

# MENTORING MATTERS



Journalism Education Association

www.jea.org

Mentoring Update

Fall 2009

"Leading the way in scholastic journalism and media education"

## Mentor Program finds preliminary success in addressing its goals

• by Linda Barrington

As the JEA Mentoring Program enters its third year, we are seeing progress in several areas that are targeted goals for the program.

One of the goals is to improve mentees' teaching practice. Evidence of this is highlighted especially in mentors' end-of-year reporting which includes their summary of mentees' growth.

Excerpts demonstrate a range of improvement.

• *from North Carolina:* "She has established herself as a credible adviser to be respected by her administration, her peers, the students and the community."

• *from Oregon:* "His students adjusted to having a real writing coach advising them. They readily accepted his suggestions and came to respect his opinion."

• *from Kansas:* "She has developed detailed rubrics for most of her assignments and for grading both publications. They help staffs maintain high standards for content, design, coverage, etc."

A second goal is to retain quality journalism teachers/advisers. Of the 58 mentees who have gone through at least one year of the program, two have left journalism and another plans to at the end of this year. Disturbingly, another four are no longer in journalism because of administrative transfers or decisions to drop the program.

As mentees complete or otherwise leave the program, they participate in an exit survey and pledge to report back yearly on their status so that JEA can collect long-term data.

A third goal is to help build stronger journalism programs. Several measures provide this information: increased numbers of students participating in journalism programs, improved yearly critique ratings and support for student press rights.

Anecdotal evidence from mentors' reports suggest that programs have seen increases in enrollment, the shift to a class instead of a club and newly-won awards. Here are examples:

• *from Colorado:* "There is more content, better content than when she began; her students practice collaboration and decision-making."

• *from North Carolina:* "She has set high standards for her staff. With each issue [students] have improved journalistic writing and design with broadened coverage."

• *from California:* "[He] is transitioning...from an after school journalism program to a class program."

• *from Ohio:* "They redesigned their newsmagazine's cover and 'kicked up' the content, moving their overall score at the state level from second place to first place."

It is still too early to see results of improved critique ratings. Many of these pro-



Photo by Chelsy Lueth, Kansas State University

The third cohort of mentors and instructors stand outside Kedzie Hall at Kansas State University where they attended their mentor training in June. **Front:** Peggy Gregory (instructor), Jo Ann Hagood (Ala.) **Second row:** Kathy Schrier (Wash.), Carmen Wendt (Ariz.), Ron Bonadonna (N.J.) **Third row:** Linda Barrington (instructor), Marie Parsons (Ala.) **Fourth row:** Nick Ferentinos (instructor), Joe Pfeiff (Ariz.), Dave Wallner (Wis.) **Back row:** Gary Lindsay (Iowa), Nora Stephens (Ala.) and Susan Everett (N.J.). [See story p. 6.]

grams haven't ever submitted their publications for critique and mentors are establishing a baseline after the first year.

The struggle for student press rights goes on in many, many schools. Mentors report that they have helped advisers and staffs develop publication guidelines and, in some cases, have encouraged staffs to seek guidance from the JEA Press Rights Commission and the Student Press Law Center.

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# '09-'10 Mentors and Mentees

\* mentees who are completing their two years this semester



Nancy Becker, CJE  
Wisconsin

**Mentees**

Tim Hall  
~ Janesville  
Kristin Parker,  
Catherine Czapski  
~ Delavan  
Jennifer Zart  
~ Beloit  
Ann Reilly  
~ Orfordville



Ron Bonadonna, CJE  
New Jersey

**Mentees**

Kelly  
Kennedy  
~ Ewing  
Emily Paull  
~ Mays  
Landing



Rick Brown  
California

**Mentees**

Alicia  
Brown  
~ Roseville  
Terrill  
Korell  
~ Grass  
Valley



Jolene Combs  
California

**Mentees**

Mark Vermillion  
~ Buena Park  
Jennifer Reichert  
~ Rolling Hills  
Estates  
Susan Demerjian  
~ Palos Verdes  
Estates  
Adriana Chavira  
~ Van Nuys



