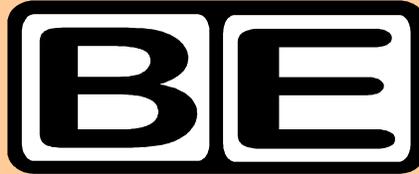


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CE AT HOME: INSTRUCTOR

Dear Colleague:

Thank you for your interest in our 8-hour at-home course. For almost 30 years, Inner State Beauty School has been dedicated to providing the highest standard of on-site cosmetology education. More than 3,500 students have received their beauty licenses through this institution, entering the field with endless opportunities for fulfilling, rewarding career options. In addition, we have been offering on-site continuing education classes since 1996. With today's busy schedules, taking a correspondence course in the comfort of your own home is an appealing option for many beauty professionals. Like all of our course offerings, this course is approved by the Ohio State Board of Cosmetology.

To take this course:

1. Simply read each of the eight sections, complete the final exam at the end of the Course, and fill out the course evaluation. Each section includes a practice test to prepare you for the final exam.
2. Mail the completed Final Examination sheet along with the Course Evaluation to us with the test fee of \$19.95.
3. A score of 75% or higher will guarantee that you receive 8 hours of continuing education for your license renewal. You will receive your results by mail.

This course is designed to bridge the gap between the talented professional and the instructor. The back-to-basics approach will show you how to apply teaching methods to the beauty school classroom. You may take this course if you have an Instructor's license.

Thank you for your interest in the Beauty Educator's At Home course. I hope you find this a convenient, cost effective alternative to on-site continuing education. Please contact us if you have any questions.

Sincerely,

Heather Walczak

Heather Walczak

Director of Continuing Education

The Beauty Educators!

SECTION 1

TEACHING & LEARNING (1 credit hour)

General

The question, “What is a teacher?” cannot be answered without understanding the learning process. Excellent teachers are remembered fondly and often having a lasting impact on a student’s life. Other teachers are remembered with distaste, even trauma, as a particularly bad experience in a student’s life. Ineffective teachers are forgotten as quickly as their lessons. Though teaching and learning go hand in hand, the burden is on the teacher to create an effective, memorable, learning experience.

What is a Teacher?

Teaching is often referred to as a noble profession. Effective teaching creates a learning environment that results in lasting memories and lessons for students. It results in affecting the lives of students as they pursue careers in cosmetology and related fields. Becoming a cosmetology educator requires skills in both formal instruction and supervised practice. An effective teacher helps the cosmetology student establish personal goals, provides guidance throughout the process and, finally, starts the job search process on the path to a successful career.

Teachers are also learners. The most effective teachers have a desire to learn, grow and succeed. Skills applicable to success in most fields also apply to successful teaching. Enthusiasm, passion, a strong work ethic and superior knowledge in a chosen field all contribute to successful teaching. Communication skills are integral to transferring practical skills to teachable moments.

Vocational teachers must teach the skills necessary for people preparing to enter the work force. In doing so, they must be aware of the current industry trends, client demands and the needs of salon owners. Ultimately, vocational teachers are responsible for helping students develop the skills and techniques for success within the cosmetology industry.



Cosmetology Instructor

Qualities of a Successful Teacher

Teaching requires a variety of strengths and abilities. More important, teaching is fluidity. Some groups of students or individuals will require more organization on the part of the teacher while other may be looking for passion and creativity. All teachers should be leaders who are motivating experts in their field.

Belief in the field of cosmetology is important to successful teaching. Ill feelings towards the industry or those involved will inevitably shadow the learning experience for students whether expressed directly or indirectly. Showing integrity and a belief in the career choice of cosmetology students will go a long way towards effective teaching

Collaboration with fellow teachers professionals in the industry will ensure that multiple and fresh methods of teaching are constantly explored. Instructors who are threatened by the success of other teachers are inhibited in their professional growth. Be receptive to feedback from students regarding the teaching methods of others in your field and from other vocational instructors. Open minds and a collaborative attitude create a positive learning environment.

Learning is the backbone to teaching. Staying aware of changes in the industry, techniques and technology ensures students receive the most up-to-date instruction.

Instructors must be willing to reinvest in themselves. The most effective teachers in the field of cosmetology should be willing to obtain at least **40 hours per year** in professional development. That might include

teaching methods, technical skills, various disciplines and industry standards. Being well-read in a variety of industry-related publications demonstrates an awareness of industry trends and business models that can be invaluable to student learning.

Organization and time management demonstrates competency in the classroom. Nothing is worse than taking a class with an unprepared, unorganized teacher. If a teacher expects his/her students to come to class prepared to learn, that teacher must come prepared to teach. Lead by example!

Setting **goals and objectives** for teaching the class, **identifying priorities** and subsequent **review** of the class keeps an instructor focused and effective. Time is precious for students as well as teachers, so plan classes accordingly, making the most of the allotted instructional time.

Minimizing interruptions by students who are unfocused or intent on wasting class time will be appreciated by other students in the classroom. Wasting time through procrastination, waiting for others or poor planning has the same effect on students: frustration.

Authority and order in the classroom garners respect and loyalty in students. Expertise leads to self-confidence and results in authority and respect in the classroom. Distance must be maintained between the teacher and student to ensure a peaceful class environment and one that is conducive to learning. Mutual respect only occurs through competent teaching. Fear, doubt and a willingness to socialize with students can undermine authority and erode the learning climate.

Leadership goes hand in hand with authority. Teachers must be good leaders and role models to their students. Leaders must separate themselves from students in a positive manner. If a student is having difficulty due to personal problems, a good leader will address the issue and provide support by referring the student to the proper support system or counseling. It would be inappropriate for a teacher to take on a counseling role. Mastery in skills and confidence is important in teaching. However, leadership is about leading students towards mastery of their own skills,

and knowing when to refer a student to an expert. Becoming actively involved in the school, community and professional organizations and taking on leadership roles will also inspire students.

Ethics and character are critical to maintaining respect in the classroom and beyond. Memorable teachers must uphold the ethics and standards of cosmetology and be an example and role model to their students.

Dependability and flexibility are keys to being a positive example and an effective teacher. Showing up for class on time and being prepared with the proper instructional materials shows competence and enforces authority. At the same time, being able to “roll with things” that cannot be changed creates an atmosphere of flexibility that students value.

A team mentality is critical to the success of any learning institution. Recognizing the goals of the organization and having a broader vision will ensure cohesiveness between instructors and create a more fulfilling educational experience for students. Teachers who are unaware of what other instructors around them are focusing on in the classroom risk being isolated from their co-workers and can create tension or disconnect for the students.



Teamwork between Instructors is Critical

At the same time, **initiative** is imperative for effective instruction. Teaching is typically an unsupervised activity by the administrative powers within an institution. Whether teaching in a seminar or classroom situation, the ability to work independently requires initiative.

Patience is a skill difficult to master and often takes a lifetime to perfect. Many people would say developing more patience is a personal

goal for their work and personal life. Teaching with patience when faced with an unexpected situation is often an area where teachers feel most challenged. Employing a few simple techniques can help teachers learn patience and be viewed with respect in the classroom.

Breathe and count silently to ten allows an instructor to evaluate a situation.

Analyze the cause of the current situation. Ask what prompted a student's reaction or what may have happened prior to the blow-up?

Options must exist to resolve the situation. What are the options, and how can the conflict become a win-win for effective diffusion.

Stay professional at all costs. Keep in mind that by taking the "high road" there will be no regrets if questioned about the situation at a later date.

Listen carefully to what the student is saying and leaving unsaid. Try to determine what may have lead to the cause or what is behind the outburst.

Create a solution to the situation by applying a firm but moderate approach.

First and lasting impressions happen daily in a classroom situation. How a teacher presents herself/himself, particularly in the cosmetology industry, speaks volumes. As a role model in the field, professional appearance must be consistent and impeccable. From head to toe, personal appearance will be judged by your students. Be an example for hair, nails, hygiene, style and deportment. Project a professional image in accordance to the industry at all times.



Tolerance and respect for students and co-workers are the golden rules of teaching. A

sense of compassion for individual situations shows a human side to an instructor and helps the instructor understand what may have caused undesirable actions or behaviors in a student. Being open to various backgrounds, beliefs and cultures of students make it more likely that the teacher connect in a meaningful way with students. Good, basic manners and courtesy go a long way towards being a good example. The old axiom "treat others how you would like to be treated" is critical to a healthy classroom environment and creates an atmosphere of respect.

Being a motivator can be one of the most difficult challenges a teacher faces. Of course motivating students can come from changing up a lesson or creating an exciting atmosphere for learning. However, the best teachers help students motivate themselves. Indeed, **internal motivation** is the true test of a good teacher. Can a student go on to a career with motivation to succeed? Is this a teachable quality? Indeed, teachers can motivate students both externally and internally. Teaching students the art of setting goals and the energizing results of achieving those goals can set the stage for true self-motivation.

Encouraging students to find their unique talents in an area of cosmetology can be motivating and lead a student down a specific path suited to their skills and talents. Showing students other success stories and getting the "back story" on that success can be exciting for students. Giving them tools stemming from your own motivation such as inspirational books, music or self-growth creates a positive atmosphere.

Effective coordination keeps everyone on track and serves to provide momentum throughout the class. A class should progress smoothly through the lesson plan. Good coordinators make teaching look easy and effortless. In fact, organized lesson plans, strong objectives, effective testing and grading procedures and teacher/student interaction require coordination and effort. Students who participate in a well-coordinated classroom feel more confident in their teacher and in the learning process. Even the most experienced teachers have challenges when it comes to organizing their class. However, the ability to come up with a "Plan B" on the fly is part of coordinating an effective learning experience

for students and is paramount to effective teaching.

Energy is another quality that often seems innate in good teachers. Students are drawn and motivated by enthusiasm and energy in the classroom or seminar is contagious. The fact is that enthusiasm and energy can be fostered and developed by utilizing a few simple tricks of the trade.

Smile and create positivity and energy. It is difficult for others not to return a genuine smile directed their way.

Discovery is exciting. Teaching something over and over can make a teacher forget that first enthusiastic plunge into a new skill. Occasional self-reminders that students are just seeing something for the first time can create energy in the room instead of the ho-hum-here-we-go-again approach.

Acting is certainly a form of faking it, but it works. By acting the part during a demonstration and showing enthusiasm for an oft-repeated task, energy happens.

Posture allows the body to get enough oxygen and creates energy. Upright posture, purposeful movement and good physical health allow an instructor to show their personal energy and enthusiasm.



Poor Posture is not Inspiring in a Teacher

Purpose can be created by having personal specific goals. Repeating your philosophy or goal to the class in a variety of ways illustrates your personal commitment to an idea can particularly motivating.

Adventure in the classroom can take many forms. No teacher wants to be labeled “boring” so change it up. Try new things in both the personal and professional life. Bringing that adventurous spirit in the classroom adds variety and can be motivating for students.

Creativity is the next step from adventurous teaching. People often say, “I’m just not creative.” Tips for creative teaching include the simple mantra, think outside the box. A teacher can ask herself, “How can this lesson be more interesting?” What might be a fun twist on teaching how to pick a nail color for a client? The more a student connects with a teaching method, the more likely that student will retain and use that information in their vocation.

Communication is the bottom line in connecting to the student. The more effective the communication technique, the more likely the teacher will meet the needs of students.

Personality is another trait of effective teaching that is often attributed to natural talent. It is, in fact, a skill that can be fostered. Curiosity about the students in the classroom adds a personal touch. Show an interest in individuals throughout the class. Utilize personal strengths and talents and focus on bringing those to the forefront. Move forward from negative situations and approach each day with a fresh attitude. Be positive and avoid negativity. Though apologies are not necessary for things that were not said or done in the classroom, be prepared to “drop it” and move on, remembering that students have their own challenges and worries that may come out in the classroom.

Negativity spreads quickly. Though a teacher cannot always control what is said in a classroom or seminar, they can control their own reaction to a situation. They can also turn a negative into a positive.

Styles of Teaching

Teachers relate to their students in different ways. In some ways, teaching styles reflect an

instructor's personality. Categories of teaching styles include: influential, dynamic, unassertive and authoritarian.

Influential teaching is illustrated by a positive give and take with students. The influential teacher maintains control through collaboration with students. Positive and assertive, the influential teacher believes in personal and professional growth. By taking responsibility for self-development, the influential teacher shows commitment and dedication to the profession and students.

Dynamic instructors believe in an active classroom environment that encourages cooperation and lots of interaction. By creating a stimulating environment, students feel motivated to succeed and have a sense of responsibility for their own learning. The dynamic teacher creates a productive environment that encourages learning and doing.



Interaction Motivates Student Learning

Unassertive teachers have trouble maintaining control in the classroom. An unassertive teacher may fear their students, avoid conflict or poor behavior. Sometimes, a teacher is anxious for students to like them and is afraid to be “the bad guy”. Unfortunately, this approach almost always creates a chaotic classroom. The root of the problem is often insecurity, inexperience or low self-esteem on the part of the teacher.

Authoritarian teaching is the opposite of unassertive teaching. This method discourages interaction between students and instructor, and is characterized by the teacher holding all the power. The result of this is students who are not encouraged to learn independently. When there is little or no interaction between students and teacher, students are not motivated to learn and grow.

Teaching Options

A teaching license in the field of cosmetology opens doors in the educational arena. There are thousands of cosmetology schools and related programs throughout the United States, and these can lead to a wide-range of career paths in teaching.

Opportunities may range from teaching specialty lectures and continuing education classes, to becoming a theory or laboratory instructor. Teaching in an institution or school may open doors to administrative position such as dean, director of student affairs or director of education. Product lines may offer business related opportunities such as a product representative.

If specialties appeal to an instructor, one might teach an area of expertise such as manicuring, or esthetician. Whether supplementing a current career in the field with part-time teaching or developing a new, full-time teaching career the opportunities are varied.

Passion for the industry, a strong work ethic and a personal desire for growth are all important factors when considering teaching or instructing in the field of cosmetology.

The Learning Process

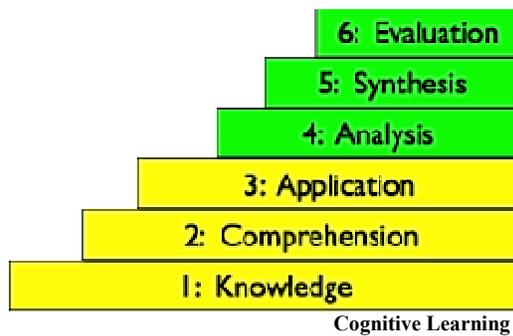
Teachers will always be “graded” by their students. Effective teachers are always measured by the success of their students. The better a teacher understands the learning process, the more likely a teacher will have success at creating a positive learning environment.

What is learning?

Learning occurs in patterns based on stimulation of the senses. Students are often described as “visual learners” or “hands-on learners”. Take note of what senses are most stimulated by a particular student during the learning process? Stimulation to the five basic senses, **touch, smell, hearing, sight, and taste** are transferred to the brain and impressions are formed. Effective teachers use a variety of methods to stimulate the senses and create patterns of learning. The best teachers stimulate multiple senses to reinforce a lesson or technique. For example, a teacher might describe a hair coloring technique, show it on a video and then let the students try the application in a hands-on session. Each student

will have heard, seen and used their hands to reinforce the lesson.

There are two types of learning. **Cognitive learning** is a change in the mental processing of the learner. If a student says, “Aha, I GET it!” that is cognitive learning. **Behavioral learning** can be seen in the observable behavior of the student.



To learn effectively, students must be prepared to learn on a variety of levels: **emotional, physical and mental**. If a student is sick, for example, the learning process may be compromised on a physical level. A student that has had an argument with a family member before attending class may be emotionally compromised.

