

UNLV
TEACHER DEVELOPMENT &
RESOURCES LIBRARY

UNIVERSITY LIBRARIES

**Collection
Development
Policy**

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Conceptual Framework

Vision

University Libraries

The University Libraries will define the new academic research library - bringing people and information together in innovative ways. As UNLV emerges as a leading urban research institution, the Libraries will pioneer dynamic, user-friendly methods of reaching, connecting, and engaging learners.

Teacher Development & Resources Library

The Teacher Development & Resources Library will represent the future of curriculum material centers and become a leading P12 resource center for the Southern Nevada education community.

Mission

UNLV University Libraries

In support of the University's mission and shared values, the Libraries contribute to and support learners as they discover, access, and use information effectively for academic success, research, and life-long learning.

UNLV Teacher Development & Resources Library

The Teacher Development & Resources Library contributes to the success of the UNLV College of Education students, faculty, and staff as well as Las Vegas P12 educators by providing effective academic, scholarly, and professional research support and access to quality curriculum material collections.

Objective

The Teacher Development & Resources Library supports the education curriculum of the College of Education, particularly methods and practicum courses and children's/ young adult literature courses. The TDRL makes available for evaluation and use educational materials of the highest quality produced for use with students from preschool to grade twelve. Priority is given to materials that most directly support course work which prepares UNLV students to meet the requirements of education degrees, credentials, and endorsements.

The TDRL also serves as a resource center to educators in the Las Vegas community by providing access to P-12 resources and materials relating to the teaching profession for personal and staff development.

Institutional Context

The Teacher Development & Resources Library collection development policy is coordinated with the University Libraries collection policy and mission of service. Curriculum materials

come in a variety of formats that may be different from other research and academic library materials, and they may be acquired from different sources. Materials housed in the TDRL may be cataloged and classified in a system other than Library of Congress in order to provide a model school library experience for users.

Supporting Documents

As part of its philosophy of collection development, the UNLV TDRL supports the following statements from the American Library Association:

- Library Bill of Rights
- Intellectual Freedom Principle for Academic Libraries
- Code of Ethics of the American Library Association
- Freedom to Read Statement
- Freedom to View Statement

The TDRL also supports "The Student's Right to Read" statement from the National Council of Teachers of English.

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

Defining the Collection

The goal of the TDRL collection is to provide access to contemporary educational resources that support course offerings in the UNLV College of Education as well as to foster innovation and change in the field of education. 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 and Content Areas

The TDRL contains educational resources as well as materials on how to utilize and evaluate such resources. Resources that are appropriate for teaching grades P-12 are to be included in addition to materials which meet the unique needs of English Language Learners (ELL) and special education students. Resources that will diminish ethnocentrism, foster multicultural education and emphasize the value of diversity are to be collected.

Subject Treatment

All subject areas covered in P-12 curriculum national and state standards should be collected which includes language arts, sciences, fine arts, social studies, and physical education. Subject areas relative to P-12 students outside of national and state curriculum standards should also be included. Examples included titles dealing with mental health issues, nutrition and health, interpersonal communication, hobbies and recreation, career planning, etc. See individual collection descriptions for additional details.

Language

The primary language of materials in the collection is English, although resources appropriate to ELL programs and materials used to teach foreign languages are also included.

Chronology

Emphasis is placed on collecting teaching materials of current significance, preferably those published within the last ten years; however, select items of historical or research value may be retained.

Geographical Guidelines

Educational methods and materials used in the United States and resources used in the Clark County School District are of primary importance. Materials from other school districts or education agencies in Nevada will be acquired on a select basis.

Compliance with Academic Standards

Emphasis is placed on collecting resources that support national and Nevada academic standards across all P-12 grade levels.

Diversity

Emphasis is placed on collecting resources that exhibit sensitivity to issues of 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.

TDRL Collections

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

Reference/Periodicals

Definition

Reference materials refer to items that are informational in nature but do not necessarily require lengthy or in-depth reading. This collection is non-circulating and therefore should not include items that require patrons to spend long lengths of time searching for, compiling, and processing information. Examples of reference items include dictionaries, encyclopedias, and indexes.

Periodicals are titles that are published on a regular basis and can include academic journals or popular magazines.

Inclusion

Reference materials that are intended for future and current teachers should be collected, and topics should align with the curriculum of the UNLV College of Education. These should include children's and young adult literature indexes and biographies as well as encyclopedias, dictionaries and thesauri for P-12 audiences. Materials that are already collected in digital format should not be added to the print collection.

