

# **HB 888 Letter - Hornbeck.pdf**

Uploaded by: Darren Hornbeck

Position: FAV

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To Whom It May Concern:

I am writing today to express my FAVORABLE support for HB 888 (Education – Initial Certification – Qualifications) as introduced by Delegates Fair, Ebersole, and Kerr. Please allow me to explain my position.

As chair of the Professional Standards and Teacher Education Board, I have been keenly interested in the current requirement that teacher candidates in higher education teacher preparation programs must complete a nationally recognized Portfolio Based Assessment of their teaching skills. Previous legislation waived this requirement if teacher candidates were enrolled in a teacher induction program in their local LEA (local education agency).

This inconsistency has unfortunately produced an uneven level of assessment for our teacher candidates obtaining their teaching degrees from traditional programs that can be costly, redundant and discouraging of students entering the teaching profession.

HB 888 addresses these inconsistencies by allowing teacher candidates who have already been part of a portfolio based assessment system at both the college and school system induction level to be spared the redundancy of completing an expensive product based assessment of skills that have already been mastered. In the event a college or university would like to continue the assessments it would be free to do so.

It should also be noted that many states have already done away with these assessments for the reasons stated above, and the often-cited research that points to potential bias in the assessments against minority teachers – a group most often underrepresented in the teaching profession.

Although I am not writing on behalf of the Professional Standards and Teacher Education Board, I can attest to the concerns expressed by several current and previous board members on this issues. I believe that HB 888 will positively impact our ability to maintain high levels of rigor for our teacher candidates as well as remove unnecessary regulatory barriers for our promising new teachers who are taking their first steps at entering the teaching profession.

Sincerely,

Darren Hornbeck  
Teacher, Linganore High School – Frederick MD.  
Chair, Professional Standards and Teacher Education Board

# **Delegate Kris Fair - Written Testimony for HB 888**

Uploaded by: Kris Fair

Position: FAV

**KRIS FAIR**  
*Legislative District 3*  
Frederick County

Ways and Means Committee

*Subcommittees*

Education

Election Law



The Maryland House of Delegates  
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**THE MARYLAND HOUSE OF DELEGATES**  
ANNAPOLIS, MARYLAND 21401

**SPONSOR TESTIMONY**

**HB 888 - Education - Initial Teacher Certification - Qualifications**

The Honorable Brian Feldman, Chair  
Education, Energy, and the Environment Committee  
Maryland Senate  
2 West Miller Senate Office Building  
Annapolis, MD 21401

Chair Feldman, Vice-Chair Kagan, and Esteemed Members of the Education, Energy, and the Environment Committee:

HB 888 is a one-line bill that removes costly duplicative assessments from our state's initial teacher certification process and recognizes that our state's institutions of higher education have world-class teacher training programs with appropriate assessments "in-house" to evaluate our state's newest teachers.

Under current law, after July 1 2025, to qualify for an initial teaching certificate an individual must:

- Pass subject-specific examinations, and an exam of mastery of reading instruction and content for the desired grade level to be taught
- Pass a nationally recognized, portfolio-based assessment of teaching ability or complete a local school system teacher induction program
- Meet certain competency requirements like holding a degree with a certain GPA, passing a literacy skills assessment, or three years of effective evaluations
- Meet other requirements as established by the State Board

The bill simply adds that if a nationally accredited teacher preparation program utilizes a portfolio-based assessment to evaluate the performance of teachers-in-training, then those teachers-to-be can use that assessment to meet the initial certification requirements instead of having to take an additional, redundant, and costly external test. In other words, if an institution of higher education uses a portfolio-based assessment as part of its teacher training curriculum, then this legislation allows successful completion of that assessment to count for one of the initial certification requirements.

This change enables teachers-in-training at qualifying institutions to complete their coursework and be ready to teach on a faster timeline and at the same level of excellence as those teachers-in-training whose coursework does not include a portfolio-based assessment. HB 888 thus removes a roadblock for initially certifying new teachers at a time when our state faces a significant teacher shortage and helps some of our most necessary state employees avoid redundancy and cost barriers as they work to educate our students.

