



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

Appendix A

WORK PROCESS SCHEDULES AND RELATED INSTRUCTION OUTLINE

Reggio Roots, LLC

Mentor Teacher

O*NET-SOC CODE: 25-9031.00

RAPIDS CODE: 25-9031

**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. 1) If the program uses a time-based approach, requires the completion of not less than 2,000 hours of [work experience,] on-the-job learning, consistent with training requirements as established by practice in the trade; (2) If the program uses a competency-based approach, specify the skills that must be demonstrated by an apprentice and address how on-the-job learning will be integrated into the program; or (3) If the program uses a hybrid approach, specify the skills that must be acquired and the minimum number of hours of on-the-job learning that must be completed by an apprentice.

This would be expected to occur within approximately 2000 hours (must be at least 2,000 hours) of OJL, supplemented by the minimum of 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: 1 apprentice(s) to journey worker/fully trained worker(s).

4. APPRENTICE WAGE SCHEDULE

An apprentice minimum starting wage will be at least \$17.00 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 \$18.00.

Starting Wage: **\$17.00**

Progression:

1st 6 months — **\$17.00**

2nd 6 months — **\$18.00**

1-Year Term Example:

1st 6 months = % or \$ 2nd 6 months = % or \$

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 2000 hours of OJL, supplemented by a minimum of 144 hours of related instruction per year of apprenticeship.

Apprenticeship Competencies – Technical

Item	Work Process	Approx. Hours
A	Instructional Coaching and Teacher Mentorship — Supporting the professional development of classroom teachers through observation, modeling effective teaching practices, and providing constructive feedback to strengthen instructional practices.	400
B	Observation and Reflective Teaching Practices — Conducting classroom observations, supporting reflective discussions with teachers, and identifying opportunities to improve teaching strategies and learning environments.	300
C	Curriculum Leadership and Pedagogical Support — Assisting teachers in planning and implementing developmentally appropriate curriculum, strengthening learning experiences, and supporting inquiry-based teaching practices.	300
D	Professional Development Support — Assisting in the preparation and delivery of professional learning opportunities for staff, encouraging continuous improvement, and supporting educators in developing new skills.	250
E	Documentation and Learning Assessment — Supporting teachers in documenting children's learning, reviewing classroom documentation, and helping educators interpret observations to improve teaching practices.	250
F	Learning Environment Quality — Assisting teachers in designing classroom environments that support children's curiosity, exploration, and developmental growth through thoughtful organization of materials and spaces.	200
G	Family and Community Engagement Support — Supporting teachers in strengthening communication with families and encouraging collaboration between families and the school community.	150
H	Leadership Communication and Team Collaboration — Promoting effective communication among staff, supporting collaborative problem-solving, and strengthening professional relationships within the teaching team.	150

TOTAL HOURS: 2,000

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.

Evaluation of Apprentice Progress

Apprentice progress will be evaluated through a combination of related technical instruction assessments and on-the-job performance observations. Apprentices will complete knowledge checks or quizzes associated with related technical instruction to demonstrate understanding of course content. Supervising journeyworkers and program leadership will also conduct periodic observations of the apprentice's work to assess skill development and competency in the required work processes.

Apprentices must demonstrate satisfactory progress in both related instruction and on-the-job learning to continue in the apprenticeship program and to advance toward completion.

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

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 144 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
Course A—Adult Learning Theory and Coaching Practices	25 hours
Course B—Instructional Observation and Feedback	25 hours
Course C—Curriculum Leadership and Pedagogical Development	25 hours
Course D—Reflective Teaching Practices	20 hours
Course E—Documentation and Assessment Leadership	20 hours
Course F—Leadership Communication and Conflict Resolution	15 hours
Course G—Professional Development Facilitation	14 hours

COURSE TOPIC DESCRIPTIONS

A. Adult Learning Theory and Coaching Practices

This course introduces principles of adult learning and effective coaching strategies. Apprentices learn techniques for mentoring educators through observation, modeling practices, and collaborative reflection.

B. Instructional Observation and Feedback

This course focuses on observing classroom teaching practices and providing constructive feedback that supports professional growth and strengthens instructional quality.

C. Curriculum Leadership and Pedagogical Development

This course examines leadership roles in supporting curriculum implementation and guiding teachers in strengthening learning experiences for young children.

D. Reflective Teaching Practices

This course explores reflective teaching practices that encourage educators to examine their teaching methods and continuously improve classroom practices.

E. Documentation and Assessment Leadership

This course focuses on supporting teachers in documenting children's learning and using observations to guide teaching decisions and program improvement.

F. Leadership Communication and Conflict Resolution

This course develops communication skills needed for effective teamwork, including collaborative problem-solving and supporting positive professional relationships.

G. Professional Development Facilitation

This course prepares apprentices to assist with planning and facilitating professional learning opportunities that support teacher growth.

SECTION 27 - OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

Reggio Roots, LLC hereby adopts these standards of apprenticeship.

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

C. McNally
Signature of Sponsor (designee)

Date: 3/19/24

Christine McNally, Founder/Director

Type Name & Title