

# Vermont Career Technical Education (CTE) Program

## Critical Proficiencies

### Cosmetology CTE Programs

The Critical Proficiencies identify the essential knowledge, skills, and abilities that VT CTE students need to demonstrate (1) to be program completers, and (2) to be prepared for future learning. Critical proficiencies promote high expectations for all students, and support students' personal, professional, and academic development. At the high school level, VT's Proficiency-Based Graduation Requirements (PBGRs) reflect the critical proficiencies that lead to postsecondary career and college readiness.

For each of the unique program areas which categorize VT's CTE programs, the proficiency template includes:

- Program-Area Descriptions
- Career Ready Practices
- Career Cluster(s) and Pathway(s)
- Anchor Standards
- Program Technical Standards
- Academic Alignment
- CTE Program Elements

### Advance CTE Common Career Technical Core - Career Ready Practices

The Common Career Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education (CTE). The CCTC includes a set of standards for each Career Cluster® and corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study. The Career Ready Practices include statements that address the knowledge, skills, and dispositions that are important to becoming career ready.

The Career Ready Practices were developed from a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTEC).

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of

complexity and expectation as a student advances through a program of study.  
(NASDCTEC, 2012)

#### The Career Ready Practices

- are applicable across all program areas.
- align with the VT Transferable Skills Proficiency-Based Graduation Requirements (PBGRs) and VT Portrait of a Graduate.
- are the *transferable skills* of the Common Career Technical Core and the *portrait* of a VT CTE program completer.

#### **Advance CTE Common Career Technical Core - Career Cluster and Pathway Standards**

The Common Career Technical Core is divided into Career Cluster and Pathway standards. Each Career Cluster contains one or more pathways with pathway-specific technical standards. The template shows which CCTC Career Cluster and Pathway standards are relevant to VT CTE programs.

#### **Anchor Standards**

The Anchor Standards build upon the Career Ready Practices and show the overarching standards categories which are common across all technical programs within their Career Cluster(s) and Pathway(s). The VT CTE Anchor Standards are derived from and align with the CCTC Anchor Standards.

#### **Program Technical Standards**

The Program Technical Standards build on and continue the Anchor Standards with more complexity, rigor, and career specificity. Knowledge and skills are learned and applied within a standards-based CTE program that integrates classroom, laboratory, and work-based instruction. The VT CTE Program Technical Standards are tailored to the unique characteristics and structure of each of the program areas.

#### **Academic Alignment**

Each program-area template includes academic alignment with the VT Content-Area Sample Graduation Proficiencies as part of VT's Proficiency-Based Graduation Requirements (PBGRs). These include Common Core State Standards in English Language Arts and Mathematics, Next Generation Science Standards, as well as other adopted national and state academic standards.

## CTE Critical Proficiency Template

<b>Critical Proficiency Template:</b>	Attributes:
<b>Program-Area Descriptions</b>	For VT CTE Program Areas
<b>Common Career Technical Core - Career Ready Practices</b>	<ol style="list-style-type: none"> <li>1. Act as a responsible and contributing citizen and employee.</li> <li>2. Apply appropriate academic and technical skills.</li> <li>3. Attend to personal health and financial well-being.</li> <li>4. Communicate clearly and effectively and with reason.</li> <li>5. Consider the environmental, social, and economic impacts of decisions.</li> <li>6. Demonstrate creativity and innovation.</li> <li>7. Employ valid and reliable research strategies.</li> <li>8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>9. Model integrity, ethical leadership, and effective management.</li> <li>10. Plan education and career paths aligned to personal goals.</li> <li>11. Use technology to enhance productivity.</li> <li>12. Work productively in teams while using cultural global competence.</li> </ol>
<b>Common Career Technical Core - Career Cluster(s) and Pathway(s)</b>	Relevant to VT CTE Program Areas
<b>Anchor Standards</b>	<ol style="list-style-type: none"> <li>1. Academics</li> <li>2. Communication</li> <li>3. Problem Solving and Critical Thinking</li> <li>4. Technology</li> <li>5. Systems (Responsibility and Flexibility)</li> <li>6. Health and Safety</li> <li>7. Leadership and Teamwork</li> <li>8. Ethics and Legal Responsibilities</li> <li>9. Career Planning and Management</li> <li>10. Technical Knowledge and Skills (see Program Technical Standards)</li> <li>11. Demonstration and Application (see CTE Program Elements)</li> </ol>
<b>Program Technical Standards</b>	Build on the Anchor Standards with more complexity, rigor, and career specificity

