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Writing & Editing

Dr. R.J. Morgan, MJE
University of Mississippi
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- Journalistic Writing
- The Writing Process
- Editing
- Design
- Coaching Writers & Editors
As defined by JEA standards

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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...
Hard News

As student homelessness is on the rise, government and nonprofit organizations have taken steps to help families with children to get back on their feet. story and photography mna mullins | infographic mary barone

NOWHERE TO TURN

As student homelessness is on the rise, government and nonprofit organizations have taken steps to help families with children to get back on their feet. story and photography mna mullins | infographic mary barone

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xcited from their apartments, they had nowhere to go and no form of transportation. With no family members to take them in and no one to turn to, a single mom and her two young daughters found themselves homeless. Homelessness can be an extremely traumatic experience. Grace*, a Lakota student, found herself in this scary situation. She and her sister represent two of the 1,354 students in Butler County that were identified as homeless during the 2018-2019 school year, according to the Department of Education. “This isn’t just about not having a home to worry about being safe and having enough food,” Grace said. “It’s about being scared of your own family. You had no idea you would have to go through this and be friends with me anymore.” Homelessness doesn’t always look like the person on the side of the street with a cardboard sign. It can be a family living out of their car, doubling up in another family’s home, living in a hotel, or possibly a single mom hoping to find a job for herself and her children in a local shelter. With all of these possibilities, it can be difficult for school officials to recognize students as homeless.

“Students should be identified as homeless, for a number of reasons,” Barbara Duffield, Executive Director of Schoolhouse Connection, told Spark. “One reason is because children and youth who are homeless [with] their families are afraid to tell people about their situation. They don’t necessarily look homeless, so there aren’t obvious signs. You have to have school staff that are trained, know what to look for, and know how to ask the right questions. Part of it is just the invisibility of homelessness.” The US Department of Education’s EDData Initiative Data indicates most states are seeing the number of homeless students rise every year. This phenomenon is true nationally as well, with the number of identified students rising to 3,904,854 during the 2017-2018 school year. According to Jan Moore, the Assistant Director of the National Center for Homeless Education (NCHIE), this increase is due to better identification by the school district, but some students are still going undetected.

“More people understand what the law provides and requires, and school districts are better at identifying homeless students,” Moore told Spark. “Parents and students are now more aware of (their) rights and may be more likely to self-identify. Although we know even though the numbers are rising, we’re not identifying every student who’s experiencing homelessness.” There’s still a lot of stigma, particularly with youth, around homelessness.” According to the McKinney-Vento Act, a federal law which ensures that homeless children have equal access to the same high-quality educational opportunities at non-homeless children and youth, school districts are responsible for appointing a local liaison. This liaison is responsible for ensuring district families are aware of who it covers and that it provides nutritional programs, educational services, and ensures district-provided transportation services to the students’ school of origin. Local liaisons are tasked with the responsibility of identifying homeless students and providing both academic and non-academic support. This requires them to be knowledgeable of both state and local social service agencies and community resources that provide aid to homeless students and their families.

“There is a liaison in every school district and a state coordinator at every State Department of Education, who’s required to the law,” Moore told Spark. “We work really closely with those folks to ensure that they understand what the school district and the state department needs to be doing, and provide best practices for them.” There is a misunderstanding by the general population around what causes homelessness. According to Moore, many people associate McKinney-Vento eligibility and homelessness with someone who is mentally ill, has substance abuse problems, or just doesn’t want to work. This stigma leads some who need help McKinney-Vento provides to not take advantage of the programs available.

“Families and a lot of youth living on their own just don’t want to be messuropized,” Moore said. “They feel like other people will know about the designation as McKinney-Vento eligible, and they don’t want to let anyone know about their living situation.” When a student is identified as being homeless, the family is assigned to a School Success Liaison who helps them to get the benefits they receive through the McKinney-Vento Act. According to State Homeless Education Coordinator Susan C. Weyland, the McKinney-Vento Act exists to stigmatize students, but to promote stability in aspects that affect education.

“The minimum requirement of implementation, when a family is determined to be eligible, is that they automatically get nutrition services, which means they don’t have to fill out an income form in order to get free breakfast and free lunch,” Weyland said. “They automatically are eligible for any kind of educational support through the Title I program, and that is regardless of whether they’re academically in need.” According to Carl Wynn, supervisor of the Success Program at the Butler County Educational Services, success liaisons help families to find stable housing, but also make sure that they are getting food and clothing. They look at all kinds of needs, not just the obvious housing issue.

