

Teacher Resource Center Five-Year Plan

Mission

The Teacher Resource Center provides collections, services, and programming in an active learning environment designed to make a major contribution to Fresno State teacher education programs and the Central Valley education community.

Vision

The Teacher Resource Center aspires to be partners in the scholarly, academic and creative achievements of students, faculty, and staff, as well as leaders in the Central Valley education community. The TRC strives to facilitate teacher candidate discovery and access to novel learning materials.

At the Teacher Resource Center:

- We *value* current and future educators' *pursuit of learning, critical thinking skills, and career goals* by providing access to teaching materials and collections, expertise, space, technology, and learning experiences necessary to attain these goals.
- We *value* the critical role our collections serve in *knowledge creation* through our provision of access to it, expertise to locate and apply it, tools to make it meaningful, and platforms to *share new knowledge openly*.
- We *value diversity, inclusion, and accessibility* through our various collections, spaces and programs.
- We *value every individual's pursuit and use of information* - all students, as well as our local education community, are welcome to use the Teacher Resource Center collections, services, and activities.
- We *value innovation* and provide collections and opportunities that foster curiosity, exploration and creative thinking.
- We *value communication* that is open, creative, consultative and responsive to individual differences and to KSOEHD needs.
- We *value trust, openness, and respect* for our users.

Context

The Teacher Resource Center (TRC) at the Fresno State Library is a curriculum materials center and one of the most heavily used collections on campus. Within the CSU, the TRC is one of just eight Curriculum Materials Collections (CMC). The TRC serves the Kremen School of Education and Human Development, as well as faculty, staff, students and teachers from nearby TK-12 school districts. This strategic plan is informed by the research conducted by the TRC Librarian over the course of the Fall 2022 sabbatical. It incorporates innovative approaches, collections and programming gathered through interviews, a review of the literature and site visits.

Strategic Plan

1. *Space*

a. *Objectives*

- i. Increase signage and wayfinders identifying the various collections housed in the TRC to increase accessibility.
- ii. Install flexible technology that allows the TRC Reading Room to integrate instruction and workshops.
- iii. Continuously assess the use of furniture in the TRC to create a welcoming and child-friendly space.
- iv. Investigate feasibility and plan for the return of a permanent service point in the TRC Reading Room
- v. Implement display cases and corresponding digital displays in the library and Kremen School of Education and Human Development.
- vi. Partner with library administration, donors and traffic operations to develop a model to fund visitor parking for the TRC.

b. *Outcomes*

- i. TRC users will be able to easily find the various collection locations.
- ii. TRC users will be able to browse the collection and find materials relevant to their needs.
- iii. TRC users will have access to a comfortable and welcoming space suitable for multiple uses, including; group study, individual study, K-12 visits, and flexible instruction.
- iv. TRC users will know where to locate TRC staff for assistance and services.
- v. TRC users will have an increased awareness of our resources through interactive displays.
- vi. TRC users will have increased access to the collection through the elimination of the parking barrier.

c. *Alignment*

- i. Library Strategic Plan 6. *Enhance Library Spaces*
Students, faculty, staff and community members from diverse backgrounds flourish in an environment that reflects who they are, adapts to their needs, and supports a holistic learning experience.
 - Construct and sustain adaptable library spaces that embrace emerging technologies, collaboration, teaching and learning and content creation amongst students, staff and faculty.
 - Sustain an inclusive, empathetic library environment that is welcoming to all.
 - Clearly designate and brand spaces so that their purpose is easy to understand and ensure that access to the physical space meets student needs.
- ii. Fresno State Priority Three: *Align our physical and technological infrastructure to support a sustainable and welcoming campus environment.*

- Modernize and upgrade existing facilities and infrastructure.
- Embrace technology to support innovation, teaching and learning.
- Implement innovative parking and transportation strategies.

2. *Collections & Innovation*

- a. Objectives
 - i. Continue to build a diverse collection with a focus on authentic representation of all groups.
 - ii. Continuously evaluate collection for meeting collection development criteria.
 - iii. Add labeling to items that assist in the browsing of the various TRC collections.
 - iv. Assist KSOEHD in fostering the development of a maker/STEM culture.
- b. Outcomes
 - i. Users will have access to authentic materials that depict representation of all cultures/groups.
 - ii. Users will have access to an up-to-date collection that includes award winning titles as well as lesser known authentic materials.
 - iii. Users will have access to easy to locate, labeled collections, genres, categories and selected items on TRC shelves.
 - iv. Users will have access to a circulating Maker/STEM collection that allows teacher candidates and teachers to deliver engaging STEM based lessons.
- c. Alignment
 - i. Library Strategic Plan 2. *Build Dynamic, Curriculum-Focused Collections*
Building meaningful collections depends upon navigating resources for library users in the most effective and efficient ways.
 - Develop a sustainable model for continued support of core information needs and explore alternative resources for greater accessibility.
 - Cultivate knowledge by identifying, describing, delivering, and preserving unique and local collections.
 - Amplify inclusivity and ensure representation in all of our collections.
 - ii. Fresno State Priority One:
Enhance teaching and learning through best practices, innovative programs, and high-impact experiences that attract talented and diverse students and contribute to retention, extraordinary learning, the development of the whole student, and lifelong success.
 - Co-curricular and student support services promoting engagement and a sense of belonging.

3. *User Experience*

- a. Objectives

- i. Reorganize curriculum collection to better match categories outlined in the ACRL Guidelines for CMCs.
 - ii. Reorganize hands-on materials to better reflect the way users search for items.
 - iii. Extensively develop an online presence for the Teacher Resource Center that enhances the in person experience and extends reach of the center beyond the walls of the library.
 - iv. Develop a forum for user feedback and advice.
 - b. Outcomes
 - i. TRC users will be able to easily navigate the various sub genres of fiction and non fiction within the collection.
 - ii. TRC Users will be able to browse the hands on collection by subject.
 - iii. TRC users will be able to access extensive services, curated lists, tutorials and other online materials through the library website.
 - iv. Visitors to the library website will be able to understand the scope of the TRC and utilize services and resources available.
 - v. TRC users will be able to access TRC resources through the Canvas LMS.
 - vi. The TRC community will have multiple channels to provide input on the direction of the collection.
 - c. Alignment
 - i. Library Strategic Plan 4. *Promote The Library To Enrich The User Experience*
Our students and community expand their potential when we reach out, engage in conversation, and meet our users where they are.
 - Make our collections, programs, resources, and services more readily discoverable and available for users, both digitally and in-person
 - Enhance our outreach by working with partners to promote our offerings
 - Communicate our value to everyone we come in contact with throughout campus
 - Explore new channels that increase user engagement through representation of our diverse student body, faculty, and community
 - ii. Fresno State *Priority One*: Enhance teaching and learning through best practices, innovative programs, and high-impact experiences that attract talented and diverse students and contribute to retention, extraordinary learning, the development of the whole student, and lifelong success.
 - Co-curricular and student support services promoting engagement and a sense of belonging.

4. *Teaching and Learning*

- a. Objectives
 - i. Collaborate with KSOEHD faculty to deepen the connection between coursework and the TRC.

- ii. Investigate partnerships with local community based organizations and school districts.
 - iii. Develop and deliver programming that meets the needs of students, faculty, and the greater education community.
- b. Outcomes
 - i. TRC collections, services and staff will be integrated into courses, programs, and classrooms throughout the Central Valley.
 - ii. The TRC will engage in substantive collaborations with faculty and the broader education community to improve course, certificate and degree programs.
 - iii. The TRC will deliver meaningful, authentic and interactive learning opportunities in a variety of formats.
 - iv. The TRC will have a positive impact on student learning and success.
- c. Alignment
 - i. Library Strategic Plan 3: *Strengthen Support For Teaching, Learning and Scholarship*
 The educational landscape evolves through expansion of educational technologies and high impact and collaborative learning strategies.
 - Empower all students to develop information literacy, digital literacy and research skills to succeed in their academic work in close collaboration with teaching faculty.
 - Respond to increasing calls for accountability in higher education and continually improve and demonstrate our impact on student learning and success.
 - Provide and publicize robust, needs-based services for research, scholarly communication, and the generation of new knowledge.
 - ii. Fresno State Strategy: *Priority One*
 Enhance teaching and learning through best practices, innovative programs, and high-impact experiences that attract talented and diverse students and contribute to retention, extraordinary learning, the development of the whole student, and lifelong success.
 - Co-curricular and student support services promoting engagement and a sense of belonging.

