

Substitute Teacher Education & Development Institute (STEDI) Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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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. When is it appropriate to use sarcasm with a student?**
 - A. Using sarcasm is never appropriate.**
 - B. Always appropriate in a dismissive way.**
 - C. Only appropriate with close classmates**
 - D. Only appropriate with high-achieving students.**

- 2. The need for students to act out to get attention is virtually eliminated when teachers:**
 - A. Provide reinforcement for appropriate behavior.**
 - B. Increase loudness when behaviors occur.**
 - C. Give extra homework.**
 - D. Avoid acknowledging any behavior.**

- 3. Which option best describes using reinforcement to manage classroom behavior?**
 - A. Respond positively to appropriate behavior**
 - B. Speak loudly to all students about wrong behavior**
 - C. Delay rewards until the end of the day**
 - D. Use only punishment**

- 4. Prepare yourself for presenting lessons in the classroom by?**
 - A. Mastering a number of teaching strategies.**
 - B. Memorizing a single script and sticking to it.**
 - C. Waiting for the students to suggest the lesson plan.**
 - D. Relying on a daily routine without preparation.**

- 5. In special education, when students need structure and consistency, you should:**
 - A. Follow the schedule and lesson plans as outlined by the permanent teacher. You are the one responsible for continued learning.**
 - B. Create your own flexible plan as needed**
 - C. Ignore the official plans**
 - D. Let students decide daily**

- 6. Class rules are most effective when:**
- A. Stated concisely and convey expectations for students**
 - B. Long and detailed**
 - C. Broad and general**
 - D. Announced only to some students**
- 7. For the last ten minutes of class, which activity is most appropriate?**
- A. Schedule a short quiz**
 - B. Introduce a short learning activity for the entire class from your resource kit**
 - C. Start a group project**
 - D. Have students pack up immediately**
- 8. When a behavior is consequential and must be curtailed, you should NOT do which of the following?**
- A. Inform the principal's office of the student's behavior.**
 - B. Provide immediate, classroom-appropriate consequences.**
 - C. Document the incident.**
 - D. Discuss the behavior with the student privately.**
- 9. Which practice is not appropriate in responding to a student's consequential behavior?**
- A. Coercion**
 - B. Private redirection**
 - C. Documentation**
 - D. Follow-up with positive reinforcement**
- 10. As students work on a written assignment, which supervision approach is recommended?**
- A. Move about the room to monitor student progress**
 - B. Stand at the door and count heads**
 - C. Sit at your desk with no movement**
 - D. Yell instructions to the back of the room**

Answers

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

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Explanations

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1. When is it appropriate to use sarcasm with a student?

- A. Using sarcasm is never appropriate.**
- B. Always appropriate in a dismissive way.**
- C. Only appropriate with close classmates**
- D. Only appropriate with high-achieving students.**

Sarcasm has no place in interactions with students because it undermines trust and clear communication. When you use sarcasm, the student may not know whether you're joking or scolding, and tone or intent can be misunderstood. That uncertainty can feel belittling or hostile, which makes students reluctant to participate, ask questions, or seek help. In a learning environment, it's essential to create a respectful, safe space where expectations are stated calmly and feedback is focused on behavior and outcomes, not on personal belittlement. A constructive approach works best: describe the specific behavior, explain its impact, offer support to improve, and set clear next steps. This models the professional, respectful communication that helps all students learn and feel valued, regardless of their relationship to you or their level of achievement.

2. The need for students to act out to get attention is virtually eliminated when teachers:

- A. Provide reinforcement for appropriate behavior.**
- B. Increase loudness when behaviors occur.**
- C. Give extra homework.**
- D. Avoid acknowledging any behavior.**

When a student acts out to get attention, the behavior is being reinforced by the attention that follows. The best way to reduce that behavior is to make attention contingent on appropriate, positive behavior. By consistently reinforcing what you want the student to do, you show that good conduct reliably earns attention and praise, so the student learns to display the desirable behaviors instead of disruptive ones. This change in what gets rewarded shifts the function of the behavior away from seeking attention through misbehavior. The other approaches miss that opportunity: increasing loudness teaches the student that louder behavior brings more attention; giving extra homework doesn't address the underlying need for attention and can add frustration, potentially worsening behavior; and avoiding acknowledgment removes feedback but doesn't guide the student toward the appropriate behavior that should be reinforced.

3. Which option best describes using reinforcement to manage classroom behavior?

- A. Respond positively to appropriate behavior**
- B. Speak loudly to all students about wrong behavior**
- C. Delay rewards until the end of the day**
- D. Use only punishment**

Using reinforcement to manage behavior means encouraging the actions you want to see by giving a positive consequence right after those actions occur. When you positively acknowledge appropriate behavior—like praising a student for raising a hand, following directions, or staying on task—you create a clear link between the behavior and something favorable. This strengthens that behavior over time because students learn that doing the right thing leads to positive outcomes, making it more likely they'll repeat it. Other options miss the mark because they don't reinforce the good behavior. Speaking loudly about mistakes can shame students and disrupt the classroom climate, which tends to backfire. Delaying rewards until the end of the day weakens the connection between the behavior and the reward, reducing motivation to behave well in the moment. Relying solely on punishment addresses behavior negatively and can harm relationships and long-term motivation. Positive reinforcement, used consistently and specifically, is the most effective way to shape classroom behavior.

