



G O A

2022



**IMPACT
REPORT**

TABLE OF CONTENTS

Opening Letter	3
Our Members	4
Student Program Impact	7
• Member Voices	11
• GOA Faculty	13
Professional Learning Impact	15
• Professional Learning Voices	18
Looking Forward	19

Global Online Academy is a nonprofit learning organization. Our mission is to reimagine learning to empower students and educators to thrive in a globally networked society.

For more, visit www.globalonlineacademy.org.



It has been an inspiring year of learning at GOA.

In our conversations with school leaders, teachers, and students, the word “passion” is coming up more than ever. School leaders and teachers recognize that students are seeking opportunities to tap into their interests, making choices to shape their academic journey, and sharing their own unique stories in the college application process. GOA member schools are expanding these opportunities for their students.



In this report, we share stories, data, and evidence of the ways that GOA learning experiences are impacting the students, educators, and schools we work with. We also highlight what we’re seeing and hearing in the field of education and how this influences our work as we look to the future.

We share a goal with our member schools: **to offer students pathways to learn in a global community that expands their perspectives and empowers them to meaningfully connect with and learn from others.**

This year, through our Center for Professional Learning, we have worked with teaching faculty, department chairs, and administrators in a variety of professional learning experiences and school partnerships.

Our learner-centered approach comes from what we know from research, what we have acquired from a decade of data and feedback, and what we hear from our faculty: **that empowering students to do cognitively complex, meaningful and relevant work in a relationship-based environment is the key to learning and engagement.**

This high-quality, competency-based approach to online learning that GOA has pioneered remains unique in the sector. Our primary objective has been to bring teachers and students together from around the globe in pursuit of interest-based, transformative learning. What remains and continues is an educational movement to provide high-quality online learning that is relationship-based, skills-driven, and global in representation and design.

We are proud of the work we have done and remain committed to high quality programs and a consistent delivery of what you’ve come to expect from us. We are honored to work alongside you as we collectively reimagine learning to empower students and educators to thrive. Thank you.

In partnership,

A handwritten signature in black ink that reads "Michael Nachbar". The signature is fluid and cursive, with a long horizontal stroke at the end.

Michael Nachbar
Executive Director

OPENING LETTER

OUR MEMBERS

A Global Network of Students, Educators, and Schools

GOA MEMBER SCHOOLS

137 member schools in **31 countries** and **34 U.S. states**

27
new member schools
have joined since
August 2021

43
international
schools;
32%
of consortium

New U.S.-based schools in:
Alabama
Connecticut
Florida
Hawaii
Minnesota
Washington
Wyoming

New international schools in:
Australia
China
South Africa
The Netherlands
New regions:
Italy
Kuwait
Poland
Spain
Puerto Rico



Summer Programming Expands GOA Reach

During the summer of 2022, GOA expanded into two summer terms to reach more students. GOA Summer programming provides students with the flexibility to pursue an interest that may not be an option during the academic year, an opportunity to progress academically during the summer months, and a chance to engage in course content with peers who have the same interests and different perspectives and backgrounds. Students report that learning through interests over the summer supports them in identifying pathways for further exploration, colleges they may want to attend, and a major once in college.

Faculty Voices



Mohammad Sarhan, GOA Faculty and teacher at King's Academy said, "The student learning experiences are designed with student growth at the center of the process. After exploring the course-specific topics, students lead their own learning through experiences that give them choice and amplify their voices and curiosities. The courses are designed using competency-based learning and every single learning experience in the course has a clear rubric with outcomes from our competency library."



As **GOA Summer Faculty Elizabeth Salinas** and educator at The American School Foundation of Monterrey told students, GOA summer courses "can help you lighten your load during the academic year. ... It is a chance to learn things that you might not get a chance to do in your own home school and to meet people that you wouldn't get to meet otherwise."



