



Example 2
Postdoctoral Mentoring Plan

Each year of the project, a Postdoctoral Fellow will aid with the learning components of the intervention and the professional development experiences for participating teachers. (The Harvard Graduate School of Education imposes a limit of two years on postdoctoral fellowships, so two or possibly three people will hold this role during the three year project.) Postdoctoral mentoring will occur both within and outside of the project.

Within the project, the Fellow will meet individually with the PI once per week, to review project tasks and progress and to receive individualized feedback. In addition, the Fellow will participate and facilitate weekly project meetings with all project staff and will assist in the supervision of students who work on the project team. The Fellow will also take an active role in dissemination efforts, including writing and presenting papers at conferences.

In addition to his/her duties on the project, we will mentor the Postdoctoral Fellow in several other ways. First, he/she will participate in a bi-weekly postdoctoral education seminar, designed and facilitated by the PI and attended by other fellows at the institution who are working on education projects; this process will allow for cross-fertilization across multiple research projects. As part of this seminar, fellows will read, discuss, and critique current journal articles, as well as drafts of the PIs and fellows' writings, including grant applications. In addition, in the context of the seminar, the Fellow will complete at least one major piece of writing each semester, which may include journal articles or grant submissions.

Further, the Fellow will participate in an institutional biweekly STEM Education Seminar. At this seminar, both department members and outside speakers present their work in the area of science and mathematics education research and practice. The Fellow will give at least one talk about his/her research during the term of the fellowship. Finally, we will encourage the Fellow to supplement his/her methodological training by auditing a methods courses offered by faculty. We will ask the Fellow to select course(s) and focal topics that build upon his/her individual strengths and weaknesses in his/her prior training and support the work of the project.