<b>Critical Proficiency Template:</b>	Attributes:
<b>Academic Alignment</b>	With VT Content-Area Graduation Proficiencies
<b>CTE Program Elements</b>	Demonstration and application: <ul style="list-style-type: none"> <li>• Dual Enrollment/Fast Forward Courses</li> <li>• Industry Recognized Credentials (IRCs)</li> <li>• Work-Based Learning/Co-op/Apprenticeship</li> <li>• National Career Technical Student Organizations</li> <li>• Entrepreneurship</li> <li>• Portfolio/Personalized Learning Plan</li> </ul>

**VT Cosmetology CTE Programs**

Students in **Cosmetology** programs have in-depth, hands-on experiences in sanitation, tools, and equipment; human anatomy; professional and ethical growth; skin care and makeup application; nail care and services; hair design; customer service and salon management.

The standards in this program area are designed to prepare students for technical training, postsecondary education, and/or entry-level employment in the field of cosmetology. Students engage in an instructional program that integrates academic and technical preparation, career exploration, and preparation for postsecondary education and/or training. Knowledge and skills are learned and applied within a standards-based CTE program that integrates classroom, laboratory, and work-based instruction.

**Advance CTE Common Career Technical Core - Career Ready Practices**

<b>Advance CTE Common Career Technical Core - <a href="#">Career Ready Practices</a>:</b>	Aligned with <a href="#">VT Transferable Skills</a> Proficiency-Based Graduation Requirements (PBGRs) and <a href="#">VT Portrait of a Graduate</a>
<b>1. Act as a responsible and contributing citizen and employee.</b>	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
<b>2. Apply appropriate</b>	Career-ready individuals readily access and use the

<p><b>Advance CTE Common Career Technical Core - Career Ready Practices:</b></p>	<p>Aligned with <a href="#">VT Transferable Skills</a> Proficiency-Based Graduation Requirements (PBGRs) and <a href="#">VT Portrait of a Graduate</a></p>
<p><b>academic and technical skills.</b></p>	<p>knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</p>
<p><b>3. Attend to personal health and financial well-being.</b></p>	<p>Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice healthy diet, exercise, and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>
<p><b>4. Communicate clearly and effectively and with reason.</b></p>	<p>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p>
<p><b>5. Consider the environmental, social, and economic impacts of decisions.</b></p>	<p>Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment, and the profitability of the organization.</p>
<p><b>6. Demonstrate creativity and innovation.</b></p>	<p>Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and</p>

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	<p>they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p><b>7. Employ valid and reliable research strategies.</b></p>	<p>Career-ready individuals are discerning in accepting and using new information to make decisions, change practices, or inform strategies. They use reliable research processes to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.</p>
<p><b>8. Utilize critical thinking to make sense of problems and persevere in solving them.</b></p>	<p>Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p><b>9. Model integrity, ethical leadership, and effective management.</b></p>	<p>Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes, and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals, and organizational culture.</p>
<p><b>10. Plan education and career paths aligned to personal goals.</b></p>	<p>Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience, and other requirements to pursue each, including a path of entrepreneurship. They recognize</p>

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	the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
<b>11. Use technology to enhance productivity.</b>	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.
<b>12. Work productively in teams while using cultural global competence.</b>	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**Advance CTE Common Career Technical Core - [Human Services](#) Career Cluster and Pathway Standards**

<b>The following Career Cluster and Pathway standards are relevant to VT Cosmetology CTE programs:</b>	This Career Cluster® is focused on preparing individuals for employment in careers that relate to human needs such as consumer services.
<b>Consumer Services Pathway</b>	<ol style="list-style-type: none"> <li>1. Summarize necessary credentials, licensures, or state-specific requirements to prepare for a career in consumer services.</li> <li>2. Communicate product or equipment features that meet the needs of clients and consumers.</li> <li>3. Make consumer services recommendations meeting the needs of clients or customers.</li> <li>4. Analyze financial/economic situations when making recommendations about consumer services.</li> <li>5. Use standard business processes or procedures to create consumer service information and facilitate client interactions.</li> </ol>



<p><b>The following Career Cluster and Pathway standards are relevant to VT Cosmetology CTE programs:</b></p>	<p>This Career Cluster® is focused on preparing individuals for employment in careers that relate to human needs such as consumer services.</p>
	<p>6. Use a variety of methods to educate audiences about consumer services.</p> <p>7. Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.</p> <p>8. Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes.</p>

