



APPENDIX A.1

WORK PROCESS SCHEDULE



ON-THE-JOB TRAINING OUTLINE
RELATED INSTRUCTION OUTLINE



Appendix A.1

WORK PROCESS SCHEDULE Childcare Associate Teacher

O*NET-SOC CODE: 39-9011.00 RAPIDS CODE: 0840CB

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

APPRENTICESHIP APPROACH

Time-based

Competency-based

Hybrid

TERM OF APPRENTICESHIP

The term of the apprenticeship is competency based with an OJL attainment of approximately 1 year, supplemented the minimum required 155.5 or 147.5 hours of related instruction.

RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journey worker ratio is: 1 Apprentice(s) to 1 journey worker(s).

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: Apprentices will begin at the salary scale for *Assistant or Associate Teacher based on experience and skills following published business salary scale. Progression through each of the periods and proficiency as outlined below will result in a salary increase of \$0.50 per hour each period. These incremental salary increases represent adoption of skills for an Associate Teacher and will result in a salary for mid to upper range as an Associate Teacher.*

Adjustments to expectations may be made on an individual basis to accommodate individual learner needs.

Period 1/Level One Competencies:

Completion of at least one college courses with a passing grade or 40 hours of CDA instruction and 1/3 of other related instruction.

Competencies may have a proficiency of 0 through 2, as these may be new skills or skills not yet started.



Period 2/Level Two Competencies:

Completion of at least two college courses with a passing grade or 80 hours of CDA instruction and 2/3 of other related instruction.

Competencies may have a proficiency of 1-3, as these may be new skills or skills not yet started.

Period 3/Level Three Competencies:

Completion of three college courses with a passing grade or CDA Certification and completion of all other related instruction.

Competencies may have a proficiency of 1-3, with at least 10/15 competencies scoring a 3 or higher.

PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 180 days or probationary period as outlined in the employee handbook for the company, whichever period is greater.



Appendix A.1

ON-THE-JOB TRAINING OUTLINE

Childcare Associate Teacher

O*NET-SOC CODE: 39-9011.00 RAPIDS CODE: 0840CB

Occupational Description: Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play.

Teaching & Learning

Competency 1: Relationships and Interactions	Date: Rating:	Date: Rating:	Date: Rating:
<i>Communication Skills</i>			
Shows children and families they are welcome by addressing them by name upon arrival in classroom/program.			
<i>Engagement</i>			
Practices using eye contact and sounds/language with infants/toddlers during routines such as diapering and feeding.			
<i>Knowledge of children, youth, and families</i>			
Shares with families how daily routines with infant/toddlers support development of major milestones.			
Competency 2: Curriculum and Environment	Date: Rating:	Date: Rating:	Date: Rating:
<i>Developmentally appropriate environments and practice</i>			
Sets up appropriate learning explorations and offers materials multiple times, such as reading the same book repeatedly.			



<i>Evaluation of appropriate equipment and materials</i>			
Inspects learning toys and equipment daily, checking for safety. Chooses materials for infants/toddlers based on developmental appropriateness.			
<i>The significance of play</i>			
Discovers regular opportunities for active play such as tummy time for infants and climbing for toddlers.			
<i>Emergent curriculum</i>			
Sets up opportunities for active exploration and sensory activities appropriate for infants or toddlers.			
<i>Research-based</i>			
Practices routines with infants/toddlers to strengthen child/caregiver attachment.			
<i>Design, development and evaluation</i>			
Practices observation and assessment of infants/toddlers to evaluate the effectiveness of the environmental and curriculum.			
<i>Competence in content areas and academic disciplines</i>			
Applies knowledge about the Early Learning Standards to work with children and families.			
Competency 3: Strategies for Teaching and Learning	Date:	Date:	Date:
	Rating:	Rating:	Rating:
<i>Intentionality</i>			
Practices modeling positive behavior and verbal interactions for infants/toddlers.			



<i>Learning experiences that develop emerging critical thinking</i>			
Follows the lead of the teacher in the infant/toddler classroom in engaging in play with infants/toddlers, using cause and effect toys.			
<i>Reflective practice to promote positive outcomes</i>			
Uses job description and/or the Infant/Toddler (I/T) Specialized Competencies Foundational level, as a self-assessment tool.			
<i>Developmentally appropriate approaches</i>			
Demonstrates (verbally and non-verbally) expectations that are appropriate for infants or toddlers.			
<i>Tools and methods for early education</i>			
Practices teaching methods with infants/toddlers and modifies method per feedback from mentor/supervisor.			
Competency 4: Individualization	Date:	Date:	Date:
	Rating:	Rating:	Rating:
<i>Temperament</i>			
Practices matching approaches to individual infants/toddlers with the temperaments displayed by those children.			
<i>Developmentally appropriate practices for individual children</i>			
Reviews schedule provided by family for eating, sleeping, and toileting at home and attempts to follow schedule in program.			



