



Mentoring Matters

JOURNALISM EDUCATION ASSOCIATION www.jea.org

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Mentee Rachel Rauch and her students from Homestead High School in Mequon, Wis., celebrate their Best of Show award at their first convention in San Diego last spring. “My mentor gave me that extra push to attend a national convention, and it was definitely worth it. The students talk about it all the time as a highlight of their four years. It energizes the students who then share their experience with our staff, and I get to network and learn what I need to help our program evolve. I probably would have waited years to attend, and I’m so glad my mentor kept reminding me of the value of attending because the atmosphere is electric.”
Submitted photo

FIRST CONVENTION: MENTORS HELP MENTEES NAVIGATE THE EXPERIENCE

by Linda Barrington, MJE

Having attended three conventions as a student, adviser Liz Henderson said she loved every minute of them.

“I have a photo on my desk of Liz and her wonderful high school journalism buddies at a San Francisco convention at about the turn of the century,” Patty Turley said. She is now Henderson’s mentor. “It’s great when things come full-circle.”

Henderson is now teaching yearbook back at Junction City High School, her alma mater.

“Attending as an adviser and attending as a student are completely different and require completely different things,” Henderson said. “My mentor helped me come up with the ‘tools’ I needed to make it happen.”

Her first convention was at Boston and she is attending this year’s Washington, D.C., convention with a dozen students. [On Saturday at 9 a.m. she will be a mentee panelist at “Help for New Advisers” in Tyler at Mezzanine level.]

“Patty was a huge influence in me getting my kids into competitions,” Hen-

“ATTENDING THAT FIRST CONVENTION CAN BE A SOMEWHAT LONELY EXPERIENCE FOR A NEW ADVISER WHO ARRIVES AT THE CONVENTION (EVEN WITH STUDENTS) NOT KNOWING ANYONE.”

PEGGY GREGORY, CJE,
ARIZONA MENTOR

derson said. “She also helps as I try to organize the sessions my kids attend and figure out how to maximize our learning over the short period of time. She is so knowledgeable that she can help us understand our weaknesses and see how the convention can help us improve in certain areas. Being new to the yearbook world (or newly returned) I don’t always

see the possibilities or know all of the cool things that are out there. She can point those out and show us opportunities for growth, that we weren’t even aware of.”

A former mentee of Turley, Josh Smalley, now teaches in Kazakhstan. [See story on p. 4-6.]

“I took my team in Oregon to the Portland convention a few years back,” Smalley said. “It proved to be invaluable to our program.” He is taking 14 students to the Washington, D.C., convention.

“I am excited about what this might imply for the growth in our program. My knowledge base and experience can only take us so far. We need more resources and training,” Smalley said.

The team he’s taking to this convention includes several who are considering journalism as a career path.

“They are itching to collaborate and network with students and journalism professionals in the United States. When they return they will hold weekend training sessions for those who didn’t attend,” Smalley said. ■■

MENTEES CITE ASNE REYNOLDS INSTITUTES' IMPACT ON THEIR WORK

The six current mentees shown below and dozens of other mentees over the past years have praised the ASNE Reynolds Institutes for their contribution to their readiness to teach journalism.

"Teachers leave the Institutes with practical journalism skills and educational techniques to bring back to their classrooms,"

said Le Anne Wiseman, director of ASNE's Youth Journalism Initiative. "These skills and techniques are critical, as many teachers have no journalism training when tapped to lead media organizations at their schools."

Applications for 2015 will be available in November 2014.



JANE BREWER

Fort Atkinson High School, Fort Atkinson, Wisconsin

Mentor: Dave Wallner

Site: UNIVERSITY OF MISSOURI

Why I went: I got an email about it.

Highlight: Everything! I learned so much and really loved the Mizzou

campus.

Recommendation: It was the best professional development I've ever been to. Meeting and connecting with other advisers was the best.

Instructors: Jim Streisel and Sue Skalicky were my favorites but all the instructors were good.

What I'm using: We purchased the SNO website and are up and running online!



