In general give WAY more praise than criticism. This can take a lot of patience.

❖ Students love snacks.

❖ When it comes to picking the next year’s staff, listen to what your editors have to say. They know the other students better than you. But they are also graduating, and you are left with the decisions, so balance out your own instincts with what the editors have to say.

❖ Build time into your production schedule for editors to edit, but for you to step in and begin asking questions if/when that editing is not getting done.

❖ Don’t ever be the last person in the room when the paper goes to bed. It’s the student’s paper, and it’s their responsibility. Don’t finish pages for them, except MAYBE in an extreme emergency.
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 JOB DESCRIPTIONS

Editors of Rampage | Rockville High School, Rockville, Maryland

Editor-in-Chief

- Will attend all paste-ups per issue, from start to finish.
- Will attend all fundraising events.
- Will write at least two articles per production cycle for either online or print.
- Will switch off writing editorials with other Editors-in-Chief.
- Will attend all meetings with Faculty Adviser.
- Will turn in drafts on time.
- Will copy-edit all articles and flats.
- Will maintain communication with writers on their page and all other staff members.
- Will show leadership qualities on a daily basis.
- Will represent the Rampage respectfully at public events and at meetings with higher-ups.
- Will oversee ALL RAMPAGE PRODUCTION.

Managing Editor

- Will attend all paste-ups each issue, from start to finish.
- Will attend all fundraising events.
- Will write at least two articles per production cycle for either online or print.
- Will turn in drafts on time.
- Will complete flats by their due dates.
- Will copy-edit all drafts on their page when drafts are due.
- Will communicate with writers, photographers and designers on their page.
- Will report to Editors: associate, director of comm. and in-chief.

Associate Editor, Director of Communications

- Will attend all paste-ups per issue, from start to finish.
- Will attend all fundraising events.
- Will write at least two articles per production cycle for either online or print.
- Will attend all meetings with Faculty Adviser unless otherwise specified.
- Will turn in drafts on time.
- Will copy-edit all articles and flats.
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- Will take on specific duties assigned at the beginning of the year.
- Will maintain communication with writers on their page and all other staff members.
- Will report to Editors-in-Chief.

**Director of Photography**
- Will attend all paste-ups per issue, from start to finish.
- Will attend all fundraising events.
- Will attend more than two photo-taking opportunities per issue.
- Will contribute to and manage online photo galleries.
- Will be in touch with editors before first article drafts are due.
- Will have photos turned in by the time second drafts are due (unless a specific event has not happened yet).
- Will maintain strong communication with editors and photographers especially.
- Will give out photo assignments to photographers.
- Will enforce photo due dates.
- Will report to Editors: associate, in-chief, etc.

**Graphic Designer**
- Will attend at least one paste-up per issue, from start to finish or until they are dismissed.
- Will attend all fundraising events.
- Will design at least three images per production cycle for either online or print.
- Will be in touch with writers and editors by the time article drafts are due.
- Will have completed or almost completed copies of all three images by the time second article drafts are due.
- Will report to all Editors: managing, associate, in-chief, etc.

**Grading Summary per Issue**

**A**
All work is turned in on time, member is present at paste-up, articles and flat are of highest quality, all beat work is up-to-date, member is communicating every other week with their beat source, member had strong communication with editors writers, photographers and designers, member had high involvement in the copy-editing process.

**B**
Flat and articles are one day late, member is present at paste-up, article and flat are good, member had good communication with editors, writers, photographers and designers, member had decent involvement in the copy-editing process.

**C**
Flat and articles are 3 days late and not of best quality, member not present for all of paste-up, member had decent communication, member had involvement in the copy-editing process.

**D**
Flat and article are 4 or more days late and little effort was shown in either flat or articles, member not present for all of paste-up, member had poor communication, member had little involvement in the copy-editing process.

**E**
Flat and articles are late and done with poor quality, member is not present at paste-up, no communication, member had no involvement in the copy-editing process.