Periodicals should include a selective set of journals that are informative in nature but not heavily relied upon for academic research (research titles are located at Lied Library). Such titles include publications for P-12 educators or school librarians that are practical in nature as well as review sources for children's and young adult publications.

Series

Reference items printed as a series or multiple volume sets should be collected in their entirety.

Physical Format

Reference materials can be either hardcover or softcover.

Age of Collection

In general, reference materials should be contemporary and limited to the past 10 years of publication unless they are a part of a long running series or contain information that is still relevant to contemporary audiences. Older editions of titles should be replaced as new editions become available unless a substantial amount of information has changed between editions and past content is still relevant.

Periodicals are only to be kept for the current year, and once bound, sent to Lied Library for storage.

Textbooks

Definition

Textbooks are defined as materials that are designed specifically to be used in a classroom setting which covers a specific topic.

Inclusion

The TDRL textbook collection is a sampling of titles being used in the Clark County School District (CCSD). Titles implemented outside of the CCSD curriculum are to be included by faculty request. College level textbooks are not collected unless they qualify as professional development materials (see Profession Development Collection). Due to the large volume of titles used in the CCSD, titles should meet one of the following criteria before being added to the collection:

1. COE Faculty Request
2. Associated with COE Elementary program courses (Grades P-5):
 - a. Art
 - b. Music
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Literacy
 - g. Health
3. Associated with COE Secondary program courses (Grades 6-12):
 - a. Art
 - b. Math
 - c. Science
 - d. Social Studies
 - e. English
 - f. Foreign Languages
4. Associated with the following CCSD high school graduation requirements:
 - a. English
 - b. Math
 - c. Science
 - d. U.S. History
 - e. U.S. Government
 - f. Physical Education
 - g. World History
 - h. Geography
 - i. Computers

Series

Series do not have to be complete and should reflect what is currently being used in CCSD.

Physical Format

The physical format of textbooks will be dependent on availability, but preference is given to hardcover items for durability reasons.

Age of Collection

The Textbook Collection is a contemporary collection and should only include items currently being used in the CCSD or were published within the past ten years. Due to space restrictions, titles are not to be kept for archival reasons.

Selection Sources

CCSD items are generously donated to the TDRL by the CCSD Curriculum & Professional Development Division.

Professional Development Collection

Definition

Professional development items are intended to help with the professional development of P-12 educators with a focus on practical application of knowledge, strategies, and activities. These items are different than the education items collected at Lied Library and tend to be more “user friendly” in appearance. In general, items considered for the Professional Development Collection should meet the following criteria:

1. Intended audiences are either students studying to become educators or practicing P12 educators.
2. Practical in nature. Not intended for traditional academic research.
3. Potential to contribute to the professional development of P12 educators

Inclusion

Professional development materials are to be included in the TDRL collection in order to provide students and P12 educators with resources which will assist in enhancing their abilities as educators. Topics should mainly focus on areas relevant to classroom educators; however, items dealing with education administrators and other staff, such as counselors, can be considered when appropriate. Items focused on higher education are not to be included. Textbooks for College of Education courses are not added to the collection unless specifically requested by faculty members. Items designed as college level textbooks are generally not collected.

Series

Series non-fiction 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 Professional Development Collection can be either hardcover or softcover. Softcover is preferred due to pricing.

Age of Collection

Items in the Professional Development Collection should be contemporary and limited to the past 10 years of publication. Titles that are older than 10 years should only be included if deemed of historical value due to being a classic title that is still relevant to contemporary educators.

Selection Sources

Most professional development items are selected through the YBP approval plan or “slips.” Items can also be selected from publisher catalogs.

Graphic Novels

Definition

An item will be considered a graphic novel if it follows the sequential art form throughout the majority of the book. Sequential art is considered a series of sequential images used together for graphic story telling; standalone images with dialogue in speech bubbles are not considered sequential art. Novels which include cartoon illustrations or sections of sequential art but are primarily written in prose are not to be considered graphic novels.

Inclusion

Graphic novels are to be included in the TDRL collection for educational reasons and should include titles aligned with P12 curriculum as well as titles popular with P12 students and classical titles. Titles not appropriate for P12 classrooms are to be included in the collection in order to accurately represent the art form and provide users the opportunity to thoroughly understand the history, trends and popularity of the format. All graphic novels are to be shelved in the graphic novel section regardless of genre. The collection should include:

- General fiction and non-fiction
- Memoirs and biographies
- Adaptations of classical literature or folklore/mythology
- Examples of sub-formats such as manga
- Controversial and challenged titles
- Popular titles across all age categories (children, teens, and mature).
- Historically relevant titles to the genre

Titles considered by the comic book industry to be erotica or which require the consumer to show identification proving age to be 18 or older before purchasing will not be considered for the collection.