KRISTEN DIGIORGIO

Bradley-Bourbonnais Community High School, Bradley, Illinois

Mentor: Stan Zoller

Site: UNIVERSITY OF MISSOURI

Advisers at KEMPA

Why I went: Someone at KEMPA Winter Seminar urged me to

apply.

Highlight: Building a community of support and networking with fantastic advisers

Recommendation: This was by far the best professional experience I have ever had. This goes beyond anything you do during your undergrad or even Masters programs.

Instructors: Jim Streisel, 2014 journalism teacher of the year, was phenomenal. His analogies really hit home.

What I'm using: We built our own curricula in the final week. But also, using some guided formats on how to write well and demonstrating some products for students to see is really helpful because they do learn through modeling.



KRISTIN PINCKARD

Mountain Pointe High School, Phoenix, Arizona

Mentor: Carmen Wendt

Site: ARIZONA STATE UNIVERSITY

Why I went: A former co-worker who previously attended suggested that I apply.

Highlight: The bonds we formed. We learned so much, so quickly within a group of talented, passionate people.

Recommendation: Anyone who is interested in being a better journalism instructor would benefit from this.

Instructors: Steve Elliott is fantastic. He is an engaging instructor with so much to teach.

What I'm using: I used the reporting simulation with all of my students and administration played the roles for us. It was a great way for the kids to practice and for our leadership to see what we do. I also have more structured classes because of the lessons we built and offered by JEA.



CORIE SHIELDS

Classical Academy, Escondido, California

Mentor: Connie Krislock

Site: ARIZONA STATE UNIVERSITY

Why I went: Advisers who have attended encouraged me to apply.

Highlight: Hearing from the many professionals in the field.

Recommendation: Without any formal journalism training/education, Reynolds is an absolute must for advisers who understand the seriousness of their role as a journalism educator and who care about the quality of the publications their students produce.

Instructors: I loved Ken Paulson and his lecture on the First Amendment. It was powerful and thorough. I also loved Kristin Gligler on "How to Manage Your Boss" - which is really about managing ourselves.

What I'm using: We've launched an online news site and I've used much of the education from Reynolds in helping my staff create this.



BOBBY OLIVER

San Pasqual High School, Escondido, California

Mentor: Connie Krislock

Site: ARIZONA STATE UNIVERSITY

Why I went: I heard about it from a past attendee.

Highlight: The connections made with other mentors, the fun we had, and the resources (lessons) we walked away with.

Recommendation: It has made me a better journalist and teacher

Instructors: Steve [Elliott] and Alan [Weintraut] were both great because they brought incredible knowledge to the table in a humorous and enjoyable way.

What I'm using: I am using some of the presentations given at the Institute in my classes.



EMILY WILLIS

Tigard High School, Tigard, Oregon

Mentor: Bill Flechtner

Site: KENT STATE UNIVERSITY

Why I went: I heard about it from Northwest Scholastic Press and my mentor, who really encouraged me to apply.

Highlight: Building a community that I can continue to reach out to for ideas, collaboration and concerns. Also hands-on lesson ideas and organizational tools were beneficial and fun.

Recommendation: It built a community of resources for you and it put you in the shoes of students.

Instructors: Sarah Nichols and Mark Newton gave the most applicable teaching and organization lessons. They shared their clear love and enthusiasm for this type of education.

What I'm using: I have used Mark Newton's organization system and some of the team building activities that Sarah Nichols presented.



Nancy Olson (Vermont), Phyllis Cooper (North Carolina), Mike Riley (Wyoming), Sue Farlow (North Carolina), Carol Eanes (North Carolina), and Stan Zoller (Illinois) gather outside the Westin Las Vegas during a break in their training schedule last July.



Problem-solving approaches to helping mentees are included in the mentor training. Nancy Olson thinks back to her own experiences for possible solutions. To learn more about each of the new mentors, see this posting at the JEA Mentoring website: <http://jeamentoring.org/2014/08/30/meet-the-new-jea-mentors-2014/>



NEW MENTOR TRAINING BENEFITS FROM MOVE TO ADVISERS INSTITUTE

by Linda Barrington, MJE

Serendipity. That may be the best way to describe the many ways that this summer's mentor training was better than ever.

