

**Teaching Resources Center
Collection Development Guidelines
Joyner Library
East Carolina University
(03/15/04)**

I. Introduction

A. Objectives

1. The purpose of the Teaching Resources Center (TRC) is to provide a wide variety of high quality instructional materials for inspection, evaluation, and use in the implementation of instructional plans. Priority is given to educational materials, textbooks and teacher's guides for grades Pre-K through 12, which directly support the education curriculum of East Carolina University College of Education and the *North Carolina Standard Course of Study*.
2. The Teaching Resources Center (TRC) also serves as a model school media center for undergraduate and graduate education majors. It will include examples of the different types of instructional materials, which might be found in an average public school media center covering grades K-12. It will provide an opportunity for education majors to become familiar with the organization and utilization of a school media center.
3. As the Teaching Resources Center collection expands, it will also serve the needs of area educators as a source of additional classroom resources and for personal and staff development.

B. Institutional Context

1. The Teaching Resources Center collection guidelines are coordinated with the main library's mission.
2. Teaching Resources Center materials come in a variety of formats, which may be different from other academic and research library materials. These materials may also be acquired from different sources.
3. The placement of the Teaching Resources materials allows staff to render specialized shelving, reference and circulation services.

C. Supporting Documents

1. As part of its philosophy of collection development, the Teaching Resources Center supports the following statements from the American Library Association:
 - a. *Library Bill of Rights*
 - b. *Intellectual Freedom Statement*
 - c. *Librarians' Code of Ethics*
 - d. *Freedom to Read Statement*
2. The TRC also endorses the National Council of Teachers of English *Students' Right to Read*.
3. In the spirit of these documents, reasonable effort will be made to locate materials elsewhere for patrons and to recommend additional sources of information when the Teaching Resources Center collection does not provide the needed resources.

II. Audience

- A. The service population of the Teaching Resources Center will consist primarily of education students (graduate and undergraduate), education faculty, and area educators; however, the collection is available to all patrons of Joyner Library. Circulation policies may vary according to the category of the user.
- B. To borrow materials from the Teaching Resources Center, the patron must satisfy the requirements for obtaining a Joyner Library borrower's card either as a university related or non-university related patron.
- C. Informational needs will be honored whether or not a person has a library card. Anyone may use the materials in the Teaching Resources Center and/or have reference questions satisfactorily answered.
- D. Although the Teaching Resources Center does contain materials suitable for children, it is part of an academic library. An adult must accompany children.

III. Scope Of The Materials To Be Collected

A. General Guidelines

- 1. Curricular level: Preschool through secondary education with some materials focused on Birth-K.
- 2. Subject:
 - a. Basic curricular subjects (e.g. math, science, reading, language arts) as stated in the *North Carolina Standard Course of Study* issued by the North Carolina Department of Public Instruction.

- b. Enrichment and remedial materials for the listed subject areas.
 - c. Subjects not covered in the *North Carolina Standard Course of Study*, but taught in designated school districts.
 - d. Interdisciplinary subject areas (e.g. bilingual education, guidance).
 - e. Materials developed for a specific student population (e.g. learning disabled, hearing impaired).
 - f. Materials developed for Birth to Pre-kindergarten learning experiences.
3. Language: The primary language of materials in the collection is English; however, materials will be included which support the teaching of foreign languages, bilingual education and English as a Second Language (ESL).
4. Chronology: Emphasis is on PreK-12 teaching materials of current significance. Children's and young adult literature are also included. Some items may be kept for historical or research value.
5. Geographical Guidelines
- a. Educational methods and approaches used in the United States are emphasized in the Teaching Resources Center.
 - b. Materials issued or published by the North Carolina Department of Public Instruction and area school systems are also emphasized.
 - c. Materials from other states and countries are selectively collected.

B. Specific Guidelines

1. Print Materials

a. Textbooks

1. Textbooks in all curricular subjects, grades K-12, will be selected.
2. All elementary and high school materials adopted by the *State Adopted Basic Textbooks for North Carolina*, published annually, will be comprehensively collected.
3. Emphasis in the textbook collection is on materials published within the last ten years.
4. Textbook correlations are collected selectively.

b. Curriculum guides: Preschool through twelfth grade curriculum guides from the local, state, regional and national level are collected selectively.

c. *North Carolina Standard Course of Study*: Print and electronic versions of these materials are available.

d. Children's and young adult literature

1. Books appropriate for preschool children through young adults will be located in the collection.
2. Award winners, honor books, and notable books will be a top priority for collecting.
3. A variety of types of literature (classics, beginning-to-read books, wordless picture books, poetry, folklore, historical fiction) will be included.

