

Professional Leave Report Cover Sheet

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Curriculum Materials Collections in 2022: Applying national trends to our local Teacher

Resource Center

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Author Note

This report was completed as part of an approved sabbatical leave, Fall 2022. The overall goal of this report is to inform future decisions on our local CMC in order to best serve the students in the Kremen School of Education and Human Development.

Executive Summary

This report examines the current state of Curriculum Media Centers (CMC) in North America. Through site visits, interviews and evaluation of online web presence - the report sought to discover innovative models, collections, and programs, throughout North America, designed to better serve teachers candidates and teacher preparation programs. At the time of writing this report, the Association of College and Research Libraries (ACRL) Education and Behavior Sciences Section (EBSS) CMC Committee is conducting an inventory of CMCs for the 8th edition of *Directory of Curriculum Materials Centers and Collections* (Kogut, 2022). While it has long been a lamentation that CMCs are rapidly being phased out of academic library plans, my research shows that within surviving CMCs, innovation is alive and well. And while early evidence points to a smaller number of overall CMCs (Kogut, 2022), the ones that remain are examples of how we can best serve the modern teacher candidate. There are CMCs that are thriving as a result of resourceful directors, patron driven spaces and services, and innovative and effective programming - all centered around collections that directly meet the needs of teacher candidates. Included in this report are a summary of findings from interviews completed with CMC staff, highlights from CMC site visits across the country, a comprehensive literature review, local recommendations for improving the Teacher Resource Center (TRC), a five year strategic plan for the TRC and an updated collection development policy. This document will serve as a guide as we modernize our own local collections, services, and programming in order to make improvements that benefit the the students of the Kremen School of Education and Human Development as well as the broader Central Valley education community.

The guiding questions for the sabbatical were:

- How have CMCs met the needs of teachers as they shifted teaching modalities over the course of the pandemic?
- What plans are in place to meet teacher and teacher candidate needs if distance education is increasingly part of the education landscape?
- How are CMCs meeting the needs of teachers through their collections?
- What innovative materials have been added in order to meet the demands of new standards like NGSS?
- How do CMCs contribute to library programming?
- Do any CMCs offer regular workshops or other professional development opportunities in collaboration with their affiliated school of education?
- How have CMCs integrated OER into their collections and future plans?
- What services are being offered at CMCs?

Methodology

The information in this report was gathered from interviews with CMC directors and staff, CMC site visits, and a review of recent literature. The ACRL CMC Directory (2014) was used to select sites to interview. Criteria for inclusion was based on funding, staffing, and campus role - although snowball sampling was later employed to ensure an adequate number of CMC directors were interviewed. Requests for interviews were sent to 44 CMC directors, leading to 17 interviews being completed. Semi-structured interviews were scheduled for 45-60 minutes and interview prompts matched the guiding questions for this study listed above. In order to ascertain the number of CMCs in the California State University (CSU) system, a survey (Appendix A) was distributed to education librarians at all 23 campuses. In addition, 10 site

visits were completed at peer institutions, aspirational CMCs and local CSU institutions.

Originally, 18 site visits were planned but due to illness the remaining visits were unable to be completed. The last major book published on CMCs is now seven years old (Catalano, 2016), therefore the literature review focused on materials published since 2016. Keywords used to locate key literature included “curriculum materials center”, “curriculum materials collection”, “academic library AND children’s literature”, and “education librarian AND curriculum”.

Searches were initially date limited from 2016 to present. Citation searching provided additional results and expanded the date range of citations.

Interviews

How have CMCs met the needs of teachers as they shifted teaching modalities over the course of the pandemic?

Over the course of the pandemic lockdown period, physical collections in academic libraries largely sat unused. This was true across all academic libraries, and the CMC was no exception. Over time, as libraries began to develop library-wide workflows for circulating materials, CMC collections began to be utilized again. Through interviews, it became clear that the CMC and its staff at most universities did exactly what the rest of the library world did during this period, they adapted. These adaptations varied from campus to campus, largely dependent on staffing models and resources available to the CMC.

Adapting collections to an online environment was the largest challenge faced by most CMCs. While many CMC directors attempted to source eBook versions of children's, YA, and curriculum materials - options were extremely limited. Most materials were largely unavailable in eBook format and those items that were available were cost prohibitive. While a single children's book in print may cost \$20, the eBook version could cost upwards of \$200. With so much already invested in heavily-used print collections, most CMCs found themselves pointing patrons to resources available elsewhere. Close collaboration with the public library allowed University of Nevada, Las Vegas (UNLV) Teacher Development & Resources Library (TDRL) to make patrons aware of the excellent resources available through the public library (A. Melilli, personal communication, August 17, 2022). Curated lists of online resources available freely through state libraries, public libraries, and elsewhere on the web were mentioned by every CMC

director interviewed. Many have chosen to keep these resources on their guides to connect students with great online content like TumbleBooks, Epic! Books, OverDrive and others that provide eBook versions of favorite titles to students. Only one of the CMCs interviewed was able to afford providing students with eBook content through OverDrive. Most CMCs indicated an approach that recognizes eBook integration into the CMC as increasingly important, while understanding is not necessary to replicate the physical collection online.

One major shift all librarians reported was the transition to synchronous online meetings, via Zoom or other teleconferencing software. During the pandemic lockdowns and campus closures, all of the CMC directors interviewed indicated they used teleconferencing for all work based meetings, consultation and instruction. Many CMCs reported the unexpected nature of the transition to online meant that courses had less time for library one shots and other instruction. Some CMCs, like the Media and Education Technology Resource Center (METRC) at North Carolina State University (NCSU), focused efforts on helping bring faculty up to speed on the tools and techniques necessary to effectively teach online (L. B. Fogle, personal communication, September 7, 2022). Offering timely professional development was nothing new for METRC, but focusing on helping faculty create interactive experiences online for students became a major focus when COVID-19 closures forced instruction online. METRC provided faculty with one-on-one coaching, promoted digital collections, and handled many requests (including shipping) for equipment necessary for the College of Education faculty to effectively deliver online instruction (L. B. Fogle, personal communication, September 7, 2022).

Other CMCs found innovative ways to adapt planned workshops and programming to an online format. At the Bowling Green State University (BGSU) Curriculum Resource Center (CRC), librarians adapted both new and pre-pandemic planned programming to online formats. While standard workshops and instruction sessions were readily adapted to Zoom, other programs required more creative approaches. The BGSU CRC had planned an “April Madness” event, where favorite picture books were pitted against one another in a March Madness style tournament. With the pandemic closure preventing the planned in person format, the CRC cleverly adapted the tournament into Instagram story polls, with great success (J. J. Prince, personal communication, August 17, 2022).

Other adaptations from the transition to online instruction focused on utilizing and expanding the web presence of the CMC. Web-based content is crucial in meeting the needs of students at their point of need. Many of the CMC directors interviewed work almost exclusively with graduate students or students who are in the K-12 classroom during normal business hours. For these students, online content is even more important as access to librarians may be limited.

