Teacher Work Sample

Cosmetology I

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VTP 313

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Learning-Teaching Context

School Characteristics

The Howard G. Sackett Technical Center, located in Glenfield, New York is part of the Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES. The center is home to Adult Education, Career and Technical Education, GED and Special Education classes. The center provides their services to eight school districts in three counties. Approximately 650 11th and 12th grade students attend the technical center each year. This school year 13 seniors and 26 juniors are enrolled in the Cosmetology I and II programs. This teacher work sample will reference the Cosmetology I program.

The Cosmetology curriculum is driven by NYS Department of State Division of Licensing and NYSED. Requirements that need to be met in order to take the NYS Cosmetology Licensing Exam are put into place by the Division of Licensing. The Department of Licensing provides a scope of the curriculum that includes subjects to be covered with the hours assigned to each. Cosmetology students must earn 1,000 hours of teacher supervised classroom time in order to take the licensing exam. The lesson taught to students in this teacher work sample will merely begin the 175 hours required for the subject Hair Cutting and Shaping. It is important that instructors stay current with the Cosmetology licensing exam in order to prepare the students with both the theory and practical skills needed to pass the exam. All teacher plans should be created around the hour requirements.
Students with special needs are accommodated to the best of the center's ability (i.e. separate location, extended time). Most of the needs are met by sending tests and quizzes to the student's home school to be administered by a resource teacher. This could present a problem if the resource teacher is not timely about returning the completed items.

The communities that surround the Howard G. Sackett Technical Center could be described as Caucasian working-class. Most all of the students come from low to middle income families. There are no obvious cultural differences within the class as a whole. It seems as though the group will be easily managed as they co-exist amicably.

*Classroom Characteristics*

The Cosmetology I students begin class by entering the classroom and sitting in their assigned seats. Each student has a school issued planner where they complete their bell ringer that is on the white board to the side of the classroom. The students are encouraged to keep track of their hours in the planner as well. After everyone has completed the bell ringer, the assistant teacher checks homework to see that it is completed and the class goes over the homework together. Lecture of theory knowledge is delivered at this point in the class. The teacher uses white boards, charts, DVD's, bulletin boards and PowerPoint to aid in student learning. All of the students are seated at three rows of desks that face a projector screen at the front of the classroom. The teacher and assistant have desks to the side of the projector screen. The far left of the classroom has cupboards and shelving. The cupboards are full of stock for the
classroom salon. A Cosmetology professional library is set up for the students to utilize. The classroom salon looks like a typical full service salon with a reception area, salon floor with 28 stylist stations, shampoo area with 5 sinks, nail room with 6 manicure tables and three pedicure chairs, a skin care room with two facial/waxing beds, hydro massage bed and a dispensary.

It appears that the students are settled into a routine both in the classroom and the salon. It is important that I continue the routine in order to ensure that I engage the students and have optimal student learning. A conference with the teacher to see how she would suggest I set up the lesson will give the best results for both the students and I. The professional library is a great reference center for the students if they ever want to know more about any topic or unit of instruction. It is used often for S.S.R. and student projects. Teaching aids are useful resources in teaching students with different learning styles. The classroom salon makes student learning authentic. The students should learn easily if I develop a lesson plan that continues their learning progress and meets all learning styles.

*Student Characteristics*

The Cosmetology I class is made up of 25 female students, 1 male student and one returning adult student completing hours. The students range in age from 15 to 17. Seven of the students have IEP’s and two students have 504 plans. The IEP and 504 plan students need to have accommodations that include the following: separate location for testing, extended time for testing, tests read and copy of lecture notes. Because the
returning student has already completed the two year program, she will be an asset in helping the students learn about reference points. Several of the strong academic students make photo copies of the notes and the instructor then distributes them to any IEP and 504 plan students that require them. I will use a PowerPoint presentation to aid the students in understanding the material. The students will also participate in a partner activity to help make a connection between the theory and the actual use of the reference points in the salon. The students should accept a partner activity with ease. At this point in the year, all of the students have become acquainted and are comfortable working with each other. Considering the students come from 5 different home schools they have blended together well.
Achievement Objectives/Outcomes

Upon completion of the lesson, the students should be able to:

1. Explain the function of each of the four reference points in relation to hair cutting.
2. Define each of the four reference points in relationship to the anatomy of the skull.
3. Locate the four reference points on the head.
4. Compare and contrast the parietal ridge with the occipital bone.
5. Compare and contrast the front two corners with the back two corners.
6. Understand the relevance of the reference points when performing a haircut.

