

3.1
COLLECTION ALIGNED TO CURRICULAR AND
STUDENT NEEDS

**3.1.1 COLLECTION ALIGNED TO CURRICULAR AND STUDENT NEEDS
(Excerpt from Library Learning Walk)**

Focus Area	Examples	Wondering / Observations	Next Steps
Collection aligned to curriculum and student needs	<ul style="list-style-type: none"> • Selection policy with criteria for selection • Weeding policy with criteria for weeding • Collection development plan incorporating assessment of curricular and student needs 		

3.1.2 INTRODUCTION TO COLLECTION DEVELOPMENT

The heart of your library is your collection. The library collection should be developed around curricular, instructional, and student needs. The material should be available in a variety of formats, including print, audiovisual and electronic resources (both subscription databases and bookmarked Websites).

Collection management is based on priorities and goals that are framed around a guiding philosophy. Your school library must have a comprehensive *Collection Development Policy* in writing. A *Collection Development Policy* is more than a selection policy. A selection policy describes the criteria and policies for adding material to the collection. A *Collection Development Policy* places that selection within the context of your library's vision, mission, and goals; the needs of the students and the school's curriculum; and the strengths and weaknesses of the existing collection.

Your *Collection Development Policy* should include:

1. Your library's mission in the context of the school's mission, the school curriculum, and the needs of your users
2. Selection Guidelines
3. Weeding/Deselection Guidelines
4. Challenged Materials Guidelines.

An established *Collection Development Policy* will help you assess your library's needs, improve the quality of selection decisions, solidify justification for your purchases, and help you respond to challenged titles. Library literature and numerous excellent websites can help you draft your policies. Look at the Resources for School Librarians website <http://www.sldirectory.com/> for sample Collection Development Policies.

Assessing the collection is basic to developing the collection. This can be done in a variety of ways: student and faculty surveys, collection mapping (see the brief description in this handbook), familiarity with the curriculum and state standards, or utilization of a computerized collection evaluation service. Many library automation programs will perform a computer generated statistical analysis of your collection with average copyright dates for various parts of the collection and numbers of titles in each Dewey category. Contact your automation company for more information.

The selection of new resources is an ongoing process. At all times, you may enable teachers and students to request specific resources, subjects, or genres by prominently displaying a suggestion box, by sending periodic queries to teachers, by conversing with students about what they like to read, and by forming a student advisory committee. The selection procedures should include reference to reviews in professional reviewing sources that support the choice of material. Most on-line ordering services from large jobbers (Follett - Titlewave, Brodart, Baker and Taylor, Ingram, etc.) will include access to reviews for individual titles. In addition to reviews, consult with recommended bibliographies from a variety of professional organizations.

3.1.3 NEW YORK CITY COLLECTION DEVELOPMENT POLICY

I. MISSION AND NEEDS

The mission of the library program is to support and provoke the intellectual, social, and personal development of all students by:

- Providing physical and intellectual access to information in a warm, stimulating, and safe environment.
- Providing instruction, learning strategies, and practice in using ideas and information for effective learning.
- Integrating the library program throughout every student's education through collaboration and advocacy.

The library provides physical and intellectual access to information and enriches and supports the educational program of the school through a well-planned and maintained collection. It is the duty of the schools to provide a wide range of materials on all levels of difficulty, in all appropriate languages, with diversity of appeal, and presentation of different points of view.

To this end, the New York City School Library System adopts the statement of philosophy expressed by the American Association of School Librarians in Access to Resources and Services in the School Library Media Program: An Interpretation of the LIBRARY BILL OF RIGHTS (Amended January 19, 2005).

Access to Resources and Services in the School Library Media Program

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the [Library Bill of Rights](#) apply equally to all libraries, including school library media programs.

School library media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media specialists work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media specialists cooperate with other individuals in building collections of resources appropriate to the needs and to the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to imposing age or grade level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media specialists implement district policies and procedures in the school.

Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005.

The goals for collection development include:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, languages, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, independent learning skills, personal and aesthetic development, and social responsibility.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified personnel to maintain professional standards in collection development in order to serve teachers and students.

II. RESPONSIBILITY FOR SELECTION OF MATERIALS

The New York City School System is legally responsible for all matters relating to the operation of the libraries in New York City public schools.

The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed in the library by the school system. Selection of materials involves consultation with many people: principals, teachers, supervisors, other librarians and library teachers, students and parents where applicable.

