

mathematics teacher interview questions

mathematics teacher interview questions are essential tools for school administrators and hiring committees seeking to evaluate candidates' knowledge, teaching skills, and adaptability within the classroom. These questions help assess a candidate's understanding of mathematical concepts, pedagogical methods, classroom management strategies, and their ability to engage students of diverse learning styles. Whether interviewing for a position in elementary, middle, or high school, the questions often range from content knowledge to instructional techniques and problem-solving abilities. This article explores common mathematics teacher interview questions, categorized into various relevant themes such as subject knowledge, teaching philosophy, classroom management, and technology integration. Additionally, tips for preparing strong answers and examples of scenario-based questions will be discussed to help candidates excel during their interviews.

- Common Content Knowledge Questions
- Pedagogical and Instructional Questions
- Classroom Management and Student Engagement
- Assessment and Evaluation Questions
- Technology Integration in Mathematics Teaching
- Scenario-Based and Behavioral Interview Questions

Common Content Knowledge Questions

Mathematics teacher interview questions frequently begin by evaluating the candidate's mastery of core math concepts. Interviewers aim to verify that candidates possess a thorough understanding of topics relevant to the grade level they intend to teach. Strong content knowledge is critical for effectively explaining complex ideas and fostering student comprehension.

Fundamental Mathematics Topics

Questions often focus on essential mathematical areas such as algebra, geometry, calculus, statistics, and number theory. Candidates may be asked to explain specific concepts or solve problems on the spot to demonstrate proficiency.

Example Questions

- Can you explain the concept of functions and how you would teach it to high school students?

- How do you approach teaching the Pythagorean theorem to middle school learners?
- Describe the difference between permutations and combinations with examples.
- How would you help students understand the concept of limits in calculus?

Pedagogical and Instructional Questions

Interviewers assess how a mathematics teacher plans lessons, differentiates instruction, and addresses diverse student needs. These questions reveal candidates' teaching philosophies and methods to promote mathematical understanding.

Teaching Strategies and Methodologies

Candidates may be asked about their preferred instructional approaches, such as inquiry-based learning, cooperative learning, or direct instruction. Explaining how these methods apply to math teaching is often required.

Examples of Pedagogical Questions

- What strategies do you use to make abstract math concepts more accessible to students?
- How do you incorporate real-world applications into your math lessons?
- Describe how you differentiate instruction for students with varying levels of math proficiency.
- How do you foster critical thinking and problem-solving skills in your classroom?

Classroom Management and Student Engagement

Effective classroom management is critical for maintaining a productive learning environment, especially during mathematics instruction, which can be challenging for some students. Interview questions in this area help determine a candidate's ability to engage students and manage behavior.

Techniques for Engagement and Discipline

Mathematics teacher interview questions may probe approaches to motivating students, handling disruptions, and creating an inclusive atmosphere where all learners feel supported.

Sample Questions

- How do you handle a situation where a student is consistently disruptive during math lessons?
- What techniques do you use to keep students engaged during complex problem-solving activities?
- Describe how you build rapport with students to encourage a positive classroom culture.
- How do you support students who experience math anxiety or frustration?

Assessment and Evaluation Questions

Assessment is a vital component of mathematics education, enabling teachers to measure student understanding and adjust instruction accordingly. Interviewers often ask about candidates' approaches to formative and summative assessments.

Approaches to Testing and Feedback

Candidates should be prepared to discuss how they design assessments, use data to inform teaching, and provide constructive feedback to promote student growth in mathematics.

Relevant Questions

- How do you design assessments to accurately measure student understanding of math concepts?
- What types of formative assessments do you use during lessons?
- How do you use assessment data to modify your instructional plans?
- Describe a time when you adjusted your teaching based on student performance data.

Technology Integration in Mathematics Teaching

Modern mathematics teaching often involves integrating technology to enhance learning experiences. Interview questions may explore candidates' familiarity with educational software, digital tools, and online resources.

Using Technology to Enhance Learning

Effective integration of technology can support differentiated instruction, interactive lessons, and data analysis. Candidates should demonstrate knowledge of relevant tools and their application in math education.

Example Technology Questions

- What technology tools do you use to teach mathematics effectively?
- How do you incorporate graphing calculators or software into your lessons?
- Describe your experience with virtual or blended learning environments for math instruction.
- How do you ensure equitable access to technology for all students?

