

December 19, 2019

MEMORANDUM

TO: Representative Christine Trujillo, Chair, Senator Mimi Stewart, Vice Chair,
and LESC members

FR: Chelsea Canada

RE: 6.63.5 NMAC Licensure for School Psychologists, Pre K-12

The November 26, 2019 issue of the New Mexico Register contained the Public Education Department's (PED) proposed repeal and replacement of 6.63.5 NMAC, "Licensure for School Psychologists, Pre K-12." See **Attachment 1, 6.63.5 NMAC, Licensure for School Psychologists, Pre-K 12**. The proposed rule determines who is eligible to be licensed as a school psychologist and the requirements for different licensure levels. This rule would replace the current rule that licenses school psychologists.

Statutory Authority

- PED cites the following sections of statute as authority for the proposed rulemaking:
 - Section 22-2-1 and 22-2-2 NMSA 1978, which grant the department general rulemaking authority.
 - Section 22-10A-17 NMSA 1978, which directs the department to provide by rule requirements for licensure of instructional support providers, including school psychologists.

Substantive Issues

- Subsection A of section 6.63.5.10 NMAC of the proposed rule requires "three full school years of school-related experience" and subsection E of the same section requires "three to five academic years of satisfactory full time post-graduate work experience in a school-related experience" to meet the requirements for a level 3 school psychologist license. This section does not clearly differentiate between the two requirements associated with work experience and refers to school years and academic years, which requires clarity on what the regulation requires.
 - PED should ensure the rule differentiates between the experience requirements of three years in "school years" and three to five years in "academic years."

New Licensure Requirements for School Psychologists

- The proposed rule expands eligibility for a level 1 school psychologist license to candidates who also have a doctorate degree in school psychology, instead of the existing rule which requires candidates to attain a master's degree or education specialist degree.
- Unlike the existing rule, requirements for a level 1 school psychologist license include achieving a score of at least 147 on the praxis series exam in school psychology, whereas the old requirement was a score of at least 156 on the same exam.
- Unlike the existing rule, to qualify for a level 2 school psychologist license, candidates must hold a level 1 license and have three full school years of school-related experience. The proposed rule adds a work experience requirement to now qualify for this license level.
- The existing rule requires candidates for a level 2 license to also be licensed in New Mexico as a psychologist, psychologist associate, or a professional clinical mental health counselor. The proposed rule removes this requirement.
- Unlike the existing rule, which requires candidates for a level 3 school psychologist license to have a doctorate degree in psychology, candidates for this licensure level now only have to attain 60 graduate hours in a master's or master's plus certificate of advance graduate studies (CAGS).
- The proposed rule also decreases the required completed apprenticeship hours for level 3 licensure candidates from 1,500 hours to 1,200 hours.
- Unlike the existing rule, the proposed rule for a level 3 school psychologist requires three years of full-time post graduate work experience, whereas the existing rule only requires two years.

Public Comment Period and Public Rule Hearing

- Information on the rule can be obtained from the New Mexico Public Education Department, 300 Don Gaspar Avenue, Room 101, Santa Fe, NM 87501 or at rule.feedback@state.nm.us. The comment period for the rule extends through 5:00 p.m. on January 3, 2020. The public rule hearing will be conducted January 3, 2020 from 9:00 a.m. to 11:00 a.m. in Mabry Hall, located at the Jerry Apodaca Education Building, 300 Don Gaspar Avenue, Santa Fe, NM 87501.

PROPOSED REPEAL AND REPLACE - STRIKETHROUGH

~~TITLE 6 — PRIMARY AND SECONDARY EDUCATION~~
~~CHAPTER 63 — SCHOOL PERSONNEL — LICENSURE REQUIREMENTS FOR ANCILLARY AND SUPPORT PERSONNEL~~
~~PART 5 — LICENSURE FOR SCHOOL PSYCHOLOGISTS, PRE K-12~~

~~6.63.5.1 — ISSUING AGENCY:~~ Public Education Department (PED)
~~[6.63.5.1 NMAC — Rp 6 NMAC 4.2.3.11.1, 7/1/2003; A, 6/30/2006; A, 1/29/2010]~~

~~6.63.5.2 — SCOPE:~~ Chapter 63, Part 5 governs licensure for school psychologists, pre k-12, for those persons seeking such licensure.
~~[6.63.5.2 NMAC — Rp 6 NMAC 4.2.3.11.2, 7/1/2003; A, 6/30/2006]~~

~~6.63.5.3 — STATUTORY AUTHORITY:~~ Sections 22-2-1, NMSA 1978, 22-2-2, NMSA 1978, and 22-40A-17 NMSA 1978.
~~[6.63.5.3 NMAC — Rp 6 NMAC 4.2.3.11.3, 7/1/2003; A, 6/30/2006]~~

~~6.63.5.4 — DURATION:~~ Permanent.
~~[6.63.5.4 NMAC — Rp 6 NMAC 4.2.3.11.4, 7/1/2003]~~