5. Culture & Community

- a. Objectives
 - i. Develop a culture of knowledge creation and knowledge sharing through TRC collaborations with courses, faculty, the Central Valley Education community and the broader CSU.
 - ii. Build relationships with KSOEHD faculty, staff and students that lead to increased opportunities for collaborative programming.
 - iii. Engage with the broader local education community to expand the reach of the TRC.
 - iv. Engage with grant funding opportunities and library donor base to communicate goals and garner fiscal support.

- v. Effectively and openly communicate with the education community

b. Outcomes

- i. The TRC will provide opportunities and technologies for students to share their work online.
- ii. The TRC will facilitate meaningful ways for students to become content creators in the education discipline.
- iii. The TRC will facilitate student and faculty driven programming and workshops.
- iv. The TRC will develop partnerships with the Fresno County Office of Education and local school districts.
- v. The TRC will secure supplemental funding to support expanded collections and programs.
- vi. The TRC will resume the publication of a bi-annual TRC Newsletter in digital format.

c. Alignment

- i. Library Strategic Plan 3: *Strengthen Support For Teaching, Learning and Scholarship*

The educational landscape evolves through expansion of educational technologies and high impact and collaborative learning strategies.

- Empower all students to develop information literacy, digital literacy and research skills to succeed in their academic work in close collaboration with teaching faculty.
- Respond to increasing calls for accountability in higher education and continually improve and demonstrate our impact on student learning and success.
- Provide and publicize robust, needs-based services for research, scholarly communication, and the generation of new knowledge.

- ii. Fresno State Strategy: *Priority Four*

Grow and develop collaborative and engaged community partnerships to increase support for students and the University.

- Increase campus-community connections through service-learning, internships, short courses, continuing education, and community-based problem-solving research.

Teacher Resource Center Collection Development Policy

TRC Background & Context

Mission of the Teacher Resource Center

The Teacher Resource Center (TRC) provides collections, services, and programming in an active learning environment designed to make a major contribution to Fresno State teacher education programs and the Central Valley education community.

Objectives and Scope of the TRC Collections

1. The TRC makes educational materials of the highest quality, produced for use with children from transitional kindergarten through grade twelve, readily available for inspection, evaluation, and use.
2. Priority is given to materials that most directly support course work preparing students to meet requirements of education degrees and credentials.
3. The TRC strives to provide teacher candidates and the education community with access to materials they would otherwise not have access to in the hopes of facilitating the discovery of new and innovative approaches to teaching.
4. The TRC provides this access through its five main collections;
 - i. Children's Literature/Picture Books (PZ2);
 - ii. Young Adult/Middle Chapter Books (PZ1);
 - iii. Curriculum Materials;
 - iv. Curriculum Media Materials (Hands-on);
 - v. Learning Resource Display Center (State-adopted curriculum).

Institutional Context

The Teacher Resource Center (TRC) at the Fresno State Library is a curriculum materials center and one of the most heavily used collections on campus. Within the CSU, the TRC is one of just eight Curriculum Materials Collections (CMC). The TRC serves the Kremen School of Education and Human Development, as well as faculty, staff, students and teachers from nearby TK-12 school districts.

The TRC collection development policy is coordinated with the main library's collection development policy and mission of service. Organization and access of curriculum materials may require staff to provide specialized processing, shelving, reference, and circulation services.

Supporting Documents

As part of its philosophy of collection development, the TRC relies on the following foundational documents:

- [The ALA Library Bill of Rights](#) and its [interpretation](#)
- [The ALA Code of Ethics and Freedom to View Statement](#) [The ACRL/EBSS Diversity Standards: Cultural Competency for Academic Libraries](#)
- [The ACRL Guidelines for Curriculum Materials Centers](#)
- The NCTE position statement, [The Student's Right to Read](#)
- All subject areas covered in TK-12 [California State Standards](#)

In the spirit of these documents, reasonable efforts will be made to locate or to recommend additional sources of information when the TRC collection does not meet a specific information need.

TRC Users

Categories of CMC Users

- Kremen School of Education & Human Development (KSOEHD) students, undergraduate and graduate, as well as other campus students that require materials contained in TRC collections
- KSOEHD faculty and faculty in programs that require materials contained in TRC collections.
- Staff
- On-site residency and distance education students
- Other campus users
- Central Valley educators through our Teacher Borrower's Card
- Community members
- Consortial patrons through CSU+ and interlibrary loan

Access and Loan Policy

Circulation Policies

The circulation period is 30 days for all circulating TRC Materials. All patrons will be asked to provide valid faculty/student/staff identification or a Community Borrower's card when checking out materials (no exceptions). Up to 30 items at a time from the collection can be checked out at a time. Please plan for transportation of materials after checkout, as some items are oversized and require additional considerations.

For details on [Community Borrowers Cards please visit the Teachers tab on our website here](#).

In-house Use

TRC materials are available for in-house use by all library users and the general public.

Exceptions

Access to online resources and databases is limited for community borrowers. Community borrowers are welcome to access online materials from on-campus, but due to licensing restrictions community borrowers will not have access to these materials from off campus.

LRDC Curriculum may only be used within the library and does not leave the Heiskell Reading Room as it is a non-circulating collection.

TRC Definitions

The goal of the TRC collection is to provide access to contemporary educational resources that support KSOEHD coursework as well as to foster innovation and change in the field of education. While our main goal is to provide access to contemporary resources, there are times when historical items may hold value to a particular field of study within education. In these cases, historical materials will be retained for the period in which they are of value to our community. These situations will take into consideration space and other local concerns at the discretion of the TRC staff. Occasionally, some library users may question the appropriateness of certain materials in the collection due to subject content or treatment. Because the critical evaluation of learning resources is central to a teacher education program, controversial materials are an important component of this collection.

Collection Scope

Curricular Level

The TRC contains educational resources as well as materials on how to utilize and evaluate such resources. Resources that are appropriate for teaching grades TK-12 are to be included in addition to materials which meet the unique needs of English Language Learners (ELL) and special education students.

Subject Treatment

All subject areas covered in TK-12 [California State Standards](#) should be in the TRC. This includes English language arts, English language development, mathematics, science, arts education, history-social science, and physical education. Subject areas relative to TK-12 students outside of national and state standards should also be included. Examples include titles dealing with mental health issues, social-emotional learning, interpersonal communication, hobbies and recreation, career planning, etc.

Language

The primary language of materials in the collection is English, although resources appropriate to ELL/ELD programs and materials used to teach foreign languages are also included. When available, TK-12 materials written in Spanish and Hmong are emphasized.

Chronology

Emphasis is placed on collecting teaching materials of current significance, preferably those published within the last twenty years; however, select items of historical or research value may be retained. See individual collection descriptions for additional details.

Geographical Guidelines

Resources that feature educational methods and materials used in the United States, California and Central Valley school districts are of primary importance. Emphasis is placed on collecting materials for school districts in which teacher education students receive field placements.

Diversity

Emphasis is placed on collecting resources that authentically portray issues of race, gender, sexual orientation, disability, religion, and all other marginalized communities or vulnerable groups, as well as for diverse cultures. Resources that emphasize the value of diversity and foster multicultural education are collected.

