

## Agenda

Journalism Education Association Board Meeting

Nov. 21, 2019 • 8 a.m.

McKinley, Mezzanine Level • Marriott Wardman Park

- I. Call to order — Sarah Nichols (8 a.m.)
- II. Roll call and determination of quorum — Connie Fulkerson
- III. Reading of notice of meeting — Connie Fulkerson
- IV. Approval of minutes — Sarah Nichols
- V. Affirmation of electronic votes — Sarah Nichols
  - A. Motion to accept proposal from the Hilton San Francisco Union Square to host the 2023 spring National High School Journalism Convention (passed 7-0, May 22, 2019)
  - B. Motion to accept proposal from the St. Louis America's Center Convention Complex to host the 2022 fall National High School Journalism Convention (passed 7-0, May 22, 2019)
  - C. Motion to accept proposal from the Ace Hotel New Orleans to host the 2020 and 2021 JEA Advisers Institute (passed 7-0, Aug. 17, 2019)
  - D. Motion to approve copyright statement (passed 7-0, June 10, 2019)
- VI. Approval of agenda — Sarah Nichols
- VII. Commendations — Sarah Nichols
  - A. Laura Negri — Nina Quintana
  - B. Lori Keekley — Rebecca Pollard
  - C. Gloria Guo — Sarah Nichols
  - D. Val Kibler — Sarah Nichols
  - D. Bradley Wilson — Nancy Smith
  - E. Margie Raper, Danielle Ryan — Megan Fromm
  - E. Shari Adwers, Abrianna Nelson — Megan Fromm
- VIII. Reports (8:30 a.m.)
  - A. National Student Media Contests — Nancy Smith, Kate Dubiel
  - B. National Scholastic Press Association — Laura Widmer
  - C. Conventions — Kelly Glasscock
  - D. Headquarters — Kelly Glasscock
    1. Documentation of subsequent events
  - E. Career and Technical Education — Nina Quintana
  - F. Committee and editor reports
  - G. Curriculum — Megan Fromm
- IX. New business (10 a.m.)
  - A. Contest position bylaws change — Nancy Smith
  - B. Approval of 990 — Sarah Nichols
  - C. Standards for Journalism Educators — Sarah Nichols
  - D. Membership categories bylaw change — Val Kibler
  - E. JEA Power Hour — Sarah Nichols
- X. Adjournment (3 p.m.)

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A follow-up meeting will take place at 2:30 p.m. Nov. 23, 2019, in Jackson.

Journalism Education Association Board Meeting Minutes  
April 25, 2019 • 8 a.m. • El Capitan, Fourth Floor • Hilton Anaheim

## **CALL TO ORDER**

A meeting of the Journalism Education Association board of directors took place April 25, 2019, in the El Capitan room of the Hilton Anaheim. It began at 8 a.m. and was presided over by Sarah Nichols with Connie Fulkerson as secretary.

## **ATTENDEES**

**Voting members:** Sarah Nichols, president; Val Kibler, vice president; Megan Fromm, Educational Initiatives director; Lori Keekley, Scholastic Press Rights director; Laura Negri, director-at-large; Mike Malcom-Bjorklund, director-at-large; Julia Satterthwaite, director-at-large.

### **Nonvoting members:**

Standing Committees: Karen Slusher, awards chair; Kim Green, certification chair; Nancy Y. Smith, contest chair; Evelyn Lauer, publications/public relations chair.

Special Committees: Nina Quintana, Career and Technical Education chair; Patrick Johnson, mentoring program chair.

Editor: Bradley Wilson, C:JET editor.

Staff: Kelly Glasscock, executive director; Connie Fulkerson, administrative assistant.

Others: Priscilla Frost, April van Buren, contest committee members.

## **READING OF NOTICE OF MEETING**

The following was posted on JEA.org on March 25, 2019: The Journalism Education Association board of directors will meet at 8 a.m. April 25, 2019, in the El Capitan room of the Hilton Anaheim.