National Skill Standards

This lesson provides students with the necessary information to master the following National Industry Standards for Entry-Level Cosmetologist:

- Providing a haircut in accordance with a client’s needs or expectations.
- Consulting with clients to determine their needs or preferences.

As mentioned above the NYS Department of State Division of Licensing and NYSED are both big influences on the Cosmetology curriculum. The achievement objectives are important for the students to master. Haircutting is the single most important service that serves as the foundation for almost every other service offered in the salon. Understanding the relevance of reference points will result in quality, well-
balanced haircuts. All of the objectives are potential question on the NYS written portion of the Cosmetology licensing exam. All of the content will also be part of the final exam assessment. Reference points are the foundation of knowledge needed to begin haircutting techniques.

Reference points are the first lesson in the Haircutting and Shaping unit. The students must learn the reference points and master the post-assessment quiz before moving onto haircutting techniques.

Besides different learning styles and levels, there are no other major diversity issues that will affect my lesson planning. I will take guidance from the instructor in meeting the needs of the entire class including the special needs learners. The use of a PowerPoint presentation will help students to take notes during my lecture. I will need to be sure not to have the slides contain too much information. This can cause the students to concentrate on copying notes instead of listening to my lecture. Because the students are visual and kinesthetic learners I will use a mannequin head to reference the points on the head as I lecture and involve the students in my lecture. I will follow-up with a partner activity in order for the students to locate the reference points on the head. The objectives of this lesson can be completed by everyone in the Cosmetology I class.

The Cosmetology instructor will use the reference points when she begins haircutting techniques. The outcome of my lesson will determine if the instructor is able to move on or if the students will need to study and be re-assessed.
# Assessment Plan

<table>
<thead>
<tr>
<th>Achievement Objectives/Outcomes</th>
<th>Assessments &amp; Performance Criteria</th>
<th>Rationale</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will explain the function of each of the four reference points in relation to hair cutting.</td>
<td>Pre-assessment and post-assessment</td>
<td>This assessment was developed to analyze student knowledge prior to and after the first lesson in the Hair Cutting and Shaping unit</td>
<td>Arranged for all test modifications</td>
</tr>
<tr>
<td>2. The student will define each of the four reference points in relationship to the anatomy of the skull.</td>
<td>Pre-assessment and post-assessment</td>
<td>This assessment was developed to analyze student knowledge prior to and after the first lesson in the Hair Cutting and Shaping unit</td>
<td>Arranged for all test modifications</td>
</tr>
<tr>
<td>3. The student will locate the four reference points on the head.</td>
<td>Skill assessment</td>
<td>This assessment was designed to test the ability of the students to locate reference points on the head form</td>
<td>Partner strong students with weak students</td>
</tr>
<tr>
<td>4. The students will compare and contrast the parietal ridge with the occipital bone.</td>
<td>Verbal communication assessment</td>
<td>This assessment was created to review the lecture and check for student understanding</td>
<td>Utilized &quot;pass option&quot; for students struggling with answers to avoid embarrassment, hold accountable for another question with guidance to answer</td>
</tr>
<tr>
<td>5. The student will compare and contrast the front two corners with the back two corners.</td>
<td>Verbal communication assessment</td>
<td>This assessment was created to review the lecture and check for student understanding</td>
<td></td>
</tr>
<tr>
<td>6. The student will understand the relevance of the reference points when performing a haircut.</td>
<td>Pre-assessment and post-assessment</td>
<td>These assessments were developed to check the students concern for their future haircut clients</td>
<td>Arranged for all test modifications</td>
</tr>
<tr>
<td></td>
<td>Bell ringer assessment</td>
<td></td>
<td>One-on-one mini review</td>
</tr>
</tbody>
</table>
The pre-assessment and post-assessment quiz will analyze student knowledge prior to and after the completion of the first lesson in the Hair Cutting and Shaping unit. The same quiz will be administered for pre-assessment and post-assessment to collect the most accurate data of student learning. The quiz will consist of ten multiple choice items. Students will take the pre-assessment quiz at the beginning of class before the lesson begins. A post-assessment quiz will be given on the following day after the completion of the bell ringer. Students with IEP’s and 504 plans will be accommodated to accordingly and arrangements will be set up prior to the instructional sequence. Giving a pre-assessment quiz will provide the instructor with information about the students’ prior knowledge of reference points. The post-assessment quiz will determine whether the students gained knowledge from the reference points lesson. If the students have reached mastery, they will move on to the next lesson in the Haircutting and Shaping unit. Mastery will be 70% on the post-assessment quiz. The students will need to study and retake until mastery is reached.

