



NEW ADVISERS

FIELD GUIDE TO YEARBOOK

Walsworth yearbooks

Yearbook
SUITE

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NEW ADVISERS

FIELD GUIDE TO YEARBOOK

NEW ADVISERS FIELD GUIDE TO YEARBOOK

Congratulations! You have been given the job of yearbook adviser.

You have this all under control. After all, you're a professional educator; you went to college to learn how to teach. You may even already be a veteran teacher. It is all going to be great. It really is!

No other classroom has the rewards you will find in the yearbook room. You will work with some of the best and brightest students on campus. You will challenge them to excel beyond their wildest dreams. You will shepherd students through completing a product encompassing a year's worth of work and memories. That product will be cherished long past your lifetime.

There will be nights where you laugh, cry and cheer, all in a matter of five minutes. There will be nights where you dream of your students, the yearbook and yes, summer vacation. During all of those nights, we are here to help you, guide you and answer questions.

This unit is comprised of five sections. Each section contains practical and time-tested suggestions, a checklist to help you stay focused, and everything you need to be successful from day one. These sections include:

PREPARING YOU

PREPARING YOUR CLASSROOM

PREPARING YOUR STUDENTS

PREPARING YOUR SCHOOL

PREPARING TO END THE YEAR

As the year progresses, this unit will help you achieve two important goals: to educate your students and to create a good yearbook, defined as a historical record of one year at your school that includes all of the people, especially the students, and events and occurrences in their lives.

Section 1

Preparing you

"Depending on your prior knowledge, there is a lot to learn about journalism, photography, and design – let alone managing children in a non-traditional environment, dealing with expensive equipment, and scaffolding the biggest project-based learning task. Use all the help you can get, and make realistic goals for yourself. Your first task should be classroom management – how will you structure your routines and work expectations so that students are productive and quality work is done on time. This must come before content, otherwise you will have an incomplete yearbook and behavioral issues."

- Erica King, adviser, Silver Creek High School, San Jose, California

Forms and other new adviser items can be found at walsworthyearbooks.com/yearbooksuite and in the Curriculum section of yearbookhelp.com.

Photo by Chankele Winfield

DEFINE YOUR ROLE

One thing you might not know is that a yearbook adviser wears many hats: first and foremost, teacher of yearbook journalism curriculum and skills; but you are also a mentor, the CEO of a small business, public relations specialist, historian, project manager and salesperson, among other duties.

One of the first things to think about when it comes to preparing yourself for the role of yearbook adviser is what your day-to-day style/role will be.

HANDS-ON	COACH	MENTOR
I need to be able to do every job of every staff member.	I provide resources and motivation, but staffers need to make the magic happen.	I'm available for consultation whenever staffers need help or direction.
I train editors, managers and staff.	I train the editors and managers, and they train the staff.	The previous year's editors and managers train the new editors and managers, and they train the staff.
If a new skill is needed, I learn the skill so I can train it from experience.	If a new skill is needed, I find a resource who can train it from experience.	If a new skill is needed, I suggest ways that editors may find a resource who can train it from experience.
I assign all deadlines.	I work with my editors to help them assign deadlines.	My editors assign all deadlines.
I proofread and edit every page of the yearbook before submission.	I review editing done by editors, coach as needed to help editors improve, and proofread the result before submission.	I assign the submission deadlines, and work with my editors to assign mini-deadlines. I proofread every page.
I attend events with each photographer to identify any issues and/or training needs.	The photo editor attends events with each photographer to identify any issues and/or training needs.	The photo editor will inform me if there is a training issue, and I'll help identify solution options.
I grade all work.	Editors and managers assist with grading.	Editors and managers submit grade recommendations for my review and approval.
I handle sales and marketing, assigning jobs to the marketing manager and staff.	My staff handles sales and marketing, but the school bookkeeper or I take care of the money.	My staff handles sales and marketing, and the marketing or business manager takes care of the money.
I manage the yearbook staff to keep them on task and motivated.	I actively assist editors in managing the yearbook staff and in keeping them on task and motivated.	Editors manage the yearbook staff to keep them on task and motivated. I assist if there is an issue.
I am in charge of distribution, assigning duties to staff.	My staff and I together organize and run distribution.	My staff organizes and runs distribution. I am available to field complaints.

Since this is your first year, you might feel the need to be hands-on with the production of the book, but as you gain experience, you should become a coach.

In most schools, the yearbook is a student-driven project and should be completely student produced. Consider the football coach – he doesn't take the field and play the game. He trains the students to play. Your role is to give your yearbook staff the tools and skills they need to be successful throughout the process.

Now that you've thought about that, it's time to meet with several people and start a calendar. The next few pages will walk you through all that.



Photo by Kelsey Crawford

MEET WITH YOUR ADMINISTRATOR

Meet with your principal and any assistants in the administration who have been involved with the yearbook program to inquire about yearbook policies, such as these:

- Ask whether there are any prior review policies in place. With prior review, administrators or others in authority who are not on the yearbook staff read everything before it goes to print. Note that this makes the school liable for content issues. Under a public forum, the yearbook is a form of student expression and students make all of the decisions about the publication.
- Find out about the policy for parents who do not want their students in the book and obtain any of those records.
- Get approval to do all-calls and emails to parents to sell your yearbook and ads (see the Marketing and Sales section). It is important to start early in the school year and to reach students and parents three to five times with your message that yearbooks are on sale and when and where to buy.

Make it a priority to establish a positive and open relationship with the administration.

GRAB YOUR CALENDAR

As a classroom teacher, you're probably using a calendar to plan lessons and units of curriculum. As a yearbook adviser, you'll need that calendar to also function as a deadline and event planner.

Events that fill a yearbook staff's school year include:

- Senior portrait day
- School picture day
- School picture retake day
- Ad sales deadlines
- Book sales deadlines
- Club picture day
- Page submission deadlines to the printer
- State and local competitions
- Distribution day – the day that makes the hard work worth it!

Add Senior Portrait Day or days to the calendar in June if your professional photographer comes to the school to take portraits. Send home information to junior parents in April or May so they know when it is, and reserve a classroom or other area for the photographer to work in. Make sure you hand out a flier telling parents where to buy the yearbook.

"Because we are a 40+% free and reduced lunch, I requested a no-cost, yearbook-only senior portrait (no sitting fee, no deposit, no purchasing of portraits) to accommodate all of our students. Students came to my classroom to sign up rather than making an appointment with the company."

- Erica King, adviser, Silver Creek High School, San Jose, California

MEET WITH YOUR SCHOOL'S PHOTOGRAPHER

More than likely, your school has chosen a photography company. This company will take individual student and faculty portraits, and then will provide you with electronic images for the yearbook. Find information on the photographer your school uses and whether these photo dates have been set. If not, meet with them immediately.

The school photographer may also offer additional services. Be sure to see the contract they have with your school. Also, find out who traditionally gets the commission check, the school or the yearbook program.

SCHEDULE PICTURE DAYS

These are the most-common **picture days that need to be scheduled**. Add these dates to your calendar and to the school's calendar by working with your administrator who handles facilities and your activities director to determine location, how students will be allowed out of class, and dates that accommodate all parties.

- Student, faculty and staff picture day
- Retake student, faculty and staff picture day
- Club pictures
- Sports team pictures – schedule a day for each sports season
- Dances – add these if your professional photographer will be taking these photos

Whether a professional photographer or a member of your staff takes the portraits, you need to figure out a plan for getting students to the photo area. With clubs and teams, you need a plan for getting them to the photo area and for getting their names in the order each photo is taken. Here are some **tips for picture days**:

- If you are responsible for picture days, talk to your administrator to find out your responsibilities.
- Request a substitute to fill in for your regular classroom duties. You cannot be in two places at one time. Administrators might expect you to bring your classes down to the area where photos are being taken. This really isn't ideal – it's hard to supervise two separate activities at one time.
- Ask yearbook staffers to help on picture days. You don't need your entire staff for the whole day. You might try pulling just your editors from class, or you might set up a schedule where students who have study halls or teacher aide hours help during those times.
- Prior to club picture day, obtain a roster of every club, club officer and club member. Send memos to the sponsors indicating the times for photos. If possible, schedule each club photo during that club sponsor's planning time. This task will require some planning.
- Make arrangements for the club sponsor to have passes for all members to be released to the photo area.
- Once the club members are in the photo area, arrange them on the bleachers or stands. There should be front row, second row, third row, etc., and finally back row.
- While one club or team is being photographed, arrange the next club. If possible, have more than one photo area for taking group photos.
- To get the names of club members, clipboards can be passed down each row and have the students print their names. A yearbook staffer could be assigned to type in names on a laptop.



Photo by Nely Martinez



Photo by Rachel McMillen

- To verify the names of the students in the photo, have the yearbook staff print a copy of the photo and the list of names and give to the club sponsor or coach to verify after picture day.
- Make sure your staff distributes fliers to students telling them where to buy a yearbook.

Be sure to communicate with faculty about picture days, which can be chaotic and disruptive. With a little planning, picture days can go a lot smoother and keep fellow faculty members happy:

- Avoid scheduling a picture day at the end of grading periods, on Halloween or on Spirit Week dress-up days.
- Club and sports picture days need to be scheduled and on the calendar for all teachers, club sponsors and coaches to view when they return to school in the fall.
- Ideally, club picture day should be on a day that causes the least disruption to the school day.
- Work with your administration to set the location for pictures days. You may need to share space with a drama teacher or basketball coach. These teachers may not be happy if there is no communication. Remember, picture days are fairly distracting to the entire school. The more you communicate, the better off you will be.

MEET WITH YOUR WALSWORTH YEARBOOKS REPRESENTATIVE

Your Walsworth Yearbooks representative will be your yearbook BFF who will guide you through the process to your completed, printed yearbook.

Here are the seven most important things to cover during the first meeting with your Walsworth Yearbooks rep:

1. Review past yearbooks. Discuss how the covers have been designed, the number of pages, and if business or personal ads are sold.
2. Ask how the pages will be created and submitted.
3. Review yearbook costs and budget.
4. Discuss how to market and sell your yearbook and ads.
5. Review deadlines.
6. Discuss the preferred yearbook delivery date (and put the delivery date on your calendar).
7. Discuss meeting times with your rep for the remainder of the year.

Your rep is the person you can always reach out to when you have questions regarding yearbook production. Your Walsworth Yearbooks rep also can help with all aspects of yearbook, such as guidance on how to handle ad sales, how to market your book, and how to deal with common yearbook problems. Remember, they work with veteran yearbook advisers all over your area, so chances are if they don't know the answer, they can activate the adviser network and get the help you need.

Friend them on social media to get ideas, and ask them to teach a class on photography, design or other topic. Your Walsworth Yearbooks rep and your customer service rep are there to help you when you need it.



Photo by Kaitlyn Cass



Photo by Elena McInroe

MEET WITH THE REGISTRAR OR GUIDANCE OFFICE

Your next meeting should be with the registrar or guidance office, if yearbook is a class.

Ask your registrar for lists, such as rosters of the student body and student schedules once those are determined.

Ask the guidance counselors how students were chosen for yearbook. Ask about previous years' discipline and attendance. Your first year as adviser, you might end up with students who were placed in yearbook without their choosing.

Think about initiating an application process for future years. Build the reputation of your staff as something students want to be involved with. Classes such as choir and band have audition processes prior to enrollment. Applications are the auditions for yearbook.

This first year, reach out to fellow teachers who know your staff members and ask them for recommendations on their strengths.

If yearbook meets as a club, still consider having students apply. You want students who are interested in creating a yearbook that covers the entire school and that every student will want to purchase.

A sample student application, a teacher recommendation form and recruiting materials are in the appendix.

Feeling good? Awesome! You're well on your way.

MEET WITH THE BOOKKEEPER

Your next meeting needs to be with the bookkeeper. This is one of the most important relationships you will have on campus.

Your yearbook staff is responsible for a great deal of money and equipment. You are running a small business with a budget in the thousands of dollars. Typically in a high school, only the football program has a larger budget than the yearbook.

Collecting money and depositing it can be a tricky thing, and school districts understandably frown on misuse of funds. Work with your bookkeeper to follow the rules so your program is above reproach. Monitor your account(s) regularly and have a plan for paying invoices, workshop fees, technology expenses and other costs. The time of year when students buy the most books, for example, the beginning or the end of the school year, is when you will have the most money in your account. Plan purchases accordingly.

In case your yearbook staff traditionally sells books during registration or before school starts, you'll want to meet with your bookkeeper right away so that you understand the regulations for depositing money and receipts.

Your bookkeeper can also tell you how much money you have in your yearbook activity account to start the year. You need to know this to have a handle on your budget.

Giving your accountant or bookkeeper a gift may alleviate any irritation they have when you ask for numerous reports throughout the year. Friendliness pays off!

MEET WITH THE ACTIVITIES DIRECTOR

Finally, you should meet with the activities director. Consider making this person your best friend, and another person to give a gift to, such as a free yearbook. You will work closely with this person to place all yearbook-related events on the calendar. This includes, but is not limited to:

- Yearbook sales week
- Advertising sales week
- Senior ad deadlines
- Picture day
- Picture retake day
- Club and team pictures day
- Work nights
- Work weekends
- Field trips or out-of-state trips
- Yearbook delivery
- Yearbook distribution day

Again, try to avoid scheduling yearbook dates on the same day as other school events.

While meeting with the activities director, make sure you understand your school's rules for work nights and keeping students after school hours, which vary per school district. Have a permission slip created for activities that are away from the building, such as business ad sales, one-day workshops, field trips or even errands, such as taking cameras to be serviced.

In addition to the guidance office, bookkeeper and activities director, make sure every staff member in the building is your ally, from the receptionist and the principal to the custodian and the cafeteria staff. Issues will pop up throughout the year, and there will be nights when you and your students are the only ones in the building. It's great to have people looking out for you in case you need something. Thank you notes and small, thoughtful gifts go a long way.



