

Brennan Murray
LSC 596

Fifty-Hour Journal

Leverett Elementary

January 19, 2009

How much can one expect to grow as a library media specialist in only fifty hours? Well, at the elementary level, you better grow and you better grow fast. Students at the primary levels, especially K-3, require you to have your game face on at all times; establishing clear and concise directions and expectations, and being able to be flexible enough to adapt to unseen circumstances. At this stage, there is no grace period and the students can't wait for you to slowly grow as a student teacher. The first fifty hours have been my practicum boot camp, with the second grade class as my personal drill instructor.

INTASC 2, 3, 4, 5

Along with growth in classroom management, comes growth as an instructional partner. It is impossible to teach in a vacuum, and it is integral to become part of the school community. This includes forming collaborative partnerships with teachers and the administration to realize the goals of effective education. I have worked with several teachers to discuss lesson plans, observe different teaching styles, and enjoy casual conversation. I have also helped teachers and students alike in locating appropriate sources of information. Outside of the school community, I met with other district school librarians to help plan the MBCA Event and also the first annual Battle of the Books in Leverett. These efforts at collaboration allow for an exchange of ideas and viewpoints to help grow as an educator and librarian. **INTASC 6, 7, 9, 10**

Seeing that I have zero experience as a librarian, I jump at any chance to learn from someone else. Karin and Gerogie have been extremely helpful in getting me up to speed on the administrative functioning of the school library. They have shown me how to catalog new materials, apply for grants, and organize the seemingly excessive amount of paperwork that is required of a library media specialist. Karin also highlights important trends in librarianship and education, including the importance of keeping up with technology. I have learned several new programs and systems that make the profession relevant in today's modern world. **INTASC 1, 9**

Last but not least, I have grown as an information specialist. Growth is evident, but not as rapid as growth in the other roles as a library media specialist. Like all of the roles, fifty hours is not enough to become proficient. While I have learned more of how a library is organized and where pertinent information is located, I expect to grow as an information specialist throughout my career. I have the fortunate ability to enjoy learning about almost any topic, and look forward to constantly update my background knowledge on these topics. This will help me actualize my selfish goal of becoming a know-it-all, and also use this knowledge to enrich other's education. **INTASC 1, 6, 9**

Brennan Murray
LSC 596

100-Hour Journal

Leverett Elementary

February 2, 2009

Growing as a library media specialist is like beginning a workout regimen after several months of sitting on the couch watching tv. The first couple of weeks burn as you begin to discover new areas that you've never used before. You return home tired and drained and only look forward to sleep. However, these muscles and talents quickly begin to grow and develop, and the workout doesn't seem as difficult anymore. In fact, some aspects you might come to enjoy! You discover your weaknesses, and stretch these areas before activity to avoid any injuries. This is the process of growth, and this has been my experience as a library media specialist at Leverett Elementary.

Although most of my professional past has been spent in informal education, formal early education is brand new to me. This is by far my weakest muscle. Unfortunately just when I begin to think I've stretched enough, I add additional weights, this time 1st graders, and I strain another muscle. Its astonishing how different each grade, and methods of classroom management, can be. A trick that might work for one grade, will blow up in your face with others. I am not one who likes failure, and I'm afraid these little injuries put me down. Growing pains happen even as an adult. However, I am also not one who gives up and pride myself as a quick learner. **INTASC 1, 2, 3, 6**

Other than these slight hiccups, I find that I love basically every other aspect of the job description. As an information specialist, I really enjoy learning about new information sources and sharing them with others. I am currently working on a web tutorial for the teachers on how to use the software program Glogster to produce interactive media posters. The 5th grade students are learning about explorers, and Glogster presents a great opportunity for them to showcase what they have discovered about their discoverers. These posters can be posted online, and can include digital pictures, sounds, movies, timelines, and a host of other web 2.0 tools. **INTASC 6, 8**

Program administration is not always the most thrilling experience, but it is exciting to think that the skills that I am learning from my practicum will help me develop and maintain the media center of my design. I am continuing to work with Karin on collection development, although the budget has been frozen due to the current economic state. However, administration is about planning for the best-case scenario and being able to cope with any unseen changes. **INTASC 1, 9**