III. CRITERIA FOR SELECTION OF INSTRUCTIONAL MATERIALS

Needs of the individual school are based on:

- A. requests of faculty and students
- B. knowledge of curriculum
- C. knowledge of student needs
- D. knowledge of student interests
- E. knowledge of the existing collection
- F. knowledge of parent needs

Materials for purchase are considered on the basis of the following criteria:

- A. overall purpose
- B. alignment with curriculum
- C. alignment with student needs and interests
- D. timeliness or permanence
- E. importance of subject matter
- F. quality of writing/production
- G. readability and popular appeal

- H. reputation of publisher/producer
- I. authoritativeness, accuracy, validity of information
- J. reputation and significance of the author/artist/composer
- K. format and price

IV. PROCEDURE FOR SELECTING

In selecting materials for purchase, the librarian or library teacher evaluates the existing collection and consults:

- A. reputable, unbiased, professionally prepared selection aids
- B. specialists from all departments and/or grade levels
- C. students and other members of the school community

In specific areas the materials specialist follows these procedures:

- A. gift materials are judged by basic selection standards and are accepted or rejected by these standards
- B. multiple items of outstanding and much-in-demand resources are purchased as needed [Note: Generally, multiple copies of the same title are not acquired except to support book discussion groups (up to 8 of the same title) or multiple-class usage of theme- or curriculum-unit related materials (3 or 4 copies of key resources)]

V. WEEDING

In order to maintain the quality of the collection, materials specialists will periodically assess the collection to identify those items that are no longer appropriate. These materials will be discarded, or weeded, from the collection following these procedures:

- A. worn or missing standard items are replaced periodically
- B. out-of-date or no longer useful materials are withdrawn from the collection

VI. CHALLENGED MATERIALS

Despite the care taken to select valuable materials for student/teacher use and the qualifications of persons who select the materials, objections will occasionally be made.

The principles of the freedom to read and the professional responsibility of the staff must be defended.

If a complaint is made, the librarian / library teacher or principal will follow the following procedures:

- A. Have a conversation with the complainant to listen carefully to his or her objections. Be courteous, help the complainant determine all facts related to the issue, state the rationale for making the material available through the library, but make no commitments for any actions.
- B. If the complainant is not satisfied, invite him to file his objections in writing and offer him a copy of "Patron's Request for Reconsideration of a Work" (see APPENDIX A) to be submitted to the principal for consideration by a Materials Evaluation Committee. The principal will ensure that all appropriate staff members are informed about the possibility of a challenge.
- C. Upon receipt of a written request for reconsideration, the principal shall inform the Office of Library Services, who will designate a Materials Evaluation Committee composed of the following representatives selected from the Region, but not the school with the challenge:
 1. A representative from the central Office of Library Services (chair)
 2. A representative from building level administration
 3. A librarian or library teacher
 4. Two classroom teachers familiar with the subject matter of the material involved
 5. Two parents
 6. A student, where appropriate
- D. No material shall be removed from use until the Materials Evaluation Committee has made a final decision.
- E. Within two weeks the Materials Evaluation Committee shall:
 1. Examine the referred materials
 2. Check general acceptance of the materials by reading reviews
 3. Weigh values and faults against each other and form opinions based on the materials as a whole
 4. Meet to discuss the material and to prepare a report (See APPENDIX B)

5. File a copy of the report in the school and central administrative offices
 6. Send a copy of the report to the complainant.
- F. The findings of the committee will be implemented.
- G. The decision may be appealed to the Executive Director of Curriculum and Professional Development.

Adapted from Library Collection Development Policy, Fayetteville (AR) School District No. 1

APPENDIX A

PATRON'S REQUEST FOR RECONSIDERATION OF A WORK

(Attach extra pages if needed to complete statements)

Author, composer, producer, artist, etc. _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents: ____ himself

____ Name of organization _____

____ Identify other group _____

1. To what in the work do you object? Please be specific, cite exact parts and explain why you object: _____

2. What of value is there in this work? _____

3. What do you feel might be the result of reading, viewing, or listening to this work?

4. For what age group would you recommend this work? _____

5. Did you read, view, or listen to the entire work? _____
What pages or sections? _____

6. Are you aware of the judgment of this work by critics? _____

7. Are you aware of the teacher's purpose in using this work? _____

8. What do you believe is the theme or purpose of this work? _____

9. What would you prefer the school do about this work:

____ Do not assign or recommend it to my child.

____ Withdraw it from use by all students.

____ Send it back to the proper department for reevaluation.

10. In its place, what work of equal value would you recommend that would convey as valuable a picture and perspective of a society or set of values? _____

Signature of the complainant

Date

APPENDIX B

MATERIALS EVALUATION COMMITTEE REPORT FORM

(Attach extra pages if needed to complete statements)

Physical description of challenged material: (author, title, publisher, copyright, producer, etc.)_____

Justification for inclusion of material (include theme and purpose)

Reviewers' judgment of material: (if possible include copies of reviews indicating the source)

Materials Evaluation Committee's decision and comments: (include statement from majority and minority positions)_____

Copies sent to:

Superintendent_____
Local Instructional Superintendent_____
ED of Curriculum & Prof. Dev._____
Principal_____
Librarian_____
Office of Library Services_____
Complainant_____

Signatures of Committee Members:

3.1.4 NEW YORK STATE REQUIREMENTS FOR LIBRARY COLLECTIONS

New York State Regulations establish the minimum acceptable size for library collections.