Instructors have a small window of opportunity to **engage** the student. Learning happens when a student's attention is caught from the beginning of the lesson. Likewise, students must understand a **connection** between theory and practice. Why something must occur can facilitate the learning process. Finally, the opportunity to **practice** a lesson through practical activities or homework can cement an idea making it more likely that the student will remember it in the future.

Student Success

How does a teacher promote successful learning? Indeed, that can be one of the most challenging and important measures of a teacher's success or failure.

Successful students often have many things in common. Teachers who promote success also have common traits. **Reinforcing positive behavior** in the classroom and helping students **create personal goals** for their own success are major factors in successful

learning. These can be accomplished by a healthy balance of honest **praise** and **constructive criticism**.

Study habits are keys to a student's success. Nearly all successful students have good study habits in common. Teachers can promote good study habits by encouraging students to remove distractions, have the proper materials organized and handy for learning, and divide their student time into manageable increments of 30 minutes between short breaks. Successful students also set goals regarding the material they study and have a way of testing and rewarding themselves for new material that has been tackled successfully.



Make sure students have a quiet place to study

Fear can be a huge obstacle to successful learning. Students can be fearful of failure, of particular material or even of the teacher. Encouragement that knowledge will alleviate these fears will promote security in the learning process.

Reading skills are common to successful learners. However, students who struggle with reading can be encouraged to improve their reading skills ensuring future success. **Shorter assignments, in-class review of material and individual accountability** are techniques teachers should employ to promote student learning. Encouraging students who may struggle with assignments to explain the reading during class discussion times encourages them to think about what they have read and be accountable for assignments.

Motivated, happy and engaged students are successful learners. Hands-on activities engage students to be responsible and apply the theories in real-time situations. If students truly enjoy a lesson, they are more likely to

remember it for future applications. Finally, students are motivated by a teacher that arouses curiosity and promotes creativity in his/her students.

Individuality must be recognized and embraced by teachers. Students differ in their interests, talents and challenges. They also differ in the way they learn. A teacher that recognizes and embraces the differences in each student will encourage successful learning.



Student Individuality Should be Embraced

Student types include:

Class leader – May be viewed by other students as a teachers pet, but is a quick learner and active participant. Typically, this is the highest achiever in the class. Feelings of inadequacy may drive this student type.

Scapegoat – A student who is not prepared, negative, and disruptive to the class. Often the scapegoat is the low achiever in the class and one likely to exhibit anger or defiance.

Lost student – Avoids any attention and is often withdrawn from others. These students are often referred to as “loners” and can be slow learners. These students may also be non-responsive to teachers and other students in the classroom.

Mascot - This “class clown” often disrupts the classroom and craves attention. An inability to concentrate and short attention span may indicate a learning disability. Humor and fun often covers fear and immaturity.

Students that exhibit some of these behaviors are not unable to learn, but may require different instructional methods than typical learners. Maintaining high expectations for all students and varying classroom techniques and activities increases the likely-hood that teachers reach every student.

PRACTICE TEST – SECTION 1

All answers to the following practice test can be found in the text of Section 1.

1. Scapegoats are likely to exhibit shyness.
True False
2. There are two types of learning, cognitive and behavioral.
True False
3. Effective teachers are always measured by the success of their students.
True False
4. The influential style of teaching is positive and assertive.
True False
5. Instructors should not waste their time on additional education.
True False
6. Vocational teaching focuses the skills necessary for people to enter the work force.
True False
7. Most successful students can study with distractions.
True False
8. Authoritarian teachers have excellent communication with their students.
True False
9. Good teachers should feel threatened by the success of other teachers.
True False
10. Unassertive teachers create calm, controlled classroom environments.
True False

SECTION 2

CURRICULUM & LESSON PLAN DEVELOPMENT (1 credit hour)

General

A *curriculum* is a program for instruction. Any learning institution must offer a solid curriculum geared towards the successful education of their students. Working within the confines of state requirements, an institution must prepare its students to pass the exams prepared by the state boards so they are qualified to work within the varying fields of cosmetology.

States vary in the instructional time they require to complete various programs. For example, most cosmetology programs require training in the following areas:

Sanitation/Sterilization

Anatomy

Bacteriology

Shampooing

Cutting

Styling

Permanent Waving

Those focused on nails or esthetician training must also meet state requirements and prepare their students for licensure testing. Once an institution develops a general curriculum they must break it down into hours and the number of classes required by the school for graduation. Some areas of training may require students to take 3 classes, others 6 classes and the hours of each class may vary according to school requirements.

Furthermore, each class must have its own objectives, goals, materials and processes that students should master before moving on to the next class. By setting goals and guidelines, institutions are able to develop standards to which all instructors should adhere, regardless of who might be teaching the class.

Within the confines of the curriculum, teachers are left to their own methods and creativity to teach manual and textbook information. Each teacher must be aware of the larger goals of

the institution while teaching individual lessons.

Throughout each course of study, teachers must rely on their experience and knowledge to expand on the objectives and goals of the class by adding context to the lessons. Always aware of the “big picture”, instructors should include background information that includes: *history, economics, ethics, health and safety, legal aspects and working environment.*

From hair cutting to manicures, lessons should always be broadened with supplemental knowledge from the instructor.

Individual Course Development

Once a teacher is assigned a class to teach and understands the overall goals and objectives of the institution and the course itself, it is up to the instructor to design the course. In preparing a course of study, teachers should be aware of the following techniques and aspects of developing the class.

A **syllabus or course outline** is not unlike a contract for the teacher and the student and one of the first hand-outs a student should receive when taking a class. A syllabus will vary from class to class, but should always be clear and concise and contain specific elements. In essence, it is the teacher’s expectations for the student and what the student can expect to learn from the teacher.

A course outline should include:

Name of course & credit hours

Objectives & goals of the course

Course overview & description

Requirements for completion

Instructional methods employed

Content of topics covered

Grading standards

Course material list

Instructor contact info/office hours

Within the development of an individual course of study, an instructor should make clear: What are the **objectives** of this class? An objective should reflect what skills, knowledge or attitude the student will possess upon completion of the course. Ultimately, what is the purpose of the class and what is its relevance to the study of cosmetology? An objective is typically a general statement such

as: This course will develop proper technique in shampoo and rinse theory and practice while demonstrating proper safety techniques. **The format** of the course is developed by the instructor within the confines of the institutional objectives and should be flexible and allow for a variety of student abilities. When planning the content of a course of study, it is important to determine the order of content and a time allotment for each area of instruction. Content can be broken down into units and components. Experience is helpful in designing course content and deciding on time allotments to each section. In cosmetology, further breakdown in to practice and theory is critical to course planning.

Lesson Plan Development

Lesson plans are guides or tools that help an instructor outline the day. They are invaluable in assisting an instructor with meeting the goals and objectives of the class. An instructor with a lesson plan is prepared, organized and able to provide a quality presentation. Suggested elements in a lesson plan include:

- Introduction**
- Objectives**
- Teacher & Student Preparation**
- Presentation**
- Safety Precautions**
- Demonstrations**
- Supplies/Educational Aids**
- Summary & Review**
- Student Assignment**

An **Introduction** of a lesson allows the student to have a clear picture of what to expect for the class that day. During the introduction, the instructor will introduce the **objective** or purpose of the lesson and how it fits with the overall objective of the class. Within this timeframe, the students will be able to **prepare** by getting out the proper materials or notes from the previous class that may be pertinent. In turn, the teacher will be prepared with the proper supplies, safety equipment and materials necessary for the class. Finally, the class should always end with a **review**. During this time the instructor may assign homework or reading to cement the lesson and explain how the class should prepare for the following lesson.

Experience will help an instructor plan the time wisely. Indeed, time should be utilized completely with allowances for questions, demonstrations and lab time. Instructors should be cautioned against trying to cover too much material in one lesson.

By developing an outline for lesson plans, the writing of the plan can be a matter of “filling in the blanks” with modification as needed.

Writing the Lesson Plan

When creating a lesson plan, utilize the template to ensure all aspects of the lesson are included. The objective will be a simple statement as to the goals of the lesson of the day. When dealing with timing, think schedule of the day’s activities and lecture. If materials need to be borrowed, purchased or gathered by the instructor, make notes. Include any page numbers or power point locations in the materials to expedite the lesson and minimize search time. Jot down any questions that should be asked of the students throughout the lesson to create continuity and allow time for discussion. Finally create assignments with worksheets or instructions that are clear and support the lesson plan.

When creating the plan, an instructor should always be cognizant of creating an exciting, interesting lesson. It’s not enough to have materials, but to use a variety of materials. Interesting films, demonstrations, unique materials, humorous photos and other teaching methods should always be at the forefront when planning a lesson.

Specific room configurations, safety equipment, or a change up from the normal classroom setup should be noted and time allotted for pre-class set up. Once the presentation is decided upon, work questions into the lesson plan throughout the class time. It is important that students are assessed during the class to make sure the lesson is being grasped by the students. Distractions from other classrooms or the outside should also be taken into account when planning a lesson. Finally, create a plan with the student in mind at all times. Build in tasks, practice techniques and self-check time to ascertain that the student is learning and not just being “taught”. Finally, evaluation will ensure that the students are grasping the material. Pop quiz material, oral questioning sessions during

class or presentations can assure a teacher that the students have both a cognitive and behavioral understanding of the lesson.

Making it Relevant

No matter what the lesson plan topic is, make it relevant and timely to the students. Every lesson plan should go a step beyond preparing students for the state licensing examination. The plan should prepare a student for a career in cosmetology.

Meeting the Industry Standards

Salons must service a lot of clients to stay in business. For many salons, **speed** and accuracy are equally important. Many salons expect a consultation and cut to be completed within thirty minutes. Being able to book as many appointments as possible while maintaining quality is important to every salon owner.

Graduates must also prove that they know what a client wants. A consult is not effective if a client leaves the salon thinking, “this is not the haircut I asked for!” Instructors must incorporate **communication** into almost every lesson plan. Haircuts, manicures, and a variety of other services all start with a client consult.

Client consults also include a lesson after the service. If there is no **follow-up**, the client may not be able to maintain the cut to their expectations. Lesson plans should include more than teaching the proper haircut. The client should be educated in the care and maintenance of the cut after they leave the salon.

Creativity in styling is just as important as giving a good haircut. Stylists must avoid giving every client a similar cut. Clients want to feel a cut is designed just for them. Any student should be taught that they must appeal to a variety of clients.

Employers are also looking for someone sensitive to **economy** in a salon. An employee who is seen to waste products, time or resources is not a team player in the eyes of the salon owner. If the salon is focused on cutting costs, employees must be on board!

Taking communication to the next level separates good hairdressers from exceptional hairdressers. Knowing the **right questions to ask** a client will assure that the client gets the

service they expected, even if they didn't know exactly what they wanted in the first place!

PRACTICE TEST – SECTION 2

All answers to the following practice test can be found in the text of Section 2.

1. When planning the content of the course, it is important to note a time allotment for each area of instruction.
True False
2. Instructors can ignore the guidelines of the institution as long as the lesson plan is exciting and interesting to the students.
True False
3. Lesson plans should be general in nature.
True False
4. Most states require cosmetology curriculums to include sanitation, anatomy, cutting & styling.
True False
5. A course objective tells the student whether they will pass or fail the class.
True False
6. A curriculum is a program for instruction.
True False
7. Lesson plans should include current industry trends and standards.
True False
8. It is not necessary to note equipment or room set-ups in a lesson plan.
True False
9. Including a variety of materials and teaching methods in a lesson plan creates interesting, exciting lessons.
True False
10. A class syllabus is only for the use of the instructor.
True False

SECTION 3

DELIVERING THE MATERIAL (1 credit hour)

General

The best lesson plan is ineffective if an instructor cannot deliver the material effectively. Standing before a class and lecturing is not enough. Students must hear, understand, and most important, respond to their teacher. Students who are bored, frustrated or uninterested will not be effective learners and will be unable to meet the objectives of the class.

Skilled practitioners do not always transfer to effective teachers. The most famous hair stylist in Hollywood may not be a good cosmetology instructor. Ultimately, it comes down to communication skills. Verbal, nonverbal, listening and speaking are all part of effective teaching methods.

Teaching Methodology

An instructor must choose his/her methods carefully when in the classroom. Methods may be more effective based on the size of the class or the age and backgrounds of the students. Ultimately, the most successful teachers use a variety of methods throughout a lesson.

In vocational education, **student-centered teaching methods** can be extremely effective. The student-centered approach divides the control in the classroom between student and teacher. **Teacher-centered methods** leave control of the lesson strictly to the teacher. Both have their place in cosmetology education.

Lectures are one of the most recognizable teacher-centered methods of teaching. Lectures are effective for supplementing textbook information, keeping a class on a timely schedule, and perfect for introducing new topics of information.

Interactive lectures require the participation of students through questions and answers and encourage student comments in a controlled many throughout the lecture.

Discussion method is one in which students participate with a goal in mind. They may

discuss in a round-table session if the class is small or break into groups and come back within a time period to present their ideas and findings regarding the assignment or goal. Teachers must be aware of the activities of individual groups if they are using this method and move about the class. This method also requires more planning, as teachers must plan for a variety of outcomes to group work and keep the class moving at the proper pace.

Cooperative learning is one of the most interactive classroom methods. Students become responsible for teaching each other and learning proactively in groups. Students may be given group projects to prepare and present to the class. In this method, students learn how to work together and accomplish shared goals. Teachers must be flexible, aware of the goal of the lesson and consistently monitor the communication methods students are using during class.

Demonstration and practice is invaluable in cosmetology education. Typically, a teacher will start by performing a technique for the class and ask the class to perform the same technique under the supervision of the instructor. Teachers must be aware that students may be trying the exercise for the first time, and that the students may be frustrated or need support. Preparation of materials, practice prior to class of how to most effectively demonstrate the technique and awareness of student safety are keys to an effective demonstration.



Student Support is Important

Field trips can be exciting and motivating for students studying cosmetology. Trips to a local salon or shop can be inspirational to those who are anxious to start their career. At the same time, this adds variety to the classroom session and gets the students out into the community.

Instructors must be aware that rules and institutional policy must be adhered to when planning an off-site trip.

Multiple Generations

Because cosmetology is a field that requires continuing education, a classroom may consist of a wide range of ages. Students may enter the field straight from high school or as a second career late in life. Current practitioners taking a seminar could vary widely in age.

The most mature group an instructor will come across is often labeled as *baby boomers*. They were born between the 1940s and the 1960s and tend to be liberal in their views. They may be assertive, independent thinkers but are capable of following a good leader.

Generation X students were born between the late 1960s and the 1980s and enjoy change and risk taking. Though they are not intimidated by authority, they are willing to take initiative. An honest straightforward approach with plenty of feedback will go a long way towards connecting with this age group.

Generation Y learners are self-confident and trendy. They respond to a variety of media including social networking. Sensitivity will be important in teaching this age group, as they are diverse and question traditional racial categories. They can be creative and enjoy taking on leadership roles.

Generation Z never experienced life before the world wide web. Instant information is at their fingertips in the form of smart phones and other online devices. Born in the 1990s and early 2000s these students will be diverse and comfortable with sophisticated technology, but may be challenged in the areas of verbal and interpersonal skills.

Cultural Diversity

It is critical that today's cosmetology instructor be open to a variety of cultures and backgrounds. There may be students who speak English as a second language, or who have cultural backgrounds which differ greatly from that of the instructor.

Communication can go a long way in crossing social barriers. First, an instructor must speak clearly and avoid too much slang.

Students who do not speak English as a first language may find it difficult to follow.

Be aware of body language in the classroom. How one interprets body language may depend on cultural cues. Be aware that cultures vary in behaviors, and educate yourself by asking students questions about their culture and backgrounds.