4. Prepare yourself for presenting lessons in the classroom by?

- A. Mastering a number of teaching strategies.**
- B. Memorizing a single script and sticking to it.**
- C. Waiting for the students to suggest the lesson plan.**
- D. Relying on a daily routine without preparation.**

Mastering a number of teaching strategies gives you a flexible toolbox to reach diverse learners, structure content clearly, and respond to how students are understanding the material. When you know several approaches—direct instruction for explanation, guided discovery for inquiry, collaborative activities for peer learning, and effective questioning and formative assessment to check understanding—you can tailor your lessons to fit the objectives, the students' needs, and the pace of the day. This preparation helps you present material in engaging ways, manage transitions smoothly, and address misconceptions as they arise, making learning more meaningful. Relying on a single script limits you to one method and can leave gaps if students don't fit that pattern. Waiting for students to shape the plan is passive and can lead to unfocused or mismatched lessons. Going through the day with no deliberate prep means content may not align with standards or differentiate for different levels, reducing overall effectiveness.

5. In special education, when students need structure and consistency, you should:

A. Follow the schedule and lesson plans as outlined by the permanent teacher. You are the one responsible for continued learning.

B. Create your own flexible plan as needed

C. Ignore the official plans

D. Let students decide daily

When students need structure and consistency, sticking to the established routines and the schedule and lesson plans provided by the permanent teacher is essential. This approach keeps instruction aligned with each student's IEP goals and accommodations, offers predictable transitions and expectations, and supports steady progress by maintaining continuity from one day to the next. Deviating by creating a personal flexible plan can disrupt that stability and may miss required supports, while ignoring official plans or letting students decide daily removes the structure these learners rely on and can undermine instructional outcomes.

6. Class rules are most effective when:

A. Stated concisely and convey expectations for students

B. Long and detailed

C. Broad and general

D. Announced only to some students

Clear, concise class rules that spell out the exact behaviors expected give students a straightforward guide for how to behave. When rules are short and state what to do, they're easy to remember, easy to apply in different situations, and easy for a teacher to enforce consistently. That consistency helps students anticipate what will happen if they misbehave and minimizes confusion or arguments, which supports a calmer, more productive learning environment. Long and detailed lists can overwhelm students and be hard to remember; broad and general statements leave too much room for interpretation and can lead to inconsistent behavior. Announcing rules to only some students undercuts fairness and destroy the sense that everyone is held to the same standards. So, concise, clearly stated expectations are the most effective.

7. For the last ten minutes of class, which activity is most appropriate?

A. Schedule a short quiz

B. Introduce a short learning activity for the entire class from your resource kit

C. Start a group project

D. Have students pack up immediately

End-of-class routines should reinforce what was learned and provide a clear, efficient closure. Introducing a short learning activity for the entire class from your resource kit fits this goal perfectly because it's quick to set up, keeps everyone engaged, and gives students a concrete wrap-up that reinforces key ideas from the lesson. It also provides a smooth transition to dismissal and can offer quick formative feedback or reflection. A short quiz can feel rushed in ten minutes and shifts the focus to assessment rather than consolidating learning. Starting a group project usually needs more time and planning, which isn't feasible in a brief end-of-class window. Having students pack up immediately ends the class abruptly and misses the chance to review and reinforce what was covered.

8. When a behavior is consequential and must be curtailed, you should NOT do which of the following?

A. Inform the principal's office of the student's behavior.

B. Provide immediate, classroom-appropriate consequences.

C. Document the incident.

D. Discuss the behavior with the student privately.

When a behavior is consequential and must be curtailed, the effective approach is to address it right away within the classroom using immediate, appropriate consequences, while also documenting the incident and talking with the student privately to reflect and plan next steps. This keeps the learning environment safe and respectful, provides a clear correction, and creates a record for follow-up. Informing the principal's office right away is not necessary for most classroom-level issues and should be reserved for severe incidents, safety concerns, or policy-directed escalation.

9. Which practice is not appropriate in responding to a student's consequential behavior?

A. Coercion

B. Private redirection

C. Documentation

D. Follow-up with positive reinforcement

Coaching responses to consequential behavior should guide learning while maintaining respect and trust. Coercion uses threats or penalties to force compliance, which often undermines a student's sense of safety and autonomy and can escalate the behavior rather than teach a better choice. In contrast, private redirection addresses the issue discreetly without shaming the student, documentation helps keep a clear record for consistency and communication with families, and following up with positive reinforcement reinforces the behavior you want to see. Because coercion undermines these constructive goals, it is not appropriate in responding to consequential behavior.

10. As students work on a written assignment, which supervision approach is recommended?

- A. Move about the room to monitor student progress**
- B. Stand at the door and count heads**
- C. Sit at your desk with no movement**
- D. Yell instructions to the back of the room**

Moving about the room to monitor student progress is the most effective supervision during a written assignment. Circulating lets you see what each student is producing, gauge understanding, and offer timely, targeted support or clarifications without breaking their flow. It also helps you catch students who are stuck, answer questions on the spot, and keep everyone on task, which can deter off-task behavior or cheating because you're visibly engaged with the work process. The other approaches don't support progress as well: standing at the door to count heads doesn't show how the writing is developing; staying at your desk with no movement misses cues and opportunities to help; yelling instructions from the back disrupts concentration and creates a stressful environment.

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://stedi.examzify.com>

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

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