Finally, one of my strongest muscles is becoming an instructional partner. I fully enjoy working with others, and think of myself as a perpetual optimist. I have great visions for what a media center is capable of becoming, and I will push to see it become the cultural and educational hub of the school. This will involve making lasting partnerships and relationships with the faculty and administration. It is not enough to meet current standards and expectations - one should strive to look toward the future and meet the needs of the students before they arise. **INTASC 9, 10**

Brennan Murray
LSC 596

150 Hour Journal
February 13, 2009
Leverett Elementary School

Being a tall, dark-haired man you sometimes find yourself in interesting positions, and roles. No, this was not one of the traditional roles of a library media specialist outlined in *Information Power*, but the role of the 16th president of the United States, Mr. Abraham Lincoln. On February 12, I was forced by Karin and Georgie to dress up as Lincoln to help celebrate the 200th anniversary of his birth. And let me tell you, I was one awesome Abraham Lincoln. This was not just due to my height and hair color, but the fact that I had followed a similar path as Lincoln during the first half of my practicum. While Lincoln had modest beginnings in a log cabin, and through hard work, managed to reach the level of the President of the United States, I entered the practicum as a young man with zero library experience, and through hard work, now have a good grasp on what it takes to be a library media specialist.

When the students arrived to see their library intern dressed as Abraham Lincoln, they flipped. I was soon mobbed by a sea of elementary school children, and passed out pennies and Lincoln trivia to anyone with an open hand. Not above being a shameless self-promoter for my newly assumed identity, I quizzed the students on the trivia that I distributed – a teacher can never deny the chance to impart a little wisdom when given the opportunity. The teachers also took this as an chance to collaborate, and during the first few hours, I made my rounds to classrooms to talk with the students about the life of Honest Abe. Luckily for me, I had boned up on my Lincoln facts the night before. As

both a teacher and an information specialist, it is important to anticipate the needs of a population before they arise. Later that day, the Battle of the Books would test my mettle as an instructional partner. **INTASC 1, 2, 3, 8**

Leverett's first annual Battle of the Books was to be hosted by Mr. Abraham Lincoln.

The Battle of the Books is a trivia game in which the students generate questions based around the 25 Massachusetts Children's Book Award nominees. I spent the previous weeks drumming up support from the students, and managed to get a healthy number of the fifth graders, and one reluctant group of fourth graders, to participate. I was also able to persuade the teachers of both grades to bring the entire class to witness the event.

With scoreboard help from my lovely assistant Georgie, Battle of the Books was a heated competition that came down to a final tie-breaking question. In the end, it was the reluctant group of fourth graders that ended up taking home the coveted Golden Book! The fourth grade class exploded into applause, and will hopefully have more incentive to compete in next year's event. **INTASC 5, 6, 10**

With all of the fun and excitement of the day, came the additional responsibilities of actually running the media center. I continued working with Gale to set up a database widget on the school's wiki, and searched for materials for when they school's library budget becomes unfrozen. The occasionally frantic, but never dull, pace of a library media specialist requires you to act like a President and wear many hats, even if one of those is a stovepipe hat made from construction paper. **INTASC 6, 9**

Brennan Murray
LSC 596

50 Hour Journal
March 7, 2009
Belchertown High School

Although the town name is absolutely ridiculous, Belchertown High School Library is a shining example of what a school library media center can become. This is truly a place for serious academic work that perfectly blends collaboration, technology and a human touch. I have learned so much in the first 50 hours at Belchertown High School and feel that my place is in a high school media center. While I enjoyed my time at Leverett Elementary, I find the research focus at the high school level to be much more intellectually stimulating. This is a place where one can fully embrace the roles of *Information Power*, and become a collaborative partner with the faculty and the students alike.