Linda Drake  
Kansas

**Mentees**

Jessica Hess\*  
~ Olpe  
Kylee  
Reschke\*  
~ Hiawatha  
Ashley  
Beason  
~ Topeka



Wayne Dunn, CJE  
Ohio



Georgia Dunn  
Ohio

**Mentees**

Maggie  
Krohne\*  
~ Wilmington  
Amanda Leahy\*  
~ Dublin  
Jessica Roads\*  
~ Powell  
Tracey Ward\*  
~ Powell  
Kari Phillips  
~ Lewis  
Center

Lisa Koch  
~ Morrow  
Mary Mitton  
~ Sunbury  
Justin  
Drummond  
~ Frankfort  
Julienne  
McClain  
~ Delaware  
Beth Bloom  
~ Amelia



Babs Erickson  
Illinois

**Mentees**

Brittany Glidden  
~ Rockford  
Greg Reilly  
~ Machesney  
Park  
Kendra Stone  
~ Durand



Susan Everett, MJE  
New Jersey

**Mentee**

Ana Albuquerque  
~ North  
Arlington



Bill Flechtner, MJE  
Oregon

**Mentees**

Steve St.  
Amand\*  
~ Putnam  
Bob Berrigan  
~ Vancouver,  
Washington  
Michael Fell  
~ Milwaukee  
Kate Moore  
~ Portland



Katy Gray  
Colorado

**Mentees**

Mary Groom\*  
~ Paonia  
Tanya Smith\*  
~ Grand Junction  
Jimmie  
Mergleman  
~ Rangeley  
Deborah Bass  
~ Salida



Dianne Gum  
Colorado

**Mentees**

Jaime Rowland  
~ Colorado  
Springs  
Jennifer Coombs  
~ Denver  
Marcus  
Naramore  
~ Denver



Jo Ann Hagood  
Alabama

**Mentees**

Lee Conerly  
~ Jackson  
Stacy  
Atchison  
~ Jackson



Carla Harris, MJE  
Oregon

**Mentees**

Chris Becerra\*  
~ Corvallis  
Kip Carlson\*  
~ Corvallis  
Brenda Morton\*  
~ Sherwood  
Alyssa Tormala  
~ Portland

Kathryn  
Harmon  
~ Rockaway  
Beach  
Charles  
VanGorder  
~ Arlington



Sandy Jacoby  
Wisconsin

**Mentee**

Tracy  
Brogelman\*  
~ Grafton  
Patty Sibbersen\*  
~ Germantown  
Kerry Thomas  
~ Milwaukee



Ellen Kersey, CJE  
Oregon

**Mentees**

Kim Ferguson  
~ Salem  
Kristin Donahue  
~ Wilsonville  
Jolene O'Connor  
~ Nyssa  
Alissa Eich  
~ Hillsboro



Connie Krislock  
California

**Mentees**

Jim Brusky  
~ Laguna Beach  
Meredith LaPlante  
~ Irvine  
Rebecca Chai  
~ Walnut  
Patrick Geil  
~ Fresno



Gary Lindsay, MJE  
Iowa

**Mentees**

Diane Hicks  
~ West Des Moines  
Kristi Spengelmeier  
~ Cedar Rapids



**Google Map**

To see the over-  
view map of the  
mentees' schools,  
click [here](http://tinyurl.com/mentee-map), or go to  
[http://tinyurl.com/  
mentee-map](http://tinyurl.com/mentee-map)



Mary Anne McCloud  
Kansas

**Mentees**

Amy Brown\*  
~ Wichita  
Georgana Brown\*  
~ Haysville  
Erika Rickard\*  
~ Newton  
Ashley Heskett  
~ Haysville  
Deanna Spears  
~ Moundridge