Comparing and contrasting is considered upper level learning and will involve the students in an analysis of the information they are learning. This assessment of knowledge will be teacher guided with student interaction. Students will be asked to fill in the Venn diagram that is on the whiteboard in the front of the classroom. This activity will help students to organize their knowledge of the parietal ridge and occipital bone while comparing and contrasting the two. Then, using the same concept the students will compare and contrast the front two corners with the back two corners
of the head. The students will be instructed to create the Venn diagrams in their notebooks to be used as a studying tool.

The skill assessment will determine the students' ability to physically locate the reference points on the head. During the lecture, the students will be provided with a description and diagrams of how to locate the four reference points. Each student will receive two cutting combs and be partnered with a classmate. The instructor will ask the student to demonstrate their skill of locating the reference points. Standing behind their partner, the students will place the combs in the correct position to locate the reference point stated by the instructor.

The bell ringer assessment will measure the students concern for their future clients' hair cut needs by explaining why it is important to be knowledgeable about reference points. It will measure the students understanding of the relevance of their knowledge of reference points in relation to the outcome of their clients' haircuts. The bell ringer will be on the board when the students arrive the following day. Each student will need to complete the bell ringer on a separate sheet of paper to be handed in. The response should be in complete sentences and include professional terminology.
Directions: Please respond to the following items by placing the letter of the best response on the line provided to the left of the item.

____1. The areas of the head where the surface of the head changes are ________.
   A. subsections
   B. starting points
   C. reference points
   D. apex points

____2. In the haircutting procedure, reference points are used to establish ________.
   A. head shape
   B. design lines
   C. blunt cutting
   D. foundation lines

____3. The widest part of the head, also known as the crest area, is the ________.
   A. apex area
   B. irregular area
   C. occipital area
   D. parietal ridge

____4. The bone that protrudes at the base of the skull is the ________.
   A. occipital bone
   B. parietal bone
   C. frontal bone
   D. crest bone

____5. The highest point at the top of the head is the ________.
   A. crown
   B. apex
   C. parietal
   D. occipital
6. The reference point that signals a change in the head shape from flat to round or vice versa is the _______.
   A. crown area
   B. occipital corner
   C. four corners
   D. parietal ridge

7. The hair is _______ at the two front corners of the head.
   A. thinnest
   B. more porous
   C. thickest
   D. split

8. During the clipper cut procedure, the parietal ridge is used for _______.
   A. separating
   B. blending
   C. slithering
   D. thinning

9. During a blunt hair cut, the hair is held at a 0° angle off the _______.
   A. parietal bone
   B. frontal bone
   C. crest bone
   D. occipital bone

10. When blending a hair cut from back to front the hair is held 90° off the _______.
    A. crown
    B. occipital
    C. apex
    D. fringe
Directions: Please respond to the following items by placing the letter of the best response on the line provided to the left of the item.

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   C. crest bone
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    A. crown
    B. occipital
    C. apex
    D. fringe
Verbal Communication Assessment

Using your notes from the lecture, we will fill in the Venn diagram on the whiteboard as a class. First we will compare and contrast the parietal ridge with the occipital bone. Each of you will be asked to contribute one fact to be placed in the Venn diagram where it belongs. We will start by filling in the outer parts of the circle to describe the parietal ridge and the occipital bone. Then we will follow-up by filling in the overlapped circles to compare the two reference points.

