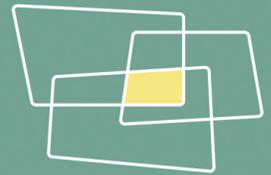
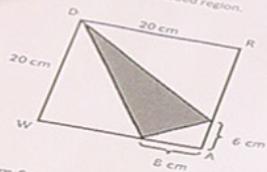


# Chalkboard Project: Our Learning Journey



**CHALK  
BOARD  
PROJECT**<sup>®</sup>

**Example 3**  
Find the area of the shaded region.



Redraw the figure separately  
the calculations.

$$\begin{aligned} & 20 \times 20 = 400 \\ & A = \frac{1}{2}bh \\ & A = \frac{1}{2}(6)(20) \\ & A = 60 \\ & 400 - 60 = 340 \end{aligned}$$

### Problem Set

1. Find the area of the shaded region. Use 3.14 for  $\pi$ .



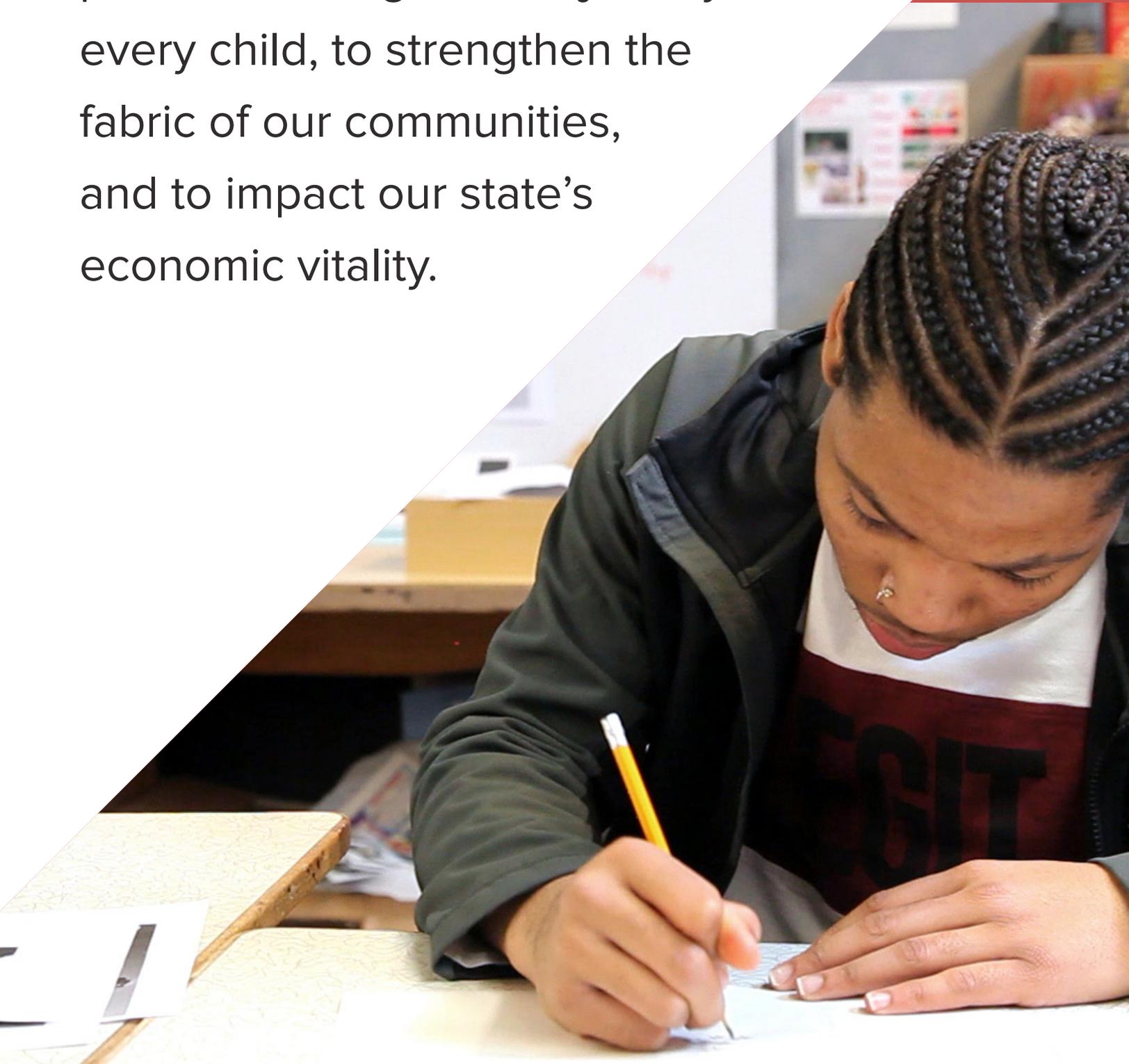
2. The figure shows two semicircles. Find the area of the shaded region. Use 3.14 for  $\pi$ .



3. The figure shows a semicircle and a square. Find the area of the shaded region. Use 3.14 for  $\pi$ .



There is nothing more important to the future success of our state than our children. We know that public education has the power to change the trajectory for every child, to strengthen the fabric of our communities, and to impact our state's economic vitality.