~~6.63.5.5 — EFFECTIVE DATE:~~ July 1, 2003, unless a later date is cited in the history note at the end of a section.
~~[6.63.5.5 NMAC — Rp 6 NMAC 4.2.3.11.5, 7/1/2003]~~

~~6.63.5.6 — OBJECTIVE:~~ This rule establishes the requirements for three levels of school psychologist, pre k-12 licensure for persons seeking licensure as a level 1, entry level school psychologist, and a level 2, independent school psychologist, or a level 3, supervising school psychologist practicing in a school-related setting. These licenses cannot be used to provide service outside a school-related setting. They cannot be used in a public setting.
~~[6.63.5.6 NMAC — Rp 6 NMAC 4.2.3.11.6, 7/1/2003; A, 6/30/2006]~~

~~6.63.5.7 — DEFINITIONS:~~

~~A. — “School psychologist”~~ means a person who is trained to address psychological and behavioral problems manifested in and associated with educational systems by utilizing psychological concepts and methods in programs or actions which attempt to improve the learning, adjustment and behavior of students, including assessment and psychological pre-referral/intervention procedures in a school-related setting.

~~B. — “School-related setting”~~ means limited to a public school, state institution, or public education department (“PED”) accredited nonpublic school. These are settings in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. The school setting has available an internal or external student services unit that includes at least one licensed school psychologist and provides student services according to state and federal law.

~~C. — “Supervision for an entry level school psychologist”~~ means an entry level school psychologist will be required to have a minimum of one hour per week individual supervision with a level 3 supervising school psychologist.

~~D. — “Term of licensure for an entry level school psychologist”~~ means the entry level school psychologist license is issued for a three year period and is non-renewable. The licensee must acquire the competencies and requirements to achieve an independent school psychologist license within the three year period. supervised experience means the individual has:

~~(1) — satisfactorily carried out the duties and responsibilities of the position as verified by the superintendent or by the governing authority of a private school or state institution; and~~

~~(2) — satisfactorily met the quality of the practice of school psychology and professional responsibilities as reported by the supervising school psychologist.~~

~~F. — “Independent school psychologist (level 2)”~~ means a school psychologist who is employed by the local education agency or nonpublic school, or is under contract by these entities. These services are provided in a school-related setting. The independent school psychologist does not require supervision as described for the entry level school psychologist.

~~G. — “Psychological interventions and practices”~~ means the inclusion, but not limitation of, consultation, behavioral assessment/intervention, psychological evaluation, psycho-educational evaluation,

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~~counseling, family therapy, individual or group therapy, workshops in self-understanding, human relations, communication, and tutorial programs, and organizational development, parent counseling, vocational development, parent education programs, program planning and evaluation, crisis intervention, specific behavior management, skill training, and transition planning and evaluation. All psychological interventions and practices are to be provided within the scope of the psychologist's training and practice.
[6.63.5.7 NMAC – N, 7/1/2003; A, 6/30/2006]~~

~~**6.63.5.8 REQUIREMENTS FOR PERSONS SEEKING LEVEL 1, ENTRY LEVEL SCHOOL PSYCHOLOGIST LICENSURE:** Level 1 entry level school psychologists shall have documentation in their personnel file with the school district, local education agency, or school-related setting of a level 3 supervising school psychologist who holds pre-k-12 licensure pursuant to the provisions of this rule, and shall meet the requirements of Subsections A, B, and C:~~

- ~~A. a bachelor's and master's degree or educational specialist degree from a regionally accredited college or university; and~~
 - ~~B. qualifications meeting Paragraph (1), (2), or (3):~~
 - ~~(1) 60 graduate hours incorporating the PED approved competencies in school psychology (which may be completed as part of a master's or educational specialist degree program or in addition to the master's degree) meeting the applicable program requirements as follows:
 - ~~(a) the 60 graduate hours awarded by a New Mexico college or university must include a 1200-hour internship supervised by an appropriately licensed psychologist, 600 hours of which must be in a school-related setting; psychological assessment, counseling, and other psychological interventions with students with emotional disturbances shall comprise a minimum of 300 hours of the internship; or~~
 - ~~(b) the 60 graduate hours awarded by a college or university outside New Mexico must be for a school psychology or equivalent program approved by the PED and include an internship in a school setting as described in Paragraph (1) of Subsection B of 6.63.5.8 NMAC; or~~
 - ~~(c) the 60 graduate hours as described in Paragraph (1) of Subsection B of 6.63.5.8 NMAC or Paragraph (2) of Subsection B of 6.63.5.8 NMAC above, with documentation of 1200 hours within a two (2) year period of successful supervised experience in one of the following areas: school psychology; psychological assessment and counseling, or other psychological interventions with at least 600 hours in a school-related setting;~~~~
 - ~~(2) a doctoral degree in psychology, that includes 12 semester hours of child-focused course work in development, assessment, and intervention and 600 hours of supervised experience in a school-related setting; or~~
 - ~~(3) a valid psychologist or psychologist associate license issued by the New Mexico board of psychologist examiners; and that includes 12 semester hours of child-focused course work in development, assessment, and intervention and 600 hours of supervised experience in a school-related setting;~~
 - ~~C. fulfill the requirements of Paragraph (1) or (2):~~
 - ~~(1) passing with at least a score of 156 the specialty area examination of the Praxis series exam in school psychology; or~~
 - ~~(2) current school psychologist certification by the national association of school psychologists.~~
- ~~[6.63.5.8 NMAC – Rp 6 NMAC 4.2.3.11.8.1, 7/1/2003; A, 6/30/2006; A, 1/29/2010]~~