**Ds and Es risk demotion.**

*Rampage is advised by Jessica Nassau.*
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JOBS DESCRIPTIONS

Editors of Newsstreak  | Harrisonburg High School, Harrisonburg, Virginia

Print Editor-in-Chief
The role of the print editor-in-chief is to oversee the monthly production of the print paper. He or she should encourage, inspire and assist each staff member to the best of his or her ability. He or she is expected to leave Newsstreak better than he or she found it, as well as the staff members that will still be working for the staff.

- Make sure every story has been edited and returned to the reporters in sufficient time to make every deadline.
- Correct any layout mistakes a section editor/page designer has made.
- Make sure the AP Style book has been used to keep all elements consistent.
- Remain in constant communication with each staff member to insure a strong, bonded working environment.
- Organize the agenda for each weekly staff meeting so that order can be maintained.
- Organize and lead the monthly chat and chew session
- Answer, respond to, and encourage Letters to the Editor.
- Learn how to confidently maneuver in the InDesign program.
- Help in the decision making process when we enter articles and issues in competitions.
- Recognize weaknesses in staff reporters and fellow staff members so that a focus on improvement may be made.
- Promote upcoming issue on announcements and on website/social media
- Collect beat sheets and story ideas to prepare for story assignment day
- Post story assignments on white board and update drafts received daily
- Communicate with staff regularly so they are aware of deadlines, assignments and activities
- Communicate with online editor-in-chief about expanding stories online that have begun in print (additional info, more photo galleries)
Online Editor-in-Chief

The role of the online editor-in-chief is to oversee the daily maintenance of the Newsstreak website, www.hhsmedia.com. He or she should encourage, inspire and assist each staff member to the best of his or her ability. He or she is expected to leave www.hhsmedia.com better than he or she found it, making sure that we are constantly trying new things with the website.

- Make sure every story has been edited before it is posted online
- Regulate the posting of comments on the website
- Make sure a photo is posted with every story and has a good caption with it
- Write a headline for each story
- Make sure the AP Style book has been used to keep all elements consistent.
- Remain in constant communication with each staff member to insure a strong, bonded working environment.
- Organize the posting of daily feature packages, making sure staff members are keeping up-to-date.
- Learn how to confidently maneuver the Wordpress software we use with the site.
- Recognize weaknesses in staff reporters and fellow staff members so that a focus on improvement may be made.
- Promote stories/photos/etc. that are posted on announcements and via multiple social media outlets
- Post breaking news and opinion story assignments on white board and update daily
- Communicate with staff regularly so they are aware of deadlines, assignments and activities
- Communicate with print editor-in-chief about adding additional stories online that have begun in print (additional info, more photo galleries etc.)
- Post a poll weekly on the front page of site
- Design a contest or interactive quiz monthly to drive people to the site
- Update online advertising on the site
- Use Google analytics to report site usage to the staff at weekly staff meetings
- Organize and manage people using social media posting from events (Facebook, Twitter, Instagram, Vine, Pinterest etc.)
- Make sure bloggers are posting regularly as assigned.
- Make sure online sports staff is posting scores and highlights daily
- Make sure videos are being posted at least once weekly, preferably more often
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News Section Editor

The role of the news section editor is to aid in informing the reader of current events in the school and community.

- Assign stories to everyone in that section.
- Write angle cards for all stories/infographics/photos etc. that will be included on the page and send to all writers/photographers/editors associated with the page.
- Edit the first draft and return it on time for the reporter to correct it and make deadline.
- Coach staff reporters and freshmen by meeting with them after editing their story to make sure they understand which mistakes they made.
- Edit and correct layout by page designers.
- Make sure every standing element has been correctly placed in the section each month.
- Explore a wide array of campus, local, regional, state, national and world news.
- Produce long-term investigative reporting stories.
- Make sure news briefs are included in each issue.
- Make sure SCA, Guidance Department, School Board news is all covered in the issue.
- Make sure page designers have followed the checklist on their gradesheets.
- Double-check sources and quotations for confirmation in articles.
- Learn design on InDesign CS.

