

*Massachusetts Department of Elementary & Secondary Education*  
Office for College, Career and Technical Education



*Vocational Technical Education Framework*



Business & Consumer Services Occupational Cluster

***Cosmetology (VCOSM)***

CIP Code 120401

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**Massachusetts Department of Elementary and Secondary Education**  
**Office for College, Career, and Technical Education**  
75 Pleasant Street, Malden, MA 02148-4906  
781-338-3910  
[www.doe.mass.edu/ccte/cvte/](http://www.doe.mass.edu/ccte/cvte/)



This document was prepared by the  
Massachusetts Department of Elementary and Secondary Education  
Jeffrey C. Riley, Commissioner

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James Morton, Vice Chair  
Amanda Fernandez  
Matt Hills  
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Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906  
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  
[www.doe.mass.edu](http://www.doe.mass.edu)

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# Acknowledgements

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The Massachusetts Department of Elementary and Secondary Education awarded a multi-year contract to the Massachusetts Association of Vocational Administrators (MAVA) to launch the Statewide Vocational Technical Education Framework Revision Project, in consultation with the Office for College, Career and Technical Education. Through the collaborative efforts of many, vocational frameworks were revised to ensure curriculum alignment to current business and industry standards.

The Department of Elementary and Secondary Education wishes to thank all the groups that contributed to the development of these standards and all the teachers, administrators, and private sector advisory committee members who provided valuable employer validation of standards.

This updated Framework reflects current business and industry standards and includes the addition of the *Hours of Instruction*, *updates to Industry Recognized Credentials*, *Equipment*, and the *addition of Embedded Academic Performance Examples*.

## **Massachusetts Department of Elementary and Secondary Education**

Elizabeth L. Bennett, Associate Commissioner – Office for College, Career, and Technical Education

Lisa Sandler, Statewide Initiatives Coordinator

Dave Edmonds, Educational Specialist-Safety, Health, Accessibility and Workforce Development

### **ESE Consultant**

Jeff Perrotti – Equity Consultant

## **Massachusetts Association of Vocational Administrators (MAVA) - Project Administrators:**

Peter Dewar, MAVA Assistant Executive Director

Kathy Conole, MAVA Consultant

Russell Mangsen, MAVA Curriculum Specialist

## **Industry Recognized Credentials**

Mary Ellen MacLeod – Tri-County Regional Vocational Technical High School

Valerie Wlodyka – Pathfinder Regional Technical High School

## **Embedded Academics**

Heidi Driscoll, Director of Academic Curriculum, Instruction, and Assessment, Southeastern RVTHS

## **Contributors to the 2021 Cosmetology Framework (VCOSM) Strands 2 and 3:**

### **Team Leadership:**

Deborah Lagasse, Team Leader - Greater Lowell Technical High School

LaTrelle Chase, Facilitation Coordinator – Madison Park Vocational Technical High School

Mary Kobey, Facilitation Coordinator - Southeastern Regional Vocational School

### **Subject Matter Experts:**

Melissa Andrade - Cape Cod Regional Technical High School

Rhonda Moran – Lower Pioneer Valley Career and Technical Education Center

Kimberly Parnell – Old Colony Regional Vocational Technical High School

Corinne Pestana – Cape Cod Technical High School

Pamela Staney – BayPath Regional Vocational Technical High School

### **Technology Support Specialist**

Christopher Comeau – Southeastern Regional Vocational Technical High School

## Hours of Instruction

Hours of Instruction have been provided for each framework standard to ensure that adequate instructional time is provided for students to attain complete and comprehensive knowledge of the subject matter.

<b>Schedule of Hours</b>		
<b>2.A</b>	Infection Control and Safety	50
<b>2.B</b>	Customer Service, Client Consultation and Communication Skills	50
<b>2.C</b>	Marketing Products and Services	25
<b>2.D</b>	Professional Salon Business	25
<b>2.E</b>	Scalp Care, Shampooing and Conditioning	25
<b>2.F</b>	Wet Hairstyling	75
<b>2.G</b>	Blow Dry Styling	50
<b>2.H</b>	Thermal Hair Styling for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	75
<b>2.I</b>	Braiding	25
<b>2.J</b>	Hair Removal	50
<b>2.K</b>	Facial Treatment	100
<b>2.L</b>	Makeup Application	100
<b>2.M</b>	Nail Care	75
<b>2.N</b>	Haircutting	150
<b>2.O</b>	Hair Coloring	150
<b>2.P</b>	Permanent Waving	150
<b>2.Q</b>	Chemical Relaxing and Smoothing Services	25
<b>2.R</b>	Wigs and Hair Enhancements	
	<b>Total:</b>	<b>1200</b>

The Chapter 74 Cosmetology VTE Framework is aligned to Massachusetts Cosmetology Licensure educational requirements. The total Hours of Instruction indicated above *exceeds* the minimum 1,000 hours required for Cosmetology licensure in Massachusetts and is intended to ensure that Chapter 74 programs provide adequate instructional time to support the educational needs of all students.

**The Massachusetts Board of Registration of Cosmetology and Barbering APPROVED this DESE Chapter 74 Cosmetology Vocational Framework during their Public Board Meeting on February 11, 2021.**

# Introduction

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## **Overview & Organization of Strands**

The Massachusetts Department of Elementary and Secondary Education understands the necessity of maintaining current Vocational Technical Education Frameworks which ensure that vocational technical students across the Commonwealth are taught the most rigorous and relevant standards aligned to the needs of business and industry.

This Revised Framework models the same format of all Massachusetts' Vocational Technical Education Frameworks and is organized into six strands. Standardized VTE Frameworks Strands 1, 4, 5, and 6 ensure currency with industry standards.

Strand Two has been revised to include technical standards aligned to current business and industry standards, including new processes utilizing state-of-the-art equipment. The equipment necessary to deliver standards is also identified in this framework. To meet Chapter 74 vocational technical education standards, the equipment must meet industry standards.

Strand Three, Embedded Academic Knowledge and Skills, has been revised to clarify the direct connection of Core Academic Frameworks as they apply to Vocational Technical Education Frameworks.

Framework revision teams created Embedded Academic Performance Examples to provide specific learning scenarios which are typically utilized in VTE classrooms and labs to create real life learning experiences which provide students with knowledge attainment in Vocational Technical Education Frameworks and Academic Learning Standards. It is understood that most VTE learning experiences include Academic Knowledge attainment. The Performance Examples provided in this Framework are intended to provide awareness of these learning experience.

