Maryland
STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.
State Superintendent of Schools

TO: Members of the Education Policy Committee

FROM: Carey M. Wright, Ed.D. State Superintendent of Schools

DATE: November 19, 2026

SUBJECT: COMAR 13A.12.04.09 School Psychologist
Permission to Adopt

STRATEGIC PLAN ALIGNMENT:

Pillar 2: High-Quality and Diverse Teachers and Leaders
Goal: Every school has high-quality and diverse teachers and leaders.
Outcome: 2.A: N/A

Purpose

The purpose of this item is to request permission to adopt amendments to the Code of Maryland Regulation (COMAR) COMAR 13A.12.04.09 *School Psychologist.* These amendments serve to realign COMAR with Md. Code, Education Article §25-401-§25-402, a new law established by Senate Bill 238 during the 2026 legislative session.

Background

Under Maryland law, the Professional Standards and Teacher Education Board (PSTEB) shares joint authority with the State Board of Education (SBOE) to develop regulations governing teacher certification and preparation. When the PSTEB initiates a regulatory change, the SBOE must also review the proposed regulation. If a majority of the SBOE members approve of the regulation, the regulation promulgation process continues.

After the PSTEB and SBOE vote to approve a regulation, the proposed regulation is sent to the Administrative, Executive, and Legislative Review Committee (AELR) for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments, which are presented to both boards. Thereafter, MSDE staff will present a recommendation to both the PSTEB and SBOE to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because the suggested revision is not a substantive change; or (3) withdraw the regulation and re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation, or the AELR Committee may release the regulation for final adoption. The PSTEB and SBOE would then vote to adopt the regulation.

Executive Summary

During the 2026 legislative session, Senate Bill 238, effective October 1, 2026, established Maryland in the Interstate Compact for School Psychologists. The development of the Compact was led by the Council of State Governments National Center for Interstate Compacts, the National Association of School Psychologists, and the U.S. Department of Defense. This Compact is designed to make it easier for qualified school psychologists to provide services across participating states while maintaining consistent professional standards. Member states must align preparation and licensure requirements with the requirements outlined in the Compact.

In addition to adding language about the Compact licensure pathway to COMAR, the regulations must be realigned to meet the terms of the Compact. The Compact requires member states to ensure that every license issued in the "home state" meets minimum requirements. Those requirements are:

- Completion of a school psychology licensure program
- Completion of a 1,200-hour internship, including 600 hours served in a school setting
- Passing scores on an approved school psychology licensure assessment

Currently, COMAR 13A.12.04.09 includes a pathway to licensure that is not in alignment with the Compact, and therefore, must be removed. Specifically, the pathway that allows an individual who holds a master's degree, a school psychology license from another state, and presents 27 months of experience working as a school psychologist, must be removed because it does not require the applicant to demonstrate that they completed a school psychology licensure program that included a 1,200 hour internship, which at least 600 hours served in a school setting, and it does not require the applicant to pass an approved licensure assessment.

On July 9, 2026, and July 28, 2026, the PSTEB and SBOE, respectively, granted permission to publish the amendments in the Maryland Register for public comment. No comments were received.

Action

MSDE is requesting that the SBOE grant permission to adopt amendments to COMAR 13A.12.04.09 S*chool Psychologist.*

Attachment

COMAR 13A.12.04.09 School Psychologist.pdf

.09 School Psychologist.

A. Definition. “School psychologist” means an individual who is licensed to provide psychological services to children in a public or State-approved nonpublic school setting and supervises interns and psychometrists.

B. Education. An applicant for licensure as a school psychologist shall:

(1) Complete 3 semester hours or State-approved CPD credits in special education coursework; and

(2) Complete one of the following pathways to licensure:

(a) Option I:

(i) Submit a master’s degree or higher in school psychology from a Maryland-approved program; and

(ii) Qualifying scores on the Maryland-approved test for school psychologist.

(b) Option II:

(i) Submit a master’s degree or higher and complete an out-of-State-approved program in school psychology, culminating a minimum of a 1,200-hour internship in school psychology*, with a minimum of 600 hours served in a school setting*; and

(ii) Submit qualifying scores on the Maryland-approved test for school psychologist.

(c) Option III: Submit a valid Nationally Certified School Psychologist certificate issued by the National School Psychology Certification Board.

[(d) Option IV:

(i) Submit a master’s degree or higher from an institution of higher education; and

(ii) Submit a valid professional license in school psychology from another state and verification of at least 27 months of effective performance as a school psychologist during the past 7 years, on the basis of which application is being made for a comparable Maryland license.]

C. School Psychology Interstate Licensure Compact

(1) An applicant for licensure as a school psychologist who holds a home state license from a member state of the School Psychology Interstate Licensure Compact is eligible for an equivalent Maryland license in accordance with Education Article, §§ 25-401—25-402, Annotated Code of Maryland.

(2) To renew an equivalent Maryland license, a licensee shall complete all of the following:

(a) Renew the license issued by the licensee's home state that is a member of the School Psychology Interstate Licensure Compact; and

(b) Complete an application for the renewal of the Maryland equivalent license.