



# NATIONAL INSTRUCTOR THEORY EXAMINATION

## CANDIDATE INFORMATION BULLETIN

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The National Instructor theory 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 theory 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 theory 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

**PRIMARY REFERENCES  
(formerly referred to as Instructor References)**

*McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*  
 2014, 14<sup>th</sup> Edition  
 Authors: Wilbert J. McKeachie & Marilla D. Svinicki  
 Wadsworth  
 20 Davis Drive  
 Belmont, CA 94002-3098  
 (800) 354-9706  
<http://www.cengage.com/us/#>

*Mindful Teaching Pro eBook 101.1 – 701.6*  
 2013  
 Pivot Point International  
 1560 Sherman Avenue, Suite 700  
 Evanston, IL 60201  
 (800) 886-4247  
<http://www.pivot-point.com/>

**SUPPORTING REFERENCES  
(formerly referred to as Optional References)**

*Milady's Master Educator Student Course Book*  
 2014, 3<sup>rd</sup> Edition  
 Author: Letha Barnes  
 Milady  
 5 Maxwell Drive  
 Clifton Park, NY 12065  
 (800) 347-7707  
[www.milady.com](http://www.milady.com)

*McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*  
 2011, 13<sup>th</sup> Edition  
 Authors: Wilbert J. McKeachie & Marilla D. Svinicki  
 Wadsworth  
 20 Davis Drive  
 Belmont, CA 94002-3098  
 (800) 354-9706  
<http://www.cengage.com/us/#>

NIC Health and Safety Standards  
 NIC, Inc., October 2002  
[www.nicesting.org](http://www.nicesting.org)