Be accepting and encourage students to express themselves in the classroom. At the same time, be sensitive to others' behavior and realize it a behavior or attitude may be culture-based and should not be taken personal by the instructor.

An instructor should feel free to **add personal information about their own culture and background** when appropriate. It can personalize the lesson and make an instructor more human and approachable.

Proper Presentation

A lesson is only as stimulating as its instructor. And, it is an educator's responsibility to create a memorable lesson every time he/she steps in front of the classroom. Fortunately, instructors can rely on some tried and true methods to successfully **CREATE** memorable lessons during every class.

Consider the topic is the "C" to creating a stimulating lesson. By "considering" current class knowledge, how many students are in the class, and how much time there is available to present the information the foundation is laid. Indeed, "know your audience" is an excellent rule of thumb to start the ball rolling towards an exciting class.

Research is the "R" and goes full-circle towards preparing an effective lesson plan. There is nothing worse than being unprepared about a topic that is being presented. Do the homework necessary to bring research and knowledge to the table before walking into the classroom.

Examples make information easy to relate to and help an instructor drive a point home. Each "E", or example, that is brought to the class builds upon the topic at hand. Humor, real-life anecdotes or professional experiences can add up to memorable lessons.

Analyze and be aware of the students' reactions to the lecture at hand. Do they seem bored, excited, interested or oblivious? No one wants an instructor that enjoys the sound of their own voice. Get to know the students and be aware of their behavior throughout the class.

Teach is the "T" in creating an engaging lesson. New teachers may want to teach to an imaginary class in front of a mirror to watch their own behavior. Be aware of gestures, tics, nervous habits, etc. It is important to project confidence and proper speech techniques when speaking to an audience.

Enjoy the process and the "E" in create will be fulfilling and worthwhile. Students know if someone is "going through the motions" or enjoying their job. True enthusiasm and passion is contagious and comes through to students in an honest manner.

Meeting students' needs is as complex as the individual student. As humans, students are motivated like everyone on the planet. They have emotional, physical and social needs that are important to creating a sense of well-being and the right attitude towards learning. A good instructor is aware of those needs and will do everything to create an atmosphere to support them. As complex as human nature can be, there are a few basics that most everyone considers "motivators" and part of basic human needs. These include:

Personal power allows people to feel they can control their own lives

Pride in self

Security in having personal needs met such as food, clothing, shelter

Approval from others

Sense of belonging for social needs

Desire to win and prove worthy

Creativity or self expression

Adventure to explore new paths

Freedom to be oneself

Love is personal security

Creating External Motivation is a huge part of a teacher's responsibility. As stated, students have a responsibility to come to class motivated and ready to learn. However, excellent teachers motivate students on a daily basis and keep them interested in their chosen course of study. Educators can motivate students by using a variety of techniques.

Personal Connections are important to motivate students. Instructors should have office hours before or after class to encourage students to discuss lessons or ask questions.

Activate students through interesting presentations and keep the room comfortable and distraction-free.

Examples always add to a lecture or presentation.

Praise is a motivator and reinforces the learning process. Avoid negativity.

Questions and feedback should be encouraged and never dealt with negatively.

Competition is a terrific motivator and can encourage students to push themselves to greater heights.

Eye contact & enthusiasm illustrate the instructor's interest in the topic.

Encourage internal motivation by showing long-term benefits of personal goals. Examples of those who have achieved greatness shows it can be done.

Supportive environments are positive for learners. Encourage students to bond with and support each other in their goals and stress the importance of current & future networking.

Individual choice can motivate students to explore their own path and feel in control of their own education & future career choice. Offer options in assignments and projects directed towards personal growth.

Making a Statement

Seasoned lecturers probably find it most challenging to walk into a classroom with a powerful opening day after day. At the same time, a new instructor may not be sure how to

strike the right balance between an effective opening and something that seems genuine and not forced or fake. To deliver a lesson with power, an instructor should keep a few techniques in mind.

Enthusiasm is all about attitude. Show the students that you are interested in the topic of the day. Challenge them to learn!

No apologies from an instructor. Show confidence. Preparation is the key. Sincerity is recognizable so be honest.

Eye contact exhibits confidence and shows an interest in individuals.

Set the tone and prepare the students for the lesson ahead. Show them there IS a plan.

Keep them focused and on track with questions.

Project a confident appearance with style and attention to personal grooming, good posture and purposeful movement throughout the classroom.

Speak with confidence, proper volume, articulation and emphasis. Use appropriate, understandable vocabulary geared towards the classroom demographics.

Making it Count

Ultimately, teaching is all about the lesson. The lesson plan is meaningless if there is no substance.

There are a variety of ways to organize material in a relevant manner. **Chronological organization** allows a teacher to present the material historically in a sequential manner, which can be helpful when presenting background information or history. **Problem-solution** presentations are helpful in a situational lecture discussing business scenarios or customer-service issues. One of the more common presentation methods is the **topical structure**. In this method, a teacher will go through a lecture with topics discussed by order of importance. In vocational training, the **theory-practice** method starts with a theory being explained and progresses to a practical demonstration to highlight the theory. This hands-on approach is often one of the most effective.

Within a lesson, the instructor must present the material in a meaningful way. Each discussion must be fleshed out with facts, examples, hand-outs, photos, and even personal stories. These facts, figures or key vocabulary will bolster the topic and add meaning.

In the end, each lecture should be brought home to the student with a wrap-up or conclusion. Provide an overview and as a follow-up to the lesson. Homework, projects or even a follow-up reading assignment can reinforce the ideas presented during class.

Delivering with Interest

Information can be delivered in a variety of ways. It is critical that an instructor grab the attention of the student in the beginning of the lesson and hold it for the duration of the class. Not an easy task in the world of smart phones, tablets and instant access to entertainment, information and the media. However, effective delivery of material is still an option and there are tried-and-true methods which can help hold the students' attention.

Even with all of the gadgets available today, an instructor is still the main focus of the student in a classroom situation. The instructor should be fluid, making points as he/she moves throughout the room. Forcing the students to move a little in their chairs keeps them alert and focused on the message. Visual aids and tools like power point presentations can add interest to a lesson and aid the student in note-taking. Even simple techniques like gestures add movement and emphasis to a lecture. Verbal techniques incorporating pausing and voice volume can also grab and keep a student's attention. Vary from a whisper to a smack on the table to keep things interesting. Other variations can include music, group discussions, guest speakers, famous quotes, games, contents and live or mannequin models.

Testing the Waters

Throughout a lesson, an instructor will need to see if the material being presented is understood by the majority of students. Feedback is critical from students, but is not always easy to obtain. In the lesson plan, create questions for the students. Questions can be recall-type questions of particular students or the class in general. Throwing a general question to the class may elicit a few

raised hands. Try directing the question to a specific student. Higher level questions may include a general & specific question in one. "Explain the proper way to drape a client prior to a chemical process and why it is important." Again, questions can be directed to individuals, the entire class or even groups. Be careful to reinforce a student's answer with positivity. "That's terrific, Carrie. Can anyone else add to her explanation?" Or, "Did everyone hear Carrie's answer, she explained the process perfectly!" Even gestures such as hand clapping, nodding and smiling can reinforce a question/answer exchange.

CLASSROOM AIDS & TECHNOLOGY

Technology is here to stay, and research shows that straight lectures are a thing of the past. It is clear that learning is most effective when a variety of senses are stimulated. Those instructors who incorporate classroom aids and technology within their lessons are more likely to help a greater number of students retain the information.

Keeping up with technology may seem like a daunting task for instructors, particularly those who grew up with chalkboards or dry erase markers. Instructors may not have to take on the complete burden of updating their technological training. Many institutions provide additional training and support for their instructors. It is important to check out the policies for this before paying out-of-pocket for classes or seminars.

Instructors are often limited by institutional budget concerns and the availability of some technologies, but it is not necessary to utilize the most cutting edge technology in the classroom. What is important is that ***instructional aids should be varied and appeal to a variety of senses.*** Anything, from a simple handout to a PowerPoint presentation, will support a lesson plan and add to its value. Ultimately, the goal is to encourage student interest in the subject.

Color, audio and other design features adds to both emphasis and interest levels. But instructional aids also have a practical side. Breaking down a textbook lesson on a smart board or PowerPoint can aid students in the note taking process by outlining key points

that may be in their textbooks or on an upcoming test.

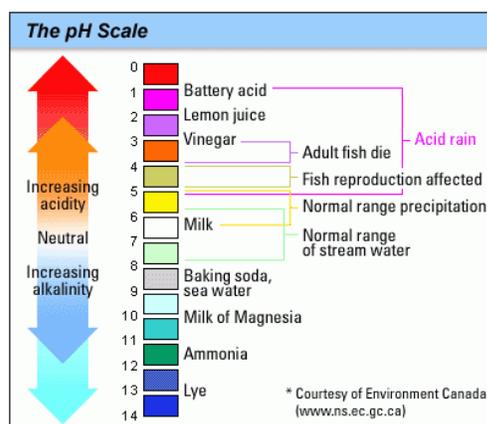
Consider the student

The importance of utilizing any technology or instructional aids must be tempered with access. Students should be able to see, hear or touch the display where applicable. The best presentation may not be effective if half the class cannot see or hear it. The teacher should also be prepared. Make sure there are enough handouts for the class, or that the photo or chart is large enough for everyone to see no matter where they may be seated in the classroom.

Quality is also important. If a mannequin is falling apart or the audio doesn't work on the PowerPoint, frustration will outweigh any benefits of the presentation.

Creative Materials & Technology

Printed materials include worksheets, books, hand-out, photos, brochures and media clippings. In short, anything on paper that may be distributed to individuals or groups in the classroom.



Handouts are Valuable Teaching Aids

Display aids include charts, photos or dry erase boards. They should be current, clear and applicable to the lesson at hand.

Audio visual aids utilize screen-based technology. These might include DVDs, PowerPoint presentations, smart boards or music. They appeal to visual and audio learners and often add some interest to a lesson

plan. Some aids, like PowerPoint, combine a lecture based presentation with audio and visual features that add interest.



Smart Boards as Interactive Teaching Tools

Three-dimensional aids are commonly used in cosmetology teaching and include mannequins, tools and equipment. Instructors should make sure there is equal access to the display or exhibit for all students.

Reference materials should be addressed for homework assignments, class projects or students who want to do additional research. These can include websites, magazines, books or DVDs. Students should also be directed if the institution can provide access to these materials, or if there are other options such as library access, student discounts or other purchasing information.

Remember that any technology or teaching aid is meant to add support and interest to a solid lesson plan. Any technology or teaching aid should be used at the appropriate time during the lesson and be clear to all students. Be wary of allowing technology to take over the classroom. Teachers should always address the class during a lesson, not the display or the PowerPoint. Technology is only as good as the teacher presenting it.

PRACTICE TEST – SECTION 3

All answers to the following practice test can be found in the text of Section 3.

1. Instructional aids should be strictly visual.
True False
2. Eye contact from an instructor can be intimidating and send the wrong message.
True False
3. Successful teachers use a variety of teaching methods.
True False
4. Different cultures may interpret body language differently.
True False
5. Teachers should wait until the end of the class to ask students questions.
True False
6. It is a bad idea for an instructor to include personal information about their own culture or background.
True False
7. Cooperative learning is a teacher-centered method of teaching.
True False
8. Audio visual aids include DVDs and PowerPoint presentations.
True False
9. Demonstration and practice is not effective for cosmetology teachers.
True False
10. Vocational education programs often benefit from student-centered teaching methods.
True False

SECTION 4A CLASSROOM MANAGEMENT (.5 credit hour)

General

Teaching is as much about facilitating as it is about presenting knowledge. As mentioned, delivering the material can be effective in a multitude of different ways. Classroom management goes hand-in-hand with how a teacher delivers the message and the material.

Establishing credibility

is visual first. Professionalism from the way an instructor walks into a classroom to the clothes they wear is all part of an image. Imagine the difference of a teacher walking in tentatively in sweat pants and flip flops with a teacher that comes in smiling, confident and professionally dressed. Before a teacher even says a word, the image is cemented for the student.

Adult learners have a vested interest in their education. They want to be assured that there are expectations for student behavior. However, a teacher who starts off a class reading off a list of rules and regulations about personal behavior may present themselves as condescending. Utilizing the transfer technique, an instructor may set forth a few guidelines and ask for help from the students. Learners who outline their own expectations are more likely to be invested in the process.

Instructors who model those behaviors, enforce the rules, and maintain high standards are more likely to be an effective classroom manager. Clear disciplinary consequences, follow-through and an overall positive attitude will also help a teacher manage classroom behavior.

Consistency is the key to successful management in the classroom setting. Students are always aware of fairness in the classroom. Making exceptions for particular students during particular times does not send a consistent message, and may be met with anger.

Intervention for behavior issues can be high or low profile. Minor infractions can usually be dealt with by a look, a raised eyebrow or a single word. It is always in the best interest of all students to progress through a lesson with

the least amount of disruption. Occasionally, high-profile interventions are necessary. If the timing of the behavior is particularly disruptive or the violation of the rule is highly serious, an educator is obligated to deal with the issue directly and forcefully. Note that any intervention should be handled privately whenever possible.

Ignoring attention-seeking behavior can also be an effective management tool for certain situations. If it is clear the student is simply trying to get a laugh or some attention, sometimes the teacher is better off ignoring the comment or behavior.

Identifying the student by name can be effective if the teacher senses the student trying to fly under the radar. For instance, a student who is not participating or seems to be distracted with another activity may respond to being called out by the teacher. A simple question: “John, what do you think the proper approach would be in the situation I just described” lets the student know they are being monitored.

Physical presence is also effective. Simply moving close to the offender while continuing to lecture, can be an effective non-verbal technique.



Nonverbal Techniques Vary

Eye contact is another non-verbal technique that tells the learner, “I am watching you and your behavior.” This may be sufficient on its own or can be used in combination with physical presence or other techniques.

Verbal commands are also effective, particularly when non-verbal techniques are failing. Teachers may state the student's name, restate the rule that is being broken or directly command the student to stop the behavior. The comment should be directed at the behavior, not the student. Ridicule and anger toward the student is never appropriate.

Repeat Offenders

There are occasions when the techniques discussed previously do not have a lasting impact on a particular student. Classroom management takes a turn towards one on one intervention when the situation becomes chronic.

Reprimands can be given at the time of the offense or in a private meeting with the student after the infraction occurs. A stern talk that outlines the rules of the classroom and the expectation that the behavior will not happen again can be effective in a face-to-face private meeting.

Disciplinary action is the next step in the process after a verbal reprimand. A change in the severity of the consequence may be in order to drive a point home to a student.

Written contracts are another approach if other techniques have failed to inspire a change in behavior. Brief and to the point, a contract should state the expected behavior and be signed by student and teacher. The student can be reminded of the contract when necessary.



Conferences can also be scheduled with the student to discuss the problem at length and hold the student responsible for designing a solution. Teachers should be prepared for a conference with details on specific areas of

misbehavior, specific examples of time and place of behavior issues, consequences for failure to improve the behavior and plans for a future meeting.

Again, any of the above techniques should be administered with control. Avoid attacking the student personally, and focus on the behavior. Any discussions should delve into possible reasons for the behavior, the instructor's expectations for resolution and the negative long-term effects the behavior may have for the student.

Managing Specific Behaviors

The techniques discussed are effective in a wide variety of situations. All of these are barriers to a student's ultimate success in the classroom. Some behaviors are situational, and happen in particular circumstances. Others are chronic barriers and happen on a regular basis. Many common behaviors are best managed utilizing tried-and-true techniques.