Series

Due to limited space and funding, series do not need to be collected in their entirety. Preference is given standalone titles or to collecting series that take up less than 10 inches of shelf space. For longer series, such as popular manga, inclusion should focus on the first one to three volumes.

Physical Format

Graphic novels must be in either hard cover, soft cover or trade paperback format. Individual comic book issues are not to be added to the collection.

Age of Collection

In general, the collection should reflect the past 15 years of publication with exceptions made for historically relevant titles.

CDs

Definition

CDs are the preferred format for audio materials at the TDRL.

Inclusion

The TDRL CD collection consists of audiobooks and other audio materials. The audiobook collection should include popular and/or historic children's and young adult literature titles and includes duplicates of print materials. Additional audio materials include music, story-times, or other audio recordings with a target audience of P12 students.

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 are to be in a format that is accessible to contemporary users. Items should not be of obsolete formats which cannot be used with readily available equipment.

Age of Collection

CDs should be contemporary and limited to the past 10 years of publication. Titles that are older than 10 years should only be included if deemed of historical value that is still relevant to contemporary educators. Obsolete formats should not be included regardless of age.

DVDs

Definition

DVDs are the preferred format for feature length and short films at the TDRL.

Inclusion

The TDRL DVD collection consists of titles with a target audience of P12 students or pertain to P12 educators' professional development. Education documentaries, lectures, and other "scholarly" films are to be added to the Lied Library collection.

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 are to be in a format that is accessible to contemporary users. Items should not be of obsolete formats which cannot be used with readily available equipment.

Age of Collection

DVDs should be contemporary and limited to the past 10 years of publication. Titles that are older than 10 years should only be included if deemed of historical value that is still relevant to contemporary educators. Obsolete formats should not be included regardless of age.

Picture Books

Definition

Picture Books are illustrated books where the images have as equal an importance as the text and are generally meant to be read aloud to children while they look at the artwork. They differ from early readers in many ways including non-structured text layouts, images that add to the artist quality of the work and not necessarily to literacy interpretation, and are typically restricted to one story instead of chapters. Picture books also have larger covers and page sizes which make it easier to share with one or more children. While the majority of picture books have a target audience of children with either no or low reading levels, recent trends in publishing have shown the format expanding to titles intended for older audiences.

Inclusion

Picture Books make up one of the largest collections at the TDRL and should be included for educational reasons. Titles should reflect a wide range of artistic and illustrative styles and include a vast variety of stories, settings, and topics relevant to a diverse population of children. Non-fiction titles in the picture book format are not to be included in this collection, but rather, should be added to the Juvenile Non-Fiction collection.

Series

Picture book series are generally not collected but can be under special circumstances. Versatility is important to this collection so that educators can find appealing titles for each individual student. Series do not have to be complete, and titles should be individually selected to fit collection needs.

Physical Format

Items in the Picture Book collection should be hardcover. Paperbacks or other soft cover bindings should not be included due to durability issues with the targeted age group. Library binding is not preferred due to cost. Soft cover versions of titles which have historical value and are out of print can be purchased and rebound based on the discretion of the Lied Library Preservation Lab.

Age of Collection

The TDRL Picture Book collection should mostly include titles that are appealing to contemporary children. Titles that are older than 10 years should be included for educational purposes *only* if they are considered to be classic titles of historical value.

Bilingual Collection

Definition

The Bilingual Collection includes any children's or young adult literature which has a significant portion of its text written in a language other than English. Titles that have both English and foreign language terminology should be evaluated for inclusion in either the Bilingual Collection or another appropriate collection within the TDRL based on impact of foreign vocabulary on the reading experience; if the addition of foreign words does not greatly hinder the general understanding of the story for English speaking students, then the titles should not be included in the Bilingual Collection.

Inclusion

Although any language other than English can be included in the Bilingual Collection, special attention should be paid to the inclusion of Spanish language titles. Items can include original works published in a foreign language or translations of popular English titles. All foreign language titles are to be included in the Bilingual Collection regardless of genre.

Series

Foreign language series can be collected but should not be heavily relied upon. Versatility is important to this collection so that educators can find appealing titles for each individual student. Series do not have to be complete, and titles should be individually selected to fit collection needs.

Physical Format

Items in the Juvenile Fiction collection should be hardcover. Paperbacks or other soft cover bindings should not be included due to durability with the targeted age group. Library binding is not preferred due to cost.

