



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

Appendix A

WORK PROCESS SCHEDULES AND RELATED INSTRUCTION OUTLINE

***University of Nevada, Reno – College of Education and Human
Development***

PK-2 Teacher

O*NET-SOC CODE: 25-2011.00 RAPIDS CODE: 3004

**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

2023 Non-Joint Standards of Apprenticeship

**THE NEVADA LABOR COMMISSIONER, THE NEVADA STATE APPRENTICESHIP COUNCIL AND
THE U.S. DEPARTMENT OF LABOR**

2023 Non-Joint Standards of Apprenticeship

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 X 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, a minimum of 2,000 hours of on-the-job learning (OJL), and 315 hours of related instruction.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journey worker/fully trained worker ratio is: 4 apprentice(s) to 1 journey worker/fully trained worker(s).

4. APPRENTICE WAGE SCHEDULE

An apprentice minimum starting wage will be at least \$31.67 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 \$36.93.

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.

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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 2,000 hours of OJL, supplemented by a minimum of 315 hours of related instruction.

Apprenticeship Competencies – Technical

COMPETENCY	HOURS
Planning and Preparation <i>Planning and goal-setting</i> <ul style="list-style-type: none"> • Demonstrate knowledge of child development and learning across developmental domains and within multiple contexts. • Set developmentally and contextually appropriate goals and instructional outcomes that are differentiated for all children and based on screening and assessment tools. • Utilize intentional and coherent curriculum that is developmentally appropriate and culturally and linguistically responsive • Engage families as partners as partners for insight into their children for curriculum planning and assessment. <i>Developmentally Appropriate Classroom preparation</i> <ul style="list-style-type: none"> • Provide a variety of materials and resources for children to explore, manipulate, and use, both in learning activities and in play. • Prepare materials and classrooms for class activities. • Arrange indoor and outdoor space to facilitate creative play, motor-skill activities, and safety. 	300
Classroom Environment <i>Behavior management</i> <ul style="list-style-type: none"> • Demonstrate positive, caring, responsive, and reciprocal relationships with children. • Facilitate positive, caring, and reciprocal relationships between children. • Create a safe and warm classroom culture that respects and builds on the developmental, cultural, and linguistic diversity within the classroom • Establish and enforce rules for positive behavior and procedures for maintaining order grounded in principles and theory of child development and behavior. 	320

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<p><i>Monitor children's indicators of socioemotional development</i></p> <ul style="list-style-type: none"> • Observe and document children's behavior and emotion regulation across multiple contexts to identify potential sources of support or stress. • Identify children showing signs of emotional, developmental, or health-related concerns and discuss them with supervisors, parents or guardians, and appropriate specialists. <p><i>Provide inclusive practices for children with physical and/or neurological differences or disabilities</i></p> <ul style="list-style-type: none"> • Provide children with assistive devices, supportive technology, and assistance accessing facilities such as restrooms and play areas. • Utilize observational data to inform the organization of the physical environment, including furniture placement, classroom areas, seating, lighting, and volume, such that individual children's access to learning is optimized. 	
<p>Instruction</p> <p><i>Develop instructional objectives</i></p> <ul style="list-style-type: none"> • Establish clear objectives for all lessons, units, and projects and communicate those objectives to children (and families) in a developmentally appropriate and culturally-responsive manner. <p><i>Deliver educational activities</i></p> <ul style="list-style-type: none"> • Organize and lead activities designed to promote physical, cognitive, and socioemotional development, such as games, arts and crafts, music, storytelling, and field trips. • Conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate. • Use a broad repertoire of developmentally and ability appropriate, culturally and linguistically relevant, and evidenced-based teaching strategies to support diverse learners. <p><i>Apply multiple teaching methods</i></p> <ul style="list-style-type: none"> • Utilize teaching strategies that are responsive to the learning trajectories of young children, including play. • Adapt teaching methods and instructional materials to meet children's varying strengths, challenges, interests, and abilities. <p><i>Evaluate children's growth</i></p> <ul style="list-style-type: none"> • Observe and evaluate children's performance, behavior, social development, and physical health. 	800