I really enjoy teaching. I imagine that the process is very similar to sculpting a piece of clay. You begin with an idea or a concept of what you want the students to learn, flesh it out into an understandable whole, and hope that when you deliver the final product the audience understands what you originally had in mind. Teaching is an art form that is a mixture of technical principles and creativity. I had the pleasure of teaching a few lessons in my first 50 hours. On the first week, I had to deliver a few one shot lessons on MLA Citation. Not exactly the most exciting material, but is it integral to stress the importance of this aspect of the writing process to the students. Week 2 gave me the opportunity to instruct a topic that is very near to my heart: communicating climate change. Climate change is an incredibly complex issue that the public has a hard time

comprehending. Mired in politics and scientific uncertainties, climate change still remains a controversial issue. The lesson I designed was for the students to take the role of journalists to convey the science to the public. The first day was spent focusing on the science behind climate change, while day 2 addressed the principles and mechanics of journalism. The remaining two days were spent researching in the library and crafting a newspaper article on an aspect of climate change of the student's choosing. This was not an opinion piece, but an assignment that focused on factual information. I was lucky enough to collaborate with an enthusiastic history teacher on this project, and am excited to read the student's work. **RIBITS 1, 2, 2.2, 2.4, 5, 5.2, 5.4**

The high school also has allowed me to grow as an information specialist. I have worked hard to redesign and streamline the library's website, allowing for improved access to information. A solid website is integral to modern libraries, and it is a feature that I find lacking in many school and public libraries. If a website is well designed, it will become a go-to for the school's research and information needs. This draws more credibility and publicity to the media center, and students and staff will utilize it more often. **RIBITS 2.3, 10, 10.3**

As an instructional partner, I have worked with teachers and staff in both instruction and also asked feedback on the progress of the new website. I want to know what they feel should be on there, and how to help them with their needs. **RIBITS 7.0, 7.1, 8.0, 8.1, 8.2, 8.3, 8.4.**

Finally, the administrative role is always a learning process for me since I have never worked in a library. I am becoming familiar with the new system and have begun a weeding and collection development project. It's very large in scope and I feel that I will be working on it until I leave the high school. But I enjoy learning new things and look forward to diving into new territory. As a media specialist, there is no option to become complacent. You must always be willing to learn new things to drive the profession forward. **RIBITS 6.1, 6.3, 10, 11**

Brennan Murray
LSC 596

100 Hour Journal

March 17, 2009
Belchertown High School

The past 50 hours have been a welcomed reprieve from the shock of entering a new school system. I find myself much more comfortable at Belchertown High School, forming deeper connections with both the faculty and the students. I feel that these connections are integral to becoming an excellent library media specialist, for people are more prone to approach you when they need assistance. While this is a gradual and ongoing process, I am excited to say that the majority of students now understand that, “yes, I can sign your bathroom pass.”

In the first 50 hours, I experienced a whirlwind of teaching opportunities. The stars had aligned and I was required to deliver information literacy instruction as well as classroom teaching. This has slowed down a bit in the past week, and I found myself helping students more on a one-to-one basis. I enjoy this aspect of the job almost as much as instruction. I am able to break down the teacher/authority relationship and help the students in a more approachable manner. A LMS is a very unique position, for we can act both as a teacher and a service. **RIBITS 1, 2, 3, 4, 5, 6**

I have also neared completion of the library website. This was a very time consuming process. I have streamlined all of the information from the current library website and have added research guides for each of the major disciplines. I have such lofty goals for

this website, but am coming to terms that five weeks is not enough time to fulfill my ultimate vision of what it could become. In the age of digital information, a website is a reflection of who you are as an information source. While I am not one to immediately jump on every technology that comes around, I do attempt to find the best possible methods of improving service. A well designed website with carefully selected sources and organization is a critical part of being an effective 21st century librarian. **RIBITS 3, 4, 8**

While technology is a great tool, it does not replace the human touch. I really enjoy working with students, but also love being a partner to the faculty. While I have not had the pleasure of working with every staff member yet, I am becoming close to those who utilize the library often. I am co-delivering a unit next week with one of these teachers on the theory and practice of historical interpretation, namely in museums. I was originally excited to have the students create a virtual museum using Google SketchUp ([check it out](#)), but the teacher did not think that there would be adequate time. Bummer! **RIBITS 2, 4, 7, 8, 9**

This past week, I also had the opportunity to fully experience what it meant to be an administrator. Maryanne was out for a few days, and I began to understand all of the small issues that arise as a library media specialist. I find this very exciting, for I am the type of person that enjoys to multitask and problem solve. There is always something to work on in the media center, and it is never boring. This has made the past 9 weeks fly

by, and I can't believe that there is only another week left of my practicum. While it is only a small bite of what it is to be a LMS, I am hungry for more. **RIBITS 10, 11**

Brennan Murray
LSC 596

150 Hour Journal

April 2, 2009
Belchertown High School

I wish I could pull a Michael J. Fox from *Back to the Future* and return to my first day at Leverett Elementary. Seeing myself those first timid days as library intern would be priceless, and it would be an entertaining experience to watch myself progress through my internship. The only difficult part of this fantasy would be restraining myself from screaming suggestions and corrections to my past self, for 300 hours of practicum experience really allows one to grow into a professional media specialist. While the 150 hours at Leverett Elementary roughly chiseled my inner librarian out of stone, my time at Belchertown has polished me into what I am today.

