

Teaching Interview Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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	9
Explanations	11
Next Steps	17

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. Which statement captures the growth mindset idea about teachers' learning?**
 - A. The best teachers have as much to learn as they do to teach.**
 - B. The best teachers know everything.**
 - C. The best teachers never seek feedback.**
 - D. The best teachers embrace continual learning, recognizing they have as much to learn as they have to teach.**

- 2. What statement best captures the emphasis on ownership of classroom rules?**
 - A. Rules should be determined solely by the teacher**
 - B. Students should have a sense of ownership of the rules, and rules should align with school rules**
 - C. Rules should be posted but never explained**
 - D. Rules should be enforced only with punishment**

- 3. What effect does front-loading have on student engagement?**
 - A. Generates excitement, triggers curiosity, and eagerness to become experts**
 - B. Reduces student engagement**
 - C. Leads to cognitive overload**
 - D. Delays exploration**

- 4. Which of the following would you most likely see in an effective, standards-based classroom when an administrator visits?**
 - A. Disorganized materials and limited student engagement.**
 - B. Students taking responsibility for their learning through goals, projects, and standards-based activities.**
 - C. Students passively listening to teacher-only lectures.**
 - D. Absence of higher-order thinking questions.**

- 5. What does it mean to be a successful teacher, according to the candidate?**
- A. Memorize and recite every fact**
 - B. Focus solely on test scores**
 - C. Build trusting relationship and students perform at their highest ability level**
 - D. Avoid relationships**
- 6. Why should teachers provide a collection of concrete objects in early childhood learning rather than relying solely on pictures or cartoons?**
- A. Pictures or cartoons are sufficient to describe an object's properties.**
 - B. It's easier to describe the properties of an orange when you're holding a real orange.**
 - C. Real objects make learning more complicated and should be avoided.**
 - D. Using real objects distracts from concept development.**
- 7. Which measure is included in DIBELS to assess reading skills?**
- A. Phonological awareness**
 - B. Fluency with connected text**
 - C. Spelling**
 - D. Grammar**
- 8. What is the first step in obtaining an IEP?**
- A. Having an evaluation for special education.**
 - B. Deciding whether the child qualifies for services.**
 - C. Writing the IEP without testing.**
 - D. Scheduling a meeting without documentation.**
- 9. Which statement about the Developmental Reading Assessment (DRA) is accurate?**
- A. The DRA is a standardized reading test used to determine a student's instructional level in reading.**
 - B. It is a mathematics assessment.**
 - C. It is a group-administered screening tool.**
 - D. It measures writing ability.**

10. How would you let parents know about positive things going on in your classroom?

A. A quarterly report

B. A monthly budget update

C. The two-minute note positive event or accomplishment

D. A phone call about discipline

SAMPLE

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. Which statement captures the growth mindset idea about teachers' learning?

- A. The best teachers have as much to learn as they do to teach.
- B. The best teachers know everything.
- C. The best teachers never seek feedback.
- D. The best teachers embrace continual learning, recognizing they have as much to learn as they have to teach.**

A growth-minded teacher views learning as a lifelong process, for both students and themselves. The statement that best captures this is that the best teachers embrace continual learning, recognizing they have as much to learn as they have to teach. It embodies the idea that ability and skill can grow with effort, feedback, and reflection. A teacher who adopts this stance seeks out new strategies, analyzes what works in their classroom, and stays open to being surprised by what students can teach them. This modeling of ongoing learning helps create a classroom culture where mistakes are seen as opportunities to improve, and where both teacher and students continually develop their abilities. In contrast, ideas like knowing everything, avoiding feedback, or rejecting learning after reaching some level of mastery conflict with a mindset that sees learning as never-ending.