Photo by Chelsea Salinas

BUILD A NETWORK

Unless you have a co-adviser, you are the only person in your school doing this job. No one quite understands all of the work involved. Know who you can count on for help and who you should cultivate for assistance.

YEARBOOK REPRESENTATIVE

As mentioned previously, call them when you have questions. That's what they are there for.

CUSTOMER SERVICE REPRESENTATIVE

They are your in-plant connection while your book is being produced. Do not hesitate to call them also.

ADMINISTRATOR

Your principal or administrator has expectations of you, the budget and the content of the yearbook. They also can remove barriers for you. Talk with him or her.

FACULTY

Your yearbook staff is going to be demanding of your peers, interrupting classes, clubs and practices. Make sure the faculty is aware and get their support.

PARENTS

Send a note home to parents explaining staff expectations and asking for their assistance. Parents can supply goodies, provide transportation and supervise yearbook sales and distribution events.

NETWORK

There are several ways to build yourself a network of advisers who can provide you with support and information.

- Join the Journalism Education Association (JEA), which is an adviser-focused organization supporting teachers of scholastic journalism. Go to jea.org.

- Join the National Scholastic Press Association (NSPA) and Columbia Scholastic Press Association (CSPA), organizations that support scholastic journalism through education and training programs, conventions and awards. Submit books for critiques and contests to get feedback to help students continue to improve the book. Go to studentpress.org/nspa or cspa.columbia.edu.
- Join your state or regional scholastic journalism organization. These are usually associated with the journalism programs at universities and have workshops, contests and critiques. See a list in the appendix, which is online at walsworthyearbooks.com/yearbooksuite and yearbookhelp.com.
- Attend adviser gatherings hosted by your yearbook rep.
- Attend Walsworth's Adviser Academy, held each July in Kansas City, for new or veteran advisers. It is designed to prepare advisers for the year ahead and is a great networking opportunity. Get more information at walsworthyearbooks.com/adviseracademy.

ADVISER MENTOR PROGRAM

New advisers can get one-on-one advice from an experienced adviser with Walsworth's **Adviser Mentor Program**. For information, go to walsworthyearbooks.com/adviser-mentor-program, and then contact your yearbook rep.

CURRICULUM

Whether you have journalism experience or journalism education in your background or it's all new to you, **Walsworth's Yearbook Suite curriculum** is a great resource for teaching your students the basics of design, photography, reporting, copywriting and more. Go to walsworthyearbooks.com/yearbooksuite and talk to your yearbook rep for more information.

The *Yearbook Suite* has 11 units. There are printed student workbooks for each unit, and the Adviser Binder includes all 11 units plus the First 30 Days lesson plan. Content is also available online for download at yearbookhelp.com and in the *Yearbook Suite* app. The First 30 Days lesson plan contains the lessons and activities from the *Yearbook Suite* your staff should learn in the first six weeks of school. It's also in the front of the Adviser Timeline, which is in your spring Planning Kit.

Before you get overwhelmed by the curriculum, or even the First 30 Days lesson plan, here are a couple of things you should do early in the school year if they were not already started last spring or over the summer:

- **Marketing** – See the Marketing and Sales section on page 18. Working on yearbook and ad sales now will help students sell more books before the creation process takes over most of their time.
- **Theme** – Good (and great) yearbooks have themes, which unify a book's sections and guide coverage. A theme is usually a phrase plus graphic elements, and it's used on the cover, endsheets, title page and divider pages.
- **Cover design** – If the theme and cover design were not finished at summer workshop, get them done now. Your yearbook rep can assist with your cover design.

"I like the way it (Yearbook Suite) breaks every section down. That makes it so much easier to do everything step-by-step. I also like the rating in the back of each assignment. It helps us understand what more we need to work on."

- Brooke Scott, editor, Dayton High School



Photo by Leah Forsblom

GRADING AND ACCOUNTABILITY

Grading yearbook students is unique. It's not like your students are doing math problems that have a correct answer. You'll want to find a grading system that works for you and your staff members.

Make sure you communicate how your grading system will work with both students and parents. Clear expectations will help all parties. Rubrics are helpful in grading the yearbook classroom.

Mini-deadlines allow the work to flow smoothly and give you work to evaluate throughout the process. Let the staff and editors help. Use evaluation forms to let the students judge their own work. Let the editors use those forms and compare them to completed work. Then you can glance at the evaluation form and student work to determine if criteria were met and assign a grade. Some of the *Yearbook Suite* units have evaluation forms, and all of them have Rate Your Progress forms after the lessons.

You can use the following rubric to grade your students, or use it to have your editors create a rubric for the class. Editor participation in creating an evaluation system may create more buy-in by the staff in the process.

The rubric here is by Greg Keller, adviser at Lincoln High School in Lincoln, Nebraska. A sample evaluation form is in the appendix, which is online at walsworthyearbooks.com/yearbooksuite and at yearbookhelp.com.

YEARBOOK GRADING RUBRIC

BY GREG KELLER, ADVISER,
LINCOLN HIGH SCHOOL, LINCOLN, NEBRASKA

WORK	A = OUTSTANDING WORK/ PERFORMANCE	B = STRONG WORK/ PERFORMANCE
Truancies	None	None
Tardies	No more than 10	No more than 15
Makes deadlines for individual assigned spreads, including interview, photo, rough draft, copy revision and final deadlines	Always makes all deadlines	Makes almost all deadlines
Turns in assigned spreads complete, on time, and all revisions made	Always, and with no errors at time final pages are due	Always, and with fewer than three errors at time final pages are due
Completes all tasks and fills in checklist for assigned spreads when final pages are due	Always	Always
Works extra hours in class, after school or on weekends	At least 10 hours documented per deadline	At least seven hours documented per deadline
Helps others with their spreads if needed – identifies in writing work done on other people's spreads, e.g., interviewed three people for Homecoming spread, made copy corrections on Band spread, took photos for Baseball spread	Always	Always
Contacts businesses to solicit advertising	Contacts at least five businesses (contact form completed)	Contacts at least four businesses (contact form completed)
Sells yearbooks during each week-long selling period	At least twice	At least twice
Cooperates with teacher	Always	Almost always
Cooperates with other staff members	Always	Almost always
Uses class time appropriately – doesn't do homework for other classes, doesn't engage in unrelated activities when there is yearbook work to be done, doesn't misuse the computers or Internet	Always	Almost always
Keeps room clean and organized by filing and putting away all materials for individual spreads at the end of each class	Always	Almost always
Puts away all general materials in their appropriate places at the end of each class	Always	Almost always
Saves/closes all pages on the computer before leaving class each day	Always	Almost always
Communicates with teacher and editors and makes arrangements if unable to fulfill any assigned duties	Always	Almost always

This is a sample grading rubric, or a list of specific criteria, for student work and performance in this course. If students desire a certain grade for the class, they must follow the work and performance descriptions that correspond to that grade. Plus or minus grades will depend on variations of the qualities listed.

C = STANDARD WORK/ PERFORMANCE	D = SUBSTANDARD WORK/ PERFORMANCE	F = UNACCEPTABLE/FAILING WORK/PERFORMANCE
No more than one	No more than two	No more than three
No more than 20	No more than 25	30 or more
Makes most deadlines	Makes some deadlines	Misses numerous deadlines
Always, and with fewer than five errors at the time final pages are due	Mostly, and with fewer than five errors at time final pages are due	Never
Always	Mostly, and fills in checklist for assigned spreads when final pages are due	Never
At least five hours documented per deadline	At least three hours documented per deadline	Less than one hour documented per deadline
Always	Seldom or never	Seldom or never
Contacts at least three businesses (contact form completed)	Contacts at least two businesses (contact form completed)	Contacts one or no businesses (contact form not completed)
At least twice	At least twice	Never
Usually	Occasionally	Seldom or never
Usually	Occasionally	Seldom or never
Usually	Occasionally	Seldom or never
Usually	Occasionally	Seldom or never
Usually	Occasionally	Seldom or never
Usually	Occasionally	Seldom or never
Usually	Occasionally	Seldom or never

CELEBRATING, TEAMBUILDING, HAVING FUN

Take time in the first few days of the school year for teambuilding. If you can get the group to work together at the beginning of the year, and learn to resolve their own conflicts, work will go faster and smoother throughout the year. To do this, use the “Staff Management Through Teambuilding” unit of the *Yearbook Suite*.

ACTIVITY

AWESOME ADJECTIVES

Have your class create a circle, with a leader in the middle. Instruct each person to think of the first letter of their first name, and pick an adjective that starts with the same letter.

The leader should go first, stating her name and the adjective chosen. For example, “My name is Jessica and I am judgmental.” The next person would repeat this process, recalling what the previous person said as well. So the next person would say, “My name is McKenna and I am magical... She is Jessica and she is judgmental.” This would continue around the circle, until it gets back to the leader, who tries to name everyone in the group and their adjectives. This game tests memories while having everyone get to know one another.



Photo by Amanda Savarese

For more teambuilders, also go to walsworthyearbooks.com/icebreakers, by Jessica Young, adviser at Orange Glen High School, Escondido, California.

You will have stress in yearbook. It's the nature of the beast. Don't forget to take time out to celebrate successes and blow off steam.

- Use any excuse to celebrate with food: staff birthdays, holidays, work nights, and even those nationally designated days such as Popcorn Day on Jan. 19 and National Peanut Butter Lover's Day on March 1.
- Many staffs build a “Fun Friday” activity in each week, even if it's just a five-minute break. This will give staff members something to look forward to, even on the hardest deadline weeks.
- Stock up on stress relievers – tension balls, Koosh balls, bubble soap and wands, a couple of stuffed animals, magic wands, a Magic 8 Ball®, and other toys to break the tension.

- Organize parents by creating a Parents of Publication Students (POPS) group. Have them meet five times a year. The group can bring food to work nights, and they can even have themes, such as Mexican or Italian. Then, have the parents stay and proof pages.
- Let your staff design their own T-shirts. Require them to be worn on deadline days.
- Recognize staff achievements throughout the year. Have students vote on Staff Members of the Month or Deadline. Post photos of the winners on a Wall of Fame throughout the year.
- Have staff members vote on best work within deadline periods, such as Best Photo, Best Feature, Best Design, Best Caption, etc.

"(Use) the Walsworth notepad of trophies advisers can order to write celebrations on throughout the year." (Find these in the Advisers Market, located in your Planning Kit.)

- Emily Pyeatt Arnold, CJE, adviser, Haltom High School, Haltom City, Texas



WHEN YEARBOOK IS A CLUB

The goals for yearbook club are the same as for yearbook class – to create an inclusive book that covers the year as all of the students at the school experienced it. But as mentioned under the Grading sections, keeping students engaged in a club with a tremendous workload can be difficult. In addition to the student yearbook staff member commitment contract, here are a few tips:

- Establish a firm editorial staff structure so students understand who they report to and how the creation process works.
- Give them work. Make sure students have job descriptions, know their roles and are assigned pages and tasks related to their individual interests immediately. Even the most enthusiastic staff members will drop out of yearbook if they are not having their own needs within their interests and skill sets met.
- Foster a fun, professional and team-oriented yearbook culture. This will help avoid the formation of cliques and keep the group working smoothly as a team.
- Establish continuity among your yearbook staff. An entirely new staff year and after year increases your workload and prohibits you from getting a jump on the year. To combat this, hold a yearbook "interest meeting" each spring and invite the entire student body to attend. You want to begin recruiting yearbook staff at this time, before the fall clubs fairs. This enables you to have new staff members for the next year shadow current staff members in the spring and attend summer workshop.

MARKETING AND SALES

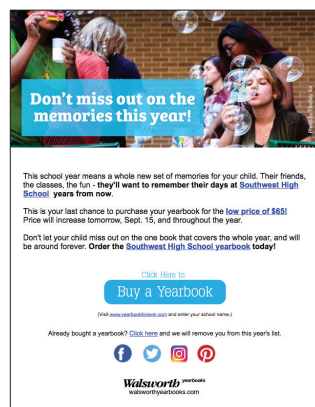
The best way to sell your yearbook is to have your staff create a book that includes every student multiple times and covers the year as those students see it. But you still need to market it, to let parents and students know about the book, why they would want to buy it and how they can purchase it. You also need marketing if you sell personal and business ads.

Here are some marketing tactics to reach not only students, but parents, who are the people who usually pay for the book.

- **Send yearbook and ad information home** with next year's registration information.
- Set up **sales tables at registration** in August or September.
- Set up **sales tables at back-to-school events** such as Parents Night and other school events that parents attend.
- Set up **sales tables during spirit week** and at homecoming.
- Use Walsworth's **Email Marketing**, which sends emails to your students' parents, encouraging them to buy a yearbook and ad. Ask your registrar for parent email addresses when you get the student list. To enroll in our **Parent Email Program (PEP)**, upload your student list with parent email addresses and then sign up at walsworthyearbooks.com/pep.
- Use Walsworth's **Online Sales program** and **place a banner on your school website** that takes buyers directly to your online school store at yearbookforever.com. Online Sales relieves you of collecting money, and you get reports to track sales and distribute the books. Just activate your school store in Members Only.
- Print yearbook and ad sales reminders on **report cards**.
- Schedule one or two **Parent Ad Nights**, where parents can come in, sit with a student designer and get their senior or personal ad designed for their student and pay for it right then.
- Schedule two to four days in the summer, or fall at the latest, for students to **go out and sell business ads**.

Information on setting up your marketing plan is in the *Yearbook Suite* curriculum unit called "Engage Your Audience and Sell More Yearbooks with Strategic Marketing." You can also find marketing items online at walsworthyearbooks.com/marketing, including guerrilla marketing editable PDFs and business ad sales scripts.