<i>Theoretical and legal foundation for special supports</i>			
Plans professional development to learn about laws protecting children with special needs and reviews program policies regarding support for children with special needs.			
<i>Adaptations of the environment and curriculum</i>			
Demonstrates knowledge of individual health/safety needs of children by adapting the environment as appropriate.			
<i>Developmentally and culturally appropriate communication</i>			
Practices communicating with children in ways that respect family culture by acknowledging special words, names, routines, etc. Speaks with infants in a conversational tone (avoids using “baby talk”).			
<i>Effective partnerships with parents, families and other professionals</i>			
Listens respectfully to the information that families share about their children and views other professionals as valuable resources.			
Competency 5: Cultural Relevance	Date: Rating:	Date: Rating:	Date: Rating:
<i>Family involvement combined with effective methods of working with families</i>			
Discovers opportunities to engage in activities with families and their children in the program and acknowledges family contribution to the environment.			



<i>Anti-bias curriculum</i>			
Demonstrates respect for the culture of other professionals and families of infants/toddlers in the program.			

Competency 6: Positive Behaviors	Date: Rating:	Date: Rating:	Date: Rating:
<i>Support for developing executive function</i>			
Follows schedules and routines for infants/toddlers, helping them to anticipate or predict what comes next in their day.			
<i>Appropriate theories and application of guidance (combined with) Pro-social behavior guidance strategies</i>			
Practices using positive self-talk with infants/toddlers.			
<i>Team approach</i>			
Follows the lead of other professionals on the team and supports their practices with infants/toddlers.			

Promoting Child Growth and Development

Competency 7: Children’s Learning and Development	Date: Rating:	Date: Rating:	Date: Rating:
<i>Developmental milestones</i>			
Identifies appropriate expectations for infant/toddler development and recognizes atypical development.			



<i>Learning Standards (ELs)</i>			
Accesses and draws on information from ELs in interactions with and experiences for infants and toddlers.			
<i>Developmental screening and assessment</i>			
Documents infant/toddler development and learning using appropriate methods and protects confidentiality of children’s assessment information.			
<i>Children with special needs</i>			
Seeks the help of others to understand and address the needs of all infant/toddlers, including those with special developmental needs.			
Competency 8: Influences on Development	Date: Rating:	Date: Rating:	Date: Rating:
<i>Environmental factors</i>			
Provides appropriate supervision and interventions to keep infants/toddlers safe, and interacts with children in respectful and responsive ways to build trust and emotional security.			
<i>Biological factors</i>			
Identifies characteristics of temperament in individual infants/toddlers and responds appropriately.			
<i>Social factors</i>			
Draws on Knowledge of social factors in order to provide appropriate care (for example, reducing or eliminating screen time).			



<i>Cultural factors</i>			
Demonstrates respect for each family’s role as the infant’s or toddler’s primary caregiver and teacher; maintains open, ongoing, respectful communication and relations with families.			
Competency 9: Health and Safety	Date:	Date:	Date:
	Rating:	Rating:	Rating:
<i>Children’s nutrition and wellness (combined with) Health and safety policy development and implementation</i>			
Maintains a safe and healthy environment for infants/toddlers according to program policies and procedures.			
<i>Health and safety record keeping</i>			
Maintains confidentiality about children’s and families’ health and safety records and follows program policy in reporting to families about accidents or injuries sustained by infants/toddlers, including biting incidents.			
<i>Emergency response and preparedness planning</i>			
Follows program policies regarding emergency procedures, including safety and evacuation procedures for infants and toddlers (ex.: evacuation crib for infants).			
<i>Child abuse and neglect</i>			
Follows program policy and state regulations in reporting concerns about possible child abuse and/or neglect.			
<i>Child Care Licensing rules</i>			
Follows all relevant child care licensing rules, including but not limited to regulations related to environmental safety, children’s health and			