## **APPROVAL OF MINUTES**

A motion to accept the minutes, with corrections, of the fall 2018 board meeting in Chicago was made by Lori Keekley and seconded by Megan Fromm. (passed 7-0)

## **AFFIRMATION OF ELECTRONIC VOTES**

Sarah Nichols affirmed these electronic votes:

- Motion to endorse New Voices Texas (passed 7-0, March 27, 2019)
- Motion to endorse New York Assembly Bill 3079 (passed 7-0, March 6, 2019)
- Motion to endorse Minnesota HF 1868 (passed 7-0, March 2, 2019)
- Motion to endorse Nebraska LB 206 (passed 7-0, Feb. 6, 2019)
- Motion to approve spring 2024 Kansas City convention contract (passed 7-0, Dec. 28, 2018)
- Motion to approve spring 2021 Seattle convention contract (passed 7-0, Dec. 17, 2018)

## **APPROVAL OF AGENDA**

Added Kim Green, certification, to reports section; removed press rights education in new business; added approval of 990 in new business. A motion to approve the agenda with changes was made by Julia Satterthwaite and seconded by Laura Negri. (approved 7-0)

## **COMMENDATIONS**

The following individuals or groups were commended by board members or committee chairs:

\* Adam Dawkins, CJE, for enhancing the profile of JEA and increasing engagement in Scholastic Journalism Week — Evelyn Lauer, MJE

\* Patrick Johnson, MJE, for excellent leadership throughout JEA's mentor program expansion — Julia Satterthwaite, CJE

\* Mark Webber for excellence with the Podcasting on a Budget series for JEA Digital Media — Aaron Manfull, MJE

\* Laurie Hansen, MJE, for outstanding service and leadership to JEA as Minnesota state director — Sarah Nichols, MJE

\* Howard Spanogle for 21 years of outstanding leadership with Communication: Journalism Education Today magazine — Sarah Nichols, MJE

\* Kyle Carter, CJE; Megan Fromm, MJE; Lori Keekley, MJE; Rebecca Pollard, MJE; Margie Raper, MJE; Chris Waugaman, MJE; and Brian Wilson, MJE, for sharing expertise as instructors in virtual training workshop pilot — Val Kibler, MJE

\* Kelly Glasscock, CJE, and Laura Widmer for their outstanding collaboration on site visits and contract negotiations for the National High School Journalism Convention — Sarah Nichols, MJE

## **REPORTS AND ITEMS OF INTEREST**

### **Write-offs — Nancy Smith**

Quiz Bowl – There were a few changes for Anaheim with Allie Staub as organizer for this event. Certificates will be presented to finalists; the trophy will be given out at the awards ceremony if the winners are present; all participants will have Quiz Bowl ribbons for name badges; the qualifying test will be given electronically.

Write-off entries average 32 percent of convention attendees but it was 34 percent for Anaheim; logo and advertising contest will be partnering with Constitution Day to come up with the designs. In the fall, partnering with Scholastic Journalism Week for these contests was a success.

Kate Dubiel will oversee beta testing for the new Writeoffs.jea.org system Saturday; the Write-off team will be meeting in Kansas City this summer to do additional testing. A session on how to enter the Write-offs in Washington, D.C., and at the Advisers Institute as well as a how-to video might help. This could also go on social media.

### **Certification – Kim Green**

Since the fall convention, has been testing at Southern Interscholastic Press

Association, four tested, and Kent State University, one tested. In Anaheim, 19 will test and next month at the Garden State Scholastic Press Association in New Jersey, 13 will take the exam. Caren Demyem organized the GSSPA event. Future testing will be done at Ball State University, at a Walsworth workshop in Kansas City, Camp Orlando and the Advisers Institute. Amy Sorrell is new committee member replacing Lizabeth Walsh. Yellow Chair would like to see certification for mentors, which is a measurable response. Non-teacher associate members who earn CJE Option C can earned an MJE if their projects are not company-based.