During Phase 3 of the 2021 Framework Revision Process, Strands One, Four, Five, and Six teams completed the revision of these strands. All Strand One, Four, Five and Six teams worked collaboratively with staff from the Department of Elementary and Secondary Education and the Advisors of the Massachusetts Career and Technical Student Organizations to crosswalk standards to national Career & Technical Student Organizations Curricula, as applicable. The Office for College, Career, and Technical Education contracted the MAVA Consultant Team to work closely with the office to complete all the work accomplished during the 2021 Framework Revision Project. A remarkable amount of work was accomplished through the efforts of numerous professionals who collaborated and diligently supported this work. The Office for College, Career, and Technical Education is grateful for all the support received from the field, particularly all the teachers (technical and academic), administrators, advisory committee members, business and industry representatives, the Division of Professional Licensure boards, the Massachusetts Association of Vocational Administrators, the MAVA Consultants, and the Massachusetts Vocational Association, whose contributions were tremendous.

The **Strand Two Team** maintained the structure the 2013 framework that includes topic headings, standards and objectives, and performance examples. The Strand Two Framework now includes Hours of Instruction, as well as identifying Basic, Essential, Advanced and Advanced (A+) skill standards that are coded B, E, A and A+.

The **Strand Three Team** provided embedded academics performance examples that were developed to reflect the Standards for Literacy in Content Areas, the Standards for Mathematical Practice, the High School Science & Engineering Practices, and the Digital Literacy & Computer Science Practices.

## **Skill Standard Levels**

The 2021 Framework identifies vocational competencies in three skill levels; basic, essential and advanced. See below for more information.

**B = Basic Standards:** Fundamental Skills All Chapter 74 state-approved vocational programs are required to deliver basic standards.

**E = Essential Standards:** Knowledge and Skills required for industry licensure and credentials. All Chapter 74 state-approved vocational programs are required to deliver essential standards.

**A = Advanced Standards:** Higher-level knowledge and skills beyond essential entry level employment standards. All Chapter 74 state-approved vocational programs are required to deliver advanced standards.

**A+ = Advanced Plus (A+):** Denotes Advanced Standards - highest level of supplemental training

- **Advanced (A+) Skills Standards** are identified in Strand Two by a plus sign (A+). Although these standards are not required, they are provided as suggestions that districts may choose to use to increase the depth of a particular topic, or add additional topics, particularly for advanced students or for those seniors who do not participate in cooperative education. Advanced (A+) standards are identified with the use of a plus sign (A+).

It is not required that all students achieve “advanced (A+) level standards”, however, all Chapter 74 state-approved programs must have the capacity to deliver all three skill levels; Basic, Essential, and Advanced.

## **Definitions - Equipment**

**Simulator** – a computer or application designed to provide a realistic operation of an industry standard or control, not to include educational trainers.

**Educational Trainer** - equipment which is designed strictly for educational purposes. Trainers cannot be a substitute or replacement for industry standard equipment.

**Industry Standard Equipment** – current and relevant equipment used in the industry relating to the standard functioning and implementation of operations in the respective fields of production, not to be confused with educational trainers.

**Industry Standard** - a set of criteria within an industry relating to the standard functioning and carrying out of operations in their respective fields of production. It is the generally accepted requirements followed by the members of an industry.

**Software** - current and relevant software used in the industry relating to the standard functioning and implementation of operations in the respective fields of production.

## Organization of Framework – Strand 2

The Vocational Technical Education Frameworks contain knowledge and skills covering all aspects of industry, reflected in six strands: Safety and Health, Technical, Embedded Academics, Employability, Management and Entrepreneurship, and Technological.

Standards and objectives are grouped under topic headings, which are displayed in bold. Each standard is followed by a performance example.

In the excerpt below, 2.F is the topic; 2.F.01 is the first standard and 2.F.01.01 through 2.F.01.06 are the objectives under that standard. Topic 2.F.01.06 includes Advanced (A+) Skill Levels as defined on a previous page of this framework.

Strand 2 includes Hours of Instruction, Equipment Needed, and Skill Levels.

<b>2.F</b>	<b>Wet Hairstyling</b>	
	<b>Hours of Instruction</b>	75
	<b>Equipment Needed:</b> Industry standard specific tools, supplies and materials, supporting resources and technology, water equipped stationary shampoo sinks and multi-purpose chairs, electronically equipped hooded dryers, enclosed cabinets, electrically equipped professional styling station with attached mirror. mannequin dryers. Mannequins for all genders and hair textures including but not limited to coiled, curly, straight, and wavy	
<b>2.F.01</b>	<b>Demonstrate a professional roller set for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.F.01.01	Drape client for a wet hairstyling service.	B, E, A
2.F.01.02	Select roller appropriate for length of hair.	B, E, A
2.F.01.03	Section hair according to length and width of roller	B, E, A
2.F.01.04	Determine base to achieve proper volume.	B, E, A
2.F.01.05	Demonstrate securing rollers with clip.	B, E, A
2.F.01.06	Perform a comb out using teasing and smoothing techniques.	B, E, A, A+
	<b>Performance Example:</b> Students will demonstrate various roller setting techniques for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	

## Strand 2: Technical Knowledge and Skills

<b>2.A</b>	<b>Infection Control and Safety</b>	
	<b>Hours of Instruction</b>	50
	<b>Equipment Needed:</b> Industry standard specific tools, supplies and materials supporting resources, and technology in accordance with all federal, state and local regulations, hand washing sink, covered disinfecting containers, enclosed towel and trash receptacles, chemical safety storage cabinet.	
<b>2.A.01</b>	<b>Identify, describe, and apply state laws and regulations regarding infection control and safety.</b>	<b>SKILL LEVEL</b>
2.A.01.01	Identify and apply Occupational Safety and Health Administration (OSHA) and other health and safety regulations that apply to specific tasks and jobs in the occupational area.	B, E, A
2.A.01.02	Identify, describe, and demonstrate the effective use of Safety Data Sheets (SDS).	B, E, A
2.A.01.03	Identify and apply Environmental Protection Agency (EPA) and other environmental protection regulations that apply to specific tasks and jobs in the occupational area.	B, E, A
2.A.01.04	Define and follow Universal Precautions.	B, E, A
2.A.01.05	Identify describe and demonstrate the safe and effective use of all tools, implements and materials	B, E, A
	<b>Performance Example:</b> Students will identify, describe, and demonstrate safety and sanitation procedures for all services completed.	
<b>2.A.02</b>	<b>Identify and differentiate between the three levels of decontamination according to current industry and OSHA standards.</b>	<b>SKILL LEVEL</b>
2.A.02.01	Identify and describe sterilization procedures.	B, E, A
2.A.02.02	Demonstrate disinfection procedures.	B, E, A
2.A.02.03	Demonstrate sanitation procedures.	B, E, A
2.A.02.04	Prevent cross-contamination.	B, E, A
	<b>Performance Example:</b> Students will identify, describe, and demonstrate professional decontamination procedures.	
<b>2.B</b>	<b>Customer Service, Client Consultation and Communication Skills</b>	
	<b>Hours of Instruction</b>	50
	<b>Equipment Needed:</b> Industry standard specific tools, supplies and materials, supporting resources and technology	
<b>2.B.01</b>	<b>Professionally greet and assist customers.</b>	<b>SKILL LEVEL</b>
2.B.01.01	Describe and demonstrate how to utilize various technological devices for effective communication(s) and record keeping.	B, E
2.B.01.02	Acknowledge clients in a timely manner using professional practices.	B, E

