

Florida General Instructor Techniques (CJSTC 1186) Practice Test (Sample)

Study Guide



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Questions

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- 1. Which sequencing approach starts with parts of the curriculum and builds to the whole?**
 - A. Part to part**
 - B. Part to whole**
 - C. Whole to part**
 - D. Step by step**
- 2. What does diction refer to in speech?**
 - A. The clarity and enunciation of words**
 - B. The emotional tone of the voice**
 - C. The loudness of speech**
 - D. The variety of vocabulary used**
- 3. The purpose of attachments in a lesson plan is to:**
 - A. Provide student evaluations**
 - B. Allow for different teaching styles**
 - C. Offer supplemental information**
 - D. Document lesson revisions**
- 4. Committing to which principle will likely prevent claims of negligence?**
 - A. Adhering to diversity policies**
 - B. Conducting frequent assessments**
 - C. Doing the right things for the right reasons**
 - D. Establishing strict guidelines**
- 5. When should instructors not be offended by diverse opinions?**
 - A. During heated discussions**
 - B. When stated in a respectful manner**
 - C. Only in informal settings**
 - D. In written communication only**

- 6. What is one requirement for completing the Defensive Tactics Instructor Course?**
- A. Demonstrate defensive tactics techniques at 75%**
 - B. Complete written examinations with a passing grade**
 - C. Demonstrate all techniques specified in the course at 100%**
 - D. Attend a minimum of 20 hours of training**
- 7. What penalty could be taken against an instructor's certification?**
- A. Increase in certification duration**
 - B. Revocation of certification**
 - C. Mandatory attendance at external seminars**
 - D. Issuance of a scholarship**
- 8. What is a statement of what the student is expected to know or do by the end of the lesson?**
- A. Learning outcome**
 - B. Lesson goal**
 - C. Achievement standard**
 - D. Performance indicator**
- 9. When introducing a controversial topic, what strategy should an instructor use?**
- A. Make it personal**
 - B. Depersonalize it**
 - C. Ask leading questions**
 - D. Encourage debate**
- 10. Which domain of learning is associated with intellectual learning and problem-solving?**
- A. Cognitive Learning**
 - B. Affective Learning**
 - C. Psychomotor Learning**
 - D. Visual Learning**

Answers

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1. B
2. A
3. C
4. C
5. B
6. C
7. B
8. B
9. B
10. A

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Explanations

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1. Which sequencing approach starts with parts of the curriculum and builds to the whole?

- A. Part to part**
- B. Part to whole**
- C. Whole to part**
- D. Step by step**

The part to whole sequencing approach is designed to begin with individual components or segments of a curriculum and progressively integrate these parts into a comprehensive understanding of the subject matter. This method allows learners to grasp essential topics or skills before combining them into a larger framework, thereby fostering a clear and coherent learning experience. Starting with smaller segments enables students to engage with the material at a manageable level, promoting confidence and understanding. As students become familiar with each part, they can then relate these components to the overarching concepts, enhancing retention and comprehension of the subject as a whole. This approach is particularly effective in educational settings where foundational knowledge is necessary for tackling more complex ideas. In contrast, the other approaches do not follow this incremental structure. Some may involve teaching concepts in their entirety before breaking them down into parts, which can be overwhelming for learners who benefit from gradual exposure.

2. What does diction refer to in speech?

- A. The clarity and enunciation of words**
- B. The emotional tone of the voice**
- C. The loudness of speech**
- D. The variety of vocabulary used**

Diction refers to the clarity and enunciation of words in speech. It encompasses how well a speaker articulates sounds, the precision of their pronunciation, and the overall intelligibility of their speech. Good diction ensures that the audience can easily understand the speaker's message, which is critical for effective communication. Proper diction involves not just speaking clearly, but also the careful selection of words to convey the intended meaning accurately. While effective communication may also involve emotional tone, loudness, and vocabulary variety, these elements do not define diction itself. Emotional tone reflects feelings and attitudes conveyed through voice modulation, loudness relates to the volume of speech, and vocabulary variety involves the range of words a speaker uses. However, diction specifically focuses on the articulation and clarity of the words spoken.

3. The purpose of attachments in a lesson plan is to:

- A. Provide student evaluations**
- B. Allow for different teaching styles**
- C. Offer supplemental information**
- D. Document lesson revisions**

The purpose of attachments in a lesson plan is to offer supplemental information that enhances the understanding and effectiveness of the lesson. Attachments can include resources such as handouts, visual aids, or additional readings that provide context or depth to the subject matter being taught. This supplementary material can help clarify complex topics, engage students more effectively, and support varied learning styles by providing multiple ways to access the information. While other aspects of lesson planning, such as student evaluations or documenting revisions, are important, they do not specifically focus on enriching the lesson content in the same way that supplemental materials do. By including attachments, instructors can ensure that all students have the necessary resources to fully engage with the curriculum, thereby improving overall learning outcomes.

4. Committing to which principle will likely prevent claims of negligence?

- A. Adhering to diversity policies**
- B. Conducting frequent assessments**
- C. Doing the right things for the right reasons**
- D. Establishing strict guidelines**

Committing to the principle of doing the right things for the right reasons is crucial in preventing claims of negligence. This principle emphasizes ethical behavior and accountability in actions taken within an educational or training environment. When instructors and organizations prioritize integrity and the ethical implications of their decisions, they are more likely to take appropriate actions that ensure the safety and well-being of their trainees. This principle also builds a strong foundation of trust with participants, which can reduce the likelihood of misunderstandings or perceived negligence. Actions justified by ethical considerations tend to focus on the welfare of the individuals involved, which is a key factor in mitigating risks associated with negligence claims. In contrast, adherence to policies or guidelines, although important, lacks the deeper moral commitment that comes from ensuring that every action taken is in the best interest of all parties involved.

