

SUBSTITUTE TEACHER EDUCATION & DEVELOPMENT INSTITUTE (STEDI) PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

<https://stedi.examzify.com>



Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

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	15

SAMPLE

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

SAMPLE

- 1. If a student continues to refuse direct instruction after brief redirection, what is the appropriate next step?**
 - A. Ignore the behavior.
 - B. Only discuss after class.
 - C. Provide a private conversation during lunch.
 - D. Escalate according to school policy if noncompliance continues.
- 2. Which forms of student data are appropriate to collect during a substitute day for instructional planning?**
 - A. Observations of participation
 - B. All of the above
 - C. Completion rates
 - D. Work samples
- 3. Which of the following is a major component of an IEP?**
 - A. School lunch policy
 - B. Present levels of performance
 - C. Bus route schedule
 - D. Playground rules
- 4. Which item is considered an essential component of a substitute plan?**
 - A. An emergency plan for incidents and safety procedures.
 - B. A collection of student toys.
 - C. A personal contact list for the substitute.
 - D. A map of bus routes.
- 5. How should you prepare for emergencies by knowing exit routes and room locations?**
 - A. Review evacuation routes, know where restrooms and classrooms are, and ensure all students exit safely with you.
 - B. Recall the principal's favorite rooms.
 - C. Only know the main exit and ignore others.
 - D. Rely on memory without consulting the building plan.

- 6. What is an appropriate first response when a student rips up a test in class?**
- A. Pause the test and address privately after, while continuing.
 - B. Publicly confront the student.
 - C. Cancel the test for the class.
 - D. Discipline the student with detention.
- 7. How should a substitute teacher communicate with the regular teacher to ensure continuity?**
- A. Do not contact the regular teacher to avoid administration.
 - B. Only call the office.
 - C. Leave a clear note or email detailing activities, student progress, accommodations used, and next steps.
 - D. Hand the student a plan and send them away.
- 8. Regarding sharing student information, what basis should you use?**
- A. Need to know basis
 - B. Share with all staff
 - C. Share with students' families only
 - D. Post on social media
- 9. 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
- 10. How can you assess student understanding effectively during a short substitute period?**
- A. Rely only on noisy engagement.
 - B. Wait until the end of the week to assess.
 - C. Use formal standardized tests.
 - D. Use quick checks for understanding like thumbs up/down, exit tickets, or a short 3-question quiz, and monitor progress during the lesson.

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. If a student continues to refuse direct instruction after brief redirection, what is the appropriate next step?

- A. Ignore the behavior.
- B. Only discuss after class.
- C. Provide a private conversation during lunch.

D. Escalate according to school policy if noncompliance continues.

When a student keeps refusing direct instruction after brief redirection, the appropriate move is to escalate according to the school's behavior management policy. This approach provides a clear, documented sequence of actions that helps the student understand expectations and receive the right supports while keeping the classroom functioning smoothly. Escalation typically involves recording the behavior, applying defined consequences or supports, and bringing in additional staff such as a counselor or administrator as needed. It emphasizes consistency, fairness, and safety, and it gives the student a structured path back to engagement. Ignoring the behavior risks it continuing and undermining classroom norms. A private conversation during lunch may not align with policy, and discussing things after class can delay addressing the behavior during instructional time. Following the formal escalation plan ensures the response is appropriate, documented, and part of a cohesive plan to help the student participate constructively.

2. Which forms of student data are appropriate to collect during a substitute day for instructional planning?

- A. Observations of participation
- B. All of the above**
- C. Completion rates
- D. Work samples

On a substitute day, the main goal is to quickly gauge how students are engaging, what they can do independently, and what might need a follow-up. Observations of participation help you see who is on task, who stays engaged, and where prompts or support are needed. Completion rates show whether students finish the assigned work within the available time, which informs pacing and task difficulty. Work samples provide concrete evidence of learning—actual artifacts that demonstrate what students can produce and how they apply skills or standards. Using these data together gives a complete picture: you understand engagement and effort, assess how well the class handles the work within the period, and see tangible demonstrations of learning. That broader snapshot is more informative for planning the rest of the day and for shaping future instruction than any single measure, so collecting all of these forms of data is the best approach.

3. Which of the following is a major component of an IEP?

- A. School lunch policy
- B. Present levels of performance**
- C. Bus route schedule
- D. Playground rules

Present levels of performance describe where the student is academically and functionally right now. This baseline includes strengths, areas needing growth, and how the disability affects involvement and progress in the general education setting. Having a clear statement of current abilities and needs lets educators and families anchor the IEP in reality, guiding the development of measurable annual goals, the specific services and supports the student will receive, and the accommodations or modifications needed to access the curriculum. It also provides the basis for monitoring progress over time and adjusting instruction as needed. The other items listed—school-wide policies like lunch, bus schedules, or playground rules—are not individualized education program content; they pertain to general school operations and logistics rather than directing a student's tailored educational plan.