2. What statement best captures the emphasis on ownership of classroom rules?

- A. Rules should be determined solely by the teacher
- B. Students should have a sense of ownership of the rules, and rules should align with school rules**
- C. Rules should be posted but never explained
- D. Rules should be enforced only with punishment

Ownership of classroom rules centers on giving students a say in what behaviors are expected and why, while making sure those expectations fit with school policies. When students help shape the rules, they feel responsible for upholding them, which leads to stronger buy-in and clearer, more consistent behavior in the classroom. Keeping the rules aligned with what the school allows ensures the norms are fair, coherent with other classrooms, and easier to enforce. Explaining the reasons behind the rules helps students see their purpose and apply them in real situations, not just memorize a list. If rules are set by the teacher alone, students may feel disempowered and less likely to follow them. If rules are posted without explanation, they might comply but not internalize why those behaviors matter. If enforcement relies only on punishment, the atmosphere becomes punitive rather than a space for learning self-regulation and responsibility.

3. What effect does front-loading have on student engagement?

- A. Generates excitement, triggers curiosity, and eagerness to become experts**
- B. Reduces student engagement**
- C. Leads to cognitive overload**
- D. Delays exploration**

Front-loading introduces the purpose, essential questions, and what successful learning will look like right at the start. This primes students' curiosity and gives them a clear reason to engage, so they feel excited and motivated to become experts in the topic. When learners understand why the material matters and what they're aiming to achieve, they're more willing to invest effort, ask questions, and dive into deeper inquiry from the outset. This approach isn't about reducing engagement or causing overload when used with appropriate scaffolding; it actually supports a smoother start to exploration by providing context and a roadmap. It also counters delaying exploration by giving students an immediate sense of the path they will follow and the opportunity to tackle interesting challenges early.

4. Which of the following would you most likely see in an effective, standards-based classroom when an administrator visits?

- A. Disorganized materials and limited student engagement.**
- B. Students taking responsibility for their learning through goals, projects, and standards-based activities.**
- C. Students passively listening to teacher-only lectures.**
- D. Absence of higher-order thinking questions.**

Standards-based classrooms emphasize student ownership of learning through clear goals and deliberate alignment to specific standards. When an administrator visits, you'd expect students to take responsibility for their progress by setting personal learning targets, engaging in projects, and participating in activities that are tied to those standards. The environment would show visible criteria for success—rubrics, performance tasks, and ongoing formative checks—so students know what mastery looks like and how to improve. The teacher acts as a facilitator, guiding inquiry, asking purposeful questions that promote deeper thinking, and giving timely feedback to help students reach those standards. This combination—clear targets, active, project-based work, and regular assessment linked to standards—reflects the instructional climate standards-based education aims for. If you think about less effective scenarios, you can see why they don't fit: disorganized materials and limited student engagement suggest a lack of structure and accountability; students passively receiving lectures point to a teacher-centered approach rather than student-driven, standards-aligned work; and a scarcity of higher-order questions indicates a gap in cognitive rigor required by standards.

5. What does it mean to be a successful teacher, according to the candidate?

- A. Memorize and recite every fact**
- B. Focus solely on test scores**
- C. Build trusting relationship and students perform at their highest ability level**
- D. Avoid relationships**

Successful teaching hinges on building a trusting relationship with students and helping them perform at their highest ability. When students feel trusted and respected, they're more willing to participate, take risks, and engage deeply with the material. That relational foundation paves the way for responsive, differentiated instruction that meets each learner where they are and pushes them to stretch to their potential. In this view, being effective isn't about memorizing every fact or chasing test scores alone; it's about fostering a learning environment where students grow, think critically, and demonstrate their best understanding. Memorizing facts can help with recall, but it doesn't create the context for meaningful learning or a safe, collaborative classroom. Focusing only on test scores narrows what counts as learning and can overlook important skills like collaboration, problem-solving, and resilience. Avoiding relationships erodes trust and motivation, making it hard for students to engage or take the risks needed to improve.

6. Why should teachers provide a collection of concrete objects in early childhood learning rather than relying solely on pictures or cartoons?

