
Appendix A

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE



Appendix A

WORK PROCESS SCHEDULE Early Childhood Educator

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

Competency-Based

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 1 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: \$12.00.

Name: **Early Childhood Educator**

Period	Competencies	% of Journeyworker wage
1st	3	88%
2nd	3	100%
End Wage	6	100%

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 500 hours.



Work Process Schedule

Early Childhood Educator	
On-the Job Learning: Work experience in all phases of Early Childhood Education activities designed to promote student social, physical, and intellectual growth.	
RAPIDS Code: 3004	O*NET-SOC Code: 25-2011.00
Estimated Program Length: 2000	
Apprenticeship Type:	
☒ Competency-Based ☐ Time-Based ☐ Hybrid	

On-the-Job Learning Outline

Competency Check List	Demonstrates Fundamentals: Apprentice can perform the task with some coaching.	Proficient in Task: Apprentice performs task properly and consistently.	Completion Date: Date apprentice completes final demonstration of competency.
	Demonstrates Fundamentals	Proficient in Task	Completion Date/Initials
STANDARD 1 Child Development and Learning in Context Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.			



1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.			
1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.			
1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning settings, as well as in a larger societal context that includes structural inequities.			
1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.			
STANDARD 2 Family–Teacher Partnerships and Community Connections Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful,			



responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.			
2a: Know about, understand, and value the diversity of families.			
2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.			
2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.			
STANDARD 3 Child Observation, Documentation, and Assessment Early childhood educators (a) understand that the primary purpose of assessment is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d)			



build assessment partnerships with families and professional colleagues.			
3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.			
3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.			
3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.			
3d: Build assessment partnerships with families and professional colleagues.			
STANDARD 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the			



learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal learning design.			
4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.			
4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.			
4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal learning design.			
STANDARD 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum			
5a: Understand content knowledge—the central concepts, methods, and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.			



5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.			
5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.			
STANDARD 6 Professionalism as an Early Childhood Educator Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.			
6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.			



6b: Know about and uphold ethical and other early childhood professional guidelines including anti-discrimination, anti-harassment, and upholding the National Association for the Education of Young Children (NAEYC) to uphold a professional commitment to colleagues, community, and employer as an effort to contribute and maintain a healthy working climate.			
6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children and apply them to learning and development and to work with families and colleagues.			
6d: Engage in continuous, collaborative learning to inform practice.			
6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.			
STANDARD 7 Maintaining your health and safety as an Early Childhood Educator in the workplace. Early childhood educators (a) are required to contribute to an ongoing system of health and safety practices daily. They (b) must take regular breaks. They (c) are responsible for being vigilant in workplace surroundings. Early childhood educators (d) must adhere to policies and procedures that contribute to a safe physical work environment. They (e) must report unsafe conditions.			



7a: They will conduct a daily indoor/outdoor safety checklist to identify and report any workplace hazards.			
7b: Comply with laws, regulations, and standards that are set in place to reduce workplace stress in adherence with the Department of Labor.			
7c: Plan and supervise class projects, field trips, and other experiments, keeping clear of hazardous areas and situations, and always being alert and cautious.			
7d: Perform health and safety procedures as outlined in staff development training enforcing all first aid, food, and OSHA criteria to contribute to personal safety as well as that of others.			
7e. Inform your supervisor of unsafe hazards or risks.			



Related Instruction Outline

Early Childhood Educator	
Related Instruction: Instruct preschool-aged students, following curricula or lesson plans, in activities designed to promote social, physical, and intellectual growth.	
RAPIDS Code: 3004	O*NET-SOC Code: 25-2011.00
Estimated Program Length: 2000	
Apprenticeship Type:	
☒ Competency-Based ☐ Time-Based ☐ Hybrid	

Related Instruction Core Subjects

Provider	
Name: <i>Early Education Career Institute</i>	
Address: 4464 Devine Street Suite M1039 Columbia, SC 29205	
Contact: Shawntel Green	Phone Number: (803) 556-2366
Email: sgreen@tipsforchildcare.com	Total Related Instruction Hours: 315

Course Title	Credit Hours	Contact Hours
Child Growth and Development	3	45
Infant Toddler	3	45
Educating Exceptional Young Children	3	45
Child Guidance	3	45
Child, Family, and Community	3	45
Children's Literature/Emergent Literacy	3	45
Program Planning for Educating Young Children	3	45
Total RTI Hours	21	315



6. SELECTION PROCEDURES

The selection procedures for this occupation are listed below:

- a) Age: Participating Employers will establish qualifications regarding minimum age limits based on state-specific Laws and regulations.
- b) Participants are required to earn anti-harassment certification meeting Department of Labor compliance guidelines.
- c) Participants are required to obtain CPR and first aid certification.
- d) Participants are required to obtain allergy, blood-borne pathogens, and food handlers certification.
- e) Education: A high school diploma or GED equivalency is required.
- f) Application: Complete the application for participation.
- g) Interview: All applicants must complete an interview conducted by the apprenticeship administrator, and receive a satisfactory rating indicating motivation to complete an apprenticeship program while working.

Note: The qualifications mentioned here are the minimum requirements, each locality or state will need to develop qualifications for apprentices that meet their local and state Laws and regulations.