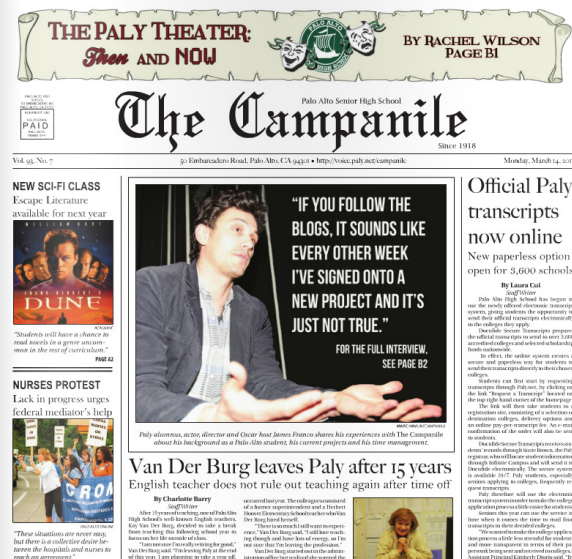




Palo Alto High School (Paly) In pursuit of a Pulitzer



Palo Alto High School
Palo Alto, California
www.paly.net

Nation's largest high school journalism program uses Adobe® Creative Suite® 5.5 Master Collection to cultivate the next generation of award-winning print, broadcast, and web journalists

Palo Alto High School (Paly) is surrounded by a rich legacy of excellence. Situated in the shadows of the esteemed Stanford University, adjacent to the innovation of Silicon Valley, and just a short trip to the cultural diversity of the San Francisco metropolitan area, the school has ample influence for developing inventive approaches to student learning and academic achievement.

With an outstanding academic reputation, a long list of national awards that grows each year, and a strong belief in quality public education, life at Paly is good—particularly in the journalism program. With an enrollment exceeding 500 students, Paly's journalism program is the largest high school program of its kind in the United States and is a place where students have amazing opportunities to shine.

Founded by Esther Wojcicki, the Paly journalism department is a revelation in education. Over the last 25 years the department has flourished, growing into a full-blown multimedia publishing concern to rival almost any organization—let alone a high school—and has been recognized at the highest levels by organizations such as the Columbia Scholastic Press Association for outstanding instruction and student achievement.

Palo Alto High School journalism students working on *The Campanile* take advantage of Adobe Creative Suite 5.5 Master Collection software, using Adobe InDesign® CS5.5 to create multipage layouts, Adobe Photoshop® CS5 Extended to edit and enhance photos, and Adobe Illustrator® CS5 to create more complex vector graphics.



Challenge

- Extending journalism education beyond traditional writing
- Employing multimedia software to teach critical thinking, analysis, and advanced communications skills for 21st-century learning
- Expanding revolutionary learning methods to students outside a journalism program

Solution

- Use components of Adobe Creative Suite 5.5 Master Collection, including Photoshop CS5 Extended, Illustrator CS5, and InDesign CS5.5 to enhance students' visual communications skills
- Leverage Adobe Premiere® Pro CS5.5 and Dreamweaver® CS5.5 to facilitate development of rich broadcast journalism productions and website content
- Use Adobe Creative Suite 5.5 Master Collection to facilitate an interactive learning and multimedia learning environment for students in other academic disciplines, such as social studies

Benefits

- Established a groundbreaking multimedia curriculum resulting in numerous prestigious awards for student publications, video, and online content
- Engaged students with seamless, interdisciplinary workflows
- Prepared students for success in media, publishing, journalism, and other career paths with valuable real-world skills
- Provided a forum for creative expression of ideas, opinions, and analyses

Students at Paly use Adobe Creative Suite 5.5 Master Collection software to explore their creativity and express ideas and opinions. "Adobe Creative Suite 5.5 Master Collection empowers students to communicate complex ideas in compelling, creative ways that are uniquely theirs," says Wojcicki, a teacher, advisor, and founder of Paly's journalism department. "The freedom this kind of curriculum offers helps them learn valuable life skills such as how to gather information, analyze it critically, and present their conclusions clearly and concisely in a variety of media."

Soon, students will have even more opportunities to use cutting-edge resources to further their education when the school district opens a new 25,000 square foot media center to house the journalism program. The first of its kind in the country, the center will feature a professional-grade media studio equipped with the latest media technologies including cameras, audio equipment, and others.

Rewriting the future

When Wojcicki first came to Palo Alto High School's journalism department, the small program had one six- to eight-page student newspaper. Today, students produce four professional-grade publications online and in print, as well as broadcast daily news features and stories on the school's television network.

The crown jewel of the journalism department is *The Campanile*. Published every three weeks, *The Campanile* boasts the greatest longevity of all Paly publications. Originally started in 1918 as a six-page monthly with eight students on staff, it has now expanded to more than 26 pages with 70 student staff members who collaborate in integrated Adobe production workflows.

