



TEACHING

AZ036 Exam

Early Childhood Education (AZ036)

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Question 1. (Single Select)

A teacher is holding a meeting with the parents of her students. In the meeting, the teacher is communicating information about the upcoming school year. Halfway into the meeting, a parent arrives late, causing a scene. What type of noise barrier to communication is this?

A: This type of barrier to communication is referred to as physical noise.

B: The type of barrier being referred to is known as psychological noise.

C: The noise in this scenario is referred to as written noise.

D: The noise that is occurring is known as visual noise.

Correct Answer: D

Explanation:

In the scenario described, the disruption caused by a parent arriving late to a teacher-parent meeting constitutes a type of communication barrier known as "visual noise." Visual noise refers to any visual disturbances that can distract or detract from effective communication. In this context, the late arrival of a parent, potentially grabbing attention and causing heads to turn, disrupts the focus of those present and interrupts the flow of information being shared by the teacher.

Communication barriers are obstacles that can impede the clarity and effectiveness of communication. These barriers can be categorized into four main types: physical, psychological, written, and visual. Each type of noise has a unique way of hindering communication. Physical noise includes environmental sounds like traffic or construction noises, psychological noise involves internal factors such as preoccupations or stress, and written noise could stem from poor grammar or unclear writing. Visual noise, as exemplified in this meeting scenario, involves visual interruptions or disturbances that distract from the communication process.

When visual noise occurs during an event like a meeting, it can lead to misunderstandings or missed information as participants may focus more on the disturbance rather than the message being communicated. Understanding these types of barriers is essential for both communicators and listeners to ensure effective exchange of information, especially in formal settings like educational meetings where conveying clear, uninterrupted information is crucial.

Question 2. (Single Select)

Of the following, which best reflects a responsibility of a teacher adhering to proposition #3 of the National Board for Professional Teaching Standards: "Teachers are responsible for managing and monitoring student learning"?

A: "They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice."

B: "They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject."

C: "They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals."

D: "They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education."

Correct Answer: C

Explanation:

"They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice" reflects Proposition #1, which is "Teachers are committed to students and their learning." "They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject" reflects Proposition #2, which is "Teachers know the subjects they teach and how to teach those subjects to students." "They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals" reflects Proposition #3, which is "Teachers are responsible for managing and monitoring student learning." "They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education" reflects Proposition #4, which is "Teachers think systematically about their practice and learn from experience."

Question 3. (Single Select)

Which of the following is NOT true of the Pre-KIDS (Pre-Kindergarten Inventory of Demonstrated Skills)?

A: The person completing it must be supervised while doing so.

B: It takes approximately 45 minutes to complete.

C: It may be completed by a parent or any other caregiver who is directly responsible for a significant amount of the child's care.

D: A trained interviewer may administer the questionnaire if needed.

Correct Answer: A

Explanation:

The question asks to identify a statement that is NOT true about the Pre-Kindergarten Inventory of Demonstrated Skills (Pre-KIDS). The Pre-KIDS is a tool designed to assess various developmental skills in young children, typically before they enter kindergarten. To determine the accuracy of the statements provided, we need to analyze the description of how Pre-KIDS is administered and managed.

One of the statements repeatedly mentioned is, "The person completing it must be supervised while doing so." However, the description of the Pre-KIDS administration process directly contradicts this statement. According to the information given, the Pre-KIDS can be completed by a parent or another caregiver responsible for a significant portion of the child's care. It is important to note that if the caregiver has trouble with reading or writing, an interviewer can administer the questionnaire instead. This flexibility in administration indicates that supervision is not strictly required for completing the Pre-KIDS. The caregiver can even take the inventory home and complete it at their convenience, which further emphasizes the lack of a supervision requirement.

Other statements provided include that the inventory takes approximately 45 minutes to complete, it may be completed by a parent or any other caregiver who is directly responsible for a significant amount of the child's care, and that a trained interviewer may administer the questionnaire if needed. These statements are consistent with the description given about the Pre-KIDS and do not contradict any known information about its administration.

Therefore, the statement that is NOT true about the Pre-KIDS, based on the description provided, is: "The person completing it must be supervised while doing so." This statement is incorrect as the Pre-KIDS does not require the person completing it to be under supervision, allowing for a more flexible administration environment.

Question 4. (Single Select)

A teacher wants to determine how well students APPLY instruction. Which assessment is he most likely to use?

A: Skills assessment.

B: Performance assessment.

C: Readiness test.

D: Developmental screening test.

Correct Answer: B

Explanation:

When a teacher aims to evaluate how effectively students apply the instruction they have received, the most suitable type of assessment to use is a performance assessment. This choice is predicated on the distinct characteristics and objectives of performance assessments in contrast to other types of educational evaluations.

Performance assessments focus on the application of skills and knowledge in practical, real-world scenarios. They require students to engage in tasks that demonstrate their ability to use what they have learned in meaningful ways. This might involve solving complex problems, conducting experiments, completing projects, or performing tasks that mirror activities they might need to perform in real-life or professional settings.

Unlike traditional assessments, such as multiple-choice tests or quizzes that often measure the recall of factual knowledge, performance assessments provide a more holistic view of a student's understanding and ability. They allow educators to assess not only if the student knows the content but also if they can effectively apply it outside of an academic setting. This makes performance assessments particularly valuable for gauging applied skills and competencies.

For example, in a science class, a performance assessment could involve students conducting an experiment to test a scientific hypothesis and then presenting their findings. This assesses their ability to apply scientific methods and concepts in a practical context, rather than just their ability to remember and recite facts from their lessons.

Furthermore, performance assessments are often collaborative and integrative. They can require students to work together, communicating and synthesizing information, which are important skills in both academic and non-academic contexts. This type of assessment not only measures cognitive abilities but also interpersonal and practical skills.

In conclusion, when a teacher is interested in understanding how well students can apply the

instruction they've been given, performance assessments are the most effective tool. They move beyond mere knowledge recall and truly test the application of learning, providing a clear picture of a student's practical and collaborative skills in real-world scenarios.

Question 5. (Single Select)

A typical 5 years old child has a vocabulary of approximately how many words?

- A: 2000-3000.
- B: 20000-30000.
- C: 1000-1500.
- D: 700-1000.

Correct Answer: A

Explanation:

The correct answer to the question regarding the vocabulary size of a typical 5-year-old child is between 2000 and 3000 words. This range is considered an average and reflects the substantial language development that occurs during the early years of a child's life. Vocabulary growth is an important aspect of linguistic and cognitive development, enabling children to communicate effectively and understand the world around them.

The development of a child's vocabulary begins early in life, with babies starting to understand words and simple phrases before they begin speaking. As children grow, they rapidly acquire words and begin to understand the rules of language. By the age of 5, most children have developed a foundation of vocabulary that allows them to form sentences, engage in conversations, and understand complex instructions.

Several factors contribute to the size of a child's vocabulary at this age. These include the child's environment, the frequency and variety of words spoken in the home, parental interaction, and reading habits. Children who are read to regularly and have more exposure to conversation and new experiences tend to have larger vocabularies.

It's important to note that while 2000-3000 words is typical, there's considerable variation among individual children. Some may have smaller vocabularies and others significantly larger, influenced by factors such as genetics, social interactions, and educational opportunities.

By the age of 5, children not only know many words, but they also start to understand more complex linguistic structures, can define words, recount sequences of events, and retain information in order. These capabilities demonstrate the interconnected development of vocabulary, memory, and cognitive processing skills during early childhood. This stage sets the groundwork for further learning and language use in school years and beyond.



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