~~**6.63.5.9 REQUIREMENTS FOR PERSONS SEEKING LEVEL 2, INDEPENDENT SCHOOL PSYCHOLOGIST LICENSURE:** Persons seeking level 2, independent school psychologist, pre-k-12 licensure pursuant to the provisions of this rule shall meet the following requirements:~~

- ~~A. a valid level 1 license; and~~
- ~~B. successful completion or demonstration of competencies for an entry level school psychologist, and:~~
- ~~C. satisfactory completion of 2400 hours of supervised experience (i.e., minimum of 600 internship hours and 1200 post-internship supervised hours in a school-related setting); and~~
- ~~D. one of the following valid and current certifications or licenses:
 - ~~(1) a license as a psychologist issued by the New Mexico board of psychology examiners; or~~
 - ~~(2) a license as a psychologist associate issued by the New Mexico board of psychology examiners; or~~
 - ~~(3) a license as a licensed professional clinical mental health counselor issued by the New Mexico counseling and therapy practice board; or~~~~

~~(4) current school psychologist certification by the national association of school psychologist.
[6.63.5.9 NMAC - Rp 6 NMAC 4.2.3.11.8.2, 7/1/2003; A, 6/30/2006]~~

~~**6.63.5.10 REQUIREMENTS FOR PERSONS SEEKING LEVEL 3, INDEPENDENT SCHOOL PSYCHOLOGIST LICENSURE:** Persons seeking level 3, clinical supervising school psychologist, pre k-12 licensure pursuant to the provisions of this rule shall meet the following requirements:~~

- ~~A. a valid level 2 license; and~~
- ~~B. doctoral degree in psychology from a regionally accredited college or university; the doctoral program shall include at least one academic year of pre-doctoral supervised internship experience, consisting of a minimum of 1500 hours at least 750 hours of which must be in a school-related setting, or post-doctoral supervised experience consisting of a minimum of 1500 hours of which at least 750 hours of which must be in a school-related setting; and successful completion or demonstration of competencies for an entry-level school psychologist; and~~
- ~~C. successful completion or demonstration of competencies for the independent school psychologist license, and~~
- ~~D. a valid psychologist license/certificate issued by the New Mexico board of psychologist examiners, or current school psychologist certification issued by the national association of school psychologists; and~~
- ~~E. two academic years of full-time satisfactory post-graduate work experience in a school-related setting(s) including 750 hours of satisfactory experience in diagnosing and treating children with emotional disturbances and/or behavior disorders in a school-related setting as reported by a supervising school psychologist.
[6.63.5.10 NMAC - Rp 6 NMAC 4.2.3.11.8.3, 7/1/2003; A, 6/30/2006]~~

~~**6.63.5.11 IMPLEMENTATION:** All persons holding a valid New Mexico license in psychological counseling on June 30, 2002 shall be entitled to licensure in school psychology at level 1, 2 or 3. Such licensure may be continued pursuant to rule as established by the PED.
[6.63.5.11 NMAC - Rp 6 NMAC 4.2.3.11.9, 7/1/2003; A, 6/30/2006]~~

~~**6.63.5.12 COMPETENCIES FOR ENTRY LEVEL SCHOOL PSYCHOLOGISTS REQUIRING SUPERVISION BY A LEVEL 3 SUPERVISING SCHOOL PSYCHOLOGIST**~~

- ~~A. Personal characteristics: The school psychologist shall provide evidence that his/her professional work or demeanor is characterized by the following behaviors and developed and evaluated through courses, course content, practica, internships, work experience, or other appropriate means:
 - ~~(1) flexibility~~
 - ~~(2) communication skills~~
 - ~~(3) conscientiousness~~
 - ~~(4) cooperation~~
 - ~~(5) motivation~~
 - ~~(6) personal stability~~
 - ~~(7) productivity~~
 - ~~(8) professional ethics~~
 - ~~(9) respect for and valuing of individual and cultural diversity~~~~
- ~~B. Psychological foundations: The school psychologist shall demonstrate knowledge of basic psychological principles including:
 - ~~(1) the relationship between biological principles (e.g. courses in biological bases of development, neuropsychology, psychopharmacology) and psychological functioning in normal and abnormal development;~~
 - ~~(2) the manner in which concepts of social and cultural diversity (e.g. courses in cross-cultural studies, social development, social and cultural diversity; social psychology) relate to an understanding of individuality;~~
 - ~~(3) using developmental principles to identify potential exceptionalities in students (e.g., applying understanding of human development and developmental abnormalities, as these relate to possible exceptionalities);~~
 - ~~(4) methods and models for identifying and diagnosing conditions of exceptionality;~~
 - ~~(5) principles, concepts and processes related to human learning;~~
 - ~~(6) basic research methodology as applicable to school-related problems; and~~~~