### **Conventions — Kelly Glasscock**

Anaheim – There were 3,500 registered as of last Friday, which was the same as the convention algorithm predicted. For this hotel, there are savings over Chicago on prices for electrical, internet and union charges. AV company Turning Point worked with JEA to see what the K-State students could do to help reduce AV labor costs. Dates for fall 2022 and spring 2023 conventions are still open. The executive directors are considering contracts for San Francisco for spring 2023. Waiting to hear if multi-year or multi-property contact would help lower costs since the room rates are expensive there. St. Louis is a possibility for Nov. 8-13, 2022, with multiple hotels and most activities in the convention center.

### **Headquarters — Kelly Glasscock**

JEA's part-time bookkeeper left and there was difficulty finding a replacement with an accounting background. That job opening was closed for lack of interest so Glasscock explored using an accounting firm for those tasks. By using PGH accounting firm since February the bookkeeping system has been updated so it is all now electronic. Invoices and receipts are put directly into QuickBooks which are better for auditing and easier for Glasscock to approve and categorize. This has turn out to be much less expensive than a part-time employee for accounting; however, he still wants to hire a part-time person for general office work. This job search will open after the convention. In the fall, JEA will open a position search for an associate director who will start work after Connie Fulkerson retires in spring 2020. The start date may be mid-summer. Search will be done early enough so the new hire could come to convention in Nashville.

The Write-off committee will have a retreat June 28 with the goal to fully vet the new Write-off system for Washington, D.C.

Finances – Glasscock updated the Statement of Activity, which showed a net revenue this week with a loss of \$197,372, although this number changes on a daily basis and reflected a large investment downturn in the last quarter.

The 990 form will show a year-end loss of \$20,852, which is better than the projection of a \$43,700 loss.

### **Career and Technical Education — Nina Quintana**

At Chicago, 20 took certification exams: nine took Precision exams and 11 took Certiport exams. In Anaheim, seven will take the Precision exam and 20 the Certiport exams. Quintana is hoping for 40 testers in the fall. There is a need to promote more for student certification. She is looking into opening more exams in other categories.

Putting certification test under the awards section and giving recognition at the awards ceremony may give this more visibility.

There is a new Career and Technical Education section on the JEA website (under For Educators). Laura Negri gave a presentation about the new CTE pages. Plans are to include a testimonial section and program profiles (under the members-only area). Sarah Nichols said CTE is something people are paying more attention to, and it's really needed. Nichols commended Quintana and Negri for stepping up to create the website. It will be ready to go live May 1. Quintana also is working on networking with Precision and other groups that have CTE connections.

### **Awards — Karen Slusher**

Slusher thanked Jeff Browne of Quill and Scroll for helping with Impact Award this year. The awards committee also worked on updating the awards section of the JEA website. Slusher will go through it again with the committee Saturday. The committee is considering moving the Broadcast Adviser of the Year deadline to March 15 with school recognition in May. Nichols commended Slusher and her committee for the behind-the-scenes work for the awards section of the website.

### **Curriculum — Megan Fromm**

Some lessons in the curriculum are in various transitions but the team is trying to rebuild them as necessary. The revision is not as far along as they hoped; however all the usability goals have been met.

Curriculum committee applications are open until the end of April. There will be individual contracts for committee chairs so we can get willing applicants working in their individual area of expertise. The curriculum leaders are working on a module for coaching on how to use the curriculum better. Updated curriculum maps will be done this year as well.

Patrick Johnson said the changes in the curriculum section have made it much easier for new advisers and for explaining things to mentees. Nichols said there was a person in the Peace Corps who wanted to use the curriculum, and Glasscock made it work with a membership. Kelly Furnas may explore that type of global outreach more.

