

ARTICLE 67-34
MATHEMATICS CURRICULUM

Chapter
67-34-01 Professional Development for Grades Kindergarten Through Eight Mathematics

CHAPTER 67-34-01
PROFESSIONAL DEVELOPMENT FOR GRADES KINDERGARTEN THROUGH EIGHT
MATHEMATICS

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67-34-01-01. Definitions.

1. "Characteristics of dyscalculia or mathematics deficiencies" means learning difficulties that impact a student's ability to understand, recall, and apply mathematical concepts and procedures.
2. "Competencies" means the essential skills for mathematical reasoning and problem solving, including problem solving, connections, and reasoning and proof.
3. "Differentiated instruction" means tailored instructional methods designed to meet the diverse learning needs of students by adjusting content, process, product, or learning environment.
4. "Direct and explicit instruction" means a structured, systematic approach to teaching that clearly demonstrates and explains mathematical concepts and procedures.
5. "Evidence-based instruction" means teaching methods and practices that are grounded in systematic research and proven to be effective in improving mathematical learning outcomes.
6. "Evidence-based programming" means a systematic approach to developing and implementing programs, including instructional approaches, adopted curricula, and intervention programs, that are proven effective through rigorous research and evaluation.
7. "Formative assessments" means tools used to monitor student learning progress at regular intervals, guiding instructional adjustments and targeted interventions.
8. "Foundational skills" means the basic mathematical concepts and operations necessary for higher-level math learning, including numbers and operations, algebraic reasoning, geometry and measurement, and data, probability, and statistics.
9. "High-quality instructional materials" means resources designed to effectively support student learning by aligning with state standards, incorporating evidence-based practices, and providing comprehensive support for teachers and students.
10. "High-quality supplemental materials" means instructional resources or tools that incorporate evidence-based instructional strategies to support mathematics development and are aligned to the 2023 North Dakota Mathematics Content Standards.
11. "Mastery" means the successful demonstration of knowledge in the areas of mathematics competency described in this section.

12. "Math pedagogy" means the methods and approaches teachers use to teach mathematics.
13. "Mathematics intervention program" means a research-based program aimed at providing additional support to students identified as needing help in mathematics proficiency.
14. "Teacher of mathematics" means classroom teachers, special education teachers, or interventionists who have the primary duty of teaching mathematics.

History: Effective April 1, 2026.

General Authority: NDCC 15.1-21-12.3, 28-32-02

Law Implemented: NDCC 15.1-21-12.2

67-34-01-02. Professional development required.

1. Each teacher of mathematics and principal serving students in kindergarten through grade eight in a public or nonpublic school shall attend ongoing professional development training focused on best practices in mathematics instruction, including:
 - a. Explicit and differentiated instruction;
 - b. Data-driven decisionmaking; and
 - c. Evidence-based programming on mathematics aligned with the 2023 North Dakota Mathematics Content Standards.
2. The department may provide a list of suggested and approved training.
3. Newly hired teachers and principals serving students in kindergarten through grade eight shall begin the professional development training described in subsection 1 within one year of first-year placement.
4. Required trainings must have occurred on or later than July 1, 2023 and be approved by the superintendent.
5. For teachers and principals of students in grades four through eight beginning in 2025 and grades kindergarten through three beginning in 2027, the successful completion of mathematics training in accordance with North Dakota Century Code section 15.1-21-12.2 meets the training requirements of this section.

History: Effective April 1, 2026.

General Authority: NDCC 15.1-21-12.3, 28-32-02

Law Implemented: NDCC 15.1-21-12.2

67-34-01-03. Research-based intervention program.

1. A research-based mathematics intervention program is a program designed to provide supplemental, targeted instruction to students identified as needing additional support in mathematics proficiency.
2. Any intervention program implemented in North Dakota public or nonpublic schools must meet the following criteria:
 - a. Be evidence based and research supported, with documentation demonstrating effectiveness in improving student mathematics outcomes.
 - b. Be aligned with the North Dakota Mathematics Content Standards and complement tier I core mathematics instruction.