2.B.01.03	Identify and describe the steps used to manage dissatisfied customers.	B, E, A
	<b>Performance Example:</b> Students will demonstrate professional practices for effective customer service skills.	
<b>2.B.02</b>	<b>Conduct an effective client consultation.</b>	<b>SKILL LEVEL</b>
2.B.02.01	Assess and record the client information and services.	B, E, A
2.B.02.02	Analyze the client's hair, skin, and/or nails.	B, E, A
2.B.02.03	Communicate with the client on service to be performed using reflective listening skills.	B, E, A
2.B.02.04	Demonstrate post service procedures.	B, E, A
	<b>Performance Example:</b> Students will demonstrate a professional client consultation using communication skills and technology	
<b>2.C</b>	<b>Marketing Products and Services</b>	
	<b>Hours of Instruction</b>	25
	<b>Equipment Needed:</b> Industry standard specific tools, supplies and materials, supporting resources and technology	
<b>2.C.01</b>	<b>Demonstrate networking techniques to market products and services.</b>	<b>SKILL LEVEL</b>
2.C.01.01	Prepare an advertisement incorporating social media, print and/or web-based technology.	B, E, A, A+
2.C.01.02	Develop quality public relations and ethical practices.	B, E, A, A+
2.C.01.03	Research and analyze market trends	B, E, A, A+
	<b>Performance Example:</b> Students will design and prepare an advertisement that will be used to market and promote the salon including products according to market analysis.	
<b>2.D</b>	<b>Professional Salon Business</b>	
	<b>Hours of Instruction</b>	25
	<b>Equipment Needed –</b> Equipment Needed: Industry standard specific tools, supplies and materials, supporting resources and technology	
<b>2.D.01</b>	<b>Establish a salon's business plan.</b>	<b>SKILL LEVEL</b>
2.D.01.01	Identify business regulations and laws.	B, E, A
2.D.01.02	Establish short-term and long-term business goals.	B, E, A, A+
2.D.01.03	Design a salon's physical layout.	B, E, A, A+
2.D.01.04	Name and describe the types of ownership under which a business may operate.	B, E, A
2.D.01.05	Develop a mission statement or a company objective.	B, E, A
2.D.01.06	Describe how a company establishes a price structure.	B, E, A, A+
	<b>Performance Example:</b> Students will research and create a business plan. Students will demonstrate professional conduct within a business.	
<b>2.D.02</b>	<b>Outline the management operations of a successful salon.</b>	<b>SKILL LEVEL</b>
2.D.02.01	Develop a budget for a business.	B, E, A, A+
2.D.02.02	Identify operating business expenses/costs.	B, E, A, A+

2.D.02.03	Differentiate between hourly, commission, and booth rental salary structures.	B, E, A
2.D.02.04	Formulate ways to generate income from a business.	B, E, A, A+
2.D.02.05	Describe appropriate cash and tip handling practices within a business.	B, E, A
2.D.02.06	Produce business, financial and operations management records.	B, E, A, A+
	<b>Performance Example:</b> Students will identify a professional salon's business finance structure	
<b>2.D.03</b>	<b>Demonstrate professional conduct within a business.</b>	<b>SKILL LEVEL</b>
2.D.03.01	Distinguish the difference between ethical values, business practices, and legal responsibility.	B, E, A, A+
2.D.03.02	Demonstrate personal and professional conduct.	B, E, A
2.D.03.03	Identify strategies for improving professional conduct in specific business situations.	B, E, A, A+
	<b>Performance Example:</b> Students will demonstrate professional conduct within a business.	
<b>2.E</b>	<b>Scalp Care, Shampooing and Conditioning</b>	
	<b>Hours of Instruction</b>	25
	<b>Equipment Needed:</b> Industry standard specific tools, supplies and materials, supporting resources and technology, water equipped stationary shampoo sinks and multi-purpose chairs, electronically equipped hooded dryers, enclosed cabinets. Mannequins for all genders and hair textures including but not limited to coiled, curly, straight, and wavy	
<b>2.E.01</b>	<b>Demonstrate professional shampooing and conditioning procedures for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.E.01.01	Drape client for a professional shampoo and conditioning service	B, E, A
2.E.01.02	Analyze the hair and scalp through pre-brushing techniques.	B, E, A
2.E.01.03	Select appropriate products for hair's condition.	B, E, A
2.E.01.04	Monitor the water temperature.	B, E, A
2.E.01.05	Apply shampoo and stimulate the scalp using the cushions of fingertips.	B, E, A
2.E.01.06	Apply conditioner to hair as needed.	B, E, A
2.E.01.07	Rinse hair and scalp thoroughly to prepare for desired service.	B, E, A
	<b>Performance Example:</b> Students will demonstrate professional shampooing and conditioning techniques for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.E.02</b>	<b>Perform hair and scalp treatment for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.E.02.01	Identify and differentiate between various scalp treatments.	B, E, A, A+
2.E.02.02	Perform treatment according to hair and scalp condition.	B, E, A, A+

2.E.02.03	Demonstrate various scalp massage techniques.	B, E, A, A+
	<b>Performance Example:</b> Students will describe and demonstrate scalp treatments for various scalp conditions for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.F</b>	<b>Wet Hairstyling</b>	
	<b>Hours of Instruction</b>	75
	<b>Equipment Needed:</b> Industry standard specific tools, supplies and materials, supporting resources and technology, water equipped stationary shampoo sinks and multi-purpose chairs, electronically equipped hooded dryers, enclosed cabinets, electrically equipped professional styling station with attached mirror. mannequin dryers. Mannequins for all genders and hair textures including but not limited to coiled, curly, straight, and wavy	
<b>2.F.01</b>	<b>Demonstrate a professional roller set for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.F.01.01	Drape client for a wet hairstyling service.	B, E, A
2.F.01.02	Select roller appropriate for length of hair.	B, E, A
2.F.01.03	Section hair according to length and width of roller	B, E, A
2.F.01.04	Determine base to achieve proper volume.	B, E, A
2.F.01.05	Demonstrate securing rollers with clip.	B, E, A
2.F.01.06	Perform a comb out using teasing and smoothing techniques.	B, E, A, A+
	<b>Performance Example:</b> Students will demonstrate various roller setting techniques for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.F.02</b>	<b>Demonstrate finger waves and pin curls.</b>	<b>SKILL LEVEL</b>
2.F.02.01	Direct hair into C-shape	B, E, A
2.F.02.02	Complete three ridges in an alternating pattern.	B, E, A
	<b>Performance Example:</b> Students will set the hair combining the use of finger waves and pin curls for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.F.03</b>	<b>Demonstrate and describe types and effects of pin curls for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b> B, E, A, A+
	<b>Performance Example:</b> Students will identify and demonstrate various pin curling techniques for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	