GOA has experienced rapid growth while maintaining high levels of impact and satisfaction among member schools.



of member schools report satisfaction with GOA's impact



student courses offered in our Student Program course catalog



educator courses offered in our Professional Learning course catalog

SPOTLIGHT

High-Quality Design

GOA's Design Lab serves as a knowledge hub at GOA, establishing us as a leader in learner-centered design by creating research-based, data-driven products and services that empower schools to reimagine how learning experiences can be designed. The purpose of the Design Lab is to set the standard for learner-centered instructional strategy and design. GOA's Design Lab leads Student Program and Professional Learning course development as well as staff and faculty design support and training. Through the Design Lab, GOA increases internal capacity to design and deliver high-quality, innovative learning experiences and codifies a design methodology that ensures the quality of GOA's offerings for students and educators.



STUDENT PROGRAM IMPACT

Now more than ever, learning is happening anytime and anywhere. We know it's our job as leaders and educators to prepare our young people for this reality. School leaders and teachers are planning for the future and are using technology to rethink time and space inside and outside of the classroom. And, GOA continues to use a network-based and relationship-based approach to online teaching and learning, both in our work with students and educators.



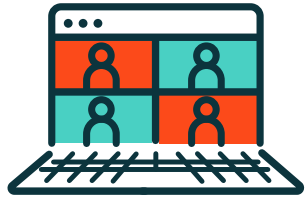
G O A

| Student Program |

GOA's impact is based on five distinguishers that make our student learning experience unique:

- 1 Students EXPLORE their interests.**
GOA's approach centers on engaging students through a supplemental, enriching curriculum that extends the learning experiences offered at their school. Students have the opportunity to learn through their interests and potentially develop a passion for the subject or content area.
- 2 Students LEARN through global connections.**
GOA intentionally designs for learning in a global context. Because of the global representation of the GOA network, we can create space for students to learn from the perspectives of other students that do not share their physical location.
- 3 Students BUILD transferable skills.**
Courses are designed so that students have multiple opportunities to practice core competencies and course-specific competencies, or skills, and transfer them to other contexts. Grades in GOA courses are based on evidence of demonstration of these skills and on what students can do, rather than on compliance. Our approach is driven heavily by education leaders and researchers such as Joe Feldman and Thomas Guskey.
- 4 Students LEAD their own learning.**
GOA faculty provide robust feedback to students, leveraging a competency-based learning approach that creates opportunities for students to have voice and choice in what and how they learn.
- 5 Students EXPERIENCE a sense of belonging in an online space.**
Our experienced and highly trained faculty ensure that human connection and facilitation is the most important part of the learning experience.

GOA STUDENT EXPERIENCE



13K
students
served
since 2013



17K
total
courses
taken



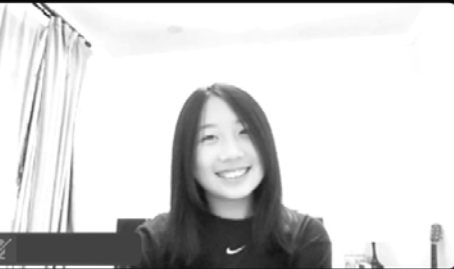
Joe Fambro



Kelsey Hall (she/her/hers)



Jason Cummings (he/him/his)



In 2021–2022:

- **1,073** Semester 1 enrollments
- **1,198** Semester 2 enrollments
- **163** Full-year enrollments
- **865** Summer 2022 Term 1 and Term 2 enrollments
- **90% of students** report understanding the purpose of competencies in their course
- **84% of students** say their teacher almost always or often gives them feedback that helps them learn
- **82%** believe GOA contributed to students developing transferable skills
- **25 schools** enrolled **more than 10%** of their upper school students
- **50% of GOA students** take more than one course

Competency-Based Learning at GOA

We believe that students learn and grow when they have clarity about the goals they are trying to achieve, when they receive actionable feedback aligned to those goals, and when they have multiple opportunities to apply that feedback, to improve their skills, and ultimately to transfer their newfound skills and understandings to different contexts. This is why we have embraced [competency-based learning](#) as a framework for our Student Program courses and have spent the last five years honing that approach.