Age of Collection

The Bilingual Collection should mostly include titles that are appealing to contemporary children. Titles that are older than 10 years should be included for educational purposes only if they are considered to be classic titles of historical value.

Early Readers

Definition

Early Readers are also known as beginning readers, easy readers, transitional books or independent readers. Early Readers are used for children who are beginning to read on their own. These items differ from picture books or juvenile fiction based on the following:

- Pictures on each page or every other page which visually show what's happening in the text.
- Limited vocabulary and sentence structure appropriate to reading level
- Text in traditional block format.
- Large fonts.
- Number of sentences on each page based on reading level.
- Often includes multiple chapters

Inclusion

Early Readers are to be included in the TDRL collection for educational reasons, and titles should range across all available reading levels of early readers (not just the youngest readers). A wide variety of topics and genres should be collected in order to have titles that appeal to all young readers. Similar to graphic novels, anything in the early reader format regardless of fiction or non-fiction should be included in the Early Readers collection vs. other collections.

Series

Early Reader series can be collected but should not be heavily relied upon. Versatility is important to this collection so that educators can find appealing titles for each individual student. Series do not have to be complete, and titles should be individually selected to fit collection needs.

Physical Format

Items in the Early Reader collection should be hardcover. Paperbacks or other soft cover bindings should not be included due to durability with the targeted age group. Library binding is not preferred due to cost.

Age of Collection

The TDRL Early Reader collection should mostly include titles that are appealing to contemporary children. Titles that are older than 10 years should be included for historical value only if they are considered classic titles, such as the *Frog and Toad* series.

Juvenile Fiction

Definition

The TDRL Juvenile Fiction collection is made up of children's literature for students in the elementary grades. The format of these items should follow conventional literary prose formats with few if any images (titles for lower elementary levels may contain additional images but not as many as early readers). Genres include contemporary fiction, fantasy, sci-fi, historical fiction, or novels written in verse. Traditionally, children's literature can be distinguished from other works of fiction based on reading levels as well as the age of the protagonist and supporting characters.

For this collection, juvenile fiction is defined as children's literature with a target audience up to 12 years of age. Library staff will determine whether a title belongs in the Juvenile Fiction collection or the Young Adult Fiction collection based on the following hierarchy:

1. Publisher defined age group: A title will be considered juvenile fiction if the majority of recommended years is under 12 years of age. Titles designated for 10-14 year olds are to be considered young adult fiction.
2. Publisher or review source defined grade levels: A title will be considered juvenile fiction if the majority of recommended grades are listed as 6th grade and under.
3. Age of protagonist: A title will be considered juvenile fiction if the age of the protagonist is 12 or under.
4. If none of the information above is available, the Head of the Teacher Development and Resources Library will use best judgment on whether a title is considered juvenile fiction or young adult fiction.

Inclusion

The Juvenile Fiction collection includes both contemporary and historical titles. Items should reflect the various age ranges represented within children's literature genres, and variety in titles should be sought in order to have items that appeal to a diverse children population. While literary quality is a major element in the decision to add an item to the collection, popularity of individual titles should also be considered.

Series

Series are to be added to the Juvenile Fiction collection; however, it is expected that series should not run indefinitely. Series that are formulaic in nature and are published on a regular basis (such as *Nancy Drew* or *The Baby Sitter Club*) should not be included in their entirety for the sake of shelving space. Series that are complete in a relatively small number of volumes should be added if popular or are considered classics of historical value. Later volumes of a series can be added if earlier volumes are not included in the collection.

Physical Format

Items in the Juvenile Fiction collection should be hardcover whenever possible. Paperbacks or other soft cover bindings should not be included due to durability issues with the targeted age group; however, soft cover editions will be considered if the hard cover edition is out of print. Library binding is not preferred due to cost. Soft cover versions of titles which have historical

value and are out of print can be purchased and rebound based on the discretion of the Lied Library Preservation Lab.

Age of Collection

The Juvenile Fiction collection should include titles that are appealing to contemporary children. Titles that are older than 10 years should be included for educational purposes only if they are considered to be classic titles of historical value.

Young Adult Fiction

Definition

The TDRL Young Adult Fiction collection is made up of young adult literature for students in the middle and high school grades. Genres include contemporary fiction, fantasy, sci-fi, historical fiction, or novels written in verse. Traditionally, young adult literature can be distinguished from other works of fiction based on reading levels as well as the age of the protagonist and supporting characters.