<b>2.G</b>	<b>Blow Dry Styling</b>	
	<b>Hours of Instruction</b>	50
	<b>Equipment Needed:</b> Industry standard specific tools, supplies and materials, supporting resources and technology, water equipped stationary shampoo sinks and multi-purpose chairs, enclosed cabinets, hydraulic chairs, electrically equipped professional styling station with attached mirror. Mannequins for all genders and hair textures including but not limited to coiled, curly, straight, and wavy	
<b>2.G.01</b>	<b>Demonstrate blow dry styling techniques for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.G.01.01	Drape for blow drying with non-flammable cape.	B, E, A, A+
2.G.01.02	Apply appropriate styling products for the client's desired style.	B, E, A
2.G.01.03	Demonstrate blow dry styling techniques using different shaped brushes.	B, E, A
2.G.01.04	Monitor the blow dryer temperature.	B, E, A
2.G.01.05	Produce a hairstyle that is completely dry from scalp to end.	B, E, A
2.G.01.06	Complete a style that is complimentary to the client's features.	B, E, A, A+
	<b>Performance Example:</b> Students will use various products and techniques and complete a finished style that is complimentary to clients' features for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.H</b>	<b>Thermal Hair Styling for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	
	<b>Hours of Instruction</b>	75
	<b>Equipment Needed:</b> Industry standard specific tools, supplies and materials, supporting resources and technology, hydraulic chairs, electrically equipped professional styling station with an attached mirror., hydraulic chairs, pressing oven/stove and accompanying irons and pressing combs. Mannequins for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.H.01</b>	<b>Demonstrate a professional thermal hairstyle for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.H.01.01	Conduct a hair and scalp analysis and client consultation.	B, E, A
2.H.01.02	Identify materials and implements (tools) necessary for the procedure.	B, E, A
	<b>Performance Example:</b> Students will perform a professional consultation to determine the client's desired result for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.H.02</b>	<b>Demonstrate safety while using thermal tools for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.H.02.01	Drape for thermal hairstyling with a non-flammable cape.	B, E, A
2.H.02.02	Check temperature of thermal tool with white paper or towel.	B, E, A
2.H.02.03	Place comb in between iron and scalp to prevent burns.	B, E, A
2.H.02.04	Demonstrate croquignole and spiral curl.	B, E, A

2.H.02.05	Demonstrate various bases of curls, and explain their purpose	B, E, A, A+
2.H.02.06	Demonstrate the use of thermal irons to smooth or curl	B, E, A, A+
	<b>Performance Example:</b> Students will demonstrate proper safety while operating thermal tools for all genders and hair textures including but not limited to coiled, curly, straight, and wavy. Students will demonstrate various types of thermal curls for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.H.03</b>	<b>Demonstrate styling hair using a pressing comb for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.H.03.01	Demonstrate soft, medium, and hard pressing techniques.	B, E, A, A+
	<b>Performance Example:</b> Students will demonstrate the use of a pressing comb for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.I</b>	<b>Braiding</b>	
	<b>Hours of Instruction</b>	25
	<b>Equipment Needed</b> – Industry standard specific tools, supplies and materials, supporting resources and technology, water equipped stationary shampoo sinks and multi-purpose chairs, hydraulic chairs, electrically equipped professional styling station with an attached mirror. Mannequins for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.I.01</b>	<b>Demonstrate professional braiding techniques for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.I.01.01	Drape client for braiding service.	B, E, A, A+
2.I.01.02	Demonstrate sectioning used for braiding.	B, E, A,
2.I.01.03	Demonstrate a visible braid.	B, E, A, A+
2.I.01.04	Demonstrate an invisible braid.	B, E, A,
2.I.01.05	Demonstrate various braiding techniques.	B, E, A, A+
	<b>Performance Example:</b> Students will perform various braiding techniques for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.J</b>	<b>Hair Removal</b>	
	<b>Hours of Instruction</b>	50
	<b>Equipment Needed:</b> Industry standard specific tools, supplies and materials, supporting resources and technology, reclining hydraulic chairs, waxing warming unit, ergonomic stools	
<b>2.J.01</b>	<b>Demonstrate various hair removal services</b>	<b>SKILL LEVEL</b>
2.J.01.01	Conduct an appropriate client consultation prior to hair removal service.	B, E, A
2.J.01.02	Distinguish methods of temporary hair removal.	B, E, A, A+
2.J.01.03	Demonstrate eyebrow arching, using tweezing and waxing	B, E, A, A+
2.J.01.04	Demonstrate facial waxing.	B, E, A

2.J.01.05	Research and identify other industry trends for hair removal procedures.	B, E, A, A+
2.J.01.06	Conduct advanced eyebrow techniques.	B, E, A, A+
	<b>Performance Example:</b> Students will perform an eyebrow wax service in accordance with the client's desired shaping. Students will design the eyebrows using tweezers in accordance with the client's desired shaping.	
<b>2.K</b>	<b>Facial Treatment</b>	
	<b>Hours of Instruction</b>	100
	<b>Equipment Needed:</b> Industry standard specific tools, supplies and materials, supporting resources and technology, warming towel unit, facial steamer, reclining hydraulic chairs, ergonomic stools, magnifying lube light, water equipped stationary sink, enclosed cabinets.	
<b>2.K.01</b>	<b>Demonstrate a professional facial treatment.</b>	<b>SKILL LEVEL</b>
2.K.01.01	Drape client for facial service	B, E, A
2.K.01.02	Conduct a skin analysis and client consultation.	B, E, A
2.K.01.03	Explain and select products for skin type.	B, E, A
2.K.01.04	Demonstrate and describe the three massage manipulations.	B, E, A
2.K.01.05	Follow all safety measures throughout the facial procedure to prevent cross-contamination.	B, E, A
	<b>Performance Example:</b> Students will perform a professional facial treatment using appropriate products and proper techniques.	
<b>2.L</b>	<b>Makeup Application</b>	
	<b>Hours of Instruction</b>	100
	<b>Equipment Needed –</b> Equipment Needed: Industry standard specific tools, supplies and materials, supporting resources and technology, hydraulic chairs, electrically equipped professional styling station with an attached mirror, enclosed cabinets	
<b>2.L.01</b>	<b>Demonstrate a professional makeup application.</b>	<b>SKILL LEVEL</b>
2.L.01.01	Drape client for makeup application.	B, E, A
2.L.01.02	Demonstrate and explain the importance of cosmetic color theory.	B, E, A, A+
2.L.01.03	Identify different facial types.	B, E, A
2.L.01.04	Perform various makeup applications.	B, E, A, A+
2.L.01.05	Demonstrate corrective makeup application.	B, E, A, A+
2.L.01.06	Follow all safety measures throughout makeup application to prevent cross-contamination.	A
2.L.01.07	Conduct advanced eyelash techniques.	B, E, A, A+
	<b>Performance Example:</b> Students will prepare skin prior to makeup application. Students will perform a basic makeup application.	

