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

## STUDY GUIDE



## SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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# 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


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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.

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# 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!

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# Questions

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**1. 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

**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 describes a bullying situation and an appropriate substitute response?**

A. A single argument between students

B. A normal classroom disagreement

C. Repeated, intentional harm with imbalance of power; respond immediately, separate students, document, and report to teacher/administration

D. A feedback session after class

**4. Which statement best defines differentiation in instruction?**

A. Tailoring instruction to student readiness; e.g., provide manipulatives or color-coded supports for varied levels.

B. Treating all students the same.

C. Increasing homework for all.

D. Lowering expectations for some students.

**5. How should bathroom breaks be managed during substitution?**

A. Let students go without supervision.

B. Deny bathroom breaks to maintain control.

C. Use established procedures, ensure supervision, and supervise or authorize passes as appropriate.

D. Allow breaks only during test times

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**6. In a classroom with diverse learners, how can you ensure equitable access to instruction?**

A. Differentiation, supports, inclusive materials, and progress monitoring for all.

B. Treat all students the same and use a single method.

C. Limit supports to only ELL students.

D. Differentiate content, provide supports and accommodations, use inclusive materials, and monitor progress for all.

**7. How is the difference between a 504 plan and an IEP described?**

A. An IEP provides special education services and individualized goals; a 504 plan provides accommodations to access learning without specialized education services.

B. A 504 plan provides accommodations to access learning without specialized education services; an IEP provides special education services and individualized goals.

C. An IEP is for accommodations to access learning; a 504 plan provides specialized education services and individualized goals.

D. A 504 plan includes funding for accommodations and eligibility considerations.

**8. Which strategy helps differentiate instruction for students with varying reading levels during a single class?**

A. Tiered tasks

B. Standardized text for all

C. No reading support

D. Same assessment for all

**9. How should you structure a lesson to maximize engagement for students at varied reading levels?**

A. Use a single, uniform task for all students.

B. Ignore reading level differences and rely on student effort.

C. Use explicit objectives, tiered tasks, flexible grouping, supports like visuals and audio options, and frequent checks for understanding.

D. Delay checks for understanding until the end of the unit.

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**10. To prepare for presenting lessons effectively, a teacher should?**

A. Mastering a number of teaching strategies

B. Memorizing a single method

C. Copying someone else's exact approach

D. Relying solely on textbook activities

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# Answers

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

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# Explanations

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**1. 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.*

**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 describes a bullying situation and an appropriate substitute response?**

A. A single argument between students

B. A normal classroom disagreement

C. Repeated, intentional harm with imbalance of power; respond immediately, separate students, document, and report to teacher/administration

D. A feedback session after class

*Bullying is defined by repeated, intentional harm with a power imbalance, not just a one-time argument. When you see bullying, safety comes first. The best course is to separate the students immediately to stop the harm, then document what happened and report the incident to the supervising teacher or administrator according to the school's policy. This approach creates a clear record, protects the student being targeted, and brings in the appropriate adults to handle follow-up actions or interventions. A single argument isn't bullying because it lacks the pattern and power imbalance that characterize ongoing harm. A normal classroom disagreement may require help with communication or conflict resolution but doesn't demand the formal steps of separation, documentation, and reporting. A post-class feedback session doesn't address ongoing harm or safety concerns and isn't the appropriate response to bullying.*

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## 4. Which statement best defines differentiation in instruction?

A. Tailoring instruction to student readiness; e.g., provide manipulatives or color-coded supports for varied levels.

B. Treating all students the same.

C. Increasing homework for all.

D. Lowering expectations for some students.

*Differentiation in instruction means tailoring teaching to meet each student's readiness by adjusting what is taught and the supports used so learners can access and engage with the material at their level. The statement about matching instruction to student readiness and providing supports like manipulatives or color-coded tools for varied levels shows this adaptiveness in action—you're meeting learners where they are and giving them appropriate ways to access the content. This approach helps students progress at their own pace and demonstrates how to vary both tasks and supports to fit different needs. Options that say treating all students the same, increasing homework for everyone, or lowering expectations for some don't reflect differentiation. Treating everyone the same ignores differences in readiness and learners' needs; more homework for all isn't about adjusting to individual levels; lowering expectations can hinder growth and equity.*

## 5. How should bathroom breaks be managed during substitution?

A. Let students go without supervision.

B. Deny bathroom breaks to maintain control.

C. Use established procedures, ensure supervision, and supervise or authorize passes as appropriate.

D. Allow breaks only during test times

*Managing bathroom breaks in a substitute setting means following the classroom's established procedures for breaks, ensuring someone is supervising, and using passes to authorize and track each trip. This approach keeps students safe, minimizes disruptions, and preserves instructional time while still meeting students' needs. It supports accountability and consistency for both students and the substitute, so frequent or unmonitored trips don't become a problem. Denying breaks or letting students go without supervision creates safety risks and chaos, and restricting breaks only to testing times is impractical and unfair for non-test situations.*

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**6. In a classroom with diverse learners, how can you ensure equitable access to instruction?**