Developing content for asynchronous consumption allows the CMC to meet students at the point of need, as well as flip synchronous interactions. Most CMCs reported that they offer multiple online tutorials and instructional videos to students via their web presence. LibGuides are ubiquitous in the CMC community, and are by far the most commonly used tool to provide students with ready access to asynchronous resources. Still, they are not the only web technology employed by CMCs. At the University of British Columbia (UBC) Education Library they effectively use a blog to display reading lists and create intentional tie-ins with their programming (E. Fornwald, personal communication, August 24, 2022). While the blog at UBC

Education Library was not created specifically to deal with the pandemic, it was extremely helpful in the transition to distance education and is one of the most comprehensive collections of reading lists offered by CMCs. Similarly, the UNLV TDRL offers curated lists in categories that help students more efficiently browse the collection online (A. Melilli, personal communication, August 17, 2022) Others have effectively integrated the CMC into their learning management system (LMS). Arcadia University Curriculum Lab created a self enroll course that allows students full access to resources relevant to teacher candidates, directly in Canvas (M. Correll & J. Bornstein, personal communication, August 24, 2022). Also utilizing the campus LMS, librarians at the University of Toronto OISE Library created a series of tutorials in Canvas using Articulate Rise 360 to help students develop skills specific to their information needs (E. Hector, personal communication, October 5, 2022). Others, like the University of British Columbia, published video tutorials on YouTube to help students develop the skills necessary to become effective library users (E. Fornwald, personal communication, August 24, 2022).

What plans are in place to meet teacher and teacher candidate needs if distance education is increasingly part of the education landscape?

Although we collectively have experienced a “return to normal” in most CMCs, the effects of the pandemic have made changes to the ways in which we continue to operate. Despite a lack of widespread collection development efforts, eBooks were still on the mind of almost all of the CMC directors interviewed. As pointed out in my interview with the director of the UNLV TDRL, the academic library market for electronic versions of children’s and YA literature has

largely been ignored by the major vendors (A. Melilli, personal communication, August 17, 2022). Vendors may yet build a solution that meets the needs of CMCs and is cost effective, as they have for public and school libraries. With the increasing number of students completing degree programs online, a cost effective means of building online collections would interest most CMCs.

While teleconferencing may have been a sparsely used option prior to the pandemic, it is now firmly embedded as part of the work we do in the CMC. Most of the CMC directors and liaison librarians I interviewed have reported that Zoom remains the preferred option for most student consultations, even after a return to campus. While Zoom may be the preferred method of providing consultations moving forward, in person instruction is certainly returning to the CMC. Most of the CMC directors reported that instruction preferences of faculty have largely shifted back on campus and in-person modalities. While there is variation from campus to campus, teleconferencing will likely continue to play a greater role in our ability to provide research consultations and instruction to students.

Video based resources are another area of interest to most of those managing CMCs moving forward. Directors at multiple CMCs reported subscribing to at least one of ATLAS, Alexander Street, Kanopy or Teaching Channel to provide students with access to quality streaming teaching content. These materials were reported to be crucial supplemental materials during pandemic lockdowns, providing teachers with access to the inner workings of K-12 classrooms while in-person observations were not possible. Many of those interviewed reported these video based materials were increasingly integrated into faculty courses. With this increased reliance on

video based content, demand for subscription access will continue to rise. While many shared concern about the long term costs of these resources, it seems likely that CMC budgets will need to account for these types of materials moving forward.

How are CMCs meeting the needs of teachers through their collections?

Communication with faculty and staff in the programs the CMC serves is absolutely essential, and all but one CMC director reported close collaboration as one of the keys to meeting teachers' needs. Several interview participants authored papers, included in the literature review section of this paper, on close collaboration with students and faculty to meet teachers' needs. The most simple form of collaboration was patron driven acquisition models - that relied on student and faculty input to drive purchasing decisions. Others reported close monitoring of the curriculum to tie in collection development efforts directly to the curricular needs of patrons. At Sacramento State University, the CMC director learned of the need for dual-language immersion materials for students earning a bilingual authorization and responsively began building a collection of materials to directly meet that need (B. Zaragoza, personal communication, October 12, 2022). Ultimately, most interview participants felt that the CMC itself, as a specialty collection, was for the most part meeting needs through thoughtful collection development.

Still, some of those interviewed made it clear their CMC had at one point or another stopped meeting student needs and steps needed to be taken to address that. At Arcadia University, a student advisory group was formed through an education course to give students a voice in what needed to happen to make the collection work for them (M. Correll & J. Bornstein, personal communication, August 24, 2022). In the same vein, at Rhode Island College (RIC) a semester-long partnership with an education course led to many substantial changes in the

collection (K. Ayton, personal communication, August 30, 2022). These thoughtful dialogues with students led to significant changes to collections, including weeding plans.

While most participants reported how patrons make their needs known, sometimes patrons do not know what materials are available. This is where experts like CMC directors are able to make a major contribution to education programs by showing students resources that meet their needs. The UNLV TDRL takes this into account in their collection development philosophy, which seeks to focus on materials teachers *do not* know about (A. Melilli, personal communication, August 17, 2022). These types of collection decisions can lead to valuable discovery of new materials and ways for teachers to meet standards and keep students engaged. Others relied on focusing their purchasing efforts on specific criteria when lacking input from faculty and students. At California State University San Bernardino (CSUSB), the CMC director built the foundation of the Childrens and YA collections around a criteria of award winning and honor books, utilizing the many awards issued annually in each genre (L. Bartle, personal communication, October 7, 2022). Ideally, CMC directors can utilize multiple approaches to ensure the collections meet the many needs of their students and community.

What innovative materials have been added in order to meet the demands of new standards like NGSS?

While most of the innovative collections discussed with CMC directors had existed prior to NGSS, hands-on materials stood out as collections that have thrived in meeting the need of teacher candidates through the CMC. The sub-collections most interviewees found synonymous

with innovation were STEM materials including robotics kits, makey makey kits, Raspberry Pi, Arduino, and other materials that allowed teacher candidates to demonstrate STEM concepts in engaging ways. Almost all of the CMCs interviewed had some circulating STEM/makerspace materials that could be utilized by students. At the UBC Education Library, students have complete makerspace kits that they can reserve and check out during practicum. METRC at NCSU follows a course integration model with their makerspace collection (L. B. Fogle, personal communication, September 7, 2022). Items in this collection are featured in workshops, integrated in coursework, and most also circulate to teacher candidates in the field. This ensures student and faculty awareness of resources while preventing materials from stagnating on shelves after purchase.

Not all innovative collections were STEM related. OISE Library at University of Toronto has collections in dual languages as well as braille (E. Hector, personal communication, October 5, 2022). Sacramento State is building a collection to support dual language immersion teachers working toward their bilingual authorization (B. Zaragoza, personal communication, October 12, 2022). At UBC, the Education Library offers students critical literacy kits as well as literature circle kits (E. Fornwald, personal communication, August 24, 2022). The UNLV TDRL is experimenting with kits designed for parents studying with children, a novel alternative to dedicated family study spaces (A. Melilli, personal communication, August 17, 2022).

How do CMCs contribute to library programming? Do any CMCs offer regular workshops or other professional development opportunities in collaboration with their affiliated school of education?

