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 amendment (25.0425.02003) adopted by the House, Senate Bill No. 2213 is amended by amendment (25.0425.02004) 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 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   ~~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   ~~a~~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 1subdivision a.

19   b.(2)   Includes evidence-based programming on the science of mathematics

20   which aligns with the topics under subsection 1subdivision 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 individualized mathematics learning tools that use

13 a skill-level screener and skill-level assessments to identify student needs, measure progress

14 across multiple grades, and report on that progress to evaluate and improve student learning

15 and performance outcomes. The individualized learning tools must be aligned with the 2023

16 North Dakota mathematics content standards, skills progressions, and competencies. Up to

17 $300,000 of the appropriation under section 7 of this Act must be allocated for the pilot program,

18 including professional development for mathematics teachers on the screening tool. The

19 superintendent shall compile data on the implementation of the pilot program, including student

20 mathematics outcomes and the impact of each screening service and instrument used. The

21 superintendent shall report the initial findings to the seventieth legislative assembly. The

22 superintendent shall report the final findings to the seventy-first legislative assembly.

23   **SECTION 7. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION -**

24 **MATHEMATICS CURRICULUM AND PROFESSIONAL DEVELOPMENT.** There is

25 appropriated out of any moneys in the general fund in the state treasury, not otherwise

26 appropriated, the sum of ~~$1,200,000~~$1,500,000, or so much of the sum as may be necessary,

27 to the department of public instruction for the purpose of providing support to schools and

28 regional education associations to improve kindergarten through grade eight mathematics

29 curriculum, instruction, and student achievement, for the biennium beginning July 1, 2025, and

30 ending June 30, 2027. Funds must be directed toward district-level professional development,

31 including training, instructional rounds, coaching, and workshops designed to improve

1   mathematics instruction and student achievement. Funds must be directed to support

2   partnerships with regional educational associations for the delivery of district-level training and

3   coordination of this mathematics improvement initiative. ~~Funds may not~~Up to $200,000 of the

4   appropriation in this section may be allocated for state-level staffing or department of public

5   instruction administrative expenses. ~~School districts and regional educational associations~~

6   ~~strongly are encouraged to use virtual learning platforms and inter-district collaboration to~~

7   ~~reduce costs.~~ Up to $300,000 of the appropriation in this section must be allocated for the pilot

8   program established under section 6 of this Act.

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

10   2027.