Now we are going to create another Venn diagram to compare and contrast the two front corners with the back two corners. Again each of you will be need to contribute another fact to be placed in the Venn diagram. We will start by describing the two front corners then the back two corners. Once we have completed the outer circles, we can decide what characteristics all four corners have in common.

Bell Ringer Assessment

Using the knowledge gained from yesterday's lecture, notes and partner activity, explain why it is important to be knowledgeable about reference points and their relation to the outcome of your clients' haircuts. Please respond on a separate sheet of paper to be handed in. The answer should be in complete sentences and include professional terminology.
Instructional Sequence

Instructor Name: Mrs. Keefer  
Date Taught: November 15 & 16, 2010

Course: Cosmetology I  
Lesson: Reference Points

Time Allotment: 2 Hours

Format: Lecture with PowerPoint presentation, hands-on discussion

Objectives: Upon completion of the lesson, the students should be able to:

1. Explain the function of each of the four reference points in relation to hair cutting.

2. Define each of the four reference points in relationship to the anatomy of the skull.

3. Locate the four reference points on the head.

4. Compare and contrast the parietal ridge with the occipital bone.

5. Compare and contrast the front two corners with the back two corners.

6. Understand the relevance of the reference points when performing a haircut.

Instructional Materials

- Milady’s Standard Cosmetology Course Management Guide

Teaching Aids

- Whiteboard with markers
- PowerPoint presentation
- Cutting combs (2 for every student)

Student Materials

- Pen and/or pencil
- Notebook

Student Preparation

- Complete chapter 14 in theory and practical workbooks
Introduction: It is very important to understand how the reference points on the head will help ensure balance within your designs. By using reference points during haircut procedures, you will be able to recreate the haircut again and again. Each reference point plays a major role in the technique you use during different types of haircuts.

Content/Key Points

- Parietal Ridge – blending point, weight lines
- Occipital Bone – blending point, weight lines
- Apex – highest point, hair distribution, hair patterns
- Four Corners – front thinnest, back thickest, texture
- Location of Reference points – how to find (partner activity)

Modifications

- Photocopy student notes for IEP/504 students
- Partner IEP/504 students with strong academic students

Summary: Having a thorough understanding of the four reference points is invaluable knowledge to a hair stylist. It will allow you to create and recreate hair styles that your clients will love. Knowledge combined with your skill will ultimately increase your earning potential.

Assessments:

- Pre-assessment quiz
- Verbal communication assessment
- Skill assessment
- Bell ringer
- Post-assessment quiz
Analysis of Student Learning

Student work samples submitted separately

Overall the students were very receptive to the new information. It was apparent that many students had prior knowledge about the anatomy of the skull from science courses at their home school. It was very interesting to find that a few IEP students did better or just the same on their pre-assessment as they did on their post-assessment. In general, IEP and 504 plan students excel more during hands-on activities compared to academic instruction. After reading the students bell ringers, it became clear that the students are not strong writers.

Whole Class Analysis

According to the pre/post-test summary score analysis (Chart 1), the students gained knowledge about the reference points on the head. This holds a lot of weight because the pre-assessment and post-assessment quizzes were directly related to 3 of the achievement objectives. The bell ringer assessment is evidence that the students were able to understand the importance of the reference points when they begin cutting hair. It is very important to be skilled in cutting hair as it is the foundation for all other hair styling. The perfect haircut plays a major role in gaining a clients trust. The skill activity was a useful tool to allow the students to understand the anatomy of the skull. Every student in the class was able to locate all of the reference points using two cutting combs.
Subgroup Analysis

