

YEAR BOOK LOVE

A Jostens Adviser & Staff Publication | SPRING 2018



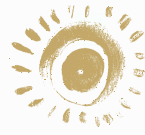
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How to flip your yearbook classroom



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Present to your Board of Education

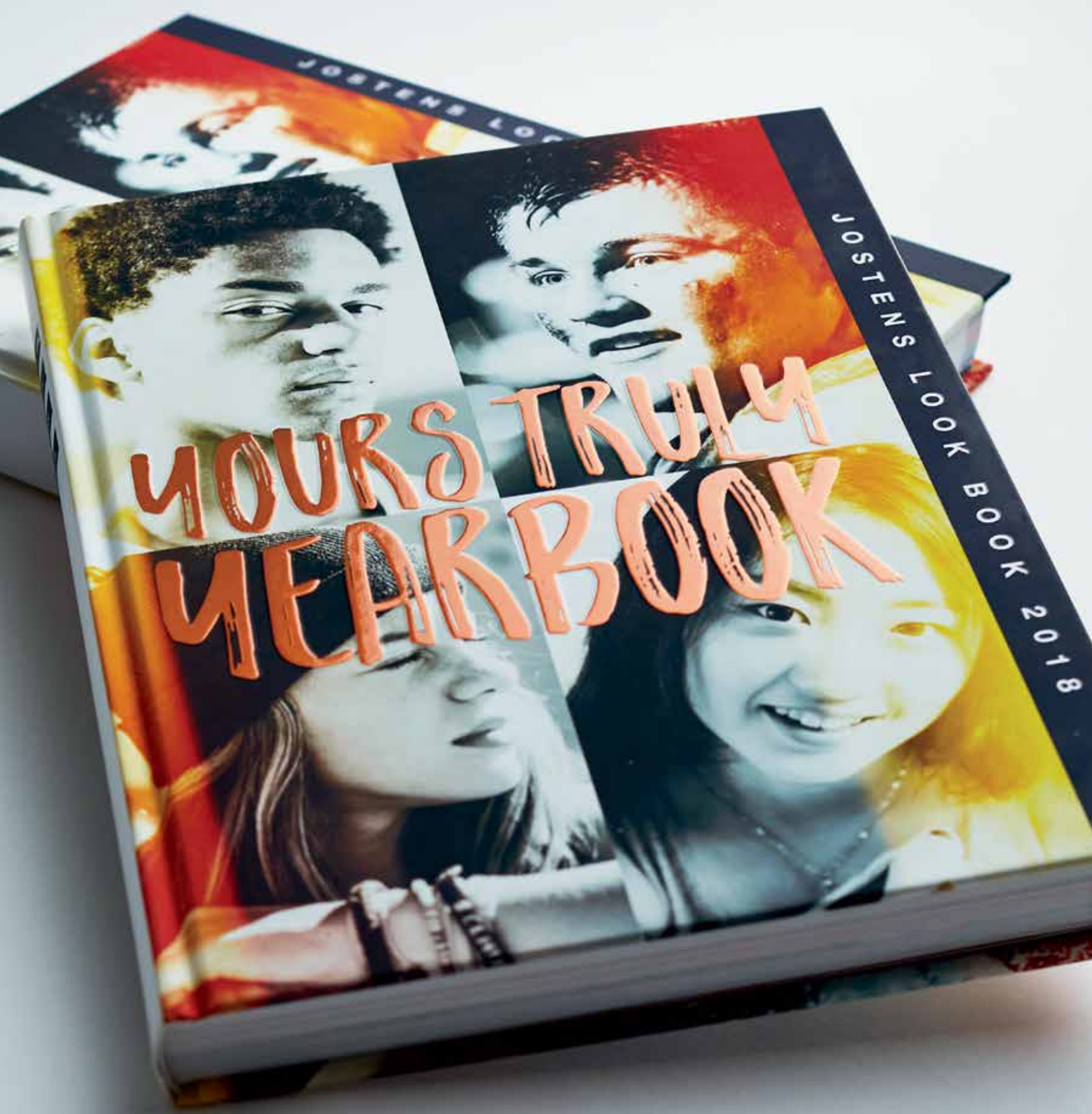


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YEAR BOOK LOVE

ISSUE 76 | SPRING 2018

Welcome to *Yearbook Love* magazine—the largest-circulation magazine in the world devoted entirely to creating and marketing yearbooks. Your subscription is provided compliments of your local Jostens representative.

LETTER FROM THE EDITOR

When I was teaching and advising, I always felt like there was something more I could do: push my students to obtain better coverage, teach more lessons on caption writing, learn more about the latest design trends; the list goes on. So it goes with advising a publication. Yes, there are times when an adviser needs to slow down or just say no, but wanting to improve and grow is in the DNA of every great adviser.

Why is making a yearbook enjoyable? Because there are always opportunities to dream more, learn more, do more and become more. This holds true for staff and advisers alike.

Ever thought about flipping your yearbook classroom? Considered presenting to your board of education? Wanted to bring your program to award-winning status? This issue will help you dream it, learn about it and do it.

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LEARN MORE

Kate Weidkamp shares what she's learned from her flipped yearbook classroom.



DO MORE

The *Echo* staff present their yearbook theme to the Board of Education.



SABBATICAL

Mandy Mahan gives advice on how to handle a leave of absence with relative ease.



DREAM MORE

Barbara Landreth has been advising yearbook for 54 years and counting.



BECOME MORE

Take a look at four stellar Programs of Excellence.



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Roessel

Luke Samples

Mary Saracino

Kate Weidkamp

Dana Weis

Hope Welter

LEARN

m  re

DIET

your classroom with

inverted yearbook

curriculum



Photo by Cameron Camba

PRACTICE Freshman Sara Pop watches a video about headline writing strategies.

Kate Weidkamp, yearbook adviser at Woodcreek High School [CA], stepped outside the box by flipping her classroom with inverted yearbook curriculum videos.

She discovered it's a great learning tool for today's media-savvy students. And a time-saving idea for advisers.

She took some of the direct instruction she normally presents in her classroom about photography, reporting and writing, and created short videos that her students watch at home.

The curriculum is the brain child of Jostens Yearbook Ambassador, John Custinger.

"One of the advantages of the inverted yearbook curriculum is that it enables students to learn the basics at home," Custinger said. "This provides advisers and their staffs with more opportunity in class to be successful with guided and mentored hands-on activities."

