

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 an appropriation; and to provide an effective date.

6 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

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

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

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

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

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

- 22 1. The board shall ensure a candidate for teacher licensure, who will be certified to be
23 an elementary education or secondary mathematics teacher, or both, demonstrates
24 competencies in beginning mathematics instruction.

- 1 2. A candidate satisfies the requirements of this section if the candidate demonstrates:
- 2 a. The candidate has received training in mathematics instruction competencies
- 3 from an accredited or approved program; or
- 4 b. Mastery of the topics under subsection 1 of section 3 of this Act.
- 5 3. The board may issue a provisional license for up to two years to a teacher licensure
- 6 candidate who does not meet the requirements of this section.

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

9 **Mathematics curriculum - Professional development - Dyscalculia screening and**
10 **intervention.**

11 Each school district and nonpublic school shall:

- 12 1. Ensure the portion of its curriculum which is related to mathematics is based on
- 13 evidence and research, includes differentiated instruction, is aligned to the state
- 14 standards, and focuses on:
- 15 a. Foundational skills, including:
- 16 (1) Numbers and operations;
- 17 (2) Algebraic reasoning;
- 18 (3) Geometry and measurement; and
- 19 (4) Data, probability, and statistics; and
- 20 b. Competencies, including:
- 21 (1) Problem solving;
- 22 (2) Connections; and
- 23 (3) Reasoning and proof.
- 24 2. Provide continuing professional development for mathematics teachers and school
- 25 leaders which:
- 26 a. Focuses on best practices in mathematics instruction, including:
- 27 (1) Explicit and differentiated instruction;
- 28 (2) Data-driven decisionmaking; and
- 29 (3) The topics under subsection 1.
- 30 b. Includes evidence-based programming on the science of mathematics which
- 31 aligns with the topics under subsection 1.

c. For those districts whose state assessment results the prior year are below the state average, must identify professional development for mathematics teachers and the school based on district data and need.

- 1 3. Implement formative assessments at regular intervals, adjust teaching practices
2 accordingly, and provide targeted interventions for each student who needs additional
3 support.
- 4 4. Implement:
- 5 a. A research-based intervention program suggested by the state and adopted by
6 the school board; and
- 7 b. High-quality supplemental materials that incorporate evidence-based instructional
8 strategies adopted by the school board.
- 9 5. To be approved by the superintendent of public instruction, certify each school or
10 nonpublic school shall:
- 11 a. Ensure the placement of qualified teachers in grades four through eight;
12 b. Have integrated mathematics instruments used to diagnose deficiencies in the
13 skills under subsection 1; and
- 14 c. Have integrated evidence-based instruction and assessment resources to
15 support mathematics development and mastery.

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

18 **Mathematics curriculum - Professional development - Dyscalculia screening and**
19 **intervention.**

20 Each school district and nonpublic school shall:

- 21 1. Ensure the portion of its curriculum which is related to mathematics is based on
22 evidence and research, includes differentiated instruction, is aligned to the state
23 standards, and focuses on:
- 24 a. Foundational skills, including:
- 25 (1) Numbers and operations;
- 26 (2) Algebraic reasoning;
- 27 (3) Geometry and measurement; and
- 28 (4) Data, probability, and statistics; and
- 29 b. Competencies, including:
- 30 (1) Problem solving;
- 31 (2) Connections; and

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- 1 (3) Reasoning and proof.
- 2 2. Provide continuing professional development for mathematics teachers and school
3 leaders which:
- 4 a. Focuses on best practices in mathematics instruction, including:
- 5 (1) Explicit and differentiated instruction;
- 6 (2) Data-driven decisionmaking; and
- 7 (3) The topics under subsection 1.
- 8 b. Includes evidence-based programming on the science of mathematics which
9 aligns with the topics under subsection 1.
- 10 **c. For those districts whose state assessment results the prior year are below the state average, must identify professional development for mathematics teachers and the school based on district data and need.**
- 11 3. Implement formative assessments at regular intervals, adjust teaching practices
12 accordingly, and provide targeted interventions for each student who needs additional
13 support.
- 14 4. Implement:
- 15 a. A research-based intervention program suggested by the state and adopted by
16 the school board; and
- 17 b. High-quality supplemental materials that incorporate evidence-based instructional
18 strategies adopted by the school board.
- 19 5. For a student in kindergarten through grade three:
- 20 a. Use a screening process for early identification of mathematics deficiencies and
21 characteristics of dyscalculia;
- 22 b. Inform the student's parent or legal guardian about the screening process, the
23 student's results, and the importance of early intervention;
- 24 c. Provide resources and guidance to the student's parent or legal guardian to
25 support mathematics learning at home; and
- 26 d. If the student is identified as having characteristics of mathematics deficiencies or
27 dyscalculia, develop an education plan with accommodations.
- 28 6. To be approved by the superintendent of public instruction, certify each school or
29 nonpublic school shall:
- 30 a. Ensure the placement of qualified teachers in grades four through eight;
- 31 b. Have integrated mathematics instruments used to diagnose deficiencies in the
32 skills under subsection 1; and

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

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

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

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

10 2. The superintendent of public instruction and the regional education associations shall
11 support school districts with implementation of section 3 of this Act. The
12 superintendent of public instruction shall provide periodic reports to the legislative
13 management on the implementation and effectiveness of section 3 of this Act in
14 improving educational outcomes and student competency in mathematics and shall
15 publish the reports submitted by school districts on the website of the department of
16 public instruction.

17 **SECTION 6. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION -**
18 **MATHEMATICS CURRICULUM AND PROFESSIONAL DEVELOPMENT.** There is
19 appropriated out of any moneys in the general fund in the state treasury, not otherwise
20 appropriated, the sum of \$1,200,000, or so much of the sum as may be necessary, to the
21 department of public instruction for the purpose of providing support to schools and regional
22 education associations to improve kindergarten through grade eight mathematics curriculum,
23 instruction, and student achievement, for the biennium beginning July 1, 2025, and ending
24 June 30, 2027. Funds must be directed toward district-level professional development, including
25 training, instructional rounds, coaching, and workshops designed to improve mathematics
26 instruction and student achievement. Funds must be directed to support partnerships with
27 regional educational associations for the delivery of district-level training and coordination of this
28 mathematics improvement initiative. Funds may not be allocated for state-level staffing or
29 department of public instruction administrative expenses. School districts and regional
30 educational associations strongly are encouraged to use virtual learning platforms and inter-
31 district collaboration to reduce costs.

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