

Addendum Proposal

TEACH-NOW at Moreland University: Option 3 Educator Preparation Program

The TEACH-NOW program, provided by Moreland University, was originally approved by the West Virginia Board of Education (WVBE) on October 13, 2021, to implement a teacher certification program consisting of coursework recognized as adequate pursuant to meeting requirements of W. Va. Code §18A-3-2a(a)(1)(C). The program provider is currently approved to prepare educators for endorsements including special education Multi-categorical K-6 (E/BD, MI, SLD, excluding Autism) and Multi-categorical 5-Adult (E/BD, MI, SLD, excluding Autism). The program provider is requesting approval to offer the endorsements of Autism K-6 and Autism 5-Adult as part of the program. It also requests the ability to recommend successful program completers for Multi-categorical and Autism endorsements simultaneously when they apply for initial teacher certification.

WVBE-approved testing requirements for the endorsements of Multi-categorical K-6, Multi-categorical 5-Adult, Autism K-6, and Autism 5-Adult are currently the same within the West Virginia Licensure Testing Directory. Therefore, the program provider is only requesting that the endorsements of Autism K-6 and 5-Adult be added to their program overview within the list of approved endorsements. To ensure the program's coursework has placed a focus on preparing educators to meet the needs of special education students with Autism, the program provider must provide a more extensive narrative below which identifies courses and describes their specific learning objectives, assignments, and/or assessments that are designed to prepare teachers to meet the needs of students with Autism.

If this addendum is approved by the WVBE, it officially becomes an additional part of the originally approved Option 3 program's documentation. None of the proposed changes can supersede requirements of WVBE Policy or W. Va. Code and the coursework must still include at least 80% alignment to standards approved by the WVBE (INTASC or WVPTS) as adequately pursuant to W. Va. Code §18A-3-2a(a)(1)(C). All other aspects of the originally approved written proposal to provide the Option 3 educator preparation program will remain exactly the same and must be followed by the coursework provider.

Staff in the Office of Educator Development (OED) at the West Virginia Department of Education (WVDE) have reviewed this addendum to determine if the changes requested are adequately pursuant to WVBE Policy 5901 and W. Va. Code §18A-3-2a(a)(1)(C). The OED recommends and a motion is requested that this addendum be approved by the WVBE and become effective on the date it receives their approval.

Moreland University provides the following narrative, describing all instruction focused on meeting the needs of students with Autism and identifying within the narrative the specific course(s) where the topic of Autism is being addressed:

The TEACH-NOW Teacher Preparation Program at Moreland University integrates coursework and clinical experiences that prepare candidates to support students with Autism Spectrum Disorder (ASD) in both inclusive and specialized educational settings. Instruction focused on the needs of students with ASD is embedded throughout the program's modules and within the Module 8 Clinical Practice, and each area of instruction is aligned to the InTASC Model Core Teaching Standards and to evidence-based practices for autism. The specific courses (modules), units, and assignments in which the topic of Autism is addressed, along with their associated learning objectives, assignments, and assessments, are identified below.

Understanding the Characteristics of Autism (Module 2, Unit 2, Assignment 2 - Learning and Development Theories; M2U2A2; InTASC 1). Candidates study the developmental, behavioral, communication, and sensory characteristics associated with Autism Spectrum Disorder. This assignment builds the foundational knowledge candidates need to

recognize how ASD affects learning and to anticipate the supports individual students may require. Candidates apply this understanding during clinical placement through the observation and analysis of student needs.

Inclusive Instructional Design (Module 2, Unit 4, Assignment 3 — UDL Discussion, and Module 6, Unit 2, Assignment 2 - Differentiated Instruction; M2U4A3 and M6U2A2; InTASC 2). Candidates design lessons using the principles of Universal Design for Learning (UDL) and differentiation strategies that support neurodiverse learners, including students with ASD. Candidates implement these differentiated approaches during clinical teaching so that instruction is accessible to learners with a range of academic, communication, and sensory profiles.