Competency-based learning is not just theoretical for us. In 2016, GOA began the process of

transitioning to competency-based learning in its Student Program courses by introducing six core competencies and rethinking how students learn and show their learning. Over the course of that time, GOA has made significant updates to assessment practices, grading policies, learning-experience design, and cultural competency.

This past year, the GOA team has diligently researched, designed, and tested our grading model, which fuses competency-based pedagogy with a grades-based reporting system. Students and teachers are engaged in ongoing conversations about competencies, outcomes, and feedback—

and as they progress toward proficiency with those competencies, they see how their learning impacts the grade that will ultimately be on their transcript.

This work has informed our approach to professional learning, which is grounded in translating theory into practice, offering job-embedded practical shifts and strategies for educators. To date, our Center for Professional Learning has also supported thousands of educators from independent, international, public, and charter schools in making the transition to competency-based learning through our courses, workshops, and partnerships.

Six Core Competencies



1

Collaborate with people who don't share your location.



2

Communicate and empathize with people who have different perspectives from your own.



3

Curate and create content relevant to real-world issues.



4

Reflect on and take responsibility for your learning and that of others.



5

Organize your time and tasks to learn independently.



6

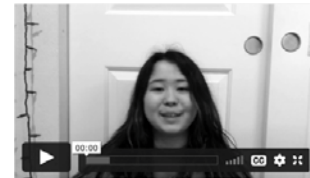
Leverage digital tools to support and show your learning.

SPOTLIGHT

Catalyst Exhibition

Our Student Program creates global learning opportunities for high school students by allowing them to design their own end-of-semester projects.

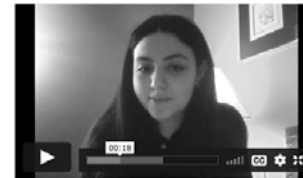
We believe that when students pursue a topic of their own choosing, they encounter unique obstacles and challenges that they can learn from and celebrate. By designing experiences like the [Catalyst Exhibition](#), we encourage students to share their learning with a public audience to amplify and authenticate their voices and ideas. The specific guidelines of Catalyst Exhibition projects vary by course, but there is a common prompt that each student responds to: Take concepts and skills learned in your course to share and live out a real-world project.



Janai J. - The Bush School

Global Online Academy

"How can Sony appeal to new investors with their environmental activism, and how will these new..."



Helen G. - Hamden Hall

Global Online Academy

"As teenagers in a critical stage of development, how can we make our high schools an environment whe..."



Margit C. - Head-Royce School

Global Online Academy

"Autism in American Schools: How can we ensure neurodiverse children are valued in the classroom?..."



Mira S. - The Downtown School

Global Online Academy

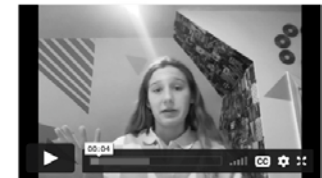
"How could the language in my school's rules be updated to be more inclusive towards religion?" Lin...



Akhil P. - Head-Royce School

Global Online Academy

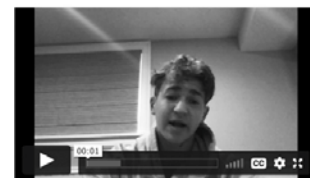
"How can the distrustful relationship between marginalized Americans and the healthcare..."



Anni Y. - Lakeside School

Global Online Academy

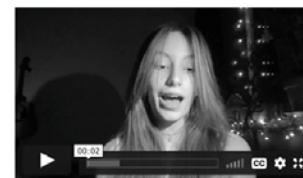
"How can a sense of personal purpose and the act of slowing things down help students in competitive..."



Gabe K. - Catlin Gabel School

Global Online Academy

"How can we design efficient public transportation to develop sustainable suburban communities in..."



Emma S. - American Internati...

Global Online Academy

"Why do we long for unknown places?" Link to full project:...



Mia R. - International School o...

Global Online Academy

"How do labels impact academic performance?" Link to full project: <https://24miar20.wixsite.com/catalys...>

In the 2021-2022 school year, we had more than 800 students from 100 GOA schools participate.

