



Springfield Middle School
Robertson County Innovation Academy



715 5th Avenue West ♦ Springfield, TN 37172 ♦ Phone (615) 384-4821
Dr. Grant Bell, Principal ♦ Ms. Amanda Mounts, Asst. Principal ♦ Mr. Patrick Carneal, Asst. Principal

“We are EPIC!”
The Jacket’s Buzz

November 26, 2018

“Providing a well-lit path in the pursuit of purpose and happiness.”

“Every single day, we will strive to ensure that everyone is safe and respected; and that ALL scholars are responsible for working to master ALL standards.”



“The aim of education is the knowledge, not of facts, but of values.”

William S. Burroughs

Monday:	Marvelous Monday
Tuesday:	Faculty Conversation 7:30 AM Basketball @ Kenwood 5:00 Wrestling vs Greenbrier 5:00
Wednesday:	Title I Meeting 7:30 AM
Thursday:	Thankful Thursday
Friday:	6 th grade to Highland Crest

Bus Duty:

Monday
Language Arts

Tuesday
Related Arts

Wednesday
Math

Thursday
Social Studies

Friday
Science

Principal Choice Awards

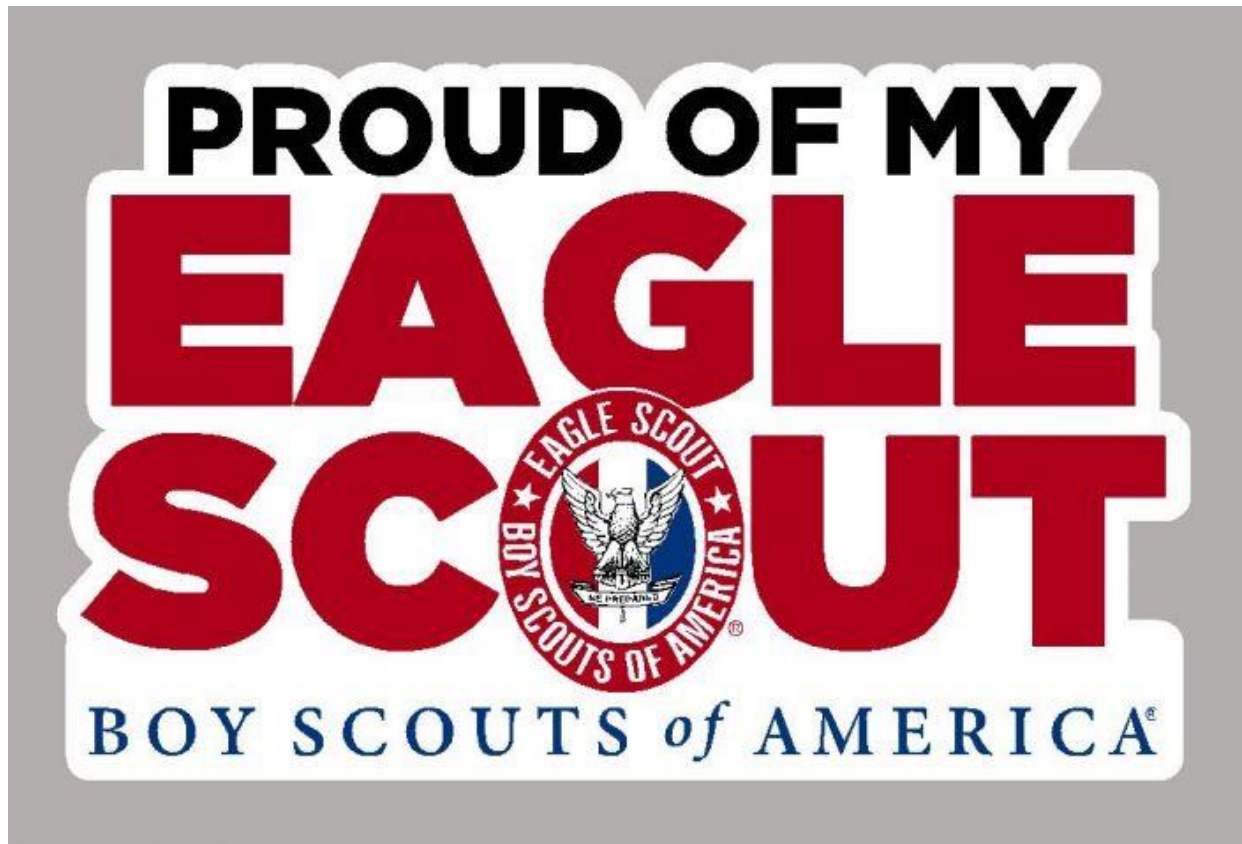
“Recognizing Quality and Meaningful Scholar Work”