PARENT EMAIL PROGRAM (PEP)



GUERRILLA MARKETING



MARKETING ADS TO PARENTS

Don't forget to also market your ads separately. One parent always says, "Well, I never heard about ad sales." Promote your ad sales in different ways to reach every parent. You can send a letter to every senior parent at the end of their student's junior year with an order form and a reminder to schedule senior pictures in the summer with enough time to get them turned in for senior ads.

Create social media accounts for your yearbook and encourage parents to join for updates throughout the year. Open House and PTA meetings are the best time to promote your social media sites. Ask the school technology director to link to your social media on the school's home page or add them to the district's app.

Also promote ad sales in the daily announcements, the school's all-call phone system and emails to parents. Consider placing a downloadable PDF of the order form on the school's home page so parents can easily find and print it.

TIPS FOR AD SALES:

- Find out current business and senior ad policies. If no policies are in place, set some guidelines such as no torso nudity at any age, and no song lyrics or other copyrighted material. Ask that scanned images be at 300 dpi for best quality.
- Senior baby ads are a blessing and a curse. A blessing because they are a huge financial help for your book. A curse because they can be one of the most stressful parts of the year.
 - The process for collecting baby ads can be done in the fall, but starting the process the previous spring makes it less painful.
 - Have the marketing manager or senior tribute editor for the following year design your order form and flier, with clear instructions for the parents. Include the dimensions of each ad size, along with guidelines for the number of photos and words that will fit in each, and a sample. Include information about buying a yearbook, too.
 - Prepare fliers early enough to piggyback with another school mailing, such as registration information for the fall. Or, as the last day of school nears, ask your front office for mailing labels for the next year's senior class. Have the yearbook staff stuff and label the envelopes and mail them. For spring delivery books, prepping the envelopes and mailing them in the spring can help staffs get a jump on their first deadlines.

As long as your staff is preparing for future ad sales, you should prepare to head off some of the stressful situations these ads bring, including these three.



The Creek, Timber Creek High School,
Fort Worth, Texas

PARENTS MISS DEADLINES.

Your deadline may be in November, but parents will call you in April trying to order ads for a book that's already on the press. One thing that has worked for some staffs is setting two deadlines, both within your page deadline. This provides the opportunity to either charge a late fee for missing the first deadline, or call it an "early order" discount for making the first deadline, then charge a higher fee by the second deadline. Your "early order discount" would be your regular price for an ad, and then you charge a 25% late fee on ads placed after the first deadline. Two benefits: the steep fee encourages parents to make the deadline, and those parents who don't make the deadline are adding more financial support to your program.

GET PARENT APPROVAL EARLY.

Yearbook staffs sometimes make ad mistakes, and parents find them. One way to avoid this is to let parents sign off on their ads. As ads are designed, have them placed in a binder in the office. Ask the receptionist to be the keeper of the binder. Once a staffer finishes an ad, they call the parents. Give parents seven days to stop by the school and proof the ad. Give parents two options: note the corrections they want on a proof corrections form, or sign the form saying the ad needed no changes. If the parent did not come to the school within the seven days, they forfeited any chance for corrections. Also, don't let parents flip through the entire binder – make sure theirs is the only ad they see. This will cut down on people saying, "I want my ad to look like THAT one."

Or, ask for parent email addresses in the ad contract so a PDF proof can be sent electronically and approved. This allows for documentation of the parent corrections in case any problems or questions arise with the ad. It also takes the office personnel out of the equation.

LIMIT PHOTOS.

It is hard to design a quarter-page ad with 18 photos. Set limits on the number of photos for each ad size. Parents may grumble, but this allows your designers to use design principles like dominance, contrast and repetition, which will really clean up your ad pages.



Photo by Gillian Gawenda

ATTENDING SUMMER WORKSHOP

Attending a summer workshop will make your life easier in the fall. Your staff will bond, obtain and strengthen skills, begin the process and will be excited for the year.

Talk to your Walsworth Yearbooks rep about the summer workshop offered in your area. There are more than 50 local and state workshops provided by Walsworth. You can find a complete list at walsworthyearbooks.com/workshops.

It might be beneficial to attend an adviser workshop before going to a workshop with students. If you have to manage students on a field trip, you may miss out on important learning you need to teach your students.

Walsworth's adviser-only workshop, **Adviser Academy**, is held in July in Kansas City and provides three full days of classes for new and experienced advisers, plus the option to tour Walsworth's printing facilities or attend advanced tech training. You can meet and network with advisers from across the country, and leave with stacks of great resources and feeling ready for the year ahead. For more information, go to walsworthyearbooks.com/adviseracademy and talk to your yearbook rep.

"The Academy is extremely beneficial in helping to improve the structure and depth of any current yearbook class. It was more about how to improve myself and my teaching strategies than how to put together a yearbook. The instructors are willing to go beyond what they were scheduled to teach and work individually on specific areas."

- Jennifer Bass, Timberview Middle School, Fort Worth, Texas



Photo by Alexandra DeYoung

Your Walsworth Yearbooks rep also may offer a one-day fall workshop in your area. These fall workshops will be an opportunity for you to learn a lot about yearbook in a short amount of time. During the first visit with your rep, don't forget to ask when and where the fall workshop will be.

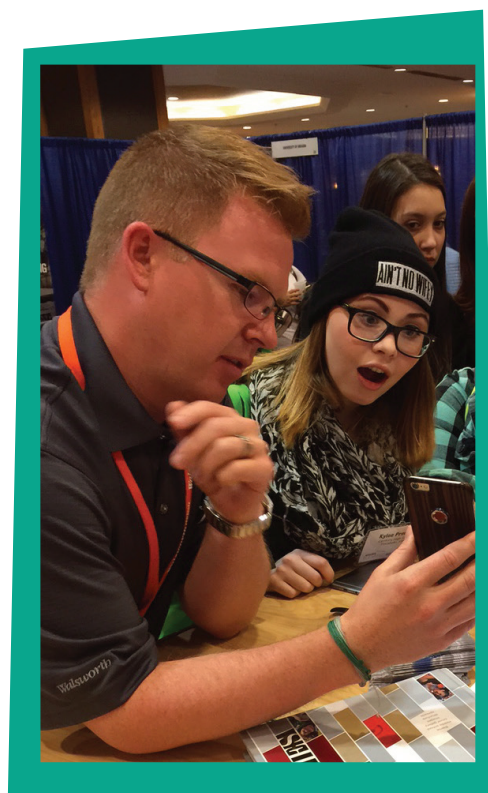
Generally at the fall workshop, you have the opportunity to learn about theme development, improving design, taking better photos and improving coverage of students. You might even get to design your cover at the fall workshop, too!

Consider having one-day workshops at your school to focus on training your staff on technology, photography, copywriting or other areas where they need extra help.

The time to start planning to attend a workshop next summer is now.

- If your budget doesn't allow for you to pay for all staffers, have them pay or earn money to attend the workshop. Also, let parents and students know the workshop dates early so they too can plan their vacations and summer.
- All yearbook staff members with a leadership position should attend the workshop. It will be up to you how many students you want there, but the more who are trained, the easier life will be throughout the school year.
- Make sure to follow all school rules regarding trips. Check your district's travel policies and procedures. Have emergency contact cards completed, distribute parent permission forms and provide an agenda or itinerary for parents and the school's administration.
- Students should know that while a summer yearbook workshop is a fun activity, the expectations are also high. They need to show a solid work ethic, common sense and strong leadership. Make sure they understand the rules and consequences.

A monthly calendar for preparing to go to summer workshop is in the appendix located on page 61, online at walsworthyearbooks.com/yearbooksuite and also at yearbookhelp.com.



DISTRIBUTION

After all of the hard work put in by your staff and you, one day your books will arrive – that's called delivery day. And getting them into the hands of each student and other purchasers takes planning – and that's called distribution.

Find out how distribution has been done at your school. You may have to do it that way this year, but then determine if that tradition should continue or if there is a better way. There are several ways to distribute your yearbook. Here are a few:

- Set up tables for students to pick up their yearbooks.
- Same as above, but turn distribution into a signing party.
- Deliver to homeroom or English classes.
- Hand out at an assembly where the staff is recognized for their work.
- Hand out at registration in August or September.



Photo by Brayden Yim

However you distribute books at your school, common tasks you need to do before the books arrive include:

- Check your Members Only home page for the date your yearbooks are to be shipped to your school. If you have a discrepancy or a question, contact your yearbook rep immediately.
- Determine a locked place, such as a large closet, to store the books when they are delivered. Yearbooks are an expensive commodity and will turn up missing if not properly managed.
- When books arrive, review one by yourself, noting any mistakes or problems and the work that is well done. Then look at the book with your editors. Lastly, have a ceremonial unveiling with the entire staff. Explain there will be mistakes, but help them enjoy their successes in this book.
- Create lists of buyers to facilitate distribution. This can be done in Sales Central in your Members Only area.
- Advertise your distribution.
- After distribution, return leftover books to the locked storage area and tell students how they can pick them up if they missed distribution day.

See an abbreviated list of tasks to do before, during and after distribution day in the appendix on pages 65-66, online at walsworthyearbooks.com/yearbooksuite and at yearbookhelp.com.

Section 2

Preparing Your Classroom

Forms and other new adviser items can be found at walsworthyearbooks.com/yearbooksuite and in the Curriculum section of yearbookhelp.com.

CLASSROOM ESSENTIALS

The yearbook room is one of the most vital and lively classrooms in the school. You will want to build a classroom culture of collaboration and inquiry, and allow your student editors to run the show most days.

Some decorative organizational tools that will help you keep everyone organized would be a large wall calendar as well as a white board that editors can use for to-do lists and daily class agendas. Mailboxes or cubby holes for each student are also a good idea.

Before your students show up on the first day of school, you'll want to take inventory of the equipment you have and come up with a system for checking it out (see "Making It Official" in the Preparing Your Students section). Common yearbook staff equipment includes:

- Computers
- Memory cards
- Cameras
- Camera batteries
- Camera flash cards
- Camera lenses
- Securely locked cabinet for cameras
- Cabinet for general yearbook supplies
- Desks
- Phone with toll-free number access
- Office or personal space for you
- Adequate space for yearbook staffers
- Access to the building after school hours



Photo by Lauren Reutiman

You can also ask students to provide their own memory cards, batteries, cameras and lenses, or assign them at the beginning of the year for them to manage.

At this point, meet with your school or district technology coordinator to learn about your school's Internet and firewall protocols. Give them the Network Administrators Guide, located at yearbookhelp.com.

You will also need to check each computer and camera to see if all are in working order. During down time, plan to repair or replace needed equipment.

While taking this inventory, talk with your administration about new equipment needs. You'll want to set the expectation that your classroom is a business operation. Students need to feel comfortable and creative in the yearbook room, but they also need to understand that you all have a job to do.

OTHER CLASSROOM ESSENTIALS INCLUDE:

- An area for instruction
- An area for leadership meetings
- An area for work
- Disinfecting wipes for wiping keyboards and other equipment often
- And, if you teach other classes, you will want to keep those students away from the yearbook materials, for various reasons.

Remember: Yearbook creation tends to cause a messy, unorganized environment. The more you stay on top of the organization, the better you will be. Appointing a group to keep the classroom organized is important.

It's also a good idea to schedule clean-up days, or set up a system of rotating staff members who are responsible for cleaning and reorganizing. If you have monthly deadlines, you could take one day after you've met the deadline and have a "spring cleaning" day.

Make each staff member responsible for cleaning their personal space and around their computer area. It's a good idea to shut down the computers and wipe down the keyboards with anti-bacterial or alcohol wipes, too, especially during cold and flu season.

Finally, consider having a place in your room for brainstorming and items such as magazines with ideas and an analog Pinterest board, also known as a bulletin board. Post great design ideas to your wall!



This is just one of the Pinterest-type idea boards on the walls of the yearbook room at Shorecrest High School, Seattle, Washington.

Section 3

Preparing Your Students

Forms and other new adviser items can be found at walsworthyearbooks.com/yearbooksuite and in the Curriculum section of yearbookhelp.com.

Even though you might be new to the school, it's a good idea to get in and try to meet with your student leaders before school starts. Setting the tone early will make a tremendous difference for you in the long run.

If you can get the names of your returning yearbook students, try meeting with them at a coffee shop or at school.

Talk with the students about how things have been done in the past. What has worked? What would they like to see changed? Yes, you are the one who is in charge, but the transition will be smoother if you try to blend some aspects of the previous program with the program you are about to create.

Some of the students might have attended a summer yearbook workshop. If so, ask them what they learned and what they would like to bring back and share with the rest of the staff. Summer workshops are one of the best ways to build a strong yearbook program (and make your life easier as an adviser!).



Photo by Kera Kottmeyer



Photo by Geriann Pioquinto

Students learn so much at summer workshops, and they also have time to bond with each other as a staff, which strengthens their teamwork abilities throughout the year. Sometimes yearbook can be stressful, and it's much easier to handle that stress and collaborate when students actually like one another.

Don't despair if you've missed the opportunities for a summer workshop. You'll make it through this year and you can attend a summer workshop next year.

EDITORIAL POLICY

In the summer or at the beginning of the school year, review and possibly revise the yearbook's editorial policy. If there isn't a policy in place, it is time to write one with your editors and make sure it is available for administrators and parents to see. A few of the items to include are:

- Basic principles of scholastic press law, such as First Amendment status, libel, copyright, obscenity, and other topics of legal concern
- Policies that involve selection of editors, staff conduct and removal from staff
- Job descriptions and other matters of organization and production
- Policies that concern editorial content and advertising
- A statement of ethics that will help measure adherence to the moral duties and obligations of a journalist
- The school board's determination of your yearbook's First Amendment status, which will determine the extent by which students control the content of their publication

SETTING THE TONE

You've met with your editors or returning students, and now the first day of school has arrived. Plan to spend the first few days of yearbook class setting the tone and building your team.

