

INSTRUCTOR EXAMINATION PACKET

**PLEASE READ THE EXAMINATION PACKET AND
COMPLETE THE MODEL RELEASE FORM BEFORE YOU
COME TO THE EXAM SITE.**

The Board of Barbers and Hairdressers allows individuals taking the practical exam and their models to bring bottled water in a sealable container into the exam site.



STATE OF ALASKA
DEPARTMENT OF
COMMERCE
COMMUNITY AND
ECONOMIC DEVELOPMENT
Division of Corporations, Business and Professional Licensing

Sean Parnell, Governor
Susan Bell, Commissioner
Don Habeger, Director

PO Box 110806, Juneau, AK 99811-0806
Telephone: (907) 465-2534 Fax: (907) 465-2974 Website: www.commerce.state.ak.us/occ

RELEASE FORM

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____

TELEPHONE NO.: _____

AGE (if under 18): _____

Model must be at least 15 years of age.

Children under 15 years of age are not allowed into the exam site.

I hereby release members of the State Board Barbers and Hairdressers and the State of Alaska from any liabilities incurred as a result of my volunteering to act as a model during the practical portion of the State Board of Barbers and Hairdressers examination. I also authorize the examinee, for whom I am volunteering my services as model, to perform the required skills to complete the practical portion of the State examination.

Further, I am not trained or licensed in the field of Barbering, Hairdressing, or Esthetics; I am not a student or apprentice in the field.

If the model is under 18, the parent or legal guardian must also sign this release form.

Parent/Guardian
(if model is under 18)

Signature

DATE: _____

STATION NO.: _____

BARBER, HAIRDRESSER, AND ESTHETICIAN INSTRUCTOR PRACTICAL EXAM INSTRUCTIONS

Each instructor candidate will randomly pull one subject matter to teach. You must come prepared to teach any subject that you may pull from the available subjects.

Bring all materials, supplies and **lesson outline** needed for any subject listed below for the category in which you are being examined (i.e., esthetician instructor, etc.) A textbook may be used for the lesson plan preparation.

Each instructor candidate will be allowed 15 minutes before the start of the examination to set-up (lay out materials/supplies, transfer information to a white board if using that method of teaching, etc.). A listing of the subject for each examination category follows:

- I. **ESTHETICIAN INSTRUCTOR** Be prepared to teach one of these subjects:
 - (a) FACIAL MASSAGE, (b) SKIN AND EYE CARE, (c) WAXING AND HAIR REMOVAL

- II. **HAIRDRESSER INSTRUCTOR** Be prepared to teach one of these subjects:
 - (a) HAIRCUTTING - you may choose razor, scissors, or clippers to teach your lesson.
 - (b) HAIRSTYLING AND DRYING - you may choose pincurling, roller placement, fingerwaves, iron curling, or blow drying to teach your lesson.
 - (c) PERMANENT WAVING - you may choose sectioning, rods, or application to teach your lesson.
 - (d) BLEACH TOUCH-UP AND HIGHLIGHTING - you may choose either bleach touch-up or highlighting to teach your lesson.
 - (e) SCALP TREATMENT
 - (f) CHEMICAL HAIR RELAXING
 - (g) VIRGIN TINT

- III. **BARBER INSTRUCTOR** Be prepared to teach one of these subjects:
 - (a) HAIRCUTTING - you may choose razor, scissors, or clippers to teach your lesson.
 - (b) HAIRSTYLING AND DRYING - you may choose iron curling or blow drying to teach your lesson.
 - (c) PERMANENT WAVING - you may choose sectioning, rods, or application to teach your lesson.
 - (d) HAIR COLORING - you may choose bleach touch-up, highlighting, or virgin tint application.
 - (e) SHAVING - complete shave.
 - (f) SCALP TREATMENT

PLEASE UNDERSTAND THAT YOU WILL BE **TEACHING** THE EXAMINERS AS IF THEY ARE YOUR STUDENTS. MAKE THIS A LEARNING EXPERIENCE FOR THEM.

