

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 63       SCHOOL PERSONNEL - LICENSURE REQUIREMENTS FOR ANCILLARY AND**  
**SUPPORT PERSONNEL**  
**PART 4             LICENSURE IN EDUCATIONAL DIAGNOSIS PRE K-12**

**6.63.4.1            ISSUING AGENCY:** Public Education Department (PED)  
[6.63.4.1 NMAC - Rp, 6.63.4.1 NMAC, 11-30-05; A, 06-15-09]

**6.63.4.2            SCOPE:** All persons seeking licensure in educational diagnosis.  
[6.63.4.2 NMAC - Rp, 6.63.4.2 NMAC, 11-30-05]

**6.63.4.3            STATUTORY AUTHORITY:** Sections 22-2-1, NMSA 1978, 22-2-2, NMSA 1978, and 22-10A-17 NMSA 1978.  
[6.63.4.3 NMAC - Rp, 6.63.4.3 NMAC, 11-30-05; A, 06-30-06]

**6.63.4.4            DURATION:** Permanent  
[6.63.4.4 NMAC - Rp, 6.63.4.4 NMAC, 11-30-05]

**6.63.4.5            EFFECTIVE DATE:** November 30, 2005, unless a later date is cited in the history note at the end of a section.  
[6.63.4.5 NMAC - Rp, 6.63.4.5 NMAC, 11-30-05]

**6.63.4.6            OBJECTIVE:** This rule establishes the licensure requirements for persons seeking licensure in educational diagnosis.  
[6.63.4.6 NMAC - Rp, 6.63.4.6 NMAC, 11-30-05; A, 06-30-06]

**6.63.4.7            DEFINITIONS:**

A.        “Level 1 licensure” means a provisional license in educational diagnosis granted for five (5) years. The license is nonrenewable unless the license holder verifies to the PED that they have not worked using the license during its effective dates and provides evidence of current employment as an educational diagnostician.

B.        “Level 2 licensure” means a renewable nine (9) year license in educational diagnosis awarded after successful completion of at least three (3) full school years at level 1 educational diagnostician licensure and including documentation of professional development requirements and verification by the superintendent or the governing authority of a private school or state institution that the individual is meeting level 1 competencies and is capable of demonstrating the competencies at level 2.

C.        “Level 3 licensure” means a renewable nine (9) year license in educational diagnosis awarded after successful completion of at least three (3) full school years at level 2 educational diagnostician licensure and including documentation of completion of supervised experience requirements and verification by the superintendent or the governing authority of a private school or state institution that the individual is meeting level 2 competencies and is capable of demonstrating the competencies at level 3.

D.        “Supervision for an entry-level educational diagnostician” means a level 1 educational diagnostician will be required to have a minimum of one-hour per week individual supervision with a level 3 licensed educational diagnostician.

E.        Satisfactory experience means the individual has:  
      (1)     satisfactorily carried out the duties and responsibilities of the position as verified by the superintendent or the governing authority of a private school or state institution, and  
      (2)     satisfactorily met the quality of the practice of educational diagnosis and professional responsibilities as reported by the supervising educational diagnostician.

F.        “New Mexico diagnostician examination” means a comprehensive examination that evaluates the knowledge and competencies which must be passed no later than the end of the first year of level 1 licensure.

G.        “Full school year” means a minimum of 160 days in a school year or 480 days over multiple school years or equivalent number of days in school districts on alternative schedules of full-time or part-time educational diagnostician work, including summer work in a variety of educational settings. An equivalent number of hours may be accepted for those educational diagnosticians who do not work every day.

[6.63.4.7 NMAC - Rp, 6.63.4.7 NMAC, 11-30-05; A, 06-30-06; A, 06-15-09]

#### **6.63.4.8 REQUIREMENTS FOR PERSONS SEEKING LEVEL 1 EDUCATIONAL DIAGNOSIS**

**LICENSURE:** All persons who perform services in educational diagnosis in public schools or in those special state-supported schools within state agencies, must hold a valid, educational diagnosis licensure issued by the PED.