A. Differentiation, supports, inclusive materials, and progress monitoring for all.

B. Treat all students the same and use a single method.

C. Limit supports to only ELL students.

D. Differentiate content, provide supports and accommodations, use inclusive materials, and monitor progress for all.

*Equitable access means designing instruction so every learner can engage, participate, and demonstrate understanding, regardless of background, language, or ability. The strongest approach combines how content is taught with the supports that remove barriers, using inclusive materials and checking progress for everyone. Differentiating content ensures tasks match students' readiness and give multiple entry points, so each learner can access the core ideas without being held back by a one-size-fits-all approach. Providing supports and accommodations gives students the tools they need to participate and complete work—things like extra time, graphic organizers, or language supports—tailored to remove specific obstacles. Inclusive materials ensure resources reflect diverse experiences and are accessible to all, which helps every student see themselves represented and able to engage. Monitoring progress for all students tracks learning for everyone, identifying who is thriving and who needs adjustments, so instructional decisions can be updated to support continued growth. Choosing a plan that treats everyone exactly the same misses important differences in how students learn. Limiting supports to one subgroup leaves many learners without the help they need.*

**7. How is the difference between a 504 plan and an IEP described?**

A. An IEP provides special education services and individualized goals; a 504 plan provides accommodations to access learning without specialized education services.

B. A 504 plan provides accommodations to access learning without specialized education services; an IEP provides special education services and individualized goals.

C. An IEP is for accommodations to access learning; a 504 plan provides specialized education services and individualized goals.

D. A 504 plan includes funding for accommodations and eligibility considerations.

*The difference comes down to services versus accommodations. An IEP is a plan under IDEA that provides specialized instruction tailored to a student's needs, plus individualized goals and progress monitoring. It may include related services like speech therapy, occupational therapy, and assistive technology, all designed to help the student make progress in the general education curriculum. A 504 plan, under Section 504 of the Rehabilitation Act, is meant to ensure equal access by providing accommodations that remove barriers to learning. It does not provide specialized instruction or individualized goals; instead, it adjusts the learning environment or instructional methods (like extended time on tests, preferential seating, or assistive devices) so the student can participate with peers. So the best description is that one plan offers specialized instruction and personalized goals, while the other offers accommodations to access learning without that specialized instruction.*

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**8. Which strategy helps differentiate instruction for students with varying reading levels during a single class?**

A. Tiered tasks

B. Standardized text for all

C. No reading support

D. Same assessment for all

*Tiered tasks focus on giving every student access to the same learning goal by offering different levels of challenge and support within one lesson. In practice, you present the same content at multiple reading levels, adjusting text complexity and guiding prompts to fit each student's readiness. For example, a single class can use a simpler version of the reading with graphic organizers for beginners, a mid-level version with more analytical questions for others, and a richer, more open-ended version for advanced readers. This keeps the objective constant while recognizing diverse reading abilities, so students can engage meaningfully and demonstrate understanding in ways that fit them. Options that rely on a standardized text for all, no reading support, or the same assessment for all don't adapt to varying reading levels in real time, so they don't ensure all students have equal access to the learning goal.*

**9. How should you structure a lesson to maximize engagement for students at varied reading levels?**

A. Use a single, uniform task for all students.

B. Ignore reading level differences and rely on student effort.

C. Use explicit objectives, tiered tasks, flexible grouping, supports like visuals and audio options, and frequent checks for understanding.

D. Delay checks for understanding until the end of the unit.

*The idea being tested is designing a lesson that engages students at different reading levels through thoughtful differentiation and ongoing assessment. Start with explicit objectives so everyone knows what success looks like and what they're aiming to achieve. Use tiered tasks that share a common goal but differ in complexity or support, so students can work at a level that challenges them without leaving others behind. Flexible grouping lets students work with peers who can model strategies or offer different kinds of support, while also giving you opportunities to tailor instruction to diverse needs. Provide supports such as visuals, audio options, and simplified texts so access to the content isn't limited by reading level. Frequent checks for understanding give timely feedback, reveal who needs more help, and keep instruction aligned with students' current comprehension, allowing you to adjust on the fly to maintain engagement. One-size-fits-all tasks miss these supports and leave some students behind. Disregarding reading level differences and relying on effort places the burden on students and reduces access to the lesson. Waiting to check understanding until the end of a unit delays crucial feedback and can stall progress, diminishing engagement for learners who need timely support.*

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## 10. To prepare for presenting lessons effectively, a teacher should?

A. Mastering a number of teaching strategies

B. Memorizing a single method

C. Copying someone else's exact approach

D. Relying solely on textbook activities

*Having a toolkit of teaching strategies lets a teacher adapt instruction to different learners and classroom situations. When you can draw on several approaches—direct instruction for clear explanations, guided practice for skill-building, collaborative activities for peer learning, inquiry-based tasks for critical thinking, and ongoing checks for understanding—you can match the method to the objective and the needs of your students. This flexibility keeps students engaged, supports diverse learning styles, and allows you to adjust pacing, provide scaffolds, or offer extensions as needed. Relying on just one method limits your ability to reach all learners or handle unexpected challenges in a lesson. Copying someone else's exact approach may not fit your class's unique dynamics or your own teaching strengths, and relying solely on textbook activities often lacks opportunities for interaction, feedback, and real-world application. Mastering multiple teaching strategies makes you better prepared to present effective, responsive lessons.*

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# 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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