Member Voices



American International School of Budapest Prepares Students for Success in a Global World with GOA

American International School of Budapest (AISB) joined the GOA consortium in early 2021 with a focus on personalizing student learning and expanding opportunities for students to pursue their interests and build relevant, lifelong learning skills.

For more, see [Mission in Action: AISB Prepares Students for Success in a Global World through GOA Partnership](#)

“GOA provides our students with an increased level of autonomy over their learning,” AISB Director Brett Penny shared. He added,

“many of our students use GOA to ascertain whether the courses they are taking might be a possible future area of study.”

AISB had more than 70 enrollments in GOA’s semester-long student courses this academic year. Brett Penny acknowledges that providing students with access to GOA courses speaks to their value placed on individual growth. “In defining growth, we described what is necessary for the students to experience high levels of personal engagement,” he said. “Our students identified that when learning is relevant and authentic, they experience higher levels of engagement. The GOA courses are just that—relevant and authentic.”

The GOA courses are just that—relevant and authentic.



Hamden Hall and GOA Prepare Students for the Future

Hamden Hall Country Day School, an independent school in Hamden, Connecticut, joined GOA in 2014 in order to encourage global connections and learning through interests.

Graduating senior Marlon said, “The idea of being able to take a primarily asynchronous, yet interactive and specialized course is what interested me in taking Bioethics. GOA forces students to develop numerous personal skills, such as knowing how to work independently and time management.” Marlon saw this course as a way to “practice personal skills while also learning about an interesting new topic.”

For more, see [Mission in Action: Three Ways Hamden Hall and GOA Prepare Students for the Future](#)

This combination of personal and academic development is what graduating senior Chloe reflected on from her GOA experience as well. Combining an interest in psychology and a passion for the arts, she enrolled in Positive Psychology, where she could learn about the effects of music on the mind. Having committed to an arts-specific college, she also enrolled in Arts Entrepreneurship which was an introduction to what she would be studying in college. Her course pursuits helped her “discover my true artistic identity and become more vulnerable in exposing myself to deeper artistic expression. I pushed my own personal boundaries of comfort,” she said. “This project was the first time I had ever shared my own songs with others, and it was really beneficial for not only improving my skills themselves, but my confidence in music.”

GOA forces students to develop numerous personal skills, such as knowing how to work independently and time management.



Spotlight on College and Career Readiness

Zoey is a 2022 graduate of Punahou School, and now attends Yale University, majoring in psychology with a specific track in neuroscience. Zoey is also a former GOA student and we spoke about her experience taking a GOA course, Neuropsychology, which she took during junior year.

For more, see [Student Spotlight: Preparing Students for College and Career](#)

Zoey said GOA courses are organized to encourage collaboration and communication, which fosters a global connection. Zoey expressed appreciation for the unique learning environment and the ways in which she collaborated with students across time

zones on real-world projects. “It was really different to be able to work with students in an academic environment rather than just a social one,” she said. “That really made me excited about meeting more people from the global community, especially because Yale has a lot of international students that are coming from all over the world. I think GOA really helped me develop the communication skills that I currently have so that I can really better connect with people.”

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Spotlight on Learning Pathways

Alexandra, of Head-Royce School, began her GOA journey by taking Microeconomics and Macroeconomics as a sophomore. After a summer Fiction Writing course, she returned to take business-related courses, Business Problem Solving and Entrepreneurship in a Global Context. She’s confident that exploring GOA courses has given her a window to the world of business and finance.

The tools and knowledge I gained during my GOA course came to good use.



A second common pathway at GOA is Medicine and Global Health. Adib, of Pembroke Hill School, said he is “interested in social factors that affect health—the bigger picture questions,” so he signed up for a GOA flex course, When A Virus Goes Viral, just as the pandemic was beginning. Since then, he enrolled in two GOA semester courses as a sophomore: Medical Problem Solving I and Medical Problem Solving II. The following year, Adib joined GOA’s Global Health and Race & Society classes.