<b>2.M</b>	<b>Nail Care</b>	
	<b>Hours of Instruction</b>	75
	<b>Equipment Needed</b> – Equipment Needed: Industry standard specific tools, supplies and materials, supporting resources and technology, chair, ergonomic stools, vented pedicure station, vented manicure station, UV/LED lights, nail dryer, nail drill unit with bits, chemical safety storage cabinet, enclosed cabinet.	
<b>2.M.01</b>	<b>Demonstrate professional manicure service.</b>	<b>SKILL LEVEL</b>
2.M.01.01	Conduct nail analysis and client consultation	B, E, A
2.M.01.02	Demonstrate proper filing procedure.	B, E, A, A+
2.M.01.03	Demonstrate the ability to trim excess cuticle using nipper.	B, E, A
2.M.01.04	Demonstrate various hand and nail conditioning services	B, E, A
2.M.01.05	Perform a hand and arm massage.	B, E, A, A+
2.M.01.06	Complete polish application.	B, E, A, A+
	<b>Performance Example:</b> Students will perform a professional manicure. Students will perform a professional nail polish application.	
<b>2.M.02</b>	<b>Demonstrate professional pedicure service.</b>	<b>SKILL LEVEL</b>
2.M.02.01	Demonstrate proper clipping and filing of toenails.	B, E, A
2.M.02.02	Perform a foot and leg massage.	B, E, A, A+
2.M.02.03	Complete polish application.	B, E, A, A+
	<b>Performance Example:</b> Students will perform a professional pedicure. Students will perform a professional nail polish application.	
<b>2.M.03</b>	<b>Apply nail enhancements.</b>	<b>SKILL LEVEL</b>
2.M.03.01	Identify and demonstrate various nail enhancement techniques.	B, E, A, A+
2.M.03.02	Research and identify current industry trends for nail enhancements.	B, E, A, A+
	<b>Performance Example:</b> Students will identify and demonstrate various nail enhancement techniques.	
<b>2.N</b>	<b>Haircutting</b>	
	<b>Hours of Instruction</b>	100
	<b>Equipment Needed</b> – Industry standard specific tools, supplies and materials, supporting resources and technology, water equipped stationary shampoo sinks and multi-purpose chairs, hydraulic chairs, electrically equipped professional styling station with an attached mirror, enclosed cabinets. Mannequins for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.N.01</b>	<b>Identify materials and implements needed to perform various haircuts using shears, clippers, razors, and trimmers for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.N.01.01	Demonstrate safety and handling of all tools	B, E, A

	<p><b>Performance Example:</b> Students will demonstrate and differentiate between the implements used in haircutting for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</p>	
<b>2.N.02</b>	<p><b>Identify and describe sectioning techniques for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b></p>	<b>SKILL LEVEL</b>
2.N.02.01	Explain the relevance of anatomy as it relates to haircutting	B, E, A
2.N.02.02	Identify reference points on the head and understand their role in haircutting.	B, E, A
2.N.02.03	Explain and demonstrate the relevance of neat, uniform partings, sections, and subsections.	B, E, A
	<p><b>Performance Example:</b> Students will demonstrate precise sectioning in haircutting for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</p>	
<b>2.N.03</b>	<p><b>Explain the relevance of guidelines and the various techniques used to achieve a design for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b></p>	<b>SKILL LEVEL</b>
2.N.03.01	Differentiate between traveling and stationary guidelines.	B, E, A
2.N.03.02	Differentiate between horizontal, vertical, and diagonal lines.	B, E, A
2.N.03.03	Explain and describe how different elevations and over direction determine different results.	B, E, A, A+
	<p><b>Performance Example:</b> Students will describe and demonstrate how guidelines and elevations affect a haircut for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</p>	
<b>2.N.04</b>	<p><b>Perform a one length, zero degree blunt haircut for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b></p>	<b>SKILL LEVEL</b>
2.N.04.01	Perform a one length, zero-degree blunt haircut.	B, E, A
2.N.04.02	Perform a 45-degree, graduated layered haircut.	B, E, A
2.N.04.03	Perform a 90-degree, uniform layered haircut.	B, E, A
2.N.04.04	Perform a 180-degree, long layered haircut.	B, E, A
2.N.04.05	Perform a haircut using a razor.	B, E, A, A+
2.N.04.06	Perform a haircut using clippers.	B, E, A, A+
	<p><b>Performance Example:</b> Students will complete haircuts using various haircutting techniques for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</p>	
<b>2.N.05</b>	<p><b>Perform and explain different texturizing techniques for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b></p>	<b>SKILL LEVEL</b>
2.N.05.01	Explain and perform different techniques used to remove bulk or weight from a design.	B, E, A, A+
	<p><b>Performance Example:</b> Students will explain and demonstrate different texturizing techniques for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</p>	

<b>2.0</b>	<b>Hair Coloring</b>	
	<b>Hours of Instruction</b>	150
	<b>Equipment Needed</b>	
	Industry standard specific tools, supplies and materials, supporting resources and technology, water equipped stationary shampoo sinks and multi-purpose chairs, hydraulic chairs, electrically equipped professional styling station with an attached mirror, chemical safety storage cabinet, enclosed cabinet. Mannequins for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.0.01</b>	<b>Prepare for various hair color services for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.0.01.01	Demonstrate safety and sanitation practices throughout service.	B, E, A
2.0.01.02	Perform a patch test.	B, E, A
2.0.01.03	Read and follow manufacturer’s directions for hair coloring products.	B, E, A
2.0.01.04	Drape client for a chemical service.	B, E, A
	<b>Performance Example:</b>	
	Students will perform a hair coloring service according to the client’s needs and expectations for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.0.02</b>	<b>Differentiate among the various classifications of hair color for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.0.02.01	Define temporary hair color.	B, E, A
2.0.02.02	Define semi and demi permanent hair color.	B, E, A
2.0.02.03	Define permanent hair color.	B, E, A
2.0.02.04	Research and identify other industry trends for dimensional hair coloring techniques.	B, E, A
	<b>Performance Example:</b>	
	Students will be able to differentiate between the various classifications of hair color for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.0.03</b>	<b>Formulate hair color for desired result for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.0.03.01	Conduct a client consultation.	B, E, A
2.0.03.02	Analyze hair for level, tone and condition.	B, E, A
2.0.03.03	Explain the principles of color theory for formulation.	B, E, A
2.0.03.04	Perform a preliminary strand test.	B, E, A
	<b>Performance Example:</b>	
	Students will explain and demonstrate proper color formulation for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.0.04</b>	<b>Perform professional hair color application techniques for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>