Many advisers will set aside much of the first two weeks for team-building activities. You can mix team building with training activities to get students feeling comfortable with their fellow staff members. Everyone should know each other by name in class and feel comfortable about asking for help or advice from other staff members.

Ask your editors to plan and lead the team activities. This is a good opportunity for them to get comfortable in their leadership role when the stakes are low. You might lead the first day or two, and then have editors and section editors rotate leadership of the games after that.

"As a new adviser, you don't know what you are walking into. You could have a class that has been structured already and you need to collaborate with your returning students to take what they know and modify to your liking, or you could be taking on a failing program with many misconceptions about what a yearbook publication is. In my case, students thought that yearbook was a party class where they could do nothing and receive an A, only cover themselves and their friends, rig senior superlatives, steal equipment, ditch class, etc. Boy, did I learn! Now, in the beginning of the year, I list out all behavior explicitly that will not be tolerated and the appropriate consequences; explain ethics of journalism; sign multiple contracts about conduct and equipment management; explain the importance of trust; and am very clear on how much time I expect from them. It may seem like overkill, but the more you set up expectations, the fewer problems you will encounter."

- Erica King, adviser, Silver Creek High School, San Jose, California

STAFF ORGANIZATION

There are different ways to organize your yearbook staff. You'll want to pick the one that best fits the talents and abilities of your staff, which means the structure may vary year to year.

You might decide you need one editor-in-chief along with a photo editor and a copy editor, but with distinct responsibilities defined for each role. Or, if you think there isn't one obvious strong candidate for editor-in-chief, you might choose to have an editorial board – a group of students who make decisions together regarding content and policy.

Here are two sample staff structures to use as a guide.

STAFF ORGANIZATION BY SECTIONS



STAFF ORGANIZATION BY FUNCTIONS



Once your staff positions are in place, consider letting the students write job descriptions for the positions. Divide the students into small groups, and assign a position to each group. The groups will brainstorm what falls under each position and share with the rest of the class. Then, have each staff member create their job description. If they have a hand in crafting their requirements, chances are they will adhere to the job description throughout the year.

Or, you might also choose to wait and let them work a while on the yearbook before determining job assignments.

Make sure your editors understand that they will need to meet at least once a week outside of class for planning purposes. Their time in class or with the club should be devoted to helping the staff and answering questions.

A list of jobs and their descriptions, plus a job description contract, is included in the appendix, which is online at walsworthyearbooks.com/yearbooksuite and at yearbookhelp.com.

MAKE IT OFFICIAL

Because of the additional responsibilities that go along with yearbook, it's a good idea to have staff members sign a contract. Both students and parents should sign contracts to acknowledge the responsibilities, the time involved and the care of expensive equipment are part of their job as a yearbook staffer. Keep all the contracts handy for report card and semester grade times.

You will also have a camera, or several cameras, lenses and expensive equipment. You'll need to think about responsible students who you can trust with this kind of equipment.

An example of a parent contract is in the appendix on page 74, online at walsworthyearbooks.com/yearbooksuite and at yearbookhelp.com.

While signing contracts, you may want parents to sign an emergency card for trips and out-of-school activities. This will come in handy while attending summer workshops or off-site activities, like a fall workshop.

While you are meeting with staff members and parents, you may want to place all work nights or weekend activities on a calendar so parents will be reminded when and why their children are working at school.

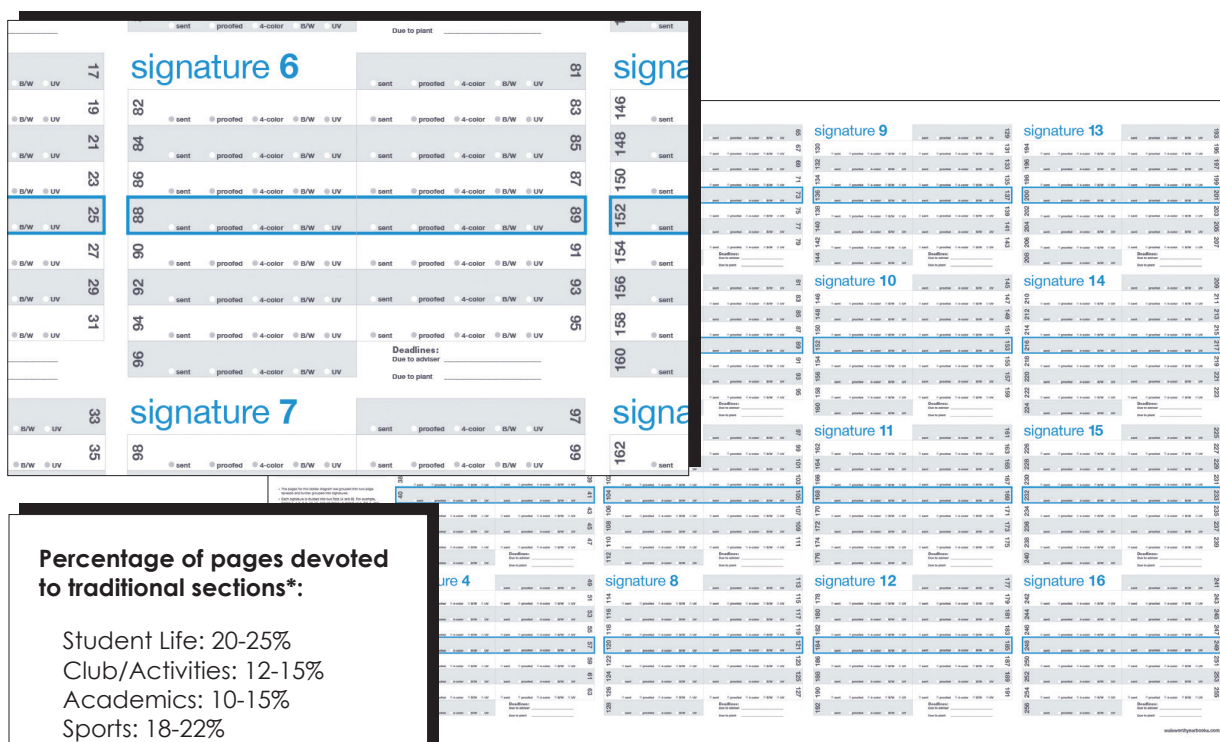
On Back to School Night or Meet the Teacher night, many advisers will discuss the work night schedule and field trip schedule with parents.

BUILDING YOUR LADDER

The **ladder** is the blueprint for the coverage plans for the year. Do not try to create a yearbook without one. Also realize that it's not set in stone, but needs to be slightly flexible to allow for events not yet on the school calendar.

Consider asking your yearbook rep to sit down with you to help plan your first ladder, to make sure you are meeting deadlines correctly.

Yearbooks are printed 16 pages at a time. Each 16-page section is called a **signature**. Each signature is divided into two **flats**, A and B. The ladder is a diagram of signatures and flats. The shaded page numbers on the ladder represent Flat A, and the unshaded numbers represent Flat B. The darker shades represent the two center pages, or natural spread, of that signature. Write the topic and other information that will go on each page on the ladder.



Start with the essentials that have to be in the book — title page, table of contents, divider pages, colophon, index, and possibly ads. Some of these things have a specific place in the book while others do not. But now you have an idea of how many pages will be consumed by these structural components. From there, you can estimate your section lengths (look at old books if you have no idea), and begin to piece together how your book will look. Traditionally, the people section takes up the most pages, and possibly ads, followed by sports, student life, academics and clubs/organizations.

SETTING DEADLINES

When filling out the ladder, start thinking about deadlines. Work with your yearbook rep to plan your submission deadlines. Then look at the school calendar to determine what material can be completed prior to your deadlines.

Once your submission deadlines are set, create mini-deadlines to give staff time to cover events, do interviews, take photos, write stories, design spreads, and have everything proofread. Dividing these tasks into separate deadlines helps students with organization so they feel less overwhelmed because they accomplish a spread in pieces rather than tackling the entire thing at once. Spread these deadlines over a four- to five-week period.

DEVELOP A THEME

Most yearbooks have a name (some do not). Each volume of the yearbook tells the story of that school year. To help tell that story, staffs come up with themes. The theme can use words such as a title ("Controlled Chaos" or "We're all that") and graphic elements such as lines, circles, triangles or speech bubbles. Themes tie a book together and are used in specific places in the book: the cover, endsheets, title page, opening pages, division pages (the pages that divide the sections) and closing pages. They can be used on coverage pages as well, but don't overdo their use.

To guide students to brainstorming for and developing their theme, use the "Finding Your Theme" unit of the *Yearbook Suite*.

As the staff works on the theme, have them sketch ideas for the cover. Summer workshop is a great place to meet with a cover artist to get a cover design finished.

Let's recap: You now have the yearbook staff in place, had some fun and become acquainted. Now it's time to build that yearbook. You're now expected to be the expert in theme, writing, design, photography, marketing, sales and page design software.



"ALL OVER THE PLACE"

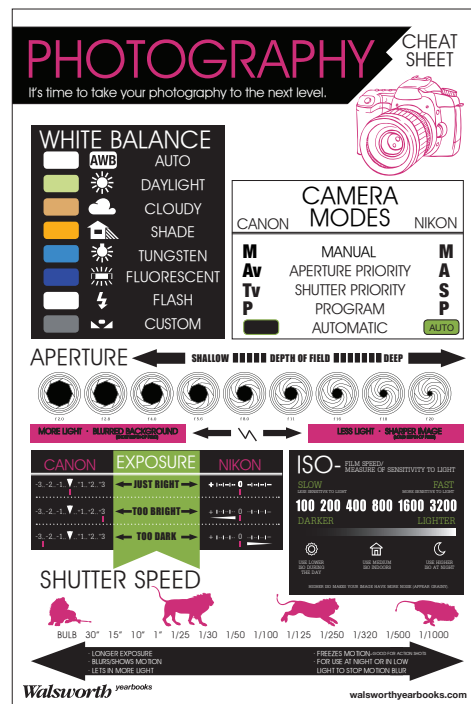
Legend, Boone High School, Orlando, Florida

To help you and the staff learn all of these skills, be sure to check out Walsworth's Yearbook Suite curriculum at yearbookhelp.com or walsworthyearbooks.com/yearbooksuite. But to start, here are a few pointers on these subjects.

TAKING USABLE PHOTOS

"Practice makes perfect." In this age of digital photography, without the cost of film and developing, let your students practice. See the *Yearbook Suite* unit, "Photojournalism: Telling Stories with Images." Here are some basic do's and don'ts for your cameras and photos.

1. Read the manual that came with the camera – you and your photographers.
2. Your cameras are expensive. Make your students use a neck strap. Have a system for checking cameras in and out so they don't get lost.
3. Photographers are reporters, too. They need to get the names of the people they are taking photos of and the facts of the events so they or their editors can write captions.
4. With each camera, provide a checklist of things they need to remember when they are taking photos.



PHOTOGRAPHER'S CHECKLIST

COPY AND PLACE THIS CHECKLIST IN EACH CAMERA CASE.

1. Before you leave the classroom, make sure you have a charged battery and your CF or SD card. Double-check the camera backpack to make sure all equipment is in the backpack and that it is operational.
2. Before taking any photos, format your CF or SD card using the menu functions in the camera. This way you will start with a clean slate, and it is better for the card in the long term than deleting images as your card fills up.
3. Before you begin shooting photos at your assignment, assess the lighting situation. Indoor? Outdoor? Fluorescent? Tungsten?
4. Set your ISO. Use the following as a guide:
 - o Night football: 1600
 - o Volleyball/Basketball/Pep Assemblies (anything in gym): 1600
 - o Most classrooms: 800
 - o Outside/Cloudy or Overcast Day: 400
 - o Outside/Sunny Day: 100 or 200
5. Set your camera to manual (M) mode so you can control the shutter speed and aperture.
6. Set the white balance (WB) so it is appropriate for your situation. Remember, you do this using the menus in the camera.
7. Based on lighting conditions, set your shutter speed and aperture so your images will be properly exposed. USE YOUR LIGHT METER.
8. Be sure to gather caption information while you are on assignment. Get names (spelled correctly), grade/position, and ask a few questions about what they are doing while you are there. It can be helpful to jot notes about clothing and looks so that you match the proper face with names when you are back in the newsroom.
9. Return the camera to the cabinet as soon as possible so it is available for the next photographer. Double-check to verify that all equipment you left with is in the camera bag, and if there is a dead battery, put it on the charger, and leave a note with the backpack.
10. Upload photos immediately.

Reduce stress for editors and photographers by having a filing system in place for storing photos at the beginning of the school year. Let the photo editor put this system in place by determining if last year's system worked or it needs improvements. Editors need to ensure the staff uses the system religiously so it becomes routine. Photographers should upload assignments when they return from an event so images are not erased from the memory card, and the staff's naming convention for photos should be used.

COPY THAT BEGS TO BE READ

Stories and captions need to be written to preserve the memorable moments of the school year for now and in the future. Your focus should be on the people and emotions surrounding the events of the year, not just the events themselves.

1. Reporters/writers need to research the person, topic or event, conduct all needed interviews and attend the event, capturing good quotes along the way.
2. Yearbook stories are not English essays. They are like magazine pieces. The stories use strong nouns and action verbs, with adjectives kept to a minimum. Add information using survey results, bar graphs and pie charts. Make sure captions are informative.
3. Just because the staff covers the same events each year does not mean the story is the same each year. Different students mean different stories.
4. Editing occurs after copy is written, reviewing for good grammar, punctuation and spelling, and fact checking. Editing and proofing also occur after pages are designed, checking for pleasing design, that all elements are correctly placed and all copy and photos are included.

See the *Yearbook Suite* units called "Writing: Tell Me a Story" and "Completing Your Copy with Captions and Headlines," at yearbookhelp.com or walsworthyearbooks.com/yearbooksuite.

