



Santa Rosa City Schools Course Proposal

Careers in Education

Proposal Submitted By: Jessica Fruiht

- 1) Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Education has been identified by the California Department of Education as a high-priority industry sector. This is the second year course, following the prerequisite for the Heart of Learning - Introduction to Education course. There are a variety of post-secondary educational and training opportunities in Sonoma County in the field of education, including certificate programs at the Santa Rosa Junior College and credentials programs and degrees in education at Sonoma State University.

This course was discussed at the CTE Dept. Chair meeting on 11/17/25.

- 2) Graduation Requirements: Specify which requirement is met. (High School only)

A–G Elective (pending UC approval) and CTE

- 3) UC a-g Requirements: Specify which requirement is met. (High School only)

College-Preparatory Elective (G) - pending UC approval

- 4) Explain the rationale for course addition or modification. How does this fit in with district/site goals. If this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

This course is designed as the second year in the Education Pathway, building upon the foundational skills and concepts introduced in Year 1, "The Heart of Learning - Introduction to Education". While Year 1 focuses on exploring the purpose of education and developing self-awareness, Year 2 deepens students' understanding of instructional support, professional conduct, and inclusive practices within the

education system. The course provides structured opportunities for students to apply their learning through tutoring, mentoring, and school-based internships—bridging classroom theory with real-world experience.

This addition aligns with district and site goals of expanding high-quality Career Technical Education (CTE) pathways that prepare students for both college and career readiness. It supports the district's emphasis on work-based learning, community partnerships, and the development of employability skills, including communication, collaboration, and professionalism. By offering a second-year course, students can progress toward pathway completion, earn certifications, and build a professional portfolio that demonstrates readiness for education-related careers.

5) Explain the measurable learning outcomes

By the end of this course, students will be able to:

1. **Demonstrate understanding of student needs and motivation**
 - Identify and describe how educators address physical, emotional, and academic needs using frameworks such as Maslow's Hierarchy and SEL principles.
 - Recognize early signs of student disengagement, stress, or trauma and describe appropriate adult responses.
2. **Analyze the structure and function of the education system**
 - Explain the hierarchy of the school system and the roles of teachers, aides, and paraprofessionals in supporting learning.
 - Evaluate how collaboration among school staff promotes inclusion and equitable access to education.
3. **Apply professional and ethical practices in school settings**
 - Complete **Mandated Reporter training** and articulate the importance of confidentiality, ethics, and legal responsibilities in education.
 - Model professional communication, punctuality, and reliability in the classroom or tutoring environments.
 - Apply problem-solving and conflict-resolution strategies through role-play and real-world practice.
4. **Use instructional support and scaffolding techniques effectively**
 - Plan and deliver academic support using modeling, prompting, questioning, and guided practice.
 - Differentiate strategies to meet diverse learner needs, including reluctant or resistant students.

5. Demonstrate effective tutoring and mentorship skills.

- Provide one-on-one or small-group tutoring for younger students, using engagement and encouragement techniques to promote learning confidence.
- Reflect on tutoring experiences through written journals that analyze challenges, successes, and professional growth.

6. Develop and present a professional portfolio.

- Compile a portfolio including a resume, cover letter, certifications, and evidence of tutoring and instructional experiences.
- Participate in a mock interview to demonstrate communication skills, professionalism, and career readiness.

7. Engage in reflective practice.

- Use self-assessments, peer feedback, and journaling to evaluate personal growth, interpersonal skills, and instructional effectiveness.

6) Course Description (To be used in the course catalog)

This second-year course expands on *Heart of Learning - Introduction to Education*, giving students hands-on experience supporting learners through tutoring and classroom partnerships. Students explore professional roles in education, apply instructional and motivational strategies, and practice ethical, responsible conduct. The course emphasizes communication, inclusion, and reflective practice while building a professional portfolio that prepares students for careers or further study in education and closely related fields.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Key learning activities;

Review and Application of Year 1 Concepts: Analyze Maslow's and SEL frameworks through real classroom examples; identify signs of disengagement and trauma.

Key Assignment:

Student Needs Case Study - Read a short scenario about the student, identify what needs aren't being met, and write simple support suggestions using class frameworks.

(B2.0, B4.0, A2.0, A5.0 - Reading, Writing, Critical Thinking, Problem-solving)

Education System Exploration: Create a visual map of the education system hierarchy and conduct interviews with school staff to understand professional roles.

Key Assignment:

Interview Project - Create a simple chart of the education system; interview a teacher or staff member and present three key takeaways to the class.
(B1.0, B6.0, A3.0, A7.0 - *Leadership, Speaking/Listening, Career Exploration*)

Professional Conduct and Ethics: Complete Mandated Reporter certification; role-play communication and conflict-resolution scenarios.

Key Assignment:

Communication & Ethics Demonstration - After completing the mandatory training, act out school-appropriate communication scenarios; write a short reflection on what was hard and why professionalism matters.
(B2.0, B3.0, B8.0, A1.0, A9.0 - *Speaking, Reflection, Responsibility, Workplace Ethics, Legal Responsibilities, Collaboration*)

Instructional Support Training: Practice scaffolding, questioning, and guided practice techniques through peer teaching and tutoring simulations.