Attention-seeking behaviors can disrupt the dynamics of the classroom in a number of ways. If a student is constantly seeking the instructor's attention, it may be seen as playing favorites to other students in the classroom. Simple strategies such as avoiding eye contact with the student or placing lots of space between the student and instructor can send a message to the student that they are not the only one who deserves a teacher's focus.

Another strategy is to put students into pairs for a project or assignment. The offending student is forced to focus on another student in this situation versus the instructor.

Making it obvious that there is no favoritism by giving the offender a less pleasant project or assignment can also send a message to the entire class.

Late comers are disruptive and often combine this behavior with a lack of preparation by turning in assignments late or not at all. Specific techniques can help with this behavior issue and help an instructor manage the classroom more effectively.

Make a point to thank those who arrived on time prepared to learn.

*Create consequences for being tardy such as clean-up duty or errand running.
Create rewards for those who arrive on time.*

Make the latecomer the timekeeper for breaks and dismissal for the class.

Create excitement at the opening of the class that the latecomer will regret missing.

Create pairs or groups and grade on equal participation in the group work.

Change the break schedule if there are issues with returning from breaks in a timely fashion.

Change the amount of time for the break to keep habits from forming.

Schedule a meeting with the student to find out if there are personal issues that can be discussed or solved to break the habit.

Introverted students may be non-participatory, shy or passive during class. Good classroom management can help these students overcome their shy behavior.

Group work encourages students to participate in the comfort of a smaller group.

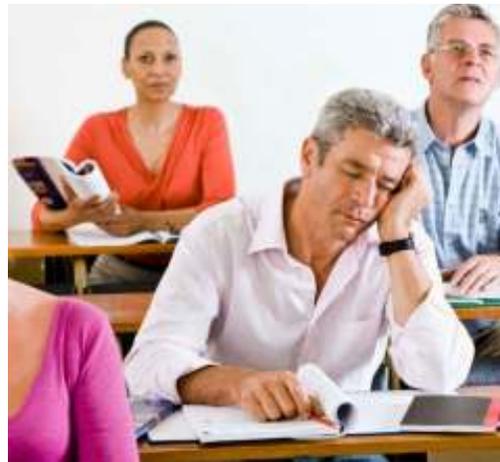
Have groups rotate leadership roles so each student has the opportunity to lead the group.

Create incentives or rewards for active participation during class.

Pair quiet students with outgoing students.



Introverted Students are Passive During Class
Sleeping during class is disheartening and frustrating for a teacher and a guarantee that no learning is taking place for the sleeping student. There are options for a teacher to utilize in this situation.



No Learning Takes Place for a Sleeping Student

Offer shorter more frequent breaks during the session.

Utilize energizer techniques such as stretching or moving around to different areas of the classroom.

Assign a task to the student that involves physical activity or participation.

Schedule activity based learning when the sleeping is occurring and save the lecture time for earlier in the day.

Meet with the student to find out if there are health issues or something going on at home that is disrupting the student's sleep pattern.

Talking during class can be chronic with some students and is very disruptive to the rest of the class. It is also a common issue that can be dealt with using specific techniques.

Move between the two students physically to send a message.

Split the offending student and the receiver of that student's attention into separate groups.

Ask a question of the student who was talking.

Pause and wait out the conversation. Eventually the students will take note in the lull of the teacher's discussion and stop their conversation.

Have a private discussion with the student or students who are causing the disturbance.

A **doubting Thomas** may become problematic by incessant negative comments. Preparation is the key to dealing with this type of problem, and there are specific techniques available to an instructor to help.

Smile and continue with a "bear with me" comment that suggests the point being discussed will be proven with time.

Be prepared with extra facts and information that support the discussion.

Request that the student explain why the topic being discussed is not legitimate.

Give examples to back up the theory that are from personal experience to illustrate the instructor's professional background and knowledge.

Acknowledge the student's concerns while adding that upon more growth and study, the student may find that their opinion will be disproven.

Daydreamers can be equally challenging for an instructor. Watching a student stare blankly, doodle or do other work is probably an indication that the student is not engaged in the learning process. Strategies for inattentiveness vary, but can be effective.

Show the student the personal relevance of the discussion at hand. "You will see how this affects your future job performance and opportunities in the field."

Pair the student with an active student who will demand performance and attentive behavior on a project.

Add variety to the class to keep the students engaged and on their toes.

Create interest by adding an unusual or little known fact about the discussion that the

student may find funny, interesting or surprising.

Physical presence near the student often forces them to put away the distraction or show interest in the discussion.

Over the top enthusiasm can be just as distracting as a sleeper or a talker in the classroom. No one wants to hear from the same student all the time, even if their responses are positive and engaged. Careful use of techniques can quiet the participation of one who is overly attentive.

Separate those that just talk and those that know what they are talking about with pointed questioning.

Pair the student with one who may need the leadership and extra help.

Engage the student's enthusiasm with an extra challenge or project to keep the motivation high.

Challenge the student with a particularly difficult topic to illustrate they may not have all the answers.

Advising & Counseling

In many cases, classroom management goes beyond the classroom. Instructors are expected to give advice on a variety of topics outside of the class objectives including the search for employment, licensing considerations, and additional educational goals for individual students.

An instructor should schedule conferences or meetings with every student at least once during the session. Some institutions develop guidelines for monthly or quarterly meetings. During a meeting, the student's overall performance should be discussed. Practical skills, theoretical knowledge, learning attitude, professionalism and communication skills are all topics that should be discussed.

Educators should take the time to assess the student and identify any issues that may be personal in nature. Tardiness, interpersonal problems, or any other difficulties could be red flags for a professional to handle. In this case, the instructor should be prepared to refer the student to a professional.

Regular feedback for every student is critical to the management of the classroom.

Management of Physical Space

Walking into the classroom should be inspiring and comforting for students. An instructor should create an organized, well-thought-out space suited for learning. Of course, practical issues such as heating, cooling and lighting should be regulated to keep students as comfortable as possible.

Disorganization, a poorly thought out arrangement of furniture, unsafe equipment and cluttered work areas do not create an inspiring space. All equipment should be properly maintained, organized and kept clean. Displays, models, books and materials should be up-to-date and clean. The instructor's desk should also be a model of professionalism, and set an example for students.

Learning Space

Classroom tables or desks should be arranged to suit the needs of the students and is critical to managing an effective classroom. The room should encourage participation and cooperation among learners, and ensure that all students can see and hear the instructor at all times.

Circle arrangements are effective in smaller classrooms of less than fifteen students. Circles facilitate group work and discussions, but may not be terrific for viewing a screen or other visual aids.

U-shaped set-ups are also effective for smaller classes and makes viewing the instructor or visual aids easy. The downside to this arrangement is that all students will not be able to have eye contact with each other.

Board-rooms are designed around a single large table in a rectangle design. This set-up is perfect for discussions and meetings, but is not ideal for most classroom activities.



Board Room Designs are Perfect for Discussions

Semicircles are a nice way to arrange desks for a smaller group of students. It is effective for watching visual demonstrations and allows for interaction and student involvement.



Traditional classroom-style set ups allow for effective question-answer sessions, lectures and visual presentations, but does not allow for interaction among students. Some instructors prefer the sense of control they get from this arrangement.

Crescent arrangements are perfect for learner-centered activities, and also allow for lectures and presentations. Learners sit close together at a round table in a semi-circle, so the instructor has somewhat less control over the classroom. However, it does allow for terrific student discussion and activities.

Administration

Every instructor has responsibilities for grading, record-keeping, keeping track of attendance and other paperwork. Many of these records are required by the institution and can be critical in receiving grants, state or federal aid. It is important for the instructor to keep accurate records for future meetings with administration, students or other parties. On a personal level, keeping accurate and updated records assists the instructor in running a well-managed organized classroom.

PRACTICE TEST – SECTION 4A

All answers to the following practice test can be found in the text of Section 4A.

1. Written contracts are excellent for minor infractions.
True False
2. Ridicule and anger are effective teaching methods for major infractions.
True False
3. Ignoring attention-seeking behavior can be effective classroom management.
True False
4. Crescent arrangements are perfect for learner-centered activities.
True False
5. Conferences should happen at least once per quarter or semester for every student.
True False
6. Shy students should be forced to do presentations in front of large groups.
True False
7. Disciplinary action is the first step for a repeat offender.
True False
8. Physical presence is an effective strategy for socializing students.
True False
9. High profile interventions are best for minor behavior issues.
True False
10. Consistency is the key to successful management in the classroom.
True False

SECTION 4B

MANAGING THE PRACTICAL CLASS (.5 credit hour)

General

A well-managed clinic is the heart and soul of any cosmetology educational program. A student who is successful in the clinic environment is more likely to have a successful career in the cosmetology industry. It is imperative that teachers ensure their clinic program is a professional, well-managed training environment for students. Here, students receive the training that will transition them from student to professional. In the clinic, students learn practical and people-skills. Because communication skills are vital to the ultimate success of a cosmetologist, this training is a major contributing factor to the program.

The clinic is also an important form of income for the cosmetology institution. This revenue can offset the school expenses, tuition fees and, in some cases, allow a school to provide its qualified students with financial aid.

Clinic as Student Priority

One of the first things an instructor should make clear to students is the importance of the practical class. Many students resent the “free labor” they are providing, and make it clear that they will not work to their potential until they get a “real job”. If the instructor does an effective job, students will realize the benefits of working hard during training and practice at the clinic.

Students should be set up for success from the beginning of their education. The clinic should be presented as an exciting opportunity for career success. It should also be made clear that from day one in the clinic, a student’s goal should be to develop a client base. This base can start at the clinic. Students who visualize themselves as successful cosmetologists from the beginning of training are certain to be better students and, eventually, more successful professionals.

Managing the Clinic for Profit

The clinic is critical to offsetting the cost of education for students and the institution. A successful instructor will always keep the financial goals in mind when managing a clinic. The rule of thumb for many institutions is that a clinic should generate at least half of the operating income for an institution. The other half is generated by student tuitions. A reasonable net profit goal should be 10%. Because the educators have a vested interest in the success of their students and the institution, they should all be on board to create a dynamic, profitable clinic.

From the beginning, students, staff and administration need to focus on the success of the clinic. Clinic instructors should educate their students in the value of a successful clinic and how that will directly affect the success of their future career.

Students should understand the relationship between service frequency and profit margins. The more clients the student services, the more profit the institution makes, the more likely tuition will stay at a reasonable rate. Developing a client base that is willing to follow the student to their future workplace will be invaluable to a student's first year salary. Again, an effective educator will use these tools to manage an effective clinic and successful students.

Team Building

Students working in the clinic must have specific goals to drive them towards a successful career. Instructors should stress those goals from the beginning.

Students must build expertise during practical training at the clinic.

Students must have a positive attitude at all times when working in the clinic with customers and co-workers.

Students should develop relationships when working with customers to build their client base.

Students should cooperate with the instructor, as they would their future supervisor, and be willing to assist fellow students as they would their future co-workers.

Students will focus on contributing to the success of the clinic as a positive reflection on their learning institution.

Teachers at the clinic should also have goals towards the effective management of the clinic and its students.

Be a positive role model.

Assist students in their goal of developing their client base.

Be effective in teaching, grading and mentoring all students throughout the learning process.

Public Relations

Professional image is everything in the eye of the public. Educators should place a priority on the type of image the institution portrays to the public who visit the institution.

Students need to understand the vital role they play in promoting a positive image. Instructors should train the student in the walk-through to assess the image of the salon. Reception should be neat, clean, organized and welcoming to clients. Counters should be clear, magazines should be neat, reception should be organized, and the greeting should be friendly.

Throughout the salon, cleanliness at every station, on the floors, mirrors, sinks, and equipment should be of highest importance. Generally, porous (absorbent/permeable) items cannot be disinfected while non-porous (solid/impermeable) can be disinfected. Items that can be disinfected include non-porous equipment such as shears, combs and pushers. Some porous items such as towels can be laundered properly and reused.

Students should be trained that cleanup is constant and automatic throughout the salon, and everyone is responsible. Tossing garbage, sweeping, straightening magazines and wiping surfaces should happen on a regular basis by everyone who has a free moment. No idle hands allowed!

Eventually, a "see the job, do the job" attitude will become part of the student's routine and excellent habits are created.

First Impressions

Reception is the first impression a client receives when they walk through the doors of an institution. Every student should be trained in the importance of the proper greeting, the smile and the attitude that “one never gets a second chance to make a first impression.” From phone skills to cashier training, it all happens at the reception desk and should be taught to every student.

Reception training should include the following skills and duties:

Smile

Organize work area before opening

Have a checklist of needed materials

Reception should be manned at all times

No personal phone calls at reception

Know the rules for scheduling appointments

Ask the client if they want to book another appointment before they leave

Never ignore a waiting client

Offer additional services if available such as manicure or pedicure options

Stay busy when in-between clients with cleaning or straightening duties

Take accurate messages

Know the procedure for closing out at the end of the day



The Reception Desk is a Client's First Impression

Forms and Paperwork

Students should be made aware of the importance of paperwork from the beginning of their training. Release forms from clients should always be signed before the service begins. Record cards for individual clients should be filled out as soon as possible and filed for future use. This training sets strong habits and allows the student to keep accurate records of their training with clients.

Managing the Dispensary

A well-stocked, well-organized dispensary is important to the efficiency of clinic. The dispensary should contain products, tools and implements that are not present in a student's kit. Managing the products and organization of the dispensary is vital for an instructor, and a student's education is not complete without dispensary training.



Part of student training is the idea that there is always something to do in a busy salon. When students do not have a client, they should be assigned tasks that develop good work habits. Students can make follow-up calls with clients who have not been to the clinic in several months or appointment reminder calls to practice their phone skills. Proactive students become proactive employees. Taking initiative in the workplace is about seeing what needs to be done when they are not with a client. Students should be encouraged to work consistently at maintaining the clinic *without being asked*. This might involve sweeping, cleaning, assisting with towels or updating client records.

Professional Standards for Students

Management of a clinic includes training students in soft and hard skills. Encouraging students to assess themselves on a daily basis encourages good grooming. Clean, professional clothing, well-groomed hair, manicured nails and good hygiene are paramount to presenting an image to clients that inspires confidence. Students should be graded on these attributes just like they would be graded in how they give a haircut or shampoo.

Students should also have a checklist regarding their professional behavior. Are they on time, pleasant to clients, helpful to staff and other students, always busy and positive? Students can grade each other and themselves in these areas as a checklist before they are graded by their instructors.

Clients Come First

Students should also be assessed when dealing with clients. Do they have a professional greeting? Can they keep up a conversation while providing a service? Did they keep things light and positive? Did they answer clients' questions thoughtfully? The bottom line is the client should always feel welcome and appreciated. Students should always be aware of that goal.

Proper shampoo techniques go hand in hand with client service. The shampoo is the first contact a student makes with a client, and an opportunity to establish a good rapport. It is also an excellent opportunity for students to practice their practical and personal skills.

Adding to the Resume

During their clinic training, students are expected to develop their professional portfolios. These can be used to show potential employers and clients their skills and experience. Instructors will address the portfolio almost as soon as the students begin training. The portfolio should be a showcase of the depth and variety of work the student has completed with success.

Teaching in the Clinic Environment

Many institutions incorporate zone teaching for instructors and students. With this method, teachers are assigned particular stations and students. They will monitor safety, client comfort and the students. At this point, students should know the basic. Instructors should be looking for improvements in skill, speed and customer service.

An efficient instructor will be able to manage a wide variety of duties within a short period of time. Instructors learn to prioritize where someone may need help immediately. Students can even check each other's cuts, or learn to check their own by following a few guidelines.

Instructors should always have their own tools and equipment handy while instructing a clinic. It sends a message that the instructor is prepared and avoids wasting time searching for tools or borrowing those of a student. Monitor student kits and supplies to insure they are kept clean. Lead by example in keeping your own materials clean as well.

