

**SENATE BILL NO. 2213
with Conference Committee Amendments**

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 direct and explicit
13 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.

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

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

- 2 1. The board shall ensure a candidate for teacher licensure, who will be certified to be
3 aan elementary education or secondary mathematics teacher, or both, demonstrates
4 competencies in direct and explicit mathematics instruction and pedagogy.
- 5 2. A candidate satisfies the requirements of this section if the candidate demonstrates:
6 a. The candidate has received training in mathematics instruction competencies
7 from an accredited or approved program; or
8 b. Mastery of the topics under subdivision a of subsection 1 of section 3 of this Act.
- 9 3. The board may issue a provisional license for up to two years to a teacher licensure
10 candidate who does not meet the requirements of this section.

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

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

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

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

17 **SECTION 4. AMENDMENT.** The new section to chapter 15.1-21 of the North Dakota

18 Century Code, as created by section 3 of this Act, is amended and reenacted as follows:

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

- 20 1. Each school district and nonpublic school shall:
- 21 a. 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 (1) Foundational skills, including:
- 25 (a) Numbers and operations;
- 26 (b) Algebraic reasoning;
- 27 (c) Geometry and measurement; and
- 28 (d) Data, probability, and statistics; and
- 29 (2) Competencies, including:
- 30 (a) Problem solving;
- 31 (b) Connections; and

- 1 (c) Reasoning and proof.
- 2 b. Provide continuing professional development for teachers of mathematics,
3 including special education teachers, and school leaders which:
- 4 (1) Focuses on best practices in mathematics instruction, including:
- 5 (a) Explicit and differentiated instruction;
- 6 (b) Data-driven decisionmaking; and
- 7 (c) The topics under subdivision a.
- 8 (2) Includes evidence-based programming on the science of mathematics
9 which aligns with the topics under subdivision a.
- 10 c. Implement formative assessments at regular intervals, adjust teaching practices
11 accordingly, and provide targeted interventions for each student who needs
12 additional support.
- 13 d. Implement a research-based intervention program suggested by the state and
14 adopted by the school board, which uses high-quality supplemental materials that
15 incorporate evidence-based instructional strategies adopted by the school board.
- 16 e. For a student in kindergarten through grade three:
- 17 (1) Use a screening process for early identification of mathematics deficiencies
18 and characteristics of dyscalculia;
- 19 (2) Inform the student's parent or legal guardian about the screening process,
20 the student's results, and the importance of early intervention;
- 21 (3) Provide resources and guidance to the student's parent or legal guardian to
22 support mathematics learning at home; and
- 23 (4) If the student is identified as having characteristics of mathematics
24 deficiencies or dyscalculia, develop an education plan with
25 accommodations.
- 26 2. A school district or special education unit shall provide a screening process under
27 paragraph 1 of subdivision e of subsection 1 for a student upon request by a parent,
28 legal guardian, or teacher.
- 29 ~~2.3.~~ 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 identify deficiencies in the
2 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 5.** A new section to chapter 15.1-21 of the North Dakota Century Code is created
6 and enacted as follows:

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

- 9 1. The superintendent of public instruction, in collaboration with the kindergarten through
10 grade twelve education coordination council, shall adopt rules to implement section 3
11 of this Act, including rules to monitor implementation.
12 2. The superintendent of public instruction and the regional education associations shall
13 support school districts with implementation of section 3 of this Act. The
14 superintendent of public instruction shall provide periodic reports to the legislative
15 management on the implementation and effectiveness of section 3 of this Act in
16 improving educational outcomes and student competency in mathematics and shall
17 publish the reports submitted by school districts on the website of the department of
18 public instruction.

19 **SECTION 6. PILOT PROGRAM - DEPARTMENT OF PUBLIC INSTRUCTION -**
20 **MATHEMATICS SCREENING TOOL - REPORT.** Beginning with the 2025-26 school year and
21 continuing through the 2026-27 school year, the superintendent of public instruction shall
22 establish and operate a pilot program to provide screening services for students in grades four
23 through eight. The pilot program must include individualized mathematics learning tools that use
24 a skill-level screener and skill-level assessments to identify student needs, measure progress
25 across multiple grades, and report on that progress to evaluate and improve student learning
26 and performance outcomes. The individualized learning tools must be aligned with the 2023
27 North Dakota mathematics content standards, skills progressions, and competencies. Up to
28 \$300,000 of the appropriation under section 7 of this Act must be allocated for the pilot program,
29 including professional development for mathematics teachers on the screening tool. The
30 superintendent shall compile data on the implementation of the pilot program, including student
31 mathematics outcomes and the impact of each screening service and instrument used. The

1 superintendent shall report the initial findings to the seventieth legislative assembly. The
2 superintendent shall report the final findings to the seventy-first legislative assembly.

3 **SECTION 7. APPROPRIATION - DEPARTMENT OF PUBLIC INSTRUCTION -**
4 **MATHEMATICS CURRICULUM AND PROFESSIONAL DEVELOPMENT.** There is
5 appropriated out of any moneys in the general fund in the state treasury, not otherwise
6 appropriated, the sum of \$1,500,000, or so much of the sum as may be necessary, to the
7 department of public instruction for the purpose of providing support to schools and regional
8 education associations to improve kindergarten through grade eight mathematics curriculum,
9 instruction, and student achievement, for the biennium beginning July 1, 2025, and ending
10 June 30, 2027. Funds must be directed toward district-level professional development, including
11 training, instructional rounds, coaching, and workshops designed to improve mathematics
12 instruction and student achievement. Funds must be directed to support partnerships with
13 regional educational associations for the delivery of district-level training and coordination of this
14 mathematics improvement initiative. Up to \$200,000 of the appropriation in this section may be
15 allocated for state-level staffing or department of public instruction administrative expenses. Up
16 to \$300,000 of the appropriation in this section must be allocated for the pilot program
17 established under section 6 of this Act.

18 **SECTION 8. EFFECTIVE DATE.** Sections 2 and 4 of this Act become effective on July 1,
19 2027.