Confident is how I would best describe myself as a teacher. No matter what the topic was, be it climate change, MLA citation, or museum design, I would jump at the opportunity to teach at Belchertown High School. A librarian should be a partner and support in education, and should strive to reach out to the faculty in collaborative projects. This not only forms partnerships with the faculty, but also shows the students that a media specialist is not confined to the library. A true teacher-librarian is a dynamic individual that both educates and manages the information hub of the school. **RIBITS 1, 2, 3, 4, 5, 7**

Managing the information hub requires more than just maintaining the status quo. The library may be exploding with relevant and useful resources, but marketing these resources is equally important. You must inform your patrons of what the library has to offer, and improve the access to this information. One of my major projects at Belchertown High School was to redesign the library website. A website should be visually inviting, easy to use, and maintain a human touch. A human touch could be school news, current projects or just an inspiring quote. This should be constantly updated on the site to keep it fresh and ensure repeat visits. **RIBITS 5, 8,10**

Another major project that I completed at Belchertown was a collection development project. The non-fiction section needed to be weeded and updated, and I spent many hours pulling outdated books off the shelves, and evaluating resources to replace them. While it is difficult to pull books from the shelves, it enhances the collection. It is not the number of books that a library has that makes it great, but the overall quality of the collection. **RIBITS 6, 10**

The most difficult part of the internships has been the goodbyes. At both Leverett and Belchertown, I became fully integrated into the school culture, forming partnerships with the students and staff. 150 hours is just enough time to really get to know a school, and before you know it, you're walking out the door for the last time. I have experienced tremendous growth during the 300 hours of my internship, and I'm sure that I still have much to learn. But I can honestly say that I am now ready, and eager, to begin a profession as a library media specialist. **RIBITS 7**

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LCS 596

Leverett Elementary Daily Journal

1/5

I worked with Karin and made a rough outline of what I was going to be working on over the next 5 weeks. Tomorrow, I am about to be thrown directly into teaching, delivering a lesson for 2 second grade classes, and another for a 6th grade class. Karin thinks that I should prepare an atlas unit for the second graders, and help the 6th graders with a stop motion video they have to complete for their information literacy class. I spent most of the day researching the curriculum frameworks for second graders and came up with a lesson in which they would learn about the scale of maps and draw a map of their room. I also played around with a program called FramebyFrame for the stop motion video.

1/6

Who knew second graders would be this insane!? I find that I am very good at getting the students excited about learning, but have to work on my classroom management techniques with this age group. I find that very clear expectations and directions MUST be given if there is to be any chance of success. It helps that I have 2 second grade classes on the same day, so anything that goes wrong in the first can be improved upon by the second class. On the other hand, the 6th graders were great to work with. They love the idea of the stop motion video, and Karin and I had them compete as girls vs boys production studios. Today was mostly focused on brainstorming, and the groups were focused, excited, and worked very well together.

1/7

Snow day

1/8

Today was another planning day, and I worked on ironing out what I was going to do with grades 2 and 6 the following week. We don't have access to many atlases for the lower age groups, so I design my lessons around using Google Maps. The students will use the program to zoom in on their house and take pictures of their roof. We will use the pictures of their house along with the maps they made of their rooms to complete a map scale project by the time I am done at Leverett. I also designed storyboards for the 6th graders to help focus them on their movies.

1/9

Today I helped with administrative duties including cataloging new materials. Many of the books did not have the MARC records included in the system, so I had to copy the

data from online catalogs. I also spent time contacting the Boston Celtics and the developer of KidsPix 3 Deluxe to figure out some issues that Karin and I were having in recording voices for a third grade project. Near the end of the day, I met with one of the second grade teachers to discuss my map unit. She was concerned that the material that I was presenting might overlap with one of the units that she does later in the year. I told her that I was going to only give a broad overview of maps, and that it was to be more of an tech project.