2.0.04.01	Perform a virgin application.	B, E, A
2.0.04.02	Perform a retouch application.	B, E, A
2.0.04.03	Demonstrate knowledge of corrective hair color.	B, E, A, A+
	<b>Performance Example:</b> Students will perform various types of hair color application for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.0.05</b>	<b>Demonstrate knowledge of double-process hair coloring for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.0.05.01	Differentiate between on-the-scalp and off-the-scalp lighteners.	B, E, A
2.0.05.02	Formulate and apply a toner.	B, E, A
	<b>Performance Example:</b> Students will explain and demonstrate double-process hair coloring for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.0.06</b>	<b>Perform special effects hair coloring for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.0.06.01	Perform a foil using slicing and weaving techniques.	B, E, A, A+
2.0.06.02	Perform a cap highlight.	B, E, A
2.0.06.03	Perform balayage.	B, E, A, A+
	<b>Performance Example:</b> Students will perform special effects haircoloring for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.0.07</b>	<b>Maintain accurate records.</b>	<b>SKILL LEVEL</b>
2.0.07.01	Record client information in an accurate and timely manner	B, E, A
	<b>Performance Example:</b> Students will document and maintain client records.	
<b>2.P</b>	<b>Permanent Waving</b>	
	<b>Hours of Instruction</b>	150
	<b>Equipment Needed</b> – Industry standard specific tools, supplies and materials, supporting resources and technology, water equipped stationary shampoo sinks and multi-purpose chairs, hydraulic chairs, electrically equipped professional styling station with an attached mirror, chemical safety storage cabinet, enclosed cabinets. Mannequins for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.P.01</b>	<b>Perform a professional permanent waving service for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
2.P.01.01	Conduct a hair analysis and client consultation.	B, E, A
2.P.01.02	Drape client for chemical service.	B, E, A
2.P.01.03	Read and follow the manufacturer’s directions for permanent waving products.	B, E, A
2.P.01.04	Determine appropriate rod size for desired results.	B, E, A
2.P.01.05	Perform neat and clean partings for sections and subsections.	B, E, A

	2.P.01.06	Demonstrate even and smooth winding techniques, free of fishhooks.	B, E, A
	2.P.01.07	Demonstrate various wrapping techniques using endpapers.	B, E, A, A+
	2.P.01.08	Apply protective cream and cotton.	B, E, A
	2.P.01.09	Demonstrate application of permanent waving solution.	B, E, A
	2.P.01.10	Perform a test curl.	B, E, A
	2.P.01.11	Demonstrate neutralizing techniques.	B, E, A
	2.P.01.12	Record client information in an accurate and timely manner.	B, E, A
		<b>Performance Example:</b> Students will complete a permanent waving service according to the clients' needs and expectations for all genders and hair textures including but not limited to coiled, curly, straight, and wavy. Students will identify texture, porosity, elasticity and density as it relates to permanent waving for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.Q</b>		<b>Chemical Relaxing and Smoothing Services</b>	
		<b>Hours of Instruction</b>	150
		<b>Equipment Needed</b> – Industry standard specific tools, supplies and materials, supporting resources and technology, water equipped stationary shampoo sinks and multi-purpose chairs, hydraulic chairs, electrically equipped professional styling station with an attached mirror, chemical safety storage cabinet, enclosed cabinets. Mannequins for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	
<b>2.Q.01</b>		<b>Perform a professional chemical relaxing and smoothing service(s) for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.</b>	<b>SKILL LEVEL</b>
	2.Q.01.1	Conduct a hair and scalp analysis and client consultation.	B, E, A
	2.Q.01.2	Differentiate between the various types of relaxers.	B, E, A
	2.Q.01.3	Identify materials and implements necessary for procedure	B, E, A
	2.Q.01.4	Demonstrate draping for chemical service.	B, E, A
	2.Q.01.5	Read and follow the manufacturer's directions for chemical relaxing and smoothing products.	B, E, A
	2.Q.01.6	Demonstrate sectioning.	B, E, A
	2.Q.01.7	Apply a protective cream and cotton.	B, E, A
	2.Q.01.8	Apply a relaxer and perform spreading method with brush, comb, and fingers.	B, E, A
	2.Q.01.9	Perform a virgin relaxer.	B, E, A
	2.Q.01.10	Perform a retouch relaxer.	B, E, A
	2.Q.01.11	Perform smoothing services	B, E, A, A+
	2.Q.01.12	Demonstrate a test strand.	B, E, A
	2.Q.01.13	Demonstrate neutralizing techniques.	B, E, A
	2.Q.01.14	Record client information in an accurate and timely manner	B, E, A
	2.Q.01.15	Research and identify other industry trends for smoothing and relaxing hair.	B, E, A, A+
		<b>Performance Example:</b> Students will perform a chemical relaxing or smoothing service according to clients' needs and expectations for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.	

Students will identify texture, porosity, elasticity and density as it relates to chemical relaxing or smoothing service for all genders and hair textures including but not limited to coiled, curly, straight, and wavy.

<b>2.R</b>	<b>Wigs and Hair Enhancements</b>	
	<b>Hours of Instruction</b>	25
	<b>Equipment Needed</b> – Industry standard specific tools, supplies and materials, supporting resources and technology, water equipped stationary shampoo sinks and multi-purpose chairs, hydraulic chairs, electrically equipped professional styling station with an attached mirror, chemical safety storage cabinet, enclosed cabinets. mannequin dryer	
<b>2.R.01</b>	<b>Perform a professional Wig and Hair Enhancement service.</b>	<b>SKILL LEVEL</b>
2.R.01.01	Conduct a hair analysis and client consultation.	B, E, A
2.R.01.02	Measure the client’s head for a wig or hair enhancement service.	B, E, A
2.R.01.03	Identify types of wigs and hair enhancements.	B, E, A
2.R.01.04	Demonstrate proper draping for service.	B, E, A
2.R.01.05	Prepare hair for method being used.	B, E, A
2.R.01.06	Perform various types of wigs and hair enhancement services.	B, E, A, A+
2.R.01.07	Record client information.	B, E, A
2.R.01.08	Mount wig in appropriate block size to fit.	B, E, A
2.R.01.09	Secure wig on mount with t-pins at temples, above each ear and each corner of nape.	B, E, A
2.R.01.10	Perform wig services according to client needs and expectations	B, E, A
	<b>Performance Example:</b> Students will achieve the desired look using a proper fitting wig. Students will measure client for custom fit. Students will research and identify the various wig and hair enhancements.	
<b>2.R.02</b>	<b>Identify various extension techniques.</b>	<b>SKILL LEVEL</b>
2.R.02.01	Research and explain various extension technique.	B, E, A
2.R.02.02	Demonstrate bonding techniques.	A+
2.R.02.03	Demonstrate fusing methods.	A+
2.R.02.04	Demonstrate beading techniques.	A+
	<b>Performance Example:</b> Students will research and explain various extension techniques.	

