**Interview Questions**

1. Q: How do you divide groups when placing them in math tubs, Cindy Cupp and reading circles?

A: I use assessments for reading and math. It is divided by level. The groups are either homogeneous which means they are all in the same level, or heterogeneous so the kids are the higher level can help the kids in the lower levels. I usually divide them in heterogeneous groups during science.

1. Q: What are your expectations of me in this class, what role would you like me to fulfill?

A: I expect you to meet the role of a Parapro. I expect you to facilitate reading groups, take initiative, help out in situations, ask questions and discipline students.

1. Q: How do you want me to handle situations of two or more students becoming engaged in an argument or have an issue?

A: I would like you to handle the issue yourself. Try to break up the argument and resolve it. Do not make it a big deal, because generally when the teacher makes something a big deal, the students seem to think it is a big deal too. Listen to both sides of the story.

1. Q: How do you handle a situation in which a student refuses to follow instructions and how do you expect me to handle it?

A: I use behavior plans. If I constantly have to repeat myself over and over again I tell them to move their magnet. If their magnet is not on green (being the best) at all times before recess, students have to walk some laps around the playground before they get to play with their friends. (The other colors are yellow, orange and red, the more you move your magnet the worse) I use praise too, to encourage good behavior. The students with the most times on green, (at least ten days in a row) receive a prize from the treasure box.

1. Q: When students are starting to get very loud, to the point where I can’t hear me working with other students, do you want me to address it or wait for you to say something?

A: I expect you to handle it using some of the techniques you’ve seen me use in class. “Give me five, 1.2.3 eyes on me, clapping hands, if you can hear me touch your nose, ear, head etc.” However, I will be re-arranging desks around and the loudness should not be such a big problem.

1. Q: What should I do if students are not being nice to each other?

A: Remind them of classroom rules, one of them being “showing respect for others”.

1. Q: Is there certain things you would like me to have ready before the day starts, or before the day ends?

A: I would like you to monitor the kids in the morning, make sure that there are no more than six kids per group during the morning circles. I would like you to remind the children of their lunch choices and to get unpacked. Also, if you would straighten up the classroom and clean desks before you leave. And run copies whenever needed.

1. Q: When children ask me for permission to use the restroom or go to the water fountain, etc., should they ask you first?

A: Students can generally use the restroom whenever they need to since we have one in the classroom. The only time they need to ask is when we are on the carpet together as a class, and I have taught them an emergency signal for that (demonstrated).