For this collection, young adult fiction is defined as literature with a target audience of 13 years of age and older. Library staff will determine whether a title belongs in the Young Adult Fiction collection or the Juvenile Fiction collection based on the following hierarchy:

1. Publisher defined age group: A title will be considered young adult fiction if the majority of recommended years is over 12 years of age. Titles designated for 10-14 year olds are to be considered young adult fiction.
2. Publisher or review source defined grade levels: A title will be considered young adult fiction if the majority of recommended grades are listed as 6th grade and over.
3. Age of protagonist: A title will be considered young adult fiction if the age of the protagonist is 13 or over.
4. If none of the information above is available, the Head of the Teacher Development and Resources Library will use best judgment on whether a title is considered juvenile fiction or young adult fiction.

Inclusion

The Young Adult Fiction collection includes both contemporary and historical titles. Items should reflect the various age ranges represented within young adult literature genres, and variety in titles should be sought in order to have items that appeal to a diverse teen population. While literary quality is a major element in the decision to add an item to the collection, popularity of individual titles should also be considered.

Series

Series are to be added to the Young Adult Fiction collection; however, it is expected that series should not run indefinitely. Series that are formulaic in nature and are published on a regular basis (such as *Nancy Drew* or *The Baby Sitter Club*) should not be included in their entirety for the sake of shelving space. Series that are complete in a relatively small number of volumes should be added if popular or are considered classics of historical value. Later volumes of a series can be added if earlier volumes are not included in the collection.

Physical Format

Items in the Young Adult Fiction collection should be hardcover whenever possible. Paperbacks or other soft cover bindings should not be included due to durability issues with the targeted age group; however, soft cover editions will be considered if the hard cover edition is out of print. Library binding is not preferred due to cost. Soft cover versions of titles which have historical value and are out of print can be purchased and rebound based on the discretion of the Lied Library Preservation Lab.

Age of Collection

The Young Adult Fiction collection should include titles that are appealing to contemporary teens. Titles that are older than 10 years should be included for educational purposes only if they are considered to be classic titles of historical value.

Juvenile Non-Fiction

Definition

An item will be considered a work of non-fiction if the author's intent is to portray real or factual information. Notes and resources are strong indicators that an item is non-fiction in nature. Books containing collections of poems (including rhymes and rhyming games) or folklore from specific cultures are also to be considered non-fiction.

Inclusion

Non-fiction titles are to be included in the TDRL collection for educational reasons and should include titles aligned with P-12 curriculum as well as popular and classical titles. Some titles may be marketed to an adult audience but will still be added to the collection due to their appeal to higher grade levels within P-12. The collection should include titles dealing with:

- Poetry
- Arts and Recreation
- Technology
- Religion
- Folklore/Fairy Tale (if LC call number starts with PZ 8).
- Biography/Autobiography
- Memoirs
- Economics
- History and Geography
- Health Topics
- Social Interaction/Etiquette/Manners
- Sciences

Series

Series non-fiction 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

The non-fiction collection includes traditional book formats as well as picture books. Items in the picture book format should be evaluated based on content for inclusion in the juvenile non-fiction collection. Non-fiction graphic novels should not be included. Hardcover and softcover items are acceptable, but preference is for hard-cover (soft covers are preferred over library binding due to pricing).

Age of Collection

In general, the collection should reflect the past 10 years of publication with exceptions made for historically relevant titles and classic "picture books".

Kits

Definition

Kits are manipulative materials designed for students in grades P-12. These items are hands-on in nature and include educational games, classroom kits, devices, puppets, and physical items designed for instructional demonstrations. These are items that educators can use in addition to texts which will enhance learning experiences.

Inclusion

A variety of items should be included in the Kits collection that range across grade levels and subject areas. All items added to the kit collection should be complete without missing parts at time of acquisition. Examples items include:

- Puppets
- Math manipulatives
- Science manipulatives
- Holiday activity kits
- Reading circle kits
- Tactile manipulatives
- Games

Series

Series can be collected but should not be heavily relied upon. Versatility is important to this collection so that educators have a wide variety of manipulatives to choose from. Series do not have to be complete, and titles should be individually selected to fit collection needs.

Physical Format

The format of items in the Kits collection will vary depending on the nature of the product, but in general, items should compact and easy to transport. While it is ideal for kits to contain all of their original pieces, some kits may be kept incomplete if missing items do not hinder the learning experience of the individual item.

Age of Collection

The Kits collection should include items that are appealing to contemporary children and young adults. Items should not be older than 10 years; however, exceptions can be made on a case by case basis.