Weidkamp agrees.

"With the videos, there's no need for students to sit passively while I present content in class," she said. "That can be done at home, and then we can use class time to better connect and engage with each other."

Here's how it works.

Weidkamp's students watch her video presentations at home and they take notes about the content she delivers. On the following day in class, they talk about what they learned the previous night, or they engage in team building activities or focus on creative ways to gather content or enhance the design of their book.

Three things inspired Weidkamp to flip her classroom.

"First, at the start of every year I face the challenge of not only teaching my students how to be yearbook journalists, but also covering content that is happening at the same time on our campus," she said. "This leaves my returning yearbook staff with the burden of covering all the events; this impinges on our class time, which is vital for setting up our culture for the year."



Photos by Cameron Camba



LEARNING FUN Sophomore Dahlia DeChaves watches a video about caption writing.

“Many times I find that my staff need to revisit instruction for clarification,” she said. “They have become so much more self-directed from having access to knowledge through the videos. When they need to, they watch the videos again to try and answer their questions before coming to me or an editor.”

This has reduced the number of revisions that have to be made, and it has helped staff make sure that elements, such as captions, better adhere to the publication’s style guidelines.

“I like the fact that if I am busy and a student needs clarification, they have another source to turn to rather than waiting for me to get to them,” she said. “It multiples me as the instructor and cuts down on the amount of time a student might be sitting there waiting.”

Another bonus is that students can pause, rewind or even speed up the pace of the videos.

“This is great because they don’t feel rushed or worried that they will miss important content to include in their notes,” she said. “I have students who love the fact that they can do their yearbook ‘homework’ at 1 am, or that they can start their homework, then pause it and resume it later when it works with their personal schedule. It makes my instruction more of a teacher-on-demand.”

The inverted curriculum is a beneficial tool for advisers in other ways, too.

Weidkamp’s yearbook rep, Bryan Durda, noted that “creating this library of instructional videos enabled Kate to have another ‘tangible’ grading element, which is important because sometimes the yearbook class can be a difficult one to grade.”

The third reason is more personal.

As a fairly young adviser, Weidkamp, and her husband, wanted to

start a family. In fact, she is expecting their first child this year. She knew she would need to plan for her maternity leave, and she wanted to make sure that her staff and their yearbook product would be well-supported while she was gone.

“By inverting my curriculum, I can be away but still teach my staff and deliver the content the way I’d like it to be instructed,” she said. “It also makes it easier for a substitute teacher; most will not have a yearbook or journalism background. My inverted curriculum will be used this fall by my substitute. When I return for the spring 2019 term, I am confident that my staff will know how to be great yearbookers because I have taught them through my videos and the accompanying activities.”

The new format freed up time for Weidkamp and her staff to bond by participating in team building games.

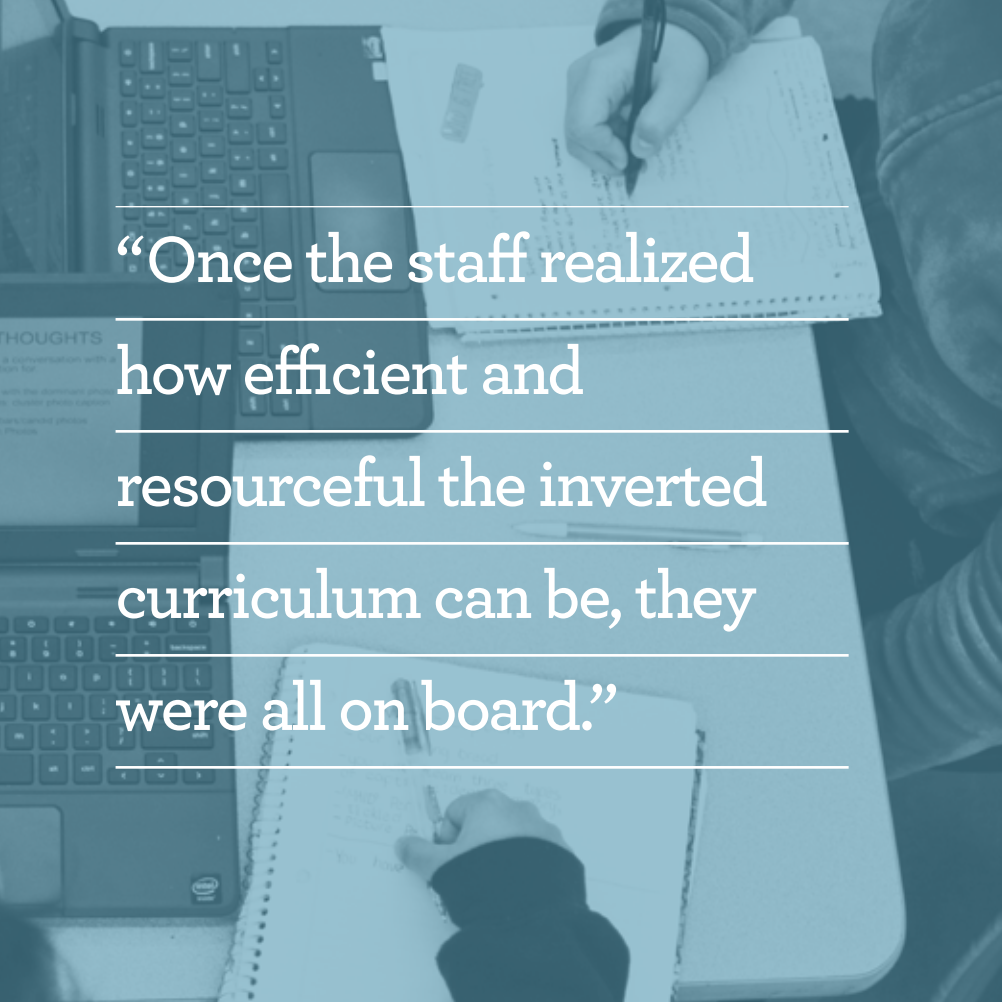
“That created a positive culture that we all now enjoy and benefit from,” she said.

Her students have definitely taken to the idea. But it took a while for them to get on board with the new format.

“To be honest, at first my staff was confused,” she said. “It was my first time inverting a class and it was their first time being in an inverted structure. It took a little bit of time to get the process down.”

Weidkamp was honest with them. She reminded them that everyone (even their adviser) was going through a learning process. She invited them to provide constructive feedback so she could refine the process and improve it for the following year.