“Unfortunately, it still exists,” Duffield said. “We need to have a constant source of support that doesn’t change.” - Director of Schoolhouse Connection

Barbara Duffield

“Homeless students need stability in their lives. They need to have a constant source of support that doesn’t change.” - Director of Schoolhouse Connection

Barbara Duffield

When families stay at the churches that partner with Family Promise they are given toiletries and sometimes hand-written letters or gifts like blankets.

With every bed and mattress donated New Life Furniture Bank also gives a set of linens.

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Features

Unheard and underserved

Mental Health

Our hidden issue

Saving a life

For years, I’ve been tormented by guilt. I’ve that thing in the back of my mind that I feel is holding me back. It’s a feeling of shame and self-doubt. I’ve struggled with depression and anxiety for as long as I can remember. I’ve tried everything from medication to therapy, but nothing seems to help. I feel like I’m stuck in a place where I can’t escape.

But then, one day, I met a girl. She was different. She was kind and understanding. She listened to me and offered words of encouragement. I started to open up to her, sharing my feelings and thoughts.

One day, she took me to a local mental health clinic. I was scared and nervous, but she was there with me, holding my hand. We sat together in the waiting room, waiting for our names to be called.

When we finally got to see the therapist, she was gentle and understanding. She asked me about my feelings and helped me understand my mindset. She encouraged me to keep trying, that there was hope.

I started seeing the therapist regularly, and slowly, I began to feel better. I started to look forward to our sessions, and I felt more comfortable and understood.

I’m still working on my journey, and I know that I still have a long way to go. But I’m learning to accept that it’s okay to ask for help, and I’m grateful for the support I’ve received.

The therapist helped me realize that my feelings were not something to be ashamed of, but something that needed to be addressed. She taught me coping mechanisms and techniques to help manage my depression and anxiety.

I’ve learned that it’s okay to feel down, and that it’s okay to ask for help when you need it. I’ve learned that I’m not alone, and that there are others who have been through similar experiences.

I’m grateful for the moments of light that have shone through the darkness, and I’m determined to keep moving forward. I know that it won’t be easy, but I’m willing to fight for my happiness. I’m learning to take small steps, and I’m proud of the progress I’ve made so far.

So yes, I have depression, but I’m also learning to embrace it. I’m learning to be kinder to myself, and I’m learning to love myself. I’m grateful for the support and love that I’ve received, and I’m determined to keep moving forward.

Our hidden issue

Two anonymous students share their perspectives on how they have dealt with mental issues during their time here at university.

Our hidden issue

L masturbated. I felt this urge to do it, and I knew it was wrong. I tried to resist, but I couldn’t control myself. I felt guilty and ashamed.

But after all the therapy, I felt like I was better. I felt like I was back in control. I knew that I could handle myself now, and I felt proud of myself.

The therapist helped me realize that there was nothing wrong with me. She helped me understand my feelings and taught me coping mechanisms.

I’m still working on my journey, but I’m grateful for the support and love that I’ve received. I’m learning to be kinder to myself, and I’m learning to love myself. I’m grateful for the moments of light that have shone through the darkness, and I’m determined to keep moving forward.

So yes, I have depression, but I’m also learning to embrace it. I’m learning to be kinder to myself, and I’m learning to love myself. I’m grateful for the support and love that I’ve received, and I’m determined to keep moving forward.
CrossFit helps teen girls gain confidence

Kamryn Harty


Flash-forward two years and senior Amelia Kushnir says that four years ago, she never would have imagined she could be where she is now – both physically and mentally.

"A lot of my role models in eighth grade were models on the Internet and people who were really skinny," Kushnir said. "I lowkey had an eating disorder, and I really wanted to be skinny.

After quitting soccer when she was 13, Kushnir struggled with depression and her body image. A 2013 study published by the National Center for Biotechnology Information by Dr. Dana Voelker of West Virginia University found that "adolescent girls face considerable risk for the development of clinical eating disorders due to intense body dissatisfaction and pressure from peers to 'look' a particular way." Like many girls her age, Kushnir was not immune to these societal pressures.

To help exert her energy in a positive outlet, Kushnir’s father, Steven Kushnir, signed her up for CrossFit, a gym that integrates strength training with cardio and elements of gymnastics.

"My dad was like, 'You need to exercise. You can either be sad or you can come to a CrossFit class with me at 5:30 a.m.,' " Kushnir said.

Kushnir opted for the latter of this ultimatum, and it changed her life.

Steven Kushnir, who had been doing CrossFit for more than five years, says it’s been "fun" watching Amelia grow and learn from the sport.