## **Strand 3: Embedded Academics**

### **Embedded Academics Grades 9 –14 for Chapter 74 Vocational Technical Education Programs**

Due to the thoughtful planning that went into the revisions of the English Language Arts & Literacy (2017), Mathematics (2017), Science and Technology Engineering (2016), and Digital Literacy Frameworks (2016), the current Vocational Technical Education Frameworks can move forward with a new level of embedded academics that are more content focused and more meaningful to students as they attain transferrable skills. Core content area experts carefully developed the literacy standards and academic practices in the aforementioned Massachusetts Frameworks documents which are highlighted. The Standards for Literacy in Content Areas, the Standards for Mathematical Practice, the High School Science & Engineering Practices, and the Digital Literacy & Computer Science Practices complement but do not take the place of the grade-level or course-level content standards in any of the discipline-specific Vocational Technical Education Frameworks.

Mathematics, science, technology, reading, writing, speaking, and listening skills and standards focus on understanding and practicing discipline-specific literacy, math, STE, and communication skills, using resources and characteristics of specific Vocational Technical Education programs. The philosophy of the embedded academics is not to have vocational teachers become traditional content teachers of English, science, and mathematics but is intended to reinforce the concept that it is the responsibility of all teachers to embed rich academic experiences in Vocational Technical Education. This will ensure that students recognize the transferrable skills that are essential for success in 21st century careers and in college. In rigorous Vocational Technical Education, students have hands-on and real-world experiences which develop relevant connections both from academic areas to Vocational Technical areas and vice versa.

The performance examples included in Strand Three are models developed using the portrait from the English Language Arts & Literacy (2017) of Students Who Are Ready for College, Careers, and Civic Participation. The examples illustrate how individual vocational teachers may use academic practices and literacy standards from the Massachusetts Frameworks listed above to seamlessly embed and explicitly teach relevant academics through Vocational Technical Education.

Vocational Technical Education of the past and of the 21st century naturally embed the elements of the portrait of Students Who are Ready for College, Careers, and Civic Participation through the hands-on and real-world experiences that students engage in throughout their tenure as Vocational Technical students. The following guidelines and practices that are collated in this document for easy reference are directly from the English Language Arts & Literacy (2017), Mathematics (2017), Science & Technology Engineering (2016), and Digital Literacy Frameworks (2016).

## Cosmetology Performance Task 1

As newly licensed cosmetologists, students write, design, calculate, model and present a professional salon business plan. After reading necessary bank loan documents, students complete the forms of the loan process required by a local bank. Students will rotate through roles of licensed cosmetologists and bank loan officers. Cosmetologists need to interpret information from the Massachusetts Board of Cosmetology and Barbering Statutes and Regulations to produce a written business plan. Creating and writing the professional business plan includes, but is not limited to, reading and interpreting reference documents to determine an appropriate business location, calculating salon floor square footage, listing essential equipment needs, calculating pricing of equipment and personnel, and complying with the Environmental and Health Department regulations. Each formal business plan will be presented to a team of students and teachers acting as bank loan officers who will determine if the loan will be issued.

### Embedded Math:

[SMP.3] Construct viable arguments and critique the reasoning of others.

[SMP.4] Model with mathematics.

### Embedded Science & Engineering:

[SEP.1] Asking questions (for science) and defining problems (for engineering).

[SEP.3] Planning and carrying out investigations.

[SEP.7] Engaging in argument from evidence.

### Embedded Reading in Science & Technical Subjects:

[RCA-ST.11-12.7] Integrate and evaluate multiple sources of information presented in diverse formats and media (i.e., quantitative data, video, multimedia) in order to address a question or solve a problem.

[RCA-ST.11-12.9] Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

### Embedded Writing in Content Areas:

[WCA.11-12.7] Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject matter under investigation.

[WCA.11-12.8] When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### Embedded Digital Literacy:

[DLCS.1] Creating

[DLCS.2] Connecting

[DLCS.5] Communicating

### Embedded Speaking & Listening in Content Areas:

[SLCA.11-12.3] Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Vocational Technical Education Standards:**

- [2.A.01] Identify, describe, and apply state laws and regulations regarding infection control and safety.
- [2.D.01] Establish a salon's business plan.
- [2.D.02] Outline the management operations of a successful salon.
- [2.D.03] Demonstrate professional conduct within a business.

## Cosmetology Performance Task 2

As professionally licensed cosmetologists, students plan and develop a written formula for a hair coloring service. Students perform a professional consultation with a client to determine the desired outcome. Cosmetologists will read manufacturer's instructions in order to calculate the appropriate color to developer ratio to create a color formula. Students will evaluate and document the hair coloring formula for the client's natural and desired levels. Students will calculate the percentage of grey and determine warm and cool undertones. Students will synthesize the information to produce a written client record card using an appropriate digital format that includes a clear formula for the individual client and information that is critical for any cosmetologist working with this client in the future.

### Embedded Math:

- [SMP.4] Model with mathematics.
- [SMP.5] Use appropriate tools strategically.
- [SMP.6] Attend to precision.

### Embedded Science & Engineering:

- [SEP.1] Asking questions (for science) and defining problems (for engineering).
- [SEP.2] Developing and using models.
- [SEP.3] Planning and carrying out investigations.

### Embedded Reading in Science & Technical Subjects:

- [RCA-ST.11-12.7] Integrate and evaluate multiple sources of information presented in diverse formats and media (i.e., quantitative data, video, multimedia) in order to address a question or solve a problem.
- [RCA-ST.11-12.8] Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- [RCA-ST.11-12.10] Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

### Embedded Writing in Content Areas:

- [WCA.11-12.2] Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- [WCA.11-12.3] Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations, analyses, or technical work that others can replicate them and (possibly) reach the same results.
- [WCA.11-12.4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [WCA.11-12.6] Use technology, including current Web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### Embedded Digital Literacy:

- [DLCS.4] Analyzing
- [DLCS.7] Researching

### Embedded Speaking & Listening in Content Areas:

- [SLCA.11-12.6] Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Vocational Technical Education Standards:**

- [2.0.01] Prepare for various color services.
- [2.0.02] Differentiate among the various classifications of hair color.
- [2.0.03] Formulate hair color for desired result.
- [2.0.04] Perform professional hair color application techniques.
- [2.0.05] Demonstrate knowledge of double-process hair coloring.
- [2.0.06] Perform special effects hair coloring.
- [2.0.07] Maintain accurate records.

## Cosmetology Performance Task 3:

A professional nail consultation is important to determine client expectations and lifestyle in selecting the appropriate nail service and nail maintenance program. In the role of a professionally licensed cosmetologist, students will conduct a pre-visit consultation with a nail client to determine the best option for client preference and lifestyle needs. After the consultation, students will analyze available options for this client and plan a professional communication to determine the best plan. Using appropriate technology, industry reference documents, and available classroom cosmetology tools, the students will prepare a brief marketing presentation for the client describing the three possible nail enhancement choices and offer a professional recommendation. The students will present the client with the advantages and disadvantages of each type of service. The details will include, but not limited to, a calculation of the overall cost to the client, considering the maintenance frequency, cost of service, and time commitment. The student will meet with the client to share the options using both clear speaking and listening skills and the brief multimedia presentation created. Once the client makes the informed decision, the student will perform the desired nail service on the client.