Natali Pryor and Celina Scharkley
Extraordinary Positive Behavior- Ms. Jernigan- Art

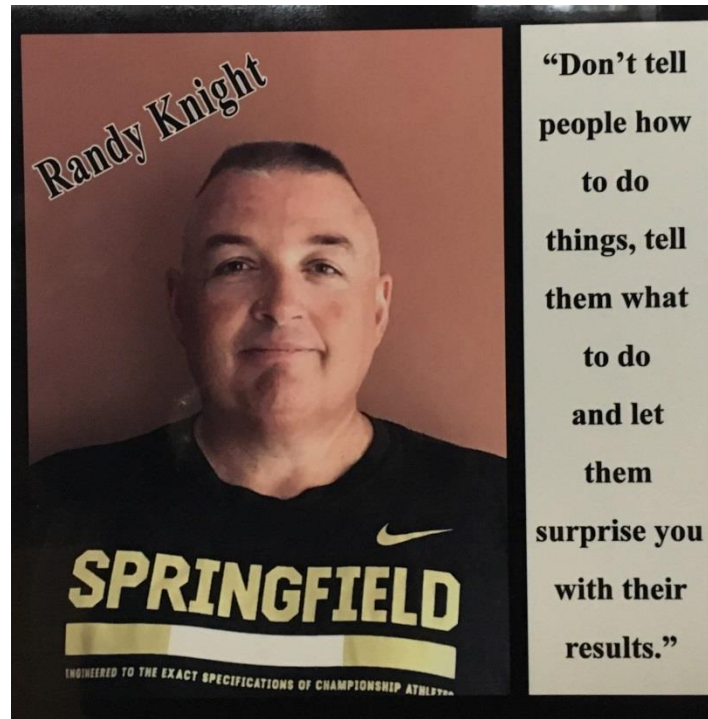


Mrs. Gertsch's STING (rti) Group
100% Increased Growth for the Group



SHS senior Bryce Jones attained the distinction of Eagle Scout on Saturday. Bryce is the son of SMS instructional coach Shawn Jones. Pictured are proud parents Craig and Shawn Jones, Bryce, and John White. Congratulations!

Staff Member of the Week



Name : David Knight (Randy)

Grade : 6

Subject: STEAM

Hometown: Although I have a Cottontown address, Portland, Tennessee is my hometown. From a farm on the outskirts of Portland, I gained my elementary and secondary education in the Portland schools system.

Family: I have been married to my wife Kim since May of 1993. She currently teaches second grade at East Robertson Elementary. We have two sons, Dalton and Drake. Dalton graduated from ERHS in 2015 and Drake attends and plays basketball at ERHS. He is slated to graduate in 2020.

Education: As a 1985 Portland High School graduate, I then attended Volunteer State Community College with a Mathematics and Physical Science major. I then entered the United States Army in 1988 and received a world education for nearly 30 years. In my spare time between Army work and deployments, I finally graduated from Western Kentucky University with my Bachelor of Science degree in Physical Education in 2001.