Selecting Materials

In general, items in the TDRL collection are systematically selected by the Head of the TDRL in order to best serve the needs of its library users. The decision-making process includes applying identified selection criteria and using selection resources such as journals, reference tools, and publishers' catalogs. When possible, a hands-on examination is preferred.

Selection Criteria

The following criteria represent general guidelines for selecting items for the TDRL collections. Criteria may vary based on material type (see TDRL Collections section for criteria unique to individual formats).

Multiple Grades/Subjects Coverage

Materials that are potentially useful in several subjects and grades have priority over materials for which a low or specialized use is expected.

Reviews

When possible, materials selected should have received favorable reviews in the professional literature of a given subject or standard review sources; however, many materials considered for selection will not have been reviewed. Requests from UNLV College of Education faculty members are considered an appropriate review source.

Cost

The price of the material relative to the budget and other available material should be reasonable.

Curriculum Correlation

The material should be useful in meeting the P-12 curricular objectives and curriculum of the UNLV College of Education.

Technical Quality

The material should be of high quality. This involves such aspects as printing, production, manufacturing, construction, format, and presentation. If required, physical items should be reinforced through standard library practices for better use and sustained circulations.

Collection Weakness

Consideration should be given for how materials may fill the needs of library users in an area of the collection that has been identified as weak.

Authority

Consideration should be taken for the reputation and significance of the author/illustrator/creator and publisher/producer/manufacture in addition to the subject competence and qualification of the author(s).

Academic Level

The content of the material should be at a level appropriate for the intended audience.

Currency

The material's content should be current and timely in relation to current trend in education and related subjects. The date of publication of the item should be considered.

Organization

Content should be organized in a clear fashion.

Ease of Use

Material should be easy to use as opposed to necessitating specialized training or continuous assistance from TDRL staff.

Accuracy of Information

Facts should be clearly distinguishable from opinions and must be accurately presented.

Literary Value

Literary materials should not only reflect library user and program needs but also foster an appreciation for literature and aesthetic values.

Popularity

Contemporary titles that are popular with targeted age groups should be included in the collection to reflect current publishing trends.

Diversity

Materials should reflect our society of multiple ethnic, racial, religious, social and gender characteristics. It should represent a variety of economic and geographical orientations, as well as problems, aspirations, attitudes, and ideals in our society.

Controversy

Non-fiction materials should be evaluated as to how they deal with controversial issues and whether there is evidence of bias. Materials that provide opposing sides of controversial issues are ideal for developing the user's critical thinking skills.

Efficacy

Materials should be selected because of the content and value of the work as a whole and its success in achieving the intended results.

Selection Process

Final selection decisions are the responsibility of the Head of the Teacher Development & Resources Library.

Examination

Whenever possible, the Head of the TDRL will perform hands-on examination of items being considered for the TDRL collections. When an examination is not possible, physical characteristics of the items can often be identified in review sources or publishing information (ex. Catalogs, Amazon.com, etc.)

Consultation of Selection Sources

Critical reviews and evaluations will be sought and used to support acquisition decisions. The review sources should be from various viewpoints, providing critiques that gauge the quality of the item, the value of the information, appeal of the item to age group, and the application of the material for use within classrooms and/or school libraries.

Authoritative review sources include library and discipline oriented journals, books, and databases. When choosing a selection source, the Head of the TDRL will consider the range of materials covered, the formats included, the type of library it is 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.

Non-authoritative review sources including consumer reviews can be used to determine popularity of K-12 materials. Reviews should be critically read based on general selection criteria as well as format specific criteria. Suggested sources for consumer reviews include amazon.com and goodreads.com. In general, items should have a 3.5 -5 star rating to be included in the collection based on popularity to intended age group.

Maintaining and Evaluating the Collection

The TDRL collections should be kept up to date and in alignment with this Collection Development Policy. Items should be regularly evaluated for inclusion in the collection, and decisions should be made on whether or not to retain, replace, or deselect individual items based on the stated selection criteria. Gifts items are also to be regularly evaluated for inclusion in the collection.

Inventory of materials should be performed regularly.

Collection Evaluation

Maintaining the quality of TDRL collections involves an annual assessment of the entire collection. This assessment should be done continuously throughout the year by following the annual evaluation procedures and timeline for each individual collection.

Regular assessment of the collection development policy also needs to occur in order to respond to changes in curriculum and educational trends. This may include the inclusion or withdraw of individual TDRL collections. Changes and updates to the collection development policy can occur at any time.