Feature Section Editor

The editor of the feature section editor is responsible for judging which stories will be most entertaining and informative for our readers.

- Decide on the theme of the each particular page every month.
- Assign stories to everyone in that section.
- Write angle cards for all stories/infographics/photos etc. that will be included on the page and send to all writers/photographers/editors associated with the page.
- Edit the first draft and return it on time for the reporter to correct it and make deadline.
- Coach staff reporters and freshmen by meeting with them after editing their story to make sure they understand which mistakes they made.
- Edit and correct layout by page designers.
- Highlight students covered on master list to insure diverse coverage.
- Work ahead to develop surveys, sidebars, infographics, photos and art for double truck ideas.
- Make sure a dominant element is on every page.
- Double-check sources and quotations for confirmation in articles.
- Make sure page designers have followed the checklist on their grade sheets.
- Learn design on InDesign CS.
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**Sports Section Editor**

The role of the sports editor is to aid in informing the reader of current sporting events in the school and to present our sports coverage in a feature nature because of timeliness. The sports section editor should work closely with the online sports editor and online editor-in-chief to make sure that timely sports information is being posted online.

- • Assign stories to everyone in that section.
- • Write angle cards for all stories/infographics/photos etc. that will be included on the page and send to all writers/photographers/editors associated with the page.
- • Edit the first draft and return it on time for the reporter to correct it and make deadline.
- • Make sure every standing element has been correctly placed in the section each month.
- • Make sure that each story in his section is timely and relevant for the sports season.
- • Coach staff reporters and freshmen by meeting with them after editing their story to make sure they understand which mistakes they made.
- • Assign sports events to be covered by photographers.
- • Maintain a list of students so that there is no duplication.
- • Make sure to cover an under-covered sport in each issue.
- • Make sure sports columns are included in every issue.
- • Make sure advance coverage of upcoming games is dominant.
- • Double-check sources and quotations for confirmation in articles.
- • Make sure page designers have followed the checklist on their gradesheets.
- • Learn design on InDesign CS.

**Style/Entertainment Section Editor**

The role of the style/entertainment editor is to make sure that everything in the section is entertaining to the reader.

- • Develop ideas for the each page as early as a month before deadline.
- • Write angle cards for all stories/infographics/photos etc. that will be included on the page and send to all writers/photographers/editors associated with the page.
- • Update the review rating system.
- • Make sure the reviews are current, timely and relevant.
- • Coach staff reporters and freshmen by meeting with them after editing their story to make sure they understand the mistakes they made.
- • Make sure every standing element has been correctly placed in the section each month.
- • Keep a list of upcoming music releases, book releases, film releases, concerts and focus on what is coming up, not what has already happened.
- • Double-check sources and quotations for confirmation in articles.
- • Make sure page designers have followed the checklist on their grade sheets.
- • Learn design on InDesign CS.
Opinion Section Editor

The role of the opinion section editor is to seek out relevant topics to report on in the opinion section.

- Organize the Letters of the Editor and verify them.
- Make sure the Staff Editorial is included each month.
- Write angle cards for all stories/infographics/photos etc. that will be included on the page and send to all writers/photographers/editors associated with the page.
- Coach staff reporters and freshmen by meeting with them after editing their story to make sure they understand which mistakes they made.
- Keep stories and columns separate in each layout. There should be one page for columns and one page for stories.
- Take and design column pictures and the staff box.
- Make sure page designers have followed the checklist on their gradesheets.
- Make sure there is a question of the month, this we believe, editorial cartoon, hot/not and student opinion poll in every issue.
- Try to center articles around a theme for each month.
- Make sure there is a picture or art on every page.
- Double-check sources and quotations for confirmation in articles.
- Focus on having a balance of positive editorials and negative editorials.
- Learn design on InDesign CS.

