

The Practitioner Training and Certification Program: The Practicum

The Practicum Assignment is a requirement for certification. Are you ready to complete the Practicum Assignment?

- You are eligible to register for the practicum any time after you receive credit for *Literacy, Adult Learners, and YOU*.
- Let the [Registrar](#) know you are ready.
 - Is there someone currently in the program with whom you would like to partner?
- You will be assigned one of two roles: Mentor or Practitioner

Mentor – (Assignment A)

- has two or more years' experience working with adult literacy learners
- has experience in lesson planning
- is enrolled in or is certified in the Practitioner Training Program

Practitioner – (Assignment B)

- has less than two years' experience or is new working with adult literacy learners
- is enrolled in the Practitioner Training Program and has completed *Literacy, Adult Learners, and You*
- is currently working with an adult literacy learner or a group of learner

How will you receive credit for the Practicum Assignment?

Both partners in the assignment must submit documents by emailing them to the [Program Facilitator](#).

The Mentor must submit:

1. A reflection of the process
2. The [Mentor's Rubric](#). The mentor must send a copy of this rubric to their partner.

The Practitioner must submit:

1. A reflection of the experience (see #7 in the instructions)
2. A copy of your final plan for the session

The [Facilitator's Rubric](#) will be used to evaluate your work. The rubric will be completed by the facilitator and emailed to both partners in the assignments when all the information noted above has been received.

The Practicum Assignment

Assignment A – (the mentor) is for practitioners who have

- more than two years' experience in working with adult literacy learners, either in groups or one-to-one.
- experience in lesson planning and instructing adult learners
- taken the Practitioner Training Program or are currently enrolled

Purpose:

This assignment is designed to give you opportunities to:

- Mentor a less experienced literacy practitioner as s/he plans and reflects on a learning/teaching session.
- Reflect on the process of planning a session.

Instructions:

You will act as a mentor to a new practitioner as he or she prepares a plan for a session with a learner or a class, then carries out the plan and reflects on how it went.

When an opportunity for mentoring an inexperienced practitioner comes up, the Registrar or the Facilitator will contact you to see if you are available for a few hours over the next month or so. If the time is not convenient, you can say no, and you will be asked again at a later time. If you accept the assignment, your job will be to mentor the practitioner as he or she prepares a plan for a session with a learner or a group of learners, discussing an early draft and (perhaps) a revision, and debriefing with him or her after the session has been delivered.

1. Contact the practitioner by phone or email.
 - Plan a conversation, by phone, video chat, or in person, to discuss the assignment.
2. Clarify that your role is:
 - To answer, from your experience, questions that may come up as the practitioner plans a learning session;
 - To carefully read a draft plan for the session when it is offered to you, and to comment and ask questions to help improve the plan and forestall any problems you see;
 - To do the same for a revised draft, if requested;
 - To have a de-briefing discussion after the session, to listen to how it went and answer questions, again from your experience.
 - To complete The Mentor's Rubric and send to the Program Facilitator and your partner.
 - To write and send your reflection of the process to your Program Facilitator.
3. Clarify that your role is NOT to:
 - teach the practitioner how to plan a session
 - give or withhold credit for the assignment.

Credit Granting:

The following documents must be completed and submitted before credit for the assignment will be considered:

- **A reflection of the process to the Program Facilitator**
- **The [Mentor's Rubric](#) to the Program Facilitator and to your partner**

The [Facilitator's Rubric](#) will be used to evaluate your work. The rubric will be completed by the facilitator and emailed to both partners in the assignments when all the information noted above has been received.

Assignment B is for practitioners who are new to adult literacy – or have less than two years' experience working with adult literacy learners. If you have experience in related fields, such as teaching in the K-12 system, or teaching ESL to adults, you will find parts of this assignment easy, because you will be used to making teaching plans. In this case, please focus on the fine details of planning--how does your approach change as you shift your work to this new set of learners? What expectations are different? What surprises you? Note that you do not have to use your first session with a learner for this assignment. You may plan and carry out many sessions with your learner(s) before deciding to use a specific session for this assignment.

Purpose of Assignment

This assignment is designed to give you opportunities to:

- Plan and teach a session with a learner or a group of learners.
- Discuss your work with an experienced practitioner.
- Improve your skills at planning and teaching a session through practice and reflection.
- Increase your confidence in session planning.
- Experience the role of the practitioner.

Procedure:

An experienced literacy practitioner will be your partner. You can choose someone who meets the criteria and is currently in the program. The mentor's role is shown in the description of Assignment A. If you do not choose someone from within the program, Literacy Nova Scotia will work with you to find a suitable partner.

Instructions:

1. Plan a session for your work with a learner or group of learners. (The next section gives you some information to help you plan.) Make a plan for the usual length of time you meet with your learner(s).
2. Show your draft plan to your mentor, ask questions and get some feedback. Make revisions.
3. If you made major revisions, show your revised draft to your mentor, and discuss.
4. Carry out the session with your learner.
5. Have a de-briefing discussion with your mentor, who will listen and answer questions.
6. Write a reflection of the experience, beginning with your work with your mentor and continuing until the end of the session. Examine how things went, what went as expected, or better than expected, problems you encountered and how you dealt with them, surprises, etc. Explain what you did well, what not so well, and what changes you would make as you plan your next session.
7. Send a copy of your final plan for the session and your reflection on it to the Program Facilitator.

Sample Practicum Assignment: [Planning a Teaching Session - My Reflection](#)

Credit Granting

The following documents must be completed and submitted to the [Program Facilitator](#) before credit for the assignment will be considered:

- **A reflection of the experience (see #7 in the instructions)**
- **A copy of your final plan for the session**

The [Facilitator's Rubric](#) will be used to evaluate your work. The rubric will be completed by the facilitator and emailed to both partners in the assignments when all the information noted above has been received.