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~~_____ (7) _____ the relationship between social setting and the psychological functioning of students.~~

~~_____ C. _____ Educational foundations: The school psychologist shall demonstrate knowledge of educational foundations including:~~

~~_____ (1) _____ organization and operation of schools (e.g. courses in education of exceptional learners, school and community based resources, alternative service delivery systems);~~

~~_____ (2) _____ the organization and administration of school psychological services, including record keeping; the social, philosophical, historical, and cultural issues in education; state standards and benchmarks; school curriculum, intervention programs and strategies;~~

~~_____ (3) _____ the current identification, referral, evaluation, and placement procedures for students with exceptionalities based upon state and federal regulations.~~

~~_____ D. _____ The school psychologist shall possess the knowledge and professional expertise to collaborate with families and school and community based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of students. The school psychologist shall demonstrate knowledge of ability to:~~

~~_____ (1) _____ conduct multi-method psychological and psycho-educational assessments of students as appropriate;~~

~~_____ (2) _____ conduct psychological and educational assessments to include fair and non-discriminatory evaluation of the areas of: personality, emotional status, social skills and adjustment, intelligence and cognitive functioning, scholastic aptitude, functional and adaptive behavior, language and communication skills, academic knowledge and achievement, sensory and perceptual motor functioning, family/environmental/cultural influences, level of acculturation, career and vocational development, aptitude, and interests.~~

~~_____ (3) _____ utilize formal assessment instruments, procedures, and techniques such as interviews, observations, and behavioral evaluations;~~

~~_____ (4) _____ have particular regard for the context and setting in which their assessments take place and will be used; and~~

~~_____ (5) _____ adhere to the regulations and standards of state and national professional organizations regarding assessment techniques, non-biased assessment, and programming for all students.~~

~~_____ E. _____ Interventions, direct and indirect: The school psychologist shall demonstrate the ability to implement direct (e.g., including counseling and behavior management) and indirect (e.g., including consultation, systems and organization change) intervention using educational and psychological principles when participating as a member of a team of school, school related, and community professional personnel, as outlined in the following:~~

~~_____ F. _____ Learning/cognitive setting: The school psychologist shall demonstrate the ability to:~~

~~_____ (1) _____ plan and implement procedures for assessing the needs of students and recommending strategies for increasing learning and efficiency;~~

~~_____ (2) _____ consult with appropriate personnel in the development of instructional programs, including vocational programs;~~

~~_____ (3) _____ assist schools in working with parents to foster positive approaches to student's learning;~~

~~_____ (4) _____ assist school personnel in developing, monitoring, and evaluating appropriate and measurable instructional/vocational/transitional objectives; and~~

~~_____ (5) _____ consult with school personnel about the classroom environment.~~

~~_____ G. _____ Social/affective setting: The school psychologist shall demonstrate the ability to:~~

~~_____ (1) _____ plan, develop, and implement district wide procedures for assessing the social/emotional needs of students and for recommending strategies for increasing social/emotional growth;~~

~~_____ (2) _____ assist schools in working with parents to foster positive emotional growth in their children;~~

~~_____ (3) _____ assist school personnel in developing, monitoring, and evaluating objectives for social/emotional growth; and~~

~~_____ (4) _____ consult with school personnel about fostering healthy a healthy social/emotional environment in the school.~~

~~_____ H. _____ Intervention techniques: The school psychologist shall demonstrate the ability to plan, implement, monitor, and evaluate intervention strategies which may include the following:~~

~~_____ (1) _____ individual and group counseling with students;~~

~~_____ (2) _____ remediation, including the provision of direct assistance to students receiving special education;~~

~~_____ (3) _____ consultation with individuals and groups which may include parents, school personnel, and community agencies;~~

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~~_____ (4) _____ risk and threat assessment; and~~

~~_____ (5) _____ behavioral management.~~

~~_____ I. _____ Prevention, crisis intervention and mental health: The school psychologist shall have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The school psychologist shall provide or contribute to prevention and intervention programs that promote the mental health and physical well being of students.~~

~~_____ J. _____ Family and community interventions: The school psychologist shall demonstrate the ability to:~~

~~_____ (1) _____ describe community resources available to families;~~

~~_____ (2) _____ describe issues and problems faced by families or students with exceptionalities;~~

~~_____ (3) _____ describe a continuum of services available to students and their families;~~