### **National Critique Training — Sarah Nichols**

National critique training is a project to help teachers become better media judges, and they'll learn by doing. If advisers know how to critique a publication, they'll get better at advising. If an organization has better judges, schools will get better critiques. JEA will develop a database of those who have gone through the training to share with organizations who have given endorsements for the program. Endorsements have come from the national, regional and state scholastic press associations. There will be an addition to the JEA website called Critique Training, and it will show advisers they can access the training. It will officially go live May 1. The testing includes a badging component and uses Participate for the online training. JEA is a community on Participate and Nichols and Glasscock are leaders. Mentor training also will be there. There are 12 videos to accompany the critique training, which will be for new and veteran judges. It teaches how to give good feedback. It's free for a person to take the training but it does cost \$150 for participating organizations to offset the initial expenses. That is not an annual fee. The site will have the links and contacts for each organization. The training takes one to two hours and results will be given in a week or so. It will be valuable for those who do critiques and evaluations for publications, but it is

not required for Write-off contest judges at this time. This will be good training for teachers and mentors to learn and good preparation for certification testing. The committee doesn't anticipate a lot of updating but there may be video changes in the future. Val Kibler commended Nichols for her work on this.

## **NEW BUSINESS**

### **Approval of 2019-20 budget — Kelly Glasscock**

Glasscock explained some of the new budget items: There will be some depreciation expenses for the computer lab, which will depreciate over four years. JEA is proposing up to \$15,000 to help support academic research into scholastic journalism education. Also, JEA will be transitioning headquarters staff for Connie Fulkerson's retirement and the hiring of a new associate director. Glasscock explained the need to add \$2,500 budget for on-site visits for associate director candidates for airfare, one-night lodging. Contests expenses (Line 46) will stay the same.

Lori Keekley moved to approve the 2019-2020 budget, with discussed adjustments. Laura Negri seconded (approved 7-0).

### **JEA/KSU contract — Sarah Nichols**

Sarah Nichols moved the Journalism Education Association approve the contract with Kansas State University as its host institution for 2019-2024. Val Kibler seconded. (approved 7-0)

Kelly Glasscock talked of the support of director of journalism Nikhil Moro since he came on board last year. He continues to "wave JEA's banner" and Glasscock thanked him for his efforts and always being supportive. The contract was adjusted to include several job title changes.

### **Nominations — Sarah Nichols**

Nichols appointed Candace Perkins Bowen as nominations chair, and Bowen will work with Kelly Glasscock to develop a slate of candidates. They will set a timeline, and the slate will be formalized at the fall convention. They may explore a different timeline to get more participation. If there are changes in dates or other procedures the board would need to approve, especially if there are bylaw changes.

### **Magazine — Sarah Nichols**

Sarah Nichols moved JEA to change the magazine editor position from a presidential appointment to an executive director appointment, which will be outline in its bylaws in Article VII, Section 4: Editors. (See updated version below.) Julia Satterthwaite seconded. (7-0)

Article VII: Committees, Liaisons and Editors

Section 4: Editors of JEA's magazine shall be appointed by and directly responsible to the executive director with approval from the president. Editors serve without term limits and may be removed from the position for cause by the executive director. An editor may step down at any time with a written letter of resignation.

### **Approval of 990**

Julia Satterthwaite moved and Val Kibler seconded to approve Kelly Glasscock to sign and submit JEA's 990. (approved 7-0)

## **ADJOURNMENT**

Laura Negri moved and Mike Malcom Bjorklund seconded to adjourn the meeting at 1:37 p.m. (approved 7-0)  
The JEA Power Hour followed at 2 p.m.

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The next meeting of the board will be at 8 a.m. Thursday, Nov. 21 at the Marriott Wardman Park in Washington, D.C.