Marie Parsons  
Alabama

**Mentee**

Jody Evans  
~ Tuscaloosa



Joe Pfeiff  
Arizona

**Mentees**

Thomas Healey  
~ Phoenix  
Larry Ross  
~ Phoenix  
Carianne  
Wargowsky  
~ Surprise



Kay Phillips, MJE  
North Carolina

**Mentees**

Colette Harper  
~ Henderson  
Genny Barker  
~ Henderson  
Elaine Webb  
~ Henderson



Martha Rothwell, MJE  
North Carolina

**Mentees**

Bill Cutler  
~ Statesville  
Melanie Huynh-  
Duc  
~ Greensboro  
Leah Baisden  
~ Statesville



Kathy Schrier, MJE  
Washington

**Mentees**

Rebecka McKinney  
~ Seattle  
Eddie Reed  
~ Seattle



Nora Stephens  
Alabama

**Mentees**

Nikki Rodman  
~ Madison



Katharine Swan  
California

**Mentees**

Sharn Matusek  
~ San Francisco  
Sam Williams  
~ San Francisco  
Robyn Gee  
~ San Francisco  
Eric Chow  
~ San Francisco



Randy Swikle, CJE  
Illinois

**Mentees**

Alissa Prendergast  
~ Elk Grove Village  
Jennifer Reiser  
~ Washington  
Brian Callahan  
~ St. Charles



Patty Turley  
Oregon

**Mentees**

Wes Beckstead  
~ Harrisburg  
Gary Enoch  
~ Cave Junction  
Joe Roberson  
~ Springfield  
Trisha Farver  
~ Albany



Dave Wallner  
Wisconsin

**Mentees**

Ben Tripp  
~ Stoughton  
Micah Swesey  
~ Mazomanie



Carmen Wendt, CJE  
Arizona

**Mentees**

Jacob Winner  
~ Scottsdale  
Anna Horton  
~ Gilbert  
Matt Bohnert  
~ Scottsdale  
Karen Crane  
~ Chandler

# STUDENT PRESS RIGHTS

## Mentors deal with censorship, know the law, use resources

• by Linda Barrington

While mentors are the best resource for new teachers as they find their way in scholastic journalism, they are also models for the entire journalism community when they put their beliefs into action. Two of the JEA mentors are doing just that.

Besides mentoring, Konnie Krislock is also a student newspaper adviser at Orange County High School of the Arts in California. In early September her principal halted the printing of the newspaper in reaction to two articles.



Konnie Krislock

Krislock objected because the California education code states, “Students of the public schools shall have the right to exercise freedom of speech and of the press...except that expression shall be prohibited which is obscene, libelous, or slanderous...”

In an interview with the Orange County Register, Krislock said, “I know what the law is. I’m 68 years old and I’ve been involved in scholastic journalism since I was 14. This is a cross I will die on -- I will never let them censor the newspaper. Ever.”

Nick Ferentinos, lead trainer for the Mentor Program, said, “Konnie’s a hero in my book. [She] and her wonderful kids [stood] up to censorship -- and [won].”

After five days the principals, the students and Krislock resolved the matter. The Web site of the Student Press Law Center reported Krislock’s explanation, “The administrators admitted they did not understand California’s state education code regarding student free expression.”

For more details, read the article at the SPLC Web site: <https://www.splc.org/newsflash.asp?id=1954>

Meanwhile, 2,226 miles to the east, mentor Kay Phillips saw a satisfying conclusion to her own censorship experience that had started nearly a year ago.

In November last year, the principal at Southern Vance High School in North Carolina began prior review of the newspaper advised by Phillips’s mentee. The principal objected to several stories that she said could not be run and then removed

the newspapers from teachers’ mailboxes before they could be distributed.



Kay Phillips

The principal had cut an editorial because she said it hurt the feelings of the custodial staff by saying there was no toilet tissue in the bathroom. The principal also objected to the use of the term “bathroom” when, she said, the appropriate term was “restroom.”

