

FLORIDA GENERAL INSTRUCTOR TECHNIQUES (CJSTC 1186) PRACTICE TEST (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	16

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which condition must be true for an employer to be liable under Section 1983 concerning the failure to train?**
 - A. It must be a common practice
 - B. It must indicate deliberate indifference
 - C. It must relate to occupational safety
 - D. It must be openly acknowledged
- 2. What is a significant instructional element that influences perception?**
 - A. Teaching philosophy
 - B. Personal appearance
 - C. Course structure
 - D. Learning objectives
- 3. What builds a barrier when the sender, receiver, or both fail to comprehend each other's feelings or thoughts?**
 - A. Lack of Empathy
 - B. Media Selection
 - C. Time Barriers
 - D. Relationship Barriers
- 4. What approach should instructors use instead of straight negative criticism?**
 - A. Public shaming
 - B. Positive reinforcement
 - C. Constructive feedback
 - D. Silence
- 5. Which terms are commonly associated with voice variation?**
 - A. Tone, Speed, Clarity
 - B. Volume, Rate, and Expression
 - C. Pitch, Rhythm, and Gestures
 - D. Speed, Diction, and Tone

- 6. What does the 'Instructor Guidance' component aid in during a lesson?**
- A. Creating Assessments
 - B. Planning and delivering instruction
 - C. Evaluating Student Performance
 - D. Documenting Outcomes
- 7. Which approach to sequencing objectives begins with an overview and then analyzes components?**
- A. Step by step
 - B. Whole to part
 - C. Part to whole
 - D. Part to part
- 8. Which of the following methods can be used during the presentation stage?**
- A. Conducting a comprehensive test
 - B. Giving verbal lectures
 - C. Assessing group dynamics
 - D. Providing feedback
- 9. What term describes a student who is required to attend a class due to disciplinary action or mandatory requirements?**
- A. Compelled Student
 - B. Motivated Learner
 - C. Involuntary Attendee
 - D. Mandatory Participant
- 10. Which of the following is NOT a way adults differ in learning according to Knowles?**
- A. Self Direction
 - B. Orientation to learning
 - C. Preference for visual aids
 - D. Readiness to learn

Answers

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

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Explanations

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1. Which condition must be true for an employer to be liable under Section 1983 concerning the failure to train?

- A. It must be a common practice
- B. It must indicate deliberate indifference**
- C. It must relate to occupational safety
- D. It must be openly acknowledged

For an employer to be held liable under Section 1983 for failure to train, it is essential that the employer's actions, or lack thereof, indicate deliberate indifference to the rights of individuals. Deliberate indifference suggests that the employer was aware of a significant risk and failed to take appropriate action to prevent harm. This standard emphasizes that the failure to train must reflect a conscious choice to ignore the need for training that would prevent constitutional violations. Establishing this level of culpability is crucial, as it differentiates between mere negligence in training procedures and a more severe disregard for the necessity of adequate training. If it can be demonstrated that the employer disregarded specific training needs despite being aware of potential risks, then they may be found liable under Section 1983 for any resulting harm. In contrast, while common practices, occupational safety, or acknowledgment of training deficiencies may be relevant in discussing training adequacy, they do not directly establish the threshold of deliberate indifference required for liability under Section 1983.

2. What is a significant instructional element that influences perception?

- A. Teaching philosophy
- B. Personal appearance**
- C. Course structure
- D. Learning objectives

The significant instructional element that influences perception is personal appearance. This is because the way an instructor presents themselves can heavily impact how students perceive their authority, professionalism, and engagement level. An instructor's attire, grooming, and overall presentation can create an initial impression that affects students' attitudes toward the course and the instructor's credibility. For instance, instructors who dress appropriately for the setting and demonstrate good hygiene often instill a sense of respect and seriousness about the course material. This visual cue can help establish an atmosphere conducive to learning, where students feel more inclined to engage and participate actively. Thus, personal appearance can be a powerful factor in shaping students' perceptions and, subsequently, their willingness to absorb the material being taught.

3. What builds a barrier when the sender, receiver, or both fail to comprehend each other's feelings or thoughts?

A. Lack of Empathy

B. Media Selection

C. Time Barriers

D. Relationship Barriers

Lack of empathy is crucial in communication because it directly impacts the ability of individuals to connect and understand each other's feelings or thoughts. When empathy is absent, the sender may express ideas or emotions that the receiver struggles to relate to, leading to misunderstandings and ineffective communication. This disconnect can create a barrier where neither party feels heard or understood, hindering constructive dialogue and collaboration. In contrast, media selection pertains to the tools used for communication and may affect clarity but does not inherently relate to emotional or cognitive misunderstandings. Time barriers involve issues such as timing or availability, which can affect communication but are not directly tied to comprehension of feelings or thoughts. Lastly, relationship barriers often arise from personal dynamics or history between individuals but are not as fundamentally linked to the inability to comprehend emotions or thoughts as the lack of empathy is.

4. What approach should instructors use instead of straight negative criticism?

A. Public shaming

B. Positive reinforcement

C. Constructive feedback

D. Silence

The approach that instructors should use instead of straight negative criticism is positive reinforcement. This technique focuses on encouraging desired behaviors by acknowledging and rewarding them, rather than solely pointing out flaws or mistakes. Positive reinforcement helps to build a supportive learning environment, making students feel valued and motivated to improve. When learners receive recognition for their efforts and achievements, they are more likely to engage actively and positively with the material being taught. This approach fosters greater self-efficacy and encourages continuous development, as students are more open to learning from their experiences when they feel motivated rather than diminished by negative criticism. While constructive feedback can also be beneficial, which is about providing information on how to improve in a supportive way, positive reinforcement specifically emphasizes recognizing what students are doing well, thus promoting a positive cycle of learning and growth.