“My staff did a great job embracing the new format, and I tried to demonstrate how this would be used to improve our class time together; that helped a lot with their buy-in,” she said.



“Once the staff realized how efficient and resourceful the inverted curriculum can be, they were all on board.”

Durda added, “Once the staff realized how efficient and resourceful the inverted curriculum can be, they were all on board. Kate is not only a great yearbook adviser but an amazing teacher, and I think the way she implemented the process helped her students buy in to all its advantages.”

Weidkamp used content from the 7-Minute Starters in Jostens Digital Classroom to create her video presentations.

“It helped that the information and examples were already there and in a format that was supposed to be for a shortened, yet direct, instruction time period,” she said. “All I had to do was create a video around it. Without the 7-Minute Starters, this would have been a lot more work and more of a challenge to pull off in the first year.”


Along the way, she also experienced some challenges.

“Sometimes the technology would not work or I had to remake a video(s) to clarify further or touch on missing instruction that we needed to include in our training,” she said.

At times, her staff grew tired of having “homework” on an almost nightly basis. But, she kept the videos short (less than 15 minutes each) and the delivery entertaining — which helped.

She also tried to make it fun.

“We called the inverted structure ‘Yearbook University,’” she said. “They got stickers for completing the ‘classes’, and those stickers adorn their yearbook notebook (their notebooks are full of their video notes to revert back to when they need a refresher). We also had a ‘graduation’ ceremony. Celebration is huge in our culture and my staff love to have fun with goofy traditions.”



KATE’S TIPS FOR FLIPPING A CLASSROOM

START SLOW AND DO WHAT YOU CAN.

I am pretty tech savvy; so, for me, this was an easier next step in our class structure, but I understand that it may not be for all advisers. Do what you can, when you can. Every step you make towards improving your program for your staff will help. Just making two videos the first time around frees up class time to spend connecting with your staff. That’s a win for everyone.

ACCEPT THAT IT WON’T BE PERFECT.

I knew going into this that it was going to have bumps, and I am glad I was very open with my staff. That was a great teaching moment in itself. I love that now I have a base from which to add on to and refine for future yearbook staff. After our book is completed this spring, I want to work on refining my inverted structure and the activities associated with each video.

HAVE FUN WITH IT.

If this is something you want to try — own it! The more you buy in, the more your staff will enjoy it. My staff’s favorite videos are when my pets accidentally make noise or when I hold up my cat during the filming. They love when I am energetic or goofy because it keeps them more entertained. Develop a style that works for who you are, and have fun integrating it. Everyone will enjoy the process so much more.

And if you still think it's time to wipe your slate clean, if you're still looking for a fresh start, there's more for

YOU.



Between study from your class, classes at L.A. Olympic Center, and spending time with friends, sometimes it's hard to find time for yourself. "I had to learn to be efficient with my time," she says. "I'm more of that kind of person. I'm all in on my work and I'm all in on my friends."

According to Wicker, the student who has gotten her start in school work and sports, "I had to learn to be efficient with my time. I had to learn to be efficient with my time. I had to learn to be efficient with my time."

Even with a busy schedule, Wicker couldn't wait to return anything from her locker.

"Sometimes I wish my schedule wasn't so busy. But I had to learn to be efficient with my time," Wicker said. "I had to learn to be efficient with my time."

HIT THE ICE

Ever after all, junior Katie Abernathy worked toward her goal of cultivating her craft in hockey. As she was skating on June 20, 2017, she learned and caught a rough edge on the ice and flew into the boards, shoulder first, breaking her left forearm. Then she began to cry.



Katie Abernathy

"I didn't know what was going on, so just the feeling of not understanding was really overwhelming," Abernathy said. After a trip to the emergency room, the doctors were faced with addressing a brain injury. After a trip to a concussion was an overlooked idea. A month later, Abernathy started to see the effects on her relationship and daily function due to her neurological injury. With a concussion, she had to take a break from it all.

"Hockey was my identity," Abernathy said. "It's what I do, so when it's taken away and you have the stress of a brain injury, it's hard to know who you are."

Weekly cognitive therapy was key to the healing process, said Abernathy. "Coming up, I'll be cleared to play hockey again," she said. "That will be the big moment. It will be back to the way it was before."

MAKE THE MOVE

200 miles from home and 25,000 more students around him, junior Nathan Jensen experienced life from a new perspective. "The feeling of being away from home is kind of overwhelming at first," Jensen said. "With the help of the staff and students, Jensen transition from Chicago was not so bad. Coming from a school of 5,000, he was shocked at the size of the school. During the homecoming football game, Jensen first experienced how the students 'painted the town'."

"It was probably the most people I've ever seen at a high school football game," Jensen said. "It was a pretty cool experience. As he began to make friends and began to play on the team, Jensen's family started to miss him. Being away from his family started to impact him. "Having away from home makes you really notice. You see when you go back home, you really notice. You see the time with your family as a position."



Nathan Jensen

BE HUMBLE

Whether it was two-a-days for "Varsity" football in the summer or a regular day at school in the fall, taking the bus from the arena city with a constant in senior Rhylan Parker's life would be riding the bus. Parker said, "I thought me to have humility and it made me want to get out from school in the morning. One day after practice, Parker had to wait over four hours with his shoulder pads in hand, waiting for the bus to come."



Rhylan Parker

"I had to learn to go through this," Parker said. "Because life, why me? Why do I have to do this, why do I have to go through this?"

Students like these represented Parker to strive to do better in his school work and situation of hand. In his better life, but to represent where he came from. During regular and math grades, Parker received forcing opinion of the school from students and faculty. With this on his side, he learned through adversity. Achievement (BAC) Scholar. Parker's ability helped him with getting focused on school work and how it's important to keep your reputation up as a black man in his society. Parker said, "BAC Scholar was one of the things that helped me clean my slate."

So, ultimately, this is simply an outline with just a few of our landmarks. And if you choose to color outside the lines, know that we are still right here with

YOU.



This is our **blanc slate**

and this is how we filled it. 13

A RARE OPPORTUNITY Adviser Ava Butzu supports her editors Olivia Bradish, Hope Welter and Allison Morgan as they present their yearbook theme to the Board of Education.

DO

more

YEARBOOK CAPTURES BOARD'S ATTENTION

It was the personality profile posters that first caught the assistant superintendent's attention early on in the 2017-2018 school year.