### VT CTE Program Anchor Standards

<p><b>Anchor Standards:</b></p>	<p>Aligned with Advance CTE Common Career Technical Core - Career Cluster Anchor Standards</p>
<p><b>1. Academics</b></p>	<p>Achieve additional academic knowledge and skills required to pursue the full-range of career and postsecondary education opportunities.</p>
<p><b>2. Communication</b></p>	<p>Acquire and accurately use terminology and information at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.</p>
<p><b>3. Problem Solving and Critical Thinking</b></p>	<p>Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.</p>
<p><b>4. Technology</b></p>	<p>Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the workplace environment.</p>
<p><b>5. Systems (Responsibility and Flexibility)</b></p>	<p>Initiate, and participate in, a range of collaborations to demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the workplace environment and community settings.</p>
<p><b>6. Health and Safety</b></p>	<p>Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the workplace environment.</p>
<p><b>7. Leadership and Teamwork</b></p>	<p>Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team</p>



<b>Anchor Standards:</b>	Aligned with Advance CTE Common Career Technical Core - Career Cluster Anchor Standards
	and individual decision making, benefits of workforce diversity, and conflict resolution.
<b>8. Ethics and Legal Responsibilities</b>	Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
<b>9. Career Planning and Management</b>	Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
<b>10. Technical Knowledge and Skills</b> (see Program Technical Standards)	Apply essential technical knowledge and skills common to the Career Cluster and Pathway(s), following procedures when carrying out experiments and/or performing technical tasks.
<b>11. Demonstration and Application</b> (see CTE Program Elements)	Demonstrate and apply technical knowledge and skills across a variety of CTE-specific opportunities in classroom, laboratory, and workplace settings.

### VT Cosmetology CTE Program Technical Standards

<b>Program Technical Standards:</b>	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
<b>1. Identify and Utilize Safety Procedures and Proper Tools</b>	<ol style="list-style-type: none"> <li>a. Demonstrate safety rules and sanitation procedures for cosmetology services.</li> <li>b. Identify and utilize proper tools, implements, and equipment.</li> <li>c. Summarize Universal Precautions (OSHA) guidelines.</li> <li>d. Describe bacteriology and infection control principles and apply necessary procedures to client services.</li> <li>e. Recognize workplace hazards, including electrical and chemical, and determine solutions.</li> <li>f. Explain the procedures for safe handling, storage, and disposal of hazardous material.</li> </ol>
<b>2. Demonstrate Professional Behaviors and Growth</b>	<ol style="list-style-type: none"> <li>a. Demonstrate professional verbal and non-verbal communication skills with co-workers, supervisors,</li> </ol>

<b>Program Technical Standards:</b>	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
	<ul style="list-style-type: none"> <li>and clients.</li> <li>b. Cultivate professional image, including posture, professional, and personal hygiene.</li> <li>c. Seek professional development and growth opportunities.</li> <li>d. Identify and adhere to code of ethics for cosmetology professionals.</li> </ul>
<b>3. Relate Anatomy and Physiology to Cosmetology</b>	<ul style="list-style-type: none"> <li>a. Describe elements of human anatomy and physiology that relate to cosmetology, including the structure and function of basic cells, tissue, and organs of the human body.</li> </ul>
<b>4. Assess Hair and Scalp Care</b>	<ul style="list-style-type: none"> <li>a. Analyze hair and scalp, evaluate condition and outcomes, and recommend appropriate hair services.</li> <li>b. Explain and demonstrate shampooing, conditioning, and scalp massage services.</li> </ul>
<b>5. Identify Principles of Hair Design and Haircutting</b>	<ul style="list-style-type: none"> <li>a. Explain scientific principles of electricity related to hair service tools and equipment.</li> <li>b. Interpret and demonstrate hair design, hair cutting, and styling techniques in consultation with the client.</li> </ul>
<b>6. Identify and Utilize Chemical Services</b>	<ul style="list-style-type: none"> <li>a. Explain the scientific principles of chemistry related to chemical services.</li> <li>b. Describe and apply color theory to hair coloring techniques.</li> <li>c. Describe and demonstrate chemical texture services.</li> </ul>
<b>7. Demonstrate Nail Care Procedures</b>	<ul style="list-style-type: none"> <li>a. Apply nail theory principles to recognize and evaluate hand and nail types for a variety of nail and hand care services.</li> <li>b. Demonstrate manicuring and pedicuring techniques, and utilize nail enhancements.</li> </ul>
<b>8. Analyze Skin Care Procedures</b>	<ul style="list-style-type: none"> <li>a. Explain scientific principles of electricity related to skin care services.</li> <li>b. Examine and critique skin structure and condition.</li> <li>c. Apply the principles of skin theory to determine skin care services.</li> <li>d. Explain and demonstrate facials, makeup</li> </ul>