Scenario-Based and Behavioral Interview Questions

Behavioral and situational questions help interviewers evaluate how candidates apply their knowledge and skills in real classroom contexts. These questions often require problem-solving and reflection on past experiences.

Common Scenario Questions

Such questions challenge candidates to articulate responses to hypothetical teaching situations, demonstrating professionalism and effective decision-making.

Examples of Behavioral Questions

1. Describe a time when you had to help a struggling student improve their math skills. What steps did you take?
2. How would you handle a parent who disagrees with your math teaching methods?
3. What would you do if you noticed a class-wide decline in math test scores?
4. Explain how you would design a lesson to accommodate both advanced and remedial learners in the same classroom.

Frequently Asked Questions

What are some common mathematics teacher interview questions?

Common mathematics teacher interview questions include: How do you make math engaging for students? How do you assess student understanding in math? Can you describe a successful lesson plan you have used? How do you handle students who struggle with math concepts? What strategies do you use to differentiate instruction in math? How do you integrate technology into your math lessons?

How should I answer the question 'How do you make math engaging for students?' in an interview?

To answer this question, explain specific strategies such as using real-life examples, incorporating games and technology, encouraging group work, and relating math concepts to students' interests. Highlight your ability to make lessons interactive and fun while maintaining educational rigor.

What teaching strategies are effective for a mathematics teacher to mention in an interview?

Effective teaching strategies to mention include differentiated instruction, use of manipulatives, formative assessments, inquiry-based learning, scaffolding complex concepts, integrating technology like graphing calculators or software, and fostering a growth mindset towards math learning.

How can a mathematics teacher demonstrate classroom management skills during an interview?

A mathematics teacher can demonstrate classroom management skills by describing clear rules and expectations, consistent routines, positive reinforcement techniques, strategies for keeping students focused during math activities, and approaches for handling disruptive behavior to maintain a productive learning environment.

What kind of questions about assessment might be asked in a mathematics teacher interview?

Interviewers may ask how you assess student understanding, what types of formative and summative assessments you use, how you use assessment data to inform instruction, and how you accommodate diverse learners in your assessments to ensure fair evaluation of all students.

How important is technology integration in mathematics teaching and how should I address it in an interview?

Technology integration is very important as it can enhance understanding and engagement. In an interview, you should discuss tools you use such as interactive whiteboards, math software, online quizzes, and visual apps that help illustrate concepts. Emphasize how technology supports

differentiated instruction and student collaboration.

Additional Resources

1. Mathematics Teacher Interview Questions and Answers

This book provides a comprehensive collection of common interview questions tailored for aspiring mathematics teachers. It offers detailed answers and strategies to help candidates present their knowledge confidently. The guide also includes tips on how to handle tricky questions and scenarios. An essential resource for job seekers in the education sector.

2. Mastering the Mathematics Teaching Interview

Focused on preparing candidates for the unique challenges of teaching math, this book covers both content knowledge and pedagogical skills. It includes sample questions, model answers, and advice on classroom management. Readers will also find sections on demonstrating problem-solving abilities and fostering student engagement.

3. Essential Interview Questions for Mathematics Educators

Designed for both new and experienced teachers, this book compiles questions that assess subject expertise, teaching philosophy, and student interaction. It guides readers through structuring responses to highlight their qualifications effectively. The resource is helpful for gaining confidence before the interview day.

4. Teaching Math: Interview Preparation Guide

This guide offers a step-by-step approach to preparing for mathematics teacher interviews. It emphasizes understanding curriculum standards, explaining mathematical concepts clearly, and showcasing instructional strategies. Practical examples and role-play exercises make this book an interactive tool for success.

5. Cracking the Mathematics Teacher Interview

A practical manual filled with real interview questions and suggested responses, this book helps candidates anticipate what interviewers seek. It stresses the importance of demonstrating both technical math skills and the ability to inspire students. The book also discusses common pitfalls and how to avoid them.

6. Mathematics Teacher Interview Success Strategies

This book delves into the mindset and preparation techniques required to excel in teaching interviews. It covers topics such as curriculum alignment, assessment methods, and differentiation in instruction. Readers will find advice on articulating their teaching philosophy and handling situational questions.

