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## **Appendix A**

### **WORK PROCESS SCHEDULE AND RELATED INSTRUCTION OUTLINE**

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## Appendix A

### WORK PROCESS SCHEDULE Tutors

**O\*NET-SOC CODE: 25-3041.00 RAPIDS CODE: 3087**

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 competency-based Tutor Apprenticeship is 2 years with an on-the-job learning (OJL) attainment of 2,000 hours, supplemented by the minimum required 250 hours of related instruction.

#### 3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is no more than: 5 Apprentices to 1 Journeyworker.

#### 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 range from \$13.00/hr to \$38.00/hr. This range is estimated based on the May 2023 10th percentile and 90th percentile hourly wage data for Tutors from the Bureau of Labor Statistics.<sup>1</sup>

Tutor Apprenticeship programs have local market context that determines the appropriate wage schedule. Wages must show at least one **progressive** increase during the apprenticeship.

##### Sample Wage Schedules

Below are three examples of wage schedules that programs can use to determine the wage schedule that meets their needs.

- **Wage Schedule A, 2-Year Term Example: \$15.00 wage at completion**

1 <sup>st</sup> 6 months + competencies = \$10.00	2 <sup>nd</sup> 6 months + competencies = \$12.50
3 <sup>rd</sup> 6 months + competencies = \$14.00	4 <sup>th</sup> 6 months + competencies = \$15.00
- **Wage Schedule B, 2-Year Term Example: \$20.00 wage at completion**

1 <sup>st</sup> 6 months + competencies = \$15.00	2 <sup>nd</sup> 6 months + competencies = \$17.50
3 <sup>rd</sup> 6 months + competencies = \$19.00	4 <sup>th</sup> 6 months + competencies = \$20.00

<sup>1</sup> U.S. Bureau of Labor Statistics. *Occupational employment and wages, May 2023: 25-3041 Tutors*. (accessed 12 June 2025) <https://www.bls.gov/oes/2023/may/oes253041.htm>



- **Wage Schedule C, 2-Year Term Example: \$35.00 wage at completion**

1<sup>st</sup> 6 months + competencies = \$30.00

2<sup>nd</sup> 6 months + competencies = \$31.50

3<sup>rd</sup> 6 months + competencies = \$33.50

4<sup>th</sup> 6 months + competencies = \$35.00

## **5. PROBATIONARY PERIOD**

Each applicant selected for apprenticeship shall serve a probationary period that is reasonable in relation to the full apprenticeship term, with full credit given for such period toward completion of the apprenticeship. The probationary period shall not exceed 25 percent of the maximum range of hours established by the program, but in no case shall the probationary period exceed one year.

## **6. 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. The included work process schedule is a recommended starting point.

## **7. RELATED INSTRUCTION OUTLINE**

See attached Related Instruction Outline.

## **8. SELECTION PROCEDURES**

See attached Selection Procedures.



## WORK PROCESS SCHEDULE Tutors

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**APPROXIMATE HOURS 2,000**

Model: Competency-Based

Competency: Professionalism		
Key Activities	Date	Initial
1. Join a collaboration meeting or other event established by your site and your supervisor to introduce yourself and review school partner expectations, logistics and ask questions.		
2. Follow the schedule provided for tutoring sessions, coaching or other routines, including assigned duties and meetings.		
3. Respond consistently to information requests from supervisors and co-workers digitally.		
4. Utilize FERPA guidelines to ensure the separation of personal and professional relationships.		
5. Follow and demonstrate the policies and procedures as outlined in the Employee Handbook, School level handbook, and agency code of ethics if applicable.		
6. Complete all training and collaborate with instructional coaches on building out your lesson plan or related instructional tools.		
7. Actively participate and attend training sessions or professional meetings to collaborate with colleagues, reflect on practice and develop or maintain professional knowledge.		
8. Seek out and collaborate with school partners to review all available students' data to inform instructional planning.		
9. Utilize technology and related software to perform work tasks, i.e., Microsoft Office, Google Meet, and Zoom.		
10. Communicate students' progress to students and others as required, including but not limited to parents or teachers in written progress reports, or in person, or by phone, or by email.		