Collection Formats

The TRC collection is organized into smaller collections based on format and the content/purpose of items. Each collection represents a set of different types of items relevant to the teaching of P-12 students. The following sections define each collection and include specific criteria for inclusion of items.

Fiction Collection

Definition

The fiction collection comprises two sub collections, the Picture Books (PZ2) and Early Chapter & Young Adult fiction (PZ1) collections.

Picture Books

Fictional children's literature in which the narrative is told through a combination of text and illustrations. In general, items considered should meet the following criteria:

1. Intended audiences are TK-3 students
2. Subject matter typically correlates with the age and experience of the protagonist. These texts serve as model fictional texts for teachers to examine and integrate in lessons intended for TK-3 students.
3. Potential to help students understand a simple concept.

Early Chapter & Young Adult Fiction

Fictional children's literature in which the narrative is primarily told through text, although there are some formats like Manga and graphic novels which employ sequential imagery to tell a story. In general, items considered should meet the following criteria:

1. Intended audiences are grade 4-12 students
2. Subject matter correlates with the age and experience of the protagonist. These texts serve as model fictional texts for teachers to examine and integrate in lessons intended for grade 4-12 students.
3. Potential to help students understand a more complex concept.

Inclusion

Materials are to be included in the TRC fiction collection in order to provide education students and P-12 educators with model school and classroom library materials. Topics in the fiction

collection vary widely, but remain of interest to TK-12 students and classroom educators, as well as parents and counselors.

Series

Series can be collected but should not be heavily relied upon. Series do not have to be complete, and titles should be individually selected to fit collection needs.

Physical Format

Due to the high use levels of this collection hardcover is preferred. Softcover is acceptable when no other option is available.

Age of Collection

Items in the fiction collection should be contemporary and limited to the past 30 years of publication. Titles that are older than 30 years should only be included if deemed of historical value which is still relevant to contemporary educators.

Curriculum Collection

Definition

The Curriculum Collection is a collection in which professional teaching resources, TK-12 textbooks, biography, activity books, curriculum guides, and non-fiction materials are shelved.

Professional Teaching Resources

Professional teaching resources are intended to help with the professional development of TK-12 educators with a focus on practical application of knowledge, strategies, and activities. These items are different from scholarly/academic education materials. In general, items considered should meet the following criteria:

1. Intended audiences are either students studying to become educators or practicing P-12 educators.
2. Practical in nature. Not intended for traditional academic research.
3. Potential to contribute to the professional development of P-12 educators

Activity Books

Organized collections of teaching ideas that can be used to create lesson/unit plans. In general, items considered should meet the following criteria:

1. Intended audiences are either students studying to become educators or practicing P-12 educators.
2. Practical in nature. Not intended for traditional academic research.
3. Potential to contribute to the professional development of P-12 educators

Curriculum Guides

Publications produced by school districts, state education departments, special curriculum project groups, and education publishers. Curriculum guides often include objectives, activities, lessons, units, materials lists, and evaluation methods.

Textbooks

Elementary and secondary textbooks, teacher's editions, resource books, etc. In general, items considered should meet the following criteria:

1. Intended audiences are either students studying a TK-12 subject area or practicing TK-12 educators teaching that subject area (teacher editions) AND
 - a. Currently in use by Fresno Unified School District or currently in use by another major school district in the Central Valley.
 - b. Presents innovative approach to teaching a subject area that is not currently reflected in state adopted texts.

Non-fiction & Biography

Non-fiction children's literature, graphic novels, early readers, biography and young adult materials are all interfiled in the curriculum collection. In general, items considered should meet the following criteria:

1. Intended audiences are TK-12 students
2. Informational in nature. These texts serve as model informational texts for teachers to examine and integrate in lessons intended for TK-12 students.
3. Potential to help students understand a concept, event, person, place or thing.

Inclusion

Materials are to be included in the TRC curriculum collection in order to provide students and P-12 educators with resources which will assist in enhancing their abilities as educators. Topics should mainly focus on areas relevant to TK-12 students and classroom educators; however, items dealing with education administrators and other personnel, such as counselors, can be considered when appropriate. Items focused on higher education are not included. All material types are interfiled in the curriculum collection by LC call number.

Series

Series can be collected but should not be heavily relied upon. Series do not have to be complete, and titles should be individually selected to fit collection needs.

Physical Format

Items in the curriculum can be either hardcover, spiral bound or softcover.

Age of Collection

Items in the curriculum collection should be contemporary and limited to the past 20 years of publication. Titles that are older than 20 years should only be included if deemed of historical value which is still relevant to contemporary educators.

Learning Resource Display Center

Definition

All state adopted curricula are displayed in the LRDC. These textbooks are intended to provide students and teachers with grade-level appropriate curricula in all subject areas taught in California public schools.

Inclusion

All materials in this collection are provided by the California Department of Education. After the adoption of a state approved framework, the education community evaluates publisher textbook offerings and approves those that meet a rigorous criteria and evaluation. All adopted materials are included in this collection.

Series

Series are heavily relied upon. In order for educators to effectively evaluate each publisher's offerings in a subject area, significant amounts of space are dedicated to complete series. School districts purchase complete series from publishers, therefore a complete series is necessary for proper evaluation. This affords users the opportunity to effectively evaluate across all grade levels.

Physical Format

Hardcover, spiral-bound, softcover and digital formats are all acceptable.

Age of Collection

Items in the LRDC will be retained until the next adoption cycle is complete and new materials are provided by the California Department of Education. The typical cycle allows for materials to be no older than 10 years at the time of replacement.

Hands-on/Kits/Classroom Manipulatives

Definition

The Hands-on Collection (Curr Media) is a collection of physical hands-on materials including educational games, props, manipulatives and kits intended at providing teacher candidates with options for building more engaging lessons.

Inclusion

Materials are to be included in the TRC hands-on collection in order to provide students and P-12 educators with supplemental material to build more engaging classroom experiences. Items in this collection help TK-12 students and classroom educators, teach and understand concepts, phenomena, and ideas. The collection focuses on providing teachers with items intended for classroom use that they may not otherwise have access to. We hope to facilitate the discovery of new materials and innovative approaches to teaching with hands-on materials through this collection.

Series

Series can be collected but should not be heavily relied upon. Series do not have to be complete, and items should be individually selected to fit collection needs.

Physical Format

Variable, including but not limited to educational games, electronics, manipulatives, puppets, models, taxidermy, tools, probes, kits, posters, jackdaws, artifacts and other material formats that provide opportunities for teachers to build engaging experiences for students.

Age of Collection

Items in the TRC are retained based on condition and relevance, rather than age.

Selecting TRC Materials

Selection Criteria

Materials are selected for the collection based on multiple criteria such as favorable professional reviews, cost, TK-12 curriculum correlation, technical quality, areas of collection weakness, producer/ author authority, academic level, currency, organization, ease of use, multimedia, learning/teaching styles, accuracy of information, literary values, the absence of multi-ethnic/ cultural bias, and efficacy. The TRC prioritizes the collection of award winning/notable booklist materials listed in Appendix E as well as materials that feature authentic representation.

Reviews

Where available, reviews in journals and other reliable sources, such as those listed in Appendix D will be taken into consideration during selection, but reviews are not a required prerequisite for selection nor the only criteria applied to the selection of materials.

Cost

No item will be selected for purchase that expends more than 25% of the center's allotted materials budget, without the prior and express approval of the library administration.

Curricular Connection

Whenever possible, curricular and supplementary materials will be selected that expressly align to the adopted standards for all TK-12 subject areas for the state of California. The selector will consider the curricular emphases of the KSOEHD and its affiliated programs, to ensure adequate materials are in place to support the work of students and faculty in regularly scheduled coursework.

Collection Gaps/Improvements

Selection priorities will, whenever possible, be driven by the outcome of the most recent collection assessment. Addressing any identified areas of need should take precedence over strengthening other collection areas. This includes adjusting collection priorities based on changes in national, state, or local curriculum standards.