Persons seeking level 1 licensure in educational diagnosis pursuant to the provisions of this rule shall meet the following requirements:

- A. bachelor's degree and master's degree from a regionally accredited college or university; and
- B. 30 graduate hours, which may be completed as a part of the master's degree program or in addition to the master's, meeting the applicable program requirements as follows:
  - (1) the 30 graduate hours, if awarded by a New Mexico college or university, must be from an educational diagnostic or school psychology program approved by the PED and include an internship as follows:
    - (a) 240 hours, if the applicant began a program in education diagnosis prior to July 1, 2006;
    - (b) 300 hours, if the applicant began a program in education diagnosis on or after July 1, 2006;
  - or
  - (2) the 30 graduate hours awarded by a college or university outside New Mexico must be from an educational diagnostic or school psychology program accepted by the PED and include an internship as provided in Paragraph (1) of Subsection B of 6.63.4.8 NMAC; and
  - (3) all persons previously licensed as educational diagnosticians or special education teachers may substitute two years of verified, successful employment as educational diagnosticians or special education teachers for these requirements if a diagnostic internship was not part of their educational program; and
- C. background experience to be met by:
  - (1) holding a valid New Mexico teaching license, counseling license, or professional licensure in another area of instructional support; or
  - (2) demonstrating three (3) years of documented, verified satisfactory experience in one or a combination of the following areas: work in community-based programs serving children or adults with special needs or developmental disabilities; mental health work related to educational diagnosis; clinical practice related to educational diagnosis; vocational evaluation; or teaching; and
- D. a candidate who applies for licensure as an educational diagnostician on or after the September, 2007 administration of the PED's specialty area licensure examinations shall take and pass the content knowledge assessment for educational diagnostician as stated in 6.60.5.8 NMAC, or hold national certification from the national association of school psychologists (NASP) or from the council for educational diagnostician services (CEDs) prior to the issuance of the license.

[6.63.4.8 NMAC - Rp, 6.63.4.8 NMAC, 11-30-05; A, 06-30-06; A, 06-15-09]

#### **6.63.4.9 REQUIREMENTS FOR PERSONS SEEKING LEVEL 2 EDUCATIONAL DIAGNOSIS**

**LICENSURE:** Persons seeking level 2 educational diagnosis licensure shall meet the following requirements:

- A. hold a valid level 1 license in education diagnosis for at least three (3) full school years; and
- B. demonstrate the educational diagnostician competencies as verified by the superintendent or the governing authority of a private school or state institution; and
- C. satisfactory completion of 1200 hours of supervised experience as an educational diagnostician (i.e., minimum of 400 internship hours and 800 post internship supervised hours in a school-related setting).

[6.63.4.9 NMAC - Rp, 6.63.4.9 NMAC, 11-30-05; A, 06-15-09]

#### **6.63.4.10 REQUIREMENTS FOR PERSONS SEEKING LEVEL 3 EDUCATIONAL DIAGNOSIS**

**LICENSURE:** Persons seeking level 3 educational diagnosis licensure shall meet the following requirements:

- A. hold a valid level 2 license in education diagnosis for at least three (3) full school years; and
- B. demonstrate the educational diagnostician competencies as verified by the superintendent or the governing authority of a private school or state institution;
- C. successfully complete 600 hours of mentorship in educational diagnosis in a school-related setting.

[6.63.4.10 NMAC - N, 11-30-05; A, 06-15-09]

#### **6.63.4.11 REFERENCED MATERIAL:** Competencies for educational diagnosticians

- A. Professional knowledge required for the preparation of educational diagnosticians for all licensure levels:

- (1) Professional demeanor:
  - (a) demonstrate knowledge of models and strategies of consultation and collaboration;
  - (b) demonstrate knowledge of roles of individuals with exceptional learning needs, families, and school, community personnel in planning of an individualized program;
  - (c) describe issues and problems faced by parents of exceptional children;
  - (d) demonstrate knowledge of culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, and school personnel, and community members;
  - (e) demonstrate knowledge of common service delivery models;
  - (f) demonstrate knowledge of state rules and federal regulations and ability to communicate these rules and regulations and due process rights to parents, teachers, and other professionals (eg., IDEA, Individuals With Disabilities Education Act), Section 504 of the Rehabilitation Act; New Mexico Standards for Excellence, and the No Child Left Behind Act;
  - (g) demonstrate knowledge of community resources available to parents;
  - (h) demonstrate knowledge of and ability to describe rationale for least restrictive environment considerations;
  - (i) demonstrate knowledge of and need for related services and related service delivery options;
  - (j) demonstrate skill in making recommendations to facilitate integration into the general education curriculum.
- (2) Development and characteristic of learners:
  - (a) demonstrate knowledge of exceptionalities and ability to define/discuss them:
    - (i) exceptionalities and eligibility criteria as delineated in federal, state, and local regulations;
    - (ii) general nature and etiology of disabilities and learning styles of students with various disabilities;
  - (b) demonstrate knowledge of the range of individual abilities within categories of exceptionalities and:
    - (i) typical and atypical human growth and development in the areas of motor, language, social-emotional, and cognitive development;
    - (ii) educational implications of characteristics of various exceptionalities;
    - (iii) describe current theories of learning;
  - (c) demonstrate awareness of the following medical variables:
    - (i) common medical syndromes (and their characteristics) that impact learning;
    - (ii) etiology of common medical syndromes;
    - (iii) effects of various medications on individuals with exceptional learning needs.
- (3) Culturally and linguistically diverse populations:
  - (a) demonstrate knowledge and sensitivity to address linguistic, cultural, social, and ethnic values and attitudes of diverse populations;
  - (b) identify characteristics and needs as related to cultural and linguistic differences;
  - (c) demonstrate skills in selecting and administering appropriate assessment instruments;
  - (d) demonstrate skill in utilizing language background, language dominance and language proficiency in the assessment process;
  - (e) demonstrate understanding of the impact of acculturation on learning and language acquisition;
  - (f) demonstrate knowledge of variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling;
  - (g) demonstrate knowledge of teaching strategies addressing learning styles and learning needs of children from culturally and linguistically diverse backgrounds.
- (4) Assessment/evaluation:
  - (a) demonstrate skills and knowledge in the screening, referral, and evaluation process for preschool through post-secondary levels;
  - (b) demonstrate skills in selecting, administering, scoring and interpreting a variety of assessments in the following areas: cognitive, achievement, processing, creativity/divergent thinking, critical