When analyzing the pre-post test scores in relation to the subgroups (Chart 2), I felt I was very successful in helping the IEP and 504 plan students meet the achievement objectives. With the exception of a few students, scores were overall higher after the instructional sequence. It is not out of the ordinary for an academically weaker student to have lower assessment outcome than a stronger academic student. Understanding how these students learn is important to better accommodate them. It is imperative to focus on the success of the entire class and not just a subgroup of students that excel. By incorporating several different methods of delivery techniques I was able to meet the needs of all of the students in the Cosmetology I program.
### PRE/POST TEST SCORE SUMMARY ANALYSIS

**Student Group Characteristics:**
1 = Highschool Diploma
2 = Returning Adult Student
3 = IEAP
4 = 504 Plan

<table>
<thead>
<tr>
<th>#</th>
<th>Student Name</th>
<th>NC</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Pre vs Post Test</th>
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<tr>
<td>21</td>
<td>Wayne</td>
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</table>

Mean Scores:
- Pre-Test: 3.0, 2.4, 7.0, 3.3
- Post-Test: 7.3, 7.9, 8.0, 6.2
- Difference: 4.4, 5.5, 1.0, 2.8

**Pre/Post Test Score Analysis**

**Chart 1**

**Chart 2**

**Pre/Post Test Question Analysis**

**Chart 3**
Evaluation and Reflection

This teacher work sample was a great opportunity for me to validate why I am going to school to become a Cosmetology Instructor. Being an assistant in a classroom is very different than being the instructor. Planning lessons, activities and assessments can be an arduous task, however the student achievements are rewarding.

This lesson can be difficult to teach because the students are being introduced to new terminology relating to the anatomy of the skull. The PowerPoint presentation was useful in showing the students the reference points on a skull with no hair. It also helped to physically find the reference points during the hands-on activity. The PowerPoint was created by Milady and correlates with the Cosmetology I and II curriculum. It was a great asset not only for this lesson but for future lessons that I will teach. The success of this lesson was reflected through the test results.

The achievement objectives that I set for this lesson were met with a few exceptions. Overall the students learned the basic concept of the reference points needed to begin haircutting techniques. When I thought back on my lecture and looked at the assessment quiz, I did not thoroughly cover the terminology with concern to reference points and haircutting. I am confident that the instructor will be able to recover this objective when she begins the instruction of haircutting techniques. I also realized that I did not make it clear that the four corners are a place where the head shape changes from flat to round. It caught my attention when I was correcting the post-assessment quizzes and was obvious when I looked at the question analysis (Chart 3). The question analysis is a great tool to utilize to see what assessment questions the
students did poor on as a whole. It will help to evaluate what objectives you need to better explain in future delivery of the lesson.

During the instructional sequence, no major changes were made. I had the advantage of already instructing class for six weeks while the instructor was out for major surgery. It was a benefit that I was familiar with how to set up my lesson to have everything go as close as possible to plan. An instructor must always be prepared for the unexpected situations that require a change in plan (i.e. technology malfunction, student interruptions, fire drill, etc.).

As I stated above, the bell ringer was a clear indicator that the many of the students struggle with English and writing. This instructional sequence was a little confusing for the students. The instructor does not use the pre-assessment tool. When I told the students they were going to take a test before the lesson, I had a lot of confused faces staring at me. It added a few extra steps in setting up modifications for the IEP and 504 plan students. The students who have tests read to them or that take it in separate locations, needed to receive the pre-test prior to the day of my instructional sequence. This seems to add a lot of extra foot work for a busy teacher. I may only choose to do pre-assessments on certain units of instruction and not all.

This instructional sequence was culturally-relevant in relation to the NYS Cosmetology licensing exam. Every student that takes the Cosmetology program has an end goal of obtaining their Cosmetology License. The reference points are important to hairstylists and barbers alike.
Student involvement during lecture is effective in helping the students learn the content. During my instructional sequence I had the students participate in a partner activity to locate the reference points on a human head. The most effective part was partnering IEP and 504 plan students with stronger students, unbeknown to them. By having the weaker students watch the first time through, it helps them to organize the information before locating the reference points themselves.

A huge asset to this TSW was being a teacher assistant for 5 years. After watching the teacher deliver lessons over this period of time, I have created a solid foundation of how I would like to plan and implement my lessons. Because of this, there was nothing I would change about this instructional sequence.