How did your career lead you to Springfield Middle School? My wife and children were and are Robertson County schools products. It is a wonderful place in Tennessee. When I retired from the U.S. Army, January 31, 2018, I knew I wanted to teach. Teaching was not only what I graduated WKU for, but also I have spent an enormous amount of my Army career teaching, training, educating, coaching, instructing, mentoring, team building, and preparing for life-long learning. I applied for Robertson County Schools as a substitute teacher. Springfield Middle School needed me and as luck would have it, SMS was looking for a middle grades math

teacher. I completed the necessary testing requirements and was invited to interview for a teaching position. I gladly accepted.

What do you love about our school and children? There is a positive and caring attitude with a magnetic charge within the halls and walls of SMS. I have been embraced by everyone as if I have always been here. There is no doubt that SMS is intended to be and is a family. It functions at high levels because it has high expectations and goals and each scholar's potential is phenomenal because of those goals and expectations.

What is the most challenging aspect of your responsibilities? I think the most challenging aspect of my responsibilities is recognizing and resourcing each scholar's needs in learning. If we all received and analyzed exactly the same, it would be easy. The fact is that we do not. We do not possess the same skills and even if we did, we do not all perform at the same level of that skill.

Personal Philosophy of Education: I am very eclectic. I believe each person is the sum total of each life's experiences. Everyone learns something, both good and bad, through their senses and in and at their own time and space. But good and bad is sometimes a matter of perspective. Their character reveals what they have learned thus far in life. Abilities need to be observed and challenged to do more and do better. Utilizing what we have learned from the past to constantly improve on the present and future indicates a good, rich education. Personally, I am selfish and the most selfish thing I can do is teach (educate) someone on skills needed for life. The joy I receive from a daze to "seeing the light bulb illuminate when they finally 'get it'" is extremely satisfying. And if it is only one, that is one more than before and we continue to explore and build. Education never stops; we are life-long learners. We as educators have a duty and responsibility to lead in "doing right by doing right," even if it means walking "one way" in the "one way" halls. Doing anything contrary and setting ourselves apart as "rule maker" and "rule breakers" sets a terrible precedence and lays the foundation for future, bigger issues. That is an education of the bad kind. The good thing is once identified, we can discuss and correct misdirection and turn it into a positive thing. The classroom is a small portion of the scholar's education, but they are educated... the question is "n what are they educated?" A good education in my opinion is measured by consistent, positive growth. The world is our classroom. We must properly prepare the stage in which our educated will become the educators.



What you can do in middle school to start preparing for college

by Maria Carla Chicuen



As colleges throughout the United States implement more rigorous admissions criteria, and competition for the limited spots at selective higher education institutions continues to rise, it is more important than ever to start preparing for college as early as possible. Those who wait until the last years of high school to explore college options and admissions requirements will not have enough time to build a strong academic curriculum and maximize involvement in extracurricular activities.

The middle school period is a great time to get a head start on the preparation for college. Here are some steps to take advantage of during sixth, seventh and eighth grade to become a competitive college applicant.

Build a Strong Academic Curriculum

- **Pick high-school level classes**

Most middle schools offer advanced courses in mathematics (such as algebra I and geometry), natural sciences (such as earth and space science, and biology) and other subjects. Completing these courses allows students to enhance their weighted grade point average and take more advanced classes once they reach high school.

- **Complete dual-enrollment courses at local universities**

Many universities allow middle school students to take classes at their local campuses through a program for high-achievers called dual-enrollment. Through this program, students can explore new subjects that may not be available at their schools, and demonstrate their ability to tackle college-level academic material.

- **Explore new academic interests**

Students should consider community learning centers, or so-called massive open online courses (MOOCs), such as edX and Coursera, to explore subjects unavailable at their schools. Skills in computer programming and foreign languages, for example, are highly valued by selective colleges, and many students can take advantage of independent learning resources to master them.

Maximize Involvement in Extracurricular Activities

- Explore and define passions and non-academic interests in areas such as sports, arts or community service through school clubs and local organizations. Start developing leadership by joining a board, conducting fundraising efforts and forming partnerships with other schools or entities with similar missions.
- Seek to participate in local, state, national and international competitions in areas of interest and aptitude. Some contests provide winners with scholarship funds they can use to pay the costs of college.
- Identify organizations or projects to which you can provide volunteer services. Opportunities to volunteer are available at many different places, such as local churches or charities, hospitals and nursing homes, orphanages, and public libraries.

