

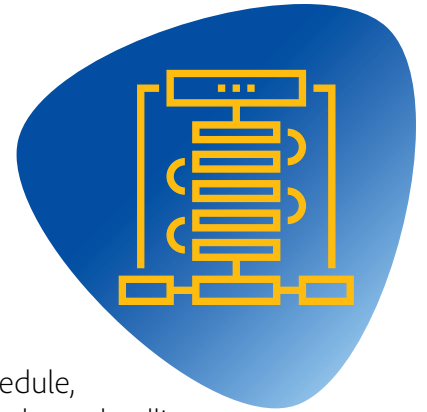


# Curriculum Guide





# Booklet 2: ORGANIZING YOUR TEAM



Yearbook publishers establish clear guidelines for adhering to a production schedule, which is based on the school calendar and agreed-upon delivery date. To meet these deadlines, a yearbook club or course must operate like a small business; the class must create their product on schedule and within budget. Organization is crucial.

A core organizational concept is to allow each person, team, or department maximum independence with optimum discipline, which is established through quality leadership and clearly defined roles and responsibilities. The single most important factor of a successful yearbook is finding the right people to fill the essential roles. A well-organized, dependable class will foster a co-operative environment where deadlines are made, and duties are distributed evenly and fairly. Creativity flourishes in an environment supported by organization and teamwork.

## SELECTION STAFF

Select the yearbook group as early as possible, usually in the spring of the previous year. Students should be chosen according to their known strengths and talents. The search should involve the entire school. Check with administrators, teachers, and even other students to determine which students excel in areas of creative writing, journalism, photography, art, graphic design, leadership, and student involvement. Seek out these students and encourage their involvement in the yearbook. (Alternatively, individual students may come to you and your team. They may choose the yearbook class/course to round out their academic curriculum).

To help ensure a smooth upcoming production year, have potential candidates submit a teacher recommendation, complete an application form (\*samples at conclusion of section), and possibly participate in an interview, conducted in the spring, by the class teacher and last year's editors.

The size of the yearbook class will relate to the size of the school or the number of students in the course. Most yearbook classes will have 15-25 members, with experienced students returning to fill important leadership roles. The curriculum should be flexible to allow students to participate as second year students.

# Yearbook Application

**Course Number:** Due to limited space in the yearbook class, it is necessary for us to make a careful and fair selection. Please fill out this application completely and add any extra information you think would make you a valuable member of the yearbook class.

Student Name: \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

What Art (AVI) classes have you taken to date? \_\_\_\_\_

What Communications Technology classes have you taken to date? \_\_\_\_\_

Courses completed this year: \_\_\_\_\_

Approximate average (Semester 1/[add year]): \_\_\_\_\_

Extracurricular activities at school: \_\_\_\_\_

Clubs: \_\_\_\_\_

\_\_\_\_\_

Teams: \_\_\_\_\_

\_\_\_\_\_

Other: \_\_\_\_\_

\_\_\_\_\_

## SKILLS

Typing/Keyboarding: (Check One):  Poor  Average  Good  Excellent

Which software are you familiar with? (Check all that you know)

- InDesign  Photoshop  Lightroom  Microsoft Word  Microsoft Excel
- Microsoft PowerPoint  Pages  Sheets  Slides  GoogleDocs
- Google Drive  Photopea  Canva  Trillo

Other: \_\_\_\_\_

Photograph - Digital camera experience:  Yes  No

If yes, type and brand of camera: \_\_\_\_\_

Participating in yearbook production requires a great deal of extra work outside of the class on your own time. How willing are you to take on this responsibility?

\_\_\_\_\_  
\_\_\_\_\_

Jobs (part-time or summer): \_\_\_\_\_



# Yearbook Application

Keep these in mind when applying:

Being chosen as an editor is an honor. It is a creative and exciting opportunity but one that requires patience, leadership, and lots of time. Do not enter into this endeavor without being prepared to go above and beyond the call of duty.

All editors are encouraged to attend a summer camp to improve their skills and generate ideas for next year's publications. Editors in Chief must attend a camp!

Name: \_\_\_\_\_

Preferred positions (in order of your preference):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What are some of your goals for this publication next year?

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What are some strengths you would bring to this publication and this position?

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What are some weaknesses you would have to work on to be successful at this position?

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Write me a letter, convincing me why you should be awarded this position. Detail what special experience or qualifications you have that will separate you from your other staff members. Also, discuss specific plans you have to improve the publication next year. Please attach this letter to the back of this application. One page is enough.