Much of that had to do with its new location in Las Vegas at the JEA Summer Advisers Institute. The change provided more time for the new mentor training, which had recently been condensed into a day and a half and regularly failed to allow for completion of the presentations and activities.

Even with more time, the six new mentors (pictured and listed above) were consumed with training for eight hours a day.

"The training was very intense," new mentor Sue Farlow said. Next year another half day will be added to give mentors the opportunity to spend time with those at the Adviser Institute sessions.

The Adviser Institute setting also provided an opportunity for new mentors to benefit from the expertise of JEA leaders and perhaps find potential mentees who may be in attendance.

Because Megan Fromm, JEA professional support director, was at the Institute, she was able to lead a mentor session on Student Press Rights — explaining the most current interpretations and applications of the law that mentors will need as they advise their mentees.

Similarly, Sarah Nichols, JEA vice-president, spent an hour explaining the new JEA curriculum and how to use and access it, so mentors can help their mentees find the resources they need.

"I realized that I would have been so much better at advising and working with my students if I had had a



Mike Riley and Sue Farlow sort examples of support and assessment strategies during mentor training. The conceptual framework for differentiated mentoring in their booklet guides their choices for behaviors that provide growing autonomy to the new teacher. Photos by Linda Barrington

mentor," new mentor Carol Eanes said. "I hope to make life easier for my mentees."

Doing that may not be as easy as it sounds.

"The biggest challenge is getting a handle as to why my mentee's principal wants to prior review everything until the program 'gets credibility,'" new mentor Stan Zoller said.

That's when the mentors' years of experience, expertise and training will be most helpful. ■

FORMER OREGON MENTEE FINDS DELIGHT, CHALLENGES IN KAZAKHSTAN

by Linda Barrington, MJE

Oregon mentor Patty Turley was dismayed by the news that one of her most promising mentees, Josh Smalley, was leaving his journalism program and moving abroad. Mentors are committed to helping their mentees stay in the profession. She had encouraged him to attend the ASNE Reynolds Institute and the experience in Missouri was great for him.



ABOUT JOSH

Former mentee Josh Smalley teaches journalism at Almaty International School in Kazakhstan where 3K-12 students mix.

“He came back on fire, saying that it was the best professional development program he had ever attended,” Turley said. “His students had responded to his excitement over the possibilities in scholastic journalism.” How could he possibly leave all that behind?

He didn’t.

Smalley’s students are still responding to his excitement about journalism. But they’re not in Oregon; they’re in Kazakhstan.

“My wife and I always knew that we would love traveling and

working abroad,” Smalley said. Both teachers, they decided to take a year off to find overseas opportunities. They applied to Quality Schools International.

“Information regarding the school [in Kazakhstan] and the majestic mountains to the south of the city of Almaty were the selling points,” Smalley said.

They were not disappointed. “It’s been two amazing years,” Smalley said. “As with any international post, there are ups and downs [that seem] exaggerated overseas at times. The students are brilliant and beautiful; the culture is fascinating.”

Before arriving at Almaty International School, Smalley knew that he would be doing the yearbook and starting newspaper. The yearbook was just a picture book and the program functioned in survival mode with volunteers. Just two students were signed up. He now has 20 students in yearbook and 15 in newspaper. With a high school of about 200 students, those are great numbers. But other obstacles were challenging.

Finding business sponsorships in the community requires “extensive time (sometimes, several months) explaining yearbooks to people,” Smalley said. “It’s as if we are undertaking a new process with every person we meet, trying to convince people our ‘new’ invention is valuable and worthy of their



The Tien Shan mountain range is an excellent destination for skating at Medeu (the highest elevation skating rink in the world) and skiing at both Shymbulak and Akbulak ski resorts during the winter months. In the summer, there’s endless exploration all the way south into Kyrgyzstan. Photo by Josh Smalley

“MY FORMER MENTOR, PATTY TURLEY, HAS HELPED ME MOVE FROM DOUBTING MY ABILITIES TO EXUDING THE GREATEST CONFIDENCE AND GROWING NEW PROGRAMS IN A COUNTRY WHERE JOURNALISM, AT ITS FINEST, IS STILL JUVENILE IN CONCEPT AND PRACTICE.”