7. Interview Questions for Secondary Mathematics Teachers

Targeting secondary education professionals, this resource includes subject-specific questions and scenarios relevant to middle and high school math teaching. It offers suggested answers that demonstrate depth of knowledge and classroom management skills. The book also includes tips for discussing technology integration in math lessons.

8. The Complete Guide to Mathematics Teacher Interviews

An all-encompassing book that addresses every stage of the interview process, from application to follow-up. It features a wide range of questions covering pedagogy, content knowledge, and professional development. The guide also includes sample lesson plan discussions and advice on

presenting oneself professionally.

9. *Preparing for the Mathematics Teacher Interview: A Practical Workbook*

This workbook-style book encourages active learning through exercises and practice questions. It helps candidates build confidence by simulating interview scenarios and refining their responses. Additionally, it offers reflection prompts to enhance self-awareness and teaching effectiveness.

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mathematics teacher interview questions: Teacher Interview Questions and Answers - English Navneet Singh, Here are some common teacher interview questions along with suggested answers that highlight key qualities and skills important for teaching roles: 1. Why did you decide to become a teacher? Answer: I decided to become a teacher because I have a passion for education and a strong desire to make a positive impact on students' lives. I believe that teaching is one of the most meaningful professions, as it allows me to inspire and empower the next generation. I enjoy helping students discover their strengths, overcome challenges, and achieve their full potential. 2. What is your teaching philosophy? Answer: My teaching philosophy centres around student-centered learning. I believe in creating an inclusive and engaging classroom environment where all students feel valued and motivated to learn. I strive to use a variety of teaching methods to cater to different learning styles and to encourage critical thinking, collaboration, and creativity. My goal is to foster a love for learning and to equip students with the skills they need to succeed both academically and in life. 3. How do you handle classroom management? Answer: I handle classroom management by establishing clear expectations and consistent routines from the beginning of the school year. I believe in proactive strategies such as building strong relationships with students, creating an engaging curriculum, and using positive reinforcement to encourage good behaviour. When issues arise, I address them promptly and fairly, always aiming to understand the underlying causes and to find constructive solutions that help students learn from their mistakes. 4. How do you differentiate instruction to meet the needs of diverse learners? Answer: I differentiate instruction by assessing the individual needs, strengths, and interests of my students. I use a variety of instructional strategies, such as flexible grouping, tiered assignments, and personalized learning plans. I also incorporate technology and hands-on activities to provide multiple means of engagement. Regular formative assessments help me monitor progress and adjust my teaching methods to ensure that all students are challenged and supported appropriately. 5. How do you incorporate technology into your teaching? Answer: I incorporate technology into my teaching by using it as a tool to enhance learning and engagement. This includes using interactive whiteboards, educational apps, and online resources to create dynamic lessons. I also encourage students to use technology for research, collaboration, and presentations. Additionally, I integrate technology to provide personalized learning experiences and to facilitate communication with students and parents. 6. Can you provide an example of a successful lesson you have taught? Answer: One of my most successful lessons was a project-based learning unit on environmental science. Students were tasked with researching local environmental issues and developing solutions. They worked in groups to gather data, create presentations, and propose action plans. This lesson was successful because it was highly engaging,