Calling the assistant principals into her office, along with Phillips, the principal chastised her, saying the newspaper had to do everything it could to make the school look good. Phillips received a letter from the principal in early January “respectfully declining” her work in the school in spite of the contract both had signed. When the principal “fired” her, Phillips could not work with her other mentee at this school either.

Following the incident, Phillips had the support of Adam Goldstein (attorney advocate at the Student Press Law Center) and the publisher of the local newspaper, who offered to print Southern Vance’s paper free of charge if Phillips were working with the students.

Phillips’s visit to the county superintendent’s office was fruitless.

Finally, School Board member Ruth Hartness grew curious about Southern Vance no longer having a student newspaper when Northern Vance had a newspaper. After a talk with Phillips, Hartness followed up with a call to Frank LoMonte at the SPLC. Hartness discussed the situation with the other school board members, and all eight school disagreed with Phillips’s dismissal.

Goldstein wrote Phillips a letter addressing the whole problem, condemning the principal’s actions and calling for the board to direct the Southern principal to allow students to publish without interference. Phillips gave the letter to Hartness.

The Board then told the Superintendent to have the principal meet with Phillips and have her continue her mentoring work. By October, Phillips was back on the job at Southern Vance.

## D.C. Sessions

Mentors will present these sessions for rookie advisers.

- **10 Steps to an Award-winning Publication**  
by Georgia Dunn
- **Advising Students on First Amendment Rights**  
by Babs Erickson, Martha Rothwell and Randy Swikle
- **Creating the Staff Manual**  
by Susan Everett
- **Delights and Dilemmas of the Write-off Contests**  
by Patty Turley
- **From the Mouth of Adviser Babes Come Words of Wisdom**  
by Martha Rothwell and her mentees Bill Cutler and Melanie Hunyh-Duc
- **It’s Your Opinion: Get It Right**  
by Ron Bonadonna
- **JEA Mentoring: A Triage for New Advisers**  
by Jo Ann Hagood and Marie Parsons
- **Leadership Development = Good Business**  
by Gary Lindsay
- **No Deadline Dilemmas Allowed**  
by Jolene Combs
- **People Images & Sports Photography**  
by Rick Brown
- **Taming the Grading Monster**  
by Bill Flechtner
- **Teaching Accountability: Basic Media Ethics**  
by Kathy Schrier
- **The Team Bonded and Everyone Gave 100%**  
by Ellen Kersey
- **What’s Black and White and Green All Over?**  
by Joe Pfeiff and Carmen Wendt
- **What I Wish I Had Known as a New Adviser**  
by Ellen Kersey
- **What We Learned from Beginning Advisers**  
by Linda Drake and Mary Anne McCloud
- **Where is that #\$\$^ Picture? Managing Digital Files**  
by Wayne Dunn
- **Will Work for Food!**  
by Konnie Krislock



Photos by Peggy Gregory

In a discussion about building rapport with administrators, mentors Sandy Jacoby (Wis.), Randy Swikle (Ill.) and Dianne Gum (Colo.) drew up a list of protocols that included having the staff set a monthly press conference with the principal. They advocate a “don’t alienate/collaborate” approach with administrators to encourage a free and responsible student press.



Nancy Becker (Wis.) talks about her mentoring experiences. The Forum is a good opportunity to discuss “our mentees, their challenges and our suggestions and concerns” with each other, she said. Mentors are asked to attend at least one Forum each year. Many attend both of them.

## Mentor forums offer professional development

• by Nick Ferentinos

**L**earning to mentor a new journalism teacher takes time and practice, even after a successful career helping young people learn how to be journalists.

A veteran media educator brings vast resources and experiences to mentoring, but adults learn differently than children do and require fresh approaches and strategies, so beyond three days of training, new JEA mentors also participate in Mentor Forums, ongoing professional development.

Mentoring has evolved over the past 10-20 years into support aimed at an individual teacher’s developmental needs rather than being the traditional direct teaching, one-size-fits-all model.

