All students in this class will be required to complete an END OF COURSE PROJECT. This slide presentation will provide you with a variety of project options.
Critical Thinking

Disciplined thinking that is clear, rational, open minded and based on evidence

Teacher note: The next slides will reflect the lesson terms and definitions found in the lesson Word Wall.
Has anyone ever heard the term critical thinking? Phrase the definition in your own words. Have students give examples of when critical thinking would be necessary.
Your END OF COURSE project will be cumulative. What does that mean?
What information did you learn in this course that you would consider ESSENTIAL?
When do we use problem solving skills? Why is it important to be able to find solutions or solve problems on our own?
Project Based Learning

Instructional approach built upon authentic learning activities that engage student interest and motivation
Recommended

Worthy of acceptance
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Cosmetology II
(3) The student identifies the importance of a well-written business plan. The student is expected to:

- (A) categorize a business plan and the need for a well-orchestrated business plan;
- (B) research business plan outlines, resources, and templates using web search engines;
- (C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;
(1) The student consolidates the employability characteristics of a successful worker in the workplace. The student is expected to:

(A) evaluate leadership skills within a community setting to maintain positive relationships that enhance personal care business opportunities;

(B) estimate cost-effective resources to assist with planning the delivery of services;

(C) review technical knowledge and skills required to be successful in careers in the human services area;

(D) assess time-management principles and techniques to achieve objectives and effectively serve clients;

(E) create and maintain records, including electronic records, of client services using safeguarding procedures to store and retrieve personal care client information;

(F) integrate logical reasoning in a variety of ethical workplace situations in order to make sound decisions; and

(G) assess written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Cosmetology II

(2) The student consolidates academic skills to satisfy the requirements of cosmetology. The student is expected to:
(A) apply and defend principles of biology, identifying living tissues, cells, and organisms to provide and select safe and effective personal care products and services;
(B) merge principles of chemistry, explaining the composition, structure, and properties of substances and of chemical processes to provide a broad range of personal care services;
(C) design needed services based on the basic principles of human anatomy in order to provide needed personal care services; and
(D) critique marketing principles when selecting and using media to attract and retain clientele.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Cosmetology II

(3) The student implements rules and regulations established by the Texas Department of Licensing and Regulation. The student is expected to:

(A) apply and defend emergency policies and procedures regarding health and safety;
(B) evaluate risks, including potentially hazardous situations, to maintain a clean record of safety when providing personal care services; and
(C) perform and complete all practical requirements as required by the Texas Department of Licensing and Regulation or the governing body.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Cosmetology II

(4) The student categorizes and judges both the function and application of the tools, equipment, technologies, and materials used in cosmetology. The student is expected to:

(A) examine and rank vendor resources to provide maximum benefit for clients, service providers, businesses, or organizations;

(B) justify systems needed to obtain the range of personal care resources needed for business practice and explain how to access resources at appropriate times;

(C) use technology resources to analyze data and information in order to make appropriate recommendations and conclusions for personal care services;

(D) evaluate techniques, principles, tools, and instruments used to develop efficient and safe delivery of client services to enhance client satisfaction;

(E) explore principles of mechanics when choosing, evaluating, and maintaining service equipment to provide continued client services and examine emerging technologies;

(F) critique administrative or clerical procedures and systems to provide client satisfaction; and

(G) consolidate various methods of obtaining feedback from clients to understand their expectations and promote high-quality standards.
(5) The student merges the concepts and skills of cosmetology to simulated and actual work situations. The student is expected to:

(A) design personal care services for individuals by recognizing and making informed decisions according to client needs and concerns;
(B) create an individualized plan that reflects client preferences, needs, and interests in order to create a course of treatment or action;
(C) evaluate client satisfaction by identifying solutions, procedures, and products to enhance future services and client interactions;
(D) implement organizational policies, procedures, and regulations to establish personal care organization priorities, accomplish an identified mission, and provide high-quality service to diverse clients;
(E) investigate and evaluate industry trends, information, and resources to attract new clientele and satisfy and retain present clientele; and
(F) synthesize client information to attract new clientele and retain present clientele.
Distribute End of Course Project Options Map. Inform students that they will be viewing several End of Course Project Options, but will only be required to complete one project before the end of the school year.
A Week in the Life of .......

- A cosmetologist
- A salon owner
- Create a scenario for a fictitious ___________
  - lifestyle: marital status, number of children, employment
- Create a 24 hour log for seven days
- Document and account for all 168 hours

Brainstorm other careers and lifestyle specifics. See Lifestyle Scenarios attachment.
End of course test

Criteria: must equal 100 points and cover material from the entire course.
- 10 T/F questions
- 10 fill in the blank questions
- 10 multiple choice questions
- 10 short answer questions
- 1 essay question
- Include test key

Determine criteria- test must be typed, formatted and ORIGINAL questions.
Series of Video Clips/Documentary

- Select a topic - general or topic specific
  - focus on careers
  - technical skills
  - safety issues
- Video tape segments
- Create a documentary

What are some careers in this cluster?
What are some technical skills that we’ve learned?
Determine project criteria such number of individuals to interview and length of documentary. Students can discuss script and sample interview questions.
Diary/Journal Entries

- Two week detailed Diary or Journal Entries from the viewpoint of a...
  - cosmetology student
  - cosmetology instructor
  - salon owner
  - nail technician

Have students brainstorm ideas for this project.
Web Page/Newsletter

Develop a Web Page or Newsletter Template with examples, for this class.

Make sure to follow district/campus technology guidelines.
Database of......

- Develop a database of ..........
  - local agencies and organizations
  - potential guest speakers
  - student volunteer opportunities
  - vendors, suppliers
  - salons in the area interested in collaborating with the school cosmetology program

Have students brainstorm format and criteria for this project. Example: agency name, address, phone number, services provided and contact information.
Entrepreneurship Project /Extensive Business Plan – see FCCLA and SkillUSA resources for project ideas and outlines.
Multimedia Collection of Quotes
• Research and compile a collection of quotes and their authors
• Must relate to each student expectation for this course

Have students brainstorm technology and presentation format, number of required quotes of this project.
What would this project look like?
Where would you find quotes?
Service Learning Project

- Develop a Service Learning Project along with a Service-Learning Project Evaluation
- Emphasize our course TEKS
- For additional information on service learning see: http://www.servicelearningtexas.org

Teacher note: Student ideas may be carried out the following school year.
Course Time Capsule

- To be opened by next year's (semester's) new students
- Include “Artifacts” that reflect the course TEKS/contents of the course.
  - photos
  - favorite class projects
  - course syllabus
- Written log and justification for each included items

What are some other “artifacts” that can be included?
What resources can be used to create the time capsule?
What other items could be included in this memory book?
School-to-Work Project

- Determine the correlation between the course TEKS and preparing for the real world of work in this career field
  - explore one career field
  - explore a variety of career fields
  - format can vary - story board, multi-media
  - may include interviews or video clips

This could even include a job shadowing or internship/training experience.
Student as Researcher

- Conduct research on a topic, information or questions of personal interest related to the course TEKS
- Include a five+ page typed paper with cited resources and references.
- Check with English teacher for suggested style—APA, MLA
Project format can vary.
Other Project Option Ideas?

Allow students to generate additional project options that are not on this slide presentation.
Are there any questions?
References and Resources

Websites:

• **AchieveTexas**
  - A college and career initiative designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics and *relevant* career education.
  - [http://www.achievetexas.org/in](http://www.achievetexas.org/in)

• **Texas Education Agency**
  - Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.
  - [http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html](http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html)