

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO

SENATE BILL NO. 2213

Introduced by

Senators Schaible, Axtman

Representatives Heinert, Jonas, Richter

1 A BILL for an Act to create and enact a new section to chapter 15.1-13 and two new sections to
2 chapter 15.1-21 of the North Dakota Century Code, relating to mathematics curriculum,
3 professional development, screening and intervention, related administrative rules and reporting
4 requirements, and mathematics instructor competency; to provide for a legislative management
5 report; to provide for a department of public instruction mathematics screening pilot program; to
6 provide an appropriation; and to provide an effective date.

7 BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

8 **SECTION 1.** A new section to chapter 15.1-13 of the North Dakota Century Code is created
9 and enacted as follows:

10 **Teaching license - Mathematics instruction competency.**

- 11 1. The board shall ensure a candidate for teacher licensure, who will be certified to be a
12 secondary mathematics teacher, demonstrates competencies in ~~beginning~~direct and
13 explicit mathematics instruction and pedagogy.
- 14 2. A candidate satisfies the requirements of this section if the candidate demonstrates:
- 15 a. The candidate has received training in mathematics instruction competencies
16 from an accredited or approved program; or
- 17 b. Mastery of the topics under ~~subdivision a of~~ subsection 1 of section 3 of this Act.
- 18 3. The board may issue a provisional license for up to two years to a teacher licensure
19 candidate who does not meet the requirements of this section.

1 ~~SECTION 2.~~ The new section to chapter 15.1-13 of the North Dakota Century Code, as
2 created by section 1 of this Act is amended and reenacted as follows:

3 ~~Teaching license - Mathematics instruction competency.~~

4 ~~1. The board shall ensure a candidate for teacher licensure, who will be certified to be~~
5 ~~an elementary education or secondary mathematics teacher, or both, demonstrates~~
6 ~~competencies in beginning mathematics instruction.~~

7 ~~2. A candidate satisfies the requirements of this section if the candidate demonstrates:~~

8 ~~a. The candidate has received training in mathematics instruction competencies~~
9 ~~from an accredited or approved program; or~~

10 ~~b. Mastery of the topics under subsection 1 of section 3 of this Act.~~

11 ~~3. The board may issue a provisional license for up to two years to a teacher licensure~~
12 ~~candidate who does not meet the requirements of this section.~~

13 **SECTION 2. AMENDMENT.** The new section to chapter 15.1-13 of the North Dakota
14 Century Code, as created by section 1 of this Act, is amended and reenacted as follows:

15 **Teaching license - Mathematics instruction competency.**

16 1. The board shall ensure a candidate for teacher licensure, who will be certified to be
17 an elementary education or secondary mathematics teacher, or both, demonstrates
18 competencies in direct and explicit mathematics instruction and pedagogy.

19 2. A candidate satisfies the requirements of this section if the candidate demonstrates:

20 a. The candidate has received training in mathematics instruction competencies
21 from an accredited or approved program; or

22 b. Mastery of the topics under subdivision a of subsection 1 of section 3 of this Act.

23 3. The board may issue a provisional license for up to two years to a teacher licensure
24 candidate who does not meet the requirements of this section.

25 **SECTION 3.** A new section to chapter 15.1-21 of the North Dakota Century Code is created
26 and enacted as follows:

27 **Mathematics curriculum - Professional development - Dyscalculia screening and**
28 **intervention.**

29 1. Each school district and nonpublic school shall:

- 1 1.a. Ensure the portion of its curriculum which is related to mathematics is based on
2 evidence and research, includes differentiated instruction, is aligned to the state
3 standards, and focuses on:
- 4 a.(1) Foundational skills, including:
- 5 (1)(a) Numbers and operations;
6 (2)(b) Algebraic reasoning;
7 (3)(c) Geometry and measurement; and
8 (4)(d) Data, probability, and statistics; and
- 9 b.(2) Competencies, including:
- 10 (1)(a) Problem solving;
11 (2)(b) Connections; and
12 (3)(c) Reasoning and proof.
- 13 2.b. Provide continuing professional development for teachers of mathematics,
14 including special education teachers, and school leaders which:
- 15 a.(1) Focuses on best practices in mathematics instruction, including:
- 16 (1)(a) Explicit and differentiated instruction;
17 (2)(b) Data-driven decisionmaking; and
18 (3)(c) The topics under subsection 4 subdivision a.
- 19 b.(2) Includes evidence-based programming on the science of mathematics
20 which aligns with the topics under subsection 4 subdivision a.
- 21 3.c. Implement formative assessments at regular intervals, adjust teaching practices
22 accordingly, and provide targeted interventions for each student who needs
23 additional support.
- 24 4.d. Implement:
- 25 ~~a.~~ ~~A a research-based intervention program suggested by the state and adopted by~~
26 ~~the school board; and~~
- 27 ~~b.~~ ~~High-quality, which uses high-quality supplemental materials that incorporate~~
28 ~~evidence-based instructional strategies adopted by the school board.~~
- 29 5.2. To be approved by the superintendent of public instruction, certify each school or
30 nonpublic school shall:
- 31 a. Ensure the placement of qualified teachers in grades four through eight;

- 1 b. Have integrated mathematics instruments used to ~~diagnose~~ identify deficiencies
2 in the skills under ~~subdivision a of~~ subsection 1; and
3 c. Have integrated evidence-based instruction and assessment resources to
4 support mathematics development and mastery.