The most universal form of library programming found in CMCs was also the simplest, the curated book list. Browsing in an academic library is overwhelming, especially when looking for children's and young adult materials by grade, interest, theme or reading level. Booklists and displays augment the collection by providing an additional avenue for CMC users to navigate our often large collections. Despite the tendency to think of displays as an in-person physical exhibit, booklists online can afford students similar access to themed collections. Some examples of these lists, include:

- UNLV TDRL: <https://guides.library.unlv.edu/c.php?g=403811&p=3213149>
- UBC: <https://blogs.ubc.ca/educationlibrarybooklists/>
- BGSU CRC: <https://libguides.bgsu.edu/crc-reads>
- CECHS: https://guides.libraries.uc.edu/childrens_and_ya_lit/lists
- Appalachian State IMC: <https://imc.library.appstate.edu/book-lists>
- METRC NCSU: <https://sites.google.com/ncsu.edu/metrcbookdisplays/home>

Many of these examples illustrate the utility of book lists after a display is no longer present. At NCSU, the Banned Books week display was even turned into an immersive experience in the visualization studio (S. Summers, personal communication, September 27, 2022). All of these approaches to curated book displays allow for students to access and engage with the CMCs quality collections in ways that the stacks do not afford.

In addition to displays, many CMC offer additional programming in the form of workshops, author visits, and professional development. At BGSU's CRC, a number of programs stood out, the most notable of which is the [Lit and Learn](#) program - a series designed to help teachers build a culture of reading in their classrooms. As part of the Lit and Learn program, students attend two seminars, a book club/literature circle and an author visit in order to earn \$100 towards diversifying their classroom library (C. Boff, personal communication, August 10, 2022). BGSU also facilitated several other fun programs designed for increasing awareness of the collection and familiarizing students with children's literature. These included a Sneak Peek event that connected vendors with educators and a mock Caldecott competition (J. J. Prince, personal communication, August 17, 2022). METRC at NCSU collaborates with school of education faculty to offer students Professional Growth Units (PGU) for participation in workshops on a wide variety of topics including robotics, AR/VR, and makerspaces (S. Summers, personal communication, September 27, 2022). At UBC Education library, they have integrated library instruction into the teacher education programs, with a sequence of instruction that includes two required workshops and an optional individual consultation with a librarian (E. Fornwald, personal communication, August 24, 2022)

How have CMCs integrated OER into their collections and future plans?

While many of those interviewed expressed an interest in integrating OER into the CMC, there is not much activity in this space currently. Many CMCs indicated that OER resources were included in curated lists on libguides and promoted during the pandemic lockdowns when online resources were being explored by many teaching online for the first time. At California State University, Northridge (CSUN), promoting the use of primary source documents and other

California State Library online resources was one way that zero cost materials were integrated into CMC instruction (L. Cheby, personal communication, October 6, 2022). Others mentioned provincial repositories like [TeachBC](#) and the [Ontario Educational Resource Bank](#) as state run efforts that were peripherally utilized (E. Fornwald, personal communication, August 24, 2022; E. Hector, personal communication, October 5, 2022). Most CMC staff interviewed for this project deferred to broader campus or library efforts in the OER space.

What services are being offered at CMCs?

Services offered at CMCs vary considerably based on funding and resources available to the CMC. Standard services include readers advisory, research consultation, and instruction. While these standard services vary slightly from site to site, all of the librarians interviewed offered these core services. Beyond the core services one would expect from a library service point, many CMCs have teacher preparation areas offering printing, lamination, Ellison die-cut, and binding services. These teacher preparation areas also typically offer supplies for purchase, like bulletin board paper, construction paper, and photocopies. A few of the CMC's interviewed offer additional tools for maker activities geared towards teachers like 3D printers, Cricut, and soldering equipment. Just like the supplies for the teacher preparation areas, consumable supplies are available for purchase including printer filament or vinyl sheets. Each of the CRCs interviewed tailored their services directly to the needs of their users. This approach is essential as some of the equipment required to offer these services is extremely expensive to purchase.

Site Visits

Site visits offer a unique opportunity to experience the CMC in a way that cannot be duplicated either through interview or analysis of a web presence. The Reggio Emilia approach to education considers the role of space as a “third teacher” in the classroom, and this can apply to libraries as well. Hickey (2019) applied the Reggio Emilia approach to libraries and defines the role of space in learning as, “the physical space where learning occurs should be welcoming and designed to foster communication and group work... the space should encourage discussion and exchanges” (2019, p. 14). This is true of the CMC as well - in order to fulfill our function on campus we need to be a space that students not only want to be in - but also one that facilitates collaboration and discussion about teaching and teaching materials. During my sabbatical I was able to visit several CMCs that embody this idea of space as a third teacher.



Figure 1: At University of Nebraska, Kearney, manipulatives and educational games are merchandised, similar to a bookstore or display.

At the University of Nebraska, Kearney, the CMC is situated on the lower level of the main library. This CMC shares the floor with other educational services as well as an extremely large and open group study space. The collections at University of Nebraska, Kearney CMC include textbooks, children’s literature, young adult literature, educational games, activity books, and historical textbooks. As a State of Nebraska Children’s Literature Archive - the children’s collection is not weeded. The collections here are shelved by LC call

number, and they utilize shelf space for the merchandising of educational games/manipulative section (see figure 1). As part of a growing trend in CMCs, they recently removed all DVDs and CDs from the collection due to an overall lack of circulation. The space includes many small nooks and areas for students to collaborate and study. At the time of my visit, they were hosting a summer camp for elementary students completing reading activities utilizing materials from the CMC, highlighting an education community partnership that utilizes the CMC collection and space.



Figure 2: The Juneteenth display at University of Illinois, Champaign-Urbana in a 4-sided display case.

The CMC at the University of Illinois, Champaign-Urbana is situated in a larger education library which is one of several libraries on the campus. The area occupied by the CMC is a large open space that is dedicated to quiet study, but includes all of the elements necessary for group study and collaboration. In this main hall area, kits and reference materials are shelved on low shelving, and there are several rotating book displays including one area dedicated to new materials. The main study area is adjacent to a smaller room dedicated to the children's literature, curriculum and young adult

stacks. The shelving system at University of Illinois, Champaign-Urbana is one unique to this CMC. Both Dewey and LC are utilized in the collection, with several prefixes employed to

separate the collections. This collection is notable for its sheer size at over 173,000 volumes. During my visit I was able to check out the Juneteenth/LGBTQ Awareness display (see figure 2) - featuring several titles already in our local collection, and a few others would be excellent additions to our own collection. This display case was notable for being 4-sided. With our very limited wall space available in the TRC this may be an excellent option for future displays.

West Chester University (WCU) Library Innovative Media Center (IMC) boasts one of the largest spaces within a main library for group/collaborative work. Despite being one of the smallest schools visited, a large amount of the library at West Chester University is dedicated to the CMC. This is likely attributable to the curricular focus at WCU on K-12 education.

Materials are shelved by Dewey Decimal and within the collection there are several sub collections including Picture Books, Juvenile (YA), Non Fiction, and Professional collections.

At the time of my visit a Tinker/Makerspace was being constructed within the larger IMC. One innovative feature of this CMC was a full space dedicated to a virtual Automage dissection table.

The IMC included a 'teacher prep' area complete with die-cuts, lamination and poster printers.

The West Chester CMC is very much a space dedicated to teacher preparation with a deep knowledge of the tools and materials necessary for these programs. To ease students in browsing big books, they created a finding aid/inventory- which detailed the big books available and made the browsing process a much easier task.