Photography Editor

The role of the photography editor is to provide each section editor with the pictures they request in a timely fashion. This means he or she must organize the photographers on staff to get all of the photos required for each issue. This is best handled by using the photo board in the room and a Google docs assignment sheet shared with adviser, editors, page designers and photographers.

- Organize a weekly meeting of photographers.
- Make sure at least one photographer is at every school event. Organize multiple photographers to cover different areas of an event.
- Oversee photographers as they import their own photos and save them to the server correctly.
- Oversee photographers as they place the pictures on the page the section editor has previously indicated.
- Oversee photographers as they write captions for each photo and correctly place a photo credit next to the picture.
- Keep track of cameras, cards and equipment by overseeing a checkout procedure.
- Learn to use digital cameras.
- Learn to use Photoshop 6.0.
- Oversee photographers as they contribute photo galleries and photos of the day for www.hhsmedia.com.
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Art Editor
The role of the art editor is to provide each section editor with the art they request in a timely fashion.
• Draw one editorial cartoon for every print issue
• Draw one editorial cartoon per week for www.newsstreak.com
• To scan art and save pieces to the server correctly.
• To place the art on the page the section editor has previously indicated.

Staff Fun Director
The role of the staff fun director will be to plan and execute a variety of events to provide motivation and support for Newsstreak staff members.
• Plan a staff outing for each month
• Organize fun activities for when we go on journalism trips
• Organize after school snacks for editorial board meetings
• Work with parent group to plan dinners for late work nights
• Work with parent group to plan end-of-the-year banquet
• Work with business management staff to secure prizes for exceptional work done throughout the year

Print Managing Editor junior Ellie Plass passes out pizza samples to participants in the Newsstreak middle school journalism workshop. Middle school students did blind taste tests of five different pizza samples, comparing them in a variety of categories before learning how to write a review.

Newsstreak staff members work to prepare newspapers for circulation to advertisers and other schools throughout Virginia and the nation. Papers are sent to more than 200 patrons each month.

Newsstreak is advised by Valerie Kibler.
Managing Editor
The Managing Editor is the right hand man to the Editor-in-Chief. Little jobs are delegated to her/him that still have a large impact on the paper. This editor is in charge of delegating ads and subscriptions to the Business Manager, and should keep track of the financial aspects of the paper. During production he/she is expected to stay until the paper gets sent to the printer, editing pages and making sure headlines and captions get done in a timely manner. He or she can choose to assign these jobs to other staff members, mainly junior editors.

News Editor
The News Editor is responsible for filling, managing, and editing the news section of the paper. This editor must think of enough article ideas at the start of the month and then must assign them or delegate them to other writers. He or she is responsible for writing an article a month for the news section or another section if needed, as well as doing a website article. The News Editor must check in on the writers throughout the month to provide assistance, guidance, or encouragement to finish by deadline. The News Editor must then create feedback and edit the articles during production as well as deciding which articles should go on the front page; should attend production until the news section is finished and all the print-outs are completed.

Features Editor
The Features Editor is responsible for getting the human angle of stories. This includes brainstorming article ideas and assigning and editing articles, as well as writing them. It also means paying attention to interesting individuals, clubs or questions people are asking. There is lots of room for creativity in this job. Being Features Editor requires lots of interaction with people, between interviews for articles, conducting surveys and discovering new stories to share in The Beacon. Part of this job is also to help organize spreads, starting with generating ideas for spread themes as well as the content of the spreads, editing content, conducting surveys and compiling and analyzing data, and working with layout to help design it.
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**Style Editor**
The Style Editor is responsible for the stories about the arts and style, such as profiles of artists, recaps of theater events, and reviews of albums, movies. Some articles may be repeated each month about a different topic, but the stories that do not run as a part of a series must be brainstormed, assigned and edited by the Style Editor. The Style Editor is also responsible for contacting the subjects of articles, and making sure writers are in touch with their subjects, as well as checking in with writers to make sure their articles are coming along. He or she should also write an article for each issue, either for the editor’s own section or another. During late nights, the Style Editor should edit the articles in his or her section, and give feedback to writers to ensure their articles are the best they can be. The Style Editor is expected to stay until the end of production when the paper is sent to the printer.