<b>Program Technical Standards:</b>	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
	<p>techniques, and hair removal procedures.</p> <p>e. Describe electrotherapy and light therapy treatments.</p>
<b>9. Assess Salon Readiness Skills</b>	<p>a. Explain salon management, sales, and operation practices and requirements.</p> <p>b. Evaluate client services and customer satisfaction strategies.</p> <p>c. Summarize State Board licensure requirements.</p> <p>d. Identify and explore employment requirements and career opportunities in the field of cosmetology.</p>

**VT Cosmetology CTE Program - Academic Alignment with [VT Content Area Graduation Proficiencies \(PBGRs\)](#)**

<b>Graduation Proficiencies:</b>	<b>Indicators:</b>
<a href="#">English Language Arts</a>	<p>High School</p> <p>1. <b>Reading:</b> b, c, d, g</p> <p>2. <b>Writing:</b> a, b, d, e</p> <p>3. <b>Writing:</b> c</p> <p>4. <b>Speaking and Listening:</b> a, b, d</p> <p>5. <b>Speaking and Listening:</b> a, b, d</p> <p>6. <b>Language:</b> a, c, e</p>
<a href="#">Mathematics</a>	<p>High School</p> <p>1. <b>Modeling:</b> b, c</p> <p>2. <b>Number and Quantity:</b> c</p> <p>5. <b>Geometry:</b> m, n</p>
<a href="#">Science</a>	<p>High School</p> <p>1. <b>Physical Sciences:</b> Structure/Properties of Matter, Forces, and Interactions: d, e</p> <p>3. <b>Life Sciences:</b> Structure, Function, and Information Processing: a, d</p>
<a href="#">Global Citizenship/Social Studies</a>	<p>End of Gr. 12</p> <p><b>Inquiry:</b> Constructing compelling and supporting questions: a, d; Determining helpful sources: a</p> <p><b>Civics:</b> Processes, Rules, and Laws: a</p> <p><b>Economics:</b> Economic Decision Making: a; Exchange and Markets: a</p>

<b>Graduation Proficiencies:</b>	<b>Indicators:</b>
	<b>Geography:</b> Human Environment Interaction: Place, Regions, and Culture: a <b>Communicating Conclusions and Taking Informed Action:</b> Communicating: a
<a href="#">Health</a>	High School 1. <b>Core Concepts:</b> a, b, c, d, e 2. <b>Analyze Influences:</b> a, b, c 5. <b>Decision Making and Goal Setting:</b> a, b, c, d 6. <b>Self-Management:</b> a
<a href="#">Art: Visual Art</a>	High School 1. <b>Create:</b> a, c, e 2. <b>Present:</b> c 3. <b>Respond:</b> a 4. <b>Connect:</b> a

### VT Cosmetology CTE Program Elements

<b>Demonstration and Application:</b>	Available Options:
<b>Dual Enrollment/Fast Forward Courses</b>	<b>CCV:</b> BUS-1010 Intro to Business, SWK-1010 Intro to Human Services, Human Growth & Development (PSY-1050-VC50), Intro to Business (BUS-1010-VC50), Startup 802: An Entrepreneurial Mindset (BUS-1125-VC50)
<b>Industry Recognized Credentials (IRCs)</b>	<p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>● American Heart Association - CPR or CPR/AED</li> <li>● American Heart Association - First Aid</li> <li>● American Heart Association - First Aid, CPR/AED</li> <li>● American Red Cross - CPR/AED</li> <li>● American Red Cross - First Aid</li> <li>● American Red Cross - First Aid, CPR/AED</li> <li>● Barbicide</li> <li>● Career Safe</li> <li>● Conover Workplace Readiness</li> <li>● OSHA-10</li> <li>● Vermont Department for Children and Families (DCF) Online Training for Mandated Reporters</li> </ul> <p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>● VT Office of Professional Regulation (OPR) - Vermont Cosmetologist License</li> </ul>

<b>Demonstration and Application:</b>	Available Options:
	<ul style="list-style-type: none"> <li>• ACT National Career Readiness Certificate - Levels 5, 6, or 7</li> </ul>
<b>National Career Technical Student Organizations (CTSOs)</b>	SkillsUSA
<b>Work-Based Learning/Co-op (WBL)</b>	Varies by CTE Center
<b>Entrepreneurship Opportunities</b>	Varies by CTE Center
<b>Portfolio/Personalized Learning Plan (PLP)</b>	Varies by CTE Center