The University of Cincinnati, College of Education, Criminal Justice, and Human Services (CECH) Library is one of the larger CMCs I was able to visit during my sabbatical. The space is located within the School of Education and is an exceptional facility. The space is two stories,

with a lower level that includes a makerspace, circulation/service desk, dedicated classroom, group study areas, computer labs, and multiple collections. Most of the K-12 collections are shelved by Dewey Decimal, with the exception of trade and professional titles which are shelved by LC call number. The CECH Library effectively utilizes all of its shelf space, and where possible they feature books with front covers facing patrons (see figure 3). One notable collection was their Kretschmer Collection of Native American Literature, which was prominently displayed on a main thoroughfare in the CECH library (see figure 4). The CECH library spans two floors and is punctuated with a grand reading room on the second floor that also houses trade and professional collections. Similar to the TRC, CECH has recently removed VHS, CD and DVD's from the collection for a lack of use. It was clear during my visit that the proximity to College of Education classrooms makes visits to the CECH library very convenient for students and while my visit was during the summer months, there were still several students utilizing the space.



Figure 3: All shelf space is utilized at University of Cincinnati, CECHS Library. Here we see easy readers merchandised on all shelves.



Figure 4: The main corridor in the CECHS Library features the Kretschmer Native American Collection prominently.

The University of Delaware Education Resource Center (ERC) is also located in the School of Education on the first floor of Willard Hall. Upon entry it appears to be a smaller space, but the center more than doubles in size by utilizing an adjacent room. The University of Delaware is a smaller school compared to some of the other campuses visited but you would not be able to tell from the space they have dedicated to the CMC. Inside the CMC there are two main spaces, with periphery rooms for printing and a dedicated classroom/group study room. The space has several computers available for users and they subscribe to several pieces of software specifically purchased for School of Education students. Fiction collections include picture books, leveled readers, juvenile chapter books, juvenile chapter series, and young adult fiction - all shelved by the author's last name. Non-fiction collections include non-fiction, professional books, and textbooks. Of interest is a new collection of social emotional materials that is in development by the CMC director. The categories for social emotional materials included;

- Adult;
- Anger and forgiveness;
- Being Yourself;
- Creating a Positive Environment;
- Empathy;
- Fairness;
- First Day;
- Happiness;
- Independence;
- Kindness;
- Learning how to lose;
- Mindfulness;
- Motivation;
- Anxiety & Fear;
- Self-confidence;
- And Support systems.

Each Shelf in the manipulatives area of the ERC collection included an inventory that made shelving and browsing an easier experience. There was also an entire section dedicated to Pre-K needs, including toys to be checked out by students. Student created materials and lessons were paired with materials, these appeared to be associated with previous coursework. A classroom, whiteboard, laminator, and large format printer were all available to students.



Figure 5: End of shelf book displays give visitors quick access to the collection at the Liberty University Curriculum Library. Colored spine labels can be seen in the background on shelves.

Liberty University Curriculum Library was the most updated facility I visited over the course of this sabbatical. The space was not very large but it was ideally organized, bright and inviting. The Curriculum Library is located in the mezzanine level of the Jerry Falwell Library, tucked away in a corner. The area is well marked and has its own entrance so it can be opened and closed while the greater library is open. The space boasts beautiful hardwood floors and is painted a bright blue on accent walls. Each

area of the collection thoughtfully labeled with large signs. There are displays both inside and outside the entrance, and much like a bookstore the ends of all shelves feature book merchandising by theme (see figure 5). Despite its small size, the Curriculum Library managed to include a “creation station” with various maker tools for students to utilize. This collection was also one of the most welcoming to children, with its warm features and furniture that invites

children and adults to use the space to read. One aspect of the collection that we could use to improve our local situation are the spine labels applied to each collection. Each collection is color-coded, for efficient on shelf identification as well as reshelving purposes. The collection here is organized into ten distinct areas; beginning reader; easy; fiction; nonfiction; young adult; audiobook, graphic novels and pop-ups; curriculum; English as a second language; teacher resource materials; and manipulatives.

The California State University Libraries visited during my sabbatical did have collections but each collection lacked a local servicepoint associated with the collections. The collection at San Jose State University (SJSU) was notable for its organization of LRDC materials by grade level instead of by publisher. This organization better matches the ways our teachers search the LRDC collection. The various collections that comprise a CMC were split up at SJSU, with historical materials on the lower level, curriculum and professional materials on the 7th floor and a children's library collection in collaboration with the San Jose Public Library on the first floor. This arrangement could be confusing to end users. At CSU Fullerton, the collection was contained in a single area on the fourth floor of the library adjacent to a large open group study space and various library services. The collection was notable for its size and high quality displays that incorporated local artifacts. At CalPoly Pomona, there is a relatively small CMC collection with an adjacent family space. The family space was designed to give families and students with children a space where children can learn through play while parents complete work. The Bronco Family space is surrounded by low shelving and children's books, seating for children, and toy sets. Spaces like this family space serve to give parents the opportunity to study on campus and keep children occupied with high quality materials nearby.

CMCs in Review: 2016-2022

In this section of the report I will provide an overview of the organization, programs, services and efforts of CMCs and the librarians that run them. This section is intended to take a deeper look at the current state of CMCs by combining information gathered from interviews with recent literature on CMCs.

Staffing

Having the resources to build an effective CMC include being afforded the time necessary for collection development, time to fully execute plans and programing, and time to collaborate with faculty and students. Oftentimes, the directors of CMC are saddled with significant responsibilities in addition to duties in the CMC, or worse yet, the CMC is simply viewed as an extra duty to be added to the Education Librarians responsibilities. The *Guidelines for Curriculum Materials Centers* (Association of College & Research Libraries, 2017) indicate that the “director should be assigned no less than half time to the management of the CMC” (p. 3). Although many in academic libraries are tasked with going beyond their position descriptions, there is clear evidence from both interviews and the literature that this is common amongst directors of CMCs. In this section we will review evidence from the literature and recent interviews to gain a better picture of how we staff CMCs across the country.

In a nationwide survey of 160 Education Librarians, researchers found that 78% reported that they have “too many responsibilities and not enough time” (Donaldson et al., 2022, p. 16).

Education Librarians open-ended responses indicated that the reasons for this were, “having too many constituents to serve on their own, a lack of staffing, and the elimination of positions to

support Education faculty and students” (Donaldson et al., 2022). Of particular relevance to the CMC, one response from that same study stated, “when the other Education Librarian left, that position was not replaced, and the Curriculum Materials Center librarian position was deleted...I am doing two jobs” (Donaldson et al., 2022, p. 16). This respondent also said that “the excuse for doubling up [their] job [was] the falling enrollment in Education,” and that they were also required to provide instruction for other departments, such as English (Donaldson et al., 2022, p. 16). Ayton and Capraro (2021) further illustrate this problematic trend in libraries describing how the “Emerging Technologies Librarian took over responsibility of the CRC in 2015, when he became the liaison to the School of Education at the college” (p. 5). In this case, not only were the liaison responsibilities for the School of Education added to the plate of the Emerging Technologies Librarian, but the CMC director was considered part of the education liaison role. This conflation of Education Librarian roles and the role of a CMC director is one that was shared in several interviews I completed with CMC directors over the last few months.