Many students choose a constellation of courses that explores their passion for law, diplomacy, and human rights. Amelia Grace, of The Bush School, began her pathway with Prisons and Criminal Justice Systems. She says, “I learned so much, not only about the legal system but also the systemic practices in it that create patterns in what populations are disproportionately incarcerated. In the spring of my junior year, I interned with a U.S. Magistrate Judge, and the tools and knowledge I gained during my GOA course came to good use.”



For more, see [Blazing Their Own Trail: How Students Personalize Their Learning Pathway with GOA](#)

GOA Faculty

In the 2021–2022 academic year, GOA had 97 part-time faculty members. Our faculty are an important part of the GOA student learning experience and come from schools all over the world, bringing a diversity of expertise and experience as teachers.

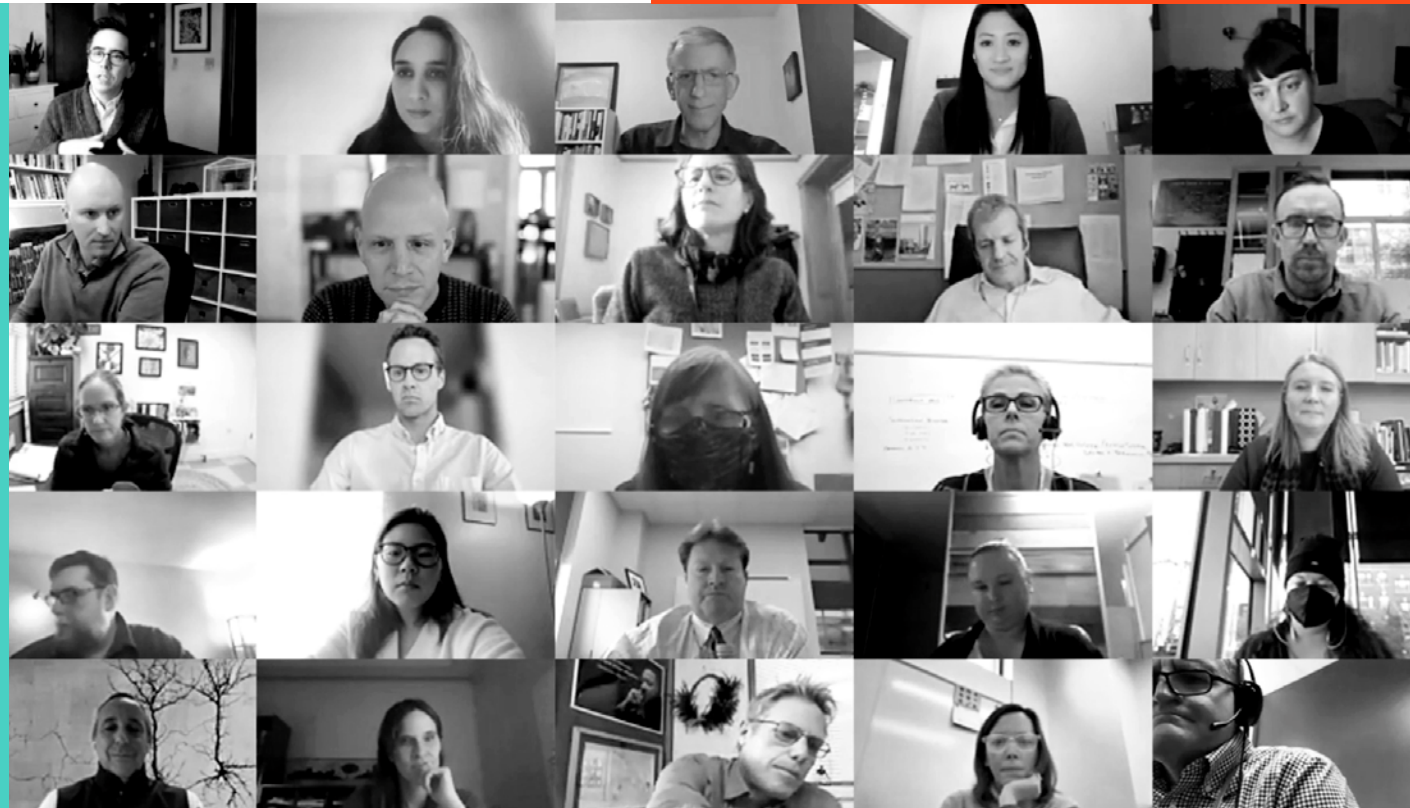
GOA's faculty, on average, have been teaching 15 years. Teachers that join GOA's faculty also continue to teach with GOA. With a retention rate of over 90%, faculty have extensive experience building relationships with students and facilitating online learning experiences.