encouraged critical thinking and collaboration, and allowed students to see the real-world impact of their work. Many students expressed a greater interest in science and environmental issues after the project. 7. How do you assess student progress? Answer: I assess student progress using a variety of methods, including formative and summative assessments. Formative assessments, such as quizzes, exit tickets, and classroom discussions, help me gauge understanding and adjust instruction as needed. Summative assessments, like tests, projects, and presentations, evaluate overall learning and mastery of content. I also use rubrics and self-assessment tools to involve students in the evaluation process and to provide clear criteria for success. Regular feedback is essential to help students understand their progress and areas for improvement. 8. How do you engage parents in their child's education? Answer: I engage parents by maintaining open and regular communication through emails, newsletters, and parent-teacher conferences. I also use online platforms where parents can access updates on their child's progress, assignments, and classroom activities. I encourage parents to participate in school events and to volunteer in the classroom. Building a strong partnership with parents helps create a supportive learning environment and ensures that students receive consistent encouragement both at school and at home. 9. How do you stay current with educational best practices and professional development? Answer: I stay current with educational best practices by attending workshops, conferences, and webinars. I also participate in professional learning communities, where I collaborate with colleagues to share ideas and strategies. I subscribe to educational journals and follow relevant blogs and social media groups to keep up with the latest research and trends. Additionally, I continually reflect on my teaching practices and seek feedback to identify areas for growth and improvement. 10. How do you handle a student who is consistently disruptive in class? Answer: When dealing with a consistently disruptive student, I first seek to understand the root cause of the behaviour. I meet with the student privately to discuss their behaviour and to set clear expectations for improvement. I also work with parents, counsellors, and other support staff to develop a plan that addresses the student's needs. In the classroom, I use positive reinforcement and provide opportunities for the student to take on responsibilities that channel their energy positively. Consistent and fair consequences for disruptive behaviour are also important to maintain a productive learning environment. These questions and answers can help you prepare for a teaching interview by providing a framework for how to articulate your experiences, philosophy, and strategies in a professional and thoughtful manner.

mathematics teacher interview questions: *The Work of Mathematics Teacher Educators* Kathleen Lynch-Davis, Robin L. Rider, 2015-10-01 (Originally published in 2004) A major focus of teacher education is the development of preservice teachers. However, it should not be the only focus of those who work in teacher education. Educating inservice teachers is equally important, and the conversation among those involved in mathematics teacher education needs to include discussion of this group as well. This conversation also highlights a need for professional development for teacher educators and research on the development of teacher educators. This monograph discusses issues in educating all of these groups of individuals in an effort to continue the conversation among those involved in mathematics teacher education.

mathematics teacher interview questions: *The Mathematics that Every Secondary Math Teacher Needs to Know* Alan Sultan, Alice F. Artzt, 2010-09-13 What knowledge of mathematics do secondary school math teachers need to facilitate understanding, competency, and interest in mathematics for all of their students? This unique text and resource bridges the gap between the mathematics learned in college and the mathematics taught in secondary schools. Written in an informal, clear, and interactive learner-centered style, it is designed to help pre-service and in-service teachers gain the deep mathematical insight they need to engage their students in learning mathematics in a multifaceted way that is interesting, developmental, connected, deep, understandable, and often, surprising and entertaining. Features include Launch questions at the beginning of each section, Student Learning Opportunities, Questions from the Classroom, and highlighted themes throughout to aid readers in becoming teachers who have great MATH-N-SIGHT: M Multiple Approaches/Representations A Applications to Real Life T Technology H History N

Nature of Mathematics: Reasoning and Proof S Solving Problems I Interlinking Concepts: Connections G Grade Levels H Honing of Mathematical Skills T Typical Errors This text is aligned with the recently released Common Core State Standards, and is ideally suited for a capstone mathematics course in a secondary mathematics certification program. It is also appropriate for any methods or mathematics course for pre- or in-service secondary mathematics teachers, and is a valuable resource for classroom teachers.

mathematics teacher interview questions: The Learning and Development of Mathematics Teacher Educators Merrilyn Goos, Kim Beswick, 2021-04-07 Research in mathematics teacher education as a distinctive field of inquiry has grown substantially over the past 10-15 years. Within this field there is emerging interest in how mathematics teacher educators (MTEs) themselves learn and develop. Until recently there were few published studies on this topic, and the processes by which mathematics teacher educators learn, and the forms of knowledge they require for effective practice, had not been systematically investigated. However, researchers in mathematics education are now beginning to investigate the development of MTE expertise and associated issues. This volume draws on the latest research and thinking in this area is therefore timely to stimulate future development and directions. It will survey the emerging field of inquiry in mathematics education, combining the work of established scholars with perspectives of newcomers to the field, with the aim of influencing development of the field, invite cross-cultural comparisons in becoming a mathematics teacher educator by highlighting issues in the development of MTEs in different countries, and examine the roles of both mathematics educators and mathematicians in preparing future teachers of mathematics. The primary audience will be university-based mathematics teacher educators and MTE researchers, and postgraduate research students who are seeking academic careers as MTEs. Additional interest may come from teacher educators in disciplines other than mathematics, and education policy makers responsible for accreditation and quality control of initial teacher education programs.