5. Which terms are commonly associated with voice variation?

- A. Tone, Speed, Clarity
- B. Volume, Rate, and Expression**
- C. Pitch, Rhythm, and Gestures
- D. Speed, Diction, and Tone

The correct answer highlights key aspects of voice variation that are essential for effective communication and teaching. Volume refers to how loud or soft a speaker's voice is, which can impact how well the audience hears and engages with the material being presented. Rate pertains to the pace at which words are spoken; adjusting the rate can help emphasize certain points and maintain the audience's attention. Expression encompasses the emotional quality of the voice, which can convey enthusiasm, seriousness, or urgency, all of which are important for engaging learners and imparting information effectively. Other options include terms that relate to voice and communication, but they do not capture the full scope of what voice variation entails in teaching contexts. For instance, while tone, speed, clarity, pitch, rhythm, and gestures all play a role in communication, they do not encompass the specific elements that directly contribute to variation in voice as clearly as volume, rate, and expression do. Understanding these concepts is crucial for instructors looking to improve their delivery and connect with their audience.

6. What does the 'Instructor Guidance' component aid in during a lesson?

- A. Creating Assessments
- B. Planning and delivering instruction**
- C. Evaluating Student Performance
- D. Documenting Outcomes

The 'Instructor Guidance' component plays a crucial role in planning and delivering instruction during a lesson. This component provides instructors with the necessary frameworks, methodologies, and strategies to effectively convey information to students. By offering direction on the instructional process, it helps educators make informed decisions about how to structure lessons, select appropriate teaching materials, and engage students in learning activities. This guidance ensures that the instruction aligns with the intended learning outcomes and meets the diverse needs of learners. Instructors can draw from best practices, pedagogical techniques, and suggested activities, enabling them to create an interactive and effective learning environment. This organized approach also supports consistency in teaching, ensuring that all students receive quality instruction as they progress through the curriculum.

7. Which approach to sequencing objectives begins with an overview and then analyzes components?

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

The approach that begins with an overview and then analyzes components is known as the whole to part method. This method effectively introduces the learner to a comprehensive understanding of a topic or concept before breaking it down into smaller, manageable parts for deeper analysis. It allows learners to see the big picture first, which can enhance their comprehension and retention of the material as they identify how each component fits into the larger context. By starting with an overall view, learners can create a mental framework that aids in organizing and connecting the finer details they encounter when the topic is dissected. This method fosters critical thinking, as it encourages participants to engage with the material at both the macro and micro levels, leading to a richer learning experience.

8. Which of the following methods can be used during the presentation stage?

- A. Conducting a comprehensive test
- B. Giving verbal lectures**
- C. Assessing group dynamics
- D. Providing feedback

During the presentation stage, the primary focus is on conveying information and engaging the audience to ensure understanding. Giving verbal lectures is a fundamental method in this phase, as it allows the instructor to communicate key concepts, theories, and practical knowledge directly to the learners. This method involves the use of clear articulation, effective use of tone and pace, and the ability to hold the audience's attention through vocal delivery. This approach takes into account the delivery of material in a structured format, allowing learners to absorb information effectively. Incorporating questions or interactive elements within a verbal lecture can further enhance engagement and understanding. The use of visual aids and examples during the lecture can also be integrated to reinforce the spoken content, thus improving retention and clarification of complex topics. In contrast, conducting a comprehensive test, assessing group dynamics, and providing feedback typically occur at different stages of the instructional process, such as before or after the lecture. These activities serve different purposes and are not primarily focused on the presentation of new material.

9. What term describes a student who is required to attend a class due to disciplinary action or mandatory requirements?

- A. Compelled Student**
- B. Motivated Learner
- C. Involuntary Attendee
- D. Mandatory Participant

The term "Compelled Student" accurately describes a student who is required to attend a class as a result of disciplinary action or mandatory requirements. This designation emphasizes the lack of choice in their attendance, highlighting that the student's participation is imposed by external factors rather than personal motivation or interest. Understanding this term is crucial for educators and instructors, as it reflects the dynamics of classroom engagement and the need for tailored instructional strategies. A compelled student may not be as engaged or motivated as peers who voluntarily choose to attend, necessitating different approaches to foster an effective learning environment. In contrast, motivated learners are driven by their own interests and goals, while terms like involuntary attendee and mandatory participant may not be as widely recognized or standard in educational terminology, which can lead to confusion about their precise meaning in the context of required attendance due to external mandates.

10. Which of the following is NOT a way adults differ in learning according to Knowles?

- A. Self Direction
- B. Orientation to learning
- C. Preference for visual aids
- D. Readiness to learn

In the context of adult learning principles outlined by Malcolm Knowles, self-direction, orientation to learning, and readiness to learn are all core characteristics that distinguish how adults learn compared to children. Self-direction refers to the ability of adults to take the initiative in their own learning journeys, often seeking out resources and creating their own learning plans. Orientation to learning highlights that adults are typically problem-centered in their learning, seeking knowledge that can immediately apply to real-life situations. Readiness to learn indicates that adults become ready to learn when they see that the knowledge or skills will help them effectively deal with their current life situations or professional challenges. On the other hand, preference for visual aids, while it may influence the effectiveness of learning for some individuals, is not a fundamental concept that distinguishes adult learners specifically in the framework proposed by Knowles. The emphasis on methods or tools, like visual aids, falls into individual preferences rather than the inherent characteristics of adults as learners. Therefore, this concept does not align with the key adult learning principles established by Knowles.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://flgeninstructortechniques.examzify.com>

We wish you the very best on your exam journey. You've got this!

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