



GLOBAL
EDUCATION
LEADERSHIP
from the library

Developing Students as World Citizens

THE GLOBAL LIBRARY MEDIA CENTER

Library programming and relevant resources provide global education support for teachers and students. World views are often overlooked in the curriculum due to ethnocentrism, homogeneous communities, lack of communication, isolated learning environments, and the focus on high stakes testing. Through the use of library resources and collaboration with teachers, the school librarian can fill this critical gap in education. As our school libraries evolve to meet the needs of students today, technology provides access and opportunities to communicate with others around the world. How do I get started, you ask? Where do I begin? Start small and work toward sustaining your efforts. As you collaborate with teachers to globalize lessons already in place, you will be seen as the go-to expert librarian with global resources and purposeful, engaging lessons and projects for students. Use the “Six C’s” to get started on your journey to become a global education leader!

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Teachers for Global Classrooms Alumni Grant Funded By:
IREX – International Research & Exchange Board

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DEFINITION:

Global education is the broadening of local and national curriculum goals and academic experiences to include global perspectives that expand students' world views, literacies, and identities toward an understanding of global connectivity. This expansion of knowledge enables students to develop skills, competencies, and knowledge in order to lead and succeed as responsible, productive world citizens.

Today's problems — mass migration, violent extremism, inequality, climate change — transcend international borders and demand global cooperation. Meeting these challenges requires a new educational model, one that prepares students to be successful in a globalized world.

**JOSETTE SHEERAN,
CENTER FOR GLOBAL EDUCATION
ASIA SOCIETY CEO**

RATIONALE:

This resource has been created to support librarians and educators who aim to incorporate global education into the school community. These efforts provide a globally rich collection of resources in the library media center, adding global perspectives to classroom lessons in collaboration with teachers, and involving the school community. This guide will provide information, resources, and ideas to help implement, increase or improve the global education resources currently in place. Students who are exposed to globalized lessons develop an appreciation for the traditions and treasures the world holds in its people, cultures and places. Through leadership and collaboration, the library media specialist can bring valuable global education resources to the school community preparing students to become educated world citizens who can appreciate diversity and build international relationships. Engaging students in lessons that provide global perspectives, will provide opportunities for students to develop as world citizens who understand the problems of the world, and have the potential to be part of solutions to the challenges our world faces today and tomorrow.

WHY GLOBAL COMPETENCE MATTERS

The Asia Society
www.asiasociety.org

1

Global competence is the toolkit a productive, involved citizenry uses to meet the problems and opportunities of the world. In the curriculum, global competence challenges students to investigate the world, consider a variety of perspectives, communicate ideas, and take meaningful action. A globally focused curriculum engages students in their own learning and motivates them to strive for knowledge and understanding. And a curious, inspired student strives to learn more in school and beyond.

2

A new generation of students requires different skills from the generations that came before. The world is changing fast. Boundaries—literal as well as figurative— are shifting and even disappearing altogether. The culture that once lived halfway around the world now lives just down the block. The ability to thrive in this new and rapidly changing environment is grounded in a globally focused curriculum.

3

More than ever before, individual actions reach around the globe. Environmental concerns, economic shifts, global poverty, population growth, human rights, and political conflict can seem intractable and overwhelming, yet they absolutely require thoughtful action. In a globally focused curriculum, students learn that the world needs them to act, and that they can make a difference.

4

Global competence integrates knowledge of the world and the skill of application with the disposition to think and behave productively. Global competence is not restricted to knowing about other cultures and other perspectives. In addition to knowledge of the world, a globally competent citizen exhibits habits like critical thinking, rational optimism, innovation, empathy, and awareness of the influences of culture on individual behavior and world events.

5

Success in career and life will depend on global competence, because career and life will play out on the global stage. Already, government, business, and cultural institutions are called to solve the world's problems cooperatively. Engaging in these challenges requires high-order knowledge and thinking skill, as well as shared language and cultural understanding. In a globally focused curriculum, students prepare to approach problems from multiple perspectives and to thrive in a global future.

Standards for Global Education

Standards of learning are important to the work and teaching responsibilities of the library media specialist. The American Association of School Librarians (AASL) combined with the International Society for Technology Education (ISTE) standards are a powerful combination for librarians today. Blending literacy and technology into lessons that encourage information literacy, critical thinking and global perspectives are essential to ensuring students are prepared for the challenges of college and career.

