



The mission of the Professional Standards and Teacher Education Board (PSTEB) shall be to promote quality education by establishing standards designed to guarantee that educational professionals meet threshold levels of knowledge and skills required to prepare all students for success.

**PROFESSIONAL STANDARDS AND
TEACHER EDUCATION BOARD**
Maryland State Department of Education

TO: Ways and Means Committee

BILL: House Bill 325- Professional Standards and Teacher Education Board – Composition

DATE: February 6, 2026

POSITION: Letter of Support with Amendments

The Professional Standards and Teacher Education Board is writing to express our support for Maryland House Bill 325. We applaud the intent of this legislation to ensure the Maryland Association of Nonpublic Special Education Facilities (MANSEF) has a dedicated voice in shaping special education policy. However, to ensure that this representation is both comprehensive and practical, we respectfully request a specific amendment regarding the composition of the MANSEF seats.

MANSEF plays a vital role in Maryland's educational ecosystem, serving students with unique and complex needs. To maximize the efficacy of these two new seats, the board must benefit from both administrative oversight and direct classroom experience. Currently, the bill does not specify the roles of the two MANSEF representatives. We propose an amendment to ensure a diversity of perspectives.

Proposed Amendment

We respectfully request the following language be integrated into the bill:

(VI) [One member] TWO MEMBERS of the Maryland Association of Nonpublic Special Education Facilities, chosen from a list of nominees provided by the Maryland Association of Nonpublic Special Education Facilities

1. ONE SEAT SHALL BE FILLED BY A CERTIFIED SPECIAL EDUCATION TEACHER CURRENTLY PROVIDING DIRECT INSTRUCTION; AND
2. ONE SEAT SHALL BE FILLED BY AN ADMINISTRATOR CURRENTLY SERVING IN A LEADERSHIP CAPACITY.

Why This Amendment Matters:

Administrators provide necessary expertise on fiscal management, regulatory compliance, and school-wide logistics, while teachers provide real-time insight into how policies affect student behavior, instructional delivery, and implementation of special education services in the classroom. The partnership between a teacher and an administrator ensures that the board's decisions are both theoretically sound and practically achievable.

We urge a favorable report on HB325 with the adoption of this amendment to ensure a balanced and inclusive approach to educator preparation and licensure governance in Maryland. Please contact Darren Hornbeck, Chair, at Darren.Hornbeck@fcps.org, if you would like any additional information.