JOSH SMALLEY, JOURNALISM TEACHER IN ALMATY, KAZAKHSTAN

money/time/efforts/investments.”

With such challenges, every bit of help is appreciated. “Patty has continued to provide support and immediate feedback. Having been trained by her and having attended the Reynolds Journalism Institute, I can say that I felt well equipped for the job,” Smalley said.

Nevertheless, he often feels he is re-inventing the wheel which affects nearly everything they do.

“We don’t have a program that automates indexing, or an official school photographer or shipping companies who deliver the books, or tech support for our software, etc.,” Smalley said. For example, they have to hire a freelance photographer for the school.

Students have technical challenges as well. “Nearly every company here works with Corel Draw in Russian (we use InDesign in English) and has very specific printing specifications (in millimeters of course), making this a chore,” Smalley said. “This is exacerbated, naturally, by the fact that I cannot speak Russian and my students often do not possess the level of technical Russian necessary to navigate such complex conversations regarding printing and contractual specs.”

Smalley is not a complainer. He is quick to emphasize that these challenges can be strengths, depending on how he handles them.

“The degree of learning and growth that can happen when students have to undergo complex processes from scratch, processes that would normally be automated or done on their behalf in the states, is truly a boon to their learning experiences and subsequent growth. Sometimes, after the groans and complaints have subsided, I wouldn’t have it any other way and I count these struggles as an immense blessing in disguise.”

Journalism laws are another concern.



ABOUT KAZAKHSTAN

The Republic of Kazakhstan in central Asia is the world’s largest landlocked country and the ninth largest country in the world, larger than Western Europe. “Almaty is a modern city that is teeming with energy and excitement,” Josh Smalley said. “The mountains are minutes away with both pristine snow in the winter and vibrant, multitudinous colors in spring.”



Sports editor, Asia Meylink, and life section editor, Linda Samkova, rework their templates while Margarita Mikhaleva, a business team member (at far right), looks back at interview training conducted by adviser Josh Smalley.

Photo by Young Joo Jun

Smalley said he and his students “have worked with local news agencies to get our hands on the laws for review (in Russian, naturally). Most laws are similar to our own in the U.S., save for the inability to report anything negative of the president or his political parties or affiliations.”



Josh Smalley trains photo editor, Young Joo Jun, on the soccer field during the first game of the season. She became the primary photographer for the school and now sells her work. “She’s surpassed my skills at this point,” Smalley said. “She loves to critique my work with a grin.” Photo by Suji Kim

Besides the differences in cultures, Smalley has found that language barriers, lack of some resources and lack of training can cause challenges.

“There are no yearbook company reps coming in to train the students,” Smalley said. Because of so many requirements in the school’s curriculum, they rarely take more than two years in journalism, leaving few if any students to pass on knowledge to the next class of journalism students. They have no local

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“JOSH IS A TRAILBLAZER IN THE VERY BEST SENSE OF THE WORD. HE HAS CURIOSITY ABOUT TECHNOLOGY AND DESIGN AND COMPASSIONATE UNDERSTANDING ABOUT HIS STUDENTS.” PATTY TURLEY, FORMER MENTOR OF JOSH SMALLEY

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over the summer. [Smalley is taking his students to the Washington, D.C., convention. See his comments within the page 1 story about mentees going to convention for the first time.]

“Still, there are things I now cherish more than I did before,” Smalley said. “I revel in seeing student learning. I enjoy being part of the learning process with students. In short, I love



ABOUT PHOTOS

See more of Smalley's photos of Kazakhstan and other places. <http://jismalley.wix.com/travel#!kazakhstan/ctfi>

being a student of students. I love learning from them and learning with them.”

And he is grateful for his mentor's ongoing support.