Ava Butzu's yearbook staff at Grand Blanc Community High School [MI] created the posters and displayed them in the halls of the school to promote the yearbook theme, "Blanc Slate."

The 11 x 17 posters were similar in style to Humans of New York.

"Our assistant superintendent was intrigued by the personal connections they created," Butzu said, "and by our theme, 'Blanc Slate,' which is geared toward celebrating community, connections and how our school, our community and the city of Grand Blanc have shaped our life experiences, who we are today and our memories. The second part of the theme acknowledges that we all have a 'slate' that we can fill or erase to

continue to build who we are."

After hearing that the school's 2016-2017 yearbook was a JEA Pacemaker finalist, and learning that this year's book contained a 10-page special section focusing on mental health, the new principal asked Butzu and her staff if they would like to talk to the Board of Education about their theme and the yearbook program. He arranged for them to speak.

Three editors jumped at the opportunity: editor-in-chief Olivia Bradish, copy editor Hope Welter and design editor Allison Morgan.

"The editors wanted to do this because they are incredibly proud of our 2017-2018 theme," Butzu said. "I was surprised that two of them volunteered, because they are (self-acknowledged) public-speaking phobic, but they wanted a chance to talk about this project that they love."

Bradish had worked on the special section on mental health, so she especially wanted to let the community know what the yearbook program was doing.

“Yearbook doesn’t always get a lot of recognition for what we do locally,” she said. “So, it was nice to be able to share our work. I volunteered to present because one of my goals this year has been to become a better leader and public speaker.”

The editors were allocated five minutes for their Board presentation. They each wanted to talk about a different aspect of the process of building a theme. They also wanted to talk about the skills they gained and mastered while working on yearbook.

“We had a meeting with our school principal about a week before the meeting to discuss what we should present and how we should present it,” Welter said. “We took screenshots of our opening copy from InDesign and created a PowerPoint with it.”

Bradish discussed the process of choosing a theme; Welter read the opening copy and explained its significance to the book’s theme; and Morgan explained the visual components of how the theme was developed. After finalizing their roles, they rehearsed, and then edited the presentation for time and content. Then, they rehearsed again.

“Having presenters with different skill sets enabled us to give a well-rounded presentation with different points of view,” Welter said. “We explained our positions, the theme, the purpose of the designs, why we joined yearbook and what we have learned from it. It was also a test for us to see if the opening copy did a sufficient job to serve its purpose to teach the readers what the rest of the stories will be about.”

They gave the Board of Education a behind-the-scenes glimpse of what it takes to produce a yearbook.

“So much work goes into a yearbook that our school and administration don’t ever see,” Butzu said. “The planning starts in April and students attend two to three workshops/camps over the summer just building on the look and feel of the book. Students have to have a plan in place and equipment up and running three weeks before school begins, because our athletics start before the school year. Editors train and mentor new staff, and students sell sponsorships to keep the price of the yearbook low.”

The editors also wanted the Board to know that their yearbook program had earned national recognition.

“Most of the Board did not know how many awards we have earned from past books or how important these awards really are,” Welter said. “When the Board thinks of awards, they most likely think of a sports team or the robotics team. I wanted to show them that we win awards, too.”

While it isn’t possible to fully explain the complex and intricate work of producing a yearbook in such a brief presentation, the editors aimed to showcase the quality of their final product.

“Showing the work that the students have produced and taking a few minutes to explain how the program has given them focus and skills they would not otherwise have gained gave a lot of credibility to the multi-faceted importance of taking a role on a publications staff,” Butzu said.

The Board of Education meetings in Grand Blanc are simulcasted to the community, so the students’ presentation reached a wider audience.

“It was great to know that community members could learn more about our program,” Butzu said. “The board members expressed their appreciation for the theme and especially for the students’ ability to connect and communicate their ideas. They loved the theme—so it built credibility for what we do at the high school.”

The editors were able to demonstrate that their yearbook doesn’t publish silly, trite or offensive content.

“We got a chance to show how much we care about covering meaningful stories for our community,” Butzu said. “They were impressed that we created a 10-page feature section in this year’s book documenting teen struggles with mental health issues. This kind of storytelling might go unnoticed by those who don’t purchase a book, but we got a chance to talk about our role as serious journalists.”

The Board’s response was very positive.

“They applauded us on our work,” Butzu said. “They thought it was great that two of the students talked about joining yearbook because they wanted to take photos, but discovered that they wanted

to pursue studies and maybe careers in writing and design instead. I think that the visuals that they saw and the copy that we read to them gave them an appreciation for just how professional, appealing and meaningful scholastic media can be.”

Brandish added: “The Board thought that our community-based theme was pretty cool, and they appreciated what we were doing.”

The editors also talked about how their yearbook experience had enriched their lives.

Welter wanted the Board to know that yearbook isn’t “just a fun, blow-off class; it’s a class that will guide students in their career path. Our presentation showed the great potential we carry as students. I think that this will shine a spotlight on our yearbook throughout the school and also in the community.”

Morgan added: “The yearbook is a snapshot of our school year, and I think it is good to show the community all that our school can accomplish in a year.”

Over the past several years, the Board of Education has become more supportive of the school’s yearbook program.

“I think this is, in part, because we try not to work in a bubble or in secret,” Butzu said. “We work hard to publicize so much of what we do behind the scenes—the process, the steps, the skills and the time required to make this publication. We work to establish a brand that is recognizable and trusted in our community. The more that we show our process and the more that we invest in the school, the more they invest in us. Presenting to administration and the Board of Education is a vital part of this process.”

Bradish offered this advice to other yearbook programs that might want to do a similar presentation: “Get in touch with your principal, or your board members. It’s important to put yourself out there and show off your hard work. You deserve it.”

“We got a chance to show how much we care about covering meaningful stories for our community.”




SPECIAL SECTION *The Echo* dedicates 10 pages to the issue of mental health. Topics range from judgment and depression to social media and loneliness.



AVA'S TIPS FOR A BOARD OF EDUCATION PRESENTATION

If a yearbook program has the opportunity to present its work to the Board of Education, it's important for the staff to plan what to feature in the presentation. Consider these questions when planning your strategy. Be sure to also bring visuals and a few sample story packages so the Board members can see how the yearbook staff brought its work to life.