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION Pursuant to Section 207 of the Education Law

Sections 91.1 and 91.2 of the Regulations of the Commissioner of Education are repealed and new Sections 91.1 and 91.2 are added, effective February 18, 1974, to read as follows:

Section 91.1 School Libraries. A school library shall be established and maintained in each school. The library in each elementary and secondary school shall meet the needs of the pupils, and shall provide an adequate complement to the instructional program in the various areas of the curriculum.

- (a) For secondary schools in which the average daily attendance is fewer than 200 pupils:
 - (i) The library of a junior high school shall contain at least 1,000 titles;
 - (ii) The library of a high school shall contain at least 1,000 titles;
 - (iii) The library of a junior-senior high school shall contain at least 2,000 titles.
- (b) The library of a secondary school in which the average daily attendance is more than 200 but fewer than 500 pupils shall contain at least 3,000 titles.
- (c) The library of a secondary school in which the average daily attendance is more than 500 but fewer than 1,000 shall contain at least 5,000 titles.
- (d) The library of a secondary school in which the average daily attendance is more than 1,000 pupils shall contain at least 8,000 titles.

The New York State Education Department has provided guidelines for the number of library materials per student in the *School Library Media Program Evaluation Rubric*:
[Note: The complete rubric can be found in Section 1.10 of this Handbook.]

Non-Existent

A collection of old books in a room; resources or materials not organized for use.

In-Progress

A collection of dated materials which need weeding. Meet some student and curriculum needs. Access to collection limited; card catalog not accurate or may be missing.

Basic

A collection of current materials which have been weeded and meet student and curriculum needs. Access to information in a variety of formats, i.e. books, periodicals, videos, and electronic resources including the Internet and NOVEL databases.

Proficient

A collection of 10-15 resources per student, current, weeded and responsive to curricular and recreational needs of students. Reflects diversity of cultures and in languages other than English, as appropriate. Access to information in a variety of formats, i.e., books, periodicals, videos, and electronic resources, including the Internet and NOVEL databases.

Exemplary

A collection of 20-25 resources per student, current, weeded, and responsive to curricular and recreational needs of students. Reflects diversity of cultures and in languages other than English, as appropriate. Access to information in a variety of formats, i.e., books, periodicals, videos, and electronic resources, including the Internet, NOVEL and other databases to meet student and staff needs.

3.1.5 COLLECTION DEVELOPMENT PROCESS OVERVIEW

The *Collection Development Policy* gives you the basis for developing and maintaining your collection. You may want to follow the following process for ongoing collection development.

1. Conduct a Needs Assessment

Every library collection must be tailored to the needs of the school community it serves. In assessing those needs, you should take into account:

- Purpose of the collection
- Needs of the students and teachers
- Curriculum needs
- Reading motivation needs
- School theme needs
- Needs of parents and the community

2. Assess the Collection

A process called Collection Mapping can be used to analyze the strengths and weaknesses of your collection in relation to student and curricular needs. See the section on Collection Mapping for further information. The collection map should be compared to the school's curriculum maps to determine what focus areas of the curriculum need additional resource support. The collection is assessed for its:

- Comprehensiveness/Gaps
- Currency
- Quality
- Condition

3. Select Materials for Purchase

Involve students, faculty, and administration in the selection process. Circulate a form where all members of the community can recommend or request subjects / genres / authors or even specific items.

Choose the formats for the new materials. The availability of resources in print, nonprint and electronic formats poses a selection dilemma for librarians. Given limitations of shelf space and financial resources, you may have to choose between formats. There are important differences between print and electronic resources and each has strengths and weaknesses. Traditional selection criteria are still valid for evaluating electronic resources but additional issues such as necessary technology, availability of access through the Web or an intra-school network, the library's collection, the implications for additional services that will be needed, and availability of updates must be considered. For more on this topic, please refer to Arizona Public Library's Selection of Library Resources page www.dlapr.lib.az.us/cdt/slrer.htm

Maintain a collection development plan based on your needs assessments, requests, and format choices. You may want to consider how you will balance the following alternatives to meet the specific needs of your school community:

- Format choices, e.g., print vs. electronic
- Reference vs. Circulating
- Fiction vs. nonfiction
- Paperback vs. hardback
- New formats, e.g., graphic novels
- English vs. other languages
- Curricular needs vs. personal student interests
- Varied learning styles
- Special projects and school themes vs. standard curriculum
- Professional resources vs. student resources
- Parent resources

Use selection tools and review sources to develop a consideration file of high-quality resources (See the following section on Selection Tools and Review Sources). Make your selections from this file based on your selection guidelines and ongoing collection plan. If there are particular publishers whose materials are consistently high-quality and appropriate for your students, you may also use up-to-date vendor catalogs to find new and revised titles from those publishers.

Keep the remaining items on a wish list to order in the future. Sometimes principals find money and you should be prepared.