American Association of School Librarians

In this dynamic age, students have unprecedented access to diverse and independent information resources. Learning has taken on new dimensions with the expansion of information and rapidly changing research and communication tools. With a heightened demand for critical thinking and collaborative problem solving, students must develop the skills to become lifelong learners. School librarians are in a key position to help guide students to make sense of new information in order to draw their own conclusions, create new knowledge, and share their knowledge with others in an increasingly global society.

ISTE Standards on Global Education

The ISTE standards strive to empower learning and learners in a connected world. They provide a framework for rethinking education, adapting to a constantly changing technological landscape and preparing students to enter an increasingly global economy. Empowering students to become lifelong learners and providing them with the skills to face future challenges resourcefully and creatively is critical. It's not about using digital tools to support outdated education strategies and models; it's about tapping into technology's potential to amplify human capacity for collaboration, creativity and communication, providing young people worldwide with equitable access to powerful learning opportunities.

Organization	Standard
American Association of School Librarians Standards for 21st Century Learners	1.1.5 – Evaluate Information found in selected sources on the basis of accuracy, validity and appropriateness for needs, importance, and social and cultural context.
American Association of School Librarians Standards for 21st Century Learners	2.3.2 - Consider diverse and global perspectives in drawing conclusions.
International Society for Technology in Education Global Collaborator	7a - Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. 7d - Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
Common Core State Standards English Language Arts Literacy	CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Missouri State Standards Social Studies Grade Level Expectations	B. Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.

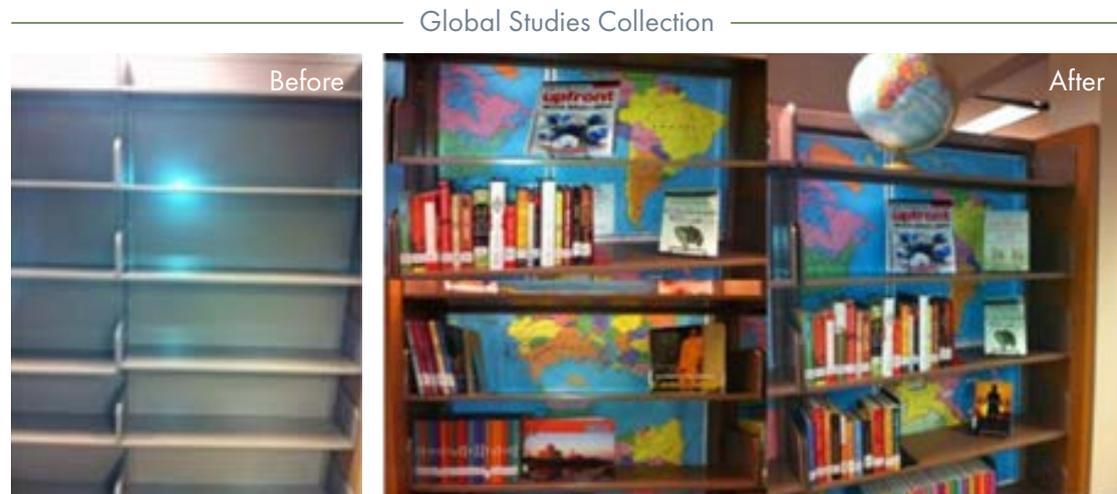
THE SIX C'S TO GLOBALIZE LIBRARY SERVICES

The Six C's provide the framework necessary to work toward achieving an effective, globalized library with relevant resources and programming.

THE SIX C'S TO GLOBALIZE SCHOOL LIBRARY SERVICES	
<u>C</u>ollection Development	Build a globalized collection of print and electronic fiction & nonfiction resources
<u>C</u>ollaboration	Guide and involve teachers to globalize lessons and projects
<u>C</u>urriculum	Extend curriculum to include past and present globally significant issues
<u>C</u>ross Curricular	Combine and involve multiple content areas
<u>C</u>ommunity Connections	Contact community members from various cultures to get involved
<u>C</u>onstruct & Create	Construct & Create new knowledge as a result of globalized lessons

COLLECTION DEVELOPMENT:

Do the materials in your library provide students and teachers with a wide array of materials on cultural diversity? Do the print and electronic resources in your library provide students and teachers with up-to-date materials on global issues and connections between the United States and the world? Do displays incorporate global materials, ideas and events? Transform a section of shelving into an eye catching global collection using classroom maps as a colorful backdrop.



