

Section 1: Course Code Directory System Guide

A) Curriculum and Standards

Introduction

State Board of Education Rule 6A-1.09441, FAC, requires that programs and courses which are funded through the Florida Education Finance Program and courses or programs for which students may earn credit toward high school graduation must be listed in the *Course Code Directory*. The course code numbers are essential in the collection of information for use by decision-makers in the following areas:

- (1) program planning and evaluation at the state level
- (2) cost reporting at the school, district, and postsecondary levels
- (3) course identification at the school, district, postsecondary, and state levels
- (4) provision of information to local, state, and federal education and legislative agencies
- (5) fiscal and program audits.

The rule requires that school-level, district-level, and postsecondary-level personnel use this directory when performing the following tasks:

- (1) scheduling students into any PreK-12 course
- (2) aggregating student assignments for course data
- (3) identifying courses which may be used to fulfill graduation and program completion requirements
- (4) determining appropriate certification for specified courses.

All school district and postsecondary documents, forms, automated terminal displays, or hard copies must use only the state course numbers and titles listed in this document unless such reference falls under one of the following exceptions:

- (1) students dually enrolled in postsecondary institutions must use the numbers in the postsecondary Statewide Course Numbering System
- (2) students dually enrolled in private postsecondary institutions, as provided in Section 1011.62, F.S. , may use the private institution course numbers, or
- (3) students enrolled in courses that are included in either postsecondary adult career and technical (noncollege credit) or postsecondary career and technical programs (college credit) must use either the numbers listed in this directory or those listed in the Statewide Course Numbering System.

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No Child Left Behind Act of 2001

The No Child Left Behind Act of 2001 (NCLB) places a major emphasis on highly qualified teachers. This new federal law establishes requirements for determining if a teacher meets the criteria for being reported as “highly qualified” under NCLB. It is important to note that current Florida Statutes and State Board of Education Rules relating to the classification of teachers reported for Florida purposes as “infield”, “qualified”, or “out-of-field” are not the same as the new federal highly qualified designation requirements. Thus, a teacher may be considered “infield” pursuant to the requirements of the Course Code Directory but will not be classified as a highly qualified teacher in the NCLB reporting.

In order to meet the requirement of NCLB for highly qualified teachers, the following changes in certification coverages will be effective on July 1, 2006.

Reading

K-6 or 1-6 will remain the appropriate coverage to teach reading at the elementary or middle school (6th grade only) level. In order to teach a reading course at the middle school (with the exception of a 6th grade elementary education certified teacher teaching 6th grade reading to sixth graders) or high school level subsequent to June 30, 2006, a teacher must be certified in reading or carry the reading endorsement on the certificate. The reading endorsement may only be added to a certificate that reflects a Bachelor's degree or higher.

Certification in Primary Education K-3 and Prekindergarten Primary PK-3 may also be appropriate coverages at those grade levels.

Reading Certification Requirements for Exceptional Student Education (ESE) Teachers

Grades K-6: The elementary ESE teacher must meet the highly qualified requirements for an elementary education teacher. If the ESE teacher meets the highly qualified requirements of a general education elementary teacher, then the ESE teacher also meets the highly qualified requirements for reading, grades K-6. An ESE teacher certainly can go beyond this requirement and obtain the reading endorsement or reading certification.

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Grades 7-12: The secondary ESE teacher who is teaching a reading course must have the reading endorsement or reading certification unless the level of instruction for the students is at an elementary level, then the secondary ESE teacher must meet the highly qualified requirements for elementary education.

Dropout Prevention, Teenage Parent, and Department of Juvenile Justice Programs

Any Field when the certificate reflects a Bachelor or higher degree will not be an appropriate coverage for teaching core academic subjects beginning July 1, 2006. To be “infield” and “highly qualified” when assigned to these programs, teachers must be certified in the specific core academic areas being taught or meet the requirements of a High Objective Uniform State Standard of Evaluation (HOUSSE) plan, as appropriate. See <http://info.fldoe.org/dscgi/ds.py/Get/File-2439/Forms.pdf>

Flexibility for alternative programs is as follows:

For teenage parent programs, child care providers serving children three to five years old without a valid teacher's certificate must meet:

- the minimum credentialing standards of a child development associate credential (CDA), or
- a CDA equivalency as defined in Rule 10M-12, FAC.

Exceptional Student Education

The No Child Left Behind (NCLB) Act changes highly qualified requirements for ESE teachers of core academic subjects. By June 30, 2006, all K-12 ESE teachers teaching core academic subjects to students with disabilities must have certification in the appropriate area of ESE (see ESE certification table) and meet the highly qualified requirements of the core academic subject area. A K-6 grades ESE teacher must meet the highly qualified requirements for elementary education if teaching a core academic course. A 7-12 grades ESE teacher must meet the highly qualified requirements for the core academic subject area, e.g., biology, English,

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unless the core course is an ESE 78 or 79 course and the level of instruction is at the elementary level. If the level of instruction is at the elementary level then the ESE teacher must meet the highly qualified for elementary. However, if a newly hired ESE teacher teaching multiple subjects is already highly qualified in math, science, or language arts, the teacher will be given two years from the date of employment to meet the HOUSSE or certification requirements in the other core academic subjects the teacher teaches.