### Embedded Math:

- [SMP.2] Reason abstractly and quantitatively.
- [SMP.3] Construct viable arguments and critique the reasoning of others.
- [SMP.5] Use appropriate tools strategically.
- [SMP.6] Attend to precision.

### Embedded Science & Engineering:

- [SEP.1] Asking questions (for science) and defining problems (for engineering).
- [SEP.8] Obtaining, evaluating, and communicating information.

### Embedded Reading in Science & Technical Subjects:

- [RCA-ST.11-12.4] Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
- [RCA-ST.11-12.9] Synthesize information from a range of sources (i.e., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

### Embedded Writing in Content Areas:

- [WCA.11-12.1] Write arguments focused on discipline-specific content.
- [WCA.11-12.4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [WCA.11-12.5] Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### Embedded Digital Literacy:

- [DLCS.4] Analyzing
- [DLCS.5] Communicating
- [DLCS.7] Researching

### Embedded Speaking & Listening in Content Areas:

- [SLCA.11-12.2] Integrate multiple sources of information presented in diverse formats and media (i.e., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- [SLCA.11-12.5] Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.
- [SLCA.11-12.6] Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Vocational Technical Education Standards:**

- [2.A.01.01] Identify and apply Occupational Safety and Health Administration (OSHA) and other health and safety regulations that apply to specific tasks and jobs in the occupational area.
- [2.A.01.02] Identify, describe and demonstrate the effective use of Safety Data Sheets (SDS).
- [2.A.01.03] Identify and apply Environmental Protection Agency (EPA) and other environmental protection regulations that apply to specific tasks and jobs in the occupational area.
- [2.A.01.04] Define and follow Universal Precautions.
- [2.A.01.05] Identify describe and demonstrate the safe and effective use of all tools, implements and materials.
- [2.A.02.01] Identify and describe sterilization procedures.
- [2.A.02.02] Demonstrate disinfection procedures.
- [2.A.02.03] Demonstrate sanitation procedures.
- [2.A.02.04] Prevent cross-contamination.
- [2.B.01.01] Describe and demonstrate how to utilize various technological devices for effective communication(s) and record keeping.
- [2.B.01.02] Acknowledge clients in a timely manner using professional practices.
- [2.B.02.01] Assess and record the client information and services.
- [2.B.02.02] Analyze the client’s hair, skin, and/or nails.
- [2.B.02.03] Communicate with the client on service to be performed using reflective listening skills.
- [2.B.02.04] Demonstrate post service procedures.
- [2.M.01.01] Conduct nail analysis and client consultation.
- [2.M.01.02] Demonstrate proper filing procedure.
- [2.M.01.03] Demonstrate the ability to trim excess cuticle using nipper.
- [2.M.01.04] Demonstrate various hand and nail conditioning services.
- [2.M.01.05] Perform a hand and arm massage.
- [2.M.01.06] Complete polish application.
- [2.M.03.01] Identify and demonstrate various nail enhancement techniques.
- [2.M.03.02] Research and identify current industry trends for nail enhancements.

## **Appendices**

***Disclaimer: Reference in the Appendices Section to any specific commercial products, processes, or services, or the use of any trade, firm or corporation name is for the information and convenience of the public and does not constitute endorsement or recommendation by the Massachusetts Department of Elementary and Secondary Education or the Massachusetts Association of Vocational Administrators.***

## **Appendix A**

### **Industry Recognized Credentials (IRCs)**

An **Industry Recognized Credential** is verification of an individual's qualification or competence. An authoritative third party issues the credential. **IRCs** are valued in the labor market and are a validation of an individual's knowledge and skill.

Industry-recognized credentials are accepted by multiple employers across an industry. They are often endorsed by recognized trade associations or organizations representing a significant part of an industry or sector.

IRCs are identified as either “**Essential**” or “**Optional**”.

**Essential IRCs** indicate credentials that are in high demand by employers.

School districts that offer VTE programs with “**Essential**” IRCs must ensure that adequate time and resources are available for students to be instructed in the standards necessary to be prepared for the certification examination, as well as, provide opportunities for students to obtain these certifications.

**Optional IRCs** provide credentials that enhance employment opportunities.

	<b>Essential</b>	<b>Optional</b>	<b>Hours of Instruction needed to attain this Credential</b>
Cosmetologist License (COSL) – See 240 CMR 4.07 & 4.08	X		1,000
OSHA Cosmetology Safety Certification (OSHA G10 or S/P2)	X		10
Cosmetology Product Specific Certifications for Sanitation	X		
Aesthetics License		X	600
Manicurist License		X	100
Cosmetology Product Specific Certifications for Nails		X	
Cosmetology Product Specific Certifications for Hair		X	

## **240 CMR: BOARD OF REGISTRATION OF COSMETOLOGY AND BARBERING**

### **Industry Recognized Credentials (Licenses and Certifications/Specialty Programs)**

These Vocational Technical Education frameworks are to be implemented as guidelines for learning standard and objectives. Advanced objectives have been added to meet current industry trends. These objectives may be introduced into individual curriculums once the Massachusetts State Board of Cosmetology and Barbering mandated 1,000-hour licensure course material has been covered.

#### **4.07: Public Vocational Secondary and Public Post-Secondary School Programs**

(1) Credit for hours completed in public vocational secondary and public post-secondary school programs shall only be granted by the Board when the requirements of 240 CMR 4.02(2) through 4.04 and 4.07 are met by such programs.

(2) No vocational student may be granted credit for hours completed in a program prior to attaining the age of 15 years. No vocational student may be granted credit for hours completed as part of an "exploratory" or similarly titled program. Vocational students must complete 1,000 hours in order for the Board to recognize hours earned prior to attaining 16 years of age.

(3) No student may provide services outside of the program setting premises prior to obtaining a cosmetology license issued by the Board.

(4) Only those hours which are taught or overseen by instructors currently licensed by the Board may be granted credit towards licensure qualification.

**REGULATORY AUTHORITY 240 CMR 4.00: M.G.L. c. 112, §§ 87V, 87BB and 87JJ**

### **Student Apprenticeship and Employment**

[POLICY NO. 2019-01: STUDENT APPRENTICESHIP & EMPLOYMENT](#)

## **DESE Statewide Articulation Agreement**

### **ARTICULATION AGREEMENT**

*Between*

Massachusetts Community Colleges

*And*

Massachusetts Chapter 74 State-Approved

*for more information, click*

<http://www.masscc.org/partnerships-initiatives/voc-schools-articulation-agreements>

### **Student Organizations**

- SkillsUSA [www.maskillsusa.org](http://www.maskillsusa.org)