COLLABORATION

COLLABORATION:

Involve teachers in a fun global display in the library! Participants provide a photo, and a map is pinned to highlight the global travels of staff. Add a book from the library collection to highlight some of the visited countries. This display creates a positive and enthusiastic environment and serves as a catalyst for collaborative lessons. Inviting student clubs to put together a showcase in the library is another way to get the school community involved. Spanish classes eagerly put together a wonderful display for Hispanic Heritage Month. International Club used the library to display handmade African bracelets on sale to support education in Africa. Get the school community involved!



Teacher Travel Display



Spanish Club Display



International Club Display

CURRICULUM

CURRICULUM:

Making global connections to curriculum content expands student knowledge and perspectives. A globalized curriculum lends itself to various teaching and learning styles including: inquiry based learning, constructivist learning, collaboration, project based learning, critical thinking and communication development. Students who can identify the multitude of topics that encircle the world including history, politics, economics, science, languages, technology, ecology, social norms and cultural traditions will have a better understanding of how the world and our societies are interconnected. Lessons that include global perspectives help students understand both the positive and negative consequences of global relations.

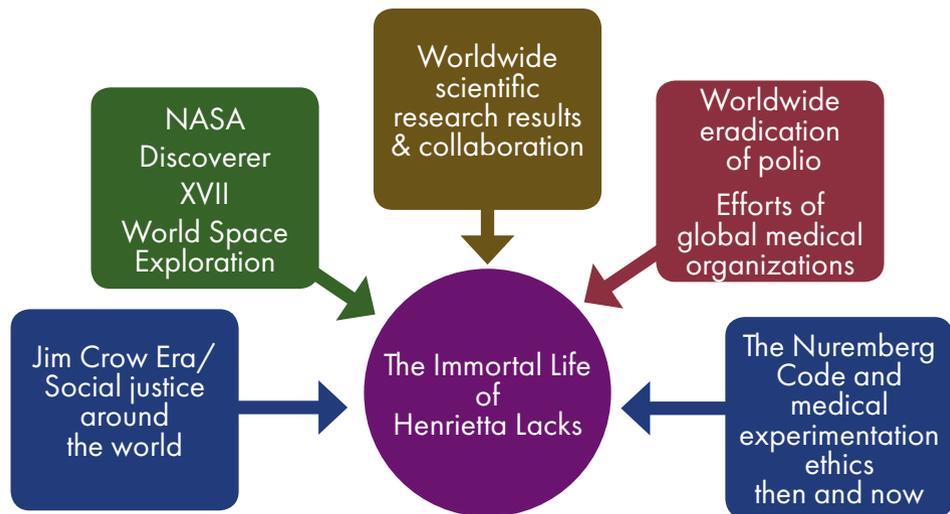


A pen pal letter between China and America

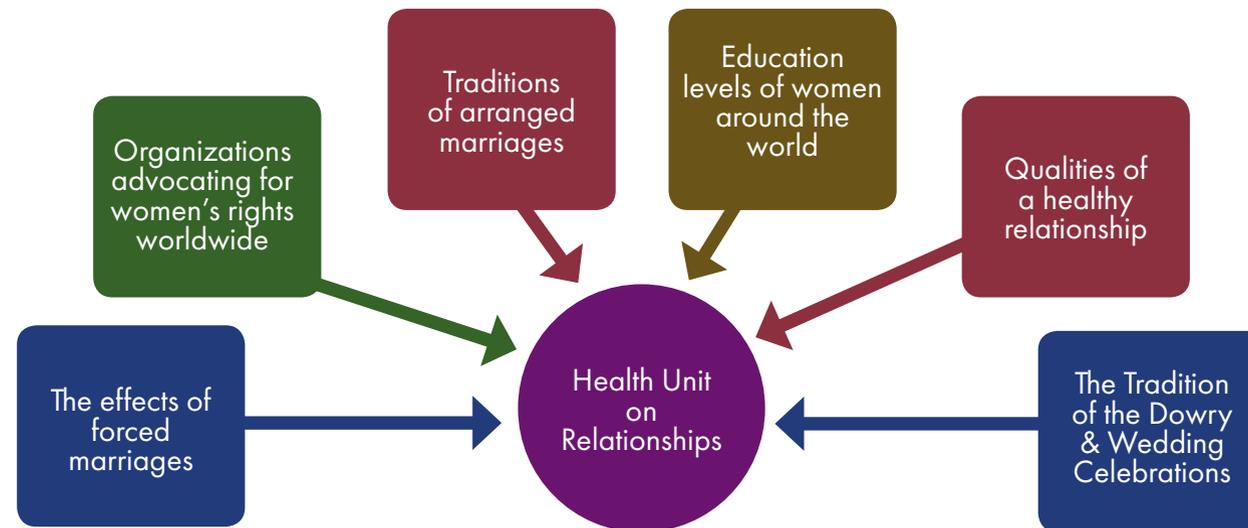
CROSS CURRICULAR

CROSS CURRICULAR:

The diagram below shows a few of the various global dimensions in a book study and collaborative lesson reading, *The Immortal Life of Henrietta Lacks*, with Biology classes. By expanding the information to include worldviews, a cross curricular focus includes: science, medicine, history, literacy, sociology, philanthropy and ethics.