Besides an initial three-day Mentor Academy in the summer before they begin working with new journalism teachers, mentors have ongoing opportunities to develop professionally at the Mentor Forum, a full-day seminar conducted at JEA conventions.

The forum is a chance for mentors to meet with colleagues to problem solve, collaborate and strategize together. In addition, each forum contains activities designed to help advance mentoring skills. Some of those activities at past forums have included:

- Problem Posing/Problem Solving activities, where a mentor describes a problem and one or two colleagues listen and offer suggestions.

- Opportunities to practice mentoring, using mentor language and recording key points in JEA’s Collaborative Assessment Log.

- Podcast training, in which mentors learn to use audio recording technology to assist new teachers.

- A presentation on “Generational Savvy,” based on the work of educational consultant Jennifer Abrams, looking at the communication differences in generations and implications for mentoring.

- A look at the differences between mentoring a publication adviser and mentoring teachers from other content areas.

- A discussion of nagging questions, concerns or problems.

- Nuts and bolts issues like writing monthly mentor reports, working with site administrators, distance mentoring (many mentors live far away from those they’re coaching), and making the best use of the JEA mentor listserv.

- A discussion of how regional, state, and national scholastic press associations can assist new teachers.

With three cohorts of mentors having completed training, Mentor Forums are now being designed to differentiate among the needs of various mentors, so upcoming forums will include more opportunities for choice.

Feedback from mentors suggest support for meeting with colleagues and problem solving together. Jolene Combs, a California mentor, said she found relief while sharing concerns with a fellow mentor and



Carla Harris (Ore.) shared her suggestions for dealing with a difficult situation as Mary Anne McCloud, (Kan.) and others in the group listened at the Phoenix Forum.

found that she was not alone. She said, “It’s almost like being new parents and thinking maybe we are not doing things right. Then we run into others who are in the same boat and feel OK again.”

Bill Flechtner, an Oregon mentor and member of the Mentoring Committee, said what makes the forums “unique” is that much of the agenda is created by the mentors.

He also cited as a benefit the collegiality which has developed among the mentors at a post-forum dinner with members of the Mentoring Committee or working together to present sessions or judging together at the convention.

JEA’s mentoring program is just in its third year, making a difference for new teachers, but it’s also helping veteran teachers deepen their skills. Like teachers, mentors are never finished products.

# DIVERSITY REPORT

## Mentor Program serves rural, minority schools

• by Linda Barrington

When the Board of the Journalism Education Association discussed establishing the Mentor Program two years ago, one of their goals was having the mentors serve both rural schools and those with a significant minority population or minority advisers.

Starting our third year, we now have enough data to share that demonstrates our commitment to diverse places and populations.

We have had five minority advisers among the 100 mentees: one African-American, one American Indian, two Asian-Americans and one Latino.

We have served mentees in 90 schools, seven of which are in rural locations (7.7 percent),

### Rural Schools (those located in small towns, not suburban)

Paonia High School  
Paonia, Colo.  
Rangely High School  
Craig, Colo.  
Washington High School  
Washington, Ill.  
Newton High School  
Newton, Kan.  
Arlington High School  
Arlington Ore.  
Neah-Kah-Nie High School  
Rockaway Beach, Ore.  
Willamette Valley Christian School  
Brooks, Ore.  
Mazomanie High School  
Mazomanie, Wis.

and 19 (21 percent) of which have minority populations of 30 percent or more. The information boxes show specifics.

### High Minority (30%+) Population Schools

McClintock High School, Chandler, Ariz.	Southern Vance High School Henderson, N.C.
Buena Park High School Buena Park, Calif.	West Iredell High School Statesville, N.C.
Woodbridge High School Irvine, Calif.	Franklin High School Portland, Ore.
Lowell High School San Francisco, Calif.	Jefferson High School Portland, Ore.
Abraham Lincoln High School Denver, Colo.	Liberty High School xxx, Ore.
Denver North High School Denver, Colo.	Nyssa High School Nyssa, Ore.
Harrison High School Colorado Springs, Colo.	Beloit Memorial High School Beloit, Wis.
Rockford East High School Rockford, Ill.	Delavan-Darien High School Delavan, Wis.
Wichita West High School Wichita, Kan.	Rufus King IB High School Milwaukee, Wis.
Northern Vance High School Henderson, N.C.	

