



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

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**Appendix A**

**WORK PROCESS SCHEDULES  
AND  
RELATED INSTRUCTION OUTLINE  
University of Nevada, Las Vegas – College of Education**

**OCCUPATION: K-12 Teacher**

**O\*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3024CB**

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

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**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 2520 hours of OJL, supplemented by at least a 160 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**

<b>Item</b>	<b>Work Processes</b>	<b>Apprenticeship Hours</b>
A	Planning & Preparation <ul style="list-style-type: none"> <li>- Goals &amp; objectives</li> <li>- Planning for Materials and Equipment</li> <li>- Outlining of Procedures &amp; Activities</li> <li>- Assessment and Evaluation</li> </ul>	300
B	Learning Environment <ul style="list-style-type: none"> <li>- Classroom and Learning Environment Expectations</li> <li>- Efficiency of Activities, Routines, and Rituals</li> <li>- Management of Student Engagement &amp; Behavior</li> <li>- Embedding Positive Self Concepts into Environment</li> <li>- Proactive Discipline</li> <li>- Intentional Student Interaction</li> </ul>	200
C	Instruction <ul style="list-style-type: none"> <li>- Introductions and Objectives to Lessons</li> <li>- Content Knowledge</li> <li>- Directions &amp; Explanations</li> <li>- Procedures &amp; Activities</li> <li>- Deployment of Materials &amp; Equipment</li> <li>- Student Involvement</li> <li>- Pacing</li> <li>- Transitions</li> <li>- Embedded &amp; Ongoing Assessment</li> <li>- Accommodation of Individual Student Needs</li> <li>- Evaluation of Lessons</li> </ul>	1820
D	Professional Engagement <ul style="list-style-type: none"> <li>- Collegiality</li> <li>- Self-Initiative</li> <li>- Collegiality</li> <li>- Ability to Reflect</li> <li>- Written &amp; Oral Expression</li> <li>- Additional Apprenticeship Behavioral Competencies</li> </ul>	200
	<b>Total hours (approximate)</b>	<b>2520</b>

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	Field Training	Demonstrate Fundamentals	Proficient in Task	Journey Worker Signoff	Completion Date
<b><u>Planning and Preparation</u></b>					
PP1. Goals are realistic and desired performance is identified in a way that permits viable assessment methods. Goals are communicated in a way that establishes high expectations, and match school curricular goals. Student initiative in establishing meaningful learning is evident. Goals are related to student interests and cultural diversity.					
PP2. Apprentice actively builds on previous planning and prior knowledge including identification of, seeking causes for, and correcting student misunderstanding. Identifies and uses supporting evidence and involves continuity.					
PP3. Apprentice actively seeks/creates age-appropriate resources outside of the classroom to purposefully enhance instruction and support instructional goals, clear systematic and organized distribution is stated					
PP4. Procedures are highly relevant to students and instructional objectives and are age/ability appropriate. Extension activity, modes of instruction and materials are consistent with professional research. There is a clear bridge to past and future learning.					
PP5. Students are aware of how they are meeting the established standards and participate in planning the next steps. Assessment matches objectives, criteria and standards are clear, and have been clearly communicated to students. Accurate record keeping of formative as well as summative assessments including consideration for individual differences.					
<b><u>Learning Environment</u></b>					
LE1. Work standards are clear and reasonable to all students and have been developed with student participation including implementation of a clear, concise timeline that is easily understood by students.					
LE2. Transitions and routines are seamless Systems for performing duties are well established with students assuming some responsibility for efficient operation.					
LE3. Student participation in creation of rules, limits, and consequences. Highly effective classroom management: 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. Teacher demonstrates genuine caring and respect for students as individuals including aiding in the development of self-respect and self-responsibility in students. Students are actively and cooperatively involved in planning. Open communication between students and teacher and mutual respect is evident.					
<b><u>Instruction</u></b>					
IN1. Introduction and objectives are expressive and are effective at gaining attention; communicated at students' level including a clear and meaningful purpose for learning.					
IN2. Demonstrates extensive content knowledge, with evidence of continuing pursuit of such 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.					