The diagram below shows a globalized lesson for a health class lesson on relationships. The lesson included vignettes and information on relationship norms around the world. Data presented on forced and arranged marriages, as well as the correlation of education levels to unhealthy relationships enriched the lesson. Students selected a country and conducted their own research. Student feedback indicated no prior knowledge of forced and arranged relationships, and validated the growth of students' global perspectives.





Student receives henna tattoo at culture fair

COMMUNITY CONNECTIONS:

In every community there are organizations willing to help educate students. For example, the Jewish Community Center in Kansas City, Missouri sponsors a program to assist refugees new to Kansas City. These refugees become speakers for the organization and share their experiences about the challenges of adapting to life in the United States, as well as their personal experiences as a refugee. Peace Corp also makes global speakers available to classrooms via Skype through their speaker match program. Be sure to check out resources in your community for various ethnic festivals, and if your community doesn't have one, start one up! Our English Language Learners (ELL) teachers and students hold a culture fair and the library also sponsors a booth at this event showcasing global resources. Students receive a passport book and collect stamps from each booth representing a country. Also, there are fun options to get henna artwork, taste traditional foods, and try on cultural clothing!

CONSTRUCT & CREATE:

Students who are exposed to globalized lessons expand their worldview and are able to recognize, analyze, and evaluate interconnections of global challenges. An understanding of the world allows students to respect and appreciate its culture and diversity, planting the seed of potential to be a future world citizen who can construct new knowledge and create new technologies, products, and solutions for a better world.