## Financial update for 2008-2009:

### ■ JEA, Yellow Chair, NAAF, state funders support program

• by Linda Barrington

**F**inancial stability is a concern to many organizations during this time of economic depression, including those organizations that support the JEA Mentoring Program. Naturally, we are concerned.

The Mentoring Program functions because of four sources of support: the **Journalism Education Association** (which provided \$25,000 in each of the first two years), the **Yellow Chair Foundation**, (which also provided \$25,000 the first year and \$35,000 the second year so that four California mentors could receive stipends), the **Newspaper Association of America Foundation** (which committed to \$10,000 a year for two years) and the **many state or regional donors** who provide the stipend money for the mentors in their states.

Mentors receive a yearly stipend of \$2,500 which offsets their mentor-related expenses, including travel to the mentees' schools, which for some mentors is more than 100 miles each way.

As we encouraged program expansion last year, we were pleased to learn that a number of scholastic press associations wanted to join the program and had retired teachers eager to become mentors. We also discovered that they felt they could not do so.

The problem: the state scholastic press associations could not afford to support the mentor stipends, and other sources in the

state who were feeling the economic crunch, could not provide assistance that they had hoped for. It was time to think outside the box.

In the first two years of the program with careful decisions about the use of our funds, we had carryover monies as a reserve; in addition, the JEA Board and Yellow Chair increased their funding, primarily to help expand the program. Using funds from these

two sources, we were able to create a Stipend Scholarship Fund to which state scholastic press associations could apply for support.

The stipends of mentors from six states that applied will include varying amounts from the fund to make up the difference their state funders could not raise themselves. Indeed, nine of the 10 mentors trained this summer are the beneficiaries of the Stipend Scholarship Fund.

The Fund is giving \$17,250 in stipends for this year, with a two-year commitment to these states and with the intention of providing a limited number of new two-year scholarships again next year.

The Mentor Committee is planning for the future. Current donors are being asked to continue their support. National sources of funding are being explored as well. In order for the Mentor Program to continue and grow, relieving the financial burden from the scholastic press associations is a priority.

### SupportMentoring

If you would like to support mentoring in your state, contact Linda Barrington at [lbarring@wi.rr.com](mailto:lbarring@wi.rr.com). JEA is a 501(c)(3) organization. Your donations are tax deductible.



Photos by Chelsy Lueth, Kansas State University

Mentors spread out to do a partner activity during their three days of training at JEA headquarters last June. These accomplished journalism teachers learn new skill sets to prepare them for mentoring, rather than teaching.

## Mentors warmly welcomed at summer training

• by Peggy Gregory

Yes, there were three days filled with intensive, new learning experiences with new friends during the summer JEA mentor training of the third cadre of advisers.

Ten mostly retired top advisers from six states met at Kansas State University in Manhattan, Kansas. They learned about mentor roles and language, practical considerations, tailoring support, selecting strategies, giving constructive feedback and much more.

They reflected and discussed and questioned instructors Nick Ferentinos, Linda Barrington and Peggy Gregory to discover every tactic possible to help new advisers.

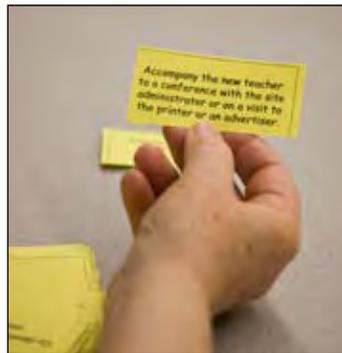
And, yes, there was some time for some browsing in the JEA bookstore and in shops in the beautiful college town. One afternoon the group was treated to the richest ice cream made right on campus using ingredients grown by students.