nutrition, positive interactions with children, and releasing children only to authorized persons.			
Competency 10: Application of Knowledge to Practice	Date:	Date:	Date:
	Rating:	Rating:	Rating:
<i>Child development theories</i>			
Supports infant and toddler development and learning through responsive interactions and builds trusting relationships with infants/toddlers and families.			
<i>Research-based practices</i>			
Engages in responsive, serve-and-return interactions with infants and toddlers and provides opportunities for exploration and play.			
<i>Developmentally appropriate practice</i>			
Interacts with each infant or toddler in ways that are appropriate for his/her developmental age. Models the use of language and non-verbal communication to express feelings, establish interpersonal relationships, and resolve problems and appropriately engages in children's play.			
<i>Learning environments</i>			
Ensures that the environment is safe and healthy and promotes a sense of security through consistent routines and positive interactions reading, singing, and talking to and with infants/toddlers and outdoors.			
<i>Culturally responsive early childhood programs</i>			
Demonstrates respect for each child's unique familial and cultural context and recognizes that culture influences one's own approach to child care and understandings of child development and is open to other perspectives.			



Observing, Documenting and Assessing

Competency 11: Reflective Practice	Date: Rating:	Date: Rating:	Date: Rating:
<i>Philosophy of education</i>			
Follows observation and documentation procedures for the benefit of infant/toddlers to protect their anonymity.			
<i>Methods and tools</i>			
Employs daily observation of infants/toddlers to support learning and development and to identify infants/toddlers who may need additional services.			
<i>Self-assessment to change of practice</i>			
Reviews documentation, screening and assessment to assure that personal bias is not included.			
<i>Classroom action research</i>			
Practices observation and documentation as part of the process of planning individually appropriate experiences for infants/toddlers.			
Competency 12: Documentation of Curriculum and Learning	Date: Rating:	Date: Rating:	Date: Rating:
<i>Methods and tools</i>			
Practices using a variety of tools for documentation of curriculum and learning.			
<i>Family, community and cultural contexts</i>			
Participates with teachers and/or directors in culturally competent discussions with families regarding observations of their child.			



<i>Documentation for planning of curriculum and learning environments</i>			
Practices addressing each infant or toddler’s development in documentation of curriculum and learning.			

Competency 13: Assessments of Children’s Development	Date: Rating:	Date: Rating:	Date: Rating:
<i>Informal and formal assessment tools and methods</i>			
Provides accurate descriptions of observed behaviors as an informal assessment measure.			
<i>Systematic assessment of children’s learning and development</i>			
Asks family and other familiar adults about their infants or toddler’s activities and behaviors at home and observes children during daily routines and activities.			
<i>Family, community and cultural contexts: impact on child performance</i>			
Demonstrates respect to family members by listening to their perspectives on observed behaviors of their infant/toddler and desired outcomes.			
<i>Family, community, and cultural contexts for assessment</i>			
Identifies environmental and cultural factors that influence the assessment process.			
<i>Assessment as a guide to individualized teaching and learning</i>			
Observes what infants/toddlers can do on their own and what they can do with adult scaffolding.			



<i>Referral practices</i>			
Uses observation and documentation to identify and bring to the attention of a supervisor infants/toddlers who may be in need of referrals for further assessment.			
<i>IFSP/IEP process</i>			
Follows through with activities prescribed in IFSPs.			
<i>Family engagement in assessment and referral</i>			
Participates in family conferences and observes methods of involving families in the processes of observation, screening, and assessment.			
<i>Observations to build effective relationships with learners</i>			
Uses observation to learn about infants/toddlers in the early care and education setting in order to build responsive relationships.			
Competency 14: Communication of Documentation and Assessment	Date: Rating:	Date: Rating:	Date: Rating:
<i>Collaboration and Teamwork</i>			
Complies with team's expectations to work toward the goals, purposes and outcomes in all work with infants/toddlers.			
<i>Strategies for communicating in developmentally and culturally appropriate ways</i>			
Uses knowledge of families to communicate with them daily about their infants/toddlers.			
<i>Confidentiality in child and family assessment</i>			
Protects confidentiality in the context of ethical conduct.			



Competency 15: Program Assessment	Date: Rating:	Date: Rating:	Date: Rating:
<i>Reflection on vision, mission and values</i>			
Speaks to families regarding the program’s vision, mission and values.			
<i>Methods, tools and strategies</i>			
Uses checklists to assess the health and safety components of the program.			
<i>Stakeholder engagement</i>			
Solicits and documents family feedback.			
<i>Continuous quality improvement</i>			
Changes practice as needed based on program evaluation information.			