Intended Audience/Use

Materials are to be selected to enhance the professional development of preservice and practicing TK-12 *educators*. Children's and young adult materials are to be developmentally appropriate to their targeted age range and should be selected based on their usefulness in the TK-12 classroom or school library. Teaching materials written for adults should focus on the practical application of knowledge, strategies, and activities with the intended audience of preserve or practicing TK-12 educators. Materials used in the scholarly research of educational topics are not considered a part of this collection.

Currency

Except in unusual circumstances, materials selected will have been published within the last five years.

Ease of Use

Materials requiring specialized training, personnel or space considerations should be avoided when possible. Materials should be selected to reflect a range of library user abilities.

Accuracy of Information

Materials, both informational and fictional, should be free of bias and misrepresentation, and, when appropriate, contain factually accurate content with a distinction made between facts and opinions. Materials should reflect established guidelines for anti-bias children's/young adult literature.

Creativity

Literary and instructional materials should encourage creative lesson planning strategies and innovative instructional uses within the classroom setting. Special attention should be placed on learning standards tie-ins.

Diversity

Materials selected should be in accordance with the goals of authentic treatment of topics representing ethnic/racial/national diversity; linguistic diversity; cultural diversity; diversity of orientation; identity and gender; and diversity of ability (physical, mobility, mental, communicative).

Guiding questions include:

- Who is telling the story?
- What is their background?
- What qualifies them to tell this story?
- How are they telling the story?
- Are there stereotypes or tropes present in the art or text?
- Are there groups left out of the narrative who should be there?
- Are the portrayals of cultures accurate?
- How are the relationships between people portrayed?
- Who has power in the relationship?
- Who is delegated to a supporting or replaceable role?
- Are elements from a culture copied without authentic context?

Patron recommendations

Whenever possible, purchasing decisions will accommodate library user requests, but the CMC is not obligated to purchase library user recommendations. Adoption of the material(s) will be subject to available funds as well as library vetting through the TRC collection development policy standards.

Selection Processes

Recommendations for selection can be made by library users or CMC personnel, but the final selection decision is the responsibility of the TRC Librarian. The TRC Librarian will review materials and use this collection development guide to make a final selection decision.

Examination

When possible, the TRC Staff will examine firsthand the items being considered for purchase, by using such opportunities as convention exhibits, workshops, or items ordered on approval.

Consultation of Selection Sources

The TRC Staff will use both non-evaluative lists of bibliographical information and reputable review sources. The review sources will be from various viewpoints, providing critiques that gauge the quality of the item, the value of the information, and the application of the material for classroom use.

When choosing a selection source, the TRC Staff will consider the range of materials covered, the formats included, the type of library intended to serve, the frequency of publication, the currency of reviews, the amount of information provided, the arrangement of information, and the authority of contributors and publisher.

The TRC Staff will utilize authoritative review sources, such as library and discipline-oriented journals, books and relevant databases, but may also pursue specialized selection sources when needed.

Guiding Questions for Selection

- What stories, voices, and experiences are well represented in your collection?
- Whose stories are not represented or have only limited, stereotypical representations?
- What stories would your patrons tell about people who are different from them if they could only create from the materials you have in your collection?

Maintaining and Evaluating the TRC

Weeding

Weeding is the removal of materials from the TRC collection for discard. Its primary benefit is the removal of materials which meet one or more criteria for withdrawal and are no longer suitable for the TRC collection. The criteria are both objective and subjective in nature and are to guide the TRC Staff in decision making. The following criteria should be considered:

Condition

Items that are heavily damaged, badly worn or torn, or are deteriorating are candidates for weeding or replacement. Conditions that indicate that an item should be weeded include but are not limited to the following: worn out, ragged items; poorly bound or poorly printed editions; items that are dirty, shabby, warped, bug-infested or moldy; books with very small print or poor-quality pictures; and damaged media.

Format

Items with obsolete formats are candidates for weeding. Media materials which require a specific, superseded operating system should be regularly assessed, in addition to materials that require outdated technology to view.

Authority & Content

Items that are not professionally reviewed or are from unknown publishers (e.g., homemade or self-published donations) may not reflect accepted educational standards and will not ordinarily be collected. Items will be routinely assessed for the presence of outdated or superseded content, inaccurate information, or poor writing or illustrations, any of which are considered grounds for weeding.

Duplication

Items that are duplicates of other items will ordinarily be candidates for weeding, unless documented demand for in-library use or a high level of circulation warrants their retention.

Date

Items that are more than 20 years old are candidates for weeding. If the TRC budget does not allow the updating or replacement of materials, they may be retained.

Historical Collections

Materials under consideration for weeding may be retained for historical research purposes in the fields of children's literature and/or education. These materials will be offered to the Arne Nixon Center for consideration.

Replacement

Replacement is the substitution of discarded, lost, damaged, or outdated materials with newer or improved copies. Its primary benefit is to keep the collection current and in good condition. The TRC Staff is responsible for examining reports of lost and missing materials on a regular basis so replacements may be ordered for the collection. The TRC Staff is also responsible for examining damaged materials to determine if they should be replaced. When replacing items, the TRC staff will check for a more recent edition and check usage to determine if a replacement is needed. A replacement copy may be the same title, a new edition of the same title or a different title with coverage of the same subject material.

Gifts

The TRC does not accept donations or gifts directly. Gifts and donations are the purview of the Library's Director of Development.

Collection Evaluation

An overall review of the collection will be completed at least once every five years. This review will assess the collection's strengths and weaknesses in relation to the needs of the KSOEHD. The review will also issue recommendations, either regarding collections priorities or alterations to the language of the collection development policy, or both.

References

- ACRL/EBSS Curriculum Materials Committee. (2017). Guidelines for curriculum materials centers. Retrieved February 21, 2017, from <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/acrlsections/ebss/Guidelines%20for%20Curriculum%20Materials%20Centers.pdf>
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Characteristics of a Curriculum Materials Center

Excerpt from the EBSS Guidelines for Curriculum Materials Centers (2017):

General Characteristics

The CMC collection supports the institution's teacher education curriculum with an organized collection of current and high quality educational materials created for use with P-12 students and adult education materials that should include content for diverse populations and/or multilingual speakers when appropriate.

1. **SELECTION:** The selection of curriculum materials should be the responsibility of a professional librarian specifically charged with building the curriculum materials collection.
2. **COLLECTION DEVELOPMENT POLICY:** The CMC should have a written collection development policy, as described in the policy section of these guidelines.
3. **ORGANIZATION:** The CMC collection should be organized in accordance with current national standards and practices, as described in the access section of these guidelines.
4. **LOCATION:** All of the collection should be available in the CMC and online when appropriate.
5. **SIZE:** The size of the CMC collection should be sufficient to meet the needs of its users, as well as to ensure compliance with state department of education standards.
6. **FORMAT:** These resources should represent a variety of formats including print, non-print, and digital. The CMC should consider current practices of purchasing e-content (i.e. Ebooks, databases, Ebook readers, etc.) to maximize access to the collection in support of users.
7. **FUNDING LEVEL:** Funding level for collection materials should reflect the enrollment of education majors and pre-service teachers in comparison to other majors within the institution.

Collection Categories

The CMC should collect materials in both print and digital formats, including, but not limited to, textbooks, curriculum guides, children's literature, professional literature, reference materials, education periodicals, media materials, educational tests and measures, and digital content including linkage to open access materials.