5. When should instructors not be offended by diverse opinions?

- A. During heated discussions**
- B. When stated in a respectful manner**
- C. Only in informal settings**
- D. In written communication only**

Instructors should not be offended by diverse opinions when those opinions are stated in a respectful manner. This emphasizes the importance of maintaining a professional and constructive learning environment. When opinions are expressed respectfully, it creates an opportunity for productive dialogue, collaboration, and mutual understanding among participants. This approach allows for the exploration of different perspectives, fostering an atmosphere where learners feel comfortable sharing their thoughts and questions. Expressions of diverse opinions are essential to the learning process, as they encourage critical thinking and help to broaden everyone's understanding of various subjects. Respectful communication demonstrates that individuals can engage with differing viewpoints while maintaining a focus on the topic at hand, ultimately enhancing the educational experience for all involved. In contrast, opinions that are expressed disrespectfully or inappropriately, regardless of the setting or medium, can lead to conflict and hinder the educational process.

6. What is one requirement for completing the Defensive Tactics Instructor Course?

- A. Demonstrate defensive tactics techniques at 75%**
- B. Complete written examinations with a passing grade**
- C. Demonstrate all techniques specified in the course at 100%**
- D. Attend a minimum of 20 hours of training**

Completing the Defensive Tactics Instructor Course necessitates demonstrating all techniques specified in the course at 100%. This requirement emphasizes the importance of proficiency and mastery in defensive tactics for instructors, as they need to be capable of teaching these critical skills effectively to their students. Demonstrating all techniques at 100% ensures that instructors have a comprehensive understanding and can perform each maneuver correctly, which is vital for promoting safety and effectiveness in the field. Instructors must be role models for their trainees, showcasing not only the techniques themselves but also the proper form and execution that contribute to effective defensive tactics training. Achieving a 100% demonstration means that the instructor is equipped to convey these skills with authority, ensuring that students receive the highest quality of instruction. This level of demonstration aligns with the standards of skills proficiency necessary for an instructor in such a high-stakes area.

7. What penalty could be taken against an instructor's certification?

- A. Increase in certification duration**
- B. Revocation of certification**
- C. Mandatory attendance at external seminars**
- D. Issuance of a scholarship**

The revocation of certification is a serious penalty that indicates an instructor has significantly violated the standards set by the governing body, which in this case is the Florida Commission on Law Enforcement Standards and Training. Such a penalty is typically enforced following a violation of ethical guidelines, failure to meet continuing education requirements, or any conduct deemed unbecoming of an instructor. This action ensures that only qualified and reputable individuals are responsible for training future law enforcement personnel, maintaining the integrity of the certification process. In contrast, the other options do not reflect the standard consequences for severe violations in the context of instructor certification. Increasing the duration of certification or mandating attendance at seminars would not typically be appropriate responses to inadequate performance or misconduct. Offering scholarships is unrelated to penalties and speaks more to incentives rather than punitive measures. Thus, the revocation stands out as the appropriate corrective action for instructors who breach established standards.

8. What is a statement of what the student is expected to know or do by the end of the lesson?

- A. Learning outcome**
- B. Lesson goal**
- C. Achievement standard**
- D. Performance indicator**

The correct choice highlights a critical element of lesson planning. A lesson goal specifically defines what students are expected to understand or achieve by the conclusion of the lesson. It provides clarity and direction for both the instructor and the learners, setting a focused expectation that can guide the lesson's content and assessments. While other terms might seem relevant, they serve distinct purposes. A learning outcome often refers to broader objectives across a curriculum rather than a single lesson, whereas an achievement standard specifies the level of performance or criteria students must meet, often applied to a wider context. A performance indicator, on the other hand, is a measurable criterion that helps assess whether a specific standard has been met but does not encapsulate the overarching aim of the lesson itself. Therefore, specifying a lesson goal effectively communicates the intended educational outcomes for students, enhancing the instructional process.

9. When introducing a controversial topic, what strategy should an instructor use?

- A. Make it personal**
- B. Depersonalize it**
- C. Ask leading questions**
- D. Encourage debate**

When introducing a controversial topic, a strategy that involves depersonalizing the subject matter helps create an atmosphere conducive to respectful dialogue and critical thinking. Depersonalization allows students to engage with the topic based on facts, research, and differing viewpoints rather than personal beliefs or experiences, which can lead to defensiveness and hinder productive discussion. This approach encourages participants to analyze the issue objectively and consider multiple perspectives, fostering a learning environment that values diverse opinions and critical evaluation without letting personal connections cloud judgment. By focusing on the topic itself rather than individual feelings, you promote a more open and inclusive classroom dynamic, setting the stage for constructive conversations.

10. Which domain of learning is associated with intellectual learning and problem-solving?

- A. Cognitive Learning**
- B. Affective Learning**
- C. Psychomotor Learning**
- D. Visual Learning**

Cognitive learning is the domain of learning that focuses on intellectual skills and problem-solving abilities. This area encompasses understanding, reasoning, analyzing, and applying information. The cognitive domain is concerned with mental processes and is essential for developing critical thinking skills, making connections between concepts, and effectively solving problems. In educational contexts, cognitive learning is implemented through activities that promote comprehension and mastery of knowledge, such as discussions, lectures, and exercises that require analysis or synthesis of information. This emphasis on intellectual engagement aligns directly with the goals of teaching and learning processes, making it fundamental in both academic and practical settings. The other domains serve different purposes: affective learning pertains to feelings and attitudes, psychomotor learning relates to physical skills and coordination, and visual learning focuses primarily on learning through visual means. While all domains contribute to a comprehensive learning experience, the cognitive domain specifically addresses intellectual engagement and problem-solving capabilities, establishing it as the correct choice in this context.