- c. Include built-in progress monitoring tools or formative assessment capabilities to inform instruction and measure student growth over time.
 - d. Provide embedded supports for students with disabilities and multilingual learners, as applicable.
 - e. Offer professional development and implementation guidance for educators to support program fidelity.
 - f. Be adopted and approved by the local school board.
3. The department shall create and maintain a list of suggested research-based mathematics intervention programs. The list must be made available publicly on the department's website and upon request. To be considered for placement on the state-suggested list, the intervention program vendor shall:
- a. Contact the department or visit the department's website to retrieve the application form.
 - b. Complete the application form, which must:
 - (1) Include assurances for items listed under this section.
 - (2) Require a signature from someone with vendor signature authority.
 - (3) Require contact information to be shared with the department.
 - c. Submit the application form via the instructions on the form. The department then shall review the application form and inform the vendor of its status within thirty days.
4. If an intervention program vendor application is approved, the vendor must be added to the suggested intervention program list. The superintendent may remove vendors if they are not in compliance with the criteria in this chapter. The department shall track intervention program vendors to determine whether they are in compliance with this chapter.
5. The department shall provide feedback to the intervention program vendors about data-sharing agreements and the usefulness of the intervention program data. If data are found to be of little value or low quality, the superintendent may remove vendors from the list.

History: Effective April 1, 2026.

General Authority: NDCC 15.1-21-12.3, 28-32-02

Law Implemented: NDCC 15.1-21-12.2

67-34-01-04. Implementation.

1. For students in grades four through eight, beginning July 1, 2025, school districts and nonpublic schools shall:
 - a. Ensure their mathematics curriculum and curricular resources meet the focus areas listed in subsection 1 of North Dakota Century Code section 15.1-21-12.2;
 - b. Implement formative assessments at regular intervals, adjusting teaching practices accordingly and providing targeted interventions for each student who needs additional support; and
 - c. Implement a research-based intervention program and high-quality supplemental materials that incorporate evidence-based instructional strategies.

2. For students in kindergarten through grade three, beginning July 1, 2027, school districts and nonpublic schools shall:
 - a. Ensure their mathematics curriculum and curricular resources meet the focus areas listed in subsection 1 of North Dakota Century Code section 15.1-21-12.2;
 - b. Implement formative assessments at regular intervals, adjusting teaching practices accordingly and providing targeted interventions for each student who needs additional support;
 - c. Implement a research-based intervention program and high-quality supplemental materials that incorporate evidence-based instructional strategies;
 - d. Use a screening process for early identification of mathematics deficiencies and characteristics of dyscalculia;
 - e. Inform the student's parent or legal guardian about the screening process, the student's results, and the importance of early intervention;
 - f. Provide resources and guidance to the student's parent or legal guardian to support mathematics learning at home; and
 - g. If the student is identified as having characteristics of mathematics deficiencies or dyscalculia, develop an education plan with accommodations.
3. A school district or special education unit shall provide a screening process as required in North Dakota Century Code section 15.1-21-12.2 for any student upon request by a parent, legal guardian, or teacher.

History: Effective April 1, 2026.

General Authority: NDCC 15.1-21-12.3, 28-32-02

Law Implemented: NDCC 15.1-21-12.2

67-34-01-05. Compliance.

1. Each school district or nonpublic school shall ensure compliance with this section in a manner determined by the superintendent.
2. The department shall collect assurances from school districts and nonpublic schools to ensure compliance with North Dakota Century Code section 15.1-21-12.2.
3. During the monitoring process, the school district or nonpublic school shall report the following information in a manner determined by the superintendent:
 - a. Mathematics curriculum and intervention tools;
 - b. Professional development and training offered for kindergarten through grade eight;
 - c. Assessment instruments to identify mathematical competency and deficiencies; and
 - d. Student outcome mathematics proficiency data collected using assessment instruments.
4. School districts and nonpublic schools shall report information required in North Dakota Century Code section 15.1-21-12.2 annually to the department on the first day of October, unless the school district or nonpublic school is exempt under subsection 5.
5. School districts and nonpublic schools that have submitted satisfactory information required under North Dakota Century Code section 15.1-21-12.2 may be awarded an exemption from

annual reporting requirements of North Dakota Century Code section 15.1-21-12.2 for a period of up to three years. Satisfactory information may include student outcome mathematics proficiency data collected using the assessment instruments to identify mathematical competency.

History: Effective April 1, 2026.

General Authority: NDCC 15.1-21-12.3, 28-32-02

Law Implemented: NDCC 15.1-21-12.2