- What makes your program unique?
- What skills do staffers gain in a yearbook class that they can't practice in any other class?
- What stories have you been able to tell?
- How have you made the school a more positive place as journalists?
- What are you most proud of, personally?
- How does being a yearbook staffer feel like a having real job, or like being part of a family?



Handling a leave of absence with ease.

BY MANDY MAHAN*

Undoubtedly, one of the biggest pressures of an adviser's job is meeting a deadline. The adviser is often in a difficult position to begin with because he is essentially a middle man, facilitating business between teenage producers and adult publishers. While there is a multitude of uncontrollable variables that can prevent meeting a deadline in a timely fashion, an adviser's worst nightmare can be when his or her own life gets in the way, resulting in the dreaded LEAVE OF ABSENCE!

Whether it's a family crisis, maternity leave, scheduled (or unscheduled) surgery, or even a planned vacation, every adviser dreads the thought of leaving his or her publication in the hands of a stranger, especially at deadline time. To get through this situation, all it takes is some hard work and careful planning. Throughout her 10-year tenure at West Forsyth High School, *Zephyr* adviser Maureen Farry has had to take three leaves of absence (two planned and one unforeseen), and each one has yielded a successful publication, which

managed to meet all its deadlines. When discussing how things went so smoothly, she agreed that prior communication was the key to avoiding deadline disasters.

"I think the thing that helped the most was letting my sales rep know ahead of time. He and his assistants made regular visits with my staff to make sure that everything was getting done when I couldn't be there. Your plant consultant is important, too. She knew that I was out, too, so that she could help with submissions and technical issues," she said.

Whitney High School *Details* adviser Sarah Nichols secnds Farry's recommendation to lean on your sales rep and plant consultant. Her staff had mostly finished their book for the year when she went out on maternity leave, but they still had a few index pages to submit. She thanks both her sales rep and plant consultant for catching what could have been a disaster.

"Our consultant at the plant was incredible — she noticed that some of our index had not placed properly,

*Mandy Mahan is the publications adviser and foreign language department head at d'Iberville High School [MS].

“I think the thing that helped the most was letting my sales rep know ahead of time. He and his assistants made regular visits with my staff to make sure that everything was getting done when I couldn’t be there.”

resulting in names missing. The level of detail and care truly amazed me! I thought, ‘How in the world did they catch something like that?’ They said they just wanted to be that extra set of eyes in my absence, and I was grateful,” Nichols said.

Another piece of advice from Farry is to set clear communication boundaries with your staff members prior to leaving, if possible. While out, she only communicated with her editor in chief, mostly through phone calls and texts. Any staff members who had issues or questions submitted those to the EIC, who would then check in with Farry only at designated times. On days when she could make it work, she would FaceTime with her staff so it felt like she was in the room, and anyone and everyone could communicate with her then. Likewise, Nichols kept in constant communication with her staff, but only on her schedule.

“Those strong personal relationships with editors are key. Being out of school is always a challenge for yearbook advisers, but in the case of childbirth it should be a special time free of distractions. My advice to others is to be as forthcoming as possible with the staff, editors, rep and other key players (like students’ parents) about your tentative timeline and what’s about to take place. You’ll have another yearbook, but only one time to experience the arrival of this new little person in your family,” Nichols said.

Unfortunately, not all districts have identical teacher-to-student communication policies. It’s important to check with your administration on the approved ways to communicate with your staff members while out. If personal phone communication isn’t allowed, there are several apps and websites designed to facilitate communication in safe ways between students and teachers. Make sure to research your options and pitch them for approval as much in advance as possible.

In addition to communication throughout her absence, Farry is consistent with setting procedures and expectations from the beginning of the year to make the transition as smooth as it can be when it finally or happens to occur.

“My last leave of absence was unplanned, and it was a family tragedy that hit me really hard. My mind wasn’t in the right place, and it was hard to think clearly about everything I needed to take care of. Fortunately, I had a fantastic editor in chief who was so used to our procedures that she was able to take care of everything that needed to be done. Our school has prior review, and she even managed to get the principal to review all of our pages so that they were ready to send to the plant at deadline time,” Farry said.

Despite feeling slightly guilty for not being able to lead her staff, Farry knew that, ultimately, she had done the right thing by training them all correctly in prior years. Strong guidelines that are followed on a regular basis can set the pattern and tone for how things should be run whether the adviser is on campus or not. It’s a good idea to have most procedures in writing in a staff manual so that a sub, member of administration, or even a staff member can use it as a reference if the adviser is not available to ask.

Farry’s final recommendation is to have another on-campus adult employed by the district who can help with day-to-day duties like handling equipment.

“I gave my next-door teaching neighbor the key to our equipment safe, and he would lock it or unlock it if a staff member needed a piece of equipment to cover an event. The students knew who he was and were familiar with him, and he had stepped into my class a few times throughout the year, so he knew who they were too. All of my equipment was there in perfect shape when I got back, so I’d say the plan worked pretty well,” Farry said.

There are many aspects to advising yearbooks that can make a long-term absence much different from those who teach standard classroom subjects. Regardless of the circumstances life hands you, it’s important to be prepared to handle them appropriately so that your staff and publication can survive without you there. Make sure to set clear and thorough expectations from the beginning to help facilitate any absence as smoothly as possible. Don’t forget to ask for help, and most importantly, take care of yourself!



Adviser's career spans more than five decades

Barbara Landreth has had a long and exemplary career as a yearbook adviser. She's been teaching at Newnan High School [GA] since 1961. She's been the yearbook adviser there since 1963. That's 54 yearbooks.

But her yearbook journey started long before she ever stepped foot in the halls of Newnan High.

"I started working on a yearbook staff when I was in the seventh grade," Landreth said. "I worked through my senior year when I was editor of the book. I worked on the yearbook for a couple of years in college, as well as the newspaper."

At Newnan High School, she's been in the same classroom for the last 54 years. She's taught grades 8, 9, 10, 11 and 12. In addition to advising the school's yearbook, she teaches American literature and composition.

She credits her longevity to the people she works with.

"I have appreciated the teachers, administrations and staff at Newnan High School for their professionalism and the expertise and loyalty they exhibit," she said. "I have appreciated the students and the community. As a matter of fact, I have worked for only seven principals during my 57 years here. I have loved my job."

Over the course of a career that has spanned more than five decades, yearbooks have evolved. As a consummate professional, Landreth has kept pace with the ongoing changes, but she noted that the challenges of being a yearbook adviser haven't changed much since she began her tenure in 1963.