Key Assignment:

Mini-Lesson Practice- Plan and teach a short tutoring activity or reading strategy to classmates; receive and give peer feedback.
(B4.0, B5.0, A4.0, A8.0 - *Inclusive Pedagogy, Technical Instructional Skills, Public Speaking, Metacognition*)

Tutoring and Mentoring Fieldwork: Provide academic support to 7th-8th grade students and participate in “Buddies” programs with local elementary classes.

Key Assignment:

Fieldwork Log - Track hours, tasks, and what strategies helped a student understand something; include teacher signatures and brief notes.
(B5.0, B6.0, B7.0, A7.0, A10.0- *Work Ethic, Industry Practices, Work-based Learning Readiness, Applied Skills*)

Reflective Journaling: Maintain weekly reflections on tutoring experiences, student engagement, and personal growth.

Key Assignment:

Weekly Journal Check-Ins- write about wins, challenges, and goals from tutoring; connect one idea to something learned in class.
(A2.0, A6.0, B2.0 *Writing, Self-awareness, Reflection, Relationship-building*)

Career Readiness and Portfolio Development: Write a professional resume and cover letter, compile documentation of field experiences, and participate in mock interviews.

Key Assignment:

Portfolio + Interview Prep - build a resume and cover letter, collect tutoring evidence, and complete a mock interview with staff feedback.
(B6.0, B8.0, A1.0, A3.0, A10.0 *Career Readiness, Professional Communication, Leadership*)

Assessments;

Performance-Based: Observation rubrics during tutoring or classroom assistance; peer and instructor evaluations of professionalism and communication.

Written: Reflective journals, case study analyses, and scenario-based ethics responses.

Portfolio: Completion of a professional portfolio including certifications, reflections, sample lesson supports, and a resume.

Certifications: Mandated Reporter training and other site-based professional training modules.

Capstone Presentation: Final portfolio presentation demonstrating instructional skills, growth, and readiness for further education or employment in education fields.

CTE Pathway Standards (Education Pathway):

- **B1.0:** Understand roles and responsibilities of professionals in education and child development.
- **B2.0:** Demonstrate communication and interpersonal skills that foster positive learning environments.
- **B3.0:** Apply ethical and legal practices in education.
B4.0: Use developmentally appropriate and inclusive practices to support diverse learners.
- **B5.0:** Implement effective instructional strategies and supports.
B6.0: Demonstrate employability and leadership skills required for education careers.

Anchor Standards:

A1.0-A10.0 (Career Planning, Communications, Ethics, Technical Skills, Responsibility, Leadership, and Career Readiness).

7) Is this course modeled after an approved A-G Course on the UC Portal?

- Yes : District and course: Porterville Unified School District - Career Pathways in Education
- No

8) Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	N/A	CTE Credentialed Teacher

Instructional Material Supplies per student (textbooks, software, etc.)	\$200	\$50
Services (training, equipment maintenance, contracts, etc.)	\$3000	\$2500
Capital Outlay (remodeling, technology, etc.)	N/A	N/A
Total Projected Costs	\$7600	\$4000

9) Instructional Materials- must include estimates for new materials even if none have been selected. Place in the chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Sixth Edition	McGraw Hill	"Teachers, Schools, and Society: A Brief Introduction to Education"	9781264169917	David M. Sadker, Karen Zittleman, Melissa Koch	2021	23/46

10) Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	K12 Strong Workforce Grant, Perkins, CTE Incentive Grant. Annual
Department Funds	
Other (be specific)	

11) Appendix of Additional Documents

* Required additional documents include meeting minutes where the course was discussed and approved



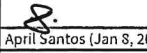



EAHS Education Pathway Site-level Meeting

☐ 2025-2026 CTE Dept. Chair Meeting



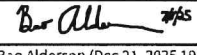

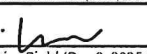
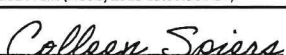
Signatures Page

Course name: Careers in Education

12) District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
 Casey Cunningham (Jan 8, 2026 10:16:23 PST)	EAHS	Approved
 Amy Wiese (Jan 13, 2026 07:45:43 PST)	MCHS	Approved
 April Santos (Jan 8, 2026 10:48:45 PST)	MHS	Approved
 Andrea Correia (Jan 5, 2026 09:25:25 PST)	PHS	Approved
 Kimberly L. Johnson-Clissold	SRHS	Approved
 Donna Garibaldi (Jan 6, 2026 09:32:00 PST)	RHS	Approved

13) District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
 Zachary Davis (Dec 19, 2025 09:45:16 PST)	EAHS	Approved
 Stephanie Thomas (Dec 21, 2025 19:53:18 PST)	MCHS	Approved
 Bao Alderson (Dec 21, 2025 19:54:41 PST)	MHS	Approved
 Maureen McCabe (Dec 9, 2025 13:32:11 PST)	PHS	Approved
 Lisa Piehl (Dec 9, 2025 13:06:50 PST)	SRHS	Approved
 Colleen Spiers (Dec 29, 2025 10:43:16 PST)	RHS	Approved

Course Catalog Information (To be filled by the District Office):

Course Number	TBD
Course Short Title:	Careers in Ed
Course Title:	Careers in Education
Number of Credits:	10
Grade Span:	9-12
Graduation Requirement:	Z
Prerequisites:	None
Course Department:	CTE
State Course Code:	7531
A-G Subject:	"G"
CTE Pathway:	Education, Child Development, and Family Services Sector - Education Pathway
Other Information:	N/A