1. **TEXTBOOKS:** Current textbooks in all major P-12 curricular subjects should be collected. Several publishers should be represented for each grade level in major curriculum areas. This collection may reflect the texts used in the public schools in the region, and schools in which the teacher education students receive field placements. The scope and depth of each subject area should depend upon each institution's needs.
2. **CURRICULUM GUIDES/COURSES OF STUDY:** P-12 curriculum guides should be collected annually on the local, state, and national levels. All major curriculum areas should be represented, with emphasis on the certification programs of the college/departments of education of the institution.
3. **CHILDREN'S AND YOUNG ADULT LITERATURE:** This collection should include fiction, nonfiction, picture books, folk and fairy tales, plays, poetry, and graphic novels appropriate for preschool through grade twelve. The collection should be consistent with the recommendations of standard reviewing tools and include annual acquisition of award books and books from various notable book lists.

4. **PROFESSIONAL MATERIALS:** Professional teaching materials that provide ideas and activities for lesson planning and curricular development should be collected. All major curriculum areas and grade levels should be represented in accordance with the needs of the college/department of education. The CMC should consider acquiring materials that support state policies or institutions participating in the building of portfolios for teacher assessment and evaluation.
5. **REFERENCE MATERIALS:** Current reference materials, in print and digital formats, should be acquired. These include materials related to other resources in the CMC (children's literature indexes and bibliographies, educational software directories, etc.), as well as reference works intended for use by children and young adults.
6. **P-12 AND PROFESSIONAL PERIODICALS:** Periodicals including digital formats, intended for use by children and young adults should be included. Professional education periodicals that provide teaching ideas and review curriculum materials should also be represented.
7. **MEDIA MATERIALS:** A variety of formats, such as video and sound recordings streaming media and other digital content, should be acquired.
8. **INSTRUCTIONAL MATERIALS:** A range of curriculum concepts, skills, topics, and trends in P-12 curricula should be represented. Materials collected may include instructional games, posters, kits, models, maps, puppets, manipulatives, etc.
9. **TESTS:** Educational tests and measures that support education courses may be collected.
10. **WEB RESOURCES:** The CMC website should include links to the vast array of online resources available to teaching professionals for lesson planning and curricular development.

Collection Development Policy

The CMC should provide a written collection development policy that guides the selection and acquisition of materials.

1. **MISSION STATEMENT:** The policy should reflect and support the mission of the CMC.
2. **USERS:** The policy should include a statement concerning those served by the CMC and the extent of that service.
3. **COLLABORATION:** The policy should be developed in collaboration with the education faculty.
4. **OBJECTIVES:** The policy should identify the scope and objectives of the collection.
5. **FORMAT:** The policy should identify the formats in which materials are to be collected.
6. **TOOLS AND CRITERIA:** The policy should identify selection tools, criteria, and processes to be used in choosing materials.
7. **CATEGORIES AND BALANCE:** The policy should set forth the categories in which materials will be collected, such as textbooks, media materials, digital and print periodicals, etc., and give guidance for allocating budget resources among the categories.
8. **COMPLIANCE:** The policy should address compliance with state standards and appropriate treatment of gender, racial, ethnic, and cultural issues. The policy should address maintenance of a collection of historical or niche materials for research and teaching purposes.
9. **MAINTENANCE AND WEEDING:** The policy should address regular maintenance of the collection and weeding as appropriate.

Core List of Selection Sources

A to Zoo: Subject Access to Children's Picture Books

Ninth edition. Santa Barbara, California: Libraries Unlimited, 2014. Provides subject access to over 17,500 picture books. The value of this tool is the comprehensive subject categories by which titles are arranged. Carefully revised and updated to include more recent, readily available titles. Includes extensive cross-references. Subject index lists picture books alphabetically by author. Bibliographic guide arranged by author gives full bibliographic information for each title. Includes title and illustrator indexes.

Africa Access Review

<http://africaaccessreview.org/>

ALA Youth Media Awards

<http://www.ala.org/news/mediapresscenter/presskits/youthmediaawards/alayouthmediaawards>

Lists all of ALA [American Library Association] book and media awards for youth and contains links to winners' lists.

American Indians in Children's Literature

<http://americanindiansinchildrensliterature.blogspot.com>

A blog by Debbie Reese (Nambé Pueblo) which discusses the representation of American Indians in children's literature and includes individual book reviews.

Bank Street College of Education, Children's Book Committee

<https://www.bankstreet.edu/library/center-for-childrens-literature/childrens-book-committee/>

The Children's Book Committee members review thousands of titles each year for literary quality and develops annotated lists of the best ones to help parents, librarians, and teachers connect books to young readers.

The Booklist

Book and media reviews including reference books and children's books. Semi-monthly. Available in print and through subscription databases.

The Brown Bookshelf

<https://thebrownbookshelf.com/>

The Brown Bookshelf is designed to push awareness of the myriad Black voices writing for young readers.

Children's Books in Print

Bibliography of children's books indexed by title, author and illustrator, and subject. Published annually.

Comprehensive Children's Literature Database

Subscription database that contains critical reviews, cataloging, grade and reading level information for materials for Pre-K to Young Adults. Updated monthly. Includes reviews from

Kirkus, Horn Book Magazine, Booklist, School Library Journal and others. Can be linked to OPAC.

Cooperative Children's Book Center Blog

<http://ccblogc.blogspot.com/>

The Cooperative Children's Book Center (CCBC) is a unique examination, study, and research library of the School of Education at the University of Wisconsin-Madison. This blog is a successor to the CCBC listserv. Contains reviews and suggested links to materials.

Cynthia Leitich Smith's Diversity lists

<http://cynthialeitichsmith.com/litresources/read/diversity/>

Books for kids and books for young adult lists.

De Colores: The Raza Experience in Books for Children

<http://decoloresreviews.blogspot.com/>

Modeled after the award-winning *A Broken Flute: The Native Experience in Books for Children*, De Colores reviews and critiques children's and young adult books about Raza peoples throughout the Diaspora.

Database of Award-Winning Children's Literature

<http://www.dawcl.com>

Covers 153 awards from six English-speaking countries (United States, Canada, Australia, New Zealand, England, and Ireland). Users can generate booklists of award winning books by genre, age of reader, gender of main character, etc. Continuously updated as awards are announced.

EarlyWord The Publisher | Librarian Connection

<http://www.earlyword.com/category/childrens-and-ya/>

Archive for Lisa Von Drasek and Nora Rawlinson's site which presented current, forthcoming, and thematic backlist reviews of children's and young adult books, as well as news conferences, media adaptations, and awards.

Education Review/ Reseñas Educativas

<http://edrev.asu.edu>

Open access peer reviewed multilingual journal that publishes reviews of recent books in education, covering the entire range of education scholarship and practice. Reviews are by practitioners, scholars and librarians in the field.

Gay YA

<http://www.gayya.org/>

YA Pride is a website dedicated to promoting and discussing LGBTQIAP+ Young Adult literature.

GLSEN [Gay, Lesbian, and Straight Education Network] Educator Resources: Educator Guides)

<https://www.glsen.org/educate/resources/guides>

The mission as stated on their website: “The Gay, Lesbian and Straight Education Network strives to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression.” Downloadable lesson plans, curriculum guides and handouts.

Horn Book Guide Online

<http://www.hornbookguide.com/>

Searchable subscription database of the Horn Book Guide reviews of children’s books from 1989 to present. The Horn Book Guide publishes short critical reviews of children's and young adult books published in the U.S. Searchable by title, author, illustrator, series, and keyword. Able to limit by grade level, genre, and review rating. Also able to browse reviews by author, illustrator, subject, and series. Important sources for evaluation of children’s and young adult books.

The Horn Book Magazine

Selected book reviews for primary- secondary readers. Six issues a year. Available in print and through subscription databases.

I’m Here. I’m Queer. What the Hell Do I Read?

<http://www.leewind.org/>

Lee Wind’s blog addresses gay, lesbian, bisexual, transgender, questioning, and gender non-conforming teens by raising issues of importance and reviewing relevant books and media.

I’m Your Neighbor

<http://www.imyourneighborbooks.org/>

I’m Your Neighbor Books strives to build a stronger America, one where immigrants are welcomed and where first-through-third-generation Americans truly belong.

