



NEVADA LABOR COMMISSIONER
NEVADA STATE APPRENTICESHIP COUNCIL
2023 Non-Joint Standards of Apprenticeship

Appendix A

WORK PROCESS SCHEDULES
AND
RELATED INSTRUCTION OUTLINE
Truckee Meadows Community College

OCCUPATION: PreK-8 Paraprofessional

O*NET-SOC CODE: 25-9042.00 RAPIDS CODE: 3024CB

APPROVED BY
THE NEVADA LABOR COMMISSIONER AND THE NEVADA STATE
APPRENTICESHIP COUNCIL

Toni Giddens, Nevada State Apprenticeship Director

REGISTRATION DATE: _____

RAPIDS PROGRAM ID NUMBER: _____

DEVELOPED IN COOPERATION WITH THE
THE NEVADA LABOR COMMISSIONER, THE NEVADA STATE
APPRENTICESHIP COUNCIL AND THE U.S. DEPARTMENT OF LABOR

Appendix A

WORK PROCESS SCHEDULE

This schedule is attached to and a part of these Standards for the above identified occupation.

1. TYPE OF OCCUPATION

☐ Time-based ☐ Competency-based ☒ Hybrid

2. TERM OF APPRENTICESHIP

The term of the occupation shall be defined by the attainment of all competencies of the position. The program uses a hybrid approach, with specified skills that must be acquired and the minimum number of hours of on-the-job learning that must be completed by an apprentice includes 1000 hours of OJL, supplemented by at least a 144 hours of related instruction per year of the apprenticeship.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journey worker/fully trained worker ratio is a minimum of 1:1 and a maximum of 4:1 apprentice(s) to journey worker/fully trained worker(s).

4. APPRENTICE WAGE SCHEDULE

An apprentice minimum starting wage will be at least \$14.70 per hour. Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journey worker/fully trained worker wage. A journey worker/fully trained worker minimum wage will be at least \$40.90 per hour.

Periodic review and evaluation of the apprentice's on-the-job learning and related technical instruction will be conducted in alignment with the wage schedule established.

5. WORK PROCESS SCHEDULE (See attached Work Process Schedule)

The sponsor may modify the work processes to meet local needs prior to submitting these Standards to the appropriate Registration Agency for approval.

6. RELATED INSTRUCTION OUTLINE (See attached Related Instruction Outline)

The sponsor may modify the related instruction to meet local needs prior to submitting these Standards to the appropriate Registration Agency for approval.

Appendix A

WORK PROCESS SCHEDULE

The term of the occupation shall be defined by the attainment of all competencies, both technical and behavioral, of the position, which would be expected and approximated to occur within **2520** hours of OJL supplemented by a 160 hours of related instruction per year of apprenticeship.

Apprenticeship Competencies – Technical

Item	Work Processes	Apprenticeship Hours
A	Supervise Students <ul style="list-style-type: none"> - Assists in welcoming and releasing students from the school - Supervises students in all areas of the campus 	54
B	Learning Environment <ul style="list-style-type: none"> - Classroom and Learning Environment Expectations - Efficiency of Activities, Routines, and Rituals - Management of Student Engagement & Behavior - Embedding Positive Self Concepts into Environment - Proactive Discipline - Intentional Student Interaction 	100
C	Instruction <ul style="list-style-type: none"> - Introductions and Objectives to Lessons - Content Knowledge - Directions & Explanations - Procedures & Activities - Deployment of Materials & Equipment - Student Involvement - Transitions - Embedded & Ongoing Assessment - Accommodation of Individual Student Needs 	800
D	Professional Engagement <ul style="list-style-type: none"> - Collegiality - Self-Initiative - Collegiality - Ability to Reflect - Written & Oral Expression - Additional Apprenticeship Behavioral Competencies 	46
	Total hours (approximate)	1000

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	Field Training	Demonstrate Fundamentals	Proficient in Task	Journey Worker Signoff	Completion Date
<u>Supervision of Students</u>					
SS1. Apprentice greets students when they enter the campus and/or classroom each day.					
SS2. Apprentice assists with bus-loading, if applicable, and making sure students are where they should be when the school day ends.					
<u>Learning Environment</u>					
LE1. Apprentice clearly relays lesson objectives and work standards to all students.					
LE2. Transitions and routines are seamless. Systems for performing duties are well-established with students assuming some responsibility for efficient operation.					
LE3. Apprentice is knowledgeable of rules, limits, and consequences. Highly effective classroom management is utilized: effective use of attention getting devices and nonverbal techniques are used effectively.					
LE4. Feedback is ongoing, positive, and meaningful. Genuine sensitivity and appreciation for effort and individual differences is evident.					
LE5. Discipline is preventive, limits are consistent, effective use of attention getting devices and nonverbal techniques are used effectively. Students accept responsibility for their own behavior and politely monitor their peers' behavior.					
LE6. Apprentice demonstrates genuine caring and respect for students as individuals including aiding in the development of self-respect and self-responsibility in students. Open communication and mutual respect is evident.					
<u>Instruction</u>					
IN1. Introduction and objectives are expressive and are effective at gaining attention; communicated at students' level including a clear and meaningful purpose for learning. Apprentice understands how the lessons align with standards.					
IN2. Demonstrates extensive content knowledge; able to answer student questions and/or use outside resources to find answers; uses effective questioning techniques to expand lesson objectives; relates lesson to other curricular areas and/or real world.					
IN3. Clear and concise directions/explanations, anticipates possible misunderstanding, and is aware of understanding.					
IN4. Apprentice follows a structured lesson plan structure with seamless transitions including introduction, practice, review, and closing. Students are involved in instructional choices, initiate discussion/ questions, and take responsibility for their learning.					
IN5. Students are cognitively engaged in activities, on-task, and are productive. Apprentice creates a safe learning environment in which students are comfortable participating.					
IN6. Pacing is appropriate for all students including time for reflection and conclusion.					
IN7. Transitions between tasks are seamless.					
IN8. Students are aware of how they are meeting the established standards and participate in planning the next steps; students can make use of teacher feedback in their learning. Assessment criteria and standards are clear and have been clearly communicated to students					
IN9. Seeks effective approaches/ accommodations for students who need extra help, successful in making quick adjustments to lesson(s). Collaboration with classroom teacher is evident.					
<u>Professional Engagement</u>					
PE1. Highly self-motivated, consistently takes initiative and handles other tasks with ease while					