4. There are materials housed in the Teaching Resources Center, which are also appropriate for undergraduate college students. In certain instances, duplication of these materials may be appropriate.
5. Nonfiction materials which support a typical school curriculum preschool through 12th grade will be included.
6. Children's reference materials such as: juvenile encyclopedias, dictionaries, thesauri, and almanacs, which would support a K-12 school curriculum, will be collected. Guides, manuals and nonprint media on how to use these materials with children will also be collected. Duplication of reference materials in the Joyner Reference Collection will be very minimal.
7. Print periodicals are not being selected separately for the Teaching Resources Center at this time, but many periodicals appropriate for PreK-12 grades are available online.
8. While the collection will have some test materials, the center does not collect them on a consistent basis.
9. Professional materials in the form of teacher resource materials (activity books, lesson plan books, bulletin board books) and curriculum guides will be collected. North Carolina publications of the Department of Public Instruction which relate directly to curriculum development and instruction will be available in print and electronically. Other professional materials will be located in the Education

section of the general stacks.

e. Ronnie Barnes African-American Resource Collection

1. Criteria:

a. Award winning juvenile books

1. Coretta Scott King Award books.

2. Caldecot Award books about African Americans or by African American authors or illustrators.

3. Newbery Award books about African Americans or by African American authors.

4. Juvenile biographies of African Americans.

b. Outstanding and scholarly books written by and about African Americans will be highlighted in the collection on an annual rotating basis. At the end of each year, the scholarly materials will rotate out of the collection into the Joyner general stacks collection.

2. Funding: This collection is maintained and developed based on an endowment fund given to Joyner Library by Ronnie Barnes.

2. Nonprint materials

a. The TRC will collect a variety of nonprint formats for inspection, demonstration, and utilization by preservice and in-service educators. Emphasis will be placed on emerging formats. Some exceptional examples

- of traditional formats may be retained.
- b. Joyner Library has available several appropriate online databases for educators to use for reference and research. All databases at Joyner Library are governed by the EERC.
 - c. The TRC houses the Video/DVD collection for Joyner Library. The acquisitions of this collection are not managed by the TRC; however, the TRC does request Videos/DVDs that are appropriate for PreK-12 usage to support the curriculum.
 - d. The TRC will purchase all necessary equipment to support materials selected for the collection. Emphasis will be on obtaining emerging educational technologies.

IV. Criteria for the Selection of Materials

A. Introduction: The selection of materials is a complex process of determining which materials will be added to a collection. The responsibility for the selection of materials involves input from the faculty and staff of the TRC, the education faculty and the English faculty. Reasons for choosing a specific item will be based on an evaluation of the item and its relationship to the TRC collection and curriculum integration. Justification for the choice will be derived from an assessment of its fulfillment of this collection development guidelines.

B. Selection Criteria

1. Intellectual content and presentation: The basic idea or content of the material and how it is presented will be considered.

- a. Authority: Qualifications and abilities of the ones responsible for the creation of the work.
 - b. Appropriateness of content to users: Content should be presented at the user's interest and developmental level.
 - c. Scope: The overall purpose and depth of coverage of the material must meet the needs of the collection.
 - d. Accuracy of information: The facts and opinions of the material should be recognizable and unbiased.
 - e. Presentation: Information must be presented in a sequence that can be understood with ease.
 - f. Literary merit: The work must display literary value.
 - g. Information availability: At times, the need for information on a given topic may overshadow other literary criteria.
 - h. Format: For materials dealing with rapidly changing subjects, less expensive formats may be considered.
 - i. Special features: Notice should be given to materials with teacher's guides, maps, graphics, glossaries, indexes, bibliographies, etc.
 - j. Value to the collection: The work should meet the needs and purpose of the collection.
 - k. Other: The materials should correlate with the North Carolina Standard Course of Study.
2. Physical Format: The content and format of materials should be compatible.

- a. Technical quality including photography, sound, filming technique, color, graphics, etc. should be of good quality and appropriate for the subject matter and audience.
- b. Aesthetic quality should be considered in order to provide attractively packaged and aesthetically pleasing materials.
- c. Safety and health considerations should be considered when selecting realia or tactile materials.
- d. Other considerations to be reviewed include: potential number of simultaneous users/licensing, variety of purposes for using material, variety of formats for the same work, ease of use, storage, and maintenance, and equipment needed to utilize the material.

C. Reviewing sources

1. Introduction: When it is not possible to evaluate materials personally, selection should be made using a wide variety of evaluation sources. These resources will provide reputable, unbiased, professionally prepared evaluations of the materials being considered. The location of at least two (2) positive reviews will be necessary for the material to be selected.
2. The following titles are examples of sources which will be consulted when locating reviews:
 - a. Professional Library Literature

- b. Periodicals: *Booklist, School Library Journal, Horn Book, The Bulletin of the Center for Children's Books, Appraisal.*
- c. Books: *Elementary School Library Collection, Children's Catalog, Senior High School Library Catalog, and Bookfinder.*
- d. Professional Education Literature
 - 1. Periodicals: *Instructor, Learning, Teaching PreK-8, Childhood Education.*
 - 2. Subject Area periodicals: *Computing Teacher, Science and Children, Language Arts, Social Education* and others.
- e. Specialized lists published monthly or annually by professional organizations, which list titles, they consider outstanding examples of subject areas.
 - 1. Library organizations: *Best Books for Children, Notable Books for Young Adults, Notable Films and Videos for Children, Fanfare.*
 - 2. Educational organizations: *Teacher's Choice, Outstanding Science Trade Books for Children, and Notable Social Studies Books for Children.*

D. Requests from Education faculty, students and staff will be evaluated personally or by using review sources. Every effort will be made to purchase materials requested.