Return applications to the journalism room by:  
[DAY AND DATE HERE]

# YOUR LETTERHEAD HERE

[Date]

Dear Mr(s). \_\_\_\_\_,

The members of the yearbook staff are writing to you to ask you to help us. We are in the process of drafting people for next year's yearbook and we know that you know people in your class that you consider hard working, trustworthy, disciplined and dedicated.

Obviously, it would be nice if they are great writers and are extremely creative, but the reality is, we know we're not always going to get the Val and Sal of each class.

We would greatly appreciate it if you would take a few minutes to look over your classes and write the names of students you think would fit in well, work hard and be a credit to our school.

Please return this letter to [name here] by [date here].

We thank you in advance for your help.

Sincerely,

Yearbook Editor

Names of those you recommend:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

# YOUR LETTERHEAD HERE

March 1, 20XX

Dear (Name of Student),

It is our pleasure to tell you that you have been nominated by one or more people for a position on the YEAR and NAME OF YEARBOOK. It is indeed an honor in that being a yearbook staff member brings many responsibilities and requires a lot of time and talent. As with many of the best students on campus, we realize you have a plethora of choices but few of them will bring as many opportunities to learn or as many ways to shine.

Being on yearbook means taking the responsibility to tell the story of every person on campus in both word and photograph. What a responsibility!

You'll learn to write stories people want to read. Really—they'll want to read them because you will learn interviewing and writing skills that will stay with you your entire life. (Did you know that employers today say that is what is sadly lacking in so many of their new hires?)

You'll learn photographic skills that will stay with you. You'll learn how to take photos that tell stories and show people as they are—lively, emotional, and involved or quiet, pensive, and reserved. They all have stories and you'll learn to capture them.

You will learn design skills and about desktop publishing.

And more.

What you won't be is sorry you became a part.

We're including our yearbook application. We hope you'll take the initiative to fill it out and bring it by room [Room #]. And if you have any questions, please come by, and visit with us.

Sincerely,

Yearbook Editor



# ROLES AND RESPONSIBILITIES

Each yearbook team will look a little different depending on the people and the skills they bring. When building your yearbook team, it is important to keep in mind the roles that need to be filled. Each of the following roles has a list of tasks that may be assigned to a student but is not required to.

Once you decide which roles you need on your yearbook team, select a few of the responsibilities under their title to create a job description.

## EDITOR(S) IN CHIEF

- Responsible for the publication's content and quality; provides spreads for production deadlines; and manages a staff of peers.
- Responsible for creating a theme and a plan for using the theme after consulting with the staff.
- Designs or oversees design of the cover, end-sheets, and any theme-related spreads, including opening, closing, and dividers.
- Conducts weekly staff meetings to review deadlines, and upcoming photo and copy coverage.
- Plans celebration days, holiday activities, birthday parties, etc. to keep staff motivated and engaged.
- Checks and prepares all spreads for submission to the plant.
- Establishes all deadlines, including mini deadlines.
- Is actively involved in creating a book sales campaign.

## MANAGING EDITOR(S)

- Responsible for the publication's content and quality; provides spreads for production deadlines; and manages a staff of peers.
- Helps the editor finalize a theme and a plan for using the theme throughout the book.
- Assists the editor in the design of the cover, end-sheets, and any theme-related spreads, including opening, closing, and dividers.
- Assists in the ladder development.
- Plans morale-raising activities.
- Is actively involved in creating a book sales campaign.

## SECTION EDITORS

- Responsible for compiling the section content and submitting a partial page ladder to the editorial board for consideration
- Helps select photos to be used within the section, with the assistance of the photo editor or photographer
- Assists general staffers with getting story, photos, captions, headlines, and secondary coverage on the spread by the deadline.
- Copy edits/proofreads one other section editor's spreads for content, readability, and errors before deadline.
- Involved in creating a book sales campaign

### **Portrait Section Editor**

- Organizes and manages picture day and distribution of all picture packets and student/teacher ID's.
- Collects graduating student information to be used in the yearbook.
- Schedules a make-up day with the school photographer and makes sure the grad and his/her parents are aware of this final chance.
- Makes every effort to ensure that those students without a portrait have a candid published somewhere else in the yearbook so they will be represented.