If CMCs are to survive the next 20 years, librarians, administrators, and education faculty need to be educated on the differences between the Education Librarian and the CMC Director role. CMC directors, regardless of the location of their collections, manage what could be considered a branch library or special collection of K-12 materials. These collections are filled with specialized resources for a very specific population, tailored specifically to local educators' needs. Education librarians, on the other hand, often focus on researching scholarly and academic collections, with an academic audience in mind. While there is no single approach that will work for all institutions, understanding the difference between the role of a librarian tasked

with supporting education researchers and those tasked with supporting preservice teachers is fundamental to the future success of CMCs.

Student Input/Collaboration with Courses/PBL

One of the most important approaches to building a modern CMC is incorporating student input into decision making. Project based learning (PBL) affords CMCs the opportunity to create a patron driven space and service model (Ayton & Capraro, 2021; Correll & Bornstein, 2018). At Rhode Island College (RIC), PBL was used to create a partnership between the CMC and an education course (Ayton & Capraro, 2021). Through a semester-long course assignment, the CMC director along with the course professor, worked with students to reimagine the CMC (Ayton & Capraro, 2021). Student input was used to improve the collection through selection and weeding, reconfigure the CMC physical space, improve the CMC atmosphere with locally created elementary student art, and improve the overall browsing experience (Ayton & Capraro, 2021). Another similar collaboration took place at Arcadia University, where the CMC director and an education faculty colleague collaborated using PBL principles through a course on designing learning environments (Correll & Bornstein, 2018). Students in this course also worked on redesigning the learning environment in the CMC, making improvements to layout, furniture and even adding a SMARTboard to the space for teacher candidates to use (Correll & Bornstein, 2018). In addition to space, students at Arcadia also made suggestions to improve the browsability of the collection and formed an CMC advisory group to continue the work of improving the space (Correll & Bornstein, 2018). These PBL opportunities not only help improve educational outcomes for our students, they also help students develop a sense of belonging in the library and greater campus community. When students get to see firsthand how

their feedback was able to help create a space both for, and by the students, they can share ownership over the space and collection.

While physical space is what we most often associate with CMC's, there is an increasing amount of energy being dedicated to the web presence of the CMC. Though rarely discussed in the literature, the *Guidelines* do mention web presence as a key marketing tool:

A Web presence should be used to market the CMC and should be linked to and from the library website and the education college/department website. The website should include, but not be limited to, the values and vision statement, the mission statement and goals of the CMC, the resources and services of the CMC and links to appropriate teaching resources, course guides, databases, and curriculum materials sites to include teaching activities, standards, children's literature, publishers, etc. Social media should be used to promote the services and resources of the CMC. (2017, p. 4)

While marketing is an essential function, savvy CMC directors have developed web properties that go far beyond marketing.

The same librarian and faculty team at Arcadia University that implemented PBL with students also developed a full CMC space on the campus Learning Management System, Canvas, as a response to the pivot to distance education caused by the COVID-19 pandemic (M. Correll & J. Bornstein, personal communication, August 24, 2022). The Canvas space is complete with access to all of the resources necessary for students to utilize the Curriculum Lab (CMC) from a distance. The Arcadia team even collaborated with the local public library, including all of their programming on a calendar of events in Canvas to increase student access to learning

opportunities and build habits that will help in their future teaching careers. Other have also created tutorials for students using the CMC in the campus LMS, like the OISE Library at University of Toronto (E. Hector, personal communication, October 5, 2022)

Programming

Programming, while expensive, can be one of the most impactful opportunities for CMC to impact the career of teacher candidates. Programming serves as a way for us to showcase our collections and engage with the students, faculty, teachers, and families we serve in the CMC. As content area specialists, CMC directors and staff can plan programming that not only compliments the curriculum, but also enhances the student experience.

Collections based programming offers the CMC an opportunity to create thoughtful interaction with our collections. Two excellent examples in the literature of this type of programming are the Mock Caldecott and April Madness events held at Bowling Green State University (Prince & Boff, 2021). In the Mock Caldecott, around 15 notable titles from that year were selected by the CMC staff for inclusion. Each month at a Mock Caldecott meeting, a few of the titles (4-5) would be selected for evaluation. Based on an evaluation rubric provided by the CMC, each participant would evaluate the titles and discuss at the Mock Caldecott meetings. Meetings were open to all and, during the pandemic, recorded so they could be viewed asynchronously over the course of the month. At the end of the meeting cycle, participants vote on winners and results are shared (Prince & Boff, 2021). In another program, modeled after the NCAA March Madness tournament, the CRC at Bowling Green State University would select a field of children's books to go head to head. Books selected for the April Madness event were displayed in the CMC and participants could vote for their "winner" each day. Other CMCs are using workshops to

promote books for English language learners (ELL) (Godbey & Melilli, 2021), create awareness for critical literacy kits (Fornwald et al., 2021), and invite K-5 students on campus to have lessons delivered by teacher candidates in the CMC, using CMC materials (Hoffman, 2018). It is not just book collections that make for excellent programming, STEM materials are an area where CMCs can expand their offerings. One exemplary program is at University of Wyoming, where STEM maker activities and an extracurricular club has turned into elective courses for undergraduates and nearby middle school students (Shepherd et al., 2017).

Much like the programming described above, interviews revealed even more innovative programming being offered to students through the CMC. The CMC staff at BGSU have implemented a Lit & Learn program aimed at helping students and teachers build the skills necessary to create diverse classroom libraries. Participants were required to attend two sessions geared at improving students' awareness of diverse classroom literature. The sessions were spaced out over the course of the year and if students completed both workshops, they were awarded a \$100 stipend to start their own diverse classroom library. The series was funded through contributions from the deans of both the School of Education and the Library as well as donors. Borrowing from the public library space, the CMC Director at Rhode Island College recently created a Storybook Walk at the entrance to the library. Through a series of posters, students and visitors to the library have the opportunity to read an entire book on their way into the library. At NCSU, the CMC offers active and passive programming, along with a full suite of workshops and professional development (S. Summers, personal communication, September 27, 2022). Fun passive activities for students to participate in at their leisure include contributing to Lego scenes and goal setting displays. The CMC at NCSU also partners with the School of

education to offer Professional Growth Units (PGUs) that include robotics workshops, AR/VR experiences, makerspace activities and workshops on digital tools that K-12 teachers are likely to use. At the University of British Columbia, the CMC has become integrated directly into the curriculum. The team of *three librarians* at UBC offer a mandatory two part workshop series concentrating on unlocking literacy and research skills to all education majors, with an optional third phase consultation with a librarian (E. Fornwald, personal communication, August 24, 2022).