1/12

I came to school early today to go with Karin and Georgie to an MCBA meeting. The MCBA (Massachusetts Children's Book Awards) is an annual event that Leverett and other district school libraries partake in. The meeting was required to get a status update on the preparation for the MCBA event, which will be held in early March. The event brings the students from several schools together to complete activities that are based around the MCBA books. It's like a big party. I was assigned one to one of the stations, in which I will construct a maze that the students will have to navigate. I also will plan a Battle of the Books event for Leverett. This will be a trivia game in which the 4th, 5th, and 6th graders will compete against each other. The questions are all based around MCBA book titles. After we got back, I spent most of today planning for my lessons tomorrow.

1/13

The second graders today were much easier to handle. I started with a short film of a space launch, and told them that they were the navigators and had the responsibility of returning us back to Leverett. I had them open Google Maps (their navigation screens) and had them type in their addresses on the search bar. After zooming in a couple of times, we had a great picture of their house, and we used Grab to capture an image of the screen. I changed around this lesson for the second group, who are slightly less focused, and printed out their addresses before hand. This saved any time wasted in helping them remember where they lived. The 6th graders maintained their level of enthusiasm, and I showed them an example of how easy it was to create effects using both FramebyFrame and iMovie.

1/14

Today was a short day, but most of it was spent helping to reorganize the fiction section and continue to plan for my upcoming lessons. Karin and I decided that I would start to teach the 1 and 3rd graders next time they meet for class, so I started to kick around a couple ideas. For the first graders, I am going to do a unit on book care and basic library skills, and the 3rd graders would focus on reference materials.

1/15

I started today observing a kindergarten classroom. I find myself yearning for the high school section of my practicum when witnessing the intensity of classroom management

at this young level. After the class, I returned to the library to help out in any duties that needed to be done and worked on my lessons. I helped Karin with a bibliography unit that she was doing with the fifth graders, and got finally got some experience using Noodlebib. Its alright, but can't say that I'm the hugest fan of the program.

1/16

Most of the morning was spent designing a plan for the Battle of the Books program, including visioning the event and designing a poster. Later, Karin and I completed my first evaluation. Although I have been working in the field of education for a while, most of it has been at the older level, and chaperoned. Primary school children in a classroom are a whole new ballgame, one that I (hopefully) am learning quickly. Later on in the day, we spent some time researching books to update the 500 section.

1/21

Back from a mini-vacation and feeling relaxed and refreshed. Today was mostly spent in collection development, only to find out later on in the day that the budget is frozen due to the economic slowdown. Bummer! At least Karin will have suggestions for when things begin to improve.

1/23

Karin forwarded me an email that she received through her listserv. It included a link to a web program called Glogster. It is basically a visual blog, in which students can create interactive posters. After playing around with it for a couple of hours, we approached the fifth grade teacher and suggested that his class's project on the explorers would benefit from this tool. Unfortunately I'll have headed on to Belchertown High before the final project is completed.

1/26

Today was spent completing odds and ends. Planning took a large chunk, but Karin and I also attended a webinar on database widgets. These visual tools can be embedded in the library website to allow instant access to Gale's "PowerSearch". This sounds like a great feature, but I spent most of the day emailing a Gale representative back and forth attempting to allow all of the school's computers to enjoy the benefits. The issue was still unresolved by the end of the day.

1/27

Another Tuesday. I swear these days prematurely age me. Although the day flies by, there is never a moment to take a breath. It started with a wonderful presentation by Kathleen Brenner Duble, author of the MCBA nominee "Sacrifice". I was put to work filling and carrying around a cauldron that must have held 5 gallons of water. After the assembly, I instructed the infamous 2nd graders on how to use Comic Life, a software

application, to create an atlas. Either I am getting better at classroom management, or these guys were totally focused on their work. I had them create a title page with their pictures, which blew their minds. Next came the sixth graders, who began production for their stop motion project. The creativity in some of these students amazes me, and the movies are already beginning to take shape. Finally was my first shot with the 1st graders. I read "Shelf Elf", a story about proper library etiquette, to them and with the help of my lovely assistant Georgie, proceeded to embarrass myself doing the Shelf Marker Hokey Pokey. Karin enjoyed herself by constantly taking pictures and threatening to use them as future blackmail. Joke's on her- I have no shame!

