Standard #2 – Knowledge of Learning Theory
Knowledge – Journalism teachers understand:
- Theories of human behavior that help nurture journalism students
- Principles of effective classroom management and assessment
- Rights and responsibilities within a journalism education environment
- Conditions that enhance the development of life-long learning
- Methods to help students understand and use media
- The influence of students’ diverse backgrounds, attitude, interests and expectations on their communication skills
- Interrelationship and concurrent development of each communication skill
- Ways the public forms its opinions and the process/interaction involved
- Value and effective use of research in a mass media setting
JEA standards

Performance – Journalism teachers:

- Create a media-rich atmosphere for students to learn both collaboratively and individually
- Model and nurture life-long learning
- Use knowledge of journalism/media skills to design appropriate learning experiences
- Integrate a variety of media within instruction/curriculum
- Select and order assignments that support integrated units of instruction
- Set meaningful goals as part of short and long-term planning for journalism instruction
Standard #3 – Knowledge of and Adaptation to Diverse Students

Knowledge – Journalism teachers understand:
- Learning theories and how they relate to individual students’ diverse backgrounds and learning styles
- Influence of diversity on the ways students learn and use media and communication skills
- Materials and instructional activities appropriate for helping students to connect to, extend and enhance their unique media and communications skills development
- Necessity of journalistic diversity to allow for greater accuracy in coverage
JEA standards

Performance – Journalism teachers:

- Base instruction on students’ strengths and build upon student differences to further journalism learning
- Plan journalism instruction that accommodates a wide range of learners with different learning needs and experiences
- Use a variety of materials including publications, new media, computer software, and instructional activities to empower students to use media and symbol systems effectively
- Respect the worth, contributions, abilities, and language of all learners
- Create environments that support respectful approaches to individual differences
- Encourage staff diversity and use awareness of diversity to enhance understanding of journalistic media
- Use a variety of assessment strategies including rubrics, portfolios, projects, etc.
JEA standards

- Standard #4 – Knowledge of Instructional Environment
  - Knowledge – Journalism teachers understand:
    - Use of discussion for a variety of purposes to suit the needs of students
    - Use of questioning to show understanding, help students articulate their ideas and thinking processes, promote risk-taking and problem-solving, facilitate recall of information, encourage thinking, stimulate curiosity and help students to question on their own
    - Value of conferencing to work with individual students
    - Environments that support learning about various aspects of the media
    - Atmospheres that addresses the students’ needs for a sense of belonging to the school and to the larger community as journalism/media users
JEA standards

- Performance – Journalism teachers:
  - Create classrooms that encourage active participation in learning communities
  - Promote students’ appreciation and understanding of audience and the ways to write for different audiences
  - Help students understand their unique role as disseminators of information and their rights as journalists and media consumers
  - Employ and model the use of technology as an essential component of learning and production of media
  - Use various avenues to encourage students to take responsibility for their learning and production of media
  - Encourage students to consider journalism or mass media as a career possibility
coverage

- philosophy
- procedures
- evaluation
What should you know about teaching coverage?

- dealing with whole-school coverage
  - where does news staff get information?
  - how do stories develop?
  - should everything be covered in every issue?
  - how are stories & beats chosen or assigned?
  - how are stories & beats reported?
  - what role does editorial board & staff & adviser take in deciding on coverage?
  - how are visual & verbal coverage assigned?
    - give examples of how you do or would do...
What should you know about teaching coverage?

• philosophy of coverage
  o who creates it?
  o what sources have input for change?
  o when is philosophy revisited?
  o how can it be carried out?
  o how is it evaluated?
    ▪ give examples of how you do or would do…
What should you know about teaching coverage?

• procedures for coverage
  o how are students held accountable for assigned coverage?
  o how do students report or document their information?
  o how are students trained to select the best material?