"She would wake up at 4:50 or 4:45 a.m. and come with me to the 5:30 a.m. class, including on days she had no school," he said. "But she
Alternative Storytelling

Homecoming still plays out after a reschedule
day. David Gomes (12) and Alix Ross
fell onto the court during homecoming.
Saddleridge Fire
The game was scheduled to 
come against the game.
A day full of events came 
together Oct. 18 to celebrate homecoming
PEP-RALLY: Football team enters, Step and cheer performs and court is revealed
PARADE: Clubs, class steers and, homecoming court circle the track
VARIS CERS: Dance guard, step, hip-hop and marching band perform. Senior court winners are announced
The Writing Process

- brainstorming
- assignment selection
- developing questions
- interviewing
- drafting and self-revision
- editing & fact checking
- story pitching
- researching
- information gathering
- selecting an angle
- getting input on revision
- evaluating a final product

Show what you know about each of these process steps.

Give examples of how you do or would do...
The Writing Process

- Writing multiple drafts
  - methods for self & peer revision
  - policies & procedures for story submission in various states of completion

- Editing & fact checking
  - sources – primary, secondary
  - procedures & policies for fact/quote checking

- Evaluation methods → quality of writing & accuracy of information reported
  - 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...
Editing

- 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...
Design

- 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...
“THE GOAL WAS TO WIN LEAGUE, IT DIDN’T HAPPEN, BUT IT WAS STILL FUN TO CHEER FOR OUR TEAM AND MAKE THE EFFORT TOGETHER.”

WITH A CHANGE COMES GROWTH. BOTH THE JV AND VARSITY POLO TEAMS ADAPTED TO THAT CHANGE WITH NEW COACH BRIAN SHARAV AS THEY Faced A PLURITY OF CHALLENGES ALONG THE WAY.

"WE WERE AN AGGRESSIVE TEAM AND HAVING A NEW COACH TAUGHT US HOW TO BE THAT AGGRESSIVE IN A POSITIVE WAY TO WIN GAMES," SENIOR JEREMY FERSTNICK SAID. "THE DIFFERENCE I NOTICED FROM LAST YEAR WAS THE WAY HE TRAINED US. THE BIGGEST CHALLENGE FOR THE TEAM WAS NOT HAVING ENOUGH PEOPLE MOTIVATED TO BECOME BETTER AND OUR OVERALL LACK OF COMMUNICATION IN THE POOL.

THROUGH TOUGH AND FOCUSED PRACTICES, THE TEAM RISED TO THE CHALLENGE IN COMPETITION.

"COACH WAS THERE TO EXPLAIN WHAT WAS GOING ON AND WHY THINGS HAPPENED THE WAY THEY DID. WE WOULD PRACTICE AND CONDITION FOR HOURS WITH ADULTS TO PRACTICE BEING AGGRESSIVE. THE ADULTS ALLOWED US TO PLAY THE GAME AT THE PACE IT’S SUPPOSED TO BE PLAYED," FERSTNICK SAID.

"WE DID FINISH, BUT WE COULDN’T HAVE IMPROVED OUR SKILLS TOWARDS THE GOAL AND COMMUNICATION COULD HAVE BEEN BETTER," SENIOR KARAN VELOSIO SAID. "WE IMPROVED BY JUST PRACTICING MORE AND PLAYING SCRAMBLES AND DOING JUMP-X, PASSING DRILLS. AT FIRST WE DIDN’T SEE THE RESULTS TRANSFER TO THE GAME, BUT EVENTUALLY WE SAW IMPROVEMENT AS A TEAM."

NEW COACH JOINS THE WATER POLO PROGRAM

STORY BY: JOE DIAMANDIS


e it’s about LEADERSHIP

VETERAN PLAYERS BUILD A CULTURE OF MENTORSHIP

"WE LOOK UP TO THE OLDER POLO PLAYERS. BECAUSE WE RESPECT THEIR TEACHING AND FOR WHAT THEY DO. THE TEACHING AND HELP THEM TO IMPROVE THIS GAME," ROBINSON SAID. "WE HAVE A LITTLE PHOTO ALBUM..."
Coaching Writers & Editors

- 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...
Getting answers

- https://www.schooljournalism.org
- http://www.poynter.org/
- https://curriculum.jea.org/wp/writing/
- visit the JEA Bookstore (www.jea.org)
- Best of the High School Press (NSPA)
- and, of course, the JEA listserv
Getting answers (continued)

- Contact me: morgan@go.olemiss.edu
- Committee Chair Amy Sorrell: certification@jea.org
- See more Get Certified presentations online at http://jea.org/wp/certification/get-certified-presentations/