~~_____ (4) _____ explain state and federal regulations and due process rights to families, school personnel and community professionals; and~~

~~_____ (5) _____ communicate information regarding state mental health and children's codes and the Mandatory Reporting Child Abuse and Neglect Act.~~

~~_____ K. _____ Statistics and research methodologies: The school psychologist is a competent consumer of research and new knowledge, and is able to use diverse methodologies (e.g., ethnographic, single subject designs, quantitative methods) to evaluate professional practices (e.g., interventions) and/or programs. That knowledge base shall include research and evaluation methods, statistics, and measurement.~~

~~_____ L. _____ Professional school psychology: The school psychologist shall demonstrate the ability to:~~

~~_____ (1) _____ practice school psychology in accordance with the ethics of the profession;~~

~~_____ (2) _____ practice the profession of school psychology within the laws and regulations of the local, state, and federal governments;~~

~~_____ (3) _____ continue education for the promotion of professional growth;~~

~~_____ (4) _____ demonstrate knowledge of different models, concepts, and current issues concerning the practice of school psychology; and~~

~~_____ (5) _____ examine interactions between systems and individuals within the schools and between schools and outside agencies to determine strengths, weaknesses, and problem areas and aid in maximizing effective functioning.~~

~~_____ M. _____ An entry level (level 1) school psychologist will be required to have a minimum of one hour per week individual supervision with the level 3 supervising school psychologist. At least one session per month must be in person with the level 3 supervising school psychologist. Supervision will not be provided to level 1 school psychologists who have not reached the level 2 requirements in the time period established by PED.~~

~~[6.63.5.12 NMAC – Rp 6 NMAC 4.2.3.11.10, 7/1/2003; A, 6/30/2006]~~

~~**6.63.5.13 _____ COMPETENCIES FOR LEVEL 2 INDEPENDENT SCHOOL PSYCHOLOGISTS:** The independent school psychologist shall meet all competencies required for the level 1 entry level school psychologist in Subsections A through L of Section 6.63.5.12 NMAC. In addition, the independent school psychologist shall have knowledge and ability to:~~

~~_____ A. _____ conduct risk/threat assessments, interventions, and referrals as necessary;~~

~~_____ B. _____ cooperate with institutions of higher education in the training of students in school psychology.~~

~~[6.63.5.13 NMAC – Rp 6 NMAC 4.2.3.11.10.7, 7/1/2003]~~

~~**6.63.5.14 _____ COMPETENCIES FOR LEVEL 3A CLINICAL SUPERVISING SCHOOL PSYCHOLOGISTS:** The supervising school psychologist shall meet all competencies required for the level 1 entry level school psychologist in Subsections A through L of 6.63.5.12 NMAC and for the independent school psychologist 6.63.5.12 NMAC. In addition, the supervising school psychologist shall demonstrate:~~

~~_____ A. _____ knowledge of models of consultation and supervision;~~

~~_____ B. _____ ability to utilize appropriate models of consultation and supervision in various school-related situations;~~

~~_____ C. _____ ability to form a collaborative relationship with school administrators, professional supervisees and consultees and other school personnel;~~

~~_____ D. _____ ability to form a collaborative relationship with school administration and other personnel regarding the assessment of the supervisee and ability to make recommendations as to whether the supervisee has demonstrated proficiency in required areas of competencies;~~

~~_____ E. _____ ability to formulate a plan of supervision and consultation to assist supervisees and consultees in attaining professional goals and remediating areas of difficulty; and~~

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~~F. ability to cooperate with the institutions of higher education while providing supervision to school psychologists in training;~~

~~G. ability to pursue monthly guidance from a more experienced supervising school psychologist for the first year of being a supervisor.~~

~~[6.63.5.14 NMAC - Rp 6 NMAC 4.2.3.11.10.2.8, 7/1/2003]~~

HISTORY OF 6.63.5 NMAC:

PRE-NMAC HISTORY: The material in this rule was derived from that previously filed with the State Records Center and Archives under:

~~SBE Regulation 93-2, Licensure for School Psychologists, K-12, filed January 6, 1993.~~

HISTORY OF REPEALED MATERIAL: ~~6 NMAC 4.2.3.11, Licensure for School Psychologists, K-12, Repealed 3/30/2003~~

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 63 SCHOOL PERSONNEL - LICENSURE REQUIREMENTS FOR ANCILLARY AND SUPPORT PERSONNEL
PART 5 LICENSURE FOR SCHOOL PSYCHOLOGISTS, PRE K-12

6.63.5.1 ISSUING AGENCY: Public Education Department hereinafter referred to as the department.
[6.63.5.1 NMAC - Rp, 6.63.5.1 NMAC, 1/28/2020]

6.63.5.2 SCOPE: Chapter 63, Part 5 governs licensure for school psychologists, pre k-12, for those persons seeking such licensure.
[6.63.5.2 NMAC - Rp, 6.63.5.2 NMAC, 1/28/2020]