Communication and Social Interaction Supports (Module 3, Unit 2, Assignment 3 - Language Acquisition and Literacy; M3U2A3; InTASC 3). Candidates examine strategies that support communication, language development, and social engagement for students with ASD. During clinical practice, candidates collaborate with mentor teachers and specialists who support students' communication needs, connecting instructional theory to the individualized communication supports used in the classroom.

Evidence-Based Practices for Autism (Module 3, Unit 1, Assignment 1 - Evidence-Based Practices; M3U1A1; InTASC 4). Candidates examine research-supported practices for students with autism, including structured teaching, visual supports, task analysis, and explicit instruction. Candidates then implement these instructional strategies with students with autism during their clinical experience, ensuring that their teaching reflects practices with a demonstrated evidence base.

Structured Learning Environments (Module 4, Unit 2, Assignment 1 - Learning Environment Plan; M4U2A1; InTASC 3). Candidates design predictable routines, procedures, and classroom structures that support student engagement and reduce behavioral challenges — supports that are particularly important for students with ASD. Candidates establish these routines and behavioral supports during clinical practice as part of their learning environment plan.

Differentiation and Individualized Supports (Module 6, Unit 2, Assignment 2 - Differentiation Assignment, and Module 6, Unit 4, Assignment 1 — Lesson Planning; M6U2A2 and M6U4A1; InTASC 7). Candidates apply differentiation strategies to meet individual learning needs, including academic, behavioral, and sensory supports. Through these planning assignments, candidates learn to design and implement individualized supports for diverse learners, and they apply those supports during clinical teaching.

Assessment and Progress Monitoring (Module 5, Unit 2, Assignment 1 - Formative Assessment Analysis; M5U2A1; InTASC 6). Candidates learn to use formative assessments and data to monitor learning and adjust instruction for diverse learners, including students with ASD. During clinical teaching, candidates collect and analyze student learning data to inform instructional decisions and document student progress.

Technology and Assistive Supports (Module 3, Unit 4, Assignment 2 - AI and Student Learning Activity; M3U4A2; InTASC 8). Candidates explore technology tools that support accessibility, executive functioning, and communication for diverse learners. Candidates integrate these technology and assistive supports during instruction in their clinical placement.

Collaboration with Families and Professionals (Module 2, Unit 4, Assignment 1 - Cultural and Family Engagement Assignment; M2U4A1; InTASC 10). Candidates examine the importance of collaboration with families, special educators, and related service providers who support students with ASD. Candidates practice this collaboration during clinical placement by working with mentor teachers and school professionals.

Reflective Practice for Inclusive Teaching (Module 8, Unit 12, Assignment 1 - Final Clinical Evaluation; M8U12A1; InTASC 9). Candidates reflect on their instructional practices and analyze how their teaching supports diverse learners, including students with ASD. This reflection is completed as part of the final clinical evaluation and reinforces candidates' ongoing professional learning related to inclusive teaching.

Module 8 Clinical Practice - Autism Field Experience. During Module 8 Clinical Practice, candidates complete a minimum of 30 hours working directly with students with Autism Spectrum Disorder in inclusive or specialized classroom environments. These experiences require candidates to implement differentiated instruction, support structured routines and visual supports, assist with individualized instruction aligned to student needs, monitor student learning and behavioral supports, and collaborate with mentor teachers and specialists. Candidates complete and submit the Autism Field Experience Verification Form, and clinical instructors and mentors verify completion of the required hours.

Through this combination of coursework and directed clinical experience, the TEACH-NOW program ensures that candidates recommended for the Autism K-6 and Autism 5-Adult endorsements develop the knowledge and skills necessary to design inclusive learning environments, implement evidence-based instructional strategies, support communication and social development, monitor student progress and adjust instruction, and collaborate effectively with professionals and families in support of students with Autism Spectrum Disorder. This preparation directly supports candidates seeking the Autism endorsements, including those recommended for the Multi-categorical and Autism endorsements simultaneously.

Kimberly Stockton

Authorized Official's Signature at Moreland University

July 16, 2026

Date

Director of the Office of Educator Development at the WVDE

Date