# Journalism Education Association

## STATEMENT OF ACTIVITY

July 1 - October 22, 2019

	TOTAL
Revenue	
Donations/Grants Income	14,041.00
Membership Income	74,649.72
Other Income	4,368.58
Other Miscellaneous Revenue	-85.00
PayPal Sales	260.00
Programming Income	9,134.00
QuickBooks Payments Sales	33.75
Sales	2,979.91
Sales of Product Revenue	6,705.26
Square Income	-356.00
Unapplied Cash Payment Revenue	0.00
<b>Total Revenue</b>	<b>\$111,731.22</b>
Cost of Goods Sold	
Cost of Goods Sold	8,097.57
<b>Total Cost of Goods Sold</b>	<b>\$8,097.57</b>
<b>GROSS PROFIT</b>	<b>\$103,633.65</b>
Expenditures	
Administrative Expenses	80,953.60
Awards Expenses	9,269.53
Investments Expense	2,481.15
PayPal Fees	605.80
Programming Expenses	101,357.84
Publications Expenses	10,740.83
Unapplied Cash Bill Payment Expenditure	3,000.00
<b>Total Expenditures</b>	<b>\$208,408.75</b>
<b>NET OPERATING REVENUE</b>	<b>\$ -104,775.10</b>
Other Revenue	
Dividends and Interest	13,341.96
Unrealized Gain/Loss on Investments	4,321.12
<b>Total Other Revenue</b>	<b>\$17,663.08</b>
<b>NET OTHER REVENUE</b>	<b>\$17,663.08</b>
<b>NET REVENUE</b>	<b>\$ -87,112.02</b>

# Journalism Education Association

## STATEMENT OF FINANCIAL POSITION

As of October 22, 2019

	TOTAL
<b>ASSETS</b>	
Current Assets	
Bank Accounts	
(Checking) K-State Federal Credit Union	90,328.20
(Reserve) K-State Federal Credit Union	6,028.54
(Savings) K-State Federal Credit Union	159,126.03
Savings	
(Second Checking) Commerce Bank	0.00
ADP P/R Clearing	0.00
Bill.com Money Out Clearing	0.00
Paypal account	0.00
Paypal Bank Account	2,252.19
<b>Total Bank Accounts</b>	<b>\$257,734.96</b>
Other Current Assets	
(CDs) Commerce Bank	80,753.46
(Investments) Stifel Nicolaus	1,156,108.75
ESB CD Account	54,247.53
Inventory	19,539.71
Inventory Asset	4,902.66
Prepaid Expenditures	-885.10
Undeposited Funds	1,557.09
<b>Total Other Current Assets</b>	<b>\$1,316,224.10</b>
<b>Total Current Assets</b>	<b>\$1,573,959.06</b>
Fixed Assets	
Accumulated Depreciation	-26,554.31
Machinery & Equipment	53,955.58
<b>Total Fixed Assets</b>	<b>\$27,401.27</b>
<b>TOTAL ASSETS</b>	<b>\$1,601,360.33</b>
<b>LIABILITIES AND EQUITY</b>	
Liabilities	
Current Liabilities	
Credit Cards	
American Express	25,028.37
<b>Total Credit Cards</b>	<b>\$25,028.37</b>
Other Current Liabilities	
Kansas Department of Revenue	71.56
Payable	
Other Current Liabilities	0.00
Square Gift Card	-23.11
Unassigned Tax Agency for Apps	0.00
Payable	
<b>Total Other Current Liabilities</b>	<b>\$48.45</b>
<b>Total Current Liabilities</b>	<b>\$25,076.82</b>

	TOTAL
<b>Total Liabilities</b>	<b>\$25,076.82</b>
Equity	
Opening Balance Equity	1,547,269.62
Retained Earnings	116,125.91
Net Revenue	-87,112.02
<b>Total Equity</b>	<b>\$1,576,283.51</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$1,601,360.33</b>

## **Motion to change contest position in JEA bylaws**

submitted by Nancy Smith, MJE

The first national competition at a JEA convention was tested at the Chicago Fall 1974. Due to its success, it became a permanent fixture known as the Write-offs in the Fall of 1975 and the event was coordinated by the local committee and JEA president at each convention until a Contest Commission was created in 1978 to oversee JEA's Write-off contests.

Almost everything about the JEA contests has changed since then, but the general leadership structure has not.

From the contest's humble beginnings, the national chair's duties were primarily to establish the contest rules and policies, and then the work was tied to the convention, requiring little work outside of the actual convention dates other than writing contests. The role on site consisted mostly of bookkeeping, housekeeping and data entry.

But over the years, the role of the national chair has changed dramatically, and for that reason, Nancy Smith would like to make a motion to change the contest committee chair position from a presidential appointment to an executive director appointment beginning in the Spring 2020 when the current term has expired. Overall the reasons for the proposal are that the duties handled by the contest chair require year-round attention, specific training with the contest database and online system, a strong historical knowledge of the contests and a long-term commitment to the position to carry out this core function of JEA.