EVALUATING PERFORMANCE SCALE

This rubric is an example that may be used to rate apprentices:

Rating	Definition
0	Learning: Apprentice has not learned this through RTI or OJL.
1	Understands: Apprentice can explain and discuss issues and concepts; has studied applications; and is familiar with this function, competency, and performance indicators of this occupation.
2	Developing: Apprentice integrates relevant knowledge and skill, and demonstrates this performance indicator with a limited degree of consistency in routine tasks.
3	Competent: Apprentice applies relevant knowledge and skill, and demonstrates this performance indicator with consistency in routine interactions and responsibilities.
4	Skilled: Apprentice demonstrates, applies, and integrates relevant knowledge and skills, and demonstrates this performance indicator with a high degree of consistency and effectiveness in most situations.
5	Master: Apprentice is especially skillful in demonstrating, applying, and integrating relevant knowledge and skills, and demonstrates this performance indicator with a high degree of consistency and effectiveness in routine and complex situations.

Level 3 ratings are expected for each performance indicator within each competency for successful completion of an apprenticeship program.

Levels 4 and 5 ratings should only be used occasionally to describe exceptional performance.



Appendix A.1
RELATED INSTRUCTION OUTLINE
Childcare Associate Teacher
O*NET/SOC CODE: 39-9011.00 RAPIDS CODE: 0840CB
Related Training Provider



Class Number	Class Name	Credits	Hrs/Wk Class	Hrs/Wk Lab	Total Hours
	<i>Choose one of the following two pathways</i>				
	Manchester Community College Pathway				
	Manchester Community College				
ECE100M	Early Childhood Growth and Development	3			45
ECE104M	Foundations of Early Childhood Education	3			45
ECE116M	Child Health, Safety and Nutrition	3			45
	Prosolutions				
	Prosolutions Pyramid Birth-Five				18
	NH Connections				
	Youtube Online NH Early Learning Standards Print to Practice				2.0



	Youtube Children: The Bedrock of the Granite State				0.5
	OR				
	Professional Development Pathway				
	Council for Professional Recognition				
	Childhood Development Associate Certification				120
	Exam				3
	Verification Visit				4
	Prosolutions				
	Prosolutions Pyramid Birth-Five				18
	NH Connections				
	Youtube Online NH Early Learning Standards Print to Practice				2
	Youtube Children: The Bedrock of the Granite State				0.5
TOTAL MINIMUM HOURS Manchester Community College Track					155.5
OR					
TOTAL MINIMUM HOURS Council for Professional Development Track					147.5



Course Descriptions and Objectives

Early Childhood Growth and Development

This course provides an in-depth study of typical growth and development from conception through age 8 with an emphasis on the specific needs and characteristics of each developmental level as described in developmental milestones charts and the NH Early Learning Standards. The experiences in this course will focus attention on how observation, documentation, and assessment can be used to inform understandings about children and the practice of teaching. Focused instruction is given on learning how to observe, document, and analyze children’s thinking and developmental processes. Insights gleaned from this learning will be enhanced by theories and research on child development. Prominent theories of child psychology, including but not limited to Piaget, Erikson, Maslow and Bronfenbrenner, will be introduced. At least 15 hours of observation of children in childcare settings is required.

Foundations of Early Childhood Education

This course takes an in-depth look at the 6 guidelines of Developmentally Appropriate Practice, as described by the National Association for the Education of Young Children (NAEYC), with a strong emphasis on play as the foundation of learning. The course also provides an overview of the field of Early Childhood Education, including the history of child care and current/ future trends in the field. Students will be introduced to the NH Early Learning Standards, the Pyramid Model, and the NH Child Care QRIS system. Observation of two different early learning programs is required.

Child Health, Safety and Nutrition

This course provides an overview of the health, safety and nutritional needs of young children and early childhood practices to ensure the health and well-being of each child in a group setting. Content includes roles and responsibilities of adults in meeting children’s diverse needs, the promotion of healthy lifestyle practices, understanding common childhood illnesses and injuries, meeting NH Childcare Licensing standards, and planning nutritious meals that are appropriate for each child. Recognition and treatment of child abuse victims will also be addressed. Students will be required to complete 10 online health and safety training modules through the New Hampshire Health & Safety Training Program, which is mandated by the Child Care Licensing Bureau, in order to be eligible to work in any early childhood program. It should be noted that CPR and First Aid information is covered in this course; however, certification is NOT part of the course.