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Professional Responsibility <i>Assessment and evaluation</i> <ul style="list-style-type: none"> • Prepare reports on children and activities as required by the administration. • Monitor the progress of students through use of continuous and specific formative and summative assessment techniques. • Accurately assess a lesson's effectiveness and the extent to which it achieves stated objectives. <i>Developing partnerships with families</i> <ul style="list-style-type: none"> • Provide information and assistance to help families understand their child's education in and outside the classroom and connect with needed resources. • Build positive relationships and connections with families. • Demonstrate an understanding of cultural differences, seeking out opportunities to build cultural awareness and understanding. <i>Participating in a professional community</i> <ul style="list-style-type: none"> • Develop and/or maintain relationships with colleagues that are characterized by mutual support and cooperation • Actively participate in collaborative efforts to ensure children's needs are met • Seek out opportunities for professional development 	580
Total Hours	2000

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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
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

2023 Non-Joint Standards of Apprenticeship**RELATED INSTRUCTION OUTLINE**

The related instruction has been developed in cooperation with employer-partners as part of the apprenticeship. The following is a set of courses to be delivered by subject matter experts.

Related Technical Instruction (RTI) - This instruction shall include, but not be limited to, at least 315 hours per year for each year of the apprenticeship. The related theoretical education listed below is tightly integrated with real work product. The curriculum is defined as a variety of classes, around which the exams and projects are based. By defining the RTI this way, all competencies required of the students are met, through project work.

COURSE**TOPICS****HOURS**

A. Planning and Preparation	90
B. Classroom Environment	45
C. Instruction	45
D. Professional Responsibility	135

COURSE TOPIC DESCRIPTIONS

Area	Hours
Planning and Preparation: Courses may include: Children and Families in a Multi-Ethnic Society, Theories of human development, Family theory, Seminar in Early Childhood Education, Advanced Human Development (childhood and/or infancy)	90 hours in at least 9 academic credits aligned with the approved degree plan.
Learning Environment: Methods for teaching PK-8, Advanced Preschool Curriculum, Serving Individuals with Disabilities and their Families, Seminar in Early Childhood Education, Children and Families in a Multi-Ethnic Society, Assessment, Typical and Atypical Development of the Young Child, Introduction to Early Childhood Special Education,	45 hours in at least 6 academic credits aligned with the approved degree plan.
Instruction: Courses may include: Advanced Pre-K Curriculum, Methods for teaching PK-8, Literacy instruction, Curriculum and Intervention ECSE, Introduction to Early Childhood Special Education, Family Life Education, Internship	45 hours in at least 6 academic credits aligned with the approved degree plan.
Professional Engagement: Courses may include: Equity and diversity,	135 hours in at least 12 academic credits aligned with the approved degree plan.

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Family Engagement, Children and Families in a Multi-Ethnic Society, Family Interactions, Family Life Education, Child Socialization, Internship, Assessment of Children, educational research and evaluation, Families and Public Policy, CFLE exam prep.	
	Total RTI hours: 315 Total credits: 33

*Although courses may be listed in multiple areas, a single course may only be applied to one content area.

SECTION 27 - OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS


The University of Nevada, Reno – College of Education and Human Development hereby adopts these standards of apprenticeship.

Sponsor(s) designate the appropriate person(s) to sign the standards on their behalf.

DocuSigned by:

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Signature of Sponsor (designee) **Date:** 15-Jan-2025 | 11:01 AM PST

Donald Easton-Brooks, Dean
Type Name & Title

DocuSigned by:

 2C4BAF2D6DB04A5...
Signature of Sponsor (designee) **Date:** 15-Jan-2025 | 9:12 AM PST

Melissa Burnham, Chair
Type Name & Title