Deselection

Deselection is the removal of materials from TDRL collections which have become obsolete, are in poor condition, or are no longer relevant to the goals and objectives of the TDRL collections and services. Items are to be deselected from the collection at the discretion of the Head of the Teacher Development & Resources Library. Efforts will be made to send deselected items to other institutes or individuals who may find them of value. Criteria for deselection are as follows:

Condition

For items to remain in the collection, they should be of good to new quality and physically appealing to users. Items should not be heavily damaged, badly worn, torn, or deteriorating.

Format

Items are to be in a format that is accessible to contemporary users. Items should not be of obsolete formats which cannot be used with readily available equipment.

Authority and Content

Items that have no review sources or are from unknown publishers (e.g. homemade or self-published donations) may not reflect accepted educational standards. Items with outdated or

superseded content, inaccurate information, or poor writing or illustrations according to accepted educational standards are candidates for deselection.

Currency

Items that do not meet the age criteria for their collections are to be removed based on the criteria outlined in each collection definition section.

Duplication

Items that are duplicates of other items, where no heavy demand exists, should be deselected.

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. Items which have been deselected may be replaced if they continue to meet the criteria identified in the collection development policy.

Criteria for replacement of items includes:

- High circulation and/or usage in recent years
- Age of the item
- Publication of a newer or enhanced edition
- Historical relevance in the field of children's or YA literature
- Relevance to the current curriculum of the institution

Gifts

The TDRL does not accept donations directly. Gift items appropriate for the TDRL collection are to be processed through Lied Library.

Appendix A: Essential Lists and Awards

The following booklists and awards, including honor books, are to be collected and retained in their entirety. Titles within these lists should not be deselected and if possible, replaced if damaged or lost.

Association for Library Service to Children (ALSC)

Batchelder Award

For an 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.

Pura Belpre Medal (Author and Illustrator)

Honoring a Latino author and illustrator whose children's book best portrays, affirms and celebrates the Latino cultural experience.

Caldecott Medal

For the most distinguished American picture book for children.

Geisel Award

For the most distinguished book for beginning readers published in the United States.

Newbery Medal

For the most outstanding contribution to children's literature.

Sibert Medal

For the most distinguished informational book for children.

American Library Association

Coretta Scott King Book Award (Author, Illustrator, and New Talent)

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

Schneider Family Book Award

For books that embody an artistic expression of the disability experience for child and adolescent audiences.

Stonewall Book Award – Children’s and Young Adult Literature Award

Given for works of exceptional merit for children and teens relating to the gay, lesbian, bisexual and transgender experience.

Young Adult Library Services Association

Best Fiction for Young Adults

General list of fiction titles selected for their demonstrable or probable appeal to the personal reading tastes of the young adult. Titles should incorporate acceptable literary quality and effectiveness of presentation.

Morris Award

A debut book published by a first-time author writing for teens.

Excellence in Nonfiction for Young Adults Award

Honors the best nonfiction book published for young adults.

Printz Award

For a book that exemplifies literary excellence in young adult literature.

Teens’ Top Ten

Teen choice list where teens nominate and choose their favorite books of the previous year.

Additional Lists

Amelia Bloomer Book List

“The list presents well-written and illustrated books with strong feminist messages published in the past 18 months that are recommended for young people from birth through eighteen years of age. It is a list of quality fiction and nonfiction titles that affirm positive roles for girls and women.”

American Indian Youth Literature Award

Awarded every two years by the American Indian Library Association to honor the “very best writing and illustrations by and about American Indians.”

Americas Award for Children’s and Young Adult Literature

“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.”

Asian/Pacific American Award for Literature

Appendix A: Essential Lists and Awards

“The goal of the Asian/Pacific American Award for Literature is to honor and recognize individual work about Asian/Pacific Americans and their heritage, based on literary and artistic merit.”

Best STEM Books

“Best STEM Books is a joint project of several organizations: The American Society for Engineering Education, the International Technology and Engineering Educators Association, the National Science Teachers Association, the Society of Elementary Presidential Awardees, and the Children's Book Council (ASEE, ITEEA, NSTA, SEPA, and CBC). The list provides knowledgeable recommendations to educators, librarians, parents, and caregivers about the best trade books with STEM content.” <http://www.nsta.org/publications/stembooks/>

Dolly Gray Children’s Literature Award

“The Dolly Gray Children’s Literature Award recognizes authors, illustrators, and publishers of high quality fictional and biographical children, intermediate, and young adult books that authentically portray individuals with developmental disabilities, such as autism spectrum disorders, intellectual disabilities, and Down syndrome.”