“To this day, Patty is an invaluable resource and a huge inspiration to me,”

Smalley said. “I know that whatever I pursue in journalism, she's got my back and she's a short email away. She helps me with my memberships, listservs, deadlines on various projects and competitions, finding new resources

for teaching or training, connecting with other advisers, etc. She continues to provide this level of service even though she's no longer 'expected' to do so. I am blessed.” ■

HOW WE'RE ALIKE

- Fads are still fads.
- Cliques are infectious and dangerous (and possibly more pronounced due to language barriers).
- Student motivation is always a challenge.
- Budget shortfalls are ubiquitous as in the states.
- Teachers enjoy seeing students learn.
- We have standardized testing.
- Students want to fit in and belong.
- Curriculum is based on the CCSS.
- MAP testing and data support instruction.
- Everything in our school is done in English.
- Teachers are creative.

HOW KAZAKHSTAN IS DIFFERENT

- Nearly every student targets an ivy-league university.
- Nearly every student is very wealthy (as in personal drivers, body guards, and butlers).
- Nearly every student speaks at least three languages. Four languages would probably be the mean at our school.
- The ethnic variety: 40+ nationalities in our school. In my journalism courses alone, I have the following nationalities: Romanian, Kazakh, Russian, American, South Korean, Latvian, Ukrainian, Czech Republic, and Indian.
- Our students might leave at a moment's notice (due to parents' job changes). They take time to travel quite often, even if this interrupts "school."
- Parental pressure for student success is very high and even unbearable at times.



Editor-in-chief, Elizaveta Mironova, and copy/content editor, Nandani Bhanot, lead a discussion during theme development. It was the 20th anniversary for the school and they decided on the theme — "AIS was built on heroes." They were able to highlight every staff member who had worked at the school since its inception. Photo by Young Joo Jun



This bird's eye view of the Almaty International School (AIS) campus includes students and staff gathered for the 2012 photo. Since then, AIS has grown and added a building to this campus. Photo by Josh Smalley

MENTEES' COMMENTS: THIS IS WHAT HAVING A JEA MENTOR MEANS TO US



Jennifer Young
Roosevelt High School
Honolulu, Hawai'i
“My relationship with Bill Flechtner, JEA Mentor, represents

one inclusive of the full emotional and academic spectrum. He listens and responds to my concerns and questions; celebrates triumphs with me, no matter how trivial; and prods me with encouragement during times when necessary tasks appear insurmountable. From last minute Open House advice, ideas for classroom management, and tactful business suggestions, Bill's expertise is a welcome sigh of relief. With the JEA Mentor program, I am supported not only by Bill, but also the JEA community and JEA Curriculum. This journalistic trio is the backbone of my newfound venture into this field and profession.”



Kaitlin Weidkamp
Woodcreek High School
Roseville, Calif.
“Casey Nichols is my JEA mentor and he has been a blessing. He

has been able to give me insight and perspective when I need it, and sometimes it is just great to have a listening ear that understands what you are going through. Casey has also been great at obtaining resources for me so I am not having to reinvent the wheel every time I want to do something with my yearbook program. Overall, I can't imagine not having him be a part of this learning process. Casey has been invaluable.”



“ Having a mentor is another phenomenal resource that JEA has presented me with. Besides attending the ASNE Reynolds fellowship this summer, having a mentor who contacts me weekly or someone I can call right away in case of a question (which there are plenty of those this year) has been a lifeline. Stan Zoller even contacted me about a controversial story regarding my school and gave advice on ways we could make this story run, safely, ethically and effectively with a first year staff. He has provided me with folders full of resources and even sent me items in the mail. Though I now have an abundance of materials, which is sometimes overwhelming, I'm grateful to have these for instruction, reinforcement, examples and guides. Stan is encouraging me to develop a program in a positive way that will help us develop credibility within our publication.”

Kristen DiGiorgio, CJE, Bradley-Bourbonnais High School, Bradley, Illinois



Emily Willis
Tigard High School
Tigard, Ore.
“My JEA mentor [Bill Flechtner] helps guide my teaching and

classes in a way that both complements my students and me, and moves us out of our comfort zone. He raises questions that I wouldn't think to ask, and gives me information and material I wouldn't think to ask for. The mentor experience is allowing me to be the best adviser for my students.”