Location, Space & Organization

Location is one of the most important factors for a CMC. Library space, more than ever, is at a premium in 2022. The *Guidelines* (Association of College & Research Libraries, 2017) state, “the CMC should be in proximity to the education holdings of the college or university library, or alternatively it should be in the building that houses the college/department of education (p. 3).” Recent research indicates that teacher candidates favor a convenient space more than anything (Vanderwerff & Herscovitch, 2021). While relocation brings about many issues, if circumstances allow for a satellite or branch location, it appears this is the most ideal arrangement for the main population CMCs serve, the teacher candidate. Vanderwerff and Herscovitch (2021) found that proximity and convenience to be the biggest factors influencing the use of the CMC. According to the *Directory of Curriculum Materials Centers and Collections 7th Edition* (2015), 56% of the highest funded CMCs are located in their respective School of Education. Proximity to school may also impact funding, as 55% of those CMC’s receive additional funds from their respective School of Education, versus only 14% (in that same funding tier) of CMCs located in libraries. There are some negative tradeoffs associated with satellite collection location. Researchers found that staff usage of a CMC after a relocation

to the Education Department dropped precipitously due to the walk across campus (Vanderwerff & Herscovitch, 2021). Other possible drawbacks include lack of shared staff and students assistants duties, increased reshelving time from multiple return locations, lack of equipment availability at the satellite location and increased operational costs.

In addition to location, space was one of the most commonly discussed aspects in the literature. Space affords the CMC director ample opportunity to achieve ideal organization in the CMC as well as create an environment students want to use. Students in many studies - as well as anecdotally - have made it clear that CMC collections are not inherently browsable. While the split of shelving in CMCs interviewed is roughly 50% Dewey and 50% LC, both leave much to be desired according to our users. In order to improve the browsability of their collection, Webster and Faulkner (2022) opted to reorganize from a two category organization structure (picture books and young adult) to an 8 category organization structure more in line with the ways students search for materials. This reorganization was achievable thanks to additional space being dedicated to the CMC as a result of strong usage statistics (Webster & Faulkner, 2022). Students now can browse the collections by section; children's, middle grade and young adult for fiction; childrens or young adult for non-fiction; and finally graphic novel, poetry/verse and biography (Webster & Faulkner, 2022). Another example of an innovative approach to improving browsability came from the CMC at University of Wyoming. Here, in order to improve the browsability and search experience of users, staff in the CMC and cataloging departments collaborated to include photos and metadata that better described the nontraditional kits and materials often found in CMCs (Butler & Kvenild, 2014). Similar visual catalogs of kits

and manipulatives can be found at the OISE library, where the entire kit collection can be browsed visually online (E. Hector, personal communication, October 5, 2022).

Space can also dictate how CMC directors make collection development decisions. At the University of Wyoming CMC, small, portable STEM materials were initially selected due to space concerns with larger equipment (Shepherd et al., 2017). Organizers at the University of Wyoming found that the STEM based materials were best used in various locations both within and outside the CMC (Shepherd et al., 2017). The way the materials were used led to the idea of an “unspace”, a makerspace collection that focuses on providing the tools necessary for maker activities, but relies on the campus as a whole to provide the space. NCSU’s CMC similarly has a circulating maker collection, but they also have a corresponding physical space dedicated to maker activities and training (L. B. Fogle, personal communication, September 7, 2022). In both cases, the collections are well used by the community and highlight that there is no one-size-fits-all approach for libraries. Instead, the CMC is wise to make the best space decision based on the campus context in which they operate.

Students involved in project based learning opportunities focused many of their efforts on redesigning space (Ayton & Capraro, 2021; Correll & Bornstein, 2018). Students in an education course at Rhode Island College also wanted to improve the browsability of their CMC, but due to staffing constraints in the cataloging unit the suggestions they made could not be implemented (Ayton & Capraro, 2021). As an alternative, students created a series of themed book displays that would allow teacher candidates to browse “bookstore style” (Ayton & Capraro, 2021). In addition, Students at Rhode Island College worked with a local third grade

class from a local elementary school to add artwork, in the form of a large mural, to the CMC (Ayton & Capraro, 2021). At Arcadia University, students worked on a semester-long project proposing changes to the library CMC. At the end of the semester students presented their suggestions to library administration and the Dean of the library funded the proposed project. Changes included opening up space in the collection, new furniture and the installation of a whiteboard (Correll & Bornstein, 2018). Gathering student input on CMC spaces and using that feedback to make evidence based decisions can help the CMC remain relevant for each successive generation of teacher candidates.

Collections

At the heart of the CMC are its collections, which open the door for us to make a difference in the educational experience of teacher candidates. Collections in CMCs are intended to support teacher candidates, students enrolled in education courses, and in some cases even local teachers. Additionally, faculty, staff and parents will often find use for collections, as will on campus services like preschools, lab schools or on campus high schools. In order to meet the needs of these communities, the CMC needs to ensure that those involved in collection development are well versed in both the College of Education curricula and TK-12 state standards. As a result of this specialization, CMCs benefit from having their own collection development policy (Catalano, 2016). In these collection development policies, CMC directors have the opportunity to clearly outline the collection goals and target audience.

Some CMCs, like the UNLV Teacher Development and Resource Library (TDRL), keep collections relevant and updated through age limit policies. The UNLV TDRL has a strict 15 year retention policy for its collection, which ensures students are only accessing the most recent

literature for their classrooms (A. Melilli, personal communication, August 17, 2022). Policies like these make collection decisions simple, and also limit the amount of space required to house the CMC. While collection development policies provide CMC directors the opportunity to stipulate how ongoing analysis in the CMC will take place, weeding everything is not always the answer.

While an age limit on books in the CMC may work for some - it may not be the best approach for all CMCs. Some libraries have found that historical children's literature can be used as a learning tool. The concern many CMC directors have when keeping older materials is that these materials may include problematic or outdated depictions of race, gender, sexuality, or religion. Fornwald et. al. (2021) states "leaving problematic books on the shelves unmediated can also perpetuate harm by exposing users from historically oppressed and colonized groups to inaccurate and stereotypical depictions of their communities and cultures" (2021, p. 205). Many libraries choose to shelve these items in a separate location, but this can lead to confusion and does little to prevent unintended use. One library intent on keeping these titles for historical purposes was able to turn them into critical literacy kits, *highlighting instead of hiding* children's literature's role in perpetuating problematic portrayals of many marginalized groups. The kits were created through an in class collaboration that allowed students to select problematic books, identify themes, and then group books by the identified themes (Fornwald et al., 2021). The kits included:

- a handout introducing the topic of critical literacy and the specific theme of the kit,

- a booklist with authentic Indigenous, or Own Voices, picture books from the collection that could be used as alternative texts to counter the problematic narratives and images found in the kit's contents,
- a document with suggested learning activities for use by librarians or other educators when using the Critical Literacy Kits in classrooms. (Fornwald et al., 2021, p. 215)

Other branch libraries in the UBC system adapted the kits process above, making the kits more like a lesson-in-a-box:

Unlike the kits at the Education Library, which include a number of problematic titles with a common theme, this kit includes only two books, only one of which is problematic. Users of this kit are asked to interrogate the children's picture book *The Rough Face Girl* written by Rafe Martin and illustrated by David Shannon. This book is authored and illustrated by non-Indigenous people and tells an 'Algonquin Cinderella story'. Users then look at *Buffalo Bird Girl: a Hidatsa Story* retold by S.D. Nelson as an "Own Voices" alternative. Patrons are meant to use the provided guiding questions to start dialogue with children about the text and should compare and contrast them. This kit also includes a handout with information about critical Indigenous literacy. There are sections dedicated to problematic terminology, like describing an Indigenous story as myth as opposed to a traditional story, and the concept of inviting a guest speaker into the classroom. (Fornwald et al., 2021, p. 216)

These examples highlight the educational opportunities presented by reusing materials instead of eliminating them from collections. Reuse creates ample opportunity for classroom collaboration and exploration of these ideas by the populations we serve.