Jane Addams Children’s Book Award

“The Jane Addams Children's Book Award 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.”

Middle East Book Award

“The Middle East Outreach Council established the Middle East Book Award in 1999 to recognize 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.”

National Book Award of Young People’s Literature

Awarded annually by the National Book Foundation.

Nevada Young Readers’ Award

From the Nevada Library Association. Includes picture books, young reader, intermediate, and young adult categories.

Notable Books for a Global Society

From the International Reading Association. Annual selection of outstanding trade books with a focus on increasing children’s understanding of people and cultures.

Notable Poetry Books for Children

Appendix A: Essential Lists and Awards

“Lists of poetry books and verse novels for children developed by the National Council of Teachers of English.”

Notable Social Studies Trade Books for Young People

From the National Council for the Social Studies. Includes children’s books 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.

Orbis Pictus Award for Outstanding Nonfiction for Children

“The NCTE Orbis Pictus Award was established in 1989 for promoting and recognizing excellence in the writing of nonfiction for children. The name Orbis Pictus, commemorates the work of Johannes Amos Comenius, *Orbis Pictus—The World in Pictures* (1657), considered to be the first book actually planned for children.”

Outstanding Science Trade Books for Students K-12

From the National Science Teachers Association.

Tomas Rivera Mexican American Children’s Book Award

“Texas State University College of Education created The Tomás Rivera Mexican American Children’s Book Award in 1995 to honor authors and illustrators who create literature that depicts the Mexican American experience.”

Appendix B: Recommended Lists and Awards

The following lists and awards are recommended for inclusion in the TDRL collections. Not all items on each list will be appropriate, but items that fit the criteria outlined in this collection development policy should be added to the collection when funds are available.

American Library Association Lists

Notable Children's books

Each year a committee of the Association for Library Service to Children (ALSC) identifies the best of the best in children's books. Notable should be thought to include books of especially commendable quality, books that exhibit venturesome creativity, and books of fiction, information, poetry and pictures for all age levels that reflect and encourage children's interests in exemplary ways.

Great Graphic Novels for Teens

Provided by the Young Adult Library Services Association, the list contains recommended graphic novels and illustrated nonfiction for those ages 12-18.

Outstanding Books for the College Bound

Provided by the Young Adult Library Services Association, items on this list offer opportunities to discover new ideas, and provide an introduction to the fascinating variety of subjects within an academic discipline.

Quick Picks for Reluctant Young Adult Readers

Provided by the Young Adult Library Services Association, this list identifies titles aimed at encouraging reading among teens who dislike to read for whatever reason.

Additional Lists

Will Eisner Comic Industry Award

The "Oscars" of the comics world which covers over two dozen categories in the comic industry. Categories to investigate include:

- Best Publication for Early Readers (up to age 7)
- Best Publication for Kids (ages 8-12)
- Best Publication for Teens (13-17)
- Best Reality-Based Work
- Best Graphic Album – New
- Best Anthology

Appendix B: Recommended Lists and Awards

Junior Library Guild

Various booklists categorized by reading level and genre. Although the TDRL subscribes to many of these lists, additional titles can be selected to fill in collection gaps.

Diamond Comics Distributors, Inc

Diamond Comics is the leading distributor of comic books and graphic novels and compiles monthly reports of trends in the industry each month. Look for the Top 100 Graphic Novels of the previous month plus other reports.

Amazon Best Seller Lists

Amazon keeps regular statistics of best-selling items in a variety of categories including teens, children's books and comics & graphic novels.

Kirkus Best Children's/Teen Books

A list created each year based on the best titles based on Kirkus reviews

School Library Journal Best Books of _____

A list created each year based on the best titles based on School Library Journal reviews

Scott O'Dell Award for Historical Fiction

Award given each year to an author for a historical fiction book written in the previous year.

Appendix C: Review Resources

Publications

School Library Journal

Contains reviews for graphic novels, picture books, early readers, juvenile fiction, juvenile non-fiction, and media. Focuses mostly on content for elementary and middle school ages.

Voice of Youth Advocates

Contains reviews for juvenile fiction, juvenile non-fiction, graphic novels, media, and professional materials. Focuses mostly on content for middle and high school ages.

Websites and Databases

Children's Literature Comprehensive Database

Contains award information and full text critical reviews for children's and young adult literature.

Amazon.com

Includes reviews from publications such as booklist as well as customer reviews. 1-5 star ratings also available.

Goodreads.com

Includes consumer reviews of fiction and non-fiction. 1-4 star ratings also available.