Taking advantage of Adobe Creative Suite 5.5 Master Collection software, students use Adobe InDesign CS5.5 software to create multi-page layouts, Adobe Photoshop CS5 Extended software to edit and enhance photos, and Adobe Illustrator CS5 software to create more complex vector graphics. Students also organize thousands of digital assets using Adobe Bridge CS5, which streamlines the workflow in a highly visual manner.

The production processes are consistent across the program's multiple publications, including *Verde*, Paly's news and general feature magazine, and the multimedia sports magazine, *Viking*, a recipient of the Student Journalism Impact award. *Verde* is produced by students six times a year and showcases a more subjective look into news and reviews on music, restaurants, and film. Well received by the Paly community and acclaimed by the scholastic community, the magazine has received numerous awards. Most notably, its first issue won a Pacemaker—one of the two most prestigious awards in scholastic journalism—from the National Scholastic Press Association and later, the Gold Crown from the Columbia Scholastic Press Association.

Features "The Last Straw"

The Last Straw

The *Viking* sheds light on the typically hushed up subject of quitting, and details the motives, decision making process and consequences of this difficult decision

BY WILLIAM GLAZIER
PHOTOGRAPHY BY TALIA MOYAL

For many avid Boston Red Sox fans, the first sign of spring is Frank Lima's (10) when the Boston Red Sox equipment truck departs for Fort Myers, Fla. for the opening of spring training. This date in early February kicks off months of anticipation and excitement for the new season. It is the proverbial spring cleaning for Red Sox Nation, where the state is heralded, there is hope for the new season is abundant and failure seems impossible.

While no Paly athletic team spends its off season training at a facility nearly 1,800 miles away like the Red Sox do, the feelings of optimism, confidence and hope that come with the beginning of a new season are feelings all athletes are familiar with—from professionals to high schoolers. In high school, the star player may aspire to be named first team all league and lead his team to a Central Coast Section (CCS) championship, while a backup may have a simple goal of seeing the playing field more often. But what happens to players whose goals for the season are not met, and begin to feel distanced from the team for reasons such as arguments with coaches, disputes over playing time or a lack of time to devote to the sport? Often, these players are faced with a simple, yet extraordinarily tough question: to quit or not to quit?

The decision to quit is rarely a rash, impulsive one made with little thought toward the consequences. Players view the decision as a very important one, with consequences that will have effects in all areas of their life including the remainder of their athletic career, academics, and their social life.

Former baseball player Stephen Lim (10), who played three years for the Vikings, decided to stop playing baseball in between his junior and senior seasons after playing sparingly as a junior.

"The decision to quit a sport has been a huge part of my life and identity and it's certainly a serious decision," Lim said. "It probably took a couple months to decide to stop playing."

Lim did not expect much playing time, thus he felt that his time would be better spent elsewhere.

"Now, I take it a local school in CA 3 times a week, which I enjoy a lot," Lim said. "I feel like it is a better use of my time, for me personally."

Two other athletes that decided to quit baseball along with Lim were Marcus Young (10) and Ariel Carmel (10). Along with Lim, they both played sparingly and thought they could pursue other interests in their senior years, such as Young who played football for the first time this fall.

"Not to say that I deserved to play more than I do, but the fact of the matter is, you don't join the team to watch the game," Young said.

Carmel also directed his new free time toward weightlifting to rehab his injured throwing shoulder, as well as enjoying a relaxing second semester of senior year.

While lack of playing time is a common reason for athletes to quit, it is by no means the only one. Football player and pitcher Kevin Anderson (11), who was named SCVAL DE of the year in 2009, quit his secondary sports of basketball and baseball in an effort to concentrate his football and track.

"I'm not playing baseball or basketball. I was able to really hone my football and track skills," Anderson said. "I got a great deal stronger and faster and I was also able to do better academically."

Anderson and Bruff have both benefited from quitting their secondary sports to devote themselves more to their favorites, after his sophomore season even though he enjoyed success on varsity. While Bruff did not want to let down their teammates or coaches. Oftentimes coaches hold high expectations for athletes of Anderson and Bruff's caliber, and when they quit, coaches to give up basketball because I had a lot of chance to focus more on school and get my grades up. It also gave me more free time to work on my other sports, hang out with friends and get stronger in the weight room."

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In addition to factors such as time to spend on other sports, many athletes find that the great balancing act between school and sports becomes so difficult that something has to give. Talia Moyal, who danced at Captivating Dance by Nora for 3 years, found that the time she devoted to dance was impacting her schoolwork so much and causing so much stress, that it was affecting her overall happiness.

