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# **Appendix A**

**SCHOOL SITE SUPERVISOR**

**WORK PROCESS SCHEDULE**

**AND**

**RELATED INSTRUCTION OUTLINE**

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## Appendix A

### WORK PROCESS SCHEDULE SCHOOL SITE SUPERVISOR

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

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

#### 1. APPRENTICESHIP APPROACH

☐ Time-based                      ☒ Competency-based                      Hybrid

#### 2. TERM OF APPRENTICESHIP

The term of the **Site Supervisor** is **Competency Based** supplemented by the minimum required **144** hours of related training instruction per year.

#### 3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: **5** Apprentice(s) to **1** Journeyworker(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, which is: \$ **17.82** /per hour.

1Year Term:

Period	Wage (Hourly)	Description
1	16.00	6 months + hours
2	16.50	6 months + hours
3	17.00	6 months + hours
4	17.50	6 months + hours

#### 5. PROBATIONARY PERIOD

Applicants selected for apprenticeship will serve a probationary period of **1000** Hours.



## 6. SELECTION PROCEDURES

Applicants will be selected by individual participating employer sponsors using selection method #4, as outlined in the California Code of Regulations, Title 8, Chapter 2, Part 1, Section 215, Chapter 6, from a pool of eligible created during the established recruiting process in accordance with the State and Federal Equal Opportunity regulations.

1. Minimum age of all applicants shall be 16 years. There is no maximum age;
2. Educational prerequisite for entry: High school diploma or GED/equivalent;
3. Physical prerequisites: Applicant must have the ability to safely perform the work of the trade/occupation. Physical examination required for entry is at no cost to the applicant and the physical exam will be defined by the individual employersponsor.
4. Written Test: Administered by Faculty and/or Program Coordinator
5. Oral Interview: None Required
6. All applicants will be notified in writing of Acceptance or Rejection.
7. If rejected, reasons for rejections will be stated.
8. A pool of applicants will be established and maintained for two years as follows:
  - a. Interested applicants will have an opportunity to attend a publicorientation and enroll in the program's employment preparation course. Completers of the course will be guided through the development of a resume and job application, which will be published to participating employer partners.
9. And applicants will be employed as follows:
  - a. Applicants will follow directives of individual employer partners throughjob application, interview and pre-screening.
  - b. Applicant's prior work experience and training will be evaluated by the committee at the time of registration, and appropriate credit will be given toward a higher apprenticeship and/or wage bracket. Apprentice applicant must verify, in writing, all past experience/education for consideration of credit.
  - c. Each participating employer sponsor, upon determination of the need to employ and train an apprentice, will register an apprentice after upholding a fair and consistent sourcing, recruiting, and evaluation process;
  - d. Participating employer sponsors will report recruitment and selection data annually to the Program Name Apprenticeship Training Program coordinator/director;
  - e. Minimum age of all applicants shall be 16 years. There is no maximum age;
  - f. Educational prerequisite for entry: High school diploma or GED/equivalent;
  - g. Physical prerequisites: Applicant must have the ability to safely perform the work of the trade/occupation. Physical examination required for entry is at no cost to the applicant and the physical exam will be defined by the individual employer sponsor.
  - h. Drug screening prior to employment, as well as random drug screening throughout the apprenticeship program may be required for selection and/or continued participation/employment;
  - i. General aptitude or other skills test shall be defined by the individual employer sponsor and administered by the employer sponsor or its delegated agent;
  - j. Oral interview is per employer sponsor's individual selection procedures with selection documentation to be on file with the Program Name program director/coordinator.



## WORK PROCESS SCHEDULE SCHOOL SITE SUPERVISOR

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### Suggested On-the-Job Learning Outline

Understand and Encourages Child Development and Learning		
Competencies	Date Completed	Initial
A. Describes major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive and language development.		
B. Observes, assess and document children in natural settings to enhance the study of child development.		
C. Analyze how cultural, economic, political, and historical contexts affect children's development.		
D. Observes, assess and document children in natural settings to enhance the study of child development.		
Appreciates and Honors Culture, Diversity and Equity		
Competencies	Date Completed	Initial
A. Embraces each child's culture and sees it as an asset.		
B. Understands the importance of providing a learning environment that is welcoming for all families.		
C. Adheres to families' culturally based communication practices. Implements concepts of intercultural communication, including nonverbal communication.		
D. Applies skills and knowledge gained from orientation sessions to communicate respectfully with all families.		
E. Uses knowledge of children's cultural and linguistic backgrounds and experiences to facilitate interactions and learning.		
F. Models the implementation of inclusive communication and practices to engage colleagues, children, and families.		
Recognizes the Significance of Relationships, Interactions and Guidance		
Competencies	Date Completed	Initial
A. Plans opportunities that support children's understanding of emotions and allows children to respond to the emotions of others, as developmentally appropriate.		
B. Oversees day-to-day transitions with sensitivity to each child's responses to separation or transitions. Works with families and staff to develop ways to support children during transitions.		
C. Works with staff and colleagues to plan a positive social-emotional climate in the learning environment based on the individual strengths and interests of the children in the group.		
D. Leads staff in reflecting on and interpreting children's expressions of emotions and on one's own responses to them.		



