

Substitute Teacher Course Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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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 of the following is a dimension of writing?**
 - A. Meaning**
 - B. Tone**
 - C. Style**
 - D. Genre**

- 2. What two elements are identified as the biggest contributors to ineffective classroom management when they are lacking?**
 - A. Procedures, Routines**
 - B. Rules, Discipline**
 - C. Technology, Resources**
 - D. Motivation, Attendance**

- 3. What is the continuum of support in every school to address whatever slows student progress?**
 - A. Comprehensive Student Support System (CSSS)**
 - B. Standards**
 - C. Check**
 - D. Unsupervised**

- 4. When is the most effective time to check for understanding?**
 - A. Throughout the lesson**
 - B. At the end of the lesson only**
 - C. After every 30 minutes**
 - D. Only during assessments**

- 5. Chapter 61 HARs ensure the legal applicability of which statute?**
 - A. Section 504, Subpart D**
 - B. IDEA**
 - C. ADA**
 - D. FERPA**

- 6. In school privacy practices, which role is highlighted as needing to protect student and family privacy?**
- A. Substitute teachers**
 - B. School counselors**
 - C. School principals**
 - D. School administrators**
- 7. List the two critical steps in reducing agitation.**
- A. Identify the signs of agitation; Use effective strategies to help students settle and resume class**
 - B. Speak privately to the student; Acknowledge cooperation**
 - C. Identify the problem; Present options**
 - D. Create an action plan; Notify administration**
- 8. In cooperative learning, which activity is used to reflect on group work at the end of a lesson?**
- A. Group processing / debriefing at conclusion of lesson**
 - B. Quick quiz on content**
 - C. Silent reading**
 - D. Individual journaling**
- 9. The first step toward building good relationships is to _____ or to _____ communication.**
- A. Establish, Improve**
 - B. Maintain, Deteriorate**
 - C. Ignore, Silence**
 - D. Disrupt, Interrupt**
- 10. Which of the following is an element of building good relationships?**
- A. Encourage when giving feedback**
 - B. Interrupt frequently**
 - C. Dismiss student ideas**
 - D. Ignore when student errs**

Answers

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

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Explanations

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1. Which of the following is a dimension of writing?

A. Meaning

B. Tone

C. Style

D. Genre

Meaning is the dimension that captures what the writing is about—the message, idea, or information the writer is conveying. It's the substance you're aiming to communicate and the takeaway the reader should have. When the meaning is clear, the purpose—whether to inform, persuade, or entertain—drives the details and supports the central idea. Tone, style, and genre are about delivery: tone reflects attitude toward subject or audience, style is the author's distinctive way of writing, and genre is the category or form. These influence how the message is received, but the core dimension that determines what the writing communicates is meaning.

2. What two elements are identified as the biggest contributors to ineffective classroom management when they are lacking?

A. Procedures, Routines

B. Rules, Discipline

C. Technology, Resources

D. Motivation, Attendance

Procedures and routines provide predictable structure that keeps daily classroom operations smooth. When these are missing, students aren't sure what to do next—where to go, how to get materials, how to switch activities, or how to submit work—so transitions drag on, instructions are interrupted, and time is wasted. That lack of clarity invites off-task behavior and disrupts learning, because expectations aren't consistently reinforced and students must constantly relearn what to do. Rules and discipline matter, but without clear procedures for how everyday tasks are handled, enforcing rules can't fully compensate for the gaps in organization. Other factors like technology, resources, motivation, or attendance influence behavior, but the backbone of effective management is having well-defined procedures and routines that students can follow automatically.

3. What is the continuum of support in every school to address whatever slows student progress?

- A. Comprehensive Student Support System (CSSS)**
- B. Standards**
- C. Check**
- D. Unsupervised**

A continuum of support in every school is a coordinated, multi-tiered approach to addressing anything that slows student progress. The Comprehensive Student Support System (CSSS) is exactly that kind of framework. It brings together academics, social-emotional learning, attendance, and family/community involvement into a single, school-wide plan. By using universal supports for all students, targeted supports for those at risk, and intensive supports for students with greater needs, CSSS uses data to screen, monitor progress, and adjust interventions. This creates a consistent system across classrooms and grade levels so any barrier to learning is identified early and addressed with appropriate resources and strategies. Standards define what students should learn, but they don't provide the ongoing, layered supports or the coordination across staff and services that a CSSS does. A simple check or an unsupervised condition isn't a framework for systematic, sustained help.

4. When is the most effective time to check for understanding?

- A. Throughout the lesson**
- B. At the end of the lesson only**
- C. After every 30 minutes**
- D. Only during assessments**

Checking for understanding as you teach helps you gauge student thinking in real time and adjust instruction while the material is still fresh. When you check throughout the lesson, you can address misconceptions right away, provide targeted supports, and keep the pace aligned with where students are actually at. Waiting until the end of a lesson to gauge understanding often means you've already covered material students still don't grasp, so you miss chances to intervene sooner. Rigidly timing checks, like every fixed interval, can miss the natural flow of a lesson and what students are actually processing at that moment. And relying only on assessments screens off the day-to-day feedback that guides effective teaching. So the most effective practice is to weave quick, informal checks into the lesson, with occasional more formal checks as needed to assess overall progress.