For these reasons, I urge your support for House Bill 888 and respectfully request a favorable report.

A handwritten signature in blue ink that reads "Kris Fair". The signature is written in a cursive, flowing style.

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Delegate Kris Fair  
District 3, Frederick County

# **XHB888\_MSEA\_Lamb\_FAV.pdf**

Uploaded by: Lauren Lamb

Position: FAV

**FAVORABLE**  
**House Bill 888**  
**Education – Initial Teacher Certification – Qualifications**

**Senate Committee on Education, Energy, and the Environment**  
**April 2, 2025**

**Lauren Lamb**  
**Government Relations**

The Maryland State Education Association strongly supports House Bill 888, which would give Maryland teacher preparation programs the option to develop their own portfolio-based assessment to count toward licensure requirements for teacher candidates.

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students so they can pursue their dreams. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3-million-member National Education Association (NEA).

Beginning this year, most aspiring educators in Maryland must pass a nationally recognized portfolio-based assessment for teacher licensure. Accepted assessment products include the edTPA and PPAT assessments, though the PPAT will be discontinued after 2025.<sup>1</sup> Portfolio-based assessments require candidates to demonstrate their teaching competencies by compiling lesson plans, videos of their lessons, student work artifacts, and detailed reflections on their pedagogical strategy.

House Bill 888 would add another high-quality option for students in a teacher preparation program that opts to develop their own portfolio-based assessment. Instead of completing an assessment product like edTPA, students could fulfill this licensure requirement by completing a portfolio via their college or university.

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<sup>1</sup>PPAT Assessment. ETS (2025). <https://www.ets.org/ppat/test-takers/register/dates-deadlines.html#:~:text=As%20announced%20in%20August%202024,Spring%202024%20through%20Spring%202025>



Institutions of higher education are well-equipped to evaluate students' experiential learning. In this setting, students are likely to receive consistent feedback and guidance from their instructors throughout the weeks- or months-long process of developing a teaching portfolio.

Further, research points to the troubling potential impacts of relying heavily on assessment products such as edTPA for teacher licensure. Concerns include that the scoring of the assessments may indicate racial and cultural bias, that the assessments may have limited ability to accurately predict how effective a teacher will be in the classroom, and that the fees may pose financial barriers at \$300 for an initial attempt.<sup>1 2</sup> In recent years, several states have curtailed or altogether eliminated such requirements.<sup>3 4 5</sup>

Providing high-quality, locally developed alternatives to national portfolio-based assessment products would mitigate some of these concerns. Considering the role of teacher preparation programs already play in developing student teachers, it is sensible and fair to count portfolio-based assessments developed by nationally accredited programs toward licensure requirements.

**We urge the committee to issue a favorable report on House Bill 888.**

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<sup>1</sup> Everyone's Doing It, but What Does Teacher Testing Tell Us about Teacher Effectiveness? Dan Goldhaber (2006).

<https://files.eric.ed.gov/fulltext/ED509664.pdf>

<sup>2</sup> Potential Testing Barriers for Teacher Candidates of Color. Motamedi, Leong, & Hanson (2018).

<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/potential-testing-barriers.pdf>

<sup>3</sup> edTPA eliminated as a state requirement for teacher certification (2021). Washington Professional Educator Standards Board. <https://content.govdelivery.com/accounts/WAOSPI/bulletins/2d7d4ac>

<sup>4</sup> Elimination of the edTPA Requirement for Certification (2022). New York State Education Department.

[https://www.highered.nysed.gov/tcert/news/newsitem04.12.22\\_edTPA.html#:~:text=Office%20of%20Teaching%20Initiatives&text=April%2012%2C%202022.,an%20Emergency%20COVID%2D19%20certificate](https://www.highered.nysed.gov/tcert/news/newsitem04.12.22_edTPA.html#:~:text=Office%20of%20Teaching%20Initiatives&text=April%2012%2C%202022.,an%20Emergency%20COVID%2D19%20certificate)

<sup>5</sup> Georgia Streamlines Certification for Educators (2020). Press Releases, Office of the Governor.

<https://gov.georgia.gov/press-releases/2020-06-18/georgia-streamlines-certification-educators>