In 2005, faced with education outcomes that did not match our state's goals, six Oregon philanthropic foundations came together to explore how they could better support public schools and in turn strengthen our state. Oregonians were invited to public meetings to talk about what they wanted for their schools, and responded to surveys online and by phone. Among a wide range of opinions, several key ideas rose to the top: a desire for more transparency about how school districts spent public funds; a better understanding of how schools were doing comparatively; and a plea for classroom teachers to be better supported in their work. The foundations launched the Chalkboard Project to address these challenging but critical issues.

In its early days, Chalkboard worked with partners across the state to advocate for the revival and revision of a statewide mentorship program for new educators, published several key research reports and best practices papers, and launched a data website, Open Books, to add to the public's understanding of what was happening in Oregon schools.

To accelerate progress, Chalkboard began to invest in pilot projects in school districts throughout the state that it believed could move the needle locally and provide proof points for future advocacy. Through pilots such as the CLASS Project and TeachOregon, Chalkboard built relationships in a number of school districts and saw both the tremendous impact of working locally and the challenge and opportunity of translating that work to state-wide impact.

Educators in the schools and districts involved in Chalkboard's pilot projects brought their expertise and creativity to the work, adding nuance and an understanding of what would make a difference for students. They also became the most compelling advocates, making the case to legislators that every district in the state should have the same opportunities to support educators and improve outcomes for students.

Fourteen years later, much of Chalkboard's work has been adopted into state policy and is now managed by the Oregon Department of Education. We have seen outcomes improve through our efforts with districts, successfully changed policy at the state level, and learned many important lessons. But on the whole, our state has not moved as far or as fast as we had hoped. Our vision had been to make Oregon's public schools among the best in the nation, and we are still far from meeting that goal. Perhaps most troubling, the past 14 years have highlighted broadly the unacceptable disparities that exist for students of color and for rural communities. In short, there is still significant work to be done.

In the past year, the board and staff of Chalkboard Project have spent time reflecting—on the organization, ourselves, our values, and what role we can and should play in the state 14 years after our formation. While certainly not comprehensive, here is some of what we have discovered:

# What makes us proud

- We've helped amplify teacher voice, highlighted the importance of teacher leadership and autonomy, and worked to ensure policy decisions are informed by on-the-ground practitioners.
- In partnership with other organizations, we've helped pass 12 pieces of state legislation that prioritize quality support for teachers, including expanding mentoring programs, rethinking teacher preparation, and formalizing teacher leadership roles.
- We have worked hand in hand with over 85 school districts to try out new ways of supporting teachers and leaders to do their best work with students.
- Our amazing cadre of coaches have built capacity across the state, working alongside local educators as they engage in processes of designing, measuring, and continuously improving practices and systems.
- The learnings from many Chalkboard Project initiatives have now been adopted as statewide initiatives with over \$40 million in state funding available to districts to leverage what works.
- We have collaborated with other organizations and institutions to publish important research reports including: *Condition of Education for Members of Oregon's Tribes* and *Rural Education in Oregon: Overcoming the Challenges of Income and Distance*.



# What we have learned

- Improving education is critical to our state for many reasons—but **deep love and commitment** to all of Oregon’s kids is the most important “why” of this work. We must center children in every decision we make.
- We cannot make progress without acknowledging the persistent disparities that impact our students of color, students living in poverty, and rural students. **Diversity, equity, inclusion, and belonging** are not additions or “nice to haves”, but rather are the core values that are foundational to all of our work.
- We know that **listening and partnerships** are essential—we will not improve outcomes for all without engaging and authentically working together across ideologies, backgrounds, and geographies.
- Sometimes our best work is done in the background in support of others. Other times we need to be prepared to lead with **authenticity and humility**.
- Change happens from the **ground up**. Students, families, and trusted organizations have critical perspectives and actionable ideas to improve persistent educational disparities in their communities.
- Resources to support **local innovation and capacity building** must accompany our ambitious goals for education in Oregon. Implementation is where the rubber hits the road.
- Our solutions must **reflect the complexity** of the challenges we face. There is no “silver bullet”—students and educators face a variety of challenges inside and outside of school that must be addressed.
- **Data is critical**, including the lived experiences of students and teachers. We must collectively develop our goals, radically expand how we measure and define progress, and hold ourselves accountable to outcomes at every level for every student.
- Whether we represent public, private, civic, or philanthropic sectors, our children are a **shared responsibility**. We need to move forward in ways that allow all of us to contribute our respective expertise, build on each other’s strengths, and act courageously together.

# What could come next

Chalkboard remains deeply engaged in making sure educators are supported to do their best work in every district across the state. Many of the state-level supports we advocated for are now stewarded by the Educator Advancement Council (EAC), a state council of educators and community members charged with investing in a statewide system of support for educators. We strongly support the EAC's core beliefs around centering local needs, elevating teacher voice, and using inclusive process to ensure that supports for teachers are meaningful and effective. Through the 2019 legislative session, we will continue to advocate for resources and structures that allow the EAC to operate as an effective and robust system of supports for all educators.

In the coming year, we are also actively seeking, building, and renewing partnerships with organizations and leaders across the state who share our commitment, values, and beliefs. We want to start by launching an engagement process with our partners to ensure that our internal reflections align with those of community, identify common values and vision, and imagine what roles Chalkboard could play in the future. We welcome your perspective, input and ideas, so please reach out Whitney Grubbs, [whitney@chalkboardproject.org](mailto:whitney@chalkboardproject.org), or any member of our team to share.

