

April 4, 2025

Sixty-ninth  
Legislative Assembly  
of North Dakota

## PROPOSED AMENDMENTS TO

### SENATE BILL NO. 2213

Introduced by

Senators Schaible, Axtman

Representatives Heinert, Jonas, Richter

*In place of the amendments (25.0425.02002) adopted by the House, Senate Bill No. 2213 is amended by amendment (25.0425.02003) as follows:*

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** **direct and**  
12 **explicit** mathematics instruction **and pedagogy.**
- 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 **subdivision a** of 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.

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 ~~aan 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 **aan 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. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION -**  
9            **MATHEMATICS CURRICULUM AND PROFESSIONAL DEVELOPMENT.** There is

10        appropriated out of any moneys in the general fund in the state treasury, not otherwise  
11        appropriated, the sum of \$1,200,000, or so much of the sum as may be necessary, to the  
12        department of public instruction for the purpose of providing support to schools and regional  
13        education associations to improve kindergarten through grade eight mathematics curriculum,  
14        instruction, and student achievement, for the biennium beginning July 1, 2025, and ending  
15        June 30, 2027. Funds must be directed toward district-level professional development, including  
16        training, instructional rounds, coaching, and workshops designed to improve mathematics  
17        instruction and student achievement. Funds must be directed to support partnerships with  
18        regional educational associations for the delivery of district-level training and coordination of this  
19        mathematics improvement initiative. ~~Funds may not~~ Up to \$200,000 of the appropriation in this  
20        section may be allocated for state-level staffing or department of public instruction  
21        administrative expenses. ~~School districts and regional educational associations strongly are~~  
22        ~~encouraged to use virtual learning platforms and inter-district collaboration to reduce costs.~~

23            **SECTION 7. EFFECTIVE DATE.** Sections 2 and 4 of this Act become effective on July 1,  
24        2027.