1/28

Snow Day

1/29

Today I observed another library media specialist at Shutesbury Elementary. This was a great opportunity to gain insight on how other libraries are managed, and view how programming can differ. Marcia is a wonderful and creative LMS who introduced me not only to her wonderful library, but also the cafeteria's excellent coffee and scones. I later returned to Leverett, to be greeted by the equally wonderful Karin and Georgie (who also supplied me with food!).

1/30

Weeding, weeding, weeding. Georgie and I rummaged through the easy fiction selection today to weed older and unused books. It was great to see some the older titles from my younger days, until I found out that they were outdated and unread. Then came the slow process of deleting them from the catalog. Georgie and I sadly had to make a game out of the tedious processes to maintain sanity. (I still think anyone watching us probably found us to be insane.)

2/2

Today started off with an unexpected assembly. It was amazing! A group of African musicians treated us an hour of drums. I don't know who enjoyed it more, the kids or the adults. Everyone was moving and singing, including myself with the school nurse. I paid for it for the rest of the day with the faculty saying they were going to use the pictures as blackmail. After the music, I returned to the library to plan the next day's lessons and observe Karin completing her contract with the communications company.

2/3

Tuesdays are always insane. This full day's worth of classes included the usual map comic and stop motion projects, both of which are coming along swimmingly, and I also

started to work with the third grade this week. We explored how to use an almanac to locate information. It was a fun lesson where the students had to look up fact regarding a country they were assigned, and told the rest of the class about what they had learned. We then placed small flags of the countries on a large map to be able to visualize their place in the world. First grade went on a safari to learn how books are categorized into fiction and non-fiction titles. NOTE- it is difficult to keep order when animals are involved!

2/4

Today was heavy on planning. The Battle of the Books is quickly approaching and I am busy tracking down groups to make sure they have their questions in. Unfortunately the 6th graders are proving to be too cool to compete. Well I'll show them that I'm definitely not too cool to compete! I will also not be cool enough to refuse to dress as Abraham Lincoln. Bummer!

2/5

Today we helped out with Grade 5. They were using the computer lab to work on a research paper. The topic was architectural designs that were inspired from nature. A very cool concept and the papers proved to be very interesting. The remainder of the day was spent doing housekeeping in the library - Georgie and I finished off the rest of the weeding.

2/6

Friday has been my day to fully prepare for the coming week. Karin and I discuss ideas for what we need to accomplish and how we will go about it. After planning, I complete background research and prepare lessons for the next week. However, the library is never a quiet and boring place. Students are constantly coming in to use the computers, locate a good book, and require help for their projects. One third grader asked Karin if I could help her with finding pictures of coyotes from the internet. When Karin asked why she couldn't help, the girl replied, "Because he's cute, and I like his perfume." Still got it!

2/9

Is this seriously my last week already? Time definitely flies, but this is looking like it is going to be one busy week. I have to wrap up several projects with the students, emcee the Battle of the Books, and say my goodbyes. Today I had to spend a few hours helping out on the stop motions projects. I took the footage that the students prepared and edited it using iMovie. They also came in on their lunch recess to catch up to where they should be. Its impressive that they like the project enough to give up their lunch breaks to work on it. I'm very excited to see the final result.

2/10

THE LAST TUESDAY! However, my hell day has gotten exponentially easier with every week. I am finding that I have a much better handle on the behavior and expectations from the second graders. The map comics came out fantastic, but it was hard saying that I was done working with them. The 6th graders wrapped up their projects and we are going to have a double feature on Friday, my last day at Leverett Elementary. I combined both of the movie files and created a DVD menu using iDVD. This will allow them to take home a copy to use on their televisions. Isn't technology nice?

2/11

Hounding the Battle of the Books competitors is not easy. No matter how many times I reminded them that they needed to bring in their questions, some groups forgot. The remaining teams scrambled to formulate enough questions to be able to participate in tomorrow's main event. I also spent part of the day gathering some background information on Abraham Lincoln to be able to speak about "myself" tomorrow. I created trivia question to pass out to interested parties. It should be exciting!