Library display at ethnic festival

CONSTRUCT
& CREATE

COMMUNITY
CONNECTIONS



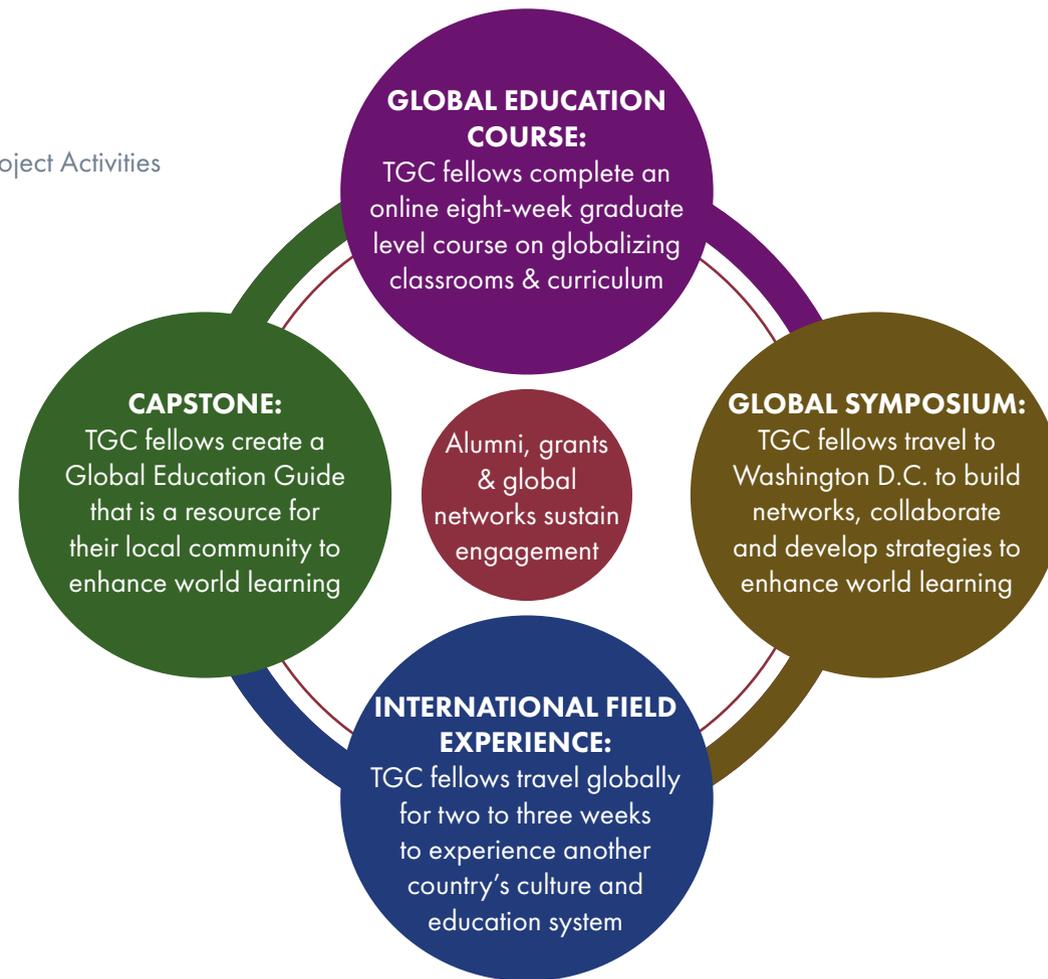
GLOBAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES:

Teachers for Global Classrooms - India & Other Countries

My journey to becoming a more effective global educator began with a summer trip to India in 2013, sponsored by The United States Department of State and the International Research and Exchanges Board (IREX). As a result, I have become a global education leader in my school and community, collaborating with teachers to globalize lessons, and provide resources that enrich the curriculum. I have also been the recipient of two grants that have provided funds for global education resources and projects in the school library. After the Teachers for Global Classrooms (TGC) program, TGC Fellows become global ambassadors in their classrooms, schools, and broader communities through the following goals of the program.

Applications will be available spring 2017 for K-12 certified teachers and librarians. Sign up at: www.irex.org/project/teachers-global-classrooms-program-tgc

Project Activities





1



3



5



2



4

1

Elementary classroom in Bangalore, India

2

Students in India love reading

3

Students meet Dr. Seuss for the first time in Hyderabad, India

4

School courtyard in Bangalore, India

5

Jubilee Hills School Library in Hyderabad, India

GLOBAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES:

Summer Teach & Travel China

For one month in the summer of 2016, I traveled to China with the Summer Teach and Travel China Program, sponsored by the Nanjing Foreign Language School. I taught English for two weeks in Nanjing, China, along with thirty teachers from the United States. As a group, we also toured Shanghai, Hangzhou, Beijing, Xian, and Hong Kong. We experienced traditional tea ceremonies, Chinese calligraphy classes, and other special events. In addition to being immersed in Chinese culture while teaching, many tours were included such as the Terra Cotta Warriors and the Great Wall.

Other highlights included a visit to the Hong Kong Central Library, and I was lucky enough to be in Hong Kong during the Hong Kong Book Fair. The Chinese are readers! Interested participants must be a certified teacher. Applications are available in January, 2017 at <http://summerchinatravelandteachingprogram.org/>

1

Summer Classroom in Nanjing, China

2

A Visit to the Terra Cotta Warriors in Xian

3

Chinese student sneaking a read!

4

Teaching first grade in Nanjing, China



1



3



2



4



Travel experiences and efforts in global education have made me, the school librarian, a valuable educational partner in my state, district, school and community as the need for global perspectives continues to increase. Globalizing library services is one more way to become a valuable academic partner and resource for your school community.

Online Resources:

United States Department of State

<http://www.state.gov/>
<http://www.state.gov/youthandeducation/>
The Department's mission is to shape and sustain a peaceful, prosperous, just, and democratic world and foster conditions for stability and progress for the benefit of the American people and people everywhere.