THIRTY (30) MINUTES is the time allowed to teach the subject lesson. If the candidate chooses to bring a model to the examination, the model may not be a person trained or licensed in the field of barbering or hairdressing or esthetics. If you choose to bring a mannequin, please bring a mannequin stand.

Enclosed is a sample copy of the score sheet which will be used during the instructor practical examination. The instructor written examination is a national examination (see enclosed sample).

If you have questions regarding the above, please contact the division at (907) 465-2547.

Reminder: Please bring a piece of picture identification to show the examiner when registering.

Name of Examiner _____

Department of Commerce, Community,
and Economic Development
Board of Barbers and Hairdressers

Student Station No. _____

Date of Examination _____

**PRACTICAL EXAMINATION SCORE SHEET FOR
BARBER, HAIRDRESSER, OR ESTHETICIAN INSTRUCTOR**

CATEGORY: BARBER HAIRDRESSER ESTHETICIAN

SUBJECT: _____

Instructor		Points	Points Given
(1) Lesson Outline	Written on black board or on paper	20	
(2) Objectives	(a) Stated goals of lesson plan (b) Were goals of lesson plan met?	20	
(3) Lesson	(a) Followed lesson plan outline (b) Was lesson accurate and understood?	20	
(4) Summary	Summarized lesson	15	
(5) Continuity	Consistent with outline	5	
(6) Questions	Answered examiners questions	5	
(7) Follow Directions	Were directions followed?	5	
(8) Materials and Resources	Brought all materials necessary for lesson plan	10	
TOTAL POINTS		100	

ARE ALL SCORES FILLED IN?

COMMENTS: _____

I HEREBY STATE THAT I AM ASSOCIATED WITH THE EXAMINATION CANDIDATE IN THE FOLLOWING WAY:

Signature of Examiner



NATIONAL INSTRUCTOR WRITTEN EXAMINATION

CANDIDATE INFORMATION BULLETIN

Please visit www.nictesting.org for the most current bulletin prior to testing.

The National Instructor Examination is the national licensure examination for Instructors, which is developed and administered by the National-Interstate Council of State Boards of Cosmetology (NIC). This Information Bulletin includes the content outline covered by the NIC National Instructor examination, sample questions, and answers. The time allowed for the Instructor written examination is 90 minutes.

INSTRUCTIONAL PLANNING 45%

Understand the Curriculum Delivery Process

- ◇ Understand course outline
- ◇ Understand syllabus
- ◇ Understand components of a lesson plan (e.g., subject matter, time allotment for subjects, student activities, etc.)
- ◇ Develop lesson plans
- ◇ Define instructional outcomes (e.g., course goals, instructional objectives)
- ◇ Measure performance using goals and objectives (e.g., theoretical, lab/clinic)
- ◇ Evaluate levels of performance (e.g., comprehension, application)
- ◇ Orientate new students

Understand Student Learning Styles

- ◇ Understand types of learners (e.g., kinesthetic, visual, audio)
- ◇ Apply types of learning styles (e.g., theoretical, lab/clinical application)

Understand the Advantage and Purpose of Materials (e.g., technology, tools, and equipment)

- ◇ Select instructional materials (e.g., based on creating interest, increasing retention, lesson objectives, learning styles)
- ◇ Understand types of materials available
 - Printed (e.g., textbooks, handouts)
 - Audiovisual (e.g., flip charts, CDs, DVDs, transparencies)
 - Tools of the trade
 - Web-based technology (e.g., podcasts, Internet)
- ◇ Establish guidelines for effective use of materials in lessons

Understand Assessment Methods of Student Learning

- ◇ Written
- ◇ Practical
- ◇ Oral

INSTRUCTIONAL METHODS 35%

Utilize Methods of Instruction

- ◇ Lecture (e.g., formal, interactive, group process)
- ◇ Demonstration (e.g., role play, hands-on assignment)
- ◇ Discussion (e.g., question & answer, reflective, summarization, case/scenario study)
- ◇ Assignments (e.g., projects, homework, reports, resumes)
- ◇ Distance learning (e.g., Internet, web-based)