Our faculty are equipped with courses, workshops, and cohort-based learning experiences through our Center for Professional Learning and express a deep willingness to learn and grow while teaching for GOA. The result? **GOA faculty design for experiential and interest-based learning and peer collaboration.** Faculty design spaces for relationship-building and know their students in similar ways to their brick and mortar students.



“ I return to teach with GOA because of the focus on student agency in their own learning. Teaching a GOA course is truly guide on the side and not sage on the stage with my role to facilitate learning experiences that lead to deep understanding.”

—GOA Faculty for six years and Senior Learning Design Coach
Natalie Broderick



“ I keep returning to teach year after year because teaching at GOA supports me in being a more innovative and inventive teacher. Collaborating with this faculty and the GOA team reminds me to question assumptions about what great teaching and learning looks like.”



—GOA Faculty for six years and Senior Learning Design Coach
Jessica Gould

Faculty Spotlights



ANITA CHURCHVILLE

Abnormal Psychology

American School of Bombay
(India)

Anita is the program coordinator for the Secondary High Ability Program at the American School of Bombay. In this role she works with students, learning coaches, administrators, and classroom teachers to set up programs and teach strategies supporting students inside and outside of the classroom. She creates curricula and facilitates several classes at ASB: leadership for 6th-graders, independent research for 9th- and 10th-graders and enrichment for 7th- and 8th-graders, and a mentorship program for students in grades 6 to 12. Outside of school, Anita conducts workshops and offers courses for international teachers and administrators. She enjoys reading research on giftedness, neuroscience, behavior and social emotional issues and also serves as a mentor for the Association for International Educators and Leaders of Color (AIELOC).



ROB CURRAN

International Relations

The Savannah Country Day School
(Georgia, U.S.)

Rob started his career at The Paideia School in Atlanta, Georgia, where he taught Spanish and coordinated high school student activities. He returned to his native Cornwall, in the southwest of Britain, and to University College Falmouth, a creative arts university where for several years he directed the inclusion, equity, and community engagement program. An advocate for students with learning differences, for sustainability, and global education, Rob is now Director of the Institute for Atlantic Studies, teaches Contemporary Global Issues, and is GOA Site Director. He recently co-designed and taught the GOA Flex course on the War in Ukraine, and when not in the classroom enjoys gardening, genealogy research and DIY.



JACQUELINE GRANT

Introduction to Legal Thinking

Gulliver Preparatory School
(Florida, U.S.)

Jacqueline Grant is based in Miami, Florida, and teaches the Advanced 9th grade World History courses at Gulliver Prep School. She has taught for GOA for two years. She also works with other faculty as a Learning Design Coach. She is an avid reader and can always be found with her nose in a book when not thinking of ways to engage her students in her other passion—History. Jacqueline has a Ph.D. in Caribbean and Latin American History and Atlantic Studies and focuses her research on 19th-century Cuba.



AARON PREETAM

Business Problem Solving

Germantown Friends School
(Pennsylvania, U.S.)

Aaron Preetam teaches history at Germantown Friends School. Aaron has also worked at Drexel University's School of Education in several capacities, overseeing the student teaching program. At Germantown Friends School, Aaron has worked with students and faculty on issues of diversity, equity, and inclusion. Aaron has served as the Upper School Diversity Coordinator and is now the Director of Directed Independent Study. Aaron has also been coaching U23 and Senior national team rowers since 2019 most recently with Conshohocken Rowing Center.