4. Acquire the Materials

For guidance on purchasing and budget management, see the “Purchasing Resources” section in this Handbook. In the acquisition process, you will need to consider:

- Budget management
- Ordering/licensing
- Developing other funding sources
- Donations and gifts

5. Process the Materials and Maintain the Collection

Although your library may not yet be automated, you must start getting ready for automation by ordering MARC 21 records and bar codes for all new materials purchased. Store the CDs in a safe place until you are ready to automate. See the section on “Cataloging and Processing Guidelines” for further information.

Maintaining the collection involves not only its initial processing and coding, but also organizing the resources so that the school community finds ready access through clear signage and logical organization of the Dewey areas and special sections (e.g., magazines, story collections, paperbacks, picture books). Ready access also involves promoting resources to the community through displays, notices of new books, pathfinders, special programs, and continual reading guidance.

Maintaining the collection also involves attending to the physical condition of the materials through binding, repairs, and periodic cleaning.

6. Deselect or Weed Inappropriate Materials

An essential component to any collection development process is deselecting or weeding inappropriate materials. See the sections entitled “Weeding Guidelines” and “Weeding Process” for more detailed information. Once materials have been weeded, consideration must be given to their replacement (Do you need to order the same book to replace a worn-out copy? Do you need a book on the same subject, but with more current information? Has the curriculum changed so that there is no longer a demand for books on that subject?).

3.1.6 COLLECTION MAPPING

A process called Collection Mapping can be used to analyze the strengths and weaknesses of your collection in relation to student and curricular needs.

Dr. David V. Loertscher developed a collection mapping process that revolves around a three-pronged collection development effort:

1. Building the strength of your basic collection to serve a wide variety of student interests and needs
2. Creating broad emphasis areas around the major areas in the curriculum
3. Developing specialized areas for in-depth student inquiry.

You can use the following process to map your collection:

1. Assess the overall strength of your collection. The New York State rubric for library media program evaluation specifies that an exemplary library program offers at least 20 books per student. Include in your assessment materials in other formats, including CDs, DVDs, audiotapes, and electronic databases.

2. Consult with your teachers and your school's curriculum maps to identify focus areas in the curriculum. Pay attention to the thematic needs of each school if you are in a campus situation. Assess the quantity of the resources in those areas by looking at the numbers of each variety of format; assess the quality by looking at reading levels, currency, and breadth of coverage.

3. Analyze resource support for the collaborative units that you have developed with teachers that require in-depth research by students. Assess these materials for quantity based on the number of students that will be conducting research at the same time. Assess the materials for quality based on their ability to support in-depth research.

4. Build a bar graph showing the areas of strength and weakness in your collection according to the collection's ability to meet student and curricular needs.

Once you have mapped the collection, share with your teachers and administrators. You can use the data to justify your plan for continuing collection development.

3.1.7 CRITERIA FOR SELECTION

(Excerpted from Joyce Kasman Valenza's *Power Tools Recharged*¹)

1. Materials should support and be consistent with the district's general educational goals and the educational goals and objectives of our individual schools and specific courses.
2. Materials should be selected to enrich and support both the curriculum and the personal needs of our students and faculty, taking into consideration diverse interests, abilities, socioeconomic backgrounds, maturity levels, and students' extracurricular interests. Materials selected should encourage an appreciation for both informational and recreational reading, viewing, or listening.
3. Care will be taken to select materials of educational significance meeting standards of high quality in presentation, educational significance, aesthetic character, artistic quality, literary style, reader appeal, factual content, authenticity, readability, accuracy, durability, and technical production.
4. Materials should be free of stereotype and sexual bias.
5. Materials should be considered relating to their overall purpose and their direct relationship to instructional objectives and/or the curriculum. Selected materials should support needs in the content areas and be appropriate to the variety of ages, developmental stages, ability levels, and learning styles represented by the particular facility for which they are chosen.
6. Materials should be selected representing opposing points of view on controversial issues, encouraging individual analysis. Library materials concerning controversial political, social, and religious issues should inform rather than indoctrinate.
7. The literary style of a work should be appropriate and effective for the subject matter and its intended readers or viewers.
8. The value of any work must be examined as a whole. The impact of an entire work will be considered, transcending individual words, phrases, and incidents.
9. Resource sharing will be considered in purchasing decisions. Materials may be purchased or not purchased based on networking and collaborative relationships with other area collections and depending upon extent of need.
10. Materials will be purchased in a variety of formats with efforts made to incorporate emerging technology when they meet the criteria outlined above.
11. Gift materials will be evaluated by the criteria outlined above and shall be accepted or rejected in accordance with those criteria.

¹ Valenza, Joyce Kasman. *Power Tools Recharged*. Chicago: American Library Association, 2004.