Highlighting collections is one of the most effective ways CMC directors and staff can improve the visibility and accessibility of our collections. At the University of British Columbia, three education librarians collaborate on building extensive booklists for students to utilize (E. Fornwald, personal communication, August 24, 2022). Through their blog, the Education Library Blog (<https://education.library.ubc.ca/blog/>), the library team introduces programming and themed lists that are mirrored by in-library displays. Each curated list is organized by theme on an adjacent blog (<https://blogs.ubc.ca/educationlibrarybooklists/>) that is truly impressive in scope. At the time of writing, the page featured 128 individual curated booklists, organized into 15 core competency aligned categories. The book lists and displays provide students with the tools necessary to browse in a manner that typical shelf browsing does not allow. This service aligns with findings from studies that looked at how students wanted to organize collections (Ayton & Capraro, 2021; Correll & Bornstein, 2018). To ensure that the blog does not become overwhelming, librarians at UBC have established a standard for blog content, to ensure the intentional use of appropriate library channel (E. Fornwald, personal communication, August 24, 2022).

The CMC was one of the original “maker” spaces in many academic libraries, with a history of offering a space where teachers can get creative, use craft supplies, Ellison die-cuts, laminators and other “low tech” maker supplies (Catalano, 2016). The maker movement emerged in 2005 and the spaces created since then are often headlined by expensive equipment, although this is not a necessity (Catalano, 2016). And while STEM related materials are nothing new to CMC’s, the options have evolved over time. Presently, CMCs are meeting the needs of students by offering collections that help teacher candidates meet Next Generation Science Standards

(NGSS). NGSS focuses on three dimensions to learning science; cross cutting the domains of science; science and engineering practices; and disciplinary core ideas (*Next Generation Science Standards*, n.d.). This three-dimensional view of learning science makes the CMC an ideal partner in providing teacher candidates access to equipment that allows students to explore science and engineering practices. As mentioned earlier, the University of Wyoming circulates a large collection that includes littleBits, Raspberry Pi kits, Makey Makey kits, computational board games, Sphero, S2, and Dash and Dot robots, GoldieBlox, Squish Circuits, Cubelets, wearable circuits, Arduino Inventor kits, breadboards, science probes, and related guidebooks (Shepherd et al., 2017). UBC employed a similar approach the “unspace”, circulating makerspace kits including littlecodr, Meet K8, Cloudbit, Ozobot, micro:Bit, Dash & Dot and others. At NCSU, they have combined the unspace concept while also housing a dedicated makerspace in their CMC (L. B. Fogle, personal communication, September 7, 2022). The dedicated physical space includes a Cricut, 3D printers, laminators, soldering and electronics equipment, while the circulating collection includes Sphero, Dash & Dot, micro:Bit, Arduino, Beebot, programming board games, Osmo, Cubelets, HummingBird, Keva Planks, LittleBits, MakeyMakey, MBot, Squishy Circuits and Sam labs. Similar approaches to these collections can be found in CMCs across the country. These items provide teachers with multiple avenues to exploring phenomena and meeting NGSS in the classroom.

Just like helping teacher candidates meet changing standards, the CMC also needs to help teacher candidates accommodate the changing demographics of schools across the country. To that end, the UNLV CMC recently set out to better accommodate the growing numbers of English language learners (ELL) in classrooms (Godbey & Melilli, 2021). The Clark County

school district, where most UNLV graduates end up employed, is the fifth largest in the country and a growing number of their students come from Spanish speaking households (A. Melilli, personal communication, August 17, 2022). After a careful collection analysis and review of literature on English language learners, UNLV librarians purchased over 250 new Spanish language books geared toward better serving its ELL community and the teachers that serve them (Godbey & Melilli, 2021). This type of community-based collections decision is something that is essential to building responsive collections that meet the unique needs of the communities CMCs serve.

Another area of importance for CMCs to consider is the emphasis being placed on social-emotional learning (SEL) in K-12 schools. In an early article on SEL in the CMC, Catalano (2008) stated

The librarian's role in effectively implementing [developmental bibliotherapy] DB is manifold. Their role includes collection development, research of the topic, outreach to faculty and students and providing access to information about DB. The librarian should be aware of issues in schools and the community that are likely to be addressed by teachers. A librarian whose goal is to help students does not avoid those topics that are controversial or uncomfortable to address, such as teen sexuality. Librarians can stay current on these issues by keeping in contact with school counselors in local districts. In addition to collecting quality materials in not only children's and adolescent literature, the Curriculum Materials Center librarian will also want to procure material on bibliotherapy itself and non-fiction books about the issues. In order to support developmental

bibliotherapy in the CMC the librarian should first develop a collection that includes materials on a variety of issues for different age groups.

More recently, the ideas embodied in the work of Catalano (2008) were put to use in building the character literacy collection at Bloomsburg University of Pennsylvania. This collection was, “developed to help student teachers, social science practicum students, and allied health clinical students become familiar with widely available trade books for introducing young children to the names, descriptions, and examples of the character strengths described in the CSV [character strengths and virtues]” (Duncan, 2021, p. 1). Expanding further on the idea of creating collections that can be used for developmental bibliotherapy, some have found combining bibliotherapy and character education as an effective complementary approach to guided reading and integrating SEL into the classroom (Parker, 2005). Working to build collections rich with character education materials will help teacher candidates build effective approaches and habits for including these types of materials in their professional careers.

As should always be the case in all library collections, representation should be a top priority in CMC collections. As CMC staff, we are responsible for knowing the tools available for selecting materials as well as the needs of the communities we serve. Catalano (2016) sets the baseline for collection development strategies for the CMC staff, but many tools and approaches have emerged since its publication. One CMC that set out to analyze their own collection for representation, is UNCW. Using a carefully selected portion of the collection, researchers found that the collection skewed heavily towards representation of white, abled, female characters from suburban traditional families (Buchanan & Fox, 2019). While the collection was found to reinforce dominant cultures - it gave the CMC staff the opportunity to rethink their approaches to

collection development and clear areas to improve (Buchanan & Fox, 2019). Others have similarly analyzed academic libraries children's collections using tools like Diverse Bookfinder, We Need Diverse Books, and Social Justice books (Salem, 2022). These tools are invaluable to the CMC seeking to improve representation in their collections. Davis (2021) outlines a thoughtful approach to collection development strategy that focuses on *finding authentic youth literature, critical collection and promotion of materials, and mindful evaluation and discussion of materials*. Davis (2021) suggests when searching for authentic youth literature, the CMC staff should consider the following;

- use collection resources beyond trade reviews;
- purchase award titles from the American Library Association (ALA) ethnic affiliate partners and multicultural and international divisions;
- purchase from small and independent presses;
- utilize curated lists from organizations devoted to promoting authenticity in youth literature;
- search for advocates promoting diverse titles in nontraditional spaces. (Davis, 2021)

Further, when collecting and promoting materials the CMC staff should:

- reconsider the diverse materials that have been promoted without applying adequate evaluating criteria;
 - promote diverse materials beyond holidays, histories, and heritage months;
 - select materials that work to decenter normative perspectives;
 - seek out titles with casual and background diversity;
 - promote diverse materials to all groups, not just the groups the materials represent.
- (Davis, 2021)

Finally, when evaluating and discussing materials, the CMC staff should:

- seek out ownvoice reviewers;
- listen to conversations surrounding controversial titles;
- utilize and apply anti-bias guidelines and toolkits;
- consider using inauthentic texts to engage in critical discussion. (Davis, 2021)

Although this approach is more time consuming than the more passive approach of relying on reviews, it will ensure collections meet the unique needs of the communities we serve.

