
Appendix A2

Nevadaworks WORK PROCESS SCHEDULE AND RELATED INSTRUCTION OUTLINE

Teacher Aide

(Existing Occupation Title: Teacher Aide 1)

O*NET-SOC CODE: 25-9042.00 RAPIDS CODE: 0657CB

**APPROVED BY
OFFICE OF WORKFORCE INNOVATION FOR THE NEW NEVADA AND THE NEVADA STATE
APPRENTICESHIP COUNCIL**

, Nevada State Apprenticeship Director

REGISTRATION DATE: _____

REGISTRATION NUMBER: _____

**DEVELOPED IN COOPERATION WITH THE
US DEPARTMENT OF LABOR, THE OFFICE OF WORKFORCE INNOVATION, AND THE NEVADA
STATE APPRENTICESHIP COUNCIL**

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WORK PROCESS SCHEDULE

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

Description: The Teacher Aide contributes to the care, development and instruction of young children (typically from birth through age 5) in an early care and education program. The Teacher Aide Registered Apprenticeship provides a career pathway through which people entering the ECE field can receive on-the-job learning and related instruction primarily in the context of a group or classroom setting. Under the guidance and supervision of a qualified worker (e.g., Head Teacher) and, as appropriate, journey-level peer mentors working under supervision, apprentices are supported in on-the-job learning to gain the knowledge, skills and demonstrated mastery of the competencies listed in these Standards.

1. TYPE OF OCCUPATION

☐ Time-based ☒ Competency-based ☐ Hybrid

2. TERM OF APPRENTICESHIP

The term of the apprenticeship is approximately one and a half years (1.5) years of On-the-Job Learning (OJL), supplemented by the minimum recommended 144 hours or more of related instruction. The term of the apprentice is based on the apprentice's demonstration of the mastery of the competencies as specified in these standards and completion of the required hours of related instruction as determined by the local partners and in consideration of local certification, regulation and law requirements.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker/fully-competent worker ratio is: 3 apprentice(s) to 1 journeyworker/fully-competent worker(s).

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate.

Starting Wage (0 - 1000 hours) = \$15.00

Final Wage (3000 Hours) = \$17.00

Final Journeyworker Wage/ Completion of Apprenticeship: = \$17.00

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. Once an employer determines that an apprentice has reached full competency, the apprentice can become a journeyworker and compensated at least at the minimum journeyworker wage. The minimum annual wage rates may be adjusted based on regional wage scales. All wage increases are merit-based.

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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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 approximate to occur within 1.5 years of OJL, supplemented by a minimum of 144 hours of related instruction per year of apprenticeship.

The employer shall see that apprentices' on-the-job learning is under the supervision of a qualified worker (e.g., Head Teacher) and shall provide necessary diversified experience and training to develop the apprentice into a skilled worker, proficient in the work processes (i.e., professional competencies) outlined herein.

The following table is built around 10 competencies and associated performance areas widely regarded as essential for early care and education professionals. Each employer/sponsor, partnership, and/or subcommittee can make changes to the Work Processes or Checklist to meet local/state needs, employer needs, scope of practice or licensing/certification requirements, and/or desire to register or co-register with a statewide registration agency.

The following is the rating system that will be used to determine competency. Apprentices will be assessed periodically in alignment with the above wage schedule periods and in conformance with the employer's performance review process:

Rating	Description
Meets Expectations	Consistently meets the performance standards established for time in position. Handles routine tasks & some unexpected situation with the usual amount of supervision. Can continue to develop with coaching, advanced training or more experience
Does Not Meet / Meets Some Expectations	Does not consistently meet performance standards established for time in position. Requires basic training, coaching or experience to improve performance and become consistent. Additional follow-up will be necessary.

Apprenticeship Competencies – Technical

On-the-Job Learning Topic/Skill Area	Rating	Validated by	Date
1) Understands and Encourages Child Development and Learning			
• Knowledge about child development and learning			
• Facilitating child development and learning			
2) Appreciates and Honors Culture, Diversity and EQUITY			
• Respect for differences and similarities			
• Culturally responsive approaches			
• Culture and Language Development and Learning			
3) Recognizes The Significance of Relationships, Interactions and Guidance			
• Supporting Children's Emotional Development			
• Social-emotional Climate			
• Socialization and Guidance			
4) Understands and Fosters Family and Community Engagement			
• Communication with families			
• Relationships with children and families			
• Community resources			
5) Understands and Supports Dual-Language Development			
• Dual-language program models and strategies			
• Development of the home language and of English			
• Observation and assessment of young dual-language learn learners			
• Relationships with families of dual-language learners			
6) Understands and Utilizes Observation, Screening, Assessment and Documentation			
• Observation			
• Screening and Referral			
• Assessment			
• Documentation			
• Interpretation, planning and implementation			
7) Recognizes Special Needs and Fosters Inclusion			
• Philosophy, policies and practices			
• Developmentally and individually appropriate practice			
• Collaboration with families and service providers			
• Environment access and adaptive equipment			
8) Creates Learning Environments; Plans and Implements Curriculum			

