



## Appendix A

### WORK PROCESS SCHEDULE TEACHER AIDE

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

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

Apprentices will receive training in the work experience as listed below. The following are the work processes the apprentice will learn and be able to perform on-the-job. The term of the occupation is based on the apprentice's demonstration of the mastery of the competencies as specified and estimated to complete in approximately 2 years.

#### 3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 1 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: \$22.00 /per hour.

Period	Wage (Hourly)	Description
1	\$18.45	Starting Pay
2	\$19.00	6 months + hours
3	\$20.00	6 months + hours
4	\$21.00	6 months + hours
END	\$22.00	

#### 5. PROBATIONARY PERIOD

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



## **6. SELECTION PROCEDURES**

The selection procedures for this occupation are listed below: 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 candidates created during the established recruiting process in accordance with the State and Federal Equal Opportunity regulations.

1. The minimum age of all applicants shall be 18 years. There is no maximum age.
2. Educational prerequisite for entry: None.
3. Physical prerequisites: The individual employer sponsor will define the physical examination required.
4. Interested applicants will have an opportunity to attend a public orientation and enroll in the program.
5. Applicants will follow the directives of individual employer partners through job application, interview, pre-screening, and on boarding



## WORK PROCESS SCHEDULE TEACHER AIDE

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

### Suggested On-the-Job Learning Outline

Teacher Aide	
<b>Job Description:</b> Also known as a teaching assistant or paraprofessional, helps teachers in the classroom and other educational spaces. Their responsibilities can vary depending on the type of school and the students	
<b>RAPIDS Code:</b> 0657CB	<b>O*NET Code:</b> 25-9042.00
<b>Estimated Program Length:</b> 24 Months	
<b>Apprenticeship Type:</b> <input checked="" type="checkbox"/> Competency-Based <input type="checkbox"/> Time-Based <input type="checkbox"/> Hybrid	

### Suggested On-the-Job Learning Outline

Clerical Tasks		
<b>Performs administrative responsibilities required for the occupation, such as, but not necessarily limited to:</b>	<b>Date Completed</b>	<b>Initial</b>
1. Takes class attendance and maintains attendance records		
2. Assists with grading student work, which includes homework and tests if requested		
3. Completes recordkeeping tasks which may include documenting routines and needs		
4. Orders and inventories supplies and classroom materials as requested		

  

Safety and Security		
<b>Demonstrates care and attention to safety and security measures, such as, but not necessarily limited to:</b>	<b>Date Completed</b>	<b>Initial</b>
1. Supports the provision of a safe and clean learning environment		
2. Assists in bus/car loading and/or unloading		
3. Follows proper cleanliness safety protocols to ensure a safe environment for all students and/or staff		
4. Understands emergency procedures, health and safety procedures, first aid expectations and procedures for supporting students in the case of a health or safety need		
5. Understands and utilizes arrival and dismissal procedures, including pick-up and drop-off, and field trip guidelines		



Professionalism		
Carries out job duties in a responsible manner, such as, but not necessarily limited to:	Date Completed	Initial
1. Supports and promotes ethical behavior as individuals and as members of a community		
2. Demonstrates personal accountability to school and district vision and mission		
3. Collaborates with colleagues to navigate change while maintaining focus on student learning		
4. Collaborates with colleagues to implement change efforts		

Aligned Instruction		
Assists in instructional methods, such as, but not necessarily limited to:	Date Completed	Initial
1. Assists in checking for understanding with students		
2. Reviews lesson objectives with the teacher to ensure accurate instructions and explanations		
3. Supports the delivery of culturally relevant content and learning objectives, with direction and guidance		
4. Can articulate the critical components of a lesson		
5. Independently and effectively supports the teacher in lesson delivery		
6. Asks students thoughtful, probing questions that align to lesson objectives		
7. Displays introductory knowledge of the structure/content of academic standards		
8. Uses child observations to guide teaching		
9. Integrates play-based, sensory and movement opportunities for children		