If this motion carries, the position will be removed from the bylaws in Article VI, Section 1 Standing Committees and be outlined Section VII, Section 5: Contests as follows:

JEA's contest chair will be appointed by and directly responsible to the executive director with the approval of the president. The contest chair will oversee the National Student Media Contests, the Junior High/Middle School National Media Contest and the National Journalism Quiz Bowl. The contest chair may appoint coordinators to assist with these duties with the approval of the executive director. The chair will serve without term limits and may be removed from the position for cause by the executive director. The chair may step down at any time with a written letter of resignation and transition plan for future contests.

Specific rationale for making the change include the following:

- The contest chair now also oversees the National Quiz Bowl, which takes place at both conventions, and the Junior High/Middle School National Media Contest, which runs in the spring.
- A complete list of the duties of the committee guidelines and responsibilities can be found [here](#). The chair is responsible for those duties as listed, but also is responsible for ensuring the roles of the other coordinators are filled with qualified and capable JEA members and that their responsibilities are met during the year.
- Because the offerings and participation has expanded greatly, the chair has taken on most of the role the local committee had in the past. This includes establishing regular lead judges for each contest and securing critics for online submission contests as well as most of the on-site judges at each convention.
- The contest chair now serves as an extension of the JEA headquarters staff in the contest management, scheduling and communications with JEA members due to the sheer volume of work required in advance of and at the convention.
- It could be a conflict of interest to have the appointing body also be a participant in the contests (NSMC, Quiz Bowl, Jr. High/Middle School). The president, being a current adviser, could/should have students participate. The executive director will never be in that situation.
- It is important to the seamless operation of the contests from year to year that the chair be a more permanent position in the JEA structure and someone who can work to carry out these responsibilities directly with the executive director and headquarters staff.
- It's the integral knowledge of the FileMaker database as well as the custom-built contest system developed at HQ that really makes it important that the executive director makes the decision about who is working with that system and the HQ staff in order to guarantee that person has the necessary skill set.

- The contests are a vital, revenue-generating member service, rather than a JEA initiative or program; therefore, it is logical that the contest chair position to be changed to a JEA headquarters staff position filled by the executive director.

## **Standards for Journalism Educators**

September 2019

Current standards: <http://jea.org/wp/home/for-educators/standards/>

Secondary school journalism teachers must have a broad range of knowledge and performance abilities. Although their courses are frequently found in a school's English department, their teaching responsibilities go beyond what most English or language arts curriculum requires. Therefore, these standards reflect a need to be skilled in teaching researching and reporting, writing, listening, speaking, leadership, cooperative processes, press law and ethics, fiscal responsibility, and multimedia design and production. To best teach verbal and visual storytelling relevant to a 21st-century audience, teachers must integrate story design into the curriculum. The mastery of these skills helps teachers prepare their students to become knowledgeable media producers and consumers essential to our democracy.

Professional journalism educators demonstrate expertise in content, engage students and reflect on their practices. Exemplary journalism educators understand content, development and differentiation. These outstanding teachers communicate, manage, motivate, plan, evaluate and employ the best instructional strategies. Finally, superior journalism educators seek professional growth by actively reflecting on their practices individually and in professional learning communities while also acquiring new skills and staying informed about emerging technologies.

### **Standard #1A – Knowledge of Curriculum and Content/Classroom**

**Knowledge** – Journalism teachers understand:

- Key principles of journalism curriculum development, instruction and assessment
- A variety of curriculum models to help frame journalism as a unique discipline and profession
- A variety of effective instructional strategies to help students become active scholastic journalists
- The law of the student press in their state, including First Amendment-related rights and responsibilities, state and local laws and regulations, copyright and fair use and privacy.
- Professional and student journalistic codes of ethics and how they apply to the special circumstances a student journalist faces
- The history and evolution of media as well as functions, limitations and influences of media in society, including factors affecting shifts in public perception and access to information and the value of news as a neutral source of truth for today's media consumers
- The writing process as it relates to journalism to include brainstorming, questioning, reporting, gathering and synthesizing information, editing, and evaluating the final multimedia product