It is not in the best interest of the clinic, student or instructor to criticize a student in front of a client. A student should be spoken to after a client leaves. Positive reinforcement should always be a lead-in to a constructive criticism. "Your client seemed very happy with her haircut today. I thought you did a terrific job, too. You might find it helpful to...." A student will be more receptive to a mix of positive and constructive criticism and more willing to incorporate the advice in the future.

Safety should always be an instructor's top concern. Some students need help getting started or mixing chemicals. Others need to be checked on during a chemical process. If an

educator does not check students frequently enough, client safety may be at risk. Sanitation procedures should also be monitored carefully and consistently. Disease and infection can spread and create problems for any salon or clinic that is not taking the proper precautions. Ultimately, the responsibility for client and student safety lies with the instructor.

Community Service

Clinics can promote themselves and offer additional training opportunities for students in a number of different ways.

Instructors can speak on a variety of different beauty topics at local high schools or organizations, and promote the school as an excellent addition to the community.

Arrangements might be made to take students to local nursing homes or women's shelters for free or discounted services. This promotes visibility within the community and gives the students opportunities for additional training.

4. It is important to the success of the clinic that the student service as many clients as possible throughout the day.
True False
5. Students should be trained to call a client after they leave the clinic to set up another appointment.
True False
6. Students should have a positive attitude at all times when working in the clinic.
True False
7. The reception area is a client's first impression when they enter a clinic.
True False
8. Instructors should use the tools of the student they are helping at the time.
True False
9. Students should be trained in all aspects of reception while at the clinic.
True False
10. Students will focus on contributing to the success of the clinic to keep their tuition costs down.
True False

PRACTICE TEST – SECTION 4B

All answers to the following practice test can be found in the text of Section 4B.

1. Students should relax between clients when working in the clinic.
True False
2. A clinic should generate 25% of the operating income for an institution.
True False
3. Students should not worry about a client base until they are working in a salon.
True False

SECTION 5

MOTIVATING THE STUDENT (1 credit hour)

General

Of course, self-motivation is important in the learning process. No one can deny that a student should be present, active and engaged in the learning process. However, a teacher must create a positive environment for learning that allows students to fulfill the motivation that initiated them to continue their education. It is the instructor's job to "keep the ball rolling" and build on the student's desire to study the field of cosmetology.

Classroom Leadership

A good teacher is a good leader. Leadership in the classroom is essential to creating a positive learning environment that is motivating to students. A mismanaged classroom can be filled with distractions at the least, and, at its worst, can be unsafe and unproductive. Ultimately, student performance is a direct result of the environment of the classroom.

Well-managed classrooms are typically taught by instructors who:

Possess good communication skills

Exhibit excellent organizational skills

Create a safe & productive class environment

Have high professional standards

Provide support and resources

These qualities are the gold standard for excellent teaching and tend to be reflected in their students' behavior and learning processes.

First Things First

Teachers set the stage for the classroom environment the moment they enter the classroom. The first words they utter, the clothes they wear and the attitude they project creates a first impression for the students that sets the tone for the rest of the session. Initially, an instructor should introduce themselves and let the students know how they would like to be addressed. Giving students a little background of their experience, education and knowledge will create an open atmosphere and establish the teacher's professionalism. At the same time, it is helpful if a teacher take a few moments to get to know the students. Asking them to say a few things about themselves or why they took the class opens the door to communication in the future and creates an atmosphere of give and take.

Introducing the goals, objectives and expectations of the class should also be taken care of during the first class session. Giving the students this information in writing cements the expectations and may clear any future confusion if it arises.

Finally, the teacher should begin a session with an initial lesson. This approach lets students know the instructor will be taking the course seriously and is excited to jump right into the material.

Safe & Secure

No one studies well under stressful conditions. Classroom disarray can be distracting and even unhealthy or dangerous. Proper placement of classroom furniture, including student chairs or desks, create an atmosphere of calm and organization. As much as an instructor can control other factors such as temperature, noise, light and ventilation can help students remain focused on the subject at hand.

Particularly in areas such as cosmetology, safety is another major concern for instructors. Rules for dealing with equipment, chemicals and supplies must be outlined from the beginning. It is critical that teachers minimize, and hopefully eliminate, any chances for injury for their students.

Accidents happen when students are *not aware of safety procedures, careless, distracted or inattentive.*

Safety information, techniques and emergency procedures should be introduced in the beginning of a class session and reintroduced and refined prior to specific practice and procedures. Nothing should be assumed on the part of the instructor.

Safety Specifics

Physical areas of the room should hazard free and provide adequate ventilation for any procedure which might be taking place. Temperature, whether too hot or too cold, should also be taken into consideration.

Work stations should be set up with the proper procedure and safe equipment. Students should be visible to the teacher and be able to see any demonstration the teacher is presenting. Floors, open areas and aisles should be open and safe for movement about the room.

Materials should be stored safely and properly. Organization is most critical with any materials that have a specified shelf life. These materials must be checked regularly for

expiration dates and rotated accordingly. Hazardous materials should be locked and secure from open access.

Equipment should be maintained and in good working condition. Students should be instructed to treat all equipment with respect and care to ensure future students will have the same access.

Organization

With safety comes organization. In cosmetology, this organization will be important as students become professionals working in the field. Standards should be at their highest in the classroom setting. Instructors must:

Keep accurate records of all materials and maintain adequate supplies.

Be certain equipment and tools sanitized and free of dirt and debris.

Remove waste properly and frequently.

Inspect tools, materials and equipment on a regular basis.

Awareness

Instructors should be alert to what is going on in the classroom at all times. Students exhibit a variety of needs. Some are independent learners, while others require regular attention. ***Supervision is paramount to creating a positive classroom environment.*** Time, attention and energy must be divided among students, but not always equally. Some students will require more of an instructor's time. However, a sense of equality for all students is important to maintaining an effective classroom environment. Planning effective lessons and staying mobile throughout the class will indeed create awareness for all students.

Encourage the Positive

Positivity tends to snowball. Encouraging positive communication, supportive behavior between students and responsible learning will set the stage for individual student success. Demonstrating fairness and treating students with respect will go a long way towards creating a positive atmosphere. A few other positive teaching techniques include:

Maintain a sense of humor.

Be fair.

Be friendly but professional.

Set high standards for teacher & student.

Recognize excellence and encourage it.

Exude enthusiasm for the field.

Maintaining Discipline

Effective, enthusiastic teaching environments are less likely to come across discipline problems. However, every teacher comes across discipline issues at one time or another. Assertiveness is critical when dealing with negative student behavior. Reminders of the guidelines and expectations of the class is a good place to start. It is also important to remember that discipline problems are often an indication that something bigger is at play with the student involved. Repeat offenses should be dealt with on a more involved level.

Maintaining positive professional relationships in the classroom is a good start for any instructor. However, it is inevitable that a student with problems in other areas of their lives will be likely to bring those issues into the classroom setting.

Teachers are not qualified counselors and should not take on that role. However, awareness that a student may be having typical issues of someone in their age group is a good start. Regardless of the issue, students should not affect the classroom environment in a negative way. Teacher intervention may be necessary if students are disrupting the class by coming in late, showing up unprepared, seeking negative attention during class time, or disregarding rules involving materials and equipment that may affect the health and safety of the other students.

Sometimes a simple one on one discussion can solve the issue. If the issue seems to be homework or coming to class prepared, a teacher can certainly meet with the student outside of class and discuss techniques that may help the student with study habits. If the student is late, perhaps a different pre-class routine would help the student keep themselves on track.

Challenging Behaviors

Many students see authority as threatening or negative, despite a teacher's efforts to keep a positive environment. It is important that

instructors do not take this attitude or the behavior that surrounds it, personally. Students should be calmly reminded of the rules and expectations in the classroom. Teachers should also refrain from repeating directions for a student who was clearly not listening. Indeed, other students may start to resent a teacher who is wasting time on a particular student at the expense of the lesson.

A private session with a student is generally an excellent idea to get to the root of the problem. The importance of the rules and how they create a positive classroom should be explained at this time. Classroom responsibility should be stressed and expected with no flexibility. An instructor's authority and expectations should also be made clear during the session.

Inappropriate Behavior

Student relationships are inevitable in classroom settings. If a relationship becomes disruptive or distracting to other students, it is time to address the issue. Students who have their own conversations going during a lesson or exhibit behaviors such as touching each other, should be addressed during a private meeting. Make it clear that relationships are not the business of the teacher unless they are disrupting the classroom. What they do outside of the classroom is fine as long as it does not affect the rest of the students.

Attention Seekers

Earlier in this course, student "types" were discussed. Those seeking constant attention are often the most disruptive to the rest of the students. Joking and clowning around are evidence of the class clown mentality. It is also a clear sign the student is insecure. Singling out the student or embarrassing them can only make the situation worse. Private discussions about respect, maturity and class expectations are likely to help put the student back on track.

Drug or Alcohol Abuse

There are signs of substance abuse that teachers should be alert to in the classroom. Erratic behavior, mood swings, red or glassy eyes, cold-like symptoms or a red or runny nose that doesn't go away are all indications that a problem may be present. If substance abuse is suspected, it should not be handled by the instructor alone. An instructor's

responsibility is to refer the student to a professional who can diagnose and provide counseling for the student.

Professional Referral

As a microcosm of society the classroom is not immune to complicated problems well beyond the scope of the teaching professional. Students suffering from abuse, emotional issues, psychological trauma or the hardships of economic disadvantages are likely in need of professional help. Institutions often have resources available for referral, and teachers should be aware of those resources. *It is not the teacher's place or responsibility to diagnose an issue.* Never tell a student, "I think you are depressed, you need counseling." It is an instructor's responsibility to offer support and suggest a professional referral so the student can take control of their lives in a positive way by reaching out for help.

Teaching Methods for Motivating Results

As mentioned, taking on a leadership role, setting up positive learning environments and using proper disciplinary methods are all critical to motivating students. In Section 3, a variety of teaching methods were discussed.

A teaching method is simply how an instructor delivers the material and meets the objectives and goals in the classroom. Methods should be varied and appropriate for the types of learners in the classroom. A method that motivates one student can frustrate another. Ideally, the more methods an instructor uses, the more likely a student will be motivated to learn. It is also important to note that a method is only as good as the instructor. The more confident and enthusiastic an instructor is in the method being utilized, the more likely that method will prove successful with students.

Lecture

As previously discussed, a lecture can easily become boring for students. No one wants to have something read to them that they have already seen in a textbook. Lectures are best when combined with other teaching methods. Facing a boring lecture week after week can be disheartening to the most motivated students. For those students who need external motivation, lectures can seem like torture. Engaging students through thoughtful questions and adding humor or anecdotes to a lecture are tips to make things more

interesting. A lecture should outline or supplement the material, not reiterate word for word what is in a textbook. Finally, a teacher should open and close a lecture strongly. Leave them with something to think about after the lecture is over. Motivate them to find out more on their own.

Group Discussion is an effective teaching method. By utilizing a few techniques, instructors can ensure that students are invested in the learning process. Once the students are in their groups, an instructor should not interrupt them if they are involved in the work. It is also important to provide enough time for discussion. Encourage students to be supportive of one another in a positive manner. Require that opinions be backed up with facts, not conjecture. Finally, be sure that the problem has a solution or several solutions. Do not set students up for failure with an insurmountable task.

Demonstrations are most effective with good planning. Students should know the objective of the lesson and should be able to see and hear all portions of the demo. Throughout the demonstration, an instructor should engage the students and watch to see that everyone is paying attention. Looks of frustration or confusion should result in a fine-tuning of the demo. Students should be involved in practice immediately following the demo to test their skills. Allow enough time that the students can practice the skill and evaluate their success.



Role Playing is also effective in creating enthusiasm among students. As discussed, it is best used for social issues or for solving conflicts. Teachers can make this technique most effective by using volunteers. The purpose of the lesson should be stated clearly. Students should not be put into an embarrassing situation or chosen to explore a

personal problem. The point of most of these exercises is to illustrate that there are multiple solutions in different scenarios and role playing gives a student confidence in real-world conflict.

Guest speakers can be motivating to students and a way to get an “expert” to lend their expertise in a particular field. While the guest speaker will give the presentation during class, it is the instructor’s job to research the speaker’s background, and discuss the topic and content of the speech before the presentation occurs. The instructor may also prep the speaker with the objective of the class and recent related topics that have been discussed. The instructor should be present during the presentation and facilitate any question/answer session if appropriate.

More Motivating Tips and Techniques

Connections are invaluable in the learning process. As soon as a student connects something they already know to a new concept the link becomes clear. By making connections with a variety of real-life experiences that a student is probably already familiar with, an instructor creates an “aha moment” with which the student can relate.

Another technique is **visualization**. Asking students to “see themselves” doing something in the field of cosmetology, they will visualize success as a tangible goal. Visualization requires relaxation for the students, quiet time to contemplate their goal and an instructor that leads them through the process. By noting their feelings, senses, thoughts and writing them down, their goal becomes real because they see themselves accomplishing it.

Personal stories or examples from others in the field give strength to a lesson. If a real life example can add weight or value to a lesson, use it. The story may be a humorous customer service tale or a tragic example of how things can go wrong, either way it may be an attention-grabber for the students and illustrate the importance of the day’s objective.

Mnemonics are memory aids that help students remember facts or information. For example, lists of ingredients in a recipe may be easier for a culinary student to remember if they have a poem, song or word association to

help them remember. Encourage students to create their own mnemonic if a lesson is particularly difficult for them. HOMES is an mnemonic example for students to remember the Great Lakes: Huron, Ontario, Michigan, Erie and Superior. ROY G BIV notes the spectrum colors of the rainbow: red, orange, yellow, green, blue, indigo & violet.

Difficult material can bog down a lesson and exhaust a class of students. Every lesson cannot be stimulating and sometimes there is no way of getting around a subject that most students find dull. Creating a temporary distraction can perk up students sufficiently to get through a class. **Energizers** are techniques to add life to a lesson. These could include a deep breathing break, stretching or brainstorming sessions.

Games, experiments or role-playing are also terrific motivation builders that add life to a lesson. Classic games like Jeopardy or Bingo can be adapted to the classroom and foster friendly competition. Students are not only asked to remember information, but compete with others to see who is most knowledgeable.

True False

5. Safety rules should be discussed in the beginning of a session.
True False
6. The environment of a classroom has little impact on student performance.
True False
7. A student exhibiting challenging or disruptive behaviors should be ignored by the instructor.
True False
8. Teachers should stick with the teaching method they feel most comfortable with.
True False
9. Accidents are more likely to happen if students are not aware of safety procedures.
True False
10. Mnemonics are memory aids that help students remember facts or information.
True False

PRACTICE TEST – SECTION 5

All answers to the following practice test can be found in the text of Section 5.

1. Guest speakers should be researched and prepped by an instructor prior to a presentation.
True False
2. Instructors should provide counseling if drug use is suspected in a student.
True False
3. Students bear the responsibility for keeping a classroom organized and safe.
True False
4. An instructor should feel free to leave the classroom if the students are occupied.

SECTION 6

STUDENT LEARNING STYLES (1 credit hour)

General

Adult learners are common in cosmetology classrooms. Some will have just graduated high school, while many may have worked in several other fields before deciding on a cosmetology career. Because they are focused on a career in cosmetology, most of these adults are single-minded, goal oriented, and anxious to apply what they have learned. On the flip side, they may have negative experiences that have left them cynical when it comes to education.

Adult Learning

Unlike young learners, adults have life experience they bring to the table in a classroom. When adults enter a classroom, they often do so with pre-conceived ideas based on their own personal experience. Knowing this, an instructor can bring out the best in the adult learner by utilizing a number of strategies.