### **Clubs/Organizations Section Editor**

- Arrange all club photos to be taken for inclusion in the yearbook.
- Gets names for all group shots and ensures that they are typed in and edited.
- Helps determine coverage plan that guarantees all active clubs and organizations are included in an interesting way.

### **Sports Section Editor**

- Keeps scores for all games or collects them from the teams on a weekly basis.
- Collects player statistics
- Encourages and maintains a positive working relationship with coaches, their assistants, and the athletic director.
- Organizes sports group photos and identifies all participants on the team.

## **PHOTOGRAPHY EDITOR**

- Responsible for the coverage and quality of photos used in the yearbook.
- Makes photo assignments for all photographers
- Keeps track of all camera equipment and alerts the advisor if theft has occurred or repairs need to be made.
- Always carries a camera with him/her and accepts photo assignments
- Assists in the selection of all photos used in the yearbook.
- Uploads and oversees uploading of photos to the appropriate program.

## **PHOTOGRAPHERS**

- Always carries a camera at school.
- Shoots all assignments or plans for all assignments to be covered.
- Collects caption information on photos.
- Deletes poor pictures from camera.
- Initiate the public upload process.

## **BUSINESS MANAGER**

- Is responsible for all business transactions, including the sale of yearbooks, selling of advertisements, and paying bills.
- Sends a copy of the ad for approval before the deadline. Keeps the approval or changes on file.
- Organizes and advertises the book's sales campaign.
- Keeps a list of all yearbooks ordered.
- Works with the school treasurer on all deposits and withdrawals used for yearbook purposes.

- Frequently checks the yearbook publication's financial balance with the school treasurer.
- Organizes any fund-raising campaigns to fund the yearbook or to allow students to travel to conventions.

## **ADVERTISING MANAGER**

- Organizes the ad sales campaigns.
- Sells advertisements.
- Designs all ads while paying attention to contract terms and trying to create student-friendly designs.
- Assigns student photos to be taken for the ads.
- Writes feature stories or designs infographics for use on each advertising page.

## **COPY EDITOR**

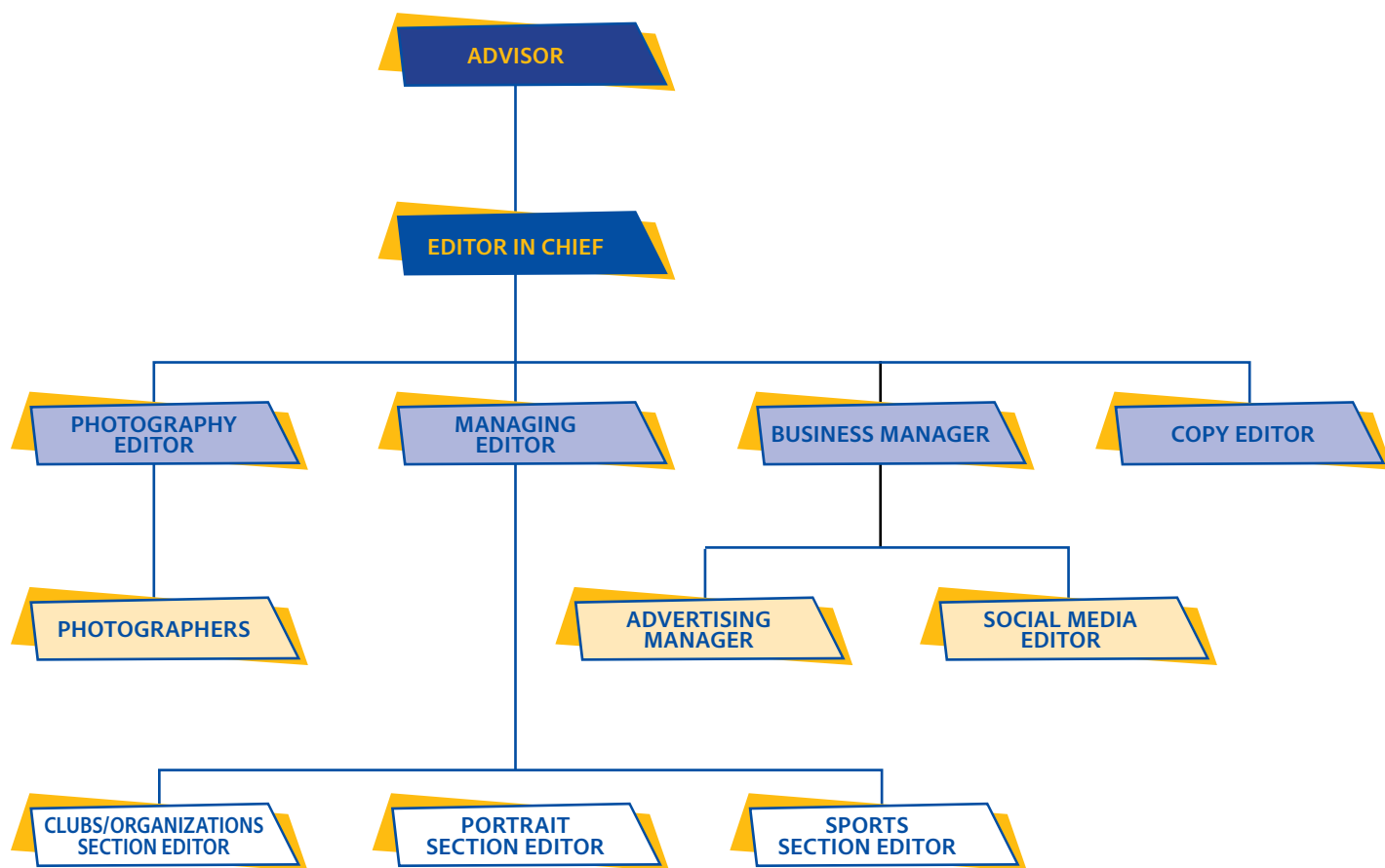
- Reads and edits all stories.
- Proofreads the stories and captions after they are placed on the page.
- Checks the spelling of all names.
- Checks the tone and accuracy of all headlines