**Visual Content Editor**
The Visual Content Editor is responsible for assigning cartoons, graphics, illustrations and any other visual elements of the paper. The Visual Content Editor should collaborate with photo editors and section editors to come up with a vision for the paper, especially the spread. The Visual Content Editor is also crucial during production and must attend all late nights to layout the paper. The Visual Content Editor must do all print-outs, collaborate with editors about changes, and PDF the paper (merging halves together) to be sent to the printer and to subscribers.

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**Woodrow Wilson Students Who Were on The Beacon Staff**

Former CBS Evening News anchor Roger Mudd wrote for The Wilson Beacon and graduated in 1945. In 2011 he said he is still “embracing Wilson as the place where we were taught indelibly to accept responsibility for ourself and our actions.”

Author, columnist, and New York Times theatre critic Frank Rich graduated in 1967. He recalled his time writing for The Beacon as “fun and instructive,” a place where he learned the nuts and bolts of newspaper and got the inspiration to become a better writer.

Derek McGinty, former weekend anchor of WJLA (the local ABC station) and current 9News Now anchor is also a Beacon alumni.

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The Beacon is advised by Mary Stapp and Alexandra Stryker.
JOB DESCRIPTION

The Adviser

The role of the adviser (adapted from guidelines developed by the Journalism Education Association) will be to:

1. Produce a journalistically professional learning atmosphere and experience for the students, allow students to make decisions concerning content of the publication, and ensure the publications will remain an open forum.
2. Work with students to increase their competence in the following areas:
   - determining news values
   - selecting news stories and in-depth stories, feature stories, sports stories, opinion articles
   - developing and applying legal and ethical knowledge
   - learning aspects of the interviewing process, of journalism and research skills, of journalism note-taking skills, of proper attribution in stories
   - writing news stories, feature stories, sports stories, in-depth stories, editorials, columns and commentary, reviews
   - learning journalism-editing procedures as part of the writing process
   - developing art ideas and producing art work and design ideas
   - designing and laying out pages
   - learning the photographic process
   - identifying new trends in content and design
   - learning advertising procedures
   - learning to use the computer in publications work
3. Provide students with an educated, professional role model as adviser and serve as a motivator and catalyst for ideas and professionalism.
4. Evaluate student participation by using journalism standards.
5. Act as an educational resource for legal freedoms and restrictions for students and encourage discussion of ethics and content.
6. Provide the opportunity for students to produce a publication consistent with the First Amendment and court decisions, without faculty or administrative censorship, within the standards of professional journalism and the Society of Professional Journalists/Sigma Delta Chi’s Code of Ethics.
7. Act as a helpful adviser, but not as a censor, to students in all steps of publishing. In terms of unprotected speech, the adviser’s role will be to act as a consultant and as an educator.
8. Develop, with the staff, an editorial policy consistent with legal precedent, court decisions and professional journalistic freedoms, which will also be agreed upon and signed by the principal.
9. Help the staff establish policies that include
   - roles of all staff positions and role of the editorial board
   - standards of professional journalism and procedures for the staff
   - style and design guidelines
   - a code of ethics for the publication and staff
   - advertising procedures
   - staff application and selection policies
   - staff member removal policy
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- appeals procedure
- credit procedure
- photography rules and guidelines
- computer training
- equipment use rules
- office guidelines
- decision making and consultation

10. Work with students
- in regular planning sessions with the staff, in regular training session in all aspects of journalism, in
  meeting schedules and deadlines, in counseling staffers in coverage of school life and in the process of
  gathering information

11. Order supplies and equipment; supervise the distribution, collection, maintenance and inventory control of such
  equipment in accordance with publication needs and school policy.