- A variety of forms and techniques of journalistic writing, including news, features, opinion and their appropriate style
- Importance of matching language use, angle and style with intended audience
- Value and skills needed to package and market multimedia products effectively using various forms of journalistic design with a range of visual, auditory and interactive methods
- The importance of data journalism, from investigative research to analysis and presentation
- Value of audio, video and still photography to tell stories in compelling ways

### **Performance – Journalism teachers:**

- Select appropriate and diverse teaching materials in print and digital formats for classroom use
- Design a journalism curriculum that is student-centered and reflects students as continuous learners
- Construct lesson plans that cover the full range of journalistic storytelling and multiplatform delivery
- Utilize appropriate professional and scholastic media legal and ethical policies and practices
- Ensure students understand media's role in a democracy and their part in its preservation

### **Standard #1B – Knowledge of Curriculum and Content/Student Media**

#### **Knowledge – Journalism teachers and student media advisers understand:**

- Key principles of journalism and mass media as they function in a product-based curricula
- Course organization so process is more important than the product, thus allowing for continuous student learning
- The value of technology for producing and disseminating multimedia content
- Law and ethics as they relate to scholastic media and their importance in practice;
- The role of leadership training, fiscal responsibility, conflict resolution and time management in student media production
- The importance of effective information design for all distribution platforms, including social media, coding and emerging media, with emphasis on differentiation by platform and time frame
- How to find, evaluate and present credible and reliable data

## **Performance** – Journalism teachers and scholastic media advisers:

- Use technology (including computers, mobile devices, cameras, internet, etc.) as teaching and production tools
- Use text, graphics, photography, audio, video, social media as appropriate to emphasize the range of storytelling possibilities
- Encourage creative approaches to information design and packaging for student media
- Show positive professional examples which include proper sourcing and transparency and contrast those with poorly sourced journalism to help students understand the difference and identify whether media sources are credible
- Construct and utilize financial guidelines for scholastic media relating to subscriptions, advertising, activity funds and fundraising with students as decision-makers
- Construct and utilize staff organizational models that emphasize responsibility, risk-taking, problem-solving under student leadership
- Construct and utilize production schedules that encourage scholastic journalists to mirror practices of professional journalists, including the accountability and structure of a rigorous deadline system
- Ensure students understand their roles as curators of content in school-based media, and their rights and responsibilities as journalists

## **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
- The influence of students' diverse backgrounds, attitude, interests and expectations on their communication skills
- Methods for selecting case studies and examples about media to help students understand the importance of sourcing that reflects diverse perspectives and rigorous verification of information
- 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

### **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 and media literacy 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

#### **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
- Recruit and develop a diverse student staff and use awareness of diversity to enhance understanding of journalistic media
- Use a variety of materials including publications, emerging media, software, equipment 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
- Use a variety of assessment strategies including rubrics, portfolios and projects, differentiating presentation, schedule and setting as needed so all students can successfully participate and be assessed

### **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, to help students articulate their ideas and thinking processes, to promote risk-taking and problem-solving, to facilitate recall of information, to develop critical thinking skills, to stimulate curiosity and to help students question on their own
- Value of conferences as a strategy for working 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

### **Performance – Journalism teachers:**

- Create classrooms that encourage active participation in learning communities
- Promote students' appreciation and understanding of audience and the ways to communicate with 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
- Invite and reward positive risk-taking through experimentation
- Encourage students to consider journalism or mass media as a career possibility

### **Standard #5 – Assessment**

#### **Knowledge – Journalism teachers understand:**

- Multiple assessment strategies for reading, writing, speaking, listening, viewing, designing and producing
- Appropriate times to use each type of assessment
- Ways to use information from assessments to promote student learning
- Interpretation of various data assessing the learners' skills and abilities
- Ways to convey those interpretations to students, parents, administrators and community stakeholders