4. Which item is considered an essential component of a substitute plan?

- A. An emergency plan for incidents and safety procedures.**
- B. A collection of student toys.
- C. A personal contact list for the substitute.
- D. A map of bus routes.

Emergency procedures and safety planning are essential for a substitute plan because they provide a clear, practiced framework for handling emergencies, keeping students safe, and maintaining order even when the regular teacher isn't present. Knowing exactly what to do in incidents—who to alert, where to evacuate, how to account for students, and how to document what happened—reduces panic, guides quick decision-making, and ensures consistent responses across different classrooms. This focus on safety and incident response is what makes it the most critical component. While having a personal contact list or a map of bus routes can be helpful in specific situations, they do not address the immediate need for a reliable safety and incident-response procedure. A collection of student toys is not related to handling emergencies or sustaining a safe learning environment.

5. How should you prepare for emergencies by knowing exit routes and room locations?

- A. Review evacuation routes, know where restrooms and classrooms are, and ensure all students exit safely with you.**
- B. Recall the principal's favorite rooms.
- C. Only know the main exit and ignore others.
- D. Rely on memory without consulting the building plan.

Knowing exit routes and room locations is about being prepared to guide everyone to safety quickly and calmly. By reviewing evacuation routes, you learn which doors and paths to use and where to avoid congestion, so movements stay orderly. Knowing where classrooms and restrooms are helps you direct students to the nearest safe exit and to check rooms so no one is overlooked. The goal is to keep students with you as you move to the designated assembly point and to account for everyone there, which makes the evacuation safer and more organized. Other options miss what matters for safety: recalling the principal's favorite rooms doesn't aid evacuation; focusing on the main exit while ignoring others can be risky if that exit is blocked or crowded; and relying on memory without the building plan is unreliable during an emergency.

6. What is an appropriate first response when a student rips up a test in class?

- A. Pause the test and address privately after, while continuing.**
- B. Publicly confront the student.
- C. Cancel the test for the class.
- D. Discipline the student with detention.

Maintaining calm, minimal-disruption classroom management is essential when a student rips up a test. The best first response is to pause the test and address the situation privately after, while continuing with the test. This keeps disruption to a minimum, avoids public shaming, and preserves instructional time for the rest of the class. It also gives you a moment to assess what happened, ensure safety if needed, and plan a calm, private follow-up conversation with the student. Publicly confronting the student can escalate tension and embarrass them, which often worsens behavior and disrupts learning. Canceling the test for the class wastes instructional time and punishes others who were not involved. Detention is a disciplinary step that should come after a private discussion and assessment of the situation, not as the immediate response that interrupts instruction. After the class, you can check in with the student, set clear expectations, and determine appropriate next steps.

7. How should a substitute teacher communicate with the regular teacher to ensure continuity?

- A. Do not contact the regular teacher to avoid administration.
- B. Only call the office.
- C. Leave a clear note or email detailing activities, student progress, accommodations used, and next steps.**
- D. Hand the student a plan and send them away.

Clear, detailed communication with the regular teacher is essential for continuity. Leaving a clear note or email that explains what activities were planned, how students progressed on current tasks, which accommodations or modifications were used, and what the next steps are gives the regular teacher an immediate, accurate picture of where the class stands. This helps the teacher resume instruction smoothly, adjust for any students who need supports, and maintain consistent routines and expectations for behavior and learning. It also supports students with individualized needs by ensuring their accommodations carry over from day to day. Other options miss important pieces of context or place the burden on the office or on a student, which can lead to confusion and gaps in instruction.

8. Regarding sharing student information, what basis should you use?

- A. Need to know basis**
- B. Share with all staff
- C. Share with students' families only
- D. Post on social media

Sharing student information should be on a need-to-know basis. Only people who have a legitimate educational interest and who need the information to support the student should receive it, and only the minimum details necessary should be shared. This protects privacy, helps meet legal requirements, and minimizes unnecessary disclosure. For example, a counselor or classroom teacher involved in supporting a student would receive relevant details to plan services, while staff not directly involved would not. Posting or sharing with everyone, with families beyond those directly involved, or putting confidential information on social media would breach privacy and isn't appropriate.

9. 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.

10. How can you assess student understanding effectively during a short substitute period?

- A. Rely only on noisy engagement.
- B. Wait until the end of the week to assess.
- C. Use formal standardized tests.
- D. Use quick checks for understanding like thumbs up/down, exit tickets, or a short 3-question quiz, and monitor progress during the lesson.**

Quick, formative checks throughout the lesson provide real-time insight into student understanding during a short substitute period. Using simple methods like a thumbs up/down, exit tickets, or a brief three-question quiz gives you immediate feedback on who grasped the material and what needs re-teaching. Monitoring progress as you teach lets you adjust on the fly, clarifying instructions or revisiting ideas while you still have the group together. This approach is practical for limited time and helps maintain momentum. In contrast, relying only on noisy engagement can mislead you about true understanding, waiting until the end of the week delays feedback, and formal standardized tests are too time-consuming and provide little timely insight for short lessons.

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!

SAMPLE