Each multiple subject candidate in EDXXXX will interview an elementary age student about mathematics. Suggested questions can be found on my webpage, http://trc.ucdavis.edu/almendle. Click on EDXXXX, then click on the interview link. These questions are not set in stone. You might choose to modify them to suit your purpose(s). Just make sure you share the modifications when you prepare the appendix (see below).

Please note that the first item on the interview webpage, “What Would You Do If . . . ? Early-Number Interview,” is not a set of interview questions per se, but a set of hypothetical situations to ponder before the interview. It is meant to help you anticipate possible glitches during the interview, so that you also have some possible work-arounds. Hopefully, we will discuss these in class too.

Your interview should probably be about 15 minutes. You are in the driver’s seat. Conditions might demand more or less time. There is no minimum or maximum number of pages, but use the guidelines below and keep it simple.

After the interview, write a review. The review should contain the following information:

A. General information
   • your name
   • the age and grade of the student you interviewed,
   • any pertinent information you would like to share about the child, and
   • all the questions you asked (placed in an appendix).

B. Your analysis
   Throughout your analysis, keep in mind the following general questions:

   1. What did you learn about the child?
   2. What did you learn about the child's mathematical thinking?
   3. What did you learn about mathematics?

   To help you answer these general questions, choose 3 or 4 interview items to analyze in depth and explain your problem choice. (Ask yourself, "Which questions helped me learn most about the child’s thinking?")

   State the problems and describe the child's strategies. In your analysis you may want to consider some of the following issues:

   • what you learned about the challenges of mathematics teaching and learning;
   • what you learned that relates to your experiences in your mathematics course;
   • how the availability or lack of manipulatives affected the interview;
   • what you learned about the interviewers (that is, yourself and your partner);
   • what you thought went well and what did not go so well;
   • what you would do differently if you were able to conduct this interview again;
   • what you would do next if you were this child's teacher;
   • anything that surprised you.

   If your analysis is long and integrated, you may focus on fewer problems. The purpose for the assignment is to have you be as thoughtful as possible about what you could learn from the interview.

   **A caution about your write-ups**
   Please do not include an assessment of the child’s overall personality (e.g., happy, self-confident, or nervous child) or overall ability level (e.g., smart or slow child), because those statements do not provide useful information for our purposes. You may want to comment on a child’s performance in solving a particular problem (e.g., child was very confident with her solution strategy to problem x), but please avoid generalities, inasmuch as you will meet with each child for only a limited time.

   **Grading**
   Your work will be evaluated on the thoughtfulness of your comments—not on the expertise of your interviewing! So have fun and experiment!

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*This is a modification of the “Interview Write-Up prepared by IMAP, Integrating Mathematics and Pedagogy to Illustrate Children's Reasoning, San Diego State University Foundation, Randy Phillipp and Candace P. Cabral.