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balancing classroom duties/responsibilities					
PE2. Initiates collaborative and collegial projects with colleagues. Appropriate interaction with parents on both positive and negative aspects of student progress.					
PE3. Always uses correct grammar and sentence structure; broad vocabulary; exceptionally skilled in modeling writing during instruction as well as in drafting materials/ correspondence.					
PE4. Speaks with expression, uses appropriate language for a school setting in a professional manner, corrects students' inappropriate speech					
PE5. Demonstrates a high value on cultural diversity as reflected in planning, organizing the learning environment, instruction, and professional interactions.					

The above on-the-job-learning (OJL) work process competencies are intended as a guide. It need not be followed in any sequence, and it is understood that some adjustments may be necessary in the hours allotted for different work experience. In all cases, the apprentice is to receive sufficient experience to make them fully competent and use good workmanship in all work processes, which are a part of the industry. In addition, the apprentice shall be fully instructed in safety and OSHA requirements.

Apprenticeship Competencies – Behavioral

In addition to mastering all the essential technical competencies, an apprentice must consistently demonstrate at an acceptable level the following behavioral competencies, to complete the apprenticeship.

Item #	Behavioral Competencies
1.	Participation in team discussions/meetings as appropriate
2.	Focus in team discussions/meetings
3.	Focus during independent work
4.	Openness to new ideas and change
5.	Ability to deal with ambiguity by exploring, asking questions, etc.
6.	Knows when to ask for help
7.	Able to demonstrate effective group presentation skills
8.	Able to demonstrate effective one-on-one communication skills
9.	Maintains an acceptable attendance record
10.	Reports to work on time
11.	Completes assigned tasks on time
12.	Uses appropriate language
13.	Demonstrates respect for patients, co-workers, and supervisors
14.	Demonstrates trust, honesty, and integrity
15.	Requests and performs work assignments without prompting
16.	Appropriately cares for personal dress, grooming and hygiene
17.	Maintains a positive attitude
18.	Cooperates with and assists co-workers
19.	Follows instructions/directions
20.	Able to work under supervision
21.	Able to accept constructive feedback and criticism
22.	Able to follow safety rules
23.	Able to take care of equipment and workplace
24.	Able to keep work area neat and clean
25.	Able to meet supervisor's work standards
26.	Able to not let personal life interfere with work
27.	Adheres to work policies/rules/regulations

RELATED INSTRUCTION OUTLINE

The related instruction has been developed in cooperation with the employer and sponsor partners as part of the apprenticeship. Related Technical Instruction (RTI) - This instruction shall include, but not be limited to, at least 160 hours per year for each year of the apprenticeship. The related technical education listed is tightly integrated with work product. The curriculum is defined as a variety of classes and professional development opportunities, with exercises and projects tied to practice. All competencies required of the students are met, through project work. Partners will include UNLV, Nevada school districts as relevant employer partners, and any providers approved by the JATC as meeting the curricular and practical objectives.

Course Topics	During Academic Program Hours
Student Supervision	54
Learning Environment	100
Instruction	800
Professional Engagement	46
Totals	1000

CORRESPONDING PROGRAMS

Academic Program	Links
Paraprofessional Certificate Program	Program Description
AA Elementary Education	Program Description
Early Childhood Education	Program Description

COURSE TOPIC DESCRIPTIONS & DISTRIBUTION OF HOURS

Area	Courses
Student Supervision & Professional Engagement:	EDU 206: Classroom Learning Environments (3 credits) 45 hours aligned with the approved degree plan.
Learning Environment:	EDU 201: Introduction to Elementary Education (3 credits) EPY 220A: Principles of Elementary Educational Psychology (3 credits) 90 hours aligned with the approved degree plan.
Instruction:	EDU 203: Introduction to Special Education (3 credits) EDU 245: Foundations of Elementary Literacy & the Science of Reading (3 credits) 90 hours aligned with the approved degree plan.

SECTION 27 - OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

Truckee Meadows Community College hereby adopts these standards of apprenticeship.

Julie Kauffman

Date: December 15, 2024

Signature of Sponsor (*designee*)

Julie Kauffman – EDU Coordinator, Truckee Meadows Community College

Type Name & Title