Journal of Adolescent & Adult Literacy

A Journal from the International Reading Association

Reviews books, graphic novels, media software, and classroom materials for young adults and adults, as well as professional materials. Published six times a year. Available in print and through subscription databases.

Kirkus Reviews

Includes a children’s book section. Published bi-weekly. Available in print and through subscription databases.

Language Arts

Reviews children’s books (elementary and middle school) and professional works from NCTE (National Council of Teachers of English) and other sources. Six issues a year: September, November, January, March, May, and July. Available in print and through subscription databases.

Latinxs in Kid Lit

<https://latinosinkidlit.com/>

Mathematics Teacher

Reviews professional publications from NCTM (National Council of Teachers of Mathematics) and elsewhere, as well as technology relevant to grades 8-14. Published monthly except June and July with a combined December/January issue. Available in print and through subscription databases.

Mathematics Teaching in the Middle School

Reviews professional publications from NCTM (National Council of Teachers of Mathematics) and elsewhere as well as classroom kits and resources for grades 5-9. Published monthly except June and July with a combined December/ January issue. Available in print and through subscription databases.

Middle & Junior High School Core Collection

Annotated fiction and non-fiction books recommended for grades five through nine. Available in print and through subscription databases.

Multicultural Education: The Magazine of the National Association for Multicultural Education

Reviews books, periodicals and other media. Published quarterly. Available in print and through subscription databases.

No Flying No Tights: A Website Reviewing Graphic Novels for Teens

<http://www.noflyingnotights.com/>

Multiple contributors cover all aspects of the graphic novel format, including adult crossover.

Novelist K-8

Subscription database which provides full-text reviews, scripts of book talks, genre and theme-based bibliographies as well as lists of award-winning titles. Can be searched by author, title, grade level, reading level and age of reader. Variety of options to link to library discovery systems and OPACs.

Oyate

<http://www.oyate.org/>

Reviews of books about Native Americans by Native Americans. Includes books published by Oyate, as well as criteria for examining youth books about Native Americans.

Picture Book Database

<http://www.picturebookdatabase.com/>

Comprehensive searchable, subscription database of picture books. Searchable by usual methods, but a unique feature of this database is the ability to search by artistic style, technique, medium, narrative format, country of origin, theme, genre character trait, and reading levels.

The Pirate Tree: Social Justice and Children's Literature

<http://www.thepiratetree.com/>

Publishers Weekly

<https://www.publishersweekly.com>

Weekly publication reviews of picture books and middle-grade and teen fiction predominate, with occasional coverage of high-profile board books and nonfiction. Anonymous reviews are printed pre-publication and are useful in the identification of titles expected to sell well in bookstores. Starred reviews identify titles of particular note, though the publication does not specifically define starred review criteria. They can provide a strong sense of a title's potential popularity, they tend not to illuminate literary concerns or issues of a book's place in a classroom or library. Available as print, digital or online subscription. Available in print and through subscription databases.

Reading Rants

<http://www.readingrants.org/>

Jennifer Hubert Swan, middle-school librarian at the Little Red School House and Elisabeth Irwin High School in Greenwich Village in Manhattan, reviews current literature for young adults ages 12-18. Great thematic booklists for collection development.

Reading Teacher

Provides reviews of children's and professional literature. Published six times a year from July through May. Available in print and through subscription databases.

Rich in Color

<http://richincolor.com/>

School Library Journal

Includes numerous reviews of books, media and software for children and teens. Published monthly. Available in print and through subscription databases.

Science and Children

Reviews books, textbooks, and software for pre-kindergarten to eighth grade levels. Published nine times a year by NSTA (National Science Teachers Association). Available in print and through subscription databases.

Science Scope

Official publication of NSTA (National Science Teachers Association) for junior high educators. Includes some reviews of curriculum materials. Published nine times a year. Available in print and through subscription databases.

Science Teacher

Official publication of NSTA (National Science Teachers Association) for senior high educators. Reviews curriculum and professional materials. Available in print and through subscription databases.

Senior High Core Collection

Indexes and annotates basic recommended collection of fiction and nonfiction books for grades 9-12. Available in print and through subscription databases.

Social Education

Reviews educational media and contains lesson plan and other curricular material. Published six times per year by NCSS (National Council for the Social Studies). Annual supplement of book reviews (May/June issue supplement, “Notable Social Studies Trade Books for Young People”).

Talk Story’s Asian Pacific American Book List.

<http://talkstorytogether.org/asian-pacific-american-book-list/>

Teaching Children Mathematics

Reviews children’s and professional literature relevant to grades preK-6. Published monthly except June and July with a combined December/January issue. Available in print and through subscription databases.

Technology & Learning

Software, apps and technology reviews. Published monthly except July and December. Also available as a digital subscription and through subscription databases.

Teen Bookfinder Database

<http://booklists.yalsa.net/>

A one-stop shop for finding selected lists and award winners. Users can search this free resource by award, list name, year, author, genre and more, as well as print customizable lists.

Voice of Youth Advocates: VOYA

Reviews books, films, videos, games and popular music for grades 6-12, annotated booklists, thematic booklists. Six issues per year. Available as a digital subscription.

What Do I Read Next?: A Reader's Guide to Current Genre Fiction

Reviews of fiction and other popular materials. Published annually. Available in print and through subscription databases.

What Do I Read Next?: Multicultural Literature

Recommended books. Published annually. Available in print and through subscription databases.

YC: Young Children

Includes reviews of professional books and children’s books. Published five times a year. Also available in a digital edition or through subscription databases.

List of Awards/Booklists

Aesop Prize and Aesop Accolades

<http://www.afsnet.org/?page=Aesop>

Conferred annually by the Children's Folklore Section of the American Folklore Society upon English language books for children and young adults, both fiction and nonfiction. Nominated books, which must be published in the year of the deadline or the year before.

ALA Youth Media Awards

<http://www.ala.org/news/mediapresscenter/presskits/youthmediaawards/alayouthmediaawards>

Lists all of ALA [American Library Association] book and media awards for youth and contains links to winners' lists.

Alex Awards

<http://www.ala.org/yalsa/alex-awards>

The Alex Awards are given to ten books written for adults that have special appeal to young adults, ages 12 through 18. The winning titles are selected from the previous year's publishing. The Alex Awards were first given annually beginning in 1998 and became an official ALA award in 2002. The award is sponsored by the Margaret A. Edwards Trust.

Amelia Bloomer List

<https://ameliabloomer.wordpress.com/>

Annual booklist of notable feminist literature for people from birth to age eighteen.

American Indian Youth Literature Award

<http://ailanet.org/activities/american-indian-youth-literature-award/>

Presented every two years. The awards were established as a way to identify and honor the very best writing and illustrations by and about American Indians. Books selected to receive the award will present American Indians in the fullness of their humanity in the present and past contexts.

Americas Award

<http://www.claspprograms.org/americasaward>

Annual award given in recognition of U.S. works of fiction, poetry, folklore, or selected non-fiction (from picture books to works for young adults) published in the previous year in English or Spanish that authentically and engagingly portray Latin America, the Caribbean, or Latinos in the United States.

Anna Dewdney Read Together Award

<http://everychildareader.net/anna/>

Annual award sponsored by Every Child a Reader, Children's Book Council, and Penguin Young Readers and given to a picture book that succeeds as a read aloud and sparks compassion, empathy, and connection. The award commemorates the life and work of author/illustrator Anna Dewdney and celebrates her commitment to reading with young children and putting books into as many little hands as possible.

Arab American Book Awards

<http://www.arabamericanmuseum.org/bookaward>

The Arab American Book Awards is a literary program produced by the Arab American National Museum that honors books written by and about Arab Americans

Asian/ Pacific American Awards for Literature

<http://www.apalaweb.org/awards/literature-awards/>

Annual award given to honor and recognize individual work about Asian/Pacific Americans and their heritage, based on literary and artistic merit.

