Seems like it was yesterday when we prepared to be teachers, doesn’t it? As you continue your second year of teaching, we want to know what you are doing and how you have changed as a teacher.

The opportunity to work with a mentor and create a project was a major idea of the COOL grant. Since most teachers leave the profession during their first three years of teaching, the Grant provided opportunities for you to work closely with another teacher for student and mutual success.

We report to the Department of Education in April, providing services offered to you. Please help us keep our funding by submitting your project electronically by deadlines.

Please plan together and submit electronically so that others will benefit from your expertise!
For COOL participants, the Grant provides second and third year mentors. Therefore, we want these teams to gather strength as they work together and take time to increase the **student-centered learning, differentiated learning, and higher critical thinking skills**. Based on the Principles of Learning, let’s focus on its components.

1. **Organize for effort.** Define “organize for effort” as used in your classrooms.
2. **Clear expectations.** Define “clear expectations” as used in your classrooms.
3. **Academic Rigor:** Define “academic rigor” as used in your classrooms.
4. **Accountable Talk:** Define “accountable talk” as used in your classrooms.

How can you apply these Principles of Learning to your classrooms this year? What have you wanted to do that needed more time and attention? What project would be beneficial for your PDAS evaluation and personal goals? This is your opportunity to design a project that you can complete together during the year.

**Synthesize:** Select or construct a similar project for this 2nd mentorship year. You will design the plan and the necessary steps and deadlines needed, along with resources.

*Examples:*
- Establish a learning center for using POL areas.
- Design independent learning activities as extensions of learning.
- Incorporate group learning activities.
- Establish auditory learning tools
- **Using the computer for practice and progress**

**Plan Includes:**
- Steps to be taken:
- Objectives:
- Process:
- Resources needed:
- Assessment:
- Data collected:
- Expected results:
- Results of project in electronic form (PowerPoint, webpage)

Second-Year Teacher Mentor Contract/Invoice

Mentor’s Name: __________________________

District and Campus: ______________________

Teacher’s Name: _________________________

I, ____________________________, agree to mentor the above 2nd year teacher for the current academic school year. In addition, I understand that payments for the Fall/Spring semesters are contingent upon my fulfilling the obligations of mentoring listed below. Documentation for the payments must include an updated W-4, Payment of Provider and signed mentor contract/invoice—all with original signatures. [Documents may NOT be faxed or emailed but must be returned by mail or in person.] I also agree to allow ACC to use this project for teacher training.

<table>
<thead>
<tr>
<th>Documentation of Mentoring for Second-Year Teachers</th>
<th>Completion Dates</th>
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<tbody>
<tr>
<td>1. Review/assist the Teacher in implementing Project for final electronic submission in March by emailing a brief status report to <a href="mailto:sduncan@austincc.edu">sduncan@austincc.edu</a>. You will be credited $250 toward the final payment.</td>
<td>by January 30</td>
</tr>
<tr>
<td>2. Submit final electronic copy of Project to <a href="mailto:sduncan@austincc.edu">sduncan@austincc.edu</a> Mentor will be paid $250 at that time.</td>
<td>by March 30</td>
</tr>
</tbody>
</table>

Mentors will be paid $500 upon these conditions.

Spring: $250 payment upon receipt of status report in January and $250 Final submission by March 30. You may submit your project early!!!