3.1.8 SELECTION TOOLS AND REVIEW SOURCES

There are a multitude of review sources in print and online formats:

Magazines and Journals

For Elementary

- *School Library Journal* – expensive, but some consider it a necessity. Some parts are also online at www.schoollibraryjournal.com/. If a subscriber, you have access to SLJ’s searchable database of reviews.
- *Horn Book*
- *Booklinks*
- *Bulletin of the Center for Children’s Books*
- *School Library Media Activities Monthly*

For Middle and High School

- *School Library Journal*
- *Booklist*
- *VOYA*
- *Alan Review*
- *Kirkus Reviews*
- *Library Media Connection*
- *School Library Media Activities Monthly*

Specialized Reviewing Sources

- *Children’s Catalog* (Wilson)
- *Junior High School Catalog* (Wilson)
- *Senior High School Catalog* (Wilson)
- *AASA Science Books and Films*
- *Criticas: An English Speaker’s Guide to the Latest Spanish Language Titles*
 - <http://www.criticasmagazine.com/>
- KLIATT
 - Paperbacks, hardcover fiction, and audio books for young adults
- National Council of Teachers of Social Studies
 - Notable Trade Books: <http://www.socialstudies.org/resources/notable/>
- National Council of Science Teachers
 - Outstanding Science Trade Books: <http://www.nsta.org/ostbc>

Online Links to Review Sources

These are large and comprehensive web guides to multimedia review sources.

Resources for School Librarian – Selection Tools

<http://www.sldirectory.com/libsf/resf/coldev2.html#media>

Online Resources for School Librarians-Books, Book Reviews and Reading Resources

www.school-libraries.org/resources/books.html

Children's Book Awards and Other Literary Prizes

<http://falcon.jmu.edu/~ramseyil/awards.htm>

Gale Reference Selection Resource

http://www.galegroup.com/free_resources/reference/index.htm

Commercial Websites

Online commercial sites are not only for ordering anymore; they have expanded to include reviews from professional and public sources. A number of vendors offer an online ordering system that can also be used to find reviews and research specific areas for collection development. You can put your Wish List online for future ordering. Online bookstores offer easily accessible and quick checking of bibliographic information, review excerpts, booklists, Table of Contents, sample pages, sample reader reactions, and more. Be aware, however, that reviews posted by patrons may be self-serving. Vendors of videos, DVDs, and software sometimes allow you to preview clips or take a free 30-day trial.

Vendors and Exhibits

While reviews are helpful, seeing materials in the flesh is invaluable. There are many ways to do this. Visit your local public library or neighborhood bookstore regularly to see what's new. When you go to conferences and professional development sessions, peruse the vendor tables. Vendors will be happy to visit your library and show you their wares. Major book jobber vendors will assist you in assessing your collection and filling in the holes. The Office of Library Services may provide opportunities for librarians to view the latest materials through book exhibits and conference displays. The New York Public Library hosts Books for the Teenage and 100 Best Books for Children exhibits.

Using Bibliographies

Bibliographies from public libraries and professional organizations like ALA are excellent selection tools because these are lists of items reviewed and selected by professionals in specific subject areas, often categorized by grade/age level and annotated.

Bank Street College

Go to: <http://www.bankstreet.edu/bookcom> for *Best Children's Books of the Year*. The books are on exhibit each year at the library at Bank Street College.

New York Public Library www.nypl.org

Go to: <http://kids.nypl.org/reading> for 100 Best Children's Books and many other lists. <http://teenlink.nypl.org> for *Books for the Teenage* and others. Copies are available upon request.

Brooklyn Public Library www.brooklynpubliclibrary.org

Go to: www.brooklynpubliclibrary.org/readinglists.do for great annotated lists for children and young adults.

Queens Library www.queenslibrary.org

Go to: http://www.queenslibrary.org/index.aspx?section_id=5&page_id=91
for Elementary level.

http://www.queenslibrary.org/index.aspx?section_id=13&page_id=158&subj=29&cat=450

for Middle and High School.

American Library Association (ALA) www.ala.org

Go to:

www.ala.org/ala/librariesandyou/recomreading/recomreading.htm

Go to: www.ala.org/yalsa/booklists for Young Adult recommendations.

Lists of Award Books:

Newbery

The Newbery Medal is awarded each year by the American Library Association for the “most distinguished American children's book published the previous year.” For a complete list of Newbery Award and Honor books, see:

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/newberymedal/newberyhonors/newberymedal.htm>

Caldecott

The Caldecott Medal is awarded each year by the American Library Association to “the artist of the most distinguished American picture book for children.” For a complete list of current and past winners, see:

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/caldecottmedal/caldecotthonors/caldecottmedal.htm>

Coretta Scott King Book Award

The Coretta Scott King Book Award is presented annually by the Coretta Scott King Committee of the American Library Association's Ethnic Multicultural Information Exchange Round Table (EMIERT). The award (or awards) is given to an African American author and an African American illustrator for an outstandingly inspirational and educational contribution. The books promote understanding and appreciation of the culture of all peoples and their contribution to the realization of the American dream. See the lists of winners at:

<http://www.ala.org/ala/emiert/corettascottkingbookawards/winnersa/cskawardwinners.htm>

Pura Belpré Medal

The Pura Belpré Award, established in 1996, is presented 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.

