

Harvey, Carl A. *No School Library Left Behind: Leadership, School Improvement, and the Media Specialist*. Columbus, Ohio: Linworth Publishing, Inc., 2008. 106 p. \$39.95 (ISBN: 1-58683233-6).

Author Harvey truly “gets it” about school libraries and the important role the library media specialist plays on the school’s leadership team! This book starts with the big picture of current school improvement initiatives, and progresses to the leadership role of the library media specialist. Then it drills down to specific curricular areas such as literacy, mathematics, and tech integration. In the “School Improvement Snapshots” included at the beginning of several chapters, Harvey presents various scenarios from a fictitious school to provide concrete examples of planning sessions. Also included are a multitude of additional resources for those who want to learn more about specific topics.

One specific area that the author approaches in a unique way is the concept of leveled books in the library collection. Rather than the typical approach that many librarians take of refusing to include leveled texts in the library collection and distancing themselves from the entire “just right books” phenomenon, Harvey suggests implementing a “Leveled Library Branch” of the library that consists solely of leveled books and promoting this as a service of the library media center. The benefit of this approach is that the librarian will be involved in selection, maintenance, and circulation of these materials. The negative is that the librarian will be involved in selection, maintenance, and circulation (or at least keeping track of over dues or lost books) which could be problematic, especially since Harvey suggests that the leveled book collection be located somewhere else besides the library. He also suggests that the leveled books be included in the online catalog of the library automation system. While library media specialists certainly need to know about and support the use of leveled books in literacy classrooms, keeping track of yet an additional collection, with multiple copies in classroom sets, is likely to require much time and attention that could be spent maintaining and improving the library’s collection or meeting the needs of students and staff. Nevertheless, if time and space permit, it is definitely advantageous for the library media specialist to have a role in developing the leveled reader collection and making sure that this type of material is not included in the regular library collection.

This title is well-organized, and the author’s knowledge and experience is evident! The book will provide a useful primer for library media specialists seeking to better define their leadership role within the school environment.

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