Every year she focuses on keeping up with content, data, paperwork, meetings, new programs and workshops, all while thinking, "What goes around comes back around."

Her biggest challenge has been to teach teens to choose pictures based on quality, not their emotions.

"They have to picture the people they do not know, not just their best friends," she said.

She instills a strong work ethic in her students and teaches them to focus on the professionalism that is the cornerstone of exceptional scholastic journalism.

"They have to spell everyone's name correctly, not just the way they think names are spelled," she said. "They have to meet deadlines and sustain work every day for 90 minutes. They have to appreciate the school enough to want to tell its good story and to represent the school as a staff member."

She impresses upon her staff the importance of creativity and innovation.



DECADES OF DEDICATION Adviser Barbara Landreth and her staff show off six of the 54 yearbooks she's worked on.

“Thinking outside of the box means not doing what we have always done — not falling into the trap of thinking, ‘but we’ve always done it that way.’ Instead, we have to say: Let’s do it differently.”

Landreth’s Jostens yearbook representative, Matt Felis, has worked with her since 2001.

“I was a rookie yearbook rep when she was celebrating her 40th year teaching at Newnan High School,” Felis said. “She was one of the first advisers I met when I got my territory and through all those years, she has done whatever is best for her students and her yearbook staff.”

Felis noted that Landreth has never used her expertise and longevity as a ‘crutch’. She’s doesn’t shy away from keeping up with technology.

“Over the last 17 years I have had the pleasure of watching Barbara shift from producing a yearbook using paper and grease pencils to using an online yearbook program,” Felis said. “She has moved from only doing the seniors section in color to producing an all-color book. And she has moved from keeping up with sales in a ledger to entering them online.”

While she can still draw layouts on graph paper and crop pictures, she feels technology has made it easier to produce the yearbook.

“We like to do the book online,” she said. “Cameras have changed. It’s very easy to take a picture and put it directly into the image library and on a page.”

By all measures, Landreth has had an important impact on the lives of her students.

“I love hearing stories about the students she has had over the years that have gone on to have great success in life,” Felis said. “It doesn’t matter if they have a Hall of Fame career in country music or have risen to become Secretary of the Navy or are a yearbook adviser in Rome, GA — they all had Barbara Landreth as an English teacher at Newnan High School, and they all remember her.”

In addition to being an inspiring yearbook adviser and teacher, Landreth is kind and generous.

“She always has some candy to give to me when I visit,” Felis said. “She always walks me to the front door of the school and gives me a hug when I leave.”

After more than 54 years of teaching English and advising yearbook, Landreth isn’t thinking about retiring.

“One day, I’ll just quit,” she said. “I’ll sit for a while, read a book or two more than I usually read, and then decide what I am going to do when I retire.”

BECOME

more

Each year, Jostens identifies schools that continually strive to create a great yearbook for their students. The National Yearbook Program of Excellence is awarded to yearbook programs that meet the following criteria:

- A MEANINGFUL BOOK FOR ALL STUDENTS
- A BOOK IN EVERY STUDENT'S HANDS
- EFFECTIVE PROJECT MANAGEMENT

The following four schools are a few programs that have earned the award every year of its existence (2012-2017). They will be striving for their seventh straight award this May.

View all the winners of Jostens National Yearbook Program of Excellence at www.jostens.com/yearbook.



A MEANINGFUL BOOK FOR ALL STUDENTS



NATIONAL YEARBOOK P

HOLY FAMILY HIGH SCHOOL [CO]

For the *Vista* yearbook staff, coverage is everything. “We all believe that every human is precious and everyone here matters,” adviser Amy Frie said. “I have stressed the importance of inclusion and that it is imperative we find what is special about everyone here at our school.” A passion for coverage and a commitment to meeting deadlines are the keys to Holy Family’s sustained success. “For 22 years as yearbook rep, I have never cried until I witnessed Holy Family’s passionate commitment to coverage,” Jostens rep Dana Weis said after she witnessed Frie challenge her staff to include every member of their school community in the yearbook. The *Vista* regularly covers 90% of the student body. “When we hit the excellence requirements and receive word that we indeed met it, we have a big staff party, because everyone was a part of making it a reality,” Frie said. “It is a great honor, yet well deserved, because my editors and staff have worked so hard to achieve it!”

FAIRPORT HIGH SCHOOL [NY]

The *Hourglass* staff know that, with yearbooks, publicity goes a long way. This is why they do all they can to get the word out about their great publication. “I personalize many emails to parents to let them know that their son or daughter’s artwork was chosen to be in the book,” adviser Donna Marie Roessel said. In addition to personalized emails, Fairport takes advantage of the Yearbook Avenue Coverage Report and You’re in the Book flyers. The program also throws a big party at the end of the year, which helps with recognition. “They throw the BEST yearbook distribution party,” Jostens rep Matt Crafts said. “It’s a half day signing event complete with a dozen food trucks, games (including a principal dunk tank, bands and bubble races) and a dedication ceremony. The whole school community gets involved with it.” Efforts like this help with getting a copy of the *Hourglass* in as many students’ hands as possible.



A BOOK IN EVERY STUDENT'S HAND

EFFECTIVE PROJECT MANAGEMENT



PROGRAM OF EXCELLENCE

SUN PRAIRIE HIGH SCHOOL [WI]

Over the years, winning the Program of Excellence award has become an expectation of *The Cardinal* staff. "There is a definite pride in it," adviser Betsy Butler said. "The tenets of the program are in line with our club's priorities and values — timeliness, planning, inclusion and diversity — and a book in as many hands as possible." Butler credits the program's success to her rep's yearly planning workshop. "Because of their attendance at the workshop, they have their theme, cover and ladder completed by the first bell of the year," Jostens rep Keri Lange said. "Having these key pieces already done allows them to really focus on spread completion as soon as school starts." The Sun Prairie program continues to flourish despite being a club activity, having a school with an enrollment of over 1,600 and creating a 200+ page book. "Any staff that earns this recognition is amazing, but as a club with the enrollment and page count Betsy and her staff tackle each year, it is simply incredible that she has consistently achieved this recognition," Lange said.