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/belpremedal/belprmedal.htm>

Association for Library Services to Children (ALSC) Awards

For lists of past winners of book awards offered by ALSC, see:

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/literaryrelated.htm>

Association for Library Services to Children (ALSC) Recommended Bilingual Books

For book lists of ALSC recommended bilingual books, see:

<http://www.ala.org/ala/alsc/alscresources/booklists/bilingualbooks.htm>

Young Adult Library Services Association

For booklists and book awards offered by YALSA, see:

<http://www.ala.org/ala/yalsa/booklistsawards/booklistsbook.htm>

Best of the Best – Children’s Book Committee, Bank Street College

This list contains books that received stars for outstanding merit in the 1998 -2002 editions of The Best Children's Books of the Year published by the Children's Book Committee at Bank Street College. See the lists at:

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

New York State Reading Association Charlotte Award

“The purpose of the Charlotte Award is to encourage students to read outstanding literature and ultimately become life-long readers. Additionally, the award recognizes the authors and illustrators of such literature. Students in New York State read titles on the ballot and vote for their favorites.”

<http://www.nysreading.org/Awards/charlotte.pdf>

New York State Knickerbocker Award for Juvenile Literature

“Each year, the New York Library Association presents the Knickerbocker Award for Juvenile Literature. It recognizes a New York State author or illustrator whose body of work is of a consistently superior quality and supports the curriculum and the educational goals of New York State schools.”

http://www.nyla.org/index.php?page_id=632

Recommended Books in Family Literacy Guide

A family literacy guide published by New Visions for Public Schools in collaboration with the NYC Department of Education, *Opening the Doors to Learning: Literacy is a*

Family Affair, offers bibliographies of recommended books for different grade levels that were developed by school and public librarians. See Appendix B in this Handbook.

3.1.9 COLLECTION DEVELOPMENT FOR ENGLISH LANGUAGE LEARNERS

English Language Learners and English as a Second Language require materials in their language of origin as well as materials in English. These materials are important for ELL and ESL students to acquire the language skills necessary for academic success. Librarians can acquire materials for this population by providing high-interest/low-level books in areas our students are studying. And by providing English books on the countries our students come from or subjects they know, like sports, we provide them with familiar information in English. Also by providing ELL and ESL students with fiction books written in the language our students are familiar with, we provide them with opportunities for reading for pleasure.

Our Portaportal website has several sites on where to buy foreign language books.

<http://guest.portaportal.com> (User name: NYCSLS)

- [China Sprout](http://www.chinasprout.com/shop)
<http://www.chinasprout.com/shop>
- [Asia for Kids](http://www.asiaforkids.com/)
<http://www.asiaforkids.com/>
- [Tematicos: Spanish language searchengine](http://tematicos.com/)
<http://tematicos.com/>
- [Iguana: Spanish language search engine](http://www.iguana.com.mx/index.html)
<http://www.iguana.com.mx/index.html>
- [Chevere: Spanish language searchengine](http://www.chevere.com/)
<http://www.chevere.com/>
- [Multicultural Books and Videos \(Urdu, Albanian, Arabic\)](#)
Contact: Kumar Rakesh at 800 567-2220

High-Low books are available by many of our contracted vendors. Read the professional journals for recommendations. Also consider audio books. ELL and ESL students can listen and follow the printed page to build familiarity with word pronunciation and words recognition.

Another source of foreign language/English language books is New York Learns.

<http://www.nylearns.org>

There are lesson plans, e-books, websites, resource lists and audio books in English and other languages. These resources are free for teachers in New York City.

3.1.10 AUDIO VISUAL RESOURCES

The collection should include video sources (as VHS is phased out, purchase DVDs) and books on tape, CDs, e-books, MP3 format or iPods. Books on tape can be purchased together with a paperback copy of the book so that they can be circulated together. This is a particularly helpful strategy for ESL learners, special education students and others who need a boost with their reading skills, although even good readers often enjoy listening to a book. Research has shown that students can listen to material being read out loud at a higher level than they can read it themselves. See *Audio-Visual* category on the NYCSLS Portaportal <http://guest.portaportal.com/nycsls> for companies specializing in audio-visual materials.

These materials are also available from most large jobbers. Videos and DVDs are also available from these jobbers, although there are also video delivery systems that can be purchased so that the videos rest on a school server and can be accessed in any classroom through a network.

EdVideo Online <http://www.thirteen.org.edonline/edvideo/index.htm> is a digital video-on-demand service brought to you by New York Public Television and Clearvue and SVE. This database is available to New York City School teachers. This Website provides over 3,200 full length videos, nearly 20,000 curriculum correlated video segments, 4,000 audio files, 25,000 photographs, animations, and illustrations, and new features like podcasting. Video content is correlated to state standards. The clips can be inserted into PowerPoint presentations. Register online with a passcode provided to your school.