## **GENERAL STAFF**

- Works with section editor on specific spreads.
- Interviews and gets quotes and background for the story or to include in captions if there is no story.
- Notes the number of photos needed and their orientation.
- Writes complete captions. On dominant and action, reaction, and emotion photos; gets a quote to go with the caption.

## **SOCIAL MEDIA EDITOR**

- Determine and create appropriate content to post regularly on social media.
- Adds and removes pictures to social media regularly.
- Post videos that can't be put in the yearbook.
- Post anecdotes and quotes from students



# ACCOUNTABILITY

Once individuals have applied and been assigned positions, the most difficult part of the yearbook process begins, accountability & staff management. Unlike other classes, this course requires after-hours participation. Furthermore, unlike a part-time job, yearbook does not financially compensate its staff for their time. Although these may seem like formidable obstacles, there are several different ways to ensure that staff remain accountable.

## STAFF CONTRACTS

Each staff member should be made to read, agree and sign a staff contract. These contracts should clearly outline the work expectations, time commitment, confidentiality standards and other important details that each staff member should follow. These contracts should be handed out at the beginning of the year and often require having a parental signature on them.

## PARENTAL PERMISSION FORM

Given the extensive after-hours commitment, out-of-class time and unique nature of the various responsibilities, many yearbook teams require a parental permission form be signed by the guardian of each staff member. This helps keep the guardian in the loop, understand the commitment undertaken by their son/daughter and ensures context if ever a conversation must be had to discuss possible issues.

## STAFF EVALUATIONS

The best way to let staff know how they're doing is to provide them with regular evaluations. Not only do these help your staff know how they're doing but can also provide for a hand marking system for the teacher. There are many different frequencies for providing staff evaluations.

### Weekly

Providing a near real-time measurement of one's performance, weekly performance evaluations ensure "no surprises". Staff members and other stakeholders can see how they are doing and will immediately know where they can improve the following week.

Although this frequency does have obvious advantages, it does present extra work to effectively "grade" each student on a weekly basis.

### Bi-Weekly

Although a somewhat lighter lift than the weekly frequency, bi-weekly evaluations still provide staff members with an accurate gauge of their work. Staff members and other stakeholders can see how they are doing and will immediately know where they can improve in the following two weeks.

Frequency allows a little less immediate work for the evaluators but still gives an accurate picture of the individuals' progress.

### Monthly or Quarterly

This frequency is very similar to report-card format. It allows for substantial sample size for evaluation and more detailed examples for each evaluable point. It does, however, present unique challenges. It allows for those people to develop bad habits, possibly miss key assignments, and create other issues. It can also lead to "surprises" if a student is not aware that their behavior was problematic.

Spreading out the evaluation at the conclusion/beginning of each month or even each quarter (multiple months) greatly reduces the regular workload for the evaluator but as previously mentioned, creates other unique issues that may outweigh the benefits.