"I couldn't imagine myself without dance but I did couldn't take it anymore," Moyal said. "I was not doing as well in school and I was stressing more. I needed to push myself harder, but that wasn't going to be possible with the amount of time



C Carmel (10) and Lim (10) take in a Paly baseball game from the bleachers after quitting baseball before their senior seasons.



Carmel (10), Lim (10) and Young (10) look on as Paly takes on Capoteno

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Esther Wojcicki
Teacher, advisor,
and founder of the
journalism department,
Palo Alto High School

Following the integrated media approach essential in today's publishing world, the faculty at Paly moved beyond traditional journalism classes into broadcast journalism. *In Focus*, the television news station at Paly, serves to disseminate campus news and selected features to the school community with professionalism, humor, and unbounded creativity. Students use Adobe Premiere Pro CS5.5 software to digitally edit content for in-depth, web-based video segments.

No curriculum would be complete without web journalism, replete with social media, blogging, and live feeds. *The Paly Voice*, a website created using Adobe Dreamweaver software, lets students present their own reporting, writing, and photography along with repurposed content from the school's magazine, newspaper, and broadcast classes. The site also serves as a searchable archive of the content from all Paly publications. Students are using Adobe Fireworks® CS5 software to optimize graphics and Adobe Flash® Professional CS5.5 software to create web animations.

The new face of education

Wojcicki is passionate about the impact journalism has on student achievement, noting that students in her program develop transferable life skills such as professional-level writing, research, and analytical capabilities that are essential for 21st-century learning. Several studies, including one published by the University of Oregon, support Wojcicki's vision, concluding that students engaged in journalism programs surpass the performance of non-journalism students on standardized tests in as many as seventeen areas of scholastic achievement.

As a strong advocate of providing career- and life-advancing skills, Wojcicki bases Paly's journalism program on the philosophy that students learn by doing, not by watching. But she believes that these skills and experiences are not limited to just journalism students and has begun a new initiative, www.21stcenturylit.org, that aims to use the power of modern technologies—social media platforms, blogs, video, and other interactive mediums—to enhance learning for students in other disciplines.

Funded by a grant from the prestigious John S. and James L. Knight Foundation, the initiative focuses on 21st-century learning methods, based on Adobe Creative Suite 5.5 Master Collection software, to help students become more aware of current events and developing strong technical, writing, composition, and collaboration skills—essential for success in today's world. The program has gained significant notoriety, with other institutions such as the State University of New York at Stonybrook (SUNY Stonybrook), University of Oregon School of Journalism, and Gunn High School in Palo Alto adopting similar curriculums in pilot programs in an effort to expand the use of non-traditional curriculums.

Students at Paly use Adobe Creative Suite 5.5 Master Collection software to explore their creativity and express ideas and opinions. Published six times a year, *Viking* includes online news briefs, game recaps, photos, and videos.



"Journalism is a great uniter. It brings all the other disciplines—social studies, grammar, math, science, and others—together in a way that gives them meaning. The learning curve with Adobe Creative Suite 5.5 is very short, so students can spend more time focusing on refining vital communications skills and less time struggling to learn new software programs."

Esther Wojcicki

Teacher, advisor, and founder of the journalism department,
Palo Alto High School

Toolkit

Adobe Creative Suite 5.5 Master Collection. Components used include:

- Adobe Illustrator CS5
- Adobe Photoshop CS5 Extended
- Adobe Premiere Pro CS5.5
- Adobe Dreamweaver CS5.5
- Adobe InDesign CS5.5
- Adobe Fireworks CS5
- Adobe Bridge CS5
- Adobe Flash Professional CS5.5

For more information

www.adobe.com/education
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<http://edexchange.adobe.com>

"Journalism is a great uniter," she says. "It brings all the other disciplines—social studies, grammar, math, science, and others—together in a way that gives them meaning. The learning curve with Adobe Creative Suite 5.5 is very short, so students can spend more time focusing on refining vital communications skills and less time struggling to learn new software programs."

According to Wojcicki, changing curriculums and teaching methods that have been ingrained in society for generations is a monumental task. She notes that with the right resources and a unique approach, educators can get away from just teaching to the test and begin really engaging students in active learning that brings about more impactful and valuable outcomes.

Her vision has been validated and justified, if her students' successes are any indication. Graduates of Paly's program have gone on to journalism careers in some of the most revered, notable publications such as *Forbes Magazine*, *The New York Times*, *BusinessWeek*, *Rolling Stone*, the *San Jose Mercury News*, and many other papers.

"Our entire Paly journalism program is incredibly useful for students as they move into higher education and careers paths," Wojcicki says. "Adobe Creative Suite 5.5 Master Collection gives students a proactive, creative arena for developing skills essential to success in life and the workplace. Without a software solution this flexible, intuitive, and robust, a program of this magnitude would be simply impossible to maintain."



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