Meet JEA mentees at convention

At the “Help for New Advisers” session in Washington, D.C., you can meet mentees to hear firsthand why they value their mentors. Their JEA mentors are retired journalism advisers who are exemplary teachers, ready to work with new or nearly new advisers to help them with resources, technology, instruction, advice, advocacy — whatever it is you need. The beauty of the program is that each mentor tailors his or her form of support to the needs of the mentee. There are no required meetings for the new teacher — no reports, no paperwork, no extra time requirements — just your mentor offering you the support you need, when you need it. Come, hear about it. Join the program. ■

TO DO

- ✓ Attend “Help for New Advisers” ~ Washington, D.C. Saturday, Nov. 8 9 a.m. Tyler, Mezzanine Level

MENTOR | MENTEE CONNECTIONS

CLASSROOM MODELING PROVIDES OPPORTUNITIES FOR MENTORS TO TEACH

by Linda Barrington, MJE

Because the JEA mentors do not teach in their mentees' school, they don't often get the chance to work with their mentees' students or teach a class or workshop. When mentors do have the opportunity to do so, it strengthens the mentor-mentee connection through one of the best kinds of instruction: teaching.

In her first year of teaching yearbook last fall, adviser Tasha Martin at Lamar High School in Lamar, S.C., asked her mentor, Marilyn Chapman, to teach her staff some of the basics.

"I taught a lesson about the importance of having a caption for every photograph and some body copy on every spread," Chapman said. "[Later in the year,] discussed elements of a spread, including a dominant photo and placing captions next to each photo with some space devoted to body copy."

Sometimes a mentee asks the mentor to take over a class or meeting. Colorado mentor Sheila Jones recalled that last year, newspaper adviser Lynn Schwartz left her with the editors-in-chief at George Washington High School in Denver to talk about what criteria they need to meet to get a Pacemaker.

"I shared and discussed links to previous Pacemaker-winning newspapers, so they could share what a Pacemaker newspaper looks like with the staff," Jones said.

When mentor Jo Zimmerman visited Heather Burris's classroom at Buena High School in Ventura, Calif., last year, she taught a lesson on press law.

"Staff members ended the class period by visiting the SPLC [Student Press Law Center] website and working on interactive quizzes," Zimmerman said.

Mentor Dave Wallner in Wisconsin said he has done classroom presentations on writing, publication design and feature story ideas for many of his mentees.

"I also provide on-line assistance and advice to my mentees' students working on difficult stories," Wallner said.



IN THE CLASSROOM

The Ramparts staff of Central Catholic High School in Portland, Ore., discuss how to improve readership for their paper. Mentor Bill Flechtner talked with the staff about what to consider when selecting topics for articles. Photo by adviser Kate Molony

In Iowa, Gary Lindsay has done Introduction to InDesign lessons at schools of two different mentees. He takes his teaching a step further by putting articles and lessons on his web page, <http://journalismguy.wordpress.com>. It serves as a resource to both his mentees and their students.

Sometimes mentors are asked to provide information or teach lessons in an area they're not that familiar with. Illinois mentee Julie Morrissey asked her mentor Carol Smith to teach her yearbook class about how to sell ads, something she had little experience with.

"I went to the new JEA curriculum and the listserv to learn what I could about sales," Smith said. "I also talked to a friend who advised yearbook for many years and to a yearbook representative. All were helpful.

"The meeting went well," Smith said. "The staff paid close attention, asked pertinent questions and divided their sales territories before they left the class. I learned a lot, too. Thanks to friends, fellow advisers and curriculum developers, for their help." ■



“OUR JEA MENTOR, GARY LINDSAY, IS AN EXCELLENT RESOURCE AND INSPIRATION TO THE YOUNG ADVISERS IN IOWA. YOU JUST NEED TO LOOK TO THE JEA RISING STARS FROM IOWA LAST YEAR AND YOU WILL WITNESS GARY'S GUIDANCE. WE ARE LUCKY TO HAVE HIM.”

~ PAUL JENSEN, IOWA HIGH SCHOOL PRESS ASSOCIATION, EXECUTIVE DIRECTOR

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