## 2023 Non-Joint Standards of Apprenticeship

IN3. Clear and concise directions/ explanations, anticipates possible misunderstanding, and is aware of understanding.					
IN4. Lesson structure is highly coherent 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. Teacher actively seeks and implements other suitable resources to purposefully enhance instruction, clear systematic and organized distribution/ collection, are ready for use and are used easily by students.					
IN6. Students are cognitively engaged in activities, on-task, and are productive; students initiate or adapt activities to enhance their own learning. Safe learning environment in which students are comfortable participating and the students themselves ensure that all voices are heard.					
IN7. Pacing is appropriate for all students including time for reflection and conclusion.					
IN8. Transitions between tasks are seamless.					
IN9. 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					
IN10. Seeks effective approaches/ accommodations for students who need extra help, successful in making quick adjustments to lesson(s). Re-teaching is not repeating of the initial lesson.					
IN11. Thoughtful and accurate assessment of the lesson’s effectiveness and the extent to which teacher as well as student goals were achieved. Reflection involves considerable growth and improvements for future.					
<b>Professional Engagement</b>					
PE1. Highly self-motivated, consistently takes initiative and handles other tasks with ease while balancing classroom duties/responsibilities					
PE2. Initiates collaborative and collegial projects with colleagues. Frequent interaction with parents on both positive and negative aspects of student progress. Makes substantial contribution to, seeks out, and volunteers to participate in school/ community events.					
PE3. Reflects upon and takes action to make appropriate changes/ adaptations.					
PE4. Always uses correct grammar and sentence structure; broad vocabulary; exceptionally skilled in modeling writing during instruction as well as in drafting materials/ correspondence.					
PE5. Speaks with expression, uses appropriate language for a school setting in a professional manner, corrects students’ inappropriate speech					
PE6. 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.

<b>Item #</b>	<b>Behavioral Competencies</b>
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 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, Clark County School District, and any providers approved by the JATC as meeting the curricular and practical objectives.

Course Topics	During Academic Program Hours (Undergraduate/Graduate)	Post Academic Program Hours
Planning & Preparation	180 / 90	45
Learning Environment	180 / 90	45
Instruction	270 / 270	45
Professional Engagement	135 / 90	45
Totals	<b>765 / 540</b>	<b>160</b>

### PROGRAM OF STUDY CORRESPONDING TO 765/540

**Undergraduate Apprentices:** 765 hours during the academic program and 160 hours post-academic program

**Graduate Apprentices:** 540 hours during the academic program and 160 hours post-academic program.

Academic Program	Undergraduate	Graduate
Early Childhood	<a href="#">Link</a>	<a href="#">Link</a>
Elementary	<a href="#">Link</a>	<a href="#">Link*</a>
Secondary	<a href="#">Link</a>	<a href="#">Link*</a>
Special Education	<a href="#">Link</a>	<a href="#">Link</a>

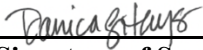
\*Beginning in the 2023-2024 year the MED in Secondary and Elementary will change to a MAT

### COURSE TOPIC DESCRIPTIONS & DISTRIBUTION OF HOURS

Area	Level	Early Childhood, Elementary, Special Education, & Secondary Education	
<b>Planning &amp; Preparation:</b> Courses may include Curriculum & Assessment, Educational Psychology, Evaluation, or Foundations	Bachelor	<b>180 hours in at least 12 academic credits</b> aligned with the approved degree plan.	Professional Development <b>OR</b> 1 Advanced Gradate Course - 45 Hours - offered by sponsor or approved partner related to Planning & Preparation
	Master	<b>90 hours in at least 6 academic credits</b> aligned with the approved degree plan.	
<b>Learning Environment:</b> Courses may include Intro to Education, Tech, Management, & Multi-Tiered Systems of Support	Bachelor	<b>180 hours in at least 12 academic credits</b> aligned with the approved degree plan.	Professional Development <b>OR</b> 1 Advanced Gradate Course - 45 Hours - offered by sponsor or approved partner related to Learning Environment
	Master	<b>90 hours in at least 6 academic credits</b> aligned with the approved degree plan.	
<b>Instruction:</b> Courses may include Intro to Special Education, students with disabilities, and all methods courses	Bachelor	<b>270 hours in at least 18 academic credits</b> aligned with the approved degree plan.	Professional Development <b>OR</b> 1 Advanced Gradate Course - 45 Hours - offered by sponsor or approved partner related to Instruction
	Master	<b>270 hours in at least 18 academic credits</b> aligned with the approved degree plan.	
<b>Professional Engagement:</b> Courses may include cultural diversity, parental involvement/family engagement, and prof seminar.	Bachelor	<b>135 hours in at least 9 academic credits</b> aligned with the approved degree plan.	Professional Development <b>OR</b> 1 Advanced Gradate Course - 45 Hours - offered by sponsor or approved partner related to Professional Engagement
	Master	<b>90 hours in at least 6 academic credits</b> aligned with the approved degree plan.	
		<b>Phase 1: Degree Portion</b> 765 Hours Undergraduate 540 Hours Graduate	<b>Phase 2: Non-Degree Portion</b> 160 Hours All Apprentices


**SECTION 27 - OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS**

The University of Nevada, Las Vegas hereby adopts these standards of apprenticeship.

  
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Signature of Sponsor (*designee*)

Date: July 1, 2023

**Danica G. Hays – Dean, UNLV College of Education**  
Type Name & Title

  
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Signature of Sponsor (*designee*)

Date: July 1, 2023

**Kenneth J. Varner – Associate Dean, UNLV College of Education**  
Type Name & Title