Recognize Obstacles to Learning

- ◇ Identify obstacles (e.g., ability level, behavior)
- ◇ Adapt instructional practices to accommodate obstacles to learning

Apply Communication Skills (e.g., lesson delivery)

- ◇ Verbal skills
 - Language skills (e.g., pronunciation, grammar, vocabulary)
 - Voice control (e.g., modulation, projection, tone)
- ◇ Non-verbal skills (e.g., body mechanics, facial expression)
- ◇ Listening skills (e.g., active listening)

Utilize Time Management Techniques

Assess Student Learning

- ◇ Implement steps in assessment
- ◇ Evaluate assessment results
- ◇ Understand reliability and validity of assessment results (e.g., assessment consistent with instruction)

CLASSROOM AND CLINIC MANAGEMENT 20%

Manage Learning Environment

- ◇ Physical environment
 - Organize classroom/clinic to promote learning (e.g., seating arrangement, instructional space)
 - Understand effect of physical environment (e.g., temperature, lighting, sound)
- ◇ Understand Instructor responsibilities as related to
 - Professional conduct (e.g., image, ethics, leadership)
 - Academic advising and counseling (e.g., attendance, progress reports)
 - Administrative responsibilities (e.g., recordkeeping, inventory)

Maintain a Safe Learning Environment

- ◇ Promote safety procedures
- ◇ Observe universal precautions
- ◇ Maintain classroom control (e.g., enforce rules and routines)

SAMPLE QUESTIONS

The sample questions are similar to those on the NIC Instructor Written Examination. Each question is followed by four options for an answer. Only one option is correct. Correct answers are listed following the sample questions.

1. A demonstration should be immediately followed by
 - a. student practice.
 - b. a change of subject.
 - c. a student rest period.
 - d. a complete lecture period.

2. The most important part of the instructor's responsibility is to create and develop student
 - a. organizations.
 - b. course of study.
 - c. extracurricular programs.
 - d. willingness and desire to learn.

3. If instruction methods are to be properly employed, they must be
 - a. flexible.
 - b. impersonal.
 - c. strictly enforced.
 - d. followed without deviation.

4. To be most effective, videos should be selected on the basis of
 - a. availability.
 - b. running time.
 - c. subject matter.
 - d. abilities of the students.

5. A properly organized workbook should be coordinated with the
 - a. curriculum.
 - b. lesson plan.
 - c. text material.
 - d. course of study.

6. The discussion method is useful because it develops
 - a. spirited review lessons.
 - b. student interpersonal relations.
 - c. ideas and expressions from students.
 - d. manipulative techniques and skills of students.

7. An instruction sheet is important because it gives pertinent facts about
 - a. clinic patrons.
 - b. tools and materials.
 - c. rules and regulations.
 - d. student attendance rules.

8. In planning a lesson, careful consideration must be given to the
 - a. objectives of the lesson.
 - b. student to instructor relations.
 - c. extracurricular activities.
 - d. various student organizations.

Answers			
1. a	3. a	5. a	7. b
2. d	4. c	6. c	8. a

INSTRUCTOR REFERENCES

Milady's Master Educator Student Course Book Second Edition, 2009
 Author: Letha Barnes
 Milady
 5 Maxwell Drive
 Clifton Park, NY 12065
 (800) 347-7707
www.Milady.com

Milady's Master Educator Student Course Book, 2001
 Author: Letha Barnes
 Milady
 5 Maxwell Drive
 Clifton Park, NY 12065
 (800) 347-7707
www.Milady.com

OPTIONAL REFERENCES

Pivot Point's Mindful Teaching Program, 2002-2005
 Salon Fundamentals
 Evanston, IL 60201
 (800) 886-4247
www.pivot-point.com

NIC Health and Safety Standards
 NIC, Inc., October 2002
www.nictesting.org