Explore college options

- Ask relatives, family, friends and teachers about their respective college experiences. Try to get a sense of the specific opportunities (degree programs, majors and minors) available in higher education.
- Conduct research about the kind of education required for the career paths you may be considering.
- Participate in college immersion programs on campus available to middle school students during the summer and throughout the school year. Note that many of these programs require students to submit an application months in advance of the program dates.
- Discuss with your family all the opportunities to start saving money to pay the costs of college, including applications for scholarships available to middle school students.

Lagniappe

MiddleWeb



What an Effective Teacher's Classroom Looks Like



by **Annette Breaux and Todd Whitaker**

In our ongoing observations of teachers, we continue to notice that the most effective teachers' classrooms all look uncannily similar. And, of course, the same can be said for the less effective teachers—their classrooms all look uncannily similar.

It seems that no matter where we go, the students all act the same in the classrooms of the most effective teachers. And yes, no matter where we go, the students all act the same in the classrooms of less effective teachers. We are, of course, speaking in generalities here.

Let's take a look inside of less effective teachers' classrooms first.

Here is what they all seem to have in common:

- ◆ The classroom looks disorganized. There is “stuff” everywhere.
 - ◆ Lessons lack luster and excitement.
 - ◆ The teacher does most of the talking, and the students do little listening.
 - ◆ There is little, if any, evidence of structured routines and procedures.
 - ◆ There are lots of teacher warnings directed at misbehaving students.
 - ◆ The teacher is reactive.
 - ◆ Objectives are vague and often confusing.
 - ◆ There is little teacher movement around the room. The teacher generally stays toward the front of the room. Guess where most of the behavior problems occur! Farthest from the teacher.
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- ◆ There is an overuse of worksheet-type activities.
 - ◆ Consequences for behavior infractions are inconsistent. The severity of the punishment is usually in direct proportion to the teacher’s anxiety level.
 - ◆ The teacher openly shows frustration.
 - ◆ The lessons are usually “one size fits all.” Unfortunately, most fit none.
 - ◆ Technology is often used “for the sake of using it” as opposed to being used to enhance the lesson.
 - ◆ There is little positive reinforcement.
 - ◆ Teacher enthusiasm is lacking.



Now for the good news

We could go on, but we think we’ve made the point. Now for the good news.

Here's what we saw in the classrooms of the most effective teachers:

- ◆ The classroom is organized. A place for everything and everything in its place.
- ◆ Lessons are inviting and exciting.
- ◆ The students do most of the talking and the doing, prompted by the teacher's questioning and guidance.
- ◆ Routines and procedures are evident. Students know exactly what is expected of them.
- ◆ There are no teacher warnings for student misbehavior. If a rule is broken, a consequence follows. If a procedure isn't followed, the teacher provides more practice.
- ◆ The teacher is proactive.
- ◆ Lesson objectives are clear and measurable.
- ◆ There is constant teacher movement around the room. Behavior problems are almost nonexistent.
- ◆ There is little dependence on worksheet-type activities. Lessons are highly interactive, and students remain engaged in meaningful activities.
- ◆ The punishment for any given infraction is consistent (and rare).
- ◆ The teacher does not show frustration. Even in the case of misbehavior, the problem is handled seriously but calmly. The teacher always appears to be in control.
- ◆ Activities are varied to meet the needs of all learners.
- ◆ Technology is used, thoughtfully, to enhance lessons and learning.
- ◆ There is constant positive reinforcement.
- ◆ Teacher enthusiasm is evident and contagious.

You now have a blueprint for what an effective teacher's classroom looks like. Try it on for size, and get your teaching organized. Management is the key to success. Just do it, and be at your best! For an organized teacher is a happier one than one who has let things come undone.

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