Competency: Planning		
Key Activities	Date	Initial



1. Follow expectations for the creation of a series of lessons for personalized instruction in collaboration with instructional leaders.		
2. Prepare lesson materials and technology (i.e., make copies, gather materials, set up learning stations, organize technology for student use, etc.) in a timely manner, consistently.		
3. Use available data and information to personalize learning goals for students.		
4. Choose the most effective materials and instructional approaches to support the lesson objective, engage students using responsive techniques, and provide opportunities for student-to-student interaction.		
5. Prepare lesson plans or learning modules for tutoring sessions according to students' needs and goals.		
6. Maintain records of students' assessment results, progress, feedback, or school performance, ensure confidentiality of all records and prepare progress reports and distribute them to individuals in charge of parent communication.		
7. Attend and bring required materials to the classroom, regular coaching sessions, and team meetings.		
8. Work with the classroom teacher to share their data related to the goals and determine the effectiveness of the intervention.		

Competency: Relationship Building		
Key Activities	Date	Initial
1. During tutoring sessions, reinforce the rules and procedures for student learning and behavior as established by the classroom teacher or learning setting.		
2. Establish and maintain a safe, caring, and healthy learning environment reflective of the student's context. Provide feedback to students, using positive reinforcement techniques to encourage, motivate, or build confidence.		
3. Communicate with students using positive, professional, and compassionate language and tone with children when providing feedback, encouragement and redirection.		
4. Collaborate with classroom teachers, when appropriate, regarding any behavioral issues that occur during tutoring or academic concerns.		
5. Consistently attend tutoring sessions.		
6. Monitor and review post-session survey data from students to improve practice and maintain a positive learning environment.		
7. Reflect on individual tutor post-session survey data to improve practice and maintain a positive learning environment.		

Competency: Instruction
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Key Activities	Date	Initial
1. Administer, proctor, or score academic or diagnostic assessments.		
2. Analyze information and evaluate results to choose the best approach to solving academic or engagement challenges.		
3. Ensure materials used for instruction are high quality, standards aligned and appropriate for learning goals.		
4. Implement lessons that are engaging and use manipulatives or virtual equivalents.		
5. Use instructional frameworks consistently (e.g., Warm up, I do , We do, You do, Wrap up).		
6. Implement quality formative assessments that are aligned to lesson objectives (when not provided by curriculum or other tools).		

**TOTAL MINIMUM HOURS** 2000



**RELATED INSTRUCTION OUTLINE**  
**Tutors**

**O\*NET-SOC CODE: 25-3041.00 RAPIDS CODE: 3087**

**APPROXIMATE HOURS**

<b>Provider</b>	
Name:	
Address:	
Email:	Phone Number:
Suggested Related Instruction Hours:	

Course Title	Contact Hours

**TOTAL MINIMUM HOURS**\_\_\_\_\_



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## SELECTION PROCEDURES

### Tutors

**O\*NET-SOC CODE: 25-3041.00 RAPIDS CODE: 3087**

The sponsor will ensure public notification of apprenticeship positions, the application period, and that a review of applications is conducted to determine qualified candidates. Applicants to the program must meet the minimum qualifications described in the Registered Apprenticeship Standards or published documents for the Registered Apprenticeship program.

The employer must approve all apprentices. In addition, apprentices must meet all admission requirements of the tutoring provider (if different from the employer), which may include participating in a competitive application process.

The selection process should be grounded in the following principles:

- Identification of candidates who have a strong interest in and commitment to serving the students and communities where apprentices will be working.
- Mechanisms for the employer and the related instruction provider to vet and select candidates collaboratively.
- Processes to ensure potential apprentices have the background knowledge, dispositions, and basic skills that are needed to succeed in the apprenticeship and in the occupation.

Minimum qualifications for a successful applicant include, but are not limited to:

- High School Diploma or equivalent
- All required clearances to provide services to students as defined at the local or state level (for example, fingerprint-supported background check, Child Abuse clearances, etc.)

The Sponsor will provide equal opportunity for all qualified candidates in the apprenticeship program and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

The application process will be timed so that applicants can gain admission to the apprenticeship program and to the tutoring program by the term prior to the term in which the apprenticeship OJL will begin (i.e., spring or summer for programs beginning in late summer/fall). The application process should include a process to ensure an appropriate match between apprentices and journeyworkers, such as an interview.



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