5 **SECTION 4. AMENDMENT.** The new section to chapter 15.1-21 of the North Dakota
6 Century Code, as created by section 3 of this Act, is amended and reenacted as follows:

7 **Mathematics curriculum - Professional development and intervention.**

- 8 1. Each school district and nonpublic school shall:
- 9 a. Ensure the portion of its curriculum which is related to mathematics is based on
10 evidence and research, includes differentiated instruction, is aligned to the state
11 standards, and focuses on:
- 12 (1) Foundational skills, including:
- 13 (a) Numbers and operations;
- 14 (b) Algebraic reasoning;
- 15 (c) Geometry and measurement; and
- 16 (d) Data, probability, and statistics; and
- 17 (2) Competencies, including:
- 18 (a) Problem solving;
- 19 (b) Connections; and
- 20 (c) Reasoning and proof.
- 21 b. Provide continuing professional development for teachers of mathematics,
22 including special education teachers, and school leaders which:
- 23 (1) Focuses on best practices in mathematics instruction, including:
- 24 (a) Explicit and differentiated instruction;
- 25 (b) Data-driven decisionmaking; and
- 26 (c) The topics under subdivision a.
- 27 (2) Includes evidence-based programming on the science of mathematics
28 which aligns with the topics under subdivision a.
- 29 c. Implement formative assessments at regular intervals, adjust teaching practices
30 accordingly, and provide targeted interventions for each student who needs
31 additional support.

1 d. Implement a research-based intervention program suggested by the state and
2 adopted by the school board, which uses high-quality supplemental materials that
3 incorporate evidence-based instructional strategies adopted by the school board.

4 e. For a student in kindergarten through grade three:

5 (1) Use a screening process for early identification of mathematics deficiencies
6 and characteristics of dyscalculia;

7 (2) Inform the student's parent or legal guardian about the screening process,
8 the student's results, and the importance of early intervention;

9 (3) Provide resources and guidance to the student's parent or legal guardian to
10 support mathematics learning at home; and

11 (4) If the student is identified as having characteristics of mathematics
12 deficiencies or dyscalculia, develop an education plan with
13 accommodations.

14 2. A school district or special education unit shall provide a screening process under
15 paragraph 1 of subdivision e of subsection 1 for a student upon request by a parent,
16 legal guardian, or teacher.

17 ~~2.3.~~ To be approved by the superintendent of public instruction, certify each school or
18 nonpublic school shall:

19 a. Ensure the placement of qualified teachers in grades four through eight;

20 b. Have integrated mathematics instruments used to identify deficiencies in the
21 skills under subdivision a of subsection 1; and

22 c. Have integrated evidence-based instruction and assessment resources to
23 support mathematics development and mastery.

24 **SECTION 5.** A new section to chapter 15.1-21 of the North Dakota Century Code is created
25 and enacted as follows:

26 **Mathematics curriculum and professional development - Rules - Reports to the**
27 **superintendent of public instruction and the legislative management.**

28 1. The superintendent of public instruction, in collaboration with the kindergarten through
29 grade twelve education coordination council, shall adopt rules to implement section 3
30 of this Act, including rules to monitor implementation.

1 2. The superintendent of public instruction and the regional education associations shall
2 support school districts with implementation of section 3 of this Act. The
3 superintendent of public instruction shall provide periodic reports to the legislative
4 management on the implementation and effectiveness of section 3 of this Act in
5 improving educational outcomes and student competency in mathematics and shall
6 publish the reports submitted by school districts on the website of the department of
7 public instruction.

8 **SECTION 6. PILOT PROGRAM - DEPARTMENT OF PUBLIC INSTRUCTION -**
9 **MATHEMATICS SCREENING TOOL - REPORT.** Beginning with the 2025-26 school year and
10 continuing through the 2026-27 school year, the superintendent of public instruction shall
11 establish and operate a pilot program to provide screening services for students in grades four
12 through eight. The pilot program must include mathematics learning tools identifying student
13 needs and measuring progress across multiple grades to evaluate and improve student learning
14 and performance outcomes. The learning tools must be aligned with the 2023 North Dakota
15 mathematics content standards, skills, and competencies. Up to \$300,000 of the appropriation
16 under section 7 of this Act must be allocated for the pilot program. The superintendent shall
17 compile data on the implementation of the pilot program, including student mathematics
18 outcomes and the impact of each screening service and instrument used, and report the
19 findings to the seventieth legislative assembly.

20 **SECTION 7. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION -**
21 **MATHEMATICS CURRICULUM AND PROFESSIONAL DEVELOPMENT.** There is
22 appropriated out of any moneys in the general fund in the state treasury, not otherwise
23 appropriated, the sum of ~~\$1,200,000~~\$1,500,000, or so much of the sum as may be necessary,
24 to the department of public instruction for the purpose of providing support to schools and
25 regional education associations to improve kindergarten through grade eight mathematics
26 curriculum, instruction, and student achievement, for the biennium beginning July 1, 2025, and
27 ending June 30, 2027. Funds must be directed toward district-level professional development,
28 including training, instructional rounds, coaching, and workshops designed to improve
29 mathematics instruction and student achievement. Funds must be directed to support
30 partnerships with regional educational associations for the delivery of district-level training and
31 coordination of this mathematics improvement initiative. ~~Funds may not~~Up to \$200,000 of the

1 appropriation in this section must be allocated for state-level staffing or department of public
2 instruction administrative expenses. ~~School districts and regional educational associations~~
3 ~~strongly are encouraged to use virtual learning platforms and inter-district collaboration to~~
4 ~~reduce costs.~~ Up to \$300,000 of the appropriation in this section must be allocated for the pilot
5 program established under section 6 of this Act.

6 **SECTION 8. EFFECTIVE DATE.** Sections 2 and 4 of this Act become effective on July 1,
7 2027.