mathematics teacher interview questions: The Handbook of Mathematics Teacher Education: Volume 2 , 2008-01-01 The Handbook of Mathematics Teacher Education, the first of its kind, addresses the learning of mathematics teachers at all levels of schooling to teach mathematics, and the provision of activity and programmes in which this learning can take place. It consists of four volumes. Volume 2, Tools and Processes in Mathematics Teacher Education, focuses on the "how" of mathematics teacher education. In this volume, the authors share with the readers their invaluable experience in employing different tools in mathematics teacher education. This accumulated experience could assist teacher educators, researchers in mathematics education and those involved in policy decisions on teacher education in making decisions about both the tools and the processes to be used for various purposes in mathematics teacher education. There are four sections. The first describes and discusses four successful ways of using cases in mathematics teacher education, including narratives, mathematics case discussions, video-recordings, and lesson studies. The second presents predominant tools that are used in mathematics teacher education, two textual tools (written tasks and examples) and two physical tools (manipulatives and machines). The third section suggests ways in which the accumulated research on common students' ways of thinking contributes to the development of tools and processes in mathematics teacher education. The last section provides critical response and general perspective, raising questions such as: How can the teaching of mathematics be used as a tool to promote general educational values? What are the dimensions of proficient teaching? The concluding chapter offers a provisional framework consisting of a set of seven dimensions of proficiency for teaching mathematics. Together, the chapters provide various promising tools and processes for facilitating the acquisition of major proficiencies needed for teaching mathematics, and principles that could guide the selection and use of such tools. Bibliographical Information for the complete set: VOLUME 1: Knowledge and Beliefs in Mathematics Teaching and Teaching Development Peter Sullivan, Monash University, Clayton, Australia and Terry Wood, Purdue University, West Lafayette, USA (eds.) paperback: 978-90-8790-541-5, hardback: 978-90-8790-542-2, ebook: 978-90-8790-543-9 VOLUME 2: Tools and

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mathematics teacher interview questions: *The Mathematics Program Improvement Review* Ron Pelfrey, 2006 How good is your school's mathematics program? Test scores can provide some general trend information, but what you--and your students' parents--really need are specifics about the quality of the curriculum, the effectiveness of the instruction, and the school's overall capacity to support mathematics learning. The Mathematics Program Improvement Review (MPIR) is a proven evaluation process focused on standards for high-quality mathematics programs in grades K-12.

Based on research into effective program-evaluation methods, the MPIR approach uses multiple data sources to clarify exactly what is working within an individual school's math program and what is not. Author and MPIR developer Ron Pelfrey has used this process to evaluate mathematics programs in more than 300 rural, urban, and suburban schools and has trained hundreds of educators to conduct reviews. Now this handbook makes the MPIR process and its benefits available to everyone. Inside, you'll find guidelines for training review team members and all the materials needed to conduct a review, including* Lists of standards and indicators for the 10 essential components of an effective mathematics program.* Templates for questionnaires, interviews, and classroom observations.* Detailed evaluation rubrics.* Forms for compiling ratings and generating a final report. Whether used as a basis for informal faculty or departmental discussion, to promote best practices in a particular area (such as curriculum or instruction), or to guide a formal program evaluation, this book will help any school or district apply MPIR tools and procedures to bring about positive change in students' mathematics learning.

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mathematics teacher interview questions: Professional and Ethical Consideration for Early Childhood Leaders Cunningham, Denise D., 2020-06-19 Early childhood educators are keenly aware of the importance of a child's transition to "real school." This transition is occurring earlier in a child's life now that school districts nationwide are moving to pre-kindergarten experiences for 3- and 4-year olds. Annually, more than one million children attend public school pre-k programs overseen by elementary school principals who, although veteran educational leaders, were not trained to oversee these programs. Although pre-k classrooms are rapidly growing and deserve special attention, school leaders must be reminded that early childhood means more than pre-kindergarten; it extends through third grade. School leadership needs to understand the principles of early childhood education to effectively support all children age three to grade three. Professional and Ethical Consideration for Early Childhood Leaders is a collection of innovative research that crafts an overall understanding of the importance of early childhood leadership in today's schools. The book employs strategies to improve support for children in early childhood years, examines the different roles of early childhood leadership, analyzes best practices for implementation in early childhood contexts, and explores improvements for leadership preparation for schools with pre-k through third-grade children. While highlighting a wide range of topics including advocacy, cultural responses, and professional development, this publication is ideally designed for educators, administrators, principals, early childhood development teachers, daycare instructors, curriculum developers, advocates, researchers, academicians, and students.

