**Courses for Credit for Students Learning English as a Second Language**
**Teachers with TESOL Endorsement/Licensure and Highly Qualified Teacher Requirements**
**Ohio Department of Education Guidelines**

## Option 1

### Foreign Language

A school district may offer English as a second language (ESL) course for limited English proficient (LEP) students, and provide a foreign language credit for such a course (courses). The following is the description of such courses that appears in the current Education Management Information System (EMIS) Manual (Appendix C – Subject Codes):

| Subject Code | Description | Subject Area for Credit | Core Subject Area (for HQT) |
|---|---|---|---|
| 060207 | **TESOL–English as a Second Language (ESL)** The study of the language and culture of the English-speaking world leading to the ability to function in academic and everyday situations. Designed for individuals whose primary language is not English. | FLR | Foreign Language |

A teacher will be considered as highly qualified for the above course if the teacher has the Teaching English to Speakers of Other Languages (TESOL) endorsement or licensure and meets the criteria indicated in the appropriate Highly Qualified Teacher Worksheet available from the Ohio Department of Education.

## Option 2

### Integrated English/ Language Arts

A district may offer TESOL - English as a second language (ESL) course - for limited English proficient (LEP) students, and provide an English credit for such courses. The following is the description of such courses that appears in the current Education Management Information System (EMIS) Manual (Appendix C – Subject Codes):

| Subject Code | Description | Subject Area for Credit | Core Subject Area (for HQT) |
|---|---|---|---|
| 051905 | **English as a Second Language (ESL)** Designed for individuals whose primary language is not English. The study of the English language and culture leading to the ability to function in everyday situations as well as in academic settings, with a special emphasis on Ohio's English Language Arts Academic Content Standards. | ENG | English |

A teacher will be considered as highly qualified for the above course if the teacher has the TESOL endorsement or licensure and meets the criteria indicated in the appropriate Highly Qualified Teacher Worksheet available from the Ohio Department of Education.

## Questions and Answers

**Question**: How many TESOL – ESL English courses could districts count toward the high school English language arts graduation criteria? For example, could a district have a beginning TESOL – ESL English course and an intermediate TESOL – ESL English course, both of which could be counted toward the English language arts graduation criteria?

**Response:** The determination of the number of TESOL – ESL English courses that count toward high school English language arts graduation is a district decision. District decisions regarding courses are to be reflected in the EMIS Course Master Record (Chapter 3 of the EMIS Manual) submitted by the district.

**Question:** How would TESOL endorsed teachers mark the HQT Form B Worksheet if their basic certificate/license is not in integrated English/language arts?

**Response:** Such teachers would mark "yes" in sections 1 and 2, and mark an additional "yes" in sections 3 or 4 of the HQT Worksheet Form B or score 100 points on the *Ohio Highly Qualified Teacher Expanded Rubric* based on TESOL-related training.

(If the teacher has passed the Praxis II: English to Speakers of Other Languages assessment #0360, he or she can respond "yes" to the Praxis II question in section 3. Successful completion of this Praxis II assessment will meet the HQT requirement for either TESOL–English as a second language (ESL) course code #060207 or for the TESOL English proposed course code.)

For additional information regarding highly qualified teacher requirements, contact

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