Primary Source

<http://www.primarysource.org/>
Excellent resources for globalizing curriculum include resource guides, primary sources, and book lists for K-12.

Asia Society Center for Global Education

<http://asiasociety.org/education>
The Center for Global Education at Asia Society has a vision that, in an interconnected global era, all youth from all countries and cultures will have the capacity to create, participate in, and benefit from a peaceful and prosperous world.

Smithsonian Institute World Cultures

<http://www.si.edu/Encyclopedia/Search/World%20Cultures?val=categorychange>
<http://www.si.edu/CulturalPrograms>
Explore a variety of online resources on world cultures.

Institute for International Education

<http://www.iie.org/>
Educational, cultural and professional opportunities transcend borders to foster a peaceful and interconnected world where all people achieve their full potential; think and act as global citizens; and build inclusive, thriving communities.

Girl Rising

<http://girlrising.com/>
Educating girls can break cycles of poverty in just one generation, yet millions of girls aren't in school. Girl Rising uses storytelling to inspire action that gets girls into classrooms worldwide.

ISTE Global Collaboration Program

<http://www.iste.org/learning-services/global-collaborations>
The ISTE vision of creating a world where all learners thrive, achieve and contribute transcends geographical boundaries.

Teach UNICEF

<http://www.teachunicef.org/>
TeachUNICEF provides educators with global learning resources and programs.

Online Resources (cont.)

Global Peace Index

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

Data, news and maps share levels of peace around the world and the need to further study, advocate and act on peace.

Unite for Literacy

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

Free picture ebooks available in a variety of narrated languages with English subtitles. Ideal for English Language Learners.

Asia for Educators

<http://afe.easia.columbia.edu/>

Excellent resources, timelines, videos, presentations, and lesson plans on Asia.

Choices for the 21st Century Education Project

<http://www.choices.edu/>

Curricular resources, professional development workshops, and special projects, focusing on empowering secondary level students in international issues and civic engagement.

Davis Center for Russian and Eurasian Studies

<http://daviscenter.fas.harvard.edu/teach/teaching-resources/curricular-modules>

The Davis Center is committed to developing curricular resources for classroom use. These modules are very flexible so they can be used by a variety of teachers in a variety of classrooms.

National Geographic Interactive Mapmaker

<http://mapmaker.nationalgeographic.org/>

Create, annotate and personalize your own maps

NASA's Global Climate Change

<http://www.climate.nasa.gov>

Excellent tools with which to fuel explorations into global climate change.

UNESCO

United Nations Educational, Scientific and Cultural Organization

<http://en.unesco.org/about-us/introducing-unesco>

In 1945, UNESCO was created in order to respond to the firm belief of nations, forged by two world wars in less than a generation.

4-H Global

<http://4-h.org/about/global-network/>

Includes partners, strategies, and maps explaining the efforts and importance of agriculture and food sources throughout the world.

Peace Corp Connect

<http://www.peacecorpsconnect.org/cpages/global-ed>

We help educators, parents, current and Returned Peace Corps Volunteers and other interested citizens find the resources, networking and support they need to bring a global perspective into classrooms and communities.

Online Resources (cont.)

The Stanley Foundation

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

Seeking a secure peace with freedom and justice, built on global citizenship and effective global governance.

Association of International Educators Standards

http://www.nafsa.org/About_Us/About_International_Education/Global_Learning/NAFSA_Global_Preparation_Lens/

Global Education Conference

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

Connecting educators and organizations worldwide

Global Dimension

<https://globaldimension.org.uk/>

The world in your classroom. Resources for teachers.

iEARN

http://us.iearn.org/professional_development/multimedia/index.html

iEARN empowers teachers and young people to work together online using the Internet and other new communications technologies.

National Council for Social Studies

http://www.socialstudies.org/positions/global_and_international_education

Global education and international education are complementary approaches with different emphases. The integration of both perspectives is imperative to develop the skills, knowledge, and attitudes needed for responsible participation in a democratic society and in a global community in the twenty-first century.

Facing the Future

<https://www.facingthefuture.org/>

Reasonably priced curriculum materials to help students build global awareness and engage in positive solutions for a sustainable future.

DATABASE SUBSCRIPTIONS:

Culture Grams

CultureGrams Online Database links users to all CultureGrams editions, including World, Kids, Provinces, and States material. It includes unlimited printing rights, along with exclusive online features: worldwide photo gallery, slideshows, video clips, famous people collection, Faces of the World interviews and a unique recipe collection. Plus, sortable data tables help put dozens of facts into perspective.