3.1.11 ELECTRONIC RESOURCES: DATABASES and ENCYCLOPEDIAS

A **Database**, according to the *American Heritage Collegiate Dictionary*, is a collection of data arranged for ease and speed of search and retrieval. In libraries, databases contain collections of magazine, journal and newspaper articles and are a more reliable source of information than web sites found on the open web with a search engine such as Google. Subscription databases are offered by many companies on many different subjects. These can be quite expensive. However, you may use software money to purchase both databases and electronic encyclopedias (those listed on FAMIS). Check with the administrator in your school who is in charge of the software money to see if some of it can be allocated for library databases.

NOVEL

NOVEL (New York Online Virtual Electronic Library) is a collection of databases purchased at the state level and available for **free** to any library in New York State. Do not pass up the opportunity to take advantage of this resource. Although many of the databases are more appropriate for high school, a few would be very helpful at the elementary and middle school level. NOVEL includes a variety of databases from Gale and EBSCO. The site listed below gives a complete list.

To subscribe to NOVEL, go to:

<http://www.nysl.nysed.gov/library/novel/toolkit/tlkpoint.htm>

NOVEL Database Help Desk: 877-277-0250 (toll free)

THE NEW YORK CITY PUBLIC LIBRARIES

All three New York City public library systems make available a large selection of databases, most of which are also available for use at home with a public library card. **The New York Public Library** encompasses the Boroughs of Manhattan, the Bronx, and Staten Island. **The Brooklyn Public Library** encompasses the borough of Brooklyn and the **Queens Public Library** encompasses the borough of Queens. You should make your students aware of these resources.

New York Public Library: <http://www.nypl.org>

Brooklyn Public Library: <http://www.brooklynpubliclibrary.org/>

Queens Public Library: <http://www.queenslibrary.org>

OTHER DATABASES:

In addition to the databases available for free from the state and the public libraries, there are a number of helpful subscription databases available from vendors. Some of these are:

Thompson-Gale databases: A few of these are available from NOVEL, but there are excellent school oriented resources also published by this vendor.

Student Resource Center (Gold, Silver, Bronze)
Science Resource Center
Opposing Viewpoints
Literature Resource Center
Biography Resource Center

All of these are full text and set up to be student-friendly with lots of cross references and content based on the high school curriculum.

<http://www.gale.com/servlet/BrowseMediaServlet?region=9&imprint=k12&id=OEH>

Proquest: a general magazine and newspaper database. Includes the NY Times and for extra money can include the *Historical NY Times* (back to 1851).

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

Proquest also provides two full-text databases -- *SIRS Researcher* and *SIRS Discoverer*. *SIRS Researcher* is a full text database of magazine and journal articles on topical themes. *Sirs Discoverer* is the module for upper elementary and middle school as well as ESL students.

Annals of America (published by Britannica): a full text database of documents from American history.

<http://corporate.britannica.com/library/online/aoa.html>

CQR (Congressional Quarterly Researcher): Full text deep research on contemporary issues.

<http://library.cqpress.com/index.php?PHPSESSID=f9e6j4irmm5sruqju5fgmsho24>

NEW YORK LEARNS/RESOURCES FOR TEACHING AND LEARNING:

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

NYLearns.org is a standards-based website with educational resources and tools to enhance teaching and learning for educators, students, and parents. Most of the curriculum resources and tools are freely accessible through the Web. In addition, New York City has paid for a subscription for educators to be able to establish accounts, design their own Websites, and contribute curriculum units.

ENCYCLOPEDIAS:

The advantages of electronic encyclopedias are that they are upgraded on a regular basis, the problem of missing volumes or ripped-out pages is eliminated, and they often contain links to other web sites on a particular subject. The disadvantage, of course, is that if your Internet or computer network is down or you do not have enough terminals, access is limited. Because of this, it is wise to keep at least one print encyclopedia set (replace every 5 years). The following online encyclopedias are all well-reviewed and may be purchased by individual schools:

Britannica: <http://corporate.britannica.com/library/index.html>

World Book: <http://www.worldbookonline.com/wb/Login?ed=wb>

Grolier: <http://auth.grolier.com/cgi-bin/updatelist?templateName=/marketing/librarian.html>

Increasingly, publishers of electronic encyclopedias are offering encyclopedias in Spanish. Often these are encyclopedias that have been published in a Spanish-speaking country, not translations of the English-language encyclopedias; therefore, the subjects with an American bias that are in the curriculum of New York City schools (e.g., American Revolution) may have limited coverage.

Encyclopaedia Britannica offers *Enciclopedia Universal en Espanol* :
<http://corporate.britannica.com/library/online/eue.html>

World Book offers a Spanish-language print translation of the Student Discovery Encyclopedia entitled *Enciclopedia Estudiantil Hallazgos*.

Grolier offers *La Nueva Enciclopedia Cumbre* :
<http://auth.grolier.com/cgi-bin/updatelist?templateName=/marketing/librarian.html>

Periodicals and Newspapers :

Periodicals and newspapers are essential components to a library collection because they provide very current access to information. Libraries may choose to supplement the periodicals available through NOVEL to satisfy the varied interests and research needs of students, teachers, and administrators.