• Curriculum and curriculum planning			
• Environments, schedules and routines			
• Strategies to support learning and development			
9) Ensures Health, Safety and Good Nutrition			
• Environmental health and safety			
• Emergency preparedness			
• Nutrition			
• Response to health requirements			
• Child and Family Health			
10) Develops and Demonstrates Professionalism			
• Professional development			
• Professional conduct and behaviors			
• Competence in a specialized body of knowledge D. Pedagogy			

Total Hours: 3000

The above on-the-job-learning (OJL) work process competencies are intended as a guide. It need not be followed in any particular 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 of the essential technical competencies, an apprentice must consistently demonstrate at an acceptable level the following behavioral competencies in order 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 work place
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

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RELATED INSTRUCTION OUTLINE

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Courses listed here can be completed before or during the apprenticeship. It is recognized that content outlined below may be delivered through different courses provided by different educational institutions and training providers, as determined and approved by the sponsor and employer, and to follow local regulations. To the extent possible, courses should be bachelor's degree-applicable and transferable for apprentices who want to go on to earn an Associate or bachelor's degree.

The Related Instruction supplements on-the-job learning hours and includes courses focused on foundational knowledge, skills and abilities expected of apprenticeship graduates.

The sponsor and employer may modify Supplemental Instruction to meet local needs or requirements, scope of practice or licensing/certification requirements, and/or desire to register and/or co-register with a local/statewide registration agency.

The instruction shall include, but not be limited to, a minimum recommended 144 hours during the apprenticeship. The curriculum is defined as a variety of courses and course topics, around which the exams and/or projects are based. By defining the Related Instruction (RI) in this way, all competencies required of the apprentice are met, through coursework, examinations, and/or certifications.

Core Course Area	Hours
1) Professional Development	
<ul style="list-style-type: none">Learn about professional roles, responsibilities, and growth of early childhood educators. Explore career pathways, ethical practices, and standards set by national and state organizations.	9
2) Child/Human Growth & Development	
<ul style="list-style-type: none">Understanding of the physical, cognitive, emotional, and social changes that occur from birth through adolescence.Identify the developmental milestones, individual differences, and the influence of family, culture, and environment, providing a foundation for understanding how children grow, learn, and interact with the world.	45

<u>Sample courses:</u> - Infancy - Lifespan Human Development - Intro to families - Early Language and Literacy Development	
3) Child-Family-Community / Child-family Relations	
<ul style="list-style-type: none"> Explore the interconnected roles of families, communities, and early educators in supporting children's development. Using respectful communication, cultural responsiveness, family engagement, and collaborative partnerships to promote the well-being and learning of young children within their broader social environments. <u>Sample courses:</u> - Professionalism in early Care and Education - Diversity in Children - Introduction to Families - Principles of Child Guidance	45
4) Programs / Curriculum	
<ul style="list-style-type: none"> Develop structure and content for teaching young children, emphasizing developmentally appropriate practices, play-based learning, and integrated approaches to support cognitive, social, emotional, and physical growth. Creating nurturing, inclusive environments that foster curiosity, creativity, and a lifelong love of learning. <u>Sample courses:</u> - Introduction to Early Childhood Education - The Exceptional Child - Preschool Practicum - Curriculum in early Childhood Education	45
Total Hours	144

Certificate Track: As-assigned Course Area	Hours
General Education	
<ul style="list-style-type: none"> Develop foundational skills in written communication, critical thinking, and quantitative reasoning. They will apply mathematical and analytical methods to solve problems, use technology effectively in educational and professional contexts, and demonstrate an understanding of human behavior and interpersonal dynamics. <p><u>Sample courses:</u></p> <ul style="list-style-type: none"> - English - Math - Technology - Psychology 	180
Child/Human Growth & Development	
<p><u>Sample courses:</u></p> <ul style="list-style-type: none"> - Infancy - Lifespan Human Development - Intro to families - Early Language and Literacy Development 	90
Child-Family-Community / Child-family Relations	
<p><u>Sample courses:</u></p> <ul style="list-style-type: none"> - Professionalism in early Care and Education - Diversity in Children - Introduction to Families - Principles of Child Guidance 	90
Programs / Curriculum	
<p><u>Sample courses:</u></p> <ul style="list-style-type: none"> - Introduction to Early Childhood Education - The Exceptional Child - Preschool Practicum - Curriculum in early Childhood Education 	90
Total Hours	450

SECTION 27 - OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

Nevadaworks hereby adopts these standards of apprenticeship.

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

Signature of Sponsor (*designee*)

Date: _____

Type Name & Title