thinking/problem solving, language, social-emotional behavior, adaptive behavior, and vocational aptitude, ability and interests;

(c) demonstrate skills in formal and informal observational techniques of data collection.

(5) Demonstrate knowledge and application of psychometric theory and descriptive statistics necessary for interpretation of psycho-educational measures to include: reliability, validity, standardization, error of measurement, and test bias.

(6) Demonstrate ability to keep accurate and detailed records of assessment and related proceedings.

(7) Demonstrate ability to select or modify appropriate assessment procedures and instruments to ensure non-biased results:

(8) Demonstrate ability to use assessment results in making recommendations for eligibility, instruction, accommodations and transition as part of IEP development.

(9) Demonstrate skill in considering assessment information for exiting from special education services.

(10) Psycho-educational diagnostic report:

(a) demonstrate ability to prepare professional, understandable reports consistent with acceptable professional standards and official guidelines;

(b) demonstrate skill in preparing and presenting comprehensive report information keyed to the individual student's needs and parent's level of understanding including:

(i) background information which includes developmental history, educational/school history, language proficiency, and screening results;

(ii) assessment information including past evaluations, current test information, any variation from test administration and or standardization, and summaries of strengths and weaknesses;

(iii) related services evaluations, results, and recommendations;

(iv) individualized recommendations for eligibility, instruction, accommodations, and transition, based on assessment results;

(v) provision of explanation and copy of the psycho-educational diagnostic report to the parent/guardian;

(vi) use of multidisciplinary team processes in development of individual education plans.

B. professional and ethical practice for levels 1, 2, and 3 educational diagnosticians:

(1) maintain a professional demeanor as defined in local education agency policy;

(2) maintain professional codes of conduct and ethics;

(3) demonstrate knowledge of the scope and role of an educational diagnostician;

(4) demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis;

(5) demonstrate knowledge of confidentiality issues and rules.

C. Multicultural competencies for levels 1, 2, and 3 educational diagnosticians:

(1) demonstrate knowledge of cultural and linguistic issues in evaluation, assessment, and intervention techniques;

(2) demonstrate skills in interpreting and communicating evaluation results within a cultural and linguistic context;

(3) exhibit knowledge of the techniques in multicultural assessment and interventions.

[6.63.4.11 NMAC - Rp, 6.63.4.11 NMAC, 11-30-05; A, 06-30-06; A, 06-15-09]

**6.63.4.12 IMPLEMENTATION:** All persons holding a valid New Mexico license in educational diagnosis on the filing date of this rule shall be entitled to licensure in educational diagnosis at the same level that they hold on that date. Such licensure may be further continued pursuant to this rule.

[6.63.4.12 NMAC - Rp, 6.63.4.10, NMAC, 11-30-05]

#### **HISTORY OF 6.63.4 NMAC:**

**PRE-NMAC HISTORY:** The material in this part was derived from that previously filed with the State Records Center and Archives under SBE Regulation No 76-25 Certification for Educational Diagnosticians, filed January 20, 1977; SBE Regulation No. 88-3 Licensure in Educational Diagnosis, filed April 13, 1988.

#### **HISTORY OF REPEALED MATERIAL:**

6.63.4 NMAC, Licensure in Educational Diagnosis, filed 3-14-01 - Repealed effective 12-30-02.  
6.63.4 NMAC, Licensure in Educational Diagnosis, filed 12-17-02 - Repealed effective 11-30-05