



North Dakota Small Organized Schools

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1 **Testimony in Support of North Dakota SB 2213**

2 Chairman Heinert and Members of the House Education Committee,

3 I am writing in support of Senate Bill 2213, a bill that is intended to strengthen mathematics instruction,
4 curriculum, and professional development in North Dakota. Ensuring that our educators and students
5 receive the highest quality mathematics education is essential for academic success and workforce
6 readiness in our state.

7 **Supporting Mathematics Instruction Competency** Senate Bill 2213 ensures that teacher candidates
8 seeking licensure in elementary and secondary mathematics demonstrate competency in mathematics
9 instruction. This provision is critical in guaranteeing that our educators are adequately prepared to teach
10 foundational and advanced mathematical concepts. By requiring candidates to either complete
11 accredited training or demonstrate mastery of key mathematical topics, we ensure that every teacher
12 entering the classroom is well-equipped to support student learning. Furthermore, the provisional
13 license option provides a balanced approach by allowing candidates additional time to meet the
14 necessary requirements while maintaining high instructional standards.

15 **Strengthening Curriculum and Professional Development** The bill mandates that school districts and
16 nonpublic schools adopt mathematics curricula grounded in evidence-based practices, differentiated
17 instruction, and alignment with state standards. This focus on foundational skills—including numbers
18 and operations, algebraic reasoning, geometry and measurement, and data analysis—ensures that
19 students receive a well-rounded mathematical education that prepares them for future success.

20 **It is important to recognize that a “one size fits all” approach is seldom the best approach. NDSOS**
21 **supports the recommended changes to the bill that would exempt schools that have demonstrated**
22 **student proficiency through an approved assessment or are making measurable progress toward**
23 **proficiency. These schools should also be permitted to continue using their existing mathematics**
24 **programming and professional development initiatives. This flexibility acknowledges the effectiveness**
25 **of current successful programs while maintaining a commitment to evidence-based practices. It also**
26 **directs the resource where most needed and avoid unnecessary spending on schools that have**
27 **effective programming.**

28 **Conclusion** The passage of Senate Bill 2213 is a crucial step in improving mathematics education in
29 North Dakota. By ensuring teacher competency, strengthening curriculum standards, enhancing

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The mission of NDSOS is to provide leadership for the small/rural schools in North Dakota and to support legislation favorable to their philosophy while opposing legislation that is harmful.

30 professional development, and implementing data-driven assessments and interventions, this legislation
31 will have a lasting positive impact on student achievement.

32 **Additionally, allowing schools demonstrating proficiency through approved assessments to continue**
33 **their existing programs ensures that effective instructional methods are preserved while upholding**
34 **statewide academic excellence.**

35 North Dakota Small Organized Schools stands in support of Senate Bill 2213 to advance mathematics
36 education and support the success of North Dakota’s students and educators.

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