Bank Street College of Education, Children's Book Committee

<http://www.bankstreet.edu/bookcom/>

The Children's Book Committee members evaluate current literature for children and publish an annual booklist "Children's Books of the Year" for children aged infant to 16.

(Mildred L.) Batchelder Award

<http://www.ala.org/alsc/awardsgrants/bookmedia/batchelderaward>

The Batchelder Award is presented annually to the most outstanding children's book originally published in a language other than English in a country other than the United States, and subsequently translated into English for publication in the United States.

Best Fiction for Young Adults

<http://www.ala.org/ylsa/best-fiction-young-adults>

YALSA's Best Fiction for Young Adults Committee presents fiction titles published for young adults in the past 16 months that are recommended reading for ages 12 to 18. The purpose of the annual list is to provide librarians and library workers with a resource to use for collection development and reader's advisory purposes.

Best STEM Books

<http://www.nsta.org/publications/stembooks/>

Starting in 2017, the American Association of Engineering Educators, the International Technology and Engineering Educators Association, and the mathematics reps from the Society of Elementary Presidential Awardees have compiled a list of the best science, technology, engineering, and math (STEM) trade books that build K-12 students' literacy skills while they are learning STEM content.

Boston Globe-Horn Book Awards

<http://bghb.hbook.com/>

Announced annually in June. Winners are selected in three categories: Picture Book, Fiction and Poetry, and Nonfiction. Two Honor Books may be named in each category. The winning titles must be published in the United States, but they may be written or illustrated by citizens of any country.

(Pura) Belpré Medal

<http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal>

The Pura Belpré Award, established in 1996, is presented annually to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth.

CALA Annual Best Book Award

<http://www.cala-web.org/node/881>

This Annual Best Book Award is to promote awareness of the best books of Chinese topics or literature written by authors of Chinese descent, in English or Chinese language, that are originally published in North America. The award is presented by the Chinese American Librarians Association.

(Randolph) Caldecott Medal

<http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal>

Presented annually, the Caldecott Medal honors the artist of the most distinguished American picture book for children.

Carter G. Woodson Book Awards

<http://www.socialstudies.org/awards/woodson>

Presented annually for the most distinguished social science books appropriate for young readers that depict ethnicity in the United States. The purpose of this award is to encourage the writing, publishing, and dissemination of outstanding social science books for young readers that treat topics related to ethnic minorities and relations sensitively and accurately.

Charlotte Huck Award

<http://www2.ncte.org/awards/charlotte-huck-award/>

Presented annually, the NCTE Charlotte Huck Award® for Outstanding Fiction for Children was established in 2014 to promote and recognize excellence in the writing of fiction for children. Award and honor books are those that invite compassion, imagination, and wonder, connect children to their own humanity, offer children a rich experience with the power to influence their lives and stretch children's thinking, feelings, and imagination.

Charlotte Zolotow Award

<http://www.education.wisc.edu/ccbc/books/zolotow.asp>

Given annually to the author of the best picture book text published in the United States in the preceding year for ages birth to 7.

Children's Africana Book Awards (CABA)

<http://africaaccessreview.org/childrens-africana-book-awards/>

Presented annually by Africa Access and the Outreach Council of the African Studies Association to the authors and illustrators of the best children's and young adult books on Africa published or republished in the U.S.

Children's Choices Reading List

<https://www.literacyworldwide.org/get-resources/reading-lists/childrens-choices-reading-list>

Annually published list in which children themselves evaluate the books and vote for their favorites. The project is co-sponsored by the International Literacy Association and the Children's Book Council.

Cook Prize

<https://www.bankstreet.edu/center-childrens-literature/cook-prize/>

Presented annually, the Cook Prize honors the best science, technology, engineering and math (STEM) picture book published for children aged eight to ten. It is the only national children's choice award honoring a STEM book.

Coretta Scott King Book Awards

<http://www.ala.org/emiert/cskbookawards>

Presented annually to outstanding African American authors and illustrators of books for children and young adults that demonstrate an appreciation of African American culture and universal human values.

Dolly Gray Children's Book Award

<http://www.dollygrayaward.com/>

Annual award initiated in 2000 to recognize authors, illustrators, and publishers of high quality fictional and biographical children, intermediate, and young adult books that appropriately portray individuals with developmental disabilities.

E.B. White Read Aloud Award

<http://www.bookweb.org/news/2017-indies-choice-and-eb-white-read-aloud-award-winners-announced-36123>

Established in 2004, to honor books that reflect the universal read aloud standards that were created by the work of the author E.B. White in his classic books for children: Charlotte's Web, Stuart Little, and The Trumpet of the Swan. In the first two years of the award, a single book was selected. In 2006, in recognition of the fact that reading aloud is a pleasure at any age, the award was expanded into two categories: Picture Books, and Older Readers. Books are nominated for their universal appeal as "terrific" books to read aloud. Presented annually.

Ezra Jack Keats Book Award

<http://www.ezra-jack-keats.org/section/ezra-jack-keats-book-awards/>

Presented annually at the Children's Book Festival, held in April at the University of Southern Mississippi, in Hattiesburg. The EJK Book Award is given to an outstanding new writer and new illustrator by the Ezra Jack Keats Foundation. Authors /illustrators may have no more than three books published. An Honor Books category was added in 2012. Books are chosen by a distinguished selection committee of early childhood education specialists, librarians, illustrators and children's literature experts to books that portray the universal qualities of childhood, a strong and supportive family, and the multicultural nature of our world.

(Theodor Seuss) Geisel Award

<http://www.ala.org/alsc/awardsgrants/bookmedia/geiselaward>

Presented annually to the author(s) and illustrator(s) of the most distinguished American book for beginning readers published in English in the United States during the preceding year.

Giverny Book Award

<http://www.15degreeelab.com/givernyawaraddescription.html>

Annual children's science picture book award established in 1998 by the 15° Laboratory at Louisiana State University. Presented to the author and illustrator of an English language science book published within five years of the award date. The book must teach its young reader at least one important scientific principle well or encourage the reader toward specific science-related attitudes, pursuits, or inquiries. Books about plants and/or plant science or biology will have preference.

Great Graphic Novels for Teens

<http://www.ala.org/valsa/great-graphic-novels>

A list of recommended graphic novels and illustrated nonfiction for those ages 12-18, prepared yearly by YALSA.

Green Earth Book Award

<http://www.natgen.org/green-earth-book-awards/>

Presented annually, it is the nation's first environmental stewardship book award for children and young adult books. An expert jury selects books (picture book, children's fiction up to age 12, young adult fiction ages 13 to 21, children's nonfiction up to age 12 and young adult nonfiction ages 12 to 21) that best convey the message of environmental stewardship.

Irma Simonton Black and James H. Black Award for Excellence in Children's Literature

<https://www.bankstreet.edu/center-childrens-literature/irma-black-award/>

Presented annually to an outstanding book for young children - a book in which text and illustrations are inseparable, each enhancing and enlarging on the other to produce a singular whole. The Irma Black Award is unusual in that children are the final judges of the winning book.

Jane Addams Children's Book Awards

<http://www.janeaddamschildrensbookaward.org/>

Annually recognizes children's books of literary and aesthetic excellence that effectively engage children in thinking about peace, social justice, global community, and equity for all people.

Mathical Book Prize

<http://mathicalbooks.org/>

Presented annually by the Mathematical Sciences Research Institute (MSRI), in partnership with the National Council of Teachers of English (NCTE) and the National Council of Teachers of Mathematics (NCTM), and in coordination with the Children's Book Council (CBC) to fiction and nonfiction books that inspire children of all ages from 2-18 to see math in the world around them.