Aaron's Applied Economics class won the Virtual Enterprise Regional Business Plan Competition and placed fifth at the national competition out of more than 500 schools. He has a Master of Science in Social Science: Secondary Education from the University of South Florida, Tampa, and a Bachelor of Arts in History from Rutgers University.

PROFESSIONAL LEARNING IMPACT

The pandemic shifted how connected many educators felt to their students and colleagues and revealed gaps in how we cultivate belonging for our students and also for our teachers. Professional learning that creates space for conversation, for sharing our practice, and for engaging in synchronous touch points supports educators not just in getting the upskilling they seek, but also in feeling known and connected. They seek synchronous, relational learning, but they also need to set their own schedules. Teachers continue to want responsive, time-flexible, personalized pathways aligned to overall school goals for their own professional growth.

GOA's professional learning programming is built on our deep understanding of what and

how educators and school leaders want to learn. **Our priority is to empower teachers with the knowledge and skills they need to move from theory to practice and have a measurable, meaningful impact on student learning.** Our superpower is the ability to design and facilitate meaningful, networked learning experiences both in-person and online. Our passion is to give educators and school leaders the time and space not just to learn and practice new ideas, but to connect and share ideas with each other.

GOA's Center for Professional Learning serves all educators, from member schools and non-member schools and has also impacted how we train and develop our faculty. In September 2021, GOA announced a [professional learning framework](#),

a set of five educator competencies, to align all of our professional learning experiences, answering the question, "What do teachers need to know and be able to do now?"

GOA faculty engage in conversations about their course facilitation experiences using GOA's educator competencies as a lens. This process has supported us in aligning and calibrating practices across GOA programs and is intended to celebrate and empower teachers. The goal is to continue to collectively deepen our understanding of these competencies and the practices that lead to high-quality online learning through self-reflection and collegial conversations between GOA faculty, their GOA Learning Design Coach, and GOA staff members.

Five Educator Competencies



1

Assess for learning



2

Build collaborative communities



3

Cultivate belonging



4

Foster student-led learning



5

Rethink time and space

GOA's impact is based on five distinguishers that make professional learning experiences unique:

- 1 We blend in-person and online learning to maximize connection, flexibility, and impact.
- 2 Our coaches are experienced educators who respect and elevate the experience and expertise that adult learners bring to professional learning.
- 3 We know how to move from theory to practice with well-crafted activities and prompts that give learners time and space to practice and receive feedback.
- 4 Our global network gives us access to new ideas and exciting practices at a wide variety of schools, innovative thinking that we bring to our sessions.
- 5 We work with thousands of students and hundreds of teachers in our own Student Program, providing direct experience that makes our professional learning more relevant and authentic.



**PROFESSIONAL
LEARNING
ENGAGEMENTS
2021-2022**



2021–2022 Professional Learning Partnerships



American International School
Chennai



American International Schools
in the Americas (AMISA)



Casady School



Concordia International School
Shanghai



The Dalton School



Deerfield Academy



The Delta School



Friends Academy



Garnet Valley School District



Gilman School



Holland Hall School



Independent Schools
Association of the Central
States (ISACS)



Klingenstein Center, Teachers
College, Columbia University



The Lamplighter School



Louisville Collegiate School



Maple Run Unified
School District



Penn-Delco School District



Philadelphia Academies Inc.



Phillips Academy at Andover



Pine Crest School



Rippowam Cisqua School



Southern Association of
Independent Schools (SAIS)



St. Patrick's Episcopal
Day School



The Town School



Tri-Association

Professional Learning Voices



Holland Hall and GOA Partner to Foster Student-Led Learning

For more, see [Ask Me Anything: How Do We Foster Student-Led Learning?](#)

A group of teachers and school administrators from Holland Hall School, an independent school in Tulsa, Oklahoma, partnered with GOA during the 2021–2022 academic year to develop a plan for student-led learning through the delivery of high-quality feedback rooted in competency-based learning. The goal of the partnership was to foster and build a culture of feedback that would shift students' focus away from grades and towards learning. While some teachers faced challenges, the outcomes experienced with this shift included improved student work, self-reflection, deeper engagement, and a better application of teacher feedback.