E. Plans strategies keeping in mind each child's interests, culture, temperament, language, communication skills, and abilities.		
F. Develops concrete strategies and activities to recognize children's efforts, emphasizing the use of appropriate language to acknowledge, encourage, and reinforce achievement and success.		
<b>Understands and Fosters Family and Community Engagement</b>		
<b>Competencies</b>	<b>Date Completed</b>	<b>Initial</b>
A. Respects each family's style and preferred methods of communication and interacts with families in a transparent, accountable manner.		
B. Coordinates developmentally appropriate experiences to support children's school readiness in all developmental domains, anticipating upcoming transitions to new programs or schools.		
C. Supports families as decision makers for and educators of their children.		
D. Ensure meaningful two-way collaboration, supporting the children's learning and development and helping families to understand child development.		
E. Demonstrates an understanding of risk factors related to family functioning and of how to support all families appropriately.		
F. Plans curriculum and activities collaboratively with all families.		
<b>Understands and Supports Dual-Language Development</b>		
<b>Competencies</b>	<b>Date Completed</b>	<b>Initial</b>
A. Facilitates discussions and planning with staff and colleagues about implementation of specific programs for group settings.		
B. Works with colleagues to create various opportunities for young dual-language learners and their families to participate in the group throughout the day.		
C. Incorporates practices that honor the role of the home language as a vital foundation in English-language development.		
D. Creates opportunities for young dual-language learners that promote literacy development in home language and English.		
E. Shares assessment information about individual children with families.		
F. Contributes to observation of young DLLs across a variety of settings or activities.		
G. Demonstrates awareness of child's home language.		
H. Uses observations to inform interactions with children and the curriculum- planning process.		
<b>Understands and Utilizes Observation, Screening, Assessment, and Documentation</b>		
<b>Competencies</b>	<b>Date Completed</b>	<b>Initial</b>
A. Conducts formal and informal observation of children across settings and over time.		
B. Gathers observations to inform the planning process for individual children and the group.		
C. Reviews results of screening and initiates discussions with staff, colleagues, and families about universal or targeted screening.		
D. Identifies the need for referrals based on observations.		



E. Uses valid and reliable assessment tools.		
F. Explains and follows protocols related to parental consent and confidentiality and elicits input from families.		
G. Initiates discussions with staff and colleagues about strategies for documentation and applies strategies to selection of samples, artifacts, or other information to include in documentation.		
H. Plans developmentally appropriate opportunities for children to participate in documentation of their experiences.		
I. Considers a variety of factors in the interpretation of observations, screening documentation, and assessment data. Reflects with families, colleagues, and specialists on the meaning of individual results and data.		
J. Synthesizes information gathered through the planning process in planning for individual children and for the group.		
<b>Recognizes Special Needs and Foster Inclusion</b>		
<b>Competencies</b>	<b>Date Completed</b>	<b>Initial</b>
A. Recommends changes to program policies, as appropriate, to create a sense of belonging and full participation for children or adults with disabilities or other special needs.		
B. Explains the principles of People First Language used to colleagues, families, and children, as developmentally appropriate.		
C. Collaborates with families and service providers to provide multiple approaches to learning in order to meet the diverse needs of children in the learning environment.		
D. Engages children with disabilities or other special needs as active participants in their own personal or health-care routines, as developmentally appropriate.		
E. Initiates discussions with colleagues and families regarding inclusive practice and children's development.		
F. Understands the range of services available to children with disabilities or other special needs, the roles of service providers, and different models of support.		
G. Identifies and addresses modifications in the facility and the learning environment to support children or adults with disabilities or other special needs.		
H. Implements safe, effective use of adaptive equipment for children with disabilities or other special needs.		
<b>Creates Learning Environments; Plans and Implements Curriculum</b>		
<b>Competencies</b>	<b>Date Completed</b>	<b>Initial</b>
A. Synthesizes information gathered through curriculum-planning process in planning for individual children and for the group.		
B. Adapts indoor and outdoor environment, equipment, materials, activities, or experiences based on information gathered in the curriculum-planning process, preparing children as appropriate.		
C. Adapts the environment as necessary to meet the interests and requirements of children in the group.		