POWDERSVILLE MIDDLE SCHOOL [SC]

Adviser Monique German learned early that being intentional about coverage generates yearbook sales. "Students buy yearbooks because they hope to see themselves in the yearbook," German said. "After the first year, we were very committed to getting our student photos, and the staff is persistent in using Jostens Yearbook Avenue tools like the Coverage Report to keep track." One thing that helps Powdersville with coverage is to plan for it in its theme and design. "This year, I had a contest with my 8th grade students to see who could design the best coverage strip for our theme," German said. "We used the winner's design on every page and that invested all of our students in the process."

The more pre-planning the yearbook staff does, the smoother the creation process is. "It's great working with a staff that is always three steps ahead," Jostens rep Luke Samples said. "They are always making their deadlines with weeks to spare. I'm always impressed with their marketing efforts and I know they are doing their very best to get a yearbook in every student's hands."

IN A SNAP

2018 JOSTENS PHOTO CONTEST WINNERS

Thousands of unique and talented student photographers from across the country submitted amazing photography to this year's Jostens Photo Contest. More than 5,400 entries were received, but only 80 of them were selected as award winners.

Judges for the 2018 Jostens Photo Contest were:



MARCI PIEPER
Photojournalism Teacher
Clayton High School, MO



SAM OLDENBURG
Publications Adviser
Western Kentucky University, KY



DEREK GOWER
Freelance Photographer



JOHN CUTSINGER
Jostens Ambassador

In addition to the Grand Prize and First Place winners showcased on these pages, additional winners are displayed at jostensyearbooks.com and will be featured in the 2019 Look Book.

GRAND PRIZE



GRAND PRIZE

ALL FOR INDIA

Alina Peret, photographer
Bryant High School [AR]

"India, a student with special needs, won homecoming court the last year of her high school career. I was ready for any sign or moment of celebration and she gave it to me, loud and clear."



“This is THE photo we all hope to get — that peak of the moment photo packed with irrefutable emotion. What makes this image so special is the technical superiority of the photograph. In the right place at the right time, this photographer got in close and took a masterful shot.”

– John Cutsinger

FIRST PLACE
Sports: Sidelines & School Spirit

BETWEEN THE WALL AND A HARD PLACE

Chad Byrd, photographer
Richardson High School, TX

“Senior Jalen Patterson celebrates after scoring the winning basket in overtime against the Rowlett Eagles.”



FIRST PLACE
Portrait

THE COLOR LAB

Becca Cook, photographer
Corsicana High School, TX

“We chose one of our top ranked students and created a fake chemistry lab to highlight her intelligence in science. To take this picture, we had a fog machine in the background and a light below shining onto the colored water to make them shine.”

FIRST PLACE
YEARBOOKERS IN ACTION

MY MAIN FOCUS IS TO REMAIN FOCUSED

Aimee Roberts, photographer
Franklin High School, NC

“Junior staff Colton Graham is working on the photography spread within this year’s book. I took this photo by setting up a ring-light behind the computer to light his face and by letting him remain focused.”





FIRST PLACE

Sports: Athletes in Action

JUMP FOR JOY

Camryn McPherson,
photographer
Xavier High School, IA

““This photo captures the moment when the players know they are one step closer to the state title. The Xavier Saints girls volleyball team celebrates as they move on to the state semifinals.”



FIRST PLACE

Middle School

A TOUCHED HEART

Kellie Heath, photographer
Cimarron Middle School, CO

“With a touched heart, Ellie Shelton, watches her grandfather as he gets emotional thinking of all the fallen soldiers. One hundred and seventy five veterans attended the Veterans Day ceremony. Some veterans have been attending the ceremony for the past eight years. ‘I felt bad for him. When I looked at him, I was confused. Then I remembered that he was crying because someone that saved his life, died saving his life,’ said Ellie.”

FIRST PLACE



FIRST PLACE Photo Illustration & Manipulation

FOCUS ON THE GOAL
Laney Marler, photographer
North Lincoln High School, NC

“This picture shows the focus within a player in the game of basketball. I edited it to really draw attention to the goal and the player. I wanted this to represent how everything feels when they are playing. They just cancel everything else out and all a player is determined to do is get the ball in the hoop.”

FIRST PLACE Academics & Community Service

UP IN THE AIR
Josie Pringle, photographer
Bryant High School, AR

“During ‘The Best Day Ever’ in the school’s leadership class, students decided to throw kids up in the air. I got the shot by setting my focus on manual to get it sharp, and I had a very high shutter speed to stop the motion.”



FIRST PLACE Landscape

STAR TREE
Shinu Lee, photographer
Mile High Academy, CO

“At the beginning of the school year, our senior class went to Mount Sherman near Fairplay, Colorado, for senior survival camping. On the first day, the sky was so clear I could see the Milky Way for the first time in my life. Right before I went to sleep, I set up my camera to take the picture. My hands and feet were frozen and many failures were tough, but the outcome was definitely worth it.”





FIRST PLACE

Graduation

LAST GOODBYE

Josie Pringle, photographer
Bryant High School, AR

“Right after tossing their caps, seniors started hugging and congratulating one another on their accomplishments. Two close friends began to hug and cry. I got this shot by staying after the event was over and following the students I knew would make memorable moments to capture.”



FIRST PLACE

Student Life & Traditions

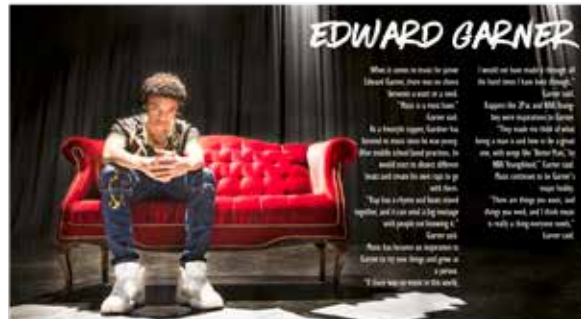
RUSHING FOR THE WIN

Haley Bondurant,
photographer
Pace High School, FL

“Rushing around the right side of the field, Emma Price makes her way to the end zone for a touchdown against the seniors in the Powder Puff game. ‘The Powder Puff game is my favorite event of Homecoming week. To beat the seniors is such a huge victory for our class,’ Price said.”