EYE-CATCHING DESIGN

If you inherited an experienced staff that knows how to design their own book, let them. Otherwise, consider using Designer Series Layouts (InDesign), Templates (Online Design) and Total Design.

DSL/Templates have single and double-page spread templates, plus templates for scoreboards and other graphic elements. Total Design packages have templates of entire yearbooks, from endsheet to endsheet. Your staff just adds their photos, copy and captions.

To teach your students design basics, use the "Understanding Why Design Matters" unit of the *Yearbook Suite* at yearbookhelp.com. For information, go to walsworthyearbooks.com/yearbooksuite. InDesign users can find the DSL and Total Design templates in Members Only. Online Design users can find the Templates within Online Design in Plan Book.

Now is a good time to have staffers make style guides and cheat sheets that can be posted on the walls or available at student workstations. Some ideas include information on caption writing, adjusting levels in Photoshop, how to create grids in InDesign and the photo filing system. Consider putting information near the computers for easy reference.

Section 4

Preparing Your School

Forms and other new adviser items can be found at walsworthyearbooks.com/yearbooksuite and in the Curriculum section of yearbookhelp.com.

Photo by Kara Dry



Yearbook programs vary from school to school. No matter if you're taking over a well-established, award-winning program or if you feel like you're starting from square one, there are some things you can do to ensure that you're setting up your students and your program for success.

- One of the most important things is to communicate with administrators and faculty so they understand why you and the staff are making certain requests.
- Communicate frequently with your fellow faculty members. You may find it necessary at times to require your yearbook students miss a class or two. This type of disruption can become a burden for other teachers. Make sure you communicate appropriately and often. Thank you notes go a long way, too.
- On the same note, it may be necessary to interrupt a class with photographers and reporters needing to snap a picture or conduct a quick interview. Communication with the teacher and administration will go a long way here as well.
- When it is time for class pictures, club pictures and team photos, make sure you communicate instructions, times and dates with all faculty members, sponsors and coaches.
- If you are going on a field trip, check your school's protocol for alerting the appropriate teachers, administrators and staff including the transportation employees and the cafeteria personnel (you may need to tell the cafeteria staff which students don't need a lunch).
- If your school has monthly faculty meetings, it's helpful to share what the yearbook staff is doing. The update doesn't have to be formal. For example, take a minute or two to let your colleagues know the staff has returned recently from a competition and won some awards, or the yearbook staff will be looking for story ideas soon.
- If you plan to have work nights, make friends with the custodians. They can be a big help when you forget your keys or need boxes moved.
- Also make friends with the office staff, as they will help you with student lists, story tips and even marketing.



Photo by Elisabeth Neely

NOTES!

Section 5

Preparing to end the year

Forms and other new adviser items can be found at walsworthyearbooks.com/yearbooksuite and in the Curriculum section of yearbookhelp.com.

SELECTING NEXT YEAR'S STAFF

In the spring you will need next year's staff in place, or at least the editors and managers, so they can begin planning next year's yearbook. To do that, recruiting needs to begin when students are selecting their classes for next year, usually between January and March. Find recruiting items at walsworthyearbooks.com/recruiting.

- Recruit students to sign up for yearbook class (or club, while they are considering their course load for the next year) using posters and fliers, which can be found at walsworthyearbooks.com/marketing.
- Have interested students fill out an application. See an example in the appendix.
- Interview interested students, even those who are on staff this year but are applying for an editor position.

First select the top editors, the marketing manager and others depending on your staff structure. You could make the decision yourself, or include the current year's editorial staff. If you have several qualified applicants clamoring for a post, consider a faculty council of teachers to add perspective and relieve some tension.



Photo by Tyler Rispoli



Photo by Julie Rauls

In the interviews for editor positions, ask the same questions that you would ask staff members, but also consider asking:

- What vision do you have for next year's yearbook?
- Explain how you believe you are able to lead and give direction to your peers. Give an example.
- How would you handle this situation? (Give them a hypothetical situation, such as dealing with an angry parent or talking with the principal about a possible controversial story.)

The new editor-in-chief or top editors can interview remaining candidates. For example, include the photography editor if you are interviewing photographers.

Keep interviews short. Schedule them so you have time to discuss the interview with your editor when it is over. Ask these questions:

- What did you like best about this year's book? What did you like the least?
- What personal strengths would you bring to the staff?
- What is your impression of what it is like to be on staff?
- Describe a situation in which you did something to help a "team."
- Can you complete work independently under deadline?
- Describe your attitude under pressure.
- Ask about other commitments, and clarify whether the recruit can meet expectations, such as attending workshops and work nights, selling ads and meeting deadlines.

If you select your staff in the spring, but after school starts you need to make a change, do it. The change may benefit the student and the staff.

Once the staff is selected, they can spend April and May making plans for the yearbook, selling ads and planning to go to workshop.

MORE CURRICULUM

If your book delivers in the spring, there will be a one- to two-month period in which students will need work to do. In addition to sprucing up the classroom and getting equipment fixed, consider assigning a **portfolio project** to keep your staff productive, engaged and involved. A portfolio helps students gather together all the work they have done this year and evaluate it. This helps them see what they have learned. Find one way to do a portfolio project at walsworthyearbooks.com/yearbook-is-finished-now-what.

Another good spring learning project would be to have the staff create tutorial videos on various topics to help teach incoming staffers for the following years. They can film and edit these, then post on your yearbook's YouTube account for next year.

SPRING TASKS

Your staff is humming along, covering events and filling spreads with photos and copy. While that's going on, you need to keep on top of tasks to end the year. Here's a snapshot of what you should be doing in the spring, depending on your delivery schedule.

SPRING DELIVERY

Review your budget. Check to make sure you are on track to pay your invoice upon delivery.

If you do a spring supplement, list activities to cover, such as prom, sports and graduation. Check your ladder for any group/activity not accounted for in the book to add it here.

Complete your index using your last proofs.

Plan your distribution.

Meet with your school photographer. Discuss any issues, and schedule picture days for the fall.

Ask your yearbook representative, your editors or an adviser from another school to conduct a mini-workshop to train next year's staff on software, writing, photography and marketing.

Assign a committee to oversee a spring banquet. Keep it within the budget. Consider the location, menu, awards, decorations and invitations.

Assign a few students to inventory equipment that needs repairs and items that need replenishing.

Update the staff manual (or create one). Update job descriptions, school contacts, next year's school calendar, and information on equipment such as computers and cameras.

Activate Members Only for next year and set up Online Sales in late spring.

SUMMER/FALL DELIVERY

Review your budget. Check for businesses that still owe for ads.

Write thank you letters to all advertisers and sponsors.

Check the school calendar for any new listings.

Check your ladder. Make sure every group and activity has been accounted for in your coverage.

List activities left to cover, such as prom, senior trip, sports and graduation.

Sections that should be done: portraits, clubs, student life, ads, fall and winter sports.

Have students and parents sign an agreement that students will work after school is out.

Assign a committee to oversee a spring banquet. Keep it within the budget. Consider the location, menu, awards, decorations and invitations.

Assign a few students to inventory equipment that needs repairs and items that need replenishing.

Figure out a workflow to review work over the summer and finish the index.

HELPFUL RESOURCES

Remember, you don't need to know everything, you just need to know where to look for the information. This *Yearbook Suite* unit should be your first resource, along with the other 11 units of the curriculum. Forms and other new adviser items can be found under Curriculum at yearbookhelp.com and at walsworthyearbooks.com/yearbooksuite. Here are additional resources you should know about and have close at hand to answer your yearbook questions.

WALSWORTHYEARBOOKS.COM	Our website is full of information, ideas and assistance, and is the path for reaching Members Only, the Marketing Your Book section, <i>Idea File</i> magazine and our Showcase galleries.
MEMBERS ONLY	Your personalized online home, Members Only is full of resources, including status reports regarding production and Online Sales, access to Online Design, W eCare, Support Download, and a web ladder.
YEARBOOKHELP.COM	Walsworth has made it easy for you to get the answers to any question you have about yearbook, including help with Online Design. Just click on yearbookhelp.com from Members Only or Online Design. The <i>Yearbook Suite</i> can also be found in the Curriculum section of this site.
SUPPORT DOWNLOAD	Located in Members Only, Support Download contains Enhancements and ClikArt for InDesign users.
WIECARE	Located in Members Only; provides live, online desktop support from our technicians via screen-sharing with your computer.
SALES AND MARKETING CENTRAL	Located in Members Only, you can track sales goals, enter in-school sales, track and market directly to non-buyers, and get detailed financial and distribution reports.
MARKETING YOUR BOOK	At walsworthyearbooks.com/marketing , this section contains Customized Marketing, manuals and many marketing items to help you tell students and parents how to buy a yearbook.
ONLINE SALES	Puts yearbooks and ads sales online for the convenience of your buyers; credit cards and PayPal accepted 24/7 and you can easily access reports.
YEARBOOKFOREVER.COM	This is the place online where you send parents and students to buy a yearbook and ads using Online Sales.
MARKETING QUESTIONS	Send any questions about marketing to marketingyearbooks@walsworth.com .
PLANNING KIT AND STARTER KIT	Walsworth items sent to your school to help you plan, create, submit and market your yearbook.
ADVISER TIMELINE	Located in Planning Kit, this item will help you get started on your first visit of the year with your yearbook rep. With a calendar and deadline planner, it will keep you on track all year.
YEARBOOK BLUEPRINT	Located in Planning Kit and available online; contains hot new trends, predesigned covers and endsheets, brainstorming tips, fonts, Formula Colors, and even sketch sheets to start developing a terrific theme.
NATIONAL, REGIONAL, STATE AND LOCAL SCHOLASTIC PRESS ORGANIZATIONS	See the appendix for a list of these groups.
STUDENT PRESS LAW CENTER	This is an organization that provides free legal advice to student media. Find them at splc.org .

Remember to contact your local Walsworth Yearbooks rep with questions. Have a great year!

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CHECKLIST FOR ADVISER TASKS

ACTION ITEM	WHEN TO DO	DATE COMPLETE	NOTES
Meet with school photographer: Schedule senior portrait day	Spring, or as soon as you can if this date is not already set		
Meet with school photographer: Schedule picture day and retake day	Spring, or as soon as you can if this date is not already set		
Appoint student marketing manager for next year, have them begin planning	Spring, or as soon as you can		
Senior portrait day(s)	June		
Meet with administrator	June or as soon as possible		
Set up Members Only	June-July		
Set up Online Sales	June-July		
Meet with yearbook representative	July-August		
Fill out budget worksheet	July-August		
Set page submission deadlines	July-August		
Meet with registrar	July-August		
Meet with guidance counselor	July-August		
Meet with bookkeeper	July-August		
Meet with student activities director	July-August		
Review Planning Kit; find Adviser Timeline	July-August		
Plan marketing and sales campaigns for the year	July-August		
Sell books at registration	July-August		
Meet with editors	July-August		
Plan ad sales campaign (if didn't occur over the summer)	July-August		
Set ad sales deadlines	August		
Meet with network admin to discuss Internet, software	August		
Review First 30 Days lesson plan	August		
Review <i>Yearbook Suite</i> curriculum. Determine what you will teach and what editors will teach	August		

CHECKLIST FOR ADVISER TASKS (CONTINUED)

ACTION ITEM	WHEN TO DO	DATE COMPLETE	NOTES
Get student list with parent email addresses	August		
Meet with staff	August		
Determine grading	August		
Create teambuilding/staff bonding plan	September		
Plan coverage, fill out ladder	September		
Student, faculty and staff school picture day	June-July		
Set up Online Sales	June-July		
Set book sales deadlines	September		
Schedule club picture day	September-October		
Schedule team picture day	September-October		
Prep submissions to national/state/local competitions	October-December; check associations for dates		
Start planning to attend summer workshop	January		
Begin staff recruitment for next year	January		
Include yearbook sales information for next year in spring mailings sent to parents	February-March		
Schedule distribution day	March		
Appoint student marketing manager for next year, have them begin planning	April		

ADDITIONAL NOTES!

GROUP PHOTO PASSES

say cheese.

[for group picture day]

student name _____
[write your name clearly]

club _____

sponsor _____

picture time _____
[leave class 5 minutes before]

Tuesday, January 24th in the PAC

say cheese.

[for group picture day]

student name _____
[write your name clearly]

club _____

sponsor _____

picture time _____
[leave class 5 minutes before]

Tuesday, January 24th in the PAC

say cheese.

[for group picture day]

student name _____
[write your name clearly]

club _____

sponsor _____

picture time _____
[leave class 5 minutes before]

Tuesday, January 24th in the PAC

say cheese.

[for group picture day]

student name _____
[write your name clearly]

club _____

sponsor _____

picture time _____
[leave class 5 minutes before]

Tuesday, January 24th in the PAC

YEARBOOK STAFF APPLICATION

Name _____

Address _____

Home phone _____ Cell phone _____

Email address _____

1. **Grade level next year** (circle one) sophomore junior senior

2. **Current English, business, art, journalism and photography course(s), teacher(s) and grade(s):**

	Course	Teacher	Grade
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____

3. **List past English, business, art, journalism and photography courses, teachers and grades received:**

	Course	Teacher	Grade
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____

4. **List English, business, art, journalism and photography electives to be taken next year:**

a. _____

b. _____

c. _____

d. _____

5. **Current cumulative grade point average:**

6. **Name three teachers (from any department) who would give you a positive recommendation.**

a. _____

b. _____

c. _____

7. Briefly explain your computer and technology experience. Specify classes taken, type(s) of hardware and software you have used, etc.

8. Will you have a car available for use during the school day? yes no

Comments: _____

9. List additional extracurricular activities will you be participating in next year. (This includes sports, clubs and part-time jobs.) List each activity and briefly explain your level of involvement and approximately how many hours will be devoted to these activities each week.

a. _____

b. _____

c. _____

10. Position Preference. Number the four positions you are interested in, by order of preference. Mark only those positions for which you are capable of assuming responsibility for the entire year.