# Yearbook Staff Contract

I, \_\_\_\_\_, hereby accept the [Your School] editorial or leadership position offered to me for the 2010-2011 school year.

I have read the attached belief statements and agree with them. I will use these beliefs to guide my decisions in the coming year.

I hereby give my word that I will maintain at all times a positive attitude about all yearbook activities and assignments, and that I will do my best to recruit a strong, motivated, energetic yearbook staff to work with my fellow yearbook leaders and me in the coming school year.

I will attend weekly lunchtime meetings to discuss theme ideas, leadership concerns, teambuilding activities, development of teaching tools, and other staff management activities beginning [date]. If I have other obligations on Tuesday lunchtimes, I will make an honest attempt to share my time evenly between the two responsibilities.

I will begin a single-subject notebook in which I will keep all ideas I find regarding design and story angles that could help with the yearbook theme and coverage concepts.

I understand I should be on the lookout all the time for possible themes and concepts.

I will continue to uphold my current staff duties and meet all assigned spread deadlines to the best of my ability.

I will go online to <https://www.poynter.org/shop/self-directed-course/cleaning-your-copy/> and register (it's free) to take the "Clean your Copy" course within the next two weeks. I understand that I will not be able to pass the test without doing all the online work first.

I will ask for instruction on how to use the programs we use to make sure I am fully capable to design and edit photos in these programs.

If my position includes responsibilities for copy editing or writing (EIC, ME, D2D, People/Groups/Index), I will take home an AP Stylebook and begin to read through it, using page markers to note places that contain materials pertinent to the copy contained in the yearbook. I will also begin to make a concerted effort to tidy up copy when we do "On the Big Board" editing to fine tune my copy-editing skills.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

# Parental Permission

[Name of School]  
 [Address of School]  
 [Contact Numbers of School]

Parental Permission for course number \_\_\_\_\_ –Yearbook Course

Dates course runs \_\_\_\_\_

Student Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Phone Number(s): Home \_\_\_\_\_

Business \_\_\_\_\_

Cell \_\_\_\_\_

Health Card Number: \_\_\_\_\_

Family Doctor: \_\_\_\_\_

Doctor's Phone Number: \_\_\_\_\_

Dear Parent(s) or Guardian(s):

Your son/daughter has enrolled in the yearbook course for the 20\_\_\_\_-20\_\_\_\_ school year (September \_\_\_\_, 20\_\_\_\_ to June \_\_\_\_, 20\_\_\_\_ inclusive). In order to meet the course requirements and achieve the best possible benefit from this course, your son/daughter may be required to leave the school property during class time. Out-of-class activities may include: soliciting advertisements, delivering receipts, buying supplies, or attending an athletic activity to obtain photographs. Students not achieving an acceptable level of conduct or behaviour may be excluded from the out-of-classroom program.

The \_\_\_\_\_ [name your board of education] does not provide any accidental death, disability, dismemberment, or medical expenses insurance on behalf of students participating in these activities.

## Insurance

When a parent or senior student volunteers to provide transportation to a yearbook activity, the [name your board of education] does provide coverage in excess of the liability insurance held by the volunteer. (This does not and cannot cover the collision portion of the volunteer's insurance coverage.)

## Acknowledgment

We have read the above information and give permission for our son/daughter to participate in the out-of-class activities in yearbook class.

Student Name: \_\_\_\_\_ Home Room: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Parent/Guardian

Students wishing to participate in the out-of-classroom program must have this form signed and returned to

\_\_\_\_\_ by \_\_\_\_\_ 20 \_\_\_\_\_

This form will be kept on file at the school for the entire year.

# Staff Evaluation Rubric

Staffer's Name: \_\_\_\_\_

Grade you think you deserve for the next 6 weeks: \_\_\_\_\_  
 (You will automatically lose 10 points if you do not fill this in)

Pages due on the 6 week grading period (page # first, then topic)	Date Due	Date In	Date Will Be In	What's the Hold-up? (use the space below if necessary)

Extra space for what's missing and justification. Remember, in some months where you have had literally months to do a layout, there really is no reason to be late. In the space below, tell what is missing and the justification. Use back of sheet if necessary.

Justify the grade you think you should receive this 6 weeks. This is especially important if you have missed a deadline in case there are some extenuating circumstances we don't already know. Use the chart at the right as a starting place to determine what you sincerely think your grade should be based on your effort to meet the deadlines and get the book out on time. Use back of sheet if necessary.