Childhood Development Associate

The Child Development Associate® (CDA) Credential™ is the most widely recognized credential in early childhood education (ECE), and it is a key stepping stone on the path of career advancement in ECE. The CDA® is based on a core set of competency standards that guide early childhood professionals toward becoming qualified educators of young children. The Council



works to ensure that the nationally transferable CDA is a credible and valid credential, recognized by the profession as a vital part of professional development.

The CDA® Exam

The CDA Exam is a component of the credentialing process. The exam is a 65-question, computer-based exam that is taken at a local Pearson VUE testing site. It is the candidate's responsibility to schedule the exam after applying for and receiving the Ready to Schedule Notice from the Council.

The CDA Exam questions will test the candidate's knowledge of basic early childhood best practices based on the CDA Competency Goals and the thirteen Functional Areas. Once the exam is completed, the scores are sent to the Council electronically.

CDA Verification Visit®

The Verification Visit is a component of the CDA credentialing process, where the candidate will be observed working with children/families as a lead teacher in a specific age group. It is the candidate's responsibility to schedule the visit after applying for and receiving the Ready to Schedule Notice from the Council.

During the visit, the Council-approved, CDA Professional Development (PD) Specialist™ will go to the candidate's place of work and review the candidate's Professional Portfolio, observe the candidate working with children/families, and conduct a reflective dialogue about the candidate's strengths and areas of growth. The PD Specialist will submit the evaluation and scores electronically to the Council.

Prosolutions Pyramid Birth-Five

Course Learning Objectives

Module 1: Building Relationships and Creating Supportive Environments

Module 2: Social Emotional Teaching Strategies

Module 3: Individualized Intervention; Determining the Meaning of Behavior and Developing Appropriate Responses

Description

This curriculum is made up of three modules designed to promote healthy social emotional development, create supportive classroom environments, provide targeted strategies to help children learn to self-regulate and express emotions, and offer strategies to help children who have persistent challenging behaviors. This curriculum focuses on children ages birth through five.



NH Connections

NH Online Early Learning Standards Print to Practice

YouTube 2 hours

Join us as we delve into the NH Early Learning Standards (ELS) in this online webinar training. Explore how to take the printed standards and make them come alive through real life applications. Through group activities and active discussions, participants will have the opportunity to familiarize themselves with the NH ELS and its format. Learn how the NH ELS can support your work with children in creating environments, planning activities, engaging in intentional conversations and evaluating observations. Join us as we discover how the NH ELS can be a resource in your program.

Children: The Bedrock of the Granite State

YouTube 30 minutes

Building a strong foundation in early childhood, will ensure that all New Hampshire's children are healthy, learning and thriving — our future depends upon it!



SELECTION PROCEDURES

An apprentice shall: (1) Be at least 16 years of age.

SECTION I – APPLICATION PROCEDURES

- Applicants will be accepted for open apprentice roles based on business conditions. Every person requesting an application will have one made available. Applications are available upon request.
- All applications will be identical in form and requirements.
- Receipt of the properly completed application form will constitute receipt of a completed application.
- Completed applications will be checked for minimum qualifications. No further processing of applicants will occur if deficient in one or more qualifications or requirements or if false statements are made on their applications.
- Applicants meeting the minimum qualifications and submitting the required documents will be notified where and when to appear for an interview.

SECTION II – SELECTION PROCEDURES

The sponsor has adopted the following selection procedures, consistent with the requirements set forth in 29 CFR § 30.10(b):

- The Sponsor will schedule interviews based upon hiring needs. All applicants who have met the minimum qualifications and have submitted the required documents must be notified of the date, time, and place to appear.
- Prior to the interview, each applicant will be required to review the Apprenticeship Standards and will be provided information about the program. If the applicant has any additional questions on the qualifications of needs additional information, it will be provided by the sponsor.
- The interviewer(s) will rate each applicant during the interview utilizing standardized questions taking into account the information on the application and required documents. The questions and responses will be maintained on file.
- After completing the interview and evaluation of the applicants, hiring manager will make a selection based on a best-fit assessment for the job opening.
- As openings for the registration of new apprentices occur, the highest ranked applicant will be notified of selection by telephone or email. It will be the responsibility of the applicant to keep the Sponsor informed of their current mailing address and telephone number.
- Selected applicants must respond to the notice of selection within 72 hours of notice.