2/12

WOW. I guess all it takes it a suit, some ash, and a cardboard hat to make a school go nuts. Before the students got to class, I had to explain my appearance to the entire faculty. Supposedly they don't often get men wearing suits to school. Then the buses arrived and pandemonium broke out. In seconds I was flooded with a sea of students around me, begging for pennies. I am a shameless self-promoter, and was handing out my Lincoln trivia and pennies with my likeliness on them to everyone. After things quieted down, several of the teachers asked my to stop by their class to talk a little about Lincoln. The students quizzed me about Lincoln's life (good thing I did some research!), but I was stumped when asked about what play I was watching when I was shot. After this, I had to rush back to the library to set up for the Battle of the Books. This proved to be such a success. The students were competitive, excited, but respectful. We even invited the entire 4th grade class to stop by to be the audience. Geogie was my Vanna White and helped with the scoreboard, and I emceed using a lemon maraca. The 4th graders, who were hesitant about even participating, stole the victory with a come-from-behind win in overtime. The crowd went nuts! I definitely think that Karin will be getting some interested groups for next years competition.

2/13

This was definitely a bittersweet experience. Although I came into the elementary school with little experience at this grade level, I left really missing the experience. I spent my last day wrapping up loose ends and saying goodbyes. I received the sweetest cards from all of the classes, and I don't expect this kind of send off from the high school. I ended up having a great time at Leverett Elementary, and will truly miss the students and staff who work there.

Belchertown Log

To save the reader from a lot of repetition, I have decided to summarize my time spent at Belchertown High School. This is easy to accomplish, for my experience was largely project based. Peppered throughout these projects were times of assisting students in locating information and answering phones, but the majority of the time was spent on teaching, website development, and collection development.

Teaching:

Teaching is my greatest strength. I enjoy speaking to large crowds on varied topics, and helping the audience to understand new concepts and skills. At Belchertown, I had the pleasure to collaboratively teach three separate units. For each of these units, I developed a pathfinder for the class to locate additional information. These research guides were uploaded to the library website, so the students could access the information and the links remotely or at a time that was more convenient. The first lesson was focused on MLA citation and the dangers of plagiarism. Attempting to avoid the negative connotation and accusatory nature of plagiarism, I discussed how citation also helps others to follow the research process. I likened writing research papers to being a DJ: you sampled what others have created, but created something that was totally unique and truly yours. Citing where one retrieved information allows the reader to understand the information's origin. Those listening to a DJ would welcome this practice, for they could then locate a song that interested them.

My second unit was *Communicating Climate Change*. This issue is very close to my heart, for climate change has historically been politicized and improperly reported. I wanted to stress the importance of accurate and ethical reporting on environmental issues. The class was to create newspaper articles that reflected the science behind one aspect of climate change. This was not to be an editorial piece, but an unbiased account of the scientific information. It was an interdisciplinary lesson that brought together science, research and creative writing. I was very honored to have the opportunity to deliver this unit.

Finally, I assisted in teaching a unit on museum exhibits. Working for the National Park Service, I have experience in bringing life to historical artifacts. By connecting the resource to the visitor's emotions, a powerful connection can be formed. In the days following the lecture, I returned to help the students in locating appropriate images as well as the design process. Unfortunately the projects were not completed by my last day, but I imagine that they turned out very impressive.

Website Development:

This project took the most of my time at Belchertown High School. It was a very extensive overhaul of the original website, and I had to learn Wordpress during the process. I also developed research guides for all of the major disciplines, and created

resources for the teachers and the students. Many hours were spent and the computer at the front desk organizing the website while assisting students' needs. I am very proud with the final outcome of the website, and would use a similar design at my own library's website.

Collection Development:

The last couple of weeks were spent weeding and developing the library's print collection. I weeded the non-fiction collection through the 700's, finding some laughably outdated material in sections of the collection. These materials had to be replaced, and I spent a considerable amount of time researching and evaluating materials to fill their spaces. I also felt that the fiction section was slightly weak for the male readers, and gave recommendations to improve this collection. I learned a great deal about the process of collection development through this project, and understand how it is an ongoing process.