Cosmetology Evaluation Tool

2020 Curricular Materials Review

Idaho Family and Consumer Sciences & Human Resources (FACS&HR) Cosmetology Program Standards[[1]](#footnote-1)

**Publisher information**

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* Title:
* Grade Level:
* ISBN #:
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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard COS.1.0: Identify and Utilize Safety Procedures and Proper Tools

### Performance Standard COS.1.1 Demonstrate Safety Rules and Sanitation Procedures

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.1.1.1 Describe general safety rules and sanitation procedures (i.e., safety test). |  |
| CTE COS.1.1.2 Utilize personal/professional hygiene practices. |  |
| CTE COS.1.1.3 Classify infectious and contagious diseases. |  |
| CTE COS.1.1.4 Demonstrate workplace sanitation and safety practices (i.e., work area, implements, equipment, and blood spills). |  |

### Performance Standard COS.1.2 Identify and Utilize Proper Tools, Implements, and Equipment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.1.2.1 Identify tools, implements, and equipment and their appropriate usage. |  |
| CTE COS.1.2.2 Identify the proper techniques when using tools, implements, and equipment. |  |
| CTE COS.1.2.3 Identify proper sanitation, storage, and maintenance of tools, implements, and equipment. |  |

## Standard COS.2.0: Demonstrate Professional Behaviors

### Performance Standard COS.2.1 Demonstrate Professional Communication Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.2.1.1 Demonstrate a client consultation/needs assessment. |  |
| CTE COS.2.1.2 Demonstrate customer service skills by addressing the customer using professional etiquette. |  |
| CTE COS.2.1.3 Demonstrate effective listening skills. |  |
| CTE COS.2.1.4 Prepare and maintain client records for the various cosmetology services. |  |
| CTE COS.2.1.5 Demonstrate resolution strategies when dealing with a dissatisfied client or peer issues. |  |

### Performance Standard COS.2.2 Apply and Utilize Professional Image

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.2.2.1 Identify professional attire versus personal dress. |  |
| CTE COS.2.2.2 Discuss the importance of personal hygiene in the workplace. |  |
| CTE COS.2.2.3 Understand Cultural Diversity And Its Effect In The Workplace. |  |

### Performance Standard COS.2.3 Practice Life Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.2.3.1 Demonstrate effective reading, writing, and math skills. |  |
| CTE COS.2.3.2 Explain the importance of time management. |  |
| CTE COS.2.3.3 Research the career paths and employability options in the cosmetology profession. |  |
| CTE COS.2.3.4 Understand the importance of workplace habits. |  |

## Standard COS.3.0: Assess Hair and Scalp Care

### Performance Standard COS.3.1 Analyze Hair and Scalp

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.3.1.1 Illustrate and explain the structure of hair. |  |
| CTE COS.3.1.2 List and describe the structures of the hair root and scalp. |  |
| CTE COS.3.1.3 Identify and describe hair growth and hair loss. |  |
| CTE COS.3.1.4 Identify disorders of the hair and scalp using visual media. |  |
| CTE COS.3.1.5 Explain the chemical composition of hair. |  |
| CTE COS.3.1.6 Demonstrate knowledge of texture, density, porosity, and elasticity. |  |

### Performance Standard COS.3.2 Explain Shampooing and Conditioning

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.3.2.1 Apply the proper client draping for a shampoo and conditioning treatment. |  |
| CTE COS.3.2.2 Distinguish the correct shampoo and conditioner for different hair and scalp types. |  |
| CTE COS.3.2.3 Explain the proper technique of shampooing and conditioning. |  |

## Standard COS.4.0: Identify Principles of Hair Design

### Performance Standard COS.4.1 Demonstrating Styling Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.4.1.1 Explain the principals of hair design and their importance in creating hairstyles (i.e., proportion, balance, rhythm, emphasis, and harmony). |  |
| CTE COS.4.1.2 Describe the principle parts of a pin curl and roller placement. |  |
| CTE COS.4.1.3 Create pin curls and roller sets by using proper bases. |  |
| CTE COS.4.1.4 Demonstrate various blow dry styling techniques on a variety of hair types and textures. |  |
| CTE COS.4.1.5 Demonstrate the safe and proper use of thermal curling irons. |  |
| CTE COS.4.1.6 Explain the various types of styling products and describe the results obtained from their use. |  |
| CTE COS.4.1.7 Demonstrate various braiding techniques using all safety precautions. |  |
| CTE COS.4.1.8 Explain the difference between wet, thermal, or dry natural hair styling. |  |