V. Gifts

- A. The Teaching Resources Center will accept gifts from individuals in accordance with the Joyner Library's gifts policies and procedures.
- B. Materials will be accepted only if they:
 - 1. enhance the quality and usefulness of the collection.
 - 2. meet the same selection criteria as purchased materials.
 - 3. are complete and in good physical condition.

VI. Maintenance and evaluation of the collection

- A. Inventory should be conducted on an annual basis to determine:
 - 1. availability of materials
 - 2. condition of materials
 - 3. accuracy of information in library system
 - 4. accuracy of information in materials
- B. Deselection will be an ongoing process to ensure that library materials are current, enticing and relevant to the collection. This process should cover the entire collection every three years.
 - 1. Transfer of materials will apply mainly to the textbook collection. After five years textbooks rotate off the North Carolina State Adoption List. At that time the titles will be transferred to the supplemental textbook collection for five additional years. Transfer of textbooks will occur annually as new textbooks are adopted and received.

2. Withdrawals will be necessary when materials are obsolete, in poor condition or no longer relevant to the mission of the Teaching Resources Center. Decisions regarding withdrawals will be an ongoing process; however, emphasis on withdrawals will be made primarily during inventory.
3. Criteria for materials to be removed from the collection will be based on:
 - a. physical condition
 1. Look for ease of repair.
 2. Is there sufficient time and staff to complete major repairs?
 3. Will material be appealing after the repair?
 4. Is the material a candidate for the bindery?
 - b. content
 1. Look for relevance to the needs and the curriculum.
 2. Is the information out-of-date?
 3. Is there a newer edition available?
 - c. copyright dates
 1. Suggested copyright markers to consider:

Dewey Classifications	
000's	2-10 years
100	10 years
200	2-10 years
300	5-10 years
400	10 years
500	5-10 years
600	5-10 years
700	5-15 years
800	flexible
900	15 years
Biographies	flexible
Fiction	flexible
Encyclopedia	5-7 years

Reference	evaluate on individual Basis
Almanacs/Yearbooks	3 years in reference 3 additional years in circulation

2. Copyright markers should be used only as a guide in conjunction with other criteria.
 - d. format: Is it is outdated (e.g. migration from 16mm to video cassettes)?
 - e. duplication: Title will be of little used and older title?
 - f. number of circulations
 1. When was last circulation?
 2. How many times has item been circulated in the last 5 years?
 3. If not circulated for 5 years, then determine why?
 - g. Research/literary value: If the answer to the below questions is “yes,” then consider not withdrawing the item.
 1. Is the material an “on demand” title?
 2. Is the material a rare publication?
 3. Is the material a classic or award winner?
 4. Is the material on a current reading list (e.g. Accelerated Reader, Battle of the Books)?
 5. Is the material out of print?
4. Replacements of materials which are physically damaged due to high usage will be made as quickly as possible and as funds permit.

C. **Evaluation**

1. In order for the collection to maintain its usefulness it must be continually evaluated to determine whether it is responsive to changes in the education curriculum and the needs of the students, faculty

- and area educators.
2. Methods of evaluation to be used will include:
 - a. Annual statistical information concerning the circulation of materials by subject area and collection type.
 - b. Comparison of collection type holdings to standard lists, catalogs, and bibliographies (e.g. *Elementary School Library Collection, Only the Best*).
 - c. Collection mapping.

VII. Networking and resource sharing

A. Resources

1. In this time of conservative budgets and limited resources, it is apparent that the TRC collection will not be able to meet all the needs of every patron. To offset this lack of resources the TRC will assist patrons in locating materials not owned by the TRC through the use of local area networks.
2. The following resources are available for locating materials outside the TRC:
 - a. Interlibrary Loan.
 - b. Direct access to the online public access catalog of Sheppard Memorial Library.
 - c. Direct access to the online public access catalog of Pitt Community College Learning Resources Center.

B. Networks

1. With the Internet, new methods of research and communications have become available for use in the classroom and the library. To provide hands-on experiences for students, faculty, and area educators, Joyner Library subscribes to a

variety of online databases appropriate for educational purposes.

2. These online databases include, but are not limited to:
 - a. ERIC
 - b. Infotrac Junior Edition
 - c. Infotrac Kid's Edition
 - d. Infotrac Student Edition
 - e. MAS Ultra School Edition
 - f. Middle Search Plus
 - g. New Book of Knowledge
 - h. Novelist K-8
 - i. Searchasaurus
 - j. What do I Read Next?
3. In order to provide additional resources for our patrons, the TRC maintains the following links on their web page:
 - a. educational links to lesson plans
 - b. educational links to professional organizations
 - c. bibliographies/guides for multicultural children's literature, easy guides, award winners, and specialized guides on various subjects.