5. Chapter 61 HARs ensure the legal applicability of which statute?

A. Section 504, Subpart D

B. IDEA

C. ADA

D. FERPA

Chapter 61 HARs are built around applying a federal protection that ensures fair access and accommodations for students with disabilities in public education. This statute is Section 504 of the Rehabilitation Act, Subpart D. It prohibits discrimination on the basis of disability in programs receiving federal funds, including schools, and outlines who is protected and what accommodations and procedural safeguards must be in place. The HARs thus establish how schools implement and comply with 504 protections, making sure students with disabilities receive appropriate support even if they don't meet IDEA's criteria for special education services. The other statutes—IDEA focuses on special education services and IEPs, the ADA covers broader accessibility requirements, and FERPA governs privacy of student records—do not define the same school-wide framework for nondiscrimination and accommodations that HARs tie to Section 504.

6. In school privacy practices, which role is highlighted as needing to protect student and family privacy?

A. Substitute teachers

B. School counselors

C. School principals

D. School administrators

Protecting student and family privacy is a responsibility for anyone who works with students, guided by policies like FERPA. Substitutes are highlighted because they often move between classrooms and encounter confidential information in short, temporary assignments. Even for one day, they may see attendance records, behavior notes, health information, or graded work. They must treat all such information as confidential, avoid discussing it with others, keep any papers secure, and follow school procedures and official channels for any questions. This emphasis shows that privacy isn't just for long-term staff—every person in a school setting, including substitute teachers, must protect student data.

7. List the two critical steps in reducing agitation.

- A. Identify the signs of agitation; Use effective strategies to help students settle and resume class**
- B. Speak privately to the student; Acknowledge cooperation**
- C. Identify the problem; Present options**
- D. Create an action plan; Notify administration**

Recognizing when a student is starting to get agitated and then applying calm, effective strategies to bring them back to the task are the two steps that best reduce agitation. First, identify the signs of agitation—things like tense posture, fidgeting, raised voice, or rapid breathing. Noticing these early allows you to intervene before the situation escalates, which helps protect the student’s dignity and keeps the class on track. Then, use strategies that help the student settle and resume the lesson—speaking in a calm, respectful tone, offering a brief pause or private check-in if appropriate, reducing distractions, giving choices, and guiding them back to the activity with clear, simple expectations. When the student returns to the task, reinforce positive participation and re-establish routines to maintain a smoother classroom flow. Other options focus more on either talking to the student privately without immediate de-escalation, solving a broader problem, or involving administration, which can delay or derail the quick restoration of learning.

8. In cooperative learning, which activity is used to reflect on group work at the end of a lesson?

- A. Group processing / debriefing at conclusion of lesson**
- B. Quick quiz on content**
- C. Silent reading**
- D. Individual journaling**

Group processing, or debriefing at the end of a lesson, focuses on how the group worked together, not just what was learned. In cooperative learning this reflection helps students turn experience into learning by identifying what helped the group succeed, what communication or collaboration issues occurred, and what concrete steps the team will take next time. It strengthens metacognition about teamwork, clarifies roles, and builds accountability because classmates discuss contributions and set plans to improve. Quick quizzes target content understanding and individual performance rather than the group dynamics; silent reading is an individual activity with no focus on group processes; and individual journaling, while useful for personal reflection, doesn’t address the collective functioning of the group.

9. The first step toward building good relationships is to _____ or to _____ communication.

- A. Establish, Improve**
- B. Maintain, Deteriorate**
- C. Ignore, Silence**
- D. Disrupt, Interrupt**

Building good relationships starts with how we communicate. The first step toward this goal is to establish or improve communication. Establishing communication means creating clear channels and norms for sharing information—setting expectations about how and when to talk, so messages have a path to travel. Improving communication focuses on refining how we listen, interpret, and respond—shaping our tone, asking clarifying questions, and giving constructive feedback so others feel heard and understood. When communication is clear and continual, trust grows, conflicts stay manageable, and connections strengthen. The other approaches don't move relationships forward in the same way. Trying to maintain a status quo while things slowly deteriorate won't build rapport, and ignoring or silencing someone hangs up a barrier to understanding. Disrupting or interrupting breaks the flow of conversation and signals disrespect, making collaboration harder.

10. Which of the following is an element of building good relationships?

- A. Encourage when giving feedback**
- B. Interrupt frequently**
- C. Dismiss student ideas**
- D. Ignore when student errs**

Fostering good relationships hinges on how you communicate when giving feedback. Encouraging language shows respect, safety, and support, helping students feel valued and more willing to engage, admit gaps, and grow. This positive, constructive tone builds trust and a collaborative atmosphere, which are essential for strong relationships in a classroom or any learning setting. Interjecting frequently breaks the flow and can come across as impatience, making someone feel unheard. Dismissing ideas shuts down participation and signals a lack of respect for the other person's input. Ignoring when a student errs misses teachable moments and can make them feel alone or unsupported. When feedback is consistently encouraging, it strengthens rapport and makes the learning process feel like a partnership.

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://substituteteachercourse.examzify.com>

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

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