- A. Pictures or cartoons are sufficient to describe an object's properties.**
- B. It's easier to describe the properties of an orange when you're holding a real orange.**
- C. Real objects make learning more complicated and should be avoided.**
- D. Using real objects distracts from concept development.**

Concrete objects engage multiple senses and give children something tangible to notice and describe. When a teacher offers a real orange, children can hold it, feel its weight and texture, observe its color, notice the rind's surface, and even smell or imagine its taste. These direct experiences make it easier to describe its properties and to compare it with other items, which helps build precise vocabulary and early thinking about attributes like size, shape, and texture. Pictures or cartoons can illustrate some aspects, but they can't fully convey tactile information, weight, texture, temperature, or how an object behaves when touched or manipulated. Real objects therefore support richer sense-making and provide a solid foundation for later abstract reasoning, letting children connect words to real experiences and develop a deeper understanding of the world around them.

7. Which measure is included in DIBELS to assess reading skills?

- A. Phonological awareness**
- B. Fluency with connected text**
- C. Spelling**
- D. Grammar**

DIBELS gauges reading development with quick, targeted measures, and the one that specifically evaluates how smoothly a student reads in context is fluency with connected text. In practice, this is usually measured as Oral Reading Fluency: a student reads a short passage aloud for a minute, and the words read correctly per minute are counted. This captures rate, accuracy, and expression as the reader processes continuous text, which is closely tied to comprehension and everyday reading success. The reason this measure is included is that fluent, error-free reading of connected text is a strong indicator of overall reading proficiency and is efficient to administer for screening and progress monitoring. Phonological awareness focuses on hearing and manipulating sounds, a foundational skill for decoding but not a measure of fluency with connected text. Spelling reflects writing knowledge, not how a student reads aloud. Grammar relates to syntax and writing quality, not the fluency of reading continuous text.

8. What is the first step in obtaining an IEP?

- A. Having an evaluation for special education.**
- B. Deciding whether the child qualifies for services.**
- C. Writing the IEP without testing.**
- D. Scheduling a meeting without documentation.**

The initial step in obtaining an IEP is to conduct a comprehensive evaluation for special education. This assessment gathers detailed information about the child's strengths, learning needs, and whether there is a disability that affects educational performance. That data is essential because it tells the team whether the child qualifies for services and what supports are appropriate. Without this evaluation, you wouldn't have the facts needed to decide eligibility or to design an effective IEP. Once the evaluation shows eligibility, the team can determine required services and goals and then hold the IEP meeting to write the plan. Scheduling a meeting or writing the IEP, and even deciding eligibility, all hinge on having the evaluation results beforehand.

9. Which statement about the Developmental Reading Assessment (DRA) is accurate?

- A. The DRA is a standardized reading test used to determine a student's instructional level in reading.**
- B. It is a mathematics assessment.**
- C. It is a group-administered screening tool.**
- D. It measures writing ability.**

The Developmental Reading Assessment is a reading-focused assessment administered one-on-one to determine a student's instructional reading level. It uses leveled passages and running records to gauge accuracy, fluency, and comprehension, providing a level that teachers can use to guide instruction and monitor progress. It's not a mathematics assessment, it's not delivered in a group setting, and it does not measure writing ability.

10. How would you let parents know about positive things going on in your classroom?

A. A quarterly report

B. A monthly budget update

C. The two-minute note positive event or accomplishment

D. A phone call about discipline

Sharing positive updates with parents works best when they are timely, specific, and easy to read. A quick note that highlights a concrete positive event or accomplishment does exactly that: it arrives soon after the moment, names what happened, and explains why it matters for the student's growth. Because it's short and focused, teachers can send these frequently, building a pattern of positive reinforcement and a strong home-school partnership. Other approaches sit less well: a quarterly report tends to be too slow to capture everyday wins and can feel distant; a monthly budget update isn't about learning; and a phone call about discipline centers on negative behavior, which can set a less constructive tone. The quick positive note keeps conversations affirming and motivating, helping students stay engaged and families feel connected.

SAMPLE

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://teachinginterview.examzify.com>

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

SAMPLE