Middle East Book Award

<http://www.meoc.us/>

Since 1999, annually recognizes books for children and young adults that contribute meaningfully to understanding of the Middle East. Books that are nominated for awards are

judged on the authenticity of their portrayal of a Middle Eastern subject, as well as on their characterization, plot, and appeal for the intended audience. For purposes of this award, the Middle East is defined as: Afghanistan, Algeria, Bahrain, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, the Palestinian Territories, Qatar, Saudi Arabia, Syria, Turkey, the United Arab Emirates, and Yemen.

(William C.) Morris Award

<http://www.ala.org/yalsa/morris-award>

Honors the year's best books written for young adults by a previously unpublished author.

(Michael L.) Printz Award

<http://www.ala.org/yalsa/printz>

Annually honors the best book written for teens, based entirely on its literary merit, each year. In addition, the Printz Committee names up to four honor books, which also represent the best writing in young adult literature.

National Ambassador for Young People's Literature Collective Works

<http://www.read.gov/cfb/ambassador/>

Presented biennially since 2008, to a U.S. author who has made a substantial contribution to children's or young adult literature and the candidate's ability to relate to youth. A selection committee representing many segments of the book community submits its recommendation to the Librarian of Congress who announces the award. The Center for the Book in the Library of Congress; the [Children's Book Council](#) (CBC); and [Every Child a Reader](#) (ECAR), a 501 (c)(3) literacy organization dedicated to instilling a lifelong love of reading in children, are the sponsors of the National Ambassador for Young People's Literature initiative.

National Book Award

<http://www.nationalbook.org/>

The National Book Awards recognizes excellence in young people's literature. Award lists includes an annual winner, finalists and a longlist.

NCTE Notable Poetry Books and Verse Novels

<http://www.ncte.org/awards/poetry>

NCTE established the Award for Excellence in Poetry for Children in 1977 to honor a living American poet for his or her aggregate work for children ages 3–13. Originally given annually until 1982 and every three years until 2009. In 2008 the criteria was updated and time frame changed to every other year.

NCTE Orbis Pictus Award

<http://www.ncte.org/awards/orbispictus>

Given to the best nonfiction book published each year by the National Council for Teachers of English.

(John) Newbery Medal

<http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberymedal>

Awarded annually by a committee from the Association for Library Service to Children to the “author of the most distinguished contribution to American Literature for Children.”

Notable Books for a Global Society

<http://www.clrsig.org/nbgs.php#>

Annually, a committee of the CL/R SIG (Children’s Literature and Reading Special Interest Group) of the International Literacy Association selects 25 outstanding trade books for students in grades K-12, published in the United States in the previous year, that enhances student understanding of people and cultures throughout the world.

Notable Children’s Books

<http://www.ala.org/alsc/awardsgrants/notalists/ncb>

Annual list of: books of especially commendable quality, books that exhibit venturesome creativity, and books of fiction, information, poetry and pictures for all age levels (birth through age 14) that reflect and encourage children's interests in exemplary ways.

Notable Children’s Books in English/Language Arts

<http://www.childrensliteratureassembly.org/notables.html>

Annual list of works of fiction, non-fiction, and poetry written for children, grades K-8 published in the previous year that have an appealing format; are of enduring quality; meet generally accepted criteria of quality for the genre in which they are written; and either deal explicitly with language, such as plays on words, word origins, or the history of language; or demonstrate uniqueness in the use of language or style; and/or invite child response or participation..

Notable Social Studies Trade Books for Young People

<https://www.socialstudies.org/publications/notables>

Annual annotated booklist written primarily for children in grades K-8, that emphasize human relations, represent a diversity of groups and are sensitive to a broad range of cultural experiences, present an original theme or a fresh slant on a traditional topic, are easily readable and of high literary quality, and have a pleasing format and, when appropriate, illustrations that enrich the text

Odyssey Award

<http://www.ala.org/alsc/awardsgrants/bookmedia/odysseyaward>

Presented annually by a committee of members from the Association for Library Service to Children and the Young Adult Library Services Association for the best audio book produced for children/young adults.

Outstanding International Books List

http://www.usbby.org/list_oibl.html

Annual list of international books for young people deemed most outstanding of those published during the calendar year, published or distributed in the United States that originated or was first published in a country other than the United States and help American children see the world from other points of view and provide a perspective or address a topic otherwise missing from

children's literature in the United States. Books should also exhibit a distinct cultural flavor and be accessible to American readers.

Outstanding Science Trade Books for Students K-12

<http://www.nsta.org/publications/ostb/>

National Science Teachers Association (NSTA) and assembled in cooperation with the [Children's Book Council](#) (CBC). NSTA and CBC have joined forces on this bibliographic project since 1973, when the list was known as Outstanding Science Trade Books for Children and was primarily targeted at grades K through 8. Beginning in 2002, the list covers K-12. Since 2010 the list includes linked activities.

Rainbow Book List

<http://glbtrt.ala.org/rainbowbooks/rainbow-books-lists>

Annual list of quality books with significant and authentic GLBTQ content, which are recommended for people from birth through eighteen years of age, compiled by the Rainbow Book List Committee of the American Library Association.

(Robert F.) Sibert Informational Book Medal

<http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal>

Awarded annually to the author(s) and illustrator(s) of the most distinguished informational book published in the United States in English during the preceding year.

Schneider Family Book Award

<http://www.ala.org/awardsgrants/schneider-family-book-award>

Annually honors an author or illustrator for a book that embodies an artistic expression of the disability experience for child and adolescent audiences. Awarded for books in three categories: younger readers, middle-grade readers, and older readers.

Scott O'Dell Award for Historical Fiction

<http://scottodell.com/the-scott-odell-award>

Established in 1982 by author Scott O'Dell, to encourage the writing of historical fiction. This annual award (\$5000) goes to an U.S. author for a meritorious English language book published in the United States in the previous year for children or young adults that is set in South, Central or North America. Books are chosen by a selection committee and are awarded at either the annual or midwinter ALA meeting.

Stonewall Book Awards - Children's and Young Adult Literature Award

<http://www.ala.org/rt/glbtrt/award/stonewall>

First (since 1971) and most enduring annual award for GLBT books is the Stonewall Book Awards, sponsored by the American Library Association's Gay, Lesbian, Bisexual, and Transgender Round Table. Books chosen are honored for exceptional merit relating to the gay/lesbian/bisexual/transgender experience.

Sydney Taylor Book Awards

http://jewishlibraries.org/content.php?page=Sydney_Taylor_Book_Award

Presented annually to outstanding books for children and teens that authentically portray the Jewish experience. Gold medals are presented in three categories: Younger Readers, Older Readers, and Teen Readers. Honor Books are awarded silver medals, and Notable Books are named in each category.

Tomás Rivera Mexican American Children's Book Award

<http://www.education.txstate.edu/ci/riverabookaward/>

Presented annually, "the Texas State University sponsors this award recognizing one book that honors authors and illustrators who create literature that depicts the Mexican American experience."

Walter Dean Myers Award for Outstanding Children's Literature

<https://diversebooks.org/our-programs/walter-award/>

The "Walter" is presented annually since 2016, to a diverse author (or co-authors) whose (young adult) works feature a diverse main character or addresses diversity in a meaningful way. Two to three Honor Books are also named annually. We Need Diverse Books defines "diverse" to be one or more of the following: a person of color, Native American, LGBTQIA, a person with a disability, and/or a member of a marginalized religious or cultural minority in the United States. Younger Readers (9-13) and Teen (13-18) categories will be added in 2018.

YALSA Award for Excellence in Nonfiction for Young Adults

<http://www.ala.org/yalsa/nonfiction-award>

This annual award is given to "the best nonfiction book published for young adults" by a committee from the Young Adult Library Services Association.

YALSA's Teens' Top Ten

<http://www.ala.org/yalsa/teenstopten>

Annual list of books published in the previous year, nominated and chosen by teen readers 12-18.