## Standard COS.5.0: Understand the Basics of Haircutting

### Performance Standard COS.5.1 Demonstrate a Haircut

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.5.1.1 Create a solid form haircut. |  |
| CTE COS.5.1.2 Distinguish angles, elevations, and guidelines when performing a haircut. |  |

## Standard COS.6.0: Identify Basic Chemistry and Electricity Uses

### Performance Standard COS.6.1 Apply Basic Principles of Chemistry and Electricity

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.6.1.1 Illustrate the pH scale. |  |
| CTE COS.6.1.2 Identify electrical equipment, appropriate usage, and safety precautions. |  |

## Standard COS.7.0: Identify and Utilize Chemical Services

### Performance Standard COS.7.1 Demonstrate Hair Coloring Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.7.1.1 List the reasons why clients color their hair. |  |
| CTE COS.7.1.2 Analyze the color wheel and its relationship to color formulation. |  |
| CTE COS.7.1.3 Identify the levels of color and color tones. |  |
| CTE COS.7.1.4 List and describe the different categories of hair color and their uses. |  |
| CTE COS.7.1.5 Define a patch test. |  |
| CTE COS.7.1.6 Demonstrate a virgin single process color. |  |
| CTE COS.7.1.7 Demonstrate a retouch color application. |  |
| CTE COS.7.1.8 Demonstrate basic foil techniques. |  |

## Standard COS.8.0: Identify Chemical Texture Services

### Performance Standard COS.8.1 Demonstrate Chemical Texture Services

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.8.1.1 Utilize the appropriate types of materials and tools needed for chemical texture services. |  |
| CTE COS.8.1.2 Describe the chemical actions that occur during permanent waving. |  |
| CTE COS.8.1.3 Identify the different types of permanent waving solutions and their uses. |  |
| CTE COS.8.1.4 Duplicate sectioning and rod placement patterns. |  |
| CTE COS.8.1.5 Select, formulate, and demonstrate a permanent wave with water solution. |  |

## Standard COS.9.0: Demonstrate a Basic Manicure

### Performance Standard COS.9.1 Practice Manicuring

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.9.1.1 Describe the structure and composition of the nail and how the nail grows. |  |
| CTE COS.9.1.2 Identify the appropriate products and tools used in a basic manicure. |  |
| CTE COS.9.1.3 Demonstrate the setup of a manicure table following all safety and sanitation requirements. |  |
| CTE COS.9.1.4 Analyze the hands and nails for a manicure procedure. |  |
| CTE COS.9.1.5 Select, formulate, and demonstrate a permanent wave with water solution. |  |

## Standard COS.10.0: Analyze Makeup Techniques

### Performance Standard COS.10.1 Demonstrate Makeup Application

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.10.1.1 Assess skin color and apply cosmetics based on color theory. |  |
| CTE COS.10.1.2 Demonstrate cosmetic applications for daytime, evening, and special occasions. |  |
| CTE COS.10.1.3 Describe sanitation precautions for makeup tools. |  |

## Standard COS.11.0: Explore Salon Skills

### Performance Standard COS.11.1 Workplace Readiness

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.11.1.1 Create a resume. |  |
| CTE COS.11.1.2 Create and organize a portfolio. |  |
| CTE COS.11.1.3 Observe a licensed cosmetologist, investigate professional practices, and report data. |  |
| CTE COS.11.1.4 Critique information found in various resources regarding trends, products, and technology used in the cosmetology profession. |  |

### Performance Standard COS.11.2 Analyze Business Management/Operations

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.11.2.1 Create a business plan for opening a cosmetology establishment. |  |
| CTE COS.11.2.2 Demonstrate the importance of being engaged in the community. |  |
| CTE COS.11.2.3 Analyze the importance of building and maintaining a clientele. |  |
| CTE COS.11.2.4 Critique the importance of retail sales to the financial stability of a salon. |  |
| CTE COS.11.2.5 Develop short and long term goals for professional and personal success. |  |

### Performance Standard COS.11.3 Research Rules, Laws, and State Board Testing Requirements

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE COS.11.3.1 Research the components on the National Interstate Council of State Boards of Cosmetology practical exam rubric. |  |
| CTE COS.11.3.2 Research the requirements of the Idaho State Board of Cosmetology written licensure exam and practical exam. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov/)

1. [Idaho FACS&HR Cosmetology Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/07/Idaho-Cosmetology-Program-Standards1.pdf) [↑](#footnote-ref-1)