A to Z World Cultures

Understanding the World, it's people, and cultures. Professional researchers, writers, editors, graphic artists, content designers, freelance writers and researchers contribute to what is the world's largest and most comprehensive database of country information.

Discovery Education Atlas

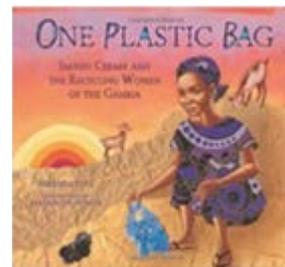
This video guide to our world includes thousands of video clips. When you click on a country, it allows you to explore the culture, government, history and environment of your selected country.

Gale Global Issues in Context

Designed to support global awareness, Global Issues In Context ties together a wealth of authoritative content that empowers students to critically analyze and understand the most important issues of the modern world.

ELEMENTARY BOOKS

ONE PLASTIC BAG by Miranda Paul (2015) Plastic bags are cheap and easy to use. But In Njau, Gambia, people simply dropped the bags and went on their way. One plastic bag became two. Then ten. Then a hundred



MAMA MITI by Donna Jo Napoli (2010) The true story of "Mama Miti," who founded the Green Belt Movement, fighting deforestation and environmental degradation. She became the first African woman to win the Nobel Peace Prize and has changed Kenya tree by tree. Children will realize their own ability to positively impact the future.

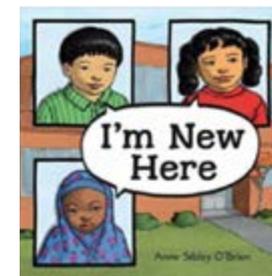
RUBY'S WISH by Shirin Yim Bridges (2015) In China, Ruby lives with her enormous family. Dissatisfied with traditional gender roles, and society's cultural expectations, Ruby speaks up for what she wants.

A SCHOOL LIKE MINE by DK (2016) A refreshed edition of a DK classic looks at different countries and cultures around the globe and reveals the lives of children as they learn at school. Broaden children's views of the world and learn about the daily lives of real students from places near and far, from Australia to South Korea.

RUSSIA FOR KIDS by Baby Professor (2016) Learn about the country, its people, and its rich history and traditions as you open the many pages of this wonderful book with many pictures.

ADA'S VIOLIN by Susan Hood (2016) The extraordinary true tale of the Recycled Orchestra of Paraguay, an orchestra made up of children playing instruments built from recycled trash.

I'M NEW HERE by Anne Sibley O'Brien (2015) Young readers from all backgrounds will appreciate this touching story about the assimilation of three immigrant students from Guatemala, Somalia, and Korea in a supportive school community.

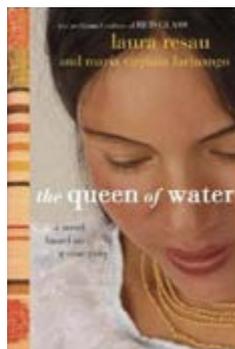


GRANDFATHER GANDHI by Arun Ghandi, Betheny Hegedus (2014) Mahatma Gandhi's grandson tells the story of how his grandfather taught him to turn darkness into light in this uniquely personal and vibrantly illustrated tale that carries a message of peace.

FOUR FEET, TWO SANDALS by Karen Lynn Williams (2016) Two girls meet and decide to share sandals. Includes descriptions about life in the camp, such as waiting in long lines for water, washing clothes in the river and waiting at home while boys go to school. This is an important book that humanizes the experiences of children in refugee camps.

SECONDARY BOOKS

THE QUEEN OF WATER by **Laura Resau (2012)** When Virginia is taken from her village to be a servant to a mestizo couple, she has no idea what the future holds. Teacher Toolkit on Primary Source website.



UNDERSTANDING GLOBAL TRADE AND COMMERCE from **Mason Crest (2016)**

Volume of 7 books explains how the world has become a global marketplace. Titles in this series helps students gain a deeper understanding of international issues and concerns related to the global economy. Includes numerous color photographs and maps, chronology, glossary, text-dependent questions, report ideas, and an index.