D. Plans the daily schedule to meet regulatory requirements and to support the learning and development of children.		
E. Plans the daily schedule to incorporate a balance of child-initiated play and exploration and adult-facilitated strategies		
F. Plans experiences that support infant/toddler learning and development in all domains.		
<b>Ensures Health, Safety and Good Nutrition</b>		
<b>Competencies</b>	<b>Date Completed</b>	<b>Initial</b>
A. Identifies and addresses potential barriers to compliance with indoor and outdoor environmental health and safety policies and practices.		
B. Adapts supervision to the overall setting and individual requirements of children.		
C. Uses emergency equipment and supplies effectively and appropriately.		
D. Implements emergency plans and assigns roles using systematic exchange of information with families, staff, and colleagues to ensure everyone is prepared to respond.		
E. Facilitates and engages in discussions about healthful food choices and habits, taking into account individual family and cultural preferences.		
F. Develops mealtime routines that support children's learning and reflect family practices.		
G. Conducts daily individual health checks for signs of illness or injury in children.		
H. Communicates with families daily about children's well-being.		
I. Addresses concerns about child abuse or neglect according to regulation and law; refers concerns to supervisor(s) as necessary. Articulates the role of risk and protective factors related to child abuse or neglect.		
J. Communicates with families about children's physical activity experiences to help children develop new skills, build physical strength, and engage in play.		
K. Based, structured, and spontaneous (child-initiated) physical activity.		
<b>Develops and Demonstrates Professionalism</b>		
<b>Competencies</b>	<b>Date Completed</b>	<b>Initial</b>
A. Uses reflective dialogue to identify an action plan for professional development.		
B. Explores effective professional development and mentoring strategies to support professional development.		
C. Engages in professional responsibilities and remains dedicated to the success of children, families, and the agency or program.		
D. Contributes to a quality work environment by maintaining a professional, mutually supportive attitude with colleagues, children, and families.		
E. Ensures that the children's program integrates development and learning in all domains.		
F. Articulates and models the program's goals, philosophy, and objectives.		
G. Promotes early education teaching strategies that address growth, development, and learning based on current evidence-based practice.		
H. Understands that adult learning can take place in many formal and informal contexts.		
I. Knows procedures to follow when a staff member or colleague has an accident and applies strategies to prevent accidents from occurring.		
J. Conducts regular in-service professional development for staff and colleagues on risk and injury prevention.		



## RELATED INSTRUCTION OUTLINE SCHOOL SITE SUPERVISOR

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Through consultation with the Apprenticeship Committee and the indenturing employer, apprentices will select an applicable program of study/course track and complete a minimum of 144 hours of related instruction per year of apprenticeship. Courses will be approved by the Apprenticeship Committee and made available to applicable apprentices by approved education providers/institutions. Apprentices will enroll in, and complete, the required coursework that satisfies the minimum requirements of the program. Prior applicable education and training will be credited towards completion of related education requirements and apprentices will be offered tracks advancing their technical aptitude in the profession.

**Source:** Riverside City College.

The following related training outline identifies the courses that are currently identified as suggested course work for this occupation:

Child Growth & Development – 54 hours  
Child, Family and Community – 54 hours

**Choose one of the two classes listed below:**

Introduction to Curriculum – 54 hours  
Principles and Practices of Teaching Young Children – 54 hours  
Observation and Assessment – 54 hours  
Health, Safety, & Nutrition – 54 hours  
Teaching in a Diverse Society – 54 hours

**Choose one of the two classes listed below:**

Practicum in Early Childhood Education – 54 hours  
Practicum in Early Intervention/Special Education – 54 hours

**Choose one of the five classes listed below:**

Infant and Toddler Care and Education – 54 hours  
Children with Challenging Behaviors – 54 hours  
Curriculum and Strategies for Children with Special Needs – 54 hours  
Childhood Stress and Trauma – 54 hours  
Introduction to Children with Special Needs – 54 hours

**Choose three of the classes listed below:**

Administration I: Programs in Early Childhood Education – 54 hours  
Administration II: Personnel and Leadership in Early Childhood Education – 54 hours  
Adult Supervision and Mentoring in Early Care and Education – 54 hours

In addition, apprentices must complete the general education requirements necessary for an Associate's Degree can select available courses in the following areas:

ENGLISH / LANGUAGE ARTS – 95 hours  
MATH OR SCIENCE – 95 hours  
SOCIAL SCIENCES – 95 hours  
HUMANITIES AND/OR FINE ARTS – 94 hours



Appendix A = Work Process Schedule and Related Instruction Outline by LAUNCH Apprenticeship Network, Department of Labor (DOL) – Apprenticeship Building America (ABA) Grant. FoundationCCC is licensed under CC BY 4.0.

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