_____ Editor-in-chief	_____ Copy Editor	_____ Design Editor	_____ Photo Editor
_____ Section Editor	_____ Marketing Manager	_____ Photographer	_____ Writer
_____ Designer	_____ Tech Manager	_____ Morale chairperson	

11. Explain what publications experience you have had from middle school to the present. Be specific. _____

12. Explain why you want to join the yearbook staff. Discuss your qualifications and strengths plans you have for improving the yearbook. Include any concerns or questions you have. Attach the essay to this sheet.

Completed applications should be returned to _____ by _____

TEACHER RECOMMENDATION FORM

Teacher Name_____

(Student name)_____has applied for an editor position on the yearbook staff and has named you as a character reference. Please take a few moments to answer the questions below and return this form to_____by_____.

Your impressions of the student are important and will be used in making final staffing decisions for the upcoming school year. Applicants will not see this recommendation form.

Please rank the student from 1 (weakness) to 5 (strength) in the following areas:

1. Works cooperatively with students and teacher	1	2	3	4	5
2. Completes work on time	1	2	3	4	5
3. Manages in-class time wisely	1	2	3	4	5
4. Is self-motivated	1	2	3	4	5
5. Ability to work independently	1	2	3	4	5
6. Writing ability	1	2	3	4	5
7. Positive and enthusiastic attitude	1	2	3	4	5
8. Active participation in class discussion	1	2	3	4	5
9. Attention to detail	1	2	3	4	5
10. Leadership qualities	1	2	3	4	5
11. Classroom behavior	1	2	3	4	5
12. Critical thinking and questioning skills	1	2	3	4	5
13. Ability to accept constructive criticism	1	2	3	4	5

Additional comments:

Signature_____Date_____

PERMISSION SLIP FOR OFF-CAMPUS TRAVEL

My child, _____, has my permission to leave school during the day for the activities below.

- _____ Ad sales
- _____ Errands
- _____ Field trips
- _____ Workshops

_____ I give my child permission to use his/her personal vehicle and not take anyone else.

_____ I give my child permission to use his/her personal vehicle and take other yearbook students, and our insurance has coverage for that purpose.

_____ I give my child permission to ride in cars with other yearbook students, provided that the driver has insurance coverage for that purpose.

_____ I give my child permission to walk to/from any of these activities.

_____ I do not give permission for my child to leave campus in his/her car or in a vehicle with another student.

_____ I do not give permission for my child to leave campus at any time for any reason during the school day.

Parent name

Parent email

Parent phone

Date

SELF-EVALUATION FORM – WEEKLY

Name _____ Date _____

My goals for this week

- | | |
|----------|------------------------------------|
| 1. _____ | Achieved? <input type="checkbox"/> |
| 2. _____ | Achieved? <input type="checkbox"/> |
| 3. _____ | Achieved? <input type="checkbox"/> |
| 4. _____ | Achieved? <input type="checkbox"/> |
| 5. _____ | Achieved? <input type="checkbox"/> |

Other criteria

- ☐ My work meets all of the style requirements.
- ☐ My work is thorough and accurate/double-checked.
- ☐ I have met all deadlines.
- ☐ I have worked with other staff members.
- ☐ I used the time I spent in the yearbook office in a positive, productive manner.

I completed the following SPECIFIC ASSIGNMENTS this week

I would like the following to be considered when figuring my grade for this week

I think I deserve this grade for the week _____

Staff member signature _____

PHOTO EVALUATION

Photographer's name: _____

Date due: _____

Section of yearbook: _____

Page number(s): _____

Subject of story: _____

5 = outstanding
4 = very good
3 = acceptable
2 = not acceptable
1 = not completed

	Self Evaluation Date: _____	Section/Copy Editor Review Date: _____	Due Date for Edits: _____	EIC Review Date: _____	Due Date for Edits: _____	Adviser Review Date: _____
Photo tells a story; action, reaction and interaction are shown	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Angles or viewpoints are interesting	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Backgrounds are not distracting or inappropriate	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Lighting is appropriate and interesting	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Photo shows detail and is close to subject	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Fronts and faces are shown	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Center of interest is slightly above or below horizontal midpoint, or to the side of vertical midpoint	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Photo uses one or more composition rules	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Photo is vertical or horizontal as appropriate	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Unimportant areas are cropped out	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Subjects and objects are not close to the edge or cut off	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Subjects and objects have enough room to move	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

PHOTO EVALUATION (CONTINUED)

	Self Evaluation Date: _____	Section/Copy Editor Review Date: _____	Due Date for Edits: _____	EIC Review Date: _____	Due Date for Edits: _____	Adviser Review Date: _____
Photo is in focus	<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>	<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>
Photo specs are correct	<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>	<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>
Photo captures action and emotion	<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>	<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>
Photo is saved in correct folder	<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>	<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>
Caption info is provided or caption is written	<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>	<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>5 4 3 2 1</div>

Evaluated by Photographer:

Total score:

Evaluated by Section/Copy Editor:

Total score:

Evaluated by EIC:

Total score:

Evaluated by Adviser:

Total score:

NOTES!

DESIGN EVALUATION

Designer's name:

Date due:

Section of yearbook:

Page numbers:

5 = outstanding
4 = very good
3 = acceptable
2 = not acceptable
1 = not completed

Guides	Margins are consistent. No copy crosses the gutter. White space is planned and is outside of the photo/copy placement. One-pica spacing is the standard between content elements.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
Dominance	One element is significantly larger and becomes the focal point. Designer chose a photo that shows emotion and a variety of students. A horizontal eyeline extends across the spread. All elements sit on or hang from the eyeline. A variety of modular shapes and sizes create contrast with the dominant element. Eyeflow is directed toward the center of the spread.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
Text Modules	Headline presentation and feature story are a packaged unit, usually balanced against the dominant photo. Captions are a uniform width. Caption lead-ins serve as reader entry points.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
Typography	Readability guides all decisions. Style is consistent for section. Number of typefaces is limited; contrast in size, weight, capitalization and color is interesting. Repetition of typographic techniques is used for unity.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
Graphics	Graphics are subtle and used for an obvious purpose. Lines, tints and screens enhance readability. Repetition of graphic techniques unifies related content. Illustrations and clip art contribute directly to telling the story and are not used as space filler.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
Overall Impact	Design effectively packages content for readability. Spread looks orderly, planned and reader-friendly.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
Layout	Photos are placed in a way that helps tell the story within the spread. Negative space is on the outside of the spread and helps balance the content.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1

Evaluated by:

Total score:

SENIOR AD SPREADS CHECKLIST

Your name:

Page numbers:

Due date:

The following checklist must be attached with a paper clip before you turn in your spread for final editing.

- _____ 1. Cross-checked names with the information from parents.
- _____ 2. Pages are numbered correctly.
- _____ 3. Folios are properly placed and styled.
- _____ 4. Copy is free of spelling and grammatical errors.
- _____ 5. Spread has been spell checked. (To spell check: Click on the selection tool, click on a textbox. Then, use Apple+A, then Apple+i. This will open the spellcheck box.)
- _____ 6. Photos are properly and proportionally placed. Saved as TIFFs, in the correct final pics folder.
- _____ 7. Links are checked and okay. (Open the links palette and make sure you have no stop signs or caution signs.)
- _____ 8. Layout was checked by section editor.
- _____ 9. Layout was checked by editor of yearbook.
- _____ 10. Called parents to allow them one week to proof.

_____ Date of parent contact

_____ Deadline to ask for corrections

_____ Parent corrections made

(Please attach parent's form to this and your spread.)

Yearbook Editor's Signature:

Adviser's Signature:

BODY COPY EVALUATION

Writer's name:

Date due:

Section of yearbook:

Page number(s):

Subject of story:

5 = outstanding
4 = very good
3 = acceptable
2 = not acceptable
1 = not completed

	Self Evaluation Date: _____	Section/Copy Editor Review Date: _____	Due Date for Edits: _____	EIC Review Date: _____	Due Date for Edits: _____	Adviser Review Date: _____
Lead draws in reader	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Copy follows journalism style	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Story written in past tense	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Story written in third person	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Active verbs are used	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Paragraphs are short	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Story contains background info	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
At least two sources are quoted	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Interview notes accompany story	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Quotes are verified	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Quotes are in separate paragraphs	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Angle is interesting	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
School name, words like "students" or "seniors" are not repeated or overused	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Abbreviations are known to all readers	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

BODY COPY EVALUATION (CONTINUED)

	Self Evaluation Date: _____	Section/Copy Editor Review Date: _____	Due Date for Edits: _____	EIC Review Date: _____	Due Date for Edits: _____	Adviser Review Date: _____
Editorializing is avoided	<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>	<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>
Conclusion has a sense of finality	<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>	<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>
Spelling, grammar and punctuation are correct	<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>	<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>
Story does not leave unanswered questions	<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>	<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>		<div><div></div><div></div><div></div><div></div><div></div></div> <div>54321</div>

Evaluated by Writer:

Total score:

Evaluated by Section/Copy Editor:

Total score:

Evaluated by EIC:

Total score:

Evaluated by Adviser:

Total score:

NOTES!

HEADLINE EVALUATION

Writer's name: _____

Date due: _____

Section of yearbook: _____

Page number(s): _____

Subject of story: _____

5 = outstanding
4 = very good
3 = acceptable
2 = not acceptable
1 = not completed

	Self Evaluation Date: _____	Section/Copy Editor Review Date: _____	Due Date for Edits: _____	EIC Review Date: _____	Due Date for Edits: _____	Adviser Review Date: _____
Headline attracts attention and interest through content, design and typography	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Spread content is tied together	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Tone or mood of spread is reflected	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Editorializing is avoided	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
A positive approach is taken	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Specific information is given	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Headline is not a label or topic	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Descriptive nouns and active verbs are used	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Adjectives used sparingly	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Headline is not a restatement of the lead	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
The obvious is not stated	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Words like "students" or "seniors" are not repeated or overused	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Abbreviations are known to all readers	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

HEADLINE EVALUATION (CONTINUED)

	Self Evaluation Date: _____	Section/Copy Editor Review Date: _____	Due Date for Edits: _____	EIC Review Date: _____	Due Date for Edits: _____	Adviser Review Date: _____
No period at the end	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Content and placement lead reader into story and dominant photo	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

Evaluated by Writer:

Total score:

Evaluated by Section/Copy Editor:

Total score:

Evaluated by EIC:

Total score:

Evaluated by Adviser:

Total score:

NOTES!

CAPTION EVALUATION

Writer's name: _____

Date due: _____

Section of yearbook: _____

Page number(s): _____

Subject of story: _____

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	Self Evaluation Date: _____	Section/Copy Editor Review Date: _____	Due Date for Edits: _____	EIC Review Date: _____	Due Date for Edits: _____	Adviser Review Date: _____
ABCD formula followed	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Has Attention Getter	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Attention Getter doesn't repeat lead	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Lead has Basic Information	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Lead is in present tense	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Complementary info adds details not seen in the photo, before and after photo was taken	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Complementary info written in past tense	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Direct quote provided	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Quote adds emotion	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Caption does not state the obvious	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
5 W's and H are included	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Grammar, punctuation, and spelling are correct	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
All people correctly identified up to seven	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Nouns are descriptive	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

CAPTION EVALUATION (CONTINUED)

	Self Evaluation Date: _____	Section/Copy Editor Review Date: _____	Due Date for Edits: _____	EIC Review Date: _____	Due Date for Edits: _____	Adviser Review Date: _____
Active verbs are used	<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>	<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>		<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>		<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>
Verbs like "tries to" that don't tell the result of the action are avoided	<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>	<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>		<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>		<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>
No editorializing	<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>	<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>		<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>		<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>
Caption is informative and interesting	<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>	<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>		<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>		<div> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 </div>

Evaluated by Writer:

Total score:

Evaluated by Section/Copy Editor:

Total score:

Evaluated by EIC:

Total score:

Evaluated by Adviser:

Total score:

NOTES!

FINAL SPREAD CHECKLIST/EVALUATION

Designer's name:

Date due:

Section of yearbook:

Page number(s):

Subject of story:

5 = outstanding
4 = very good
3 = acceptable
2 = not acceptable
1 = not completed

	Self Evaluation Date: _____	Section/Copy Editor Review Date: _____	Due Date for Edits: _____	EIC Review Date: _____	Due Date for Edits: _____	Adviser Review Date: _____
File properly named	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Marked as 4-color or B&W	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Use of Formula Color, UV Coating marked	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Photos are high-res with strong visual contrast	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
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No photo is stretched out of proportion	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Action in photos points toward center of spread	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Photos and graphics are properly linked (InDesign schools)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Font size and type is correct on stories, headlines, captions	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Theme elements correctly placed (if applicable)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Scoreboards are accurate, with winning scores listed first	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Group photo captions begin with front row and list names left to right	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
All names spelled correctly	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Spell check has been run	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

FINAL SPREAD CHECKLIST/EVALUATION (CONTINUED)

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Same students aren't used repeatedly	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Balance of grade levels, genders are represented	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Page numbers, folios are correct	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Bylines and photo credits are correct and correctly placed	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Internal margins are consistent	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Tool lines around photos are consistent	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Backgrounds, photos fully bleed past external margin (if applicable)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Page and people on it have been indexed	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
A high-res copy has been printed, checked and is in production notebook	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Spread has been marked for submission (Online Design)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Spread has been prepped for submission (InDesign or PDF Submission)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1		<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

Evaluated by Designer:

Total score:

Evaluated by Section/Copy Editor:

Total score:

Evaluated by EIC:

Total score:

Evaluated by Adviser:

Total score:

CHECKLIST FOR SUMMER WORKSHOP

AUGUST/SEPTEMBER

- ☐ Begin researching potential workshops to attend. Ask my yearbook sales rep about regional workshops. Check Workshop Central at walsworthyearbooks.com/workshops. Check with the state journalism organization to see what workshops they sponsor. Most details won't be available until early spring, so use last year's information to begin planning.
- ☐ Analyze the yearbook budget and include the amount the yearbook program will contribute to the overall cost of the workshop, based on the previous year's workshop information.
- ☐ Consider how the money will be raised if the yearbook program will be paying a portion, such as selling additional ads or books or possibly raising the cost of the book by \$5. Talk with my sales rep so he or she can help plan and track the budget accordingly.
- ☐ Plant the seeds about attending a yearbook workshop next summer. Tease students with clues about the fun learning activities they could experience at camp.
- ☐ Get detailed information from school administration about overnight field trips. This could include parent permission forms, restrictions on the type of transportation that can be used and chaperone requirements.