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words like playful, beautiful, and creative. Pose the same question to students and many will use words like boring, useless, and even humiliating. Becoming the Math Teacher You Wish You'd Had, author Tracy Zager helps teachers close this gap by making math class more like mathematics. Zager has spent years working with highly skilled math teachers in a diverse range of settings and grades and has compiled those ideas from these vibrant classrooms into this game-changing book. Inside you'll find: How to Teach Student-Centered Mathematics: Zager outlines a problem-solving approach to mathematics for elementary and middle school educators looking for new ways to inspire student learning Big Ideas, Practical Application: This math book contains dozens of practical and accessible teaching techniques that focus on fundamental math concepts, including strategies that simulate connection of big ideas; rich tasks that encourage students to wonder, generalize, hypothesize, and persevere; and routines to teach students how to collaborate. Becoming the Math Teacher You Wish You'd Had offers fresh perspectives on common challenges, from formative assessment to classroom management for elementary and middle school teachers. No matter what level of math class you teach, Zager will coach you along chapter by chapter. All teachers can move towards increasingly authentic and delightful mathematics teaching and learning. This important book helps develop instructional techniques that will make the math classes we teach so much better than the math classes we took.

mathematics teacher interview questions: Studying Classroom Teaching as a Medium for Professional Development National Research Council, Policy and Global Affairs, Board on International Scientific Organizations, U.S. National Commission on Mathematics Instruction, Division of Behavioral and Social Sciences and Education, Center for Education, Mathematical Sciences Education Board, 2002-08-09 The Mathematical Sciences Education Board (MSEB) and the U.S. National Commission on Mathematics Instruction (USNCMI) took advantage of a unique opportunity to bring educators together. In August 2000, following the Ninth International Congress on Mathematics Education (ICME-9) in Makuhari, Japan, MSEB and USNCMI capitalized on the presence of mathematics educators in attendance from the United States and Japan by holding a two and a half-day workshop on the professional development of mathematics teachers. This workshop used the expertise of the participants from the two countries to develop a better, more flexible, and more useful understanding of the knowledge that is needed to teach well and how to help teachers to obtain this knowledge. A major focus of the workshop was to discuss teachers' opportunities in both societies-using teaching practice as a medium for professional development. Another focus of the workshop addressed practice by considering the records of teaching, including videos of classroom lessons and cases describing teachers and their work. These proceedings reflect the activities and discussion of the workshop using both print and video to enable others to share in their experience

mathematics teacher interview questions: Academic Skills Problems Edward S. Shapiro, 2010-11-01 This popular practitioner guide and text presents an effective, problem-solving-based approach to evaluating and remediating academic skills problems. Leading authority Edward S. Shapiro provides practical strategies for working with students across all grade levels who are struggling with reading, spelling, written language, or math. Step-by-step guidelines are detailed for assessing students' learning and their instructional environment, using the data to design instructional modifications, and monitoring student progress. The research base for the approach is accessibly summarized. The companion workbook, available separately, contains practice exercises and reproducible forms. New to this edition: incorporates the latest advances in evidence-based assessment and instruction shows how the author's approach fits perfectly into a Response-to-Intervention (RTI) model chapter and extended case example focusing on RTI 30 of the figures, tables, and forms are new or revised. This book will be invaluable to school psychologists, K-12 school administrators, special educators, and classroom teachers; graduate students and researchers in these fields. Together with the companion Workbook, it will serve as a text in graduate-level courses dealing with academic assessment and intervention.

mathematics teacher interview questions: Becoming an Urban Physics and Math

Teacher Beth A. Wassell, Ian Stith, 2007-06-13 This book explores what happens as beginning urban teachers transition through their first few years in the classroom. It captures one teacher's journey through the first three years of teaching science and mathematics in a large urban district in the US. Combining narrative with critical analysis, the authors focus on Ian's agency as a beginning teacher and explore his success in working with diverse students.

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