25.0425.02003
Title.

Prepared by the Legislative Council staff for House Appropriations - Education and Environment Division Committee

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:

A BILL for an Act to create and enact a new section to chapter 15.1-13 and two new sections to chapter 15.1-21 of the North Dakota Century Code, relating to mathematics curriculum, professional development, screening and intervention, related administrative rules and reporting requirements, and mathematics instructor competency; to provide for a legislative management report; to provide an appropriation; and to provide an effective date.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

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

Teaching license - Mathematics instruction competency.

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

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

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

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

~~2. A candidate satisfies the requirements of this section if the candidate demonstrates:~~

~~a. The candidate has received training in mathematics instruction competencies from an accredited or approved program; or~~

~~b. Mastery of the topics under subsection 1 of section 3 of this Act.~~

~~3. The board may issue a provisional license for up to two years to a teacher licensure candidate who does not meet the requirements of this section.~~

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

Teaching license - Mathematics instruction competency.

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

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

Mathematics curriculum - Professional development - ~~Dyscalculia screening and~~ intervention.

1. Each school district and nonpublic school shall:

~~1.~~a. Ensure the portion of its curriculum which is related to mathematics is based on evidence and research, includes differentiated instruction, is aligned to the state standards, and focuses on:

~~a.~~(1) Foundational skills, including:

~~(1)~~(a) Numbers and operations;

~~(2)~~(b) Algebraic reasoning;

~~(3)~~(c) Geometry and measurement; and

~~(4)~~(d) Data, probability, and statistics; and

~~b.~~(2) Competencies, including:

~~(1)~~(a) Problem solving;

~~(2)~~(b) Connections; and

~~(3)~~(c) Reasoning and proof.

~~2.~~b. Provide continuing professional development for teachers of mathematics, including special education teachers, and school leaders which:

~~a.~~(1) Focuses on best practices in mathematics instruction, including:

~~(1)~~(a) Explicit and differentiated instruction;

~~(2)~~(b) Data-driven decisionmaking; and

~~(3)~~(c) The topics under ~~subsection 1~~subdivision a.

~~b.~~(2) Includes evidence-based programming on the science of mathematics which aligns with the topics under ~~subsection 1~~subdivision a.

~~3.~~c. Implement formative assessments at regular intervals, adjust teaching practices accordingly, and provide targeted interventions for each student who needs additional support.

~~4.~~d. Implement~~:~~

~~a. A~~ a research-based intervention program suggested by the state and adopted by the school board~~; and~~

~~b. High-quality~~, which uses high-quality supplemental materials that incorporate evidence-based instructional strategies adopted by the school board.

~~5.~~2. To be approved by the superintendent of public instruction, certify each school or nonpublic school shall:

a. Ensure the placement of qualified teachers in grades four through eight;

b. Have integrated mathematics instruments used to ~~diagnose~~identify deficiencies in the skills under subdivision a of subsection 1; and

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

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

Mathematics curriculum - Professional development and intervention.

1. Each school district and nonpublic school shall:
   a. Ensure the portion of its curriculum which is related to mathematics is based on evidence and research, includes differentiated instruction, is aligned to the state standards, and focuses on:
      (1) Foundational skills, including:
         (a) Numbers and operations;
         (b) Algebraic reasoning;
         (c) Geometry and measurement; and
         (d) Data, probability, and statistics; and
      (2) Competencies, including:
         (a) Problem solving;
         (b) Connections; and
         (c) Reasoning and proof.
   b. Provide continuing professional development for teachers of mathematics, including special education teachers, and school leaders which:
      (1) Focuses on best practices in mathematics instruction, including:
         (a) Explicit and differentiated instruction;
         (b) Data-driven decisionmaking; and
         (c) The topics under subdivision a.
      (2) Includes evidence-based programming on the science of mathematics which aligns with the topics under subdivision a.
   c. Implement formative assessments at regular intervals, adjust teaching practices accordingly, and provide targeted interventions for each student who needs additional support.

d. Implement a research-based intervention program suggested by the state and adopted by the school board, which uses high-quality supplemental materials that incorporate evidence-based instructional strategies adopted by the school board.

e. For a student in kindergarten through grade three:

(1) Use a screening process for early identification of mathematics deficiencies and characteristics of dyscalculia;

(2) Inform the student's parent or legal guardian about the screening process, the student's results, and the importance of early intervention;

(3) Provide resources and guidance to the student's parent or legal guardian to support mathematics learning at home; and

(4) If the student is identified as having characteristics of mathematics deficiencies or dyscalculia, develop an education plan with accommodations.

2. A school district or special education unit shall provide a screening process under paragraph 1 of subdivision e of subsection 1 for a student upon request by a parent, legal guardian, or teacher.

~~2.~~3. To be approved by the superintendent of public instruction, certify each school or nonpublic school shall:

a. Ensure the placement of qualified teachers in grades four through eight;

b. Have integrated mathematics instruments used to identify deficiencies in the skills under subdivision a of subsection 1; and

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

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

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

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

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

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

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