**A** **90-100: Met all deadlines**  
 if deadlines were missed, editors were kept informed about all problems and notified BEFORE deadline was missed.  
 Used class time wisely to work on layouts due and used outside class time as necessary to meet deadlines.

**B** **80-89: Almost met most or all deadlines**  
 May have missed a deadline by one or two days due to last minute problems, but turned in as soon as possible.  
 Occasionally goofed off in class, but generally worked to meet deadline.  
 Has spent some time outside class time on deadline.

**C** **70-79: Has not met a deadline yet, but close to it**  
 Has work done on layouts and some are almost ready to turn in within the next few days.  
 Has not really used class time wisely or worked outside of class to complete the assignments. Procrastinates.

**D** **60-69: Has not met a deadline and isn't close to it**  
 Has work done on layouts, but none or few are ready to come in within the next few days.  
 Used a little class time to work on layouts, but not much or class time work shows little productivity.



# Performance Appraisal

Student: \_\_\_\_\_

## KNOWLEDGE/UNDERSTANDING

### Dependability

- Attends class  Always  Often  Sometimes  Rarely  N/A
- Punctual  Always  Often  Sometimes  Rarely  N/A
- Follows dress code  Always  Often  Sometimes  Rarely  N/A
- Stays on task  Always  Often  Sometimes  Rarely  N/A
- Organizes & cleans up personal space  Always  Often  Sometimes  Rarely  N/A

### Technical & Creative Skills

- Demonstrates skill in writing, design photography & desktop publishing  Always  Often  Sometimes  Rarely  N/A
- Acquires new skills as required  Always  Often  Sometimes  Rarely  N/A
- Shares knowledge of skills  Always  Often  Sometimes  Rarely  N/A

## THINKING/INQUIRY

### Preparation

- Brings necessary materials  Always  Often  Sometimes  Rarely  N/A
- Completes tasks outside class time in preparation  Always  Often  Sometimes  Rarely  N/A
- Plans ahead to ensure necessary materials are available  Always  Often  Sometimes  Rarely  N/A

### Initiative

- Volunteers to perform extra tasks  Always  Often  Sometimes  Rarely  N/A
- Takes charge of tasks  Always  Often  Sometimes  Rarely  N/A
- Foresees upcoming needs & proposes new tasks  Always  Often  Sometimes  Rarely  N/A

## COMMUNICATION

### Team Work

- Contributes positively to group  Always  Often  Sometimes  Rarely  N/A
- Respects & values opinions of others  Always  Often  Sometimes  Rarely  N/A
- Assists & encourages others to succeed  Always  Often  Sometimes  Rarely  N/A

### Attention to Detail

- Completes tasks accurately & appropriately  Always  Often  Sometimes  Rarely  N/A
- Ensures correct grammar & spelling  Always  Often  Sometimes  Rarely  N/A
- Ensures publication guidelines are carried out  Always  Often  Sometimes  Rarely  N/A

## APPLICATION

### Time Management

- Starts right to work  Always  Often  Sometimes  Rarely  N/A
- Uses down time productively  Always  Often  Sometimes  Rarely  N/A
- Completes tasks on deadline  Always  Often  Sometimes  Rarely  N/A
- Helps keep the group on task  Always  Often  Sometimes  Rarely  N/A
- Works outside of class time  Always  Often  Sometimes  Rarely  N/A

## ASSIGNMENT #1

Ask students to divide into small groups and produce a list of 10 personality traits that each position should possess to contribute in a positive manner to the yearbook production. Once complete, ask students to list 10 skills they could develop/acquire upon completing the yearbook course. Have students choose a spokesperson to present their lists to the class and discuss as a group.

## ASSIGNMENT #2

Dividing the class into small groups, have them create job descriptions, complete with roles, responsibilities, and reporting structure, for each position within the yearbook class. Once complete, have a student spokesperson present each position to the class for further discussion and to formalize the positional details.

## ASSIGNMENT #3

As a class, brainstorm the key elements that would make up a strong staff contract; specifically, what key points could be used to hold staffers to task. Once complete, divide the class into small groups to create sample staff contracts. Have the resulting contracts presented to the class with the end-goal of developing a formal contract for the class.

## ASSIGNMENT #4

In small groups, have the class develop a staff evaluation rubric as well as the ideal frequency of evaluation. Once completed, discuss the results as a class and create the best evaluation rubric and frequency model.

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