< love this >

JEFF MOFFITT



Note-able Artists

JUNIOR MUSICIANS DRAW FROM THEIR TALENTS TO EXPLORE THEIR INNER SELVES



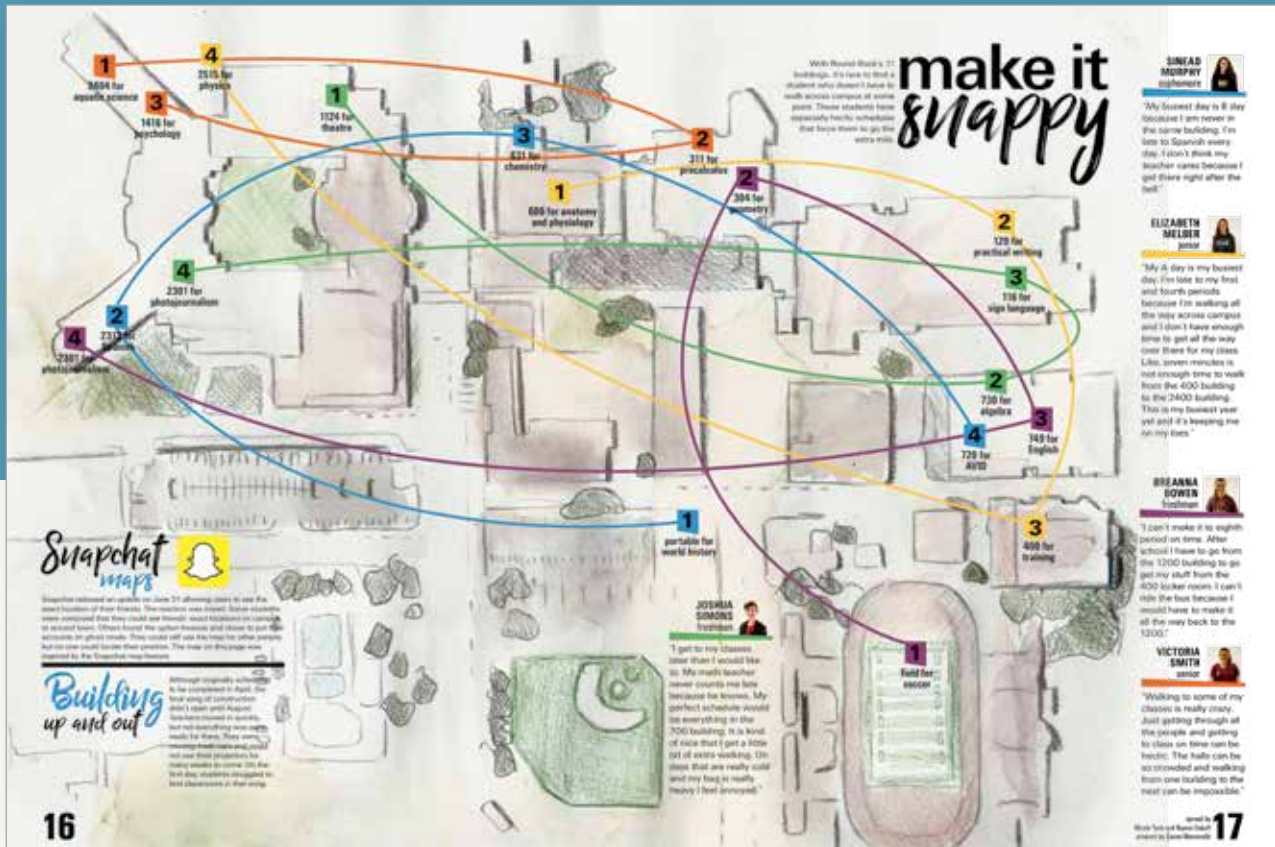
TAKE NOTE

Providence High School's music feature spread looks like it jumped right out of *Vanity Fair*. While coverage was the driving force, the environmental photography featured talented musicians in the place they call home, the stage. The spread also subtly connects to *The Prowler's* theme, "We Are Here." With the help of the theatre department, every detail, from the lighting to the furniture, was planned. Only the student photographer, the adviser and the subjects were present for each photo shoot. They allowed the performers to begin their craft and forget that there was a camera. The photos truly capture the artists in the moment to tell the story visually and verbally.

Providence High School [NC] | Adviser: Pamela Mann

JOSTENS CREATIVE ACCOUNT MANAGERS SHARE WHAT CAUGHT THEIR EYE

TINA CLEVELIN



KEEP IT CHATTY

With the release of the Snapchat maps update allowing users to see the locations of their friends, the editors of Round Rock High School's *Dragon* yearbook incorporated the controversial trend into one of their showstopper spreads. The editors traced the daily journeys of five students and covered their struggles to make it to their classes on time. The campus covers 83 acres with 12 buildings. The student's quotes and photos added personalized coverage to the spread. After experimenting with several techniques for the map, the editors asked an art student to sketch the district's campus map to give it the same style of the Snapchat map. Not only did it complete the look, but it also used the talents of a non-yearbook student.

Round Rock High School [TX] | Adviser: Sharon Kubicek



SURPRISE! Brenda Field's staff surround her after discovering she was named JEA Adviser of the Year.

The place to be

JEA'S 2017 NATIONAL YEARBOOK ADVISER OF THE YEAR FEELS YEARBOOK IS EXACTLY LIKE NOTHING ELSE

“I LOVE YEARBOOK.”

I love yearbook kids even more. I love how when journalism is mixed with the need to create and the opportunity to accomplish, wonderful and powerful things happen,” Brenda Field, the 2017 National Yearbook Adviser of the Year, says, “Scholastic journalism gives students the skills they need to be successful. It’s a blessing to have the opportunity to support that growth.”

According to Field, there is no other high school class with quite so

tangible a growth process as yearbook. “High school students don’t always comprehend what they can do, so watching the moments unfold, in ways both big and small, is a privilege and an honor. And in the end, multiple levels and layers of both pride and accomplishment hide in each page of the book.”

Thanks to the dedication of Field and yearbook advisers across the country, yearbook staffers not only produce a cherished keepsake, but also discover skills and passions that lead to professional success. Jostens salutes you.

Brenda Field, MJE, has been advising yearbooks for more than 20 years. A JEA Distinguished Yearbook Adviser, she serves on the board of directors for the Illinois Journalism Education Association and is also the JEA state director. She was closely involved in the New Voice campaign that restored First Amendment rights to high school journalists in her state. She lives and breathes yearbook and loves every aspect of working with students and advisers, both at home and at workshops.



“

JAU was so much more than just instructors giving information. The atmosphere was more like people with knowledge sharing that knowledge with their friends because they care for them.

– Randy Reed, Kenneth Cooper Middle School, OK



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