

MAEL Curriculum Map (Updated 9/2019)

| <i>Course Title and Identified Alignment to N.J.A.C. 6A: 9-3.4 (a) i-vi</i> | <i>Overarching Course Goals Upon completion of the course the student will be able to:</i> | <i>PSEL (2015) Standards of Emphasis</i> | | | | <i>Assessments/Evaluation (*Denote MAEL Signature Assessment/Rubric)</i> |
|---|--|--|---|------------------|------------------|--|
| | | <i>PSEL No.</i> | <i>Introduce</i> | <i>Emphasize</i> | <i>Achieve</i> | |
| EDLD 601: <i>Effective Leadership and School Management in Contemporary Education</i> <i>N.J.A.C. 6A: 9-3.4 (a)Alignment: i-vi</i> | Demonstrate an in-depth understanding of the theories, principles, and concepts of educational leadership and school management, and be able to discern between these two domains. | 1 | X | | | <ul style="list-style-type: none"> • Authentic Performance Task/Rubric • MAEL Educational Leadership Inventory – Formative* • Reflective Prompts/Rubric • Threaded Discussion Prompts/Rubric • Collaboration/Participation Rubric |
| | | 2 | | X | | |
| | | 3 | X | | | |
| | | 4 | X | | | |
| | | 5 | X | | | |
| | | 6 | | X | | |
| | | 7 | | X | | |
| | | 8 | X | | | |
| | | 9 | | X | | |
| | | 10 | | X | | |
| | | EDLD 602: <i>Best Practices in Curriculum Planning, Design</i> | Demonstrate an in-depth understanding of the theories, principles, and best | <i>PSEL No.</i> | <i>Introduce</i> | |
| 3 | | | | X | | |

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|---|--|---------------------|------------------|------------------|----------------|--|
| <i>and Development</i> N.J.A.C. 6A: 9-3.4 (a)Alignment: i, ii | practices in curriculum planning, design, and development, and the ability to lead the learning community towards attainment of its shared educational vision. | 4 | | X | | Prompts/Rubric • Collaboration/Participation Rubric |
| | | 5 | | X | | |
| | | 6 | | X | | |
| | | 8 | X | | | |
| | | 9 | | X | | |
| EDLD 603: <i>Evaluation and Supervision to Promote Student Academic Success</i> | Identify and describe essential elements of effective supervisory and evaluative practices. | <i>Standard No.</i> | <i>Introduce</i> | <i>Emphasize</i> | <i>Achieve</i> | • Authentic Performance Task/Rubric • Reflective Prompts/Rubric • Threaded Discussion Prompts/Rubric |
| | | 6 | | X | | |
| | | 7 | | X | | |

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|---|---|---------------------|------------------|------------------|----------------|---|
| N.J.A.C. 6A: 9-3.4 (a)Alignment: i-iii, v | Apply effective models of supervision and evaluation to promote student and professional growth. | | | X | | <ul style="list-style-type: none"> • Collaboration/Participation Rubric |
| | | 10 | | X | | |
| EDLD 604: <i>Applied Research in Practice: Using Data for Curriculum-based Decision Making, Planning and Renewal</i> N.J.A.C. 6A: 9-3.4 (a)Alignment: i-ii, iv-v | Demonstrate knowledge and proficiency in effective school-based research methods and related strategies, specifically to foster school improvement. | <i>Standard No.</i> | <i>Introduce</i> | <i>Emphasize</i> | <i>Achieve</i> | <ul style="list-style-type: none"> • Authentic Performance Task/Rubric* • Reflective Prompts/Rubric • Threaded Discussion Prompts/Rubric • Collaboration/Participation Rubric |
| | | 4 | | X | | |
| | | 6 | | X | | |
| | | 7 | | | X | |
| | | 10 | | X | | |
| EDLD 605: <i>Change Leadership: Administrators as Change Agents and Instructional Leaders</i> | Examine, identify and apply characteristics of exemplary educational leadership as a means to promote purposeful change and improved student achievement. | <i>Standard No.</i> | <i>Introduce</i> | <i>Emphasize</i> | <i>Achieve</i> | <ul style="list-style-type: none"> • Authentic Performance Task/Rubric • Reflective Prompts/Rubric • Threaded Discussion Prompts/Rubric • Collaboration/Participation Rubric |
| | | 1 | | X | | |
| | | 2 | | | X | |
| | | 3 | | X | | |
| | | 4 | | | X | |
| | | 5 | | X | | |

| | | | | | | |
|---|--|---------------------|------------------|------------------|----------------|--|
| N.J.A.C. 6A: 9-3.4 (a)Alignment: i-vi | Research, analyze and respond to case models of school reform. | 6 | | X | | |
| | | 7 | | X | | |
| | | 8 | | X | | |
| | | 9 | | X | | |
| | | 10 | | X | | |
| EDLD 606/ <i>Field-based Intern Experience I</i> and EDLD 608/ <i>Field-based Intern Experience II</i> | Observe, identify and demonstrate exemplary educational leadership behaviors, characteristics and research-based best practices. | <i>Standard No.</i> | <i>Introduce</i> | <i>Emphasize</i> | <i>Achieve</i> | <ul style="list-style-type: none"> • MAEL Educational Leadership Inventory - Formative (I)* and Summative (II)* • Survey of Candidate Competencies and Dispositions (Self and Mentor) - Formative (I)* and Summative (II)* • Professional Interview Simulations (II)/Rubric* • Action Research – Implementation and Presentation of Findings, Conclusions and Proposed Action Items (II)* • Field-based Internship Log/Journal • Reflective Prompts/Rubric • Threaded Discussion Prompts/Rubric |
| 1 | | X | | | | |
| 2 | | | | X | | |
| 3 | | | | X | | |
| 4 | | | | X | | |
| 5 | Demonstrate knowledge and proficiency in effective school-based research methods and related strategies. | | | | X | |
| 6 | | | X | | | |
| 7 | Utilize research practices and data to make effective decisions and influence positive change. | | | | X | |
| 8 | | | | | X | |
| N.J.A.C. 6A: 9-3.4 (a)Alignment: i-vi | | | | | | |

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|--|--|---------------------|------------------|------------------|----------------|---|
| | | 9 | | X | | <ul style="list-style-type: none"> • Collaboration/Participation Rubric |
| | | 10 | | 10 | | |
| EDLD 607: <i>School Law: Legal Issues Affecting Contemporary American Education</i> N.J.A.C. 6A: 9-3.4 (a)Alignment: iii, v-vi | Examine and respond to important concepts and case studies of educational school law. Demonstrate knowledge of important areas of school law, specifically that which is related to New Jersey Administrative Code and Statutes | <i>Standard No.</i> | <i>Introduce</i> | <i>Emphasize</i> | <i>Achieve</i> | <ul style="list-style-type: none"> • Objective-based Assessments (Individual School Law modules) • Presentation of Case Study • Final Exam |
| | | 2 | | | X | |
| | | 9 | | | X | |