

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, 07-01-03; A, 06-30-06; A, 01-29-10]

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, 07-01-03; A, 06-30-06]

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 NMAC 4.2.3.11.3, 07-01-03; A, 06-30-06]

6.63.5.4 DURATION: Permanent
[6.63.5.4 NMAC - Rp 6 NMAC 4.2.3.11.4, 07-01-03]

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, 07-01-03]

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, 07-01-03; A, 06-30-06]

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, 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, 07-01-03; A, 06-30-06]

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; or

(c) the 60 graduate hours as described in Paragraph (1) of Subsection B of 6.63.5.8 or Paragraph (2) of Subsection B of 6.63.5.8 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, 07-01-03; A, 06-30-06; A, 01-29-10]

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, 07-01-03; A, 06-30-06]

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, 07-01-03; A, 06-30-06]

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, 07-01-03; A, 06-30-06]

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
 - (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;
- (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, 07-01-03; A, 06-30-06]

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. 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, 07-01-03]

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 Section 6.63.5.12 and for the independent school psychologist section 6.63.5.12. 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
- 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, 07-01-03]

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 06-30-03