Many adults may feel threatened by new ideas or ways of doing things. Because of this, they can seem inflexible or difficult. Recognition that each student is valued for their ideas, opinions and experience can go a long way towards relieving anxiety and behavior difficulty in the adult student. Acknowledgement of their life and educational experiences is often enough to help an instructor relate past experience to a new lesson or idea in the classroom.

Limiting lecture time and allowing the adult learner to jump right into participation is also critical to engaging the adult learner. They want to know they are not wasting their valuable time, and want to feel they are “getting started” right away in a tangible manner. Questions and answers, group work and demonstrations can help adult learners feel they are part of the process right away.

Learning Styles

There are four major learning styles. Within each learning style is the act of **perceiving and processing**. Perceiving is the piece of learning that absorbs the experience. Processing is the reaction someone has to the “taking in” of information.

Perceiving is the portion of learning that is the experience, both emotional and intellectual. The more emotional or connected the person feels with the information, the more quickly they will perceive that piece of information.

Processing is the way a student puts the information to work in their lives. Processing can put to work in a practical way, learning by doing. It can also be a way to apply meaning to the information. Processing can be reading a certain chapter and pausing to think about it, or learning how to cut a particular hairstyle by practicing it on a model.

Imaginative Learners

These people are often classified as having lots of creativity and imagination. As learners, they enjoy listening and sharing with an open mind. An imaginative learner might classify themselves as a “people person” and one who enjoys a sense of harmony and clarity. These are the heartfelt people who enjoy meaning in learning and tend to be nurturing to others. They appreciate an instructor who is supportive and has a sense of vision and purpose to their lessons. When learning, they enjoy the experience of perception and process by reflecting on their experience.

Analytic Learners

Scholarly is an apt way to describe the analytic learner. This student enjoys details and tries integrating new information with what they may already know. Industrious and hard-working, these students are not afraid to study and do their homework. They tend to be logical and like organization from their teachers and from their own study habits. Analytic learners enjoy the learning process.

Common-Sense Learners

Putting their knowledge to work, the common-sense learner is all about being practical. If something works or is proven to work, they will integrate it immediately. The common-sense learning is also a skills-oriented learner. They enjoy a teacher who moves quickly and does practical, hands on demonstrations.

Dynamic Learner

When processing information, the dynamic learner is literal and enjoys processing actively. Unlike others, dynamic learners embrace change and are excited about discovering new things. They look for dynamic teachers who are detail-oriented and follow-up on their lesson plans. These are the learners that are not afraid to take on a challenge and look for excitement.

There are many learners who exhibit combinations of the four styles of learning. Learners who are willing to stretch their styles will grow as students and as individuals. It is important that instructors recognize the various styles of learning, know their weaknesses and encourage growth from their students.

Dynamic learners must learn focus while analytic learners should push themselves to be more creative. Imaginative learners have to push themselves to complete a lesson and impose deadlines on themselves. Common sense learners should be open to others and understand that they, too, need to process information at their own pace.

Teaching with 4MAT

Once an instructor is familiar with different learning styles, they can teach them all successfully. The 4MAT system is a proven method of teaching to all learning styles. Bernice McCarthy, author of *4MAT in Action: Creative Lessons Plans for Teaching to Learning Styles with Right/Left Mode Techniques*, developed a four quadrant system. Each of the four learning styles has a corresponding quadrant. The four quadrants embody the four learning styles and the four elements of learning. The 4MAT cycle allows instructors and learners to flow between the four quadrants of learning.

As discussed, learning is made up of perceiving and processing information. There are four elements of learning that include **feeling, reflecting, thinking and doing**. The questions that arise from these elements are why, what, how and what if.

Feeling is personal. **Quadrant One** is about creating personal feeling and helping learners make connections. “**Why** is this important to me?” If something is personally valuable, it is more memorable and more likely to be learned.

But how does teaching integrate with this quadrant? An instructor must initiate an open environment that may include *personal references, anecdotes and stories*. Specifically, there will be lots of *discussion, sharing and cooperative learning* lead by the instructor.

Reflecting is **Quadrant Two**. It answer the question, “**What?**” Information in quadrant two is being broken down into chunks of relevant material.

Lectures are common as a methodology with this quadrant. Students are expected to absorb information in quadrant two. They may be

taking notes during a film or lecture, or *listening* to a guest speaker.

Quadrant Three is about thinking and the “**how**” of learning. How will this work? This is the practical section of learning and all about how to put it to use.

Making it work in an *active learning environment* is the methodology in quadrant three. Students may be asked to do *lab project, participate in a demonstration, or solve a problem* posed by the instructor. Leading the students in these endeavors and encouraging them to *explore* makes quadrant three an action-oriented method of teaching.

Quadrant Four puts it all together in an *application*. In this portion, the learner may apply the new knowledge to suit them in future situations. “What” and “How” become “What if?”. The teacher must facilitate taking the concept to the next level. Cementing the knowledge into place may involve having students prepare a presentation, or creating a research project on a specific area that is of personal interest to the student.

Ultimately, quadrants three and four are active learning and application. Quadrants one and two are learning and making connections. Successful teaching utilizes the 4MAT cycle to transfer the focus from educator to student. Encouraging students to learn, grow and discover while being taught, guided and encouraged toward independence is the goal. In effect, the 4MAT cycle is about the shift and movement throughout the learning cycle.

The 4MAT plan is about integrating lesson plans to the styles of learning and the quadrant goals. In doing so, the instructor is developing a plan based on the information objectives and goals of the course, while taking into consideration how to best present that information and incorporate it to diverse learning styles. In the end, the results will be favorable for all students.

LEARNING DISABILITIES

A learning disability (LD) affects the brain’s ability to receive and process information. It is important to note that a learning disability has nothing to do with a

person's intelligence. In fact, most people with LD have average to above-average intelligence. They simply process information differently. It is a myth that people with LD are lazy or uninterested in learning. They have a neurological impairment and may, in fact, be gifted.

According to the Americans with Disabilities Act (ADA), discrimination on the basis of disability is prohibited in public and private-sector employment, public and private career schools, transportation and telecommunication services and services provided by the government.

Under the ADA, private career schools must meet specific requirements for accommodation.

They must remove barriers to make goods and services available and usable by people with disabilities as long as it is readily achievable to do so.

Auxiliary aids must be provided to ensure effective communication to those with sensory or cognitive disabilities.

They must make reasonable modifications in policies, practices and procedures that deny equal access to persons with disabilities.

There are more specifics to these rules, but the bottom line is that schools must provide accommodations for persons with disabilities where it is feasible to ensure that the courses and programs are accessible.

Persons with a disability are required to provide documentation or proof of the disability when making a request for accommodations. If the disability is not reported, the school is under no obligation to provide assistance or accommodations.

There are many types of learning disabilities and they are far more common than most people realize, because a learning disability cannot be seen. While there are no visible signs, it may affect a person's ability to read, write, do math, concentrate or even sit still in a classroom setting. Children are often diagnosed with LD during grade school when a teacher may notice problems in certain subjects, with concentration, with following

directions or organizing their work. **Learning disabilities can be verbal or non-verbal.**

Most people with verbal LDs have trouble reading and writing. Dyslexia is a commonly-known verbal LD. It affects the way a student recognizes and processes the written word. There are other disabilities that affect the way a student may understand the material they see in writing. For instance, they may be able to read aloud a passage from a book with no mistakes. However, they may have trouble interpreting or making sense of what they have read.

People with non-verbal disabilities generally have an easier time learning through hearing rather than seeing. They may have problems with spatial relations, visible details like math equations and even with peer interactions.

It is important to note that individuals with LD often have other areas of difficulty in their lives. The same disability that affects a student's reading ability may also inhibit their ability in everyday life. Memory, time management, organization and interpersonal skills may all be affected by a person's learning disability.

Adults with learning disabilities may have struggled through portions of their education. They may have had poor performance in high school or difficulty with issues such as attendance. Adult students who received a diagnosis as a child or teen are more likely to manage it using techniques they learned in school.

An IEP or Individualized Education Program is often developed for students with a disability. Students with an IEP may have regular meetings scheduled with their parents, counselors and teachers to assure they stay on track and meet their educational goals. Tutoring or additional help may be incorporated into an IEP to help the student meet their goals.

Unlucky students who struggle through school undiagnosed may have the most difficult time with adult education classes. They may have felt isolated, or had issues with discipline throughout their schooling. Overall, their

negative experience may influence how they react to instructors in adult education.

Emotional Impact

People with LD can be impacted in other ways by the stress of living with the disability, particularly if they were never diagnosed. Many will go to great lengths to hide their disability.

Shame is common among LD students and adults. Because they are struggling with skills many take for granted, feelings of inadequacy and low self-esteem often result.

Many people with disabilities experience **fear** in when they start a new educational experience. They may come across as anxious or even, at times, angry. If they are hiding the disability, they may be afraid someone will find out. Or, they may simply be afraid of failure. Students who have struggled in the past are not anxious to repeat the pattern of failure. Because of their past experiences with peer pressure, ridicule by teachers or other students, or feelings of isolation, they may be afraid to revisit those traumatic experiences.

Sensitivity to light, noise or other stimuli are common in people with LD. They may be easily distracted by peer conversations, loud noises, the proximity of others, or even temperature. Emotional sensitivity is another factor in LD students. They may be more likely to be affected by a sad story or to the emotions of others in the classroom. These emotions can be expressed in an inappropriate manner that is embarrassing to the student and others in the classroom. It may also be expressed in aggression or anger, which can be disruptive in a classroom setting.

The unexpected is especially challenging to those with LD. **Change** can be frightening and anxiety producing. For students who may have struggled to master a new skill, having someone “change it up” may be frustrating and frightening. It is up to the instructor to help their students through accommodation and preparation.

There is no question that students with learning disabilities face challenges in the classroom every day. It is up to the instructor to be sensitive to those issues and create a supportive, caring environment.

Most important, instructors need to know help is available for adults with learning disabilities. Because there is no cure for LD, it is a lifelong challenge. With help and support, adults with learning disabilities can go on to higher education and be successful.

Strategies for Teaching Dyslexic Learners

As mentioned, dyslexic learners have difficulty with managing literacy and reading skills. Math skills may also be hindered by this disability. If a teacher is aware of dyslexic learners, there are strategies that can help them manage their work.

Group work is often beneficial to these students.

Use a variety of sensory methods when teaching new concepts.

Focus on the strengths of the learner and assist them with organization if needed.

Allow extra time for note taking whenever possible.

Encourage proper study habits.

Avoid marking every mistake as incorrect, and focus on the big picture. Does the student understand the objective of the assignment?

Do not compare them to other, typical learners.

Patience, understanding and some extra help may go a long way in helping the dyslexic learner. It is important to remember that these students have probably struggled with the disability for most of their educational career, and many have found methods that work for them. Being supportive and open will go a long way towards encouraging success.

ADD and ADHD Learners

Attention deficit disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) are characterized by issues with focus. Students with ADD or ADHD may have trouble focusing or staying on task, sitting still, being consistent in their school work, getting along with peers and staying organized.

Students exhibiting these behaviors can be challenging for instructors, but it is important

to note that ADD and ADHD do not affect intelligence. Given that, there are strategies that can help these students be successful in an educational setting.

Suggest different note taking methods such as mind mapping.

Use a variety of teaching aids to help the student stay focused.

Allow the student extra time to answer questions or complete tasks if possible.

Keep the student on track by reminding them of deadlines and due dates.

Suggest private signals that tell the student “you need to focus or get back on track”. This can be arranged in a private meeting with the student.

Avoid criticism and stay positive.

Stay consistent with the class schedule and make students aware of the schedule.

Give students opportunities to move about in the room and switch locations whenever possible.

Learning Challenges

Many students without disabilities encounter challenges in the learning process. It is important that instructors are aware and sympathetic to these challenges and provide their students with strategies and techniques to overcome them.

Fear of failure often leads to anxiety in many students. Often, anxiety is present in the beginning of the learning session, quarter or semester. Students may be unsure if they can handle the new challenge, worried about meeting the standards of the instructor or harbor the simple fear of the unknown. Teachers can reassure their students in a number of ways.

Establish immediate rapport with individual students. A simple statement such as, “It is the beginning of the school year and we all may be a little nervous” can alleviate some of the stress a student may be feeling. Allowing students to introduce themselves and explain why they signed up for the class can be

another ice-breaker that shows the instructor cares about each student.

Superiority is a huge turn-off to many students, particularly adult learners. Encourage students to explore concepts and do not appear threatened if someone seems to grasp the material quicker than expected.

Repetition is important and allows students multiple opportunities to grasp a concept. Avoid constant testing and encourage opportunities for students to test each other.

Memorization is something adult learners may feel is particularly challenging. Teaching techniques such as mnemonics can cue students to remember particularly difficult areas of study.

Motivation can be challenging in the best of circumstances. Many instructors assume that adult learners should always be motivated because they “signed up to be here.” However, some classes within the program may not be seen as necessary or interesting than others. If a student sees the benefits, they may be more likely to stay motivated in class. Offering students an opportunity to “vent” with some humor can also keep students on track.

Listening can be challenging to the best of students at times. Teachers should utilize active listening themselves and encourage their students to do the same.

Stay focused on what is being said without daydreaming.

Listen without jumping in to interrupt.

Restate a portion of the lecture to establish understanding.

Ignore distractions that can’t be controlled. Construction outside the building, noise from another classroom, activity of another student can all be distracting to the class. A simple, “Lets stay focused on the topic at hand, class” can help students regroup and get back to business.

Encourage proper study habits from students. Reminders or hand-outs with suggestions for proper study habits may help those students who are feeling ineffective at home. “I hope

everyone has a quiet study place and a proper study schedule in place by now.” Offer to meet with anyone after class who needs tips or reminders for at-home study techniques.

Address warning behaviors immediately.

Students who skip classes, have a defeatist attitude or have “checked out” of the learning process should be addressed immediately. Students so afraid of failure that they sabotage themselves should be shown that effective measures can be made to correct the situation and should be done immediately.

True False

5. Students who skip classes should be kicked out of program immediately.
True False
6. Adult learners should feel they are valued for their ideas and experience.
True False
7. Common-sense learners tend to be nurturing and enjoy people.
True False
8. The 4MAT system addresses the why, what, how and what if of learning.
True False
9. Students with ADD or ADHD may have trouble focusing and staying organized.
True False
10. People with learning disabilities are often self-confident.
True False

PRACTICE TEST – SECTION 6

All answers to the following practice test can be found in the text of Section 6.

1. Quadrants 3 & 4 of the 4MAT system focus on learning and making connections.
True False
2. Quadrants 1 & 2 of the 4MAT system focus on learning and application.
True False
3. Dyslexia is an example of a non-verbal learning disability.
True False
4. Analytic learners are hard-working, detail-oriented students.

**SECTION 7
STUDENT EVALUATION
(1 credit hour)**

General

Grades evaluate student progress and encourage excellence. They are valuable in assessing a student in areas of knowledge and practical skill. It is vital that instructors ensure that all students receive fair assessments. A grade should be clear and understandable to the student. Honest evaluation designed to test the knowledge of the student should be employed at all times. Just as it is frustrating to have a teacher that is “too hard”, an “easy” teacher is likely to leave gaps in knowledge that may be felt at a later date. Honest, fair, challenging grades are those most valued by students.

Grading the Cosmetology Student

Cosmetology requires practical, or vocational, knowledge and theoretical, or textbook, knowledge. Therefore, a cosmetology instructor will be required to grade students on both areas of expertise. Classroom attitude, behaviors and ability of the students to meet the day-to-day criteria of the instructor are all a part of the grading process. Within vocational training, attitude during a demonstration or practical skills exam could factor heavily into a final grade.

