

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.

[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 NMAC; 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 supervised experience as a level 1 school psychologist, 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, including 750 hours of satisfactory post-graduate experience as reported by a level 3 supervising school psychologist;

B. 60 graduate hours in a master's or master's plus certificate of advance graduate studies (CAGS) program, educational specialist degree, master's or doctorate degree in school psychology from a regionally accredited college or university. The master's CAGS and educational specialist 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 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.

[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:
 - (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 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:

(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 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:

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.