6.63.5.3 STATUTORY AUTHORITY: Sections 22-2-1, NMSA 1978, 22-2-2, NMSA 1978, and 22-10A-17 NMSA 1978.
[6.63.5.3 NMAC - Rp, 6.63.5.3 NMAC, 1/28/2020]

6.63.5.4 DURATION: Permanent.
[6.63.5.4 NMAC - Rp, 6.63.5.4 NMAC, 1/28/2020]

6.63.5.5 EFFECTIVE DATE: January 28, 2020, unless a later date is cited at the end of a section.
[6.63.5.5 NMAC - Rp, 6.63.5.5 NMAC, 1/28/2020]

6.63.5.6 OBJECTIVE: This rule establishes requirements for a level 1 school psychologist, a level 2 school psychologist, and a level 3 supervising school psychologist, practicing in a school-related setting. These licenses shall not be used to provide service outside a school-related setting and shall not be used in a public setting.
[6.63.5.6 NMAC - Rp, 6.63.5.6 NMAC, 1/28/2020]

6.63.5.7 DEFINITIONS:

A. "School psychologist" means a person who is trained to address psychological and behavioral problems manifested in and associated with educational systems by utilizing psychological concepts and methods in programs or actions that attempt to improve the learning, adjustment, and behavior of students, including assessment and psychological pre-referral/intervention procedures in a school-related setting.

B. "School-related setting" means limited to a public school, state institution, or department-accredited nonpublic school.

C. "Psychological interventions and practices" means the inclusion, but not limitation of, consultation, behavioral assessment/intervention, psychological evaluation, psycho-educational evaluation, counseling, family therapy, individual or group therapy, workshops in self-understanding, human relations, communication, and tutorial programs, and organizational development, parent counseling, vocational development, parent education programs, program planning and evaluation, crisis intervention, specific behavior management, skill training, and transition planning and evaluation. All psychological interventions and practices are to be provided within the scope of the psychologist's training and practice.

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[6.63.5.7 NMAC - Rp, 6.63.5.7 NMAC, 1/28/2020]

6.63.5.8 REQUIREMENTS FOR LEVEL 1 SCHOOL PSYCHOLOGIST LICENSURE: A level 1 school psychologist shall have documentation in their personnel file with the school district, local education agency, or school-related setting from a level 3 clinical supervising school psychologist who holds pre k-12 licensure pursuant to the provisions of this rule, and shall meet the following requirements:

A. a master's degree or educational specialist degree, or doctorate degree in school psychology from a regionally accredited college or university;

B. qualifications meeting Paragraph (1), (2), or (3):

(1) 60 graduate hours incorporating the department-approved competencies in school psychology, which may be completed as part of a master's or educational specialist degree program or in addition to the master's degree, meeting the applicable program requirements as follows:

(a) the 60 graduate hours awarded by a New Mexico college or university must include a 1,200-hour internship supervised by an appropriately licensed psychologist, 600 hours of which must be in a school-related setting; psychological assessment, counseling, and other psychological interventions with students with emotional disturbances shall comprise a minimum of 300 hours of the internship; or

(b) the 60 graduate hours awarded by a college or university outside New Mexico must be for a school psychology or equivalent program accepted by the department and include an internship in a school setting as described in Paragraph (1) of Subsection B of 6.63.5.8; or

(c) the 60 graduate hours as described in Paragraph (1) of Subsection B of 6.63.5.8 NMAC, with documentation of 1,200 hours within a two-year period of successful supervised experience in one of the following areas:

(i) school psychology;

(ii) psychological assessment and counseling; and

(iii) other psychological interventions with at least 600 hours in a school-

related setting;

(2) a doctorate degree in psychology, that includes 12 semester hours of child-focused course work in development, assessment, intervention, and 600 hours of supervised experience in a school-related setting; or

(3) a valid psychologist or psychologist associate license issued by the New Mexico board of psychologist examiners and that includes 12 semester hours of child-focused course work in development, assessment, and intervention and 600 hours of supervised experience in a school-related setting; and

C. fulfill the requirements of Paragraph (1) or (2):

(1) the specialty area examination of the praxis series exam in school psychology with at least a score of 147; or

(2) hold an active nationally certified school psychologist credential issued by the national association of school psychologists.

[6.63.5.8 NMAC - Rp, 6.63.5.8 NMAC, 1/28/2020]

6.63.5.9 REQUIREMENTS FOR LEVEL 2 SCHOOL PSYCHOLOGIST LICENSURE: A level 2 school psychologist shall meet the following requirements:

A. a valid level 1 license with at least three full school years of school-related experience;

B. successful completion or demonstration of competencies for a level 1 school psychologist, and

C. satisfactory completion of 2,400 hours of supervised experience, consisting of a minimum of 600 internship hours and 1,200 post-internship supervised hours in a school-related setting.