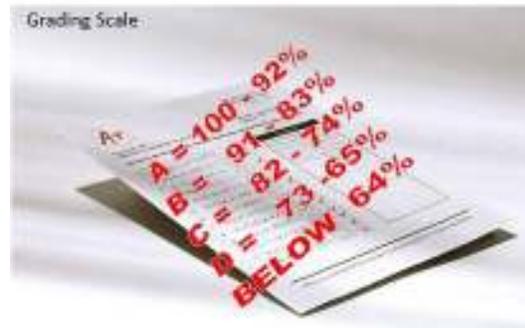
Students can be assessed before, during or after instruction. **Formative** grading occurs before or during lessons, and is a way to assess student strengths and weaknesses. This assessment is helpful during practical skills as a way to identify if students are struggling. **Summative** grading follows a lesson and is a way to measure retention, grade a skill set or check for understanding.

Testing methods can be categorized in a number of ways. **Objective tests** are generally question and answer tests that are easily graded. Was the answer correct or incorrect? However, in a **subjective test**, students might be asked to explain their answer. Essays and class discussions might be examples of subjective grading. **Performance tests** require that students show their knowledge of a particular skill or procedure.

What is important is that students are tested in a variety of ways throughout a class session. All with the objective of learning and retaining the material and skill sets.

All students must be given test objectives prior to the test, so they have a chance to study the material and ask questions if necessary.

Grading scales vary from school to school, but general standards are typically given in letter grades. An "A" is a standard of excellence, while a "B" is good. Students who receive a "C" are considered average or satisfactory, while "D" students are typically placed in the poor or needs improvement category. An "F" is a failing or non-passing score.



Students falling below a determined percentage fail.

Percentages depend upon the institution. Some schools consider an A 100%-93% while others award an A for 100%-90% performance evaluations.

Students are typically tested in theory after units or chapters of study. Tests can be essay, short answer, multiple choice or true and false. Most tests employ a combination of testing methods. Practical tests are grades based on performance standards set by state guidelines. Teachers assess performance of a skill and can use methods such as checklists or a variety of rating scales to grade the students. It is important that teachers determine in their lesson plans when the testing process will take place and make certain students are aware of the evaluation procedures.

Grading styles vary but one thing is clear, grades should not be based on an instructor's personal feelings towards a student. Instructors should also avoid certain traps to ensure fair grades and avoid questioning of ethics by students or the institution.

Personal feelings towards a student, either negative or positive, should never come into play when grading a student. If a student has been disrespectful or insubordinate to an instructor, that is a separate issue that the instructor should handle with the student. It should not be taken into account when grading an essay or practical test. Likewise, a teacher that prefers a student should not automatically give a favorable grade.

In the same vein, an instructor who is having a difficult time in his/her personal life should not let that effect the classroom grades. Just because a teacher is in a "bad mood" does not

give that teacher permission to let it color the grading process.

Fear of being viewed negatively by students is another “no-no” of grading. If a teacher is afraid of being seen as tough or only wants to be friends with the class, credibility is lost. Students do not attend school to make friends with teachers, they are there to learn and be assessed honestly by someone who has their best interest at heart.

Individual performance should be graded by a standard held for all students. Grading individuals falsely, because they have made progress does not lead to positive results. For example, if a student has made significant progress but is still well below average, the grades should reflect the current level. Encouragement should be given to the student, but not in the form of a grade.

General graders are those who give no high or low grades, but stay in the middle of the scale. Teachers should not shy away from highs and lows where appropriate. The danger in grading everyone at a “C” or “B” level is that students have no honest method of measuring themselves against others.

Evaluate what is seen. Students who miss a class or teachers who run out of practical testing time must figure out a way to test every student. A teacher who says, “Sheila has always performed well, so she would probably have received a B on this practical demonstration.” Handing out grades for students who did not perform the work will create resentment among students and is ethically questionable.

Students vary according to how they are affected by grades. High performers may be devastated by a poor grade, while others may take a poor grade in stride. Grading should be a positive experience for the entire class, and teachers should take a look at individuals and how best to motivate them. Conferences and meetings may help students analyze their progress and understand their grades.

Students that believe an instructor is a “fair” grader will continue to strive for excellence. Explaining grade policies, testing procedures and practical exam expectations at the

beginning of a session will help students recognize their responsibilities in the process.

Creating a Test

Tests should always be created with the class objectives in mind. Questions on the test should be things that were discussed in class, required in the textbook reading or shown to the students in some manner. If the students were never exposed to the material, it will be impossible for them to test successfully on that material.

When creating a test, instructors should pay attention to how much weight was given to the topic in the classroom. For example, if Universal Precautions were never discussed or prioritized in the classroom, they should not be included on a test covering disposal and sanitation methods. Obviously, this is critical information for any cosmetology student to understand, so it should be included in class objectives and on testing material.

Numbers of test questions, percentage weight given to different test sections, objectives of each area and question types should all be included in a test plan.

Timing is also critical in creating an effective test. More than 80% of the students in the classroom should be able to finish the test within the time allotted. If class time is one hour, most students should be able to complete the test. Finally, the goal of a test is not to trick students with impossible or vague questions. It is to test their knowledge of the material.

Testing Tools

Most students have seen a variety of testing methods throughout their educational careers. Utilizing more than one type of question helps reach all types of student learning styles and gives variety to a test.

Multiple Choice questions give students an opportunity to choose a correct answer out of three or four possibilities. These can be challenging for students if some of the choices are partially correct and the student has to choose “the most correct answer.” The advantage to this testing method is that it allows a teacher to cover large amounts of material in a short period of time. The **stem** is the question and the **foils** are the incorrect responses. When creating these types of test

questions, instructors should state the questions in a positive manner, and make sure that the question does not include the answer. Vary the location of the answer. For example, answer B should not always be the correct choice. Some teachers even include an “all of the above” choice which is excellent if there are several correct components to a question.



Multiple Choice Test

True or False questions can be answered quickly during a test-taking period, and are easy to grade. They are also good questions for clear, no-nonsense topics. Unfortunately, true/false questions can be answered correctly 50% of the time simply by guessing. When creating true/false questions, an instructor should initially state every question as a fact. Then, change half of the questions into incorrect statements. Finally, do not use always, usually or never in a true/false question. Be clear that the statement is, in fact, true or false. Otherwise, utilize that question in a multiple choice or essay style question.

Matching exercises are similar to multiple choice questions. However, matching requires students have two columns of information and have to match the question with the correct response. Lists should be no longer than 10 to 15 questions. Vocabulary definitions or short questions/answer are best for this method.

Essay questions are a terrific way to determine a student’s knowledge in a particular area of study. An essay question requires students to analyze information and present it in a logical manner. Essays are also an excellent way to test a student’s communication and written skill. The questions can be answered in short or long formats. Questions for essays might include specific salon situations involving customer service or procedural questions that ask the student explain a process.

Instructors should be aware that essay questions can be time consuming to answer and to grade. While they are a good test of a student’s knowledge, they can be subjective. Teachers should be cautious when grading, and have a clear idea of the elements that should be included in a correct answer. They should avoid judgment and subjectivity. In a situational question, there may be more than one correct answer to an essay, so instructors should take that into account. Students should be able to support their opinion in an essay. Finally, essays should be used sparingly, due to time constraints during test-taking periods.

Fill in the blank questions require a one-word answer to fill in the blank and complete a statement. It is a good test of a student’s knowledge and recall, because the answer is not present. Instructors should be aware that these questions may take more time to answer than true/false or multiple choice questions. They also may take more time to grade. Questions should be short and clear and have only one correct answer.

Grading Practical Skills

In cosmetology and other vocations, practical skills must be evaluated by instructors. On the surface, it would seem that grading practical skills would be more difficult and subjective than grading a written test. However, there are several methods of evaluating practical skills that can assure that an instructor is fair and meeting the objectives of the class.

The **Likert Scale** utilizes a systematic approach on a five-point scale. Each evaluation point is graded by the instructor on a scale ranging from Strongly Agree to Strongly Disagree.

For each form, the instructor completes the student’s name, date of test and the test objective or activity. For example, the objective might be proper sanitation method for a manicure. Numbered items may include, fill containers with fresh disinfectant solutions approved by state board regulations, wash the implement with warm soapy water, rinse well, immerse tool in disinfection container, rinse the implement with water and air dry on a clean towel, store disinfected tools in a clean container, etc. Failure to complete any of these steps would be checked as “strongly disagree”.

Varying degrees of each step would be documented by the instructor and graded accordingly.

Rating Scale is another method similar to the Likert Scale. However the ratings can be varied into performance (4 is exceptional and 1 is below average) or comparison (4 is better than average student and 1 is lacks ability) scales.

Rating Scale Template

Student Name: _____				
Date: _____				
Activity: _____				
1) _____ (criteria)	1	2	3	4
2) _____	1	2	3	4
3) _____	1	2	3	4
4) _____	1	2	3	4
5) _____	1	2	3	4
6) _____	1	2	3	4
7) _____	1	2	3	4
8) _____	1	2	3	4
9) _____	1	2	3	4
10) _____	1	2	3	4
11) _____	1	2	3	4
12) _____	1	2	3	4
13) _____	1	2	3	4
14) _____	1	2	3	4
15) _____	1	2	3	4

Both the Likert and Rating Scales are excellent ways to grade specific skill sets such as hair washing techniques, manicure procedures, meeting and greeting a client, etc. From a general procedure such as a facial, a skill set can be broken down into specific topics such as facial cleansing, facial massage or client assessment.

The checklist is similar to the Likert and Rating Scales but more basic. A checklist is any easy way to check yes or no if a student completed a task adequately or inadequately. General checkpoints, such as washing hands and greeting the client could be simply checked yes or no.

Regardless of the method utilized in grading practical skills, there are elements that should be considered for all methods. Instructors should:

Identify the techniques necessary for performance of the skill.

Prepare and organize materials prior to the test.

Consider factors such as speed, skill and accuracy.

Provide clear directions and be available for questions.

Check the quality of the finished product.

Most practical evaluations should be **criterion-referenced**. That is, based on a student's individual performance. **Norm-referenced** grading compares a student's performance to that of others in the class. Fairness is the goal, and students must be aware of the criteria in order to be successful.



A Practical Exam Grades a Student's Performance

PRACTICE TEST – SECTION 7

All answers to the following practice test can be found in the text of Section 7.

1. Most tests combine a variety of testing methods.
True False
2. Summative grading measures retention and skill.
True False
3. Likert and Rating scales are effective in grading theoretical skills.
True False
4. Most grading scales are based on letter grades.
True False

5. Formative grading occurs after a lesson.
True False
6. Essay questions are an example of objective testing methods.
True False
7. Criterion-referenced evaluations are based on a student's individual performance.
True False
8. Students should not be given test objectives prior to an exam.
True False
9. A true/false test is an example of a subjective test.
True False
10. Teachers should grade students based on their personal feelings.
True False

SECTION 8

BECOMING A LICENSED EDUCATOR (1 credit hour)

GENERAL

Becoming a licensed instructor in the field of cosmetology requires preparation and commitment. The same test-taking strategies that were used to become a licensed cosmetologist must be used to prepare and pass the test to become a licensed educator.

Time management, effective study habits, familiarity with the material and staying organized will lead to success.

Pursuing the Right Opportunity

Careers in education vary from speaking engagements to part- and full-time teaching positions within an institution. It is important

for a potential educator to analyze their strengths and weaknesses, likes and dislikes before deciding on a career path in education. Some educators work in salons and educate other professionals on the use of specific products or techniques. Others enjoy the challenge of training students on the entire process and preparing them for the licensure exam. Assessment of goals, strengths and objectives will help a professional decide on the right path towards becoming an educator.

Creating a Resume

Many institutions require or prefer potential employees to fill out an on-line application. However, it is still important to create a resume detailing professional qualifications. If an interview is scheduled, it is expected that a potential candidate will bring their resume to the interview.

It is usually best to keep a resume to one or two pages. Employers are interested in employment history, educational qualifications and professional achievements. A neat, clean appearance is the easiest to read for an interviewer. It should be an outline of professional qualifications. Personal information is not appropriate or relevant in a resume. All information should be truthful and accurate.

If an interview is scheduled, the potential employee should bring extra copies of the resume, references and a portfolio. Some employers may request that a portfolio be sent electronically prior to the interview.

References should only be provided if they are requested by the employer and they should list professional contacts only. No personal friends or family should ever be listed as references. Contact information including name, title, phone number and email address should be included on a reference sheet.

A portfolio illustrates the technical skills, depth and creativity of the applicant. Photos, awards, and client testimonials are just a few items that might be included in a portfolio.

Interviewing for the Position

Interviews are granted if a position is open. Once a resume is sent or an on-line application is completed, a follow-up phone call is appropriate. Simply ask if the resume has been

received, and if interviews are being scheduled for the position. If an interview is granted come prepared.

Appearance should be professional, polished and appropriate. In a beauty school interview, particular attention should be paid to hair, makeup and outward appearance in general. After all, the position is to teach cosmetology students. One should look the part.

Be prepared with extra copies of a resume, references and portfolio.

Questions will be asked during the interview that might relate to education, training, weaknesses and strengths. Be prepared to give thoughtful, truthful answers. Research the institution and prepare some questions to ask the interviewer. Questions regarding student placement rates, the job description, operating procedures and opportunities for growth are good choices.

Turn off cellular phones and electronics. No one wants to waste their time interviewing a candidate who is answering their phone.

New Employment

If hired, a new teacher should familiarize themselves with school policies, procedures, curriculum requirements, meeting schedules and the school calendar. It is important for a new employee in any field to listen and observe the work climate. New employees should be willing to go the extra mile and make a good first impression.

Once an employee is comfortable with the new environment, it is important to branch out and establish contacts within the institution and beyond. Networking can be a source of inspiration and support for any professional.

Developing Contacts in the Industry

Educators come in contact with lots of people throughout their careers. Some of these may include students, their families, faculty members, administration and other professionals in the field of cosmetology. It is the decision of the educator to decide which relationships should grow and develop, and which relationships can become valuable contacts in the field. Everyone an educator comes in contact with is not a true contact or relationship. Some are mere acquaintances. It

is important to note that relationships are not automatic. Developing contacts takes energy and time, but is well worth the effort in most cases. Finally, contact development requires mutuality and continued effort. There must be a willingness on both sides to put forth effort on a continued basis over a period of time.

Listening Skills

Communication skills are paramount to developing contacts within the cosmetology industry. One of the most important factors in communications skills is listening.

Good listeners are willing to learn and grow. Most people have something to offer personally and professionally, and the only way to find out what that is involves listening. People appreciate good listeners and often open up if they sense they are being appreciated and listened to attentively. People sense when others are willing to cooperate, learn and share ideas. Listening and learning from others allows for better problem solving skills, stronger relationships and more respect from others.

Instructor/Student Relationships

Some of the most meaningful contacts educators make throughout their careers are with their students. Some educators make the mistake of thinking just because they are teaching a class they have a good relationship with their students. Student/instructor relationships are no different than any other. They require effort and consistency.



Show interest and get to know all of the students in the class. It is important that an instructor take time to have a private conversation with each and every student. The

meetings can be formal or informal but should include some questions for the student. Do they need anything? How is the class going? Do they have concerns?

Learn their names and how to pronounce them. No one likes to be addressed by an incorrect name. It is often perceived as “they don’t even care enough to make the effort to find out how to say my name!”

Friendliness is more approachable. Smiling, relaxed teachers are perceived as more approachable than stiff or formal counterparts.

Identify lessons with the students. Once a teacher is familiar with individuals, they can add details that show they care. “Laura may be particularly interested in this approach as she has been involved in this before and had great success.”

Praise and encourage students as individuals and as a group. “That’s a terrific answer you guys came up with and very creative!” Calling out individuals in a positive manner encourages enthusiasm and success.