Knowledge of Disciplines Being Taught		
Develops and conveys knowledge related to student learning through responsibilities required for the occupation, such as, but not necessarily limited to:	Date Completed	Initial
1. Encourages and provides opportunities for students to make connections to prior learning and can identify and communicate the learning goal		
2. Uses materials aligned to the student task		
3. Understand basic elements of developmentally appropriate practices and needs		

Learning Environment		
Cultivates a positive learning environment for students by carrying out actions, such as, but not necessarily limited to:	Date Completed	Initial
1. Supports youth and child development principles and supports student voice and collaboration in school settings		
2. Maintains procedures and routines to guide instruction and transitions		



3. Develops and demonstrates a caring and respectful relationship with students, staff, and families		
4. Facilitates student accountability and clear expectations for behavior related to school and class procedures/routines		
5. Practices positive guidance through building responsive relationships with students and practicing a strength-based approach with students		

#### Diversity and Community Engagement

<b>Incorporates diverse perspectives in engagement practices, such as, but not necessarily limited to:</b>	<b>Date Completed</b>	<b>Initial</b>
1. Builds a welcoming and inclusive environment		
2. Maintains an attitude centered on treating each student as an individual, and meeting students where they are		
3. Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics, and other aspects of culture on student perspectives, community, learning and family engagement		
4. Interacts with students in ways that accept students' cultural preferences and native languages that may be different than the educators and other adults		

#### Inclusion, Belonging, and Individualization

<b>Understands and practices values associated with inclusion, belonging, and individualization in demonstrable ways, such as, but not necessarily limited to:</b>	<b>Date Completed</b>	<b>Initial</b>
1. Recognizes that students have a variety of learning needs and differences		
2. Makes an effort to build a rapport with each student in the classroom		
3. Encourages and ensures contributions of students across a range of ability levels		
4. Relates lesson material to students' personal experiences and prior knowledge		
5. Implements a variety of inclusion, intervention, and enrichment practices to address unique learning needs and interests with guidance from teacher		
6. Understand the purpose of an Individualized Education Plan (IEP) in the classroom and in school-based programs and implements relevant learning plans with guidance from teacher		

#### Family Collaboration

<b>Establishes successful relationships with student families by demonstrating collaboration through means appropriate for the occupation, such as, but not necessarily limited to:</b>	<b>Date Completed</b>	<b>Initial</b>
1. Understands the importance of educator relationships with families		
2. Seeks to develop respectful relationships with families and/or significant adults, as appropriate, with the students he/she is assigned		
3. Through words and actions, demonstrates an understanding of how varying backgrounds and world views impact family engagement		
4. Demonstrates cultural competency and inclusive practices for families and children in their program		



Effective Communication		
Exhibits effective communication styles, methods, and techniques required for the occupation, such as, but not necessarily limited to:	Date Completed	Initial
1. Utilizes age appropriate and individualized communication styles with children		
2. Provides clear and easy to understand directions to students		
3. Reinforces respectful and present communication through modeling, such as active listening		
4. Communicates respectfully with parents and guardians, practicing cultural humility and respect for diverse cultural norms of communication		



## RELATED INSTRUCTION OUTLINE TEACHER AIDE

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

<b>Provider</b>	
<b>Name:</b> 1) San Jose City College 2) Cabrillo College 3) Hartnell College	
<b>Address:</b> 1) 2100 Moorpark Avenue, San Jose, CA 95128 2) 6500 Soquel Dr. Aptos, CA 95003 3) 411 Central Ave. Salinas, CA 93901	
<b>Email:</b>	<b>Phone Number:</b>
<b>Suggested Related Instruction Hours:</b> 477	

### Suggested Related Instruction Outline

Courses	Hours
Child Development	53
College Success	53
Child, Family, and Community	53
English, College Level	53
Math, Quantitative Reasoning and Number Systems	53
Ethnic Studies	53
Introduction to Education	53
Public Speaking	53
Different Learning Styles and Needs	53
<b>Total Hours</b>	<b>477</b>

Optional Course	Hours
Critical Thinking	53



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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