OCTOBER/NOVEMBER

- ☐ Check the yearbook budget to stay on track with meeting the fundraising budget.
- ☐ Continue to mention camp to the staff to get them excited about attending next summer.
- ☐ Ask my sales rep to talk with the staff about yearbook camp and its benefits.

DECEMBER

- ☐ Confirm dates for the workshop we'll be attending and give them to the staff so students can check their summer calendars and pencil in the dates before they commit to other activities.
- ☐ Start the money conversation with students. Give them a ballpark cost and discuss with them how much they think they can contribute. Ideally they should pay for one-third to one-half of their total cost to attend. Students will be more committed and work harder if they contribute to the cost. Remind them how much they pay to attend other types of camps, i.e., sports, arts, church. This helps them put the cost into perspective.

CHECKLIST FOR SUMMER WORKSHOP (CONTINUED)

- ☐ Discuss options for student fundraising to help them offset their portion of the cost. Form a fundraising committee to research ideas.
- ☐ Consider having staff sell additional business ads for their fundraising. Individual participation should be directly related to the amount each student receives toward their expenses.

JANUARY

- ☐ Have fundraising committee finalize their plans and get them approved through the necessary channels. Fundraising needs to be completed by April.
- ☐ Check budget with sales rep to stay on track with the yearbook account's contribution to the workshop costs.
- ☐ If the school district requires special permission for overnight trips, begin the process for this request.
- ☐ Check into transportation options. If the district allows transport in private vehicles, arrange drivers. Otherwise, check into school bus or commercial transportation. If school transportation must be used, get cost estimates.
- ☐ Secure any necessary additional chaperones per school district requirements.

FEBRUARY

- ☐ Workshop costs should begin to be available via a workshop website or brochure, so plan the exact workshop budget. Include costs for: Registration fee, lodging, transportation, food and supplies. Some lodgings provide kitchens where you may prepare your own food for meals that are not included. Also budget for free time to area attractions.
- ☐ Send an informational letter home to parents detailing dates and costs. Request a non-refundable deposit along with a commitment form signed by both the student and parent. This will complete staff registration on time.
- ☐ Set up a payment plan schedule for parents/students who need to break up their balance due into multiple payments. Get both parents and student to sign off on this.
- ☐ Get fundraising update from student committee. Remind them that fundraising needs to be done by end of April.
- ☐ Continue to monitor the yearbook budget.

MARCH

- ☐ Check fundraising status from the student committee. Try to conclude all fundraising by end of April.

- ☐ Collect payments from students who are using a payment plan option.
- ☐ Continue to monitor yearbook budget.
- ☐ Assign a theme packet project as a classroom assignment. This assists with preparation for assignments and contests at the workshop.
- ☐ Hold a workshop goal-setting session with students committed to attending. For example, are there staff members who need lots of software training, or is the main goal to have a well-planned theme and ladder? Be specific and write down what needs to be achieved so everyone stays focused.

APRIL

- ☐ Request a check from the bookkeeper to cover registration costs. (Your yearbook account should be liquid enough to cover the cost now, even if students are still making payments.)
- ☐ Look over course offerings and pick classes for each student. To get the most out of the workshop, choose classes that will help achieve the workshop goals set last month.
- ☐ Submit workshop registration and payment. Often workshops provide early bird pricing, so take advantage of it. Also, some locations book up early, so secure your spot.
- ☐ Registrations may or may not include lodging and some require separate registrations for each. Read the registration information and make sure room reservations are secured and a check is requested.
- ☐ Continue to collect payments from students.
- ☐ Calculate the final fundraising profits and credit them to the students who participated.

MAY

- ☐ The pace of most workshops can be overwhelming, so take time to prepare two to three theme ideas and develop graphic elements/concepts to go along with them.
- ☐ Create a Pinterest board to house the staff's ideas. Scour sites like thinkstock.com or take a trip to the mall to see new graphic trends.
- ☐ Develop cover ideas to go along with your theme ideas.
- ☐ Create staff T-shirts so the staff has their own identity at the workshop and makes a great first impression.
- ☐ Hold a meeting for all attending students and their parents to review rules and expectations for the workshop, departure plans and times, what to pack, spending money and to collect all signed paperwork.
- ☐ Collect final payments from students.
- ☐ Meet with the staff to be sure they know all expectations and goals for the workshop.
 1. Attend all sessions and complete all assignments.
 2. Seek out new ideas from their sessions and what they see from other staffs.
 3. Get to know the rest of the staff and how to work together.

CHECKLIST FOR SUMMER WORKSHOP (CONTINUED)

JUNE

- ☐ Gather supplies. Check the workshop brochure/ website for suggested items to bring.
- ☐ If recreational opportunities are part of the workshop, pack the appropriate attire. See the workshop brochure/website for suggested packing lists.

Follow these steps and attend a summer workshop to give yourself and your yearbook staff the chance to have a less chaotic beginning to the school year. Once your staff has experienced the magic they will want to go back every year. And you will wonder why you didn't do it sooner.

WORKSHOP GOALS LIST

If you can make decisions about all of these items, you will be on your way to a great book!

- ☐ Theme
- ☐ Cover
- ☐ Color
- ☐ Templates
- ☐ Marketing plan
- ☐ Graphics
- ☐ Fonts
- ☐ Ladder
- ☐ Packages

THE DISTRIBUTION EVENT CHECKLIST

BEFORE DISTRIBUTION DAY

- ☐ Meet with staff and administrator to discuss your distribution plans.
- ☐ Determine event date, time and place; reserve location.
- ☐ Tell your student body at least three times about distribution. Include:
 - ☐ When and where to pick up their books.
 - ☐ To bring their photo ID and receipt.
 - ☐ If they can buy this year's book and its cost.
 - ☐ If signing time will be available.
 - ☐ If there is a signing party, and how much admission is (if applicable).
 - ☐ If they can order next year's book and its cost.
 - ☐ To bring a signed permission slip if they are picking up a book for another student.
- ☐ Get a cash box, cash to make change and receipt pads for recording sales. Receipt books are available through the Kit Department.
- ☐ Develop plan to promote your event in school on daily announcements and with fliers, signs and posters.
- ☐ Assign staff members to distribution duties such as:
 - ☐ Direct students to the correct line and to keep lines moving
 - ☐ Check students on list and hand out books
 - ☐ Keep tables supplied with books and pull ordered options
 - ☐ Sell books for next year and collect money
 - ☐ Clean up and move leftover/unclaimed books to storage
- ☐ Recruit parent/teacher volunteers for supervision.
- ☐ Consider getting a substitute for your other classes on distribution day.
- ☐ Get custodians' help to move boxes and help with clean-up.
- ☐ Before books arrive, arrange a secure area for storage.
- ☐ Confirm a delivery date of yearbooks and options with your sales rep.
- ☐ For the distribution lines, get tables, chairs, pens, tape, distribution lists, highlighters, dollies/carts to move books, signs for alpha lines and trash cans.
- ☐ Create a large sign to designate an area away from the distribution tables for students to sign yearbooks.
- ☐ Have a separate table for questions or problems and purchasing yearbooks.
- ☐ Post buyers' lists at least one week prior to the event. This will give students who think they bought a book the opportunity to check with you.
- ☐ Print early bird order forms for next year's book to place inside each book.

MANAGE YOUR LISTS

- ☐ Consolidate your sales lists, especially if you sold books through different methods (online and at school).
- ☐ Print an alphabetical student list with room for each student to sign when they pick up their book.
- ☐ Break the distribution into several lines, for example, for last names starting with A-G, H-M, N-S, T-Z. You may need separate lines for personalized books.

THE DISTRIBUTION EVENT CHECKLIST (CONTINUED)

- ☐ Alphabetize the personalized books by student name. Be sure the distribution list shows what each student had personalized on their book.
- ☐ Highlight students who owe a balance.

DURING AND AFTER DISTRIBUTION DAY

- ☐ Have markers, tape and extra paper for posters handy.
- ☐ Make sure your signs indicating alpha lines are large, the letters are bold and hung high for excellent visibility.
- ☐ Place a copy of the buyers' list at each station.
- ☐ Review duties with each worker. Make sure workers have each student sign their name next to their name on the list when they pick up their book.
- ☐ Designate someone to take pictures to share with the staff later.
- ☐ When done, box up and store extra yearbooks in a locked area.
- ☐ Announce where students who were not present on distribution day can pick up their book.
- ☐ Send thank you notes to anyone who helped. Consider bringing the custodians a special treat for their help.

13 MOTIVATORS

BY RENEE BURKE, MJE, NBCT
BOONE HIGH SCHOOL, ORLANDO, FLORIDA

WAYS TO BOND, RECOGNIZE, AND AWARD YOUR STAFF

ICE BREAKERS

There are hundreds of ways to do this, but one way to get to know each other in the beginning is to pass around a bag of M&M's and tell staffers to take as many or as little as they like. Arrange students in a circle, then have categories for each color. For example, Red – what is one of your favorite movies, Blue – what is your biggest pet peeve, Green – describe one thing that makes you really happy. Orange – tell a fact about the third person to the right of you, etc. Students have to do this for each red, orange, blue, green, etc., they took. This gives staffers a preview of who the people are that they will work with this year. It's fun and easy. Make up your own questions and have fun!

SUMMER CAMP

I can't say enough about how helpful this is for us. The students learn great skills they'll use in the year and it allows for bonding of the new staff. They have projects to produce so this forces them to work together in a nonthreatening way. I pair two returners and two newbies in rooms, too. Break up the cliques early.

WEDDING

Get the rings at a party store and a cake from local baker. Write vows about marrying the publication for the year, to promise to be ethical, committed, etc.; have everyone recite and then sign the certificate. Frame and post.

SECRET PALS

Students complete a questionnaire about their favorite things: snacks, color, magazine, Starbucks order (yada, yada). Then have returners draw the names of newbies and vice versa. For four weeks they are to get their secret pal something on that list and leave it in a class for them with a clue of who they are. This helps break up the us-versus-them.

13 MOTIVATORS (CONTINUED)

CELEBRATE

Birthdays, driver's license, getting into the college of one's choice, and especially awards and deadlines.

DEADLINE MET DAY

While it can be hard with back-to-back deadlines, try to fit in a day where they just have fun. They can play Ultimate Frisbee, Taboo, Just Dance, whatever your staffers are into.

SHIRTS

Either jerseys or regular T-shirts. You can design as a staff around your theme or just with the name of the book and staffers names on the back. Have fun, be funny, be creative.

SCAVENGER HUNT

Think up items that students can find around campus and award a prize to the winning team. Try to keep items journalism-related, but this can be an array of things. Who's been on campus the longest? What color was the third yearbook? etc.

This is really fun at an evening holiday party and sending students around the surrounding area. (Keep it legal!)

FUN DAYS

Have a day(s) where you meet for a barbecue or just a social. Play kickball, capture the flag, volleyball, or anything team oriented. You have to have FUN aside from the chaos. This is great for the editors to do by themselves to regroup and bond with one another.

STAFFER OF THE DEADLINE

Create an easy nomination form and have each staff member nominate the person he/ she feels has worked the hardest, been the most helpful or dedicated to receive the award. Get free food coupons from your local restaurants to give to the person and make up award certificates to hand out too.

YOU ROCK

Create a postcard to send home praising staffers' efforts. Everyone likes to be recognized for their hard work and there's nothing better than getting mail at home.

THEMED DINNERS

Pot luck dinners can be an inexpensive way for the staff to get together and hang out (Sunday Sundaes, Fondue Friday).

BANQUET

LOCATION – You can either have this at school or at a nice restaurant, but make it a big deal. Send out invitations to the students and parents and have them R.S.V.P., especially if you are having it at a restaurant. Give out pins, medals, staff awards, and letters here. Everyone gets something, even if it's simply a participation award.

THEME IT – Seniors pick the theme and keep it a secret until they send the invitations, which are designed to fit the theme (Wild, Wild West; It's been Real; Easy Street). Seniors decorate the space to fit the theme and everyone dresses up too.

SLIDE SHOW – Put together something to celebrate the year. Make sure to include every staffer; don't just highlight a certain few.

AWARDS – Create some serious (MVJ, Outstanding Writer, Best Designer) and some funny (Biggest Procrastinator, Most Likely to be Texting).

GIFTS – Come up with something affordable to give to each senior at the banquet. Generally these people have invested a lot of time and effort into the program and should be awarded for it, or treat them to a formal dinner separately.

We also recognize parents who have gone the extra mile: organized fundraisers, worknight dinners.

GIVE PRAISES, PRAISES, PRAISES

This is a thankless job, so it's up to you to keep your staff pumped up.

JOB TITLES AND DESCRIPTIONS

Several basic positions comprise a typical yearbook staff. Not every staff will have a student that assumes every position, and not every position can be filled by a single individual. It will take time and practice to determine what kind of staff structure works best for your staff.

EDITOR-IN-CHIEF

This role can be filled by multiple students. Most staffs work with a structure of one or two EICs. These students oversee all elements of the book and have a solid understanding of journalism, yearbook and ethics. They should lead by example and be effective coaches for their peers. EICs often run the classroom, leading activities, doing basic instruction and performing teacher-like tasks, such as taking role and grading quizzes. They are also expected to be present for deadlines and are responsible for clearing students who have finished their spreads—essentially, you're not done until the EIC tells you you're done.

