

**Cosmetology**

**Student Learning Objective (SLO)**

**Grade 10**

Rev.10-22-12

<b>SLO Component</b>	<b>Component Description</b>
<b>Objective Summary Statement:</b>	Students in the Cosmetology I course will increase their knowledge of chemical hair treatments and improve their performance related to this content on the end of course assessment.
<b>Data Review &amp; Baseline Evidence</b>	<p>Twenty, 10<sup>th</sup> grade students will be starting the cosmetology program in the 2012-2013 school – year. <i>Careers in Cosmetology</i> is a Career and Technology Education Program of Study that requires students to complete 1500 hours of instruction that includes a work-based learning component. This three-year program consists of three courses, and all students who matriculate through the program must take the State Board Cosmetology exam, which has two parts: a theory exam and a practical exam.</p> <p>Currently, there are no data on the incoming 2012 students related specifically to their knowledge and skills in the field of cosmetology. We do have five years of historical data based on previous students' performance on the State Board Cosmetology exam. Students must pass both parts to be a licensed cosmetologist, but the theory exam has a lower pass rate than the practical test. There are limits to the State Board Cosmetology Exam data because they only state whether the student passed or failed the test. No information is available on how students did on specific sections of the test. Therefore, two years ago, we started giving the senior or graduating cosmetology students a previous version of the State Board exam. This practice exam serves as the end-of-course assessment, and confirms that the pass rate for the theory exam is much lower than that of the practical.</p> <p>For example, in the class of 2010, there were 22 graduating cosmetology students. Of the 22 students, 19 (86%) passed the practical exam, but only 12 (55%) passed the theory exam. Of the ten that did not pass; seven scored between 60% and 69%; three scored between 53% and 59% and one student scored at 47%.</p> <p>In 2011, out of 24 students, (20) 83% passed the practical, but only 11 (46%) passed the theory. Of the 13 students that did not pass; eight scored between 60% and 69%; three scored between 53% and 59%, and two students scored at 46% and 41% respectively. A thorough review of how students answered the practice test questions in 2010 and 2011 revealed that they had the most difficulty with correctly answering questions related to chemical treatments on the hair, which comprises 25% of the State Board Theory Exam.</p> <p>Based on the State Board Cosmetology Exam data and the practice test data, focused instruction on chemical hair treatments must begin when students first enter the program; thus, no initial assessment is necessary for the 2012 entering class. Instruction will focus on chemical treatments, and the concepts will be reinforced throughout the second and third courses.</p>
<b>Student Population</b>	This SLO is targeted to all 20 students in the class. They are in the 10 <sup>th</sup> grade and are first year cosmetology students. Most of the students are currently taking biology, but few, if any, have taken chemistry, and most are unaware of the application of biology and chemistry as it pertains to cosmetology.
<b>Learning Content</b>	<p>The content to be targeted is Chemical Treatments on the Hair: Chemical Relaxing, Chemical Waving, Hair Coloring and Hair Lightening. This content makes up 25% or one-fourth of the Theory Exam. Analyzing the practice exams showed that there are two problematic areas for students: One, understanding the scientific terminology used (comprehension) and two, understanding the relationship between the biology and the chemical processes (application).</p> <p>With more attention focused on the theory of chemical hair treatments, first year cosmetology students will evaluate a variety of hair types including processed and non-processed hair to: understand the science that underpins the application, determine the appropriate chemical treatment and understand why a particular treatment works best.</p>

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<b>Instructional Interval</b>	The instruction interval will be the 2012-2013 school year and represents a significant portion of the instructional period.
<b>Target</b>	<p>The rationale for choosing to focus the SLO on content related to chemical hair treatments is that 46% of students were failing this part of the exam. Students had the most difficulty with correctly answering questions related to chemical treatments on the hair, which comprises 25% of the State Board Theory Exam. The students need a solid foundation in the understanding and application of chemical hair treatments; thus, they need an understanding of biology and chemistry. Most students will also be enrolled in biology when they start this program. None of these 10<sup>th</sup> grade students will be taking any chemistry until their junior and in some cases, senior year.</p> <p>Students will correctly answer 72% or more of the questions directly related to chemical hair treatments on the end-of-course assessment. Growth will be determined if 17 (85%) or more of the 2012 entering students pass this section of the exam and if the remaining three students are within five percentage points of passing.</p>
<b>Evidence of Growth</b>	Student progress will be based on an end-of-course assessment where 25% of the questions are related to chemical treatments on the hair. The questions on chemical hair treatment will come from released questions in the State Board of Cosmetology Theory review book/CD. The remaining questions will cover other content that was taught throughout the year. However, for the purpose of measuring student growth, only the questions related to chemical hair treatment will be used.
<b>Strategies</b>	<p>Instructional strategies will include a combination of problem-based and project-based instruction, strategies for reading for information and for following directions using technical manuals, and collaboration with reciprocal teachers (e.g. the chemistry teacher) to create blended instruction lesson plans.</p> <p>In addition, working with the other cosmetology teacher in the school, we will develop two benchmark assessments to see if students are mastering the content. The benchmark assessments will be given at the end of the second and third quarter, and the content of the second assessment will build from the content of the first.</p>
<b>Teacher Professional Development (PD) and Support</b>	Opportunities to work with cosmetology teachers in other school systems to share instructional strategies and best practices would be helpful. A Professional Learning Community (PLC) could review and study materials available from the State Board of Cosmetology recommended textbook and select appropriate resources to address students' needs. A PLC could also use the time to thoroughly review a previous version of the Theory review book/CD to improve construction of the benchmark assessments. More insight into the exam will help me better prepare my students. Other professional development opportunities should include strategies for improving students' literacy skills when having to read and learn from technical manuals.