Evening entertainment included music at the bandstand in the park while another night found the group stranded without



(Above) Problem-solving potential crises gives Gary Lindsay and Carmen Wendt a chance to brainstorm possible responses. Susan Everett and Nora Stephens have their own problem to work on.

(Right) Another activity gives mentors a chance to role play mentor-mentee scenarios.



Lead trainer Nick Ferentinos uses examples from his own work as a mentor to demonstrate what to do and what not to do.

transportation in a horrible downpour only to be rescued by a local restaurant owner and former principal.

But there was much more. The group also experienced a very warm welcome and personal attention from first to last from JEA Executive Director Linda Puntney. Not only was that ice cream her treat, but she and her husband, Martin, picked everyone up at the airport and made the two-hour drive back

through the green rolling hills at the conclusion.

The soon-to-be-retired director made sure water and snacks were available each morning and had lunches arranged. As if the daily royal treatment including a gift of some books for each person wasn't enough, on the last evening, the Puntneys hosted a barbecue in their home with plenty of homemade side dishes to accompany the delicious grilled meats.

# THEIR VIEWPOINT *matters*

Each mentor completes a monthly report, letting us know about their work with mentees. We thought it is also valuable to hear what the mentees think about the mentoring. So, on Sept. 17, we e-mailed 24 of the mentees and asked them to tell us what having a mentor means to them. These are the viewpoints some of them shared.



Catherine Czapski  
Delavan-Darien HS  
Delavan, Wis.

## HELP IS NEARBY

Having a mentor means there is always someone close by the phone or email to answer your questions. Nancy Becker, numerous times has emailed me back the very same day when we've had a mini crisis. She's attended several meetings to help students improve their journalism skills. It's really wonderful to know someone is nearby any time you need them.



Wes Beckstead  
Harrisburg HS  
Harrisburg, Ore.

## AMAZINGLY SUPPORTIVE

Patty Turley is amazingly insightful and supportive. She understands how to customize her assistance for the kind of school and students that we have. I always learn something useful from Patty, be it a concept or idea that I can practically implement.



Kathryn Harmon  
Neah-Kah-Nie HS  
Rockaway Beach, Ore.

## MORE TIME FOR STUDENTS

This mentoring experience has been beneficial for me, and particularly for my journalism students. I inherited journalism from my predecessor without adequate training for this position. Journalism is currently an after school club. This is a sad state for a school that has had a journalism program continuously for over 50 years. Being a journalism teacher is a difficult and lonely proposition. Having a mentor means that I have more time to devote to my students and I spend less time figuring out how to be a capable journalism teacher.

Carla Harris helped me realize that there are lots of resources out there. There was no need for me to re-invent the wheel; if I needed help, someone else was probably out there who had already experienced the same situation and had a solution for me. Carla also helped push me down the path to improve the quality of our paper. She kindly suggested 2-3 simple ideas to improve each issue and sent me loads of supporting materials to help. Before Carla intervened, I was teaching creative writing, not journalism. With her help I hope that someday soon our paper will be a respectable example of high school journalism.



Jamie Rowland  
Harrison HS  
Colorado Springs

## SOMEONE TO COUNT ON

As someone new to journalism advising, it was helpful to know I could count on someone to answer my questions, even the dumb ones I have to ask several times. I was able to convince my administration that I needed a beginning journalism class in order to produce better and more newspapers.

~ Jamie's mentor is Diane Gum.



Ann Reilly  
Parkview HS  
Orfordville, Wis.

## SHE GIVES ME HOPE

Having a mentor is important to me. My mentor is the person who keeps me going when I am burned-out, tired of trying to drag students to deadlines, dealing with the consequences of students not meeting the deadlines and feeling under-appreciated by the administration. She shares ideas to my problems from the perspective of someone who has 'been there' herself. Her suggestions help me understand that it is OK if our process is not perfect, our editor is crying in the next room and I will be crying myself later tonight. She gives me hope that my students and I will be able to move forward with our paper in the technical, graphical, and journalistic aspects. It makes me smile and relax to know she's got my back.