Conclusion

Through interviews, site visits, and a review of the literature on CMCs, this report sought to locate and identify innovative CMCs and programs. This in depth study has equipped the TRC with a number of actionable recommendations to apply to our local context. These recommendations are grounded on evidence from exemplary CMCs across North America. It is clear that the CMC still plays a valuable role on many college campuses. That value is directly tied to the resources and efforts dedicated to the services, programs, spaces and collections offered through the CMC. Successful CMC programs are tapped into the needs of their respective School of Education - through students, faculty and open collaboration with the local education community. CMCs provide students and educators with intentional access to resources that enhance their awareness and ability as professional educators. On the following pages, there are a number of supporting documents, designed to improve educational outcomes for users of the TRC. These include recommendations, a five-year plan (Appendix A), and a clearly defined collection development policy (Appendix B) that outlines all aspects of collection building in the TRC.

Recommendations

Define the role of the CMC and make that role clear to all users.

It all starts with a plan. In order for a CMC to reach its full potential, its role on campus needs to be clearly defined. This is accomplished through clear policy documents and effective marketing of the collection. This process starts with the steps outlined in the

five year plan and definitions provided in the collection development policy. As the plan is executed over the upcoming years, further work strengthening the online presence and marketing of the TRC will help define what our role looks like as we continue to grow.

Realize the full potential of the CMC through collaboration.

While all library collections rely on input from users combined with strategic decision making by library staff, a TRC is more than a collection. As a center - the TRC requires close collaboration in order to fully understand the needs of the KSOEHD. Through collaboration with courses and community organizations, we can align our goals with the populations we serve, all while improving educational outcomes for our students and adding value to teacher preparation experience. Some CMCs have found success forming advisory committees to help guide and direct the work of the CMC.

Enhance educational outcomes with programming designed to compliment curriculum.

Close collaboration allows the CMC to be plugged-in to the areas where students and faculty have curricular interests and needs. Through interactions on a daily basis, faculty and students identify gaps in learning that need to be addressed. The CMC must be responsive to these needs and provide support in circumstances that fit our mission and vision. Programming designed around specific student and faculty needs will help establish the role of the TRC on campus. .

Make collections more accessible.

Having materials on the shelf is not enough. Facilitating learning experiences that allow students to learn how to use those resources is where access really starts. In order to make our collections accessible we need to make them findable, browsable, and intuitive. Pairing materials with lessons and ideas on how to use them in a classroom setting will

help our students discover the myriad of ways they can use supporting materials to build engaging lessons that students will remember. Think back to your favorite learning moments from your grade school and high school experience. Do they involve textbooks and worksheets? Probably not, and neither do ours.

Design spaces that are intentional and consider all users' needs.

Every detail matters, down to the colors of our spine labels. While navigating library spaces is always a concern for users, the multiple sub collections of the TRC pose unique concerns for our users. We need to intentionally design our spaces to best serve our users. Designing a space that can: serve as a flexible instruction area; help students efficiently find material; and guide users to a service point are just a few areas where we can improve.

Model authentic collections for our future teachers.

This isn't your childhood library collection. Sure, we want to create a warm and welcoming environment - but the nostalgic collections of our childhood need updating. While we may be drawn to stories that we are familiar with, the TRC is about discovery and innovation. We need to serve as a model collection for our teacher candidates to build from. Ensuring the inclusion of authentic voices is a key way for us to model collections that teachers should build in their own classrooms.

Provide opportunities for innovation and discovery through accessible collections

Have you ever wanted to do something but not know where to start? Or maybe you just want to find some inspiration. Teachers are constantly faced with these challenges and our role in the TRC is to help them discover new ways to teach and design innovative

lessons through our collections. Access is not just having something on the shelf - it includes providing training, programming, and advisory services.

Develop an online presence that augments the in-person experience.

Remember the pandemic? The TRC became an afterthought for our users during the shift to online instruction and rightfully so. Our online presence was static and informational in nature. Moving forward we need to develop a dynamic online presence that compliments the physical collection - but also augments the reach of our collections, services and programs.

Provide opportunities for students to realize their role as producer, as well as consumers of information.

The conversations on campus about OER almost exclusively focus on being a consumer of open resources. Meanwhile, our students and faculty are busy creating teaching materials that likely never see the light of day. The TRC has a unique opportunity to collectively become involved in shifting the paradigm away from consumerism and towards a culture of sharing student created resources with the broader education community. Whether this is achieved through a student journal, an OERc Hub or another means, let's showcase our students' work in meaningful ways that shifts their mindset towards recognizing their role as creators.

Advocate for staff development and involvement.

The CMC is unlike any other academic library collection. While the TRC may share a catalog and physical space with the rest of the academic library, no other collection in the library is geared towards meeting the needs of TK-12 students. Embracing this difference requires significant investment in staff development, particularly for those who

have not been involved in TK-12 education. Investing in the development of staff to better understand the TK-12 collections is critical to building a successful service in the CMC. Staff interested in being involved should be offered adequate opportunity to contribute to the CMC and its programming.

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Appendix A: 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.

Appendix B: 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

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Appendix C: 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/department 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.

Appendix D: 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 Leitch Smith's Diversity lists

<http://cynthialeitchsmith.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.

Appendix E: 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/yalsa/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/ckbookawards>

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.15degreelab.com/givernyawarddescription.html>

Annual children's science picture book award established in 1998 by the 15^o 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/yalsa/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.

Appendix F: List of Interview Participants and Site Visits

Interview Participants

- University of Nebraska, Kearney, Rochelle Reeves, In-Person
- Bowling Green State University, Colleen Boff, Zoom
- Bowling Green State University, Joe Prince, Zoom
- Sacramento State University, Briana Zaragoza, Zoom
- UNLV, Amanda Melilli, Zoom
- Rhode Island College, Kieran Ayton, Zoom
- North Carolina State University, METRC, Laura B. Fogle, Zoom
- North Carolina State University, METRC, Scott Summers, Zoom
- University of Cincinnati, CECHS Library, Katie Foran-Mulcahy, In-Person
- University of Cincinnati, CECHS Library, Rachel Hoople, In-Person
- University of British Columbia, Emily Fornwald, Zoom
- Arcadia University, Jodi Bornstein, , Zoom
- Arcadia University, Melissa Correll , Zoom
- University of Toronto, OISE Library, Emily Hector, Zoom
- California State University, Northridge, Lisa Cheby, Zoom
- California State University, San Bernardino, Lisa Bartle, Zoom

Site Visits

- University of Nebraska, Kearney
- University of Illinois, Champaign-Urbana
- University of Cincinnati

- West Chester University
- University of Delaware
- Liberty University
- North Carolina State University
- San Jose State University
- California State University, Fullerton
- CalPoly Pomona