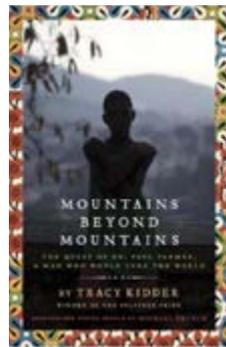
OIL ON THE BRAIN by **Lisa Margonelli (2008)** Oil's unlikely journey from giant rigs in the Persian Gulf to your street-corner gas station.

SOLD by **Patricia McCormick (2006)** Lakshmi's life becomes a nightmare from which she cannot escape. Still, she lives by her mother's words— Simply to endure is to triumph— Then the day comes when she must make a decision—will she risk everything for a chance to reclaim her life?

FIRST THEY KILLED MY FATHER by **Loung Ung (2000)** The author is a survivor of the Pol Pot regime and a personal account of her experiences during the Khmer Rouge years.

THE RAPE OF NANKING by **Iris Chan (1998)** In December 1937, the Japanese army invaded the ancient city of Nanking, systematically raping, torturing, and murdering more than 300,000 Chinese civilians.

MOUNTAINS BEYOND MOUNTAINS by **Tracy Kidder (2013)** Dr. Paul Farmer, a Harvard-educated doctor focuses his attention on some of the world's most impoverished people and uses unconventional ways in which to provide healthcare, to achieve real results and save lives.



THE OTHER SIDE OF THE SKY by **Farah Ahmedi (2005)** Farah Ahmedi recounts her journey from war-torn Kabul to America and the people who helped her along the way.

A LONG WALK TO WATER by **Linda Sue Park (2010)** Nya, is fetching water from a pond that is two hours' walk from her home: she makes two trips to the pond every day. Salva, becomes one of the "lost boys" of Sudan, refugees who cover the African continent on foot as they search for their families and for a safe place to stay.

THE BOOK OF UNKNOWN AMERICANS by **Cristina Henríquez (2014)** A novel that gives voice to millions of Americans as it tells the story of the love between a Panamanian boy and a Mexican girl: teenagers living in an apartment block of immigrant families like their own.

PROFESSIONAL BOOKS

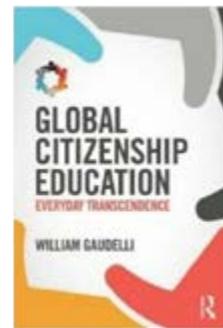
THE GLOBAL ACHIEVEMENT GAP by **Tony Wagner (2014)** Explains school problems in the larger context of the demands of the global knowledge economy. He illustrates that even in our best schools, we don't teach or test the skills that matter most for the twenty-first century.

GLOBAL CITIZENSHIP EDUCATION by **William Gaudelli (2016)**

Examines current efforts to develop more globally-conscious classrooms.

FROM VILLAGE SCHOOL TO GLOBAL BRANDS by **James Tooley (2012)**

Changing the world through education and preserving academic virtues of the past while preparing students for the future.



GLOBALIZATION OF EDUCATION by **Joel Spring (2015)**

Information and analysis of current research, theories and models of education relating to global education.

TEACHING GLOBALLY Edited by **Kathy G. Short (2016)**

Elementary. Reading the World through Literature. Helps teachers integrate a global focus into existing lessons. Extensive list of resource recommendations.

DREAM WAKERS by **Ruth Culham (2016)** Ideas, lessons and book recommendations for elementary grades studying Latino cultures.

THE PROMISE OF A PENCIL by **Adam Braun (2014)** Chronicles Braun's journey through over fifty countries proving that anyone can make a difference in the world.

BLACK ANTS AND BUDDHISTS (2006) By **Mary Cowhey.**

Elementary students view curriculum through the framework of understanding the world making connections between their lives, the books they read, and the larger world.

GLOBAL EDUCATION TOOLKIT by **Homa Savet Tamangar (2015)**

The world is more interrelated today than ever before. This resource helps busy, budget-conscious educators give younger students the global edge. You'll find hundreds of easy, stand-alone activities, resources, and projects.

GIVE YOUR CHILD THE WORLD by **Jamie C. Martin (2016)**

Featuring a carefully curated reading treasury of the best children's literature for each area of the globe to kids who fall in love with the world and are prepared to change it for good.

CREATING INNOVATORS by **Tony Wagner (2015)**

Examples of the most forward-thinking schools, colleges, and workplaces in the country, where teachers and employers are developing cultures of innovation.