~ Ann's mentor is Nancy Becker.



Michael Fell  
Milwaukie HS  
Milwaukie, Ore.

## SUPPORT HELPED ME GROW

I know that I have support to discuss ideas to help make my program run better. That support has helped me grow as an adviser allowing me to create a better product with my team and for our school.

~ Michael's mentor is Bill Flechtner.



Jennifer Reiser  
Washington  
Community HS  
Washington, Ill.

## COUNSEL, IDEAS, RESOURCES

The JEA Mentoring Program is a terrific service that has provided me with valuable resources, innovative ideas, technical help, curriculum materials and sage counsel. My mentor, Randy Swikle, has advised me on countless issues and has directed me and my students toward resources that have been of great help in our work. He is willing to visit me or to work with my students or to be a guest speaker. His services complement my teaching in ways that do not infringe upon my time. Rather, he saves me significant time by helping provide for my academic needs and by helping inspire my students to maximize their efforts.

## We're proud of our mentees...



**Kate Moore** of Franklin High School, Portland, Ore., will head up the Outreach Academy program for the Portland convention. Her mentor is Bill Flechtner.



**Sharn Matussek** and **Sam Williams** are co-advisers at Lowell High School in San Francisco. Their students' newspaper won seventh place in Best of Show (17+ pages) in Phoenix, and in the Northern California Press Women's competition one student took first place in news writing and other students won many other awards. Katharine Swan is their mentor.



**Tracy Brogelman** of Grafton High School, Grafton, Wis., was named Yearbook Adviser of the Year by the Kettle Moraine Press Association. Her mentor is Sandy Jacoby.



**Jennifer Meyer** of Palos Verdes Peninsula High School, Rolling Hills Estates, Calif., advised the Pacemaker-nominated newspaper, the Pen. Her mentor was Jolene Combs. (Meyer lost her teaching position this year as part of staff reductions.)



**Alyssa Tormala** of St. Mary's Academy, Portland, Ore., was named Rookie Adviser of the Year by the Northwest Scholastic Press Association and the Oregon Journalism Education Association. Alyssa advises the Ms. Print, the all-girls' school newspaper. Tormala's mentor is Carla Harris.



**Melanie Huynh-Duc** of Northwest High School, Greensboro, N.C., joined the Advisory Council of the Southern Interscholastic Press Association. Melanie also dealt successfully with a censorship issue with her principal last spring. She received SIPA's Freedom of the Press Award. Her mentor is Martha Rothwell.

### SCHOOL FOCUS



Photo provided by Ben Tripp

Ben Tripp (back left) is the new adviser of the Norse Star at Stoughton (Wis.) High School. His JEA mentor, Dave Wallner, advised the newspaper since the late 1970s. Tripp explains what that's like for him.

"Taking over the lead of a program that has been captained by the same person for more than 30 years is a daunting prospect. Practically speaking, one challenge been looking at drawers filled with three decades' worth of files for the last two months. It's too much for a new adviser to process all at once.

"Luckily, my mentor has been able to give me the thumbnail view of the process, alert me to possible threats to the program I wouldn't have seen, and offer lots of emotional support. He also promises pizza. It's really important that I worked closely with my mentor before taking over the paper. I knew what his style of teaching was like and I was able to see how his relationship with his staff worked. I will have a different style of working and different kinds of relationships, but I am able to preserve the spirit of the program even through significant changes."

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*Mentoring is how journalism advisers can gift their successors with the hard-won knowledge they have built up over many years of practice. If mentors don't transmit this knowledge, it will be lost and the next generation of advisers will have to begin all over again.*

~Ed Sullivan, Columbia Scholastic Press Association, Executive Director



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