Confrontation should be avoided at all costs. Turn a negative into a positive. If a student is creating a problem, try showing concern and clarification first. Listen fully to the student and try to clarify the statement and redirect in a positive manner. Part of any teacher’s job is to correct mistakes. **Criticism** can be positive or negative, and a positive approach is most likely to lead to positive results in the teacher/student relationship. Asking students to rethink an approach, or simply saying, “Can I make a suggestion?” puts the ball in the student’s court and may be seen as more positive than a direct corrective suggestion. Other students may respond better to a positive statement that includes a suggestion for improvement. That manicure is impeccable and very professional, Theresa. Practice this a few more times and you’ll be as fast as a professional as well!”

Actions speak louder than words and, at times, so do gestures and expressions. Non-verbal cues are just as important to students as what a teacher says. Raised eyebrows and other negative gestures can be just as hurtful as sarcasm or negative comments. Emotional or sensitive students may even read more into an

innocent gesture than they should, so show caution in word, thought and deed.

Students are a captive audience and have little to do but focus on the instructor’s every behavior, comment and gesture. Be sincere. Giving fake praise, being condescending, acting “better” than students or focusing attention on the faster learning are all things students will notice and resent.

Encouraging students to express themselves without worry of being ridiculed, and respecting them as individuals goes a long way towards developing a lasting, respectful teacher/student relationship.

Instructor/Instructor Contacts

Team building is important in any profession, but particularly in the teaching profession. Being supportive to other professionals in the field is critical to fostering positive relationships.

Support others’ success. Congratulations are critical when someone on the “team” has had a success. Try to learn from the success, and ask what they thought led to the achievement. Avoid talking about them to others in a negative way or it could seem like sour grapes.

Personal success should be tempered with modesty and expressing happiness with the positive results.

Avoid gossip and negativity. Speak well of others and be supportive. Avoid negative comments.

Ask questions if there is a feeling that information is being shared that affects the institution or the instructors. Always be positive and avoid appearing paranoid about being left out of the loop.

Share and share alike when it comes to equipment and ideas. Likewise, return borrowed materials with a thank-you in a timely fashion.

Avoid taking advantage of relationships by asking for something that is not part of the policy, particularly from administration. People feel uncomfortable when placed in an awkward position of being asked a “favor”.

Be proactive in setting up social plans with other professionals. Don't wait for others to do it. It will be appreciated.

Compliment others when appropriate and honest. People like being recognized for talents and skills.

Be open to change and show openness to new ideas. No one likes a naysayer, and negativity tends to be contagious. Try to be supportive or at least neutral to others' new ideas. Along with this comes an open mind and positive attitude. Be a visionary, or at least be open to trends, issues and ideas from internal and external sources.

See the forest, not the trees when presented with a new idea. Try to see the bigger picture or the positive side of a new idea, an argument or position someone is taking. Before jumping on the other side of an argument, think it through.

Be the bigger person and staff member that holds a high standard and is supportive regardless of the choices of others. Keep feeling to oneself whenever possible and maintain professionalism at all costs.

Networking among professionals only works when effort is put forth, maintained and people are supportive of others. People will remember professionals who supported them and kept up a relationship when it counts.

Instructor and Administration Contact

Authority is to be respected in any job or career choice. Supporting the goals and rules of an institution and its administration is important to any working relationship. Rules regarding curriculum, teaching methods and student interactions should be respected at all times. If change is something an instructor would like to see to a policy or curriculum, proper channels must be taken. Demanding change with no criteria will be seen as negative. Suggesting improvement options with detailed documentation in writing may be a matter of timing and proper procedure. Never put someone on the defensive.

Keeping standards high will assure positive relationships with superiors in administration. Support the rules and regulations of the institution, be professional and perform in the highest manner on a day to day basis. Being a

solid communicator and initiating problem solving will also be looked on favorably by others in the organization or institution. Be certain to turn in all required paperwork, grades and professional reports in a timely manner. These actions will go a long way to ensuring positive relationships with those in administration.

Instructor/Student/Family Contact

It is important that educators know the legal ramifications of releasing student information to anyone, including family. The **Family Educational Right to Privacy Act of 1974 (FERPA)** is a federal law that protects a student's privacy. Any school receiving funding from the U.S. Department of Education is held to the FERPA law. The law gives privacy rights to parents of students under the age of 18. Once a student is 18 or attending school beyond the high-school level, those privacy rights transfer to the students. In effect, a 20-year-old cosmetology student cannot have records released to anyone (including their parents) without the consent of the student. Exceptions allow schools to disclose records of students to the following:

- School employees who need the information
- Schools to which a student is transferring
- Parents of legally dependent students
- Government officials in legal capacity
- Financial aid institutions
- Organizations providing research for a school
- Accrediting organizations
- Court orders or subpoenas
- People handling health/emergency situations
- Some state or local authorities

Parents may contact an instructor looking for information about their son/daughter. Unless the student has given written authorization, no information can be released. The parent's motivation may be pure, but the rule is legally binding and cannot be changed. Bottom line: any professional relationships with the family must be in accordance with all legalities.

Instructors and the Public

Teachers and school staff often live in the community in which they teach. At the very least, they may frequent local shops, be involved in local schools or attend public functions or activities. Instructors will also come into contact with the community members who come into the institution for

services or products the students are providing during their training.

Regardless of how the contacts are made, an instructor is always representing the school. It may be a social gathering where the instructor is “off the clock” or an interaction with a customer who comes into the institution.

Instructors should always think of themselves as positive representatives or ambassadors of the school. Negative discussions, bad-mouthing other personnel or the institution itself has a way of getting back to administration or other staff. Teachers should believe in the institution they are a part of, and consider that they have a vested interest in the success and positive promotion of the school. Even dealing with a negative comment from a community member offers an opportunity to turn the situation into a positive. Give the person a contact name and suggest they discuss the matter with the proper individual. Warmth, positivity and follow-up with the school representative may turn a negative into a positive. There is an old saying that people will share a negative experience with more people than a positive experience. Don't be the negative experience.

Cementing Relationships

As stated, instructors have an opportunity to create networking with staff, students and even the community at large. Good communication skills, listening and respect go a long way towards fostering and developing these relationships to the advantage of all involved.

Students, staff and others will respect and remember an instructor that treated them with respect, helped them with an issue or just listened respectfully to their problems or suggestions.

Performance Evaluation

Every professional is evaluated throughout their career. Most jobs require regular evaluations within a set time frame. During the hiring process, an employer will typically explain the policy and procedure that the institution utilizes for performance reviews. Most institutions give employees an annual review.

Exceeding the Standards

In most institutions, there are expectations that an employee will meet or exceed a number of criteria. These standards are expectations in most work places and are not limited to cosmetology education. Maintaining high standards on a professional level increase opportunities for growth in the industry.

Dependability is one of the easier standards to meet and one of the most visible. Simply put: show up on time, keep attendance high, minimize breaks and personal time on the job, and be reliable.

Fiscal responsibility is becoming more important to today's employers. Control waste in resources including paper, electricity and materials. Employees who suggest cost-saving ideas will be appreciated, as they are thinking in the “big picture” of saving money.



Be a Cost Conscious Employee

Work ethic is about getting the job done and then some. Those employees that go beyond the minimum job requirement are seen as leaders in the workplace.

Detail-oriented teachers are about maintaining accuracy and organization. Rushing into meetings unprepared, forgetting to turn in grades on time or making frequent mistakes show an inability to focus.

Initiate problem solving and be creative. Don't wait for someone else to solve an issue. Avoid stopgap solutions by thinking issues through and go for a long-term solution.

Communication is important in any field. Reports of miscommunication or distance from students or other staff will not be seen favorably by administration. Positive, professional interpersonal skills are paramount to success in any business, particularly teaching.

Professional development is always important and illustrates self-motivation and a high

interest level in the field. Institutions promote themselves through their teachers. Innovative, well-educated teachers are a school's best advertising. Knowing staff members make efforts to stay current and update their knowledge is important to any supervisor.

Feedback is always available prior to a review. Formal assessment aside, a teacher is constantly scrutinized by students, other staff and administration. Utilize co-workers and supervisors for advice and general evaluation. Pay attention to comments and suggestions throughout the year, and avoid surprises during an annual review.

Flexibility allows professionals to change course or alter their behavior as necessary. It is important to take note of feedback during reviews. A professional must be flexible and willing to change for growth to occur.

5. References should be automatically included with a resume.
True False
6. A portfolio illustrates the technical skills of an applicant.
True False
7. Instructors should not worry about the image they portray in the community when they are not working.
True False
8. Employers appreciate an employee who is cost-conscious.
True False
9. Once someone is hired, it is OK to ask a co-worker for a personal favor.
True False
10. It is OK to exaggerate qualifications on a resume to get an interview.
True False

PRACTICE TEST – SECTION 8

All answers to the following practice test can be found in the text of Section 8.

1. A resume should be at least 4 to 8 pages.
True False
2. Complimenting another teacher on a success is a bad career move.
True False
3. Gossiping with other teachers is an excellent way to share important information.
True False
4. The FERPA law protects the privacy of students and their families.
True False

FINAL EXAMINATION SECTIONS 1-8

Mark your answers on the answer sheet found on page 52 of this course booklet. To receive 8 credit hours, your total score must be 75% or higher.

1. A resume is an outline that details a professional's qualifications.
True False
2. A dynamic teacher often has trouble maintaining control in the classroom.
True False
3. Students should not focus on building a client base during clinical training.
True False
4. Teachers are only effective if they utilize the most cutting-edge technology.
True False

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| 5. | Lesson plans should be loaded with more material than can possibly be covered.
True False | 20. | Mascots are shy students who fade into the background.
True False |
| 6. | Grades are a method of evaluating students in areas of knowledge and practical skill.
True False | 21. | A private session with a student is never a good idea.
True False |
| 7. | The 4MAT system is a method of teaching that appeals to all learning styles.
True False | 22. | Teacher intervention is necessary if a student disrupts a class or disregards safety & equipment rules.
True False |
| 8. | Introverted students benefit from being paired with students like themselves.
True False | 23. | Multiple choice questions can be answered correctly half of the time.
True False |
| 9. | Demonstration and practice are not effective teaching methods for cosmetology students.
True False | 24. | A clinic offsets the cost of education for the student and the institution.
True False |
| 10. | A syllabus is only helpful for students with behavior issues.
True False | 25. | Verbal reprimands should always be directed at the behavior, not the student.
True False |
| 11. | Physical presence is an effective technique for talkative students.
True False | 26. | If students are busy at the clinic, it is OK to ignore a waiting client.
True False |
| 12. | Teacher-centered methods leave control of the class to the students.
True False | 27. | Accidents happen when students are not aware of safety procedures.
True False |
| 13. | Instructors should ignore a student's physical, social & emotional needs.
True False | 28. | Students with reading learning disabilities are often gifted at practical, hands on learning.
True False |
| 14. | A learning disability has nothing to do with a person's intelligence.
True False | 29. | Adult learners respond well to teacher-centered teaching styles.
True False |
| 15. | Instructors should invest at least 40 hours per year in professional development.
True False | 30. | Lesson plans should meet current industry standards.
True False |
| 16. | A teacher should feel free to criticize a student in front of the entire class.
True False | 31. | Unassertive teachers have trouble maintaining control in the classroom.
True False |
| 17. | The Americans with Disabilities Act does not apply to public or private career schools.
True False | 32. | Teachers should avoid eye contact with students.
True False |
| 18. | Successful cosmetologists are certain to be excellent instructors.
True False | 33. | Baby boomers were born between 1980 and 1990.
True False |
| 19. | The Likert Scale is a systematic approach to grading practical skills. | | |

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| <p>34. Instructors should stress that students have a positive attitude at all times when working in the clinic.
True False</p> <p>35. Federal law protects the privacy rights of post-high school students.
True False</p> <p>36. A well-managed classroom is organized, safe, productive, and provides support & resources for students.
True False</p> <p>37. It is OK to exaggerate talents and experience on a resume.
True False</p> <p>38. Generation Y learners are self-confident.
True False</p> <p>39. An instructor should schedule weekly meetings with every student.
True False</p> <p>40. Objectives should be clearly stated by the instructor at the beginning of each class.
True False</p> <p>41. Instructional aids should appeal to a variety of senses.
True False</p> <p>42. Visualization is an effective disciplinary technique for repeat offenders.</p> | <p style="text-align: center;">True False</p> <p>43. Cleanliness is only important in the reception area of the clinic.
True False</p> <p>44. Students should take breaks between clients while working in the clinic.
True False</p> <p>45. It is an instructor's responsibility to provide support for a troubled student and refer them to a professional.
True False</p> <p>46. Perceiving and processing information are integral to all four learning styles.
True False</p> <p>47. Students with learning disabilities may experience shame and fear.
True False</p> <p>48. Objective tests ask students to explain their answers in essay or discussion form.
True False</p> <p>49. Imaginative learners are practical, skill-oriented students.
True False</p> <p>50. Instructors should test students with material they have never seen before.
True False</p> |
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CE At Home for Cosmetology, Esthetics & Nail Professionals FINAL EXAMINATION

Final exam questions can be found on pages 50-51 of this booklet. Please fill in all circles completely with a #2 pencil. Any incomplete circles or unanswered questions will be scored as incorrect. **You must score 75% to receive 8 credit hours.**

	T	F		T	F		T	F		T	F		T	F
1.	○	○	11.	○	○	21.	○	○	31.	○	○	41.	○	○
2.	○	○	12.	○	○	22.	○	○	32.	○	○	42.	○	○
3.	○	○	13.	○	○	23.	○	○	33.	○	○	43.	○	○
4.	○	○	14.	○	○	24.	○	○	34.	○	○	44.	○	○
5.	○	○	15.	○	○	25.	○	○	35.	○	○	45.	○	○
6.	○	○	16.	○	○	26.	○	○	36.	○	○	46.	○	○
7.	○	○	17.	○	○	27.	○	○	37.	○	○	47.	○	○
8.	○	○	18.	○	○	28.	○	○	38.	○	○	48.	○	○
9.	○	○	19.	○	○	29.	○	○	39.	○	○	49.	○	○
10.	○	○	20.	○	○	30.	○	○	40.	○	○	50.	○	○

Course Evaluation: Please Complete and Return with Exam to Inner State Beauty School

Your opinion counts! Take a moment and give us some valuable feedback to keep our standards high.

CE # _____ Course Name: Continuing Education At Home for Instructors

- | | | | | | |
|--|-----|----|---|---|---|
| I would rate this course | 1 | 2 | 3 | 4 | 5 |
| This course was easy to read | 1 | 2 | 3 | 4 | 5 |
| The content was helpful to my career | 1 | 2 | 3 | 4 | 5 |
| The test information was informative | 1 | 2 | 3 | 4 | 5 |
| I would take another at-home course | Yes | No | | | |
| I would recommend this course to a co-worker | Yes | No | | | |

Comments _____

5. Excellent 4. Good 3. Average 2. Below Average 1. Poor

Continuing Education at your Convenience!

Course Name: CE at Home for Instructors

Course Number: _____ Hours: Eight (8)

**Inner State Beauty School
5150 Mayfield Road
Lyndhurst, Ohio 44124**

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CE at Home for Cosmetology. This is an 8-hour correspondence course that you can take in the privacy of your home. It is an excellent way to fulfill your Continuing Education requirement for the renewal period that ends January 31, 2013. Approved for 8 hours by the Ohio State Board of Cosmetology

The Ohio State Board of Cosmetology has approved both at home and online training for license renewal for the renewal period ending on January 31, 2013. This course is approved for 8 hours of continuing education for Cosmetology, Manicuring, Esthetics, Hair Designer or Natural Hair Stylist Instructors.