12. Supervise the financial status of the publication, and encourage fiscal responsibility.

13. Work with students to determine publication size and frequency based on content consideration, and a workable
  publication and distribution policy.

14. Work with faculty and administration to help them understand the freedoms accorded students and the goals of
  the publication.

15. Belong to professional and educational organizations and participate, with the students, in activities of these
  organizations, including local, state, regional and national conventions/seminars.

16. Be aware of the trends in journalism and share them with students.

17. Urge students to attend summer journalism workshops and conventions so they may improve their skills. If
  necessary, the adviser will make every effort, with the school system’s assistance, to pay part of the cost of the
  workshops through special money-raising activities or special advertising campaigns.

18. Be a source of information for prospective staff, and work with English teachers and others in an effort to
  recruit new staff members, including minorities.

19. Submit the publications and contributions of students to rating services and contests so the student staff receives
  feedback.

20. Provide the staff with information about journalism scholarships and other financial aid as well as about
  journalism as a career.

21. Establish an exchange with other schools in the region, state and nation to share ideas and to be aware of trends.

The program may include participation in national student wire services.
Pitch It

Whether it’s the World Series or a back lot pick-up game, a solid pitch can be impressive. The same is true of a journalistic pitch from a reporter to an editor. To pitch means to present a proposal — for a story, column, segment of a program or show.

When reporters pitch an idea, they must be prepared in order to be convincing. If they can’t say it, editors might think they won’t be able to pull it off.

**Be Persuasive**
- Brainstorm different arguments to support your idea. Decide on the most compelling ones to present.
- Consider different arguments against your idea. Answer these with strong reasons to implement your pitch.
- What questions might your editor ask? Be ready to respond to these questions. These might include: What is the news peg? Why now? What voices, experts, locations would you include? What purpose will your proposal achieve?

**Be Well Informed**
- Are any other schools presenting similar approaches? Are they successful? Talk to students at this school.
- To what demographic in your school would this idea appeal?
- What costs might be involved to implement your idea? Especially if new equipment or a new set is required.
- What questions might your editor ask? Be ready to respond to these questions. These might include: How long will it take to produce? What will it cost? How will it bring more readers/viewers to our student media?

**Be Concise**
- Plan your pitch and practice presenting it.
- Hone the pitch so you all of your arguments are relevant to your school community.
- Be ready to make your pitch in three minutes.

**ASSIGNMENT: Role Play**
You be the reporter with an idea to pitch to an editor. You determine which editor — print, online or broadcast; news, entertainment, sports, science or other area. Here are some possibilities:
- Can you think of a topic for a news story? Or a new angle to reporting on an annual event?
- Does the student newspaper have a monthly column or a weekly online commentary? Think of a way to approach topics or a better “voice” for opinions to be expressed.
- If you are on a broadcast staff, brainstorm a new show that would appeal to one of the demographics of your school. Or a different way to report the news.

Whether pitching an idea to an editor who might assign the story to you or suggesting an angle for someone else’s story in an editorial meeting or wanting a change in the way coverage is done, you must believe in your idea, know your subject and be both persuasive and brief.
Say It in a Word Cloud

Word clouds present ideas and their relationship to other words in visual format. The most important or most frequently appearing words appear in larger font size. Concepts appear in descending font size to relate proportionate significance. The more prominent the idea or frequently a word is used, the more likely the word is to appear in a word cloud.

Word clouds may be limited to three words or contain a hundred words.

Word clouds can be created in black and white or in color.

Word clouds appear in neat grid patterns or in a chaotic arrangement. They may form a shape related to the idea.

Word cloud creators select the font — one or more — to be used.

Word clouds communicate quickly, using legible fonts.

Assignment
Create a word cloud to convey one of the following concepts.

- The duties of an editor
- The relationship of editors to a media staff
- Scholastic journalist — rights and responsibilities
- Freedom of the press
- Making a pitch