Andrea Reese, Holland Hall English – Middle School Faculty, shared that transitioning to student-led learning requires patience and steps. She began by asking each class to discuss their grading rubric at the beginning of the semester to promote student ownership.

Each class created a slightly different rubric tailored to their understanding of what they should be working toward, yet still meeting the same core goals. Andrea recognized that building reflective practices in her classroom ensured students were more aware of their own progress in class.

Outcomes experienced included improved student work, self-reflection, deeper engagement, and a better application of teacher feedback.



AMISA, Tri-Association, and GOA Partner to Rethink Professional Learning

For more, see [Rethinking Professional Development at Your School Post Pandemic](#)

More than 200 educators from 13 schools across Central and South America gathered in a three-month-long cohort-based learning experience to improve their teaching practice, leveraging online spaces for teaching in-person or online.

The outcomes of this work included: creating discussion protocols to invite students to engage in inclusive learning environments; designing capstone assessments that prioritize student agency, authentic learning, and audience; designing nonlinear and differentiated curriculum; updating or redesigning an online hub; and redesigning gradebooks or assessment politics.

A cohort approach allowed teachers at their respective schools to meet and develop projects individually or by department, and also use an online platform to share these design challenges to get feedback from others in the region and build a professional learning network.

“I really changed as a teacher. This has forever altered the way I’ll teach my subject matter and I’ve been a seasoned educator for 17 years,” a teacher said as she presented her work as a result of a three-month series of courses offered by GOA through a partnership with American International Schools in the Americas (AMISA) and Tri-Association organizations.

I really changed as a teacher. This has forever altered the way I’ll teach my subject matter and I’ve been a seasoned educator for 17 years.

LOOKING FORWARD

It has always been GOA's vision to expand to public schools, and the time feels particularly urgent now. At a high level, there is an opportunity to accelerate support for students as we emerge from a global health crisis. There is also an increased interest in and access to high-quality online learning for students coming out of the pandemic.

GOA will continue to expand our work with public schools to promote intellectual curiosity, exploration, and deep learning by offering interest-based online student learning experiences and building educator expertise. The GOA learning experience, for both students and educators, centers around core competencies, transferable skills that GOA's courses are designed to cultivate

in participants. These competencies, such as collaboration, self-direction, and communication with those who are different from you, are research-based components that can drive a student's persistence in higher education and career success long term.

Our vision is to create equitable, high-quality learning experiences for more students around the world. As we look forward, we see continued impact on the lives of students, teachers, school leaders, and schools. Through continued partnership with our network of schools and learning organizations, we will continue to deliver on the mission of preparing students and educators to thrive in a globally networked society.

There is a new level of urgency for schools to meaningfully prepare students for college and career through early exposure to real-world experiences and the building of transferable skills.

As we move forward, GOA has identified core design elements which support this expansion:

● Access to interest-based learning opportunities

Our vision has always been to make GOA accessible to students in public schools. With shifts in the needs of students, schools, and the world of work, the time is now to expand GOA learning experiences to students and educators in public schools.

● GOA's competency-based approach to teaching and learning

In 2021, 10 states passed legislation to move toward more competency-based learning and assessment criteria. GOA's competency-based learning model is an equitable and growth-oriented approach, where students are rewarded for their growth and development of transferable skills over time.

● Transferable skills

Employers increasingly demand transferable skills that allow students to create, collaborate, solve problems, and communicate in a global world.

● Global connections

In the summer of 2022, GOA began piloting public school expansion through partnerships with three public school networks. This work will require additional start-up capacity to design and implement, evaluate, develop proof points, and ultimately expand to reimagine learning with public school partners across the country.





THANK YOU

to all of our amazing member schools, our board of directors, our staff, our students, faculty, and school leaders who have made GOA what it is today.



[GOA Member Schools](#)
[Board of Directors](#)
[GOA Staff](#)
[GOA Faculty](#)



www.globalonlineacademy.org