[6.63.5.9 NMAC - Rp, 6.63.5.9 NMAC, 1/28/2020]

6.63.5.10 REQUIREMENTS FOR LEVEL 3 SCHOOL PSYCHOLOGIST LICENSURE: A level 3 clinical supervising school psychologist shall meet the following requirements:

A. a valid level 2 license with at least three full school years of school-related experience;

B. 60 graduate hours in a master's or master's plus certificate of advance graduate studies (CAGS) program, specialist-level, master's or doctorate degree in school psychology from a regionally accredited college or university. The master's CAGS and specialist-level programs shall include at least one academic year of pre-degree supervised internship experience, consisting of a minimum of 1,200 hours of which at least 600 hours must be in a school-related setting;

C. successful completion or demonstration of competencies for the school psychologist level 1 and 2

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licenses;

D. hold one of the following valid and current certifications or licenses:

- (1) a license as a psychologist issued by the New Mexico board of psychology examiners;
- (2) a license as a psychologist associate issued by the New Mexico board of psychology

examiners; or

(3) an active nationally certified school psychologist credential issued by the national association of school psychologists; and

E. three to five academic years of satisfactory full-time post-graduate work experience in a school-related setting, including 750 hours of satisfactory experience as reported by a supervising school psychologist.

[6.63.5.10 NMAC - Rp, 6.63.5.10 NMAC, 1/28/2020]

6.63.5.11 IMPLEMENTATION: All persons holding a valid New Mexico license in psychological counseling on June 30, 2002 shall be entitled to licensure in school psychology at level 1, 2, or 3. Such licensure may be continued pursuant to rule as established by the department.

[6.63.5.11 NMAC - Rp, 6.63.5.11 NMAC, 1/28/2020]

6.63.5.12 COMPETENCIES FOR LEVEL 1 SCHOOL PSYCHOLOGISTS:

A. Personal characteristics. The school psychologist shall provide evidence that their professional work or demeanor is characterized by the following behaviors and developed and evaluated through courses, course content, practicum, internships, work experience, or other appropriate means:

- (1) flexibility
- (2) communication skills
- (3) conscientiousness
- (4) cooperation
- (5) motivation
- (6) personal stability
- (7) productivity
- (8) professional ethics; and
- (9) respect for and valuing of individual and cultural diversity.

B. Psychological foundations. The school psychologist shall demonstrate knowledge of basic psychological principles including:

- (1) the relationship between biological principles and psychological functioning in normal and abnormal development;
- (2) the manner in which concepts of social and cultural diversity relate to an understanding of individuality;
- (3) using developmental principles to identify potential exceptionalities in students;
- (4) methods and models for identifying and diagnosing conditions of exceptionality;
- (5) principles, concepts and processes related to human learning;
- (6) basic research methodology as applicable to school-related problems; and
- (7) the relationship between social setting and the psychological functioning of students.

C. Educational foundations. The school psychologist shall demonstrate knowledge of educational foundations including:

- (1) organization and operation of schools;
- (2) the organization and administration of school psychological services, including record keeping; the social, philosophical, historical, and cultural issues in education; state standards and benchmarks; school curriculum, intervention programs and strategies; and
- (3) the current identification, referral, evaluation, and placement procedures for students with exceptionalities based upon state and federal regulations.

D. The school psychologist shall possess the knowledge and professional expertise to collaborate with families and school and community-based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of students. The school psychologist shall demonstrate knowledge of ability to:

- (1) conduct multi-method psychological and psycho-educational assessments of students as appropriate;
- (2) conduct psychological and educational assessments to include fair and non-discriminatory evaluation of the areas of:

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- (a) personality;
 - (b) emotional status;
 - (c) social skills and adjustment;
 - (d) intelligence and cognitive functioning;
 - (e) scholastic aptitude;
 - (f) functional and adaptive behavior;
 - (g) language and communication skills;
 - (h) academic knowledge and achievement;
 - (i) sensory and perceptual-motor functioning;
 - (j) family, environmental, and cultural influences;
 - (k) level of acculturation;
 - (l) career and vocational development;
 - (m) aptitude; and
 - (n) interests;
- (3) utilize formal assessment instruments, procedures, and techniques such as interviews, observations, and behavioral evaluations;
- (4) have particular regard for the context and setting in which their assessments take place and will be used; and
- (5) adhere to the regulations and standards of state and national professional organizations regarding assessment techniques, non-biased assessment, and programming for all students.
- E.** Interventions, direct and indirect. The school psychologist shall demonstrate the ability to implement direct and indirect intervention using educational and psychological principles when participating as a member of a team of school, school-related, and community professional personnel, as outlined in Subsection F of 6.63.5.12 NMAC.
- F.** Learning/cognitive setting. The school psychologist shall demonstrate the ability to:
- (1) plan and implement procedures for assessing the needs of students and recommending strategies for increasing learning and efficiency;
 - (2) consult with appropriate personnel in the development of instructional programs, including vocational programs;
 - (3) assist schools in working with parents to foster positive approaches to student's learning;
 - (4) assist school personnel in developing, monitoring, and evaluating appropriate and measurable instructional, vocational, and transitional objectives; and
 - (5) consult with school personnel about the classroom environment.
- G.** Social/affective setting. The school psychologist shall demonstrate the ability to:
- (1) plan, develop, and implement district-wide procedures for assessing the social and emotional needs of students and for recommending strategies for increasing social and emotional growth;
 - (2) assist schools in working with parents to foster positive emotional growth in their children;
 - (3) assist school personnel in developing, monitoring, and evaluating objectives for social and emotional growth; and
 - (4) consult with school personnel about fostering healthy a healthy social and emotional environment in the school.
- H.** Intervention techniques. The school psychologist shall demonstrate the ability to plan, implement, monitor, and evaluate intervention strategies which may include the following:
- (1) individual and group counseling with students;
 - (2) remediation, including the provision of direct assistance to students receiving special education;
 - (3) consultation with individuals and groups which may include parents, school personnel, and community agencies;
 - (4) risk and threat assessment; and
 - (5) behavioral management.
- I.** Prevention, crisis intervention, and mental health. The school psychologist shall have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The school psychologist shall provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.
- J.** Family and community interventions. The school psychologist shall demonstrate the ability to:

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(1) describe community resources available to families;
(2) describe issues and problems faced by families or students with exceptionalities;
(3) describe a continuum of services available to students and their families;
(4) explain state and federal regulations and due process rights to families, school personnel and community professionals; and
(5) communicate information regarding state mental health and children's codes, and the Mandatory Reporting Child Abuse and Neglect Act.

K. Statistics and research methodologies. The school psychologist is a competent consumer of research and new knowledge, and is able to use diverse methodologies to evaluate professional practices and programs. That knowledge base shall include research and evaluation methods, statistics, and measurement.

L. Professional school psychology. The school psychologist shall demonstrate the ability to:
(1) practice school psychology in accordance with the ethics of the profession;
(2) practice the profession of school psychology within the laws and regulations of the local, state, and federal governments;
(3) continue education for the promotion of professional growth;
(4) demonstrate knowledge of different models, concepts, and current issues concerning the practice of school psychology; and
(5) examine interactions between systems and individuals within the schools and between schools and outside agencies to determine strengths, weaknesses, and problem areas and aid in maximizing effective functioning.

M. A level 1 school psychologist shall be required to have individual supervision with a level 3 clinical supervising school psychologist or a credentialed supervisor as outlined in 6.63.5.8 NMAC for a minimum of one hour per week. At least one session per month shall be in person with the level 3 clinical supervising school psychologist or a credentialed supervisor as outlined in 6.63.5.8 NMAC. Supervision will not be provided to level 1 school psychologists who have not reached the level 2 requirements in the time period established by department. [6.63.5.12 NMAC - Rp, 6.63.5.12 NMAC, 1/28/2020]

6.63.5.13 COMPETENCIES FOR LEVEL 2 SCHOOL PSYCHOLOGISTS: A level 2 school psychologist shall meet all competencies required for the level 1 school psychologist in Subsections A through L of 6.63.5.12 NMAC. The level 2 school psychologist shall have knowledge and ability to:

A. conduct risk and threat assessments, interventions, and referrals as necessary; and
B. cooperate with institutions of higher education in the training of students in school psychology. [6.63.5.13 NMAC - Rp, 6.63.5.13, 1/28/2020]

6.63.5.14 COMPETENCIES FOR LEVEL 3 CLINICAL SUPERVISING SCHOOL

PSYCHOLOGISTS: The supervising school psychologist shall meet all competencies required for the level 1 school psychologist in Subsections A through L of 6.63.5.12 NMAC and for the level 2 school psychologist 6.63.5.13 NMAC. The level 3 supervising school psychologist shall demonstrate:

A. knowledge of models of consultation and supervision;
B. ability to utilize appropriate models of consultation and supervision in various school-related situations;
C. ability to form a collaborative relationship with school administrators, professional supervisees and consultees and other school personnel;
D. ability to form a collaborative relationship with school administration and other personnel regarding the assessment of the supervisee and ability to make recommendations as to whether the supervisee has demonstrated proficiency in required areas of competencies;
E. ability to formulate a plan of supervision and consultation to assist supervisees and consultees in attaining professional goals and remediating areas of difficulty;
F. ability to cooperate with the institutions of higher education while providing supervision to school psychologists in training; and
G. ability to pursue monthly guidance from a more experienced supervising school psychologist for the first year of being a supervisor. [6.63.5.14 NMAC - Rp, 6.63.5.14 NMAC, 1/28/2020]

HISTORY OF 6.63.5 NMAC: [RESERVED]

6.63.5 NMAC, Licensure for School Psychologists, Pre K-12, filed 7/01/2003, was repealed and replaced by 6.63.5

NMAC, Licensure for School Psychologists, Pre K-12, effective 1/28/2020.

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