

Guide for Developing and Evaluating School Library Media Programs. Sixth edition. Produced by the Nebraska Educational Media Association, 2000. Published by Libraries Unlimited, 2000 ISBN 1-56308-640-9 (paper) 261 p. charts. \$58.40 Canadian.

The purpose of this guide is to provide qualitative criteria for assessing school library media programs and to furnish a resource for developing and / or improving school library media pro-

grams. The intent is to meet the needs of diverse school systems and to give direction for implementing library media programs while offering a viable evaluation tool. A major focus of this revision is to provide a plan that emphasizes the individual needs of each school, its library media centers, students, and teachers.

The guide stresses that successful implementation requires that the library media specialist form partnerships that involves students, teachers, administrators, and families and makes links to the community.

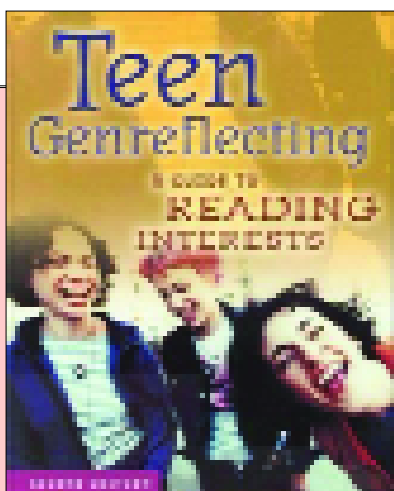
The Nebraska Guide includes seven basic components and an appendix: (1) Program Standards; (2) Preparation of Library Media Personnel, Certification, & Continued Education; (3) Learning & Teaching; (4) Program Administration; (5) Personnel and Evaluation; (6) Library Media Resources and Equipment; and (7) Facilities. The Guide may be used as a complete unit for self-evaluation or for evaluation by an outside agency. It may be used as a whole to guide the development of a school library media program, or it may be used in segments to assess the sepa-

rate factors of a library media program.

The divisions of the Guide include a rational and instructions for use for each chapter. Although the approach to each of the seven chapters may often be different and distinct, there is a common thread of purpose and philosophy that binds the seven together and links them to the national standards released in 1998 AASL & AECT entitled *Information Power: Building Partnerships for Learning*.

This document is exceptionally well organized. It covers all aspects of school library and information services programs, and guides the user to think through what is needed to be successful in a local situation. The sample charts, questionnaires, tables, and working papers supported by an outstanding appendix make this a highly desirable tool to have in one's professional collection.

The material in this volume should be addressed in district pre-service training programs. The Guides could provide useful tools for professional development activities in most districts. Highly recommended. ■ ■ ■



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