Periodicals may be purchased through magazine vendors with a contract and vendor number. See the list on the FAMIS portal at
<http://schools.nyc.gov/Offices/DCP/Commodities/LibraryReferenceMaterials/Default.htm>.

3.1.12 A RUBRIC FOR EVALUATING ELECTRONIC DATABASES

Name of Database:

ACCESS			
CRITERIA – Answer “yes” or “no”	YES	NO	Additional Comments
1. Is the program web-based?			
2. Does the resource have an identified comparable print or CD-DVD source?			
3. Do users need a password to log in?			
4. Is the resource accessible remotely (e.g., through a home computer)?			
5. Does access to the site require special software/drivers?			
6. Is the site viewable by all Web browsers (i.e. Netscape Navigator, Internet Explorer, etc.)?			
APPEARANCE			
CRITERIA – Answer “yes” or “no”	YES	NO	Additional Comments
1. Is the site student-friendly?			
2. Is the site teacher-friendly?			
3. Is the site easy to navigate?			
4. Does the site present information at the appropriate reading level for the intended audience?			
5. Does the site present information at the appropriate interest level for the intended audience?			
6. Does the site load in a reasonable amount of time?			
7. Are there too many graphics?			
8. Are there too few graphics?			
9. Do all the hyperlinks work?			

INFORMATION

CRITERIA – Answer “yes” or “no”	YES	NO	Additional Comments
1. Does the information appear to be current?			
2. Does the information appear to be valid?			
3. Is the source of the information identifiable and reliable?			
4. Is the content credible?			
5. Is the content authoritative?			
6. Is the resource updated in a timely manner?			
7. Are there hyperlinks to additional resources?			
8. Are there hyperlinks that may get users lost or confused?			
9. Does the resource support the curriculum and instruction?			
10. Is use of the resource affected by the NYCDOE filters?			

ADDITIONAL COMMENTS / STRENGTHS / WEAKNESSES

3.1.13 COOPERATIVE COLLECTION DEVELOPMENT PROGRAM GUIDELINES

I. MISSION STATEMENT

The mission of the New York City School Library System Cooperative Collection Development (CCD) Program is to support the curricular and instructional processes of schools by promoting cooperative planning, selection, evaluation and sharing of specialized collections of library media resources.

OBJECTIVES:

1. Provide access for students, teachers and administrators in New York City schools to exemplary collections in all curriculum areas through noteworthy print resources as well as enhanced technology, e. g., NYCSLS website, online databases and other appropriate links.
2. Ensure the availability of unique and costly materials to any practitioner.
3. Promote implementation of national, state, and local content and performance standards by providing equitable access to in-depth collections and unique materials.

II. RESPONSIBILITIES OF SPECIAL COLLECTION LIBRARIANS:

1. To develop high-quality special collections that reflect current curricular concepts and student and teacher needs.
2. To provide access to the collections through automated cataloging and circulation.
3. To publicize and facilitate the sharing of these materials through Interlibrary Loan (ILL).
4. To serve as an active and authoritative bibliographer in the stated collection area.
5. To develop model instructional units in collaboration with content-area teachers built around the use of the special collections for student inquiry and teacher planning.
6. To pursue alternative methods of funding to ensure maintenance of exemplary and current collections.
7. To participate in CCD professional development programs for school library media specialists (SLMS) in the field.
8. To demonstrate commitment to professional development in the special subject area.
9. To be committed to the utilization of state-of-the-art information technologies.
10. To ensure the integrity and maintenance of the collection by adhering to standard selection and de-selection policies.

III. REQUIREMENTS FOR NEW PARTICIPANTS (LIBRARIANS AND SCHOOLS)

Librarian

1. Must hold MLS degree
2. Must be user of current technology
3. Must adhere to all procedures, timelines and directives

Library Program

4. Must have a clearly stated, written
 - a. mission statement
 - b. collection development policy for the subject area
5. Must have a flexibly scheduled program to provide maximum access for students and teachers to library resources
6. Must demonstrate relevance of the subject to the local and citywide school curriculum
7. Must move toward NOVEL Ready status
8. Must have direct telephone line into the library

School

9. Must have principal's signature for participation
10. Must have demonstrated administrative support
11. Must have adequate space and shelving

IV. FUNDING

1. New collections will be given initial allotment, the amount of which will be determined by availability of funds in NYCSLS budget.
2. Special Collections will be provided funding annually by the New York City School Library System.

V. CCD PERMITTED PURCHASES

1. Print materials including periodicals, nonfiction, biographies and fiction.
2. Non-print materials including video, laser disk, CD-ROM, DVD, computer software and online resources.
3. Specialized subject specific encyclopedias and other special and unique reference sources in all formats.
4. Visual resources, such as maps, pictures, portraits, art and realia, reproductions and replicas, where appropriate.

VI. PROCEDURES

1. Strict adherence to spending plan and compliance to timeline provided.
2. Appropriately completed and signed receipts, purchase orders, and accounting sheets.