#### **Performance – Journalism teachers:**

- Respond effectively and constructively on an ongoing basis to students' work
- Recognize students' production and publication errors as a means of making curricular choices for individual and group instruction

- Design a variety of assessment tools such as selected and constructed response items, portfolios, objective quizzes and tests, rubrics, projects, publications and guided reflection
- Use assessment results to shape or revise instructional design and/or strategies
- Interpret and report assessment methods and results to students, administrators, parents and the public
- Use the requirements of state and national evaluation tools to make informed curricular choices and instructional strategies as appropriate to journalism
- Guide students in learning to assess their own growth through creation of career portfolios of their work, publications, photography, digital media

## **Standard #6 – Professional Development**

### **Knowledge** – Journalism teachers understand:

- The value of professional organizations/associations, conferences, certification and licensure, advanced coursework, internships and other professional opportunities in the journalism field to enhance professional growth
- A variety of ways to evaluate reflectively their own practice and continue their own learning
- The importance of teacher collaboration and cross-disciplinary cooperation
- The purposes of and ways to generate classroom research
- The value of enthusiasm in a dynamic journalism/media program

### **Performance** – Journalism teachers:

- Attend conferences, workshops, graduate education classes, and other professional development opportunities in the journalism field
- Study professional media and research relevant to journalism instruction on a regular basis and conduct classroom research to improve their practice
- Participate in continual personal and collegial reflection on practice
- Use a variety of ways to monitor the effects of their practices on students, parents, colleagues and community professionals
- Collaborate with colleagues in journalism and other disciplines for curriculum development and research
- Investigate their own biases and seek to resolve problems that stem from areas of conflict
- Model effective audio and visual storytelling, writing, designing and effective journalism/multimedia skills and uses
- Create opportunities for professional/scholastic association critiques of programs/publications

- Seek professional licensure, certification and/or an advanced degree in a relevant media-focused field

Standards for Indiana Journalism Educators, State of Michigan Professional Standards for the Preparation of Teachers of Journalism, and the Journalism Standards Grades 6-12 from the State of Kansas were the basis for many of these national standards.

*Initially provided by the Journalism Education Association and Scholastic Journalism Division of the Association for Education in Journalism and Mass Communication. Updated for JEA members by Logan Aimone, MJE, Marina Hendricks, MJE, Michael Hernandez, Sarah Nichols, MJE, Justin Raisner (September 2019).*

## **Motion to change membership categories in JEA bylaws**

submitted by Val Kibler, MJE

In our current bylaws, Section 1d(2), it reads that departments of journalism in secondary schools ... can be institutional members. Advisers in some schools have interpreted this to mean that one membership is good for all advisers in a school department, when the intent of this section was to provide access to our association for those outside the scholastic journalism education space. If we eliminate the words "secondary schools" in 1d(2), then we preserve the original intent of an institutional membership by allowing Section a to define teacher/adviser members.

### *Section 1: Eligibility*

*JEA shall have both individual (teacher/adviser, associate, college student) and organizational (institutional and affiliate) memberships.*

*a. Teacher/adviser members shall be (1) media advisers and educators of public, private and parochial schools, community colleges, schools or departments of journalism in universities or teachers' colleges; (2) emeritus teachers/advisers unless their primary employment involves sales and services to schools; (3) lifetime members; (4) the director or officer on record for affiliated state, regional or national scholastic press associations or student collegiate chapters.*

*b. Associate members shall be professionals involved in scholastic journalism not otherwise defined in this section.*

*c. College student members shall be majoring or minoring in journalism, education or related fields.*

*d. Institutional members shall be (1) all public and private libraries; (2) departments of journalism in secondary schools, colleges and universities; (3) commercial press associations, book, yearbook, magazine or newspaper publishers; (4) all firms, organizations and agencies engaged in the development or sales of software, graphic arts, advertising or media production; (5) other professional media; (6) educational or philanthropic foundations.*

*e. Affiliate members shall be state, regional or national scholastic press or adviser associations or student collegiate chapters.*

I move to remove the words "secondary schools" from Section 1d(2) of the JEA Bylaws.