ASSISTANT/MANAGING EDITOR

The student(s) in this position are often underclassmen who have their sights set on eventually being an EIC. They are reliable, motivated and thorough. These students assist the EICs with many of their tasks and oversee the daily conduct of the classroom.

SECTION EDITOR(S)

If your book is structured with sections, you might have students who are typically responsible for overseeing the content within a specific part of the book. In addition, the people section sometimes may have editors assigned to each grade level (see below).

SENIOR EDITOR

This student is in charge of managing all things related to seniors in the yearbook. That can include making sure senior portraits are submitted, managing senior quotes, scheduling superlatives pictures and handling all advertising for senior materials. This person needs to have an eye for detail and a knack for organization, as handling all senior baby ads is typically this person's responsibility as well.

UNDERCLASSMEN EDITOR

Usually, this is a team of students (one for each grade) that are responsible for making sure all the mugs and make-up photos are taken care of for the people section. They will also be in charge of assigning, overseeing and possibly designing any specialized coverage that takes place on these pages.

PHOTOGRAPHY EDITOR

This editor needs to be comfortable with a camera, lead by example by attending events and taking tons of pictures, and manage the book's photo content. The photo editor not only shoots events, but is also responsible for organizing other students to attend events and get pictures as well. This person should be comfortable teaching other students camera basics and content management. Working with the EICs and section editors, this person will need to establish a system for ensuring that events are covered and content is downloaded and organized in a functional manner.

DESIGN EDITOR

This student oversees all page design, working cooperatively with the EICs and section editors to make sure that all design elements in the book remain consistent and on par with the theme. The person needs to be comfortable with the design program and teach other students to use it. Typically, this person will create page and package templates, keeping consistent with the theme, for other students to work with. An eye for detail is necessary to make sure that all designs and pages are consistent!

COPY EDITOR/WRITING COACH

Copy editing usually requires a team of people. Sometimes section editors fill these roles. These students need to be solid writers who have an understanding yearbook copywriting style and AP style. They are responsible for creating a copy management guide for other staffers to use, so they know how to appropriately write for their yearbook (Do we capitalize our mascot? Do we use courtesy titles? Is basketball one word or two?). Once students begin their writing process, they work with the copy editors on their drafts to ensure that copy is publication quality. These students also teach appropriate writing structure for copy and captions.

JOB TITLES AND DESCRIPTIONS (CONTINUED)

ADS/DISTRIBUTION EDITOR OR MARKETING MANAGER

This business-savvy student oversees all promotion, ads and book sales for the whole year. He or she will also work with the senior editor to promote the sales of senior ads. In this role, this student is responsible for reaching out to local businesses to generate advertising, as well as helping with the creation and management of the index (unless you have a separate index editor). This student should also work with the adviser to manage the yearbook funds, tracking sales and spending.

MORALE CHAIR

This person is also known as the fun person on staff. This student must know everyone's birthday and makes sure students are recognized on their special day. They are also responsible for selecting and preparing team-building games and activities. If food is a part of deadline on your staff, he or she takes requests and helps the adviser, or works with parents, to prepare snacks and treats for the staff. This person also works with the EIC to help recognize students who are working extra hard, or those that need a little encouragement.

STAFF WRITER

All students play this role. Many advisers train their staffs to understand every role on staff because, at some point, they will be doing all of them. Staff writers should understand photography, design and staff management because they will be doing something related to each of them at some point throughout the year. Staff writers are the backbone of the team—the yearbook doesn't get done without the staff writers.

STAFF PHOTOGRAPHER

If your staff is large enough, you may have students whose sole responsibility is to work with photos. They may spend their class time editing and organizing photography content. They may be committed after school to photograph games and events. These students should also have a basic understanding of design and writing, as they need to ensure that the photos they produce will work within the yearbook spreads they are intended for.

JOB DESCRIPTION CONTRACT

Position:

Responsibilities: (detailed list of specific duties)

Requirements: (expectations such as experience, workshop attendance and enrollment in the yearbook class)

Signature _____ Date _____
(staff member)

Signature _____ Date _____
(editor-in-chief)

Signature _____ Date _____
(adviser)

CONTRACT FOR PARENTS OF YEARBOOK STAFF MEMBERS

For my child, _____, to participate on the yearbook staff, I understand he/she will need to follow these requirements:

1. Attend class with no more than two absences per quarter.
2. Attend after-school meetings on the following days and times:
3. Attend work nights on the following days and times:
4. Understand that occasionally yearbook work may need to be done on weekends.
5. Sell advertising.
6. Replace or repair equipment that they may damage, including but not limited to cameras and computers.

As the parent of this student, I am willing to (mark all that apply):

- _____ Allow my child to drive to conduct errands or sell ads during yearbook class or meeting times.
- _____ Supply food on work days or nights if asked.
- _____ Help proof pages of the yearbook near deadline time.

Parent name

Parent email

Parent phone

Date

PUBLICATIONS EQUIPMENT CHECK-OUT

DATE OUT	NAME	EQUIPMENT CHECKED OUT <small>CIRCLE ALL ITEMS YOU ARE TAKING</small>	DATE IN/ INITIALS
		Laptop: # _____ (must travel in bag) (You must take and return power cord) Camera: # _____ Lens: # _____	
		Laptop: # _____ (must travel in bag) (You must take and return power cord) Camera: # _____ Lens: # _____	
		Laptop: # _____ (must travel in bag) (You must take and return power cord) Camera: # _____ Lens: # _____	
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FIVE SIMPLE IDEAS FOR... STAFF MANUAL CONTENTS

BY ELIZABETH BRADEN, CJE

A staff manual should answer any question a yearbook staff member may have if they were to find themselves working alone in the yearbook room – not that that should happen. But the point is, the manual needs to be inclusive and easy to navigate and access information. Place your mission statement and purpose at the beginning with the table of contents and, at minimum, put these items in the manual. This contents list comes from Deborah Garner, former yearbook adviser at Central High School in Springfield, Missouri.

1. EXPECTATIONS

One or more course syllabuses are needed, depending on whether there is one class or if it is divided into writers, photographers, designers and marketers. Include grading policies, such as standards for writing, designing, selling and photography, and penalties for missed deadlines, misuse of equipment, excessive absences and poor use of class time. Add job descriptions so students will understand what is expected of them, and edit them yearly as needed. Outline expectations of work nights.

2. FINDING PEOPLE

Publication staff contacts, with all phone numbers and email addresses, are needed so anyone can be reached for questions or help. Make sure to include school faculty and staff names, locations, titles and contact information, and school organizations, sports and activities with sponsors' names and contact information.

3. STAYING ON TRACK

Schedules should be spelled out. Students need to know regular classroom procedures, such as staff meetings; workflow for yearbook production, such as how to turn in work or how to leave class for interviews or photographs; deadlines for all work along the process; school and production calendars; contracts; equipment usage forms; internet permission/responsibility forms; permission forms; commitment to staff letters; and letters to parents.

4. MECHANICS

The staff should have its own style guide, created by starting with the AP Stylebook and then adding changes specific to your school. Let's say there is a place in your school adjacent to the cafeteria officially

FIVE SIMPLE IDEAS FOR... STAFF MANUAL CONTENTS (CONTINUED)

named the Student Commons Area. And maybe it is referred to as The Commons. Do you capitalize the T in The? Maybe it is called the S-C-A. Do you spell that S.C.A. or SCA? The style will probably come from school tradition, but it needs to be written down.

This section needs the fonts, sizes, design elements and standing elements, along with editing and design information and how-to guides on writing good headlines, body copy, captions and design rules. Include proofreader's marks.

Editorial policies need to be included, ranging from media law and ethics to the handling of student or faculty deaths and advertisements.

5. GEAR

Include information about hard drives, networking issues, software applications and how-to guides for using Photoshop, InDesign or Online Design. This goes for cameras, lenses, flash, tripods, film or memory cards and other photography equipment.

SCHOLASTIC PRESS ASSOCIATIONS

NATIONAL

Journalism Education Association
jea.org

Columbia Scholastic Press Association
cspa.Columbia.edu

National Scholastic Press Association
studentpress.org/nsipa

Quill and Scroll
quillandscroll.org

REGIONAL/OTHER

Jewish Scholastic Press Association
jewishscholasticpress.org

Kettle Moraine Press Association
kempajournalism.org

New England Scholastic Press Association
blogs.bu.edu/nempa

Northwest Scholastic Press
nwscholasticpress.org

Southern Interscholastic Press Association (SIPA)
sipa.sc.edu

ALABAMA

Alabama Scholastic Press Association (ASPA)
aspa.ua.edu

ARIZONA

Arizona Interscholastic Press Association (AIPA)
azaipa.org

ARKANSAS

Arkansas Scholastic Press Association (ASPA)
arkansasscholasticpressassociation.org

CALIFORNIA

California JEA
california.jea.org

California Scholastic Press Association (CSPA)
cspaworkshop.org

Journalism Education Association of Northern California (JEANC)
jeanc.org

Southern California JEA (SCJEA)
socaljea.org

COLORADO

Colorado Student Media Association
colostudentmedia.com

FLORIDA

Florida Scholastic Press Association Inc. (FSPA)
jou.ufl.edu/fspa

GEORGIA

Georgia Scholastic Press Association (GSPA)
ugagspa.org

IDAHO

Idaho Student Journalism Association
idsja.org

ILLINOIS

Illinois JEA (IJEa)
ijea.net

Southern Illinois School Press Association (SISPA)
sispasiuc.wordpress.com/

INDIANA

Indiana High School Press Association (IHSPA)
ihspa.net

IOWA

Iowa High School Press Association (IHSPA)
ihspa.org

KANSAS

Kansas Scholastic Press Association (KSPA)
www.kspaonline.org

SCHOLASTIC PRESS ASSOCIATIONS (CONTINUED)

KENTUCKY

Kentucky High School Journalism Association (KHSJA)
khsja.org

LOUISIANA

Louisiana Scholastic Press Association
lsulspa.wordpress.com

MARYLAND

Maryland-District of Columbia Scholastic Press Association (MDCSPA)
mdcspa.org

MICHIGAN

Michigan Interscholastic Press Association (MIPA)
mipamsu.org

MINNESOTA

Minnesota High School Press Association and Journalism Educators of Minnesota
minnjournalism.org

MISSISSIPPI

Mississippi Scholastic Press Association (MSPA)
Mississippischolasticpress.com

MISSOURI

Journalism Educators of Metropolitan Kansas City (JEMKC)
jemkc.org

Missouri Interscholastic Press Association (MIPA)
mipajournalism.com

Missouri Journalism Education Association
missourijea.org

JOURNALISMSTL

journalismstl.com

NEBRASKA

Nebraska High School Press Association (NHSPA)
nhspaonline.org

NEVADA

Southern Nevada Society of Journalists (SNSJ)
followsnsj.com

NEW JERSEY

Garden State Scholastic Press Association (GSSPA)
gsspa.org

NEW YORK

Empire State Scholastic Press Association (ESSPA)
esspaspi.wordpress.com/esspa

NORTH CAROLINA

North Carolina Scholastic Media Association (NCSMA)
ncsma.unc.edu

NORTH DAKOTA

Northern Interscholastic Press Association (NIPA)
und.edu/orgs/nipa

OHIO

Ohio Scholastic Media Association (OSMA)
osmaonline.com

OKLAHOMA

Oklahoma Scholastic Media (OSM/OIPA)
osm-oipa.org

OREGON

Northwest Scholastic Press (NWSP)
nwscholasticpress.org

PENNSYLVANIA

Pennsylvania School Press Association (PSPA)
paschoolpress.org

SOUTH CAROLINA

South Carolina Scholastic Press Association (SCSPA)
sc.edu/cmciis/so/scspa

SCHOLASTIC PRESS ASSOCIATIONS (CONTINUED)

SOUTH DAKOTA

South Dakota High School Activities Association –
Journalism section
sdhsaa.com/FineArts/Journalism.aspx

TENNESSEE

Tennessee High School Press Association (THSPA)
lipscomb.edu/thspa

TEXAS

Association of Texas Photography Instructors (ATPI)
atpi.org

Interscholastic League Press Conference (ILPC)
uiltexas.org/journalism/ilpc

Texas Association of Journalism Educators (TAJE)
taje.org

VIRGINIA

Virginia Association of Journalism Teachers and
Advisers (VAJTA)
vajta.org

Virginia High School League (VHSL)
<http://vhsl.org/activities>

WASHINGTON

Washington Journalism Education Association
(WJEA)
wjea.org

WISCONSIN

Northeastern Wisconsin Scholastic Press
Association (NEWSPA)
[journalism.uwosh.edu/northeastern-wisconsin-
scholastic-press-association-newspa](http://journalism.uwosh.edu/northeastern-wisconsin-scholastic-press-association-newspa)

WYOMING

Wyoming High School Student Press Association
(WHSSPA)
whsspa.org



MEET THE AUTHORS

Jill Chittum, MJE, is a Walsworth Yearbooks sales representative and field trainer. She previously taught journalism, yearbook and newspaper at Blue Valley High School in Stilwell, Kansas. Chittum worked at the *Wichita Eagle*, Kansas' largest newspaper, for five years before becoming a high school journalism adviser. She teaches at summer workshops across the country, including Walsworth's Adviser Academy, and is a presenter at state and national conventions.

Mike Taylor, CJE, journalism specialist for Walsworth, was an adviser for 13 years at Lecanto High School in Lecanto, Florida, where his publications staffs won numerous state and national awards. Taylor has been awarded the JEA Medal of Merit, CSPA Gold Key and Florida Scholastic Press Association Gold Medallion, and is a well-known speaker and instructor at yearbook workshops and conventions across the country.

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