• evaluation of coverage
  o how do writers & editors evaluate their own work?
  o how do staffers evaluate each other?
  o how does publication evaluate its effectiveness?
    ▪ give examples of how you do or would do…
What should you know about teaching coverage?

• design for coverage
  o what are the best formats for coverage of certain items / topics / treatments?
  o how (and from where) does staff select design for stories, sidebars, charts, graphics, etc.?

• evaluation of design
  o how does staff approach design of coverage?
  o does staff seek input from readership regarding design?
  o when does the staff ask itself “what could have been done better if we’d had more time or another set of eyes?”
    ▪ give examples of how you do or would do…
content

- coaching writers, designers & editors so they can create quality publications
What should you know about coaching writers & editors?

- appropriate advice & suggestions
  - developing publication’s voice
  - developing lead writing for various types of journalistic writing
  - developing personal style within publication’s style
  - decreasing use of jargon, slang, clichés
    - show what you know about (a) writing and editing yourself or (b) coaching writers and editors in given situations
    - give examples of how you do or would do…
What should you know about coaching writers & editors?

- Editing methods
  - Providing appropriate feedback using a designated process
  - Having writers & editors use existing (and developing their own) tools, tips & techniques to create better writers
  - Having writers read & revise their own work with a critical eye
  - Having editors understand & value the difference between editing & rewriting
    - Show what you know about (a) writing and editing yourself or (b) coaching writers and editors in given situations
    - Give examples of how you do or would do...
What should you know about coaching writers & editors?

- designing methods
  - determining how content will be displayed / portrayed
  - having staffers and editors coordinate to create the most effective design for the material
  - having staffers and editors develop a process for selecting content treatments
  - having staffers and editors develop a process for working out differences of opinion in content treatments
    - show what you know about (a) designing coverage and story packages yourself or (b) coaching staffers and designers in given situations
    - give examples of how you do or would do…
writing

- process
- procedures
- policies
- evaluation
What should you know about teaching writers, reporters and editors?

- types of journalistic writing
  - hard news
  - feature stories
  - sports stories
  - editorial & opinion
  - alternative coverage
  - show what you know about similarities & differences among these writing types.
  - show what you know about writing in each of these styles.
  - give examples of how you do or would do...
What should you know about teaching writers, reporters and editors?

• writing process for reporters
  o brainstorming
  o assignment selection
  o developing questions
  o Interviewing
  o drafting and self-revision
  o editing & fact checking

  ▪ show what you know about each of these process steps.
  ▪ give examples of how you do or would do…

• story pitching
  o researching
  o information gathering
  o selecting an angle
  o getting input on revision
  o evaluating a final product
What should you know about teaching writers, reporters and editors?

- information gathering
  - sources – reliability, practicality, function
  - policies for best practices
  - procedures for documentation

- interviewing basics
  - sources – primary, secondary
  - questioning strategies
  - procedures for fact/quote checking

- angle selection
  - information analysis and synthesis
    - show what you know about these procedures & standard news policies regarding them.
    - give examples of how you do or would do…
What should you know about teaching writers, reporters and editors?

• writing multiple drafts
  o methods for self & peer revision
  o policies & procedures for story submission in various states of completion

• editing & fact checking
  o sources – primary, secondary
  o procedures & policies for fact/quote checking

• evaluation methods-quality of writing & accuracy of information reported
  o self, editor, adviser, audience, other (contests, etc.)
    ▪ show what you know about these procedures & standard news policies regarding them.
    ▪ give examples of how you do or would do…
getting answers

• http://www.highschooljournalism.org/Teachers/Teachers.cfm?id=33
• http://www.poynter.org/
• http://www.jea.org/curriculum/writing/index.html
• visit the JEA Bookstore (www.jea.org)
• Best of the High School Press (NSPA)
• and, of course, the JEA listserv
getting answers

- contact me: editorlaw@gmail.com

- commission chair Kim Green: greenk@bcsc.k12.in.us

- study guide online at www.jea.org/certification

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