Any Field certification coverage

Some courses listed in the Course Code Directory display the appropriate certification as “Any Field When Certificate Reflects Bachelor or higher degree” or “Any Academic Coverage.” These coverages may not meet the requirements of NCLB “Highly Qualified Teacher” and will, therefore, be subject to review and change.

Consistent with the emphasis on educational reform and school improvement, districts and schools are encouraged to explore methods of offering courses and programs in new and innovative ways to address their school improvement plans.

Course Descriptions

State Board of Education Rules 6A-1.09412, 6A-1.09414, and 6A-6.0571, FAC, which address Course Descriptions, allow districts and schools greater flexibility in designing educational programs which meet the needs of their students. Districts are authorized to approve a variance of up to 10% of the course requirements of any Course Description or up to 10% of student outcomes found in curriculum frameworks. In addition, district school boards may request a waiver to allow a school to substitute locally approved course requirements within a Course Description, provided these substitutions adequately address the major concepts and content contained in the Course Description and provided the waiver request is submitted in accordance with specified procedures.

Sunshine State Standards

The Florida Department of Education, with assistance from education stakeholders throughout the state, developed the Sunshine State Standards which identify what Florida public school students should know and be able to do. The standards are benchmarked at each of four grade clusters that represent the developmental levels of PreK-2, 3-5, 6-8, 9-12. The benchmarks describe the student achievement that the state will hold schools accountable for students learning in the subject areas of language arts, mathematics, science, social studies, the arts (music, visual arts, theatre, dance), health and physical education, and foreign languages. The domains, strands, standards, and benchmarks which comprise the Sunshine State Standards are authorized by

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Section 1003.41, Florida Statutes, and are adopted by the State Board of Education. Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these Standards. Section 1008.25, F.S., requires each district school board to incorporate the Sunshine State Standards into the district student progression plan.

Grade Level Expectations (GLEs)

The Sunshine State Standards have been further defined in the GLEs for grades K-8 in the subject areas of language arts, mathematics, science, social studies, music and visual arts. The GLEs are recommended but not state adopted. The GLEs are useful for articulation across grade levels and for planning curriculum at the district and school level. They were used as reference material in the writing of the FCAT specifications.

Honors Designation

The Department of Education's policy is that only core courses required for graduation can be designated as Honors courses in the Course Code Directory. Any courses designated in the CCD as level 3 advanced, like honors courses, is designed to provide rigorous instruction. **For purposes of class ranking, section 1003.437, F.S. authorizes the district school board to exercise a weighted grading system.**

Student Performance Standards for Exceptional Students

The Student Performance Standards for Exceptional Students 1996-1997 through 2000-2001, referenced in State Board of Education Rule 6A-1.0941, FAC, and accompanying Tracking Record are in effect for certain exceptional students working toward a special diploma for students entering 9th grade before the 1999-2000 school year. These standards have been redefined and matched to courses for implementation beginning with the 1999-2000 school year.

Sunshine State Standards for Special Diploma

In August 1999, the State Board of Education adopted rule changes to Rules 6A-1.09401, 6A-1.09414, and 6-1.0996, FAC. These changes require the implementation of the Sunshine State Standards for Special Diploma as a graduation requirement for students entering 9th grade in the 1999-2000 school year and subsequent years. Sunshine State Standards for Special Diploma describe what certain students with a disability should be able to do at three proficiency levels (independent, supported, and participatory).

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Florida Curriculum Frameworks for Grades PreK-12

To assist in the implementation of the Sunshine State Standards, the Department of Education offers the *Florida Curriculum Frameworks*, which overview curriculum and instructional practices and aid school district and postsecondary curriculum planners and pre-service and in-service education designers in implementing Florida's System of School Improvement and Accountability, Sections 1001.11 and 1008.345, Florida Statutes. The Sunshine State Standards for a particular curriculum area are found in Chapter 3 of the *Florida Curriculum Frameworks*. The frameworks

- are available in the areas of language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages
- are designed to align classroom instruction and assessment with the Sunshine State Standards by encouraging implementation of the standards of the state education Goal 3 into every classroom
- are designed to serve as guides and references for local curriculum planners and other education stakeholders who are responsible for school improvement from the prekindergarten through the adult basic education programs
- address such practices as continuous progress, technology, teacher professional development, integrated instruction, and school-to-work concepts
- reflect current national trends and educational research of best practices; national subject area standards; Florida's School Improvement and Accountability efforts; and other current trends are strategies with broad curriculum guidelines that are voluntary and not state adopted.