**TITLE:** Written Registers in the Mathematics Teachers’ Initial Formation: an analysis about the elaboration of the Supervised Internship Report.

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**ABSTRACT:**

In the present study, we investigated the participation of the elaboration of the Supervised Internship Report in the Mathematics Teachers’ Initial Formation, in the view of students from the Mathematics Teaching Diploma course of the Universidade Estadual de Londrina. For that, we made a research with qualitative approach and interpretative focus in order to identify these future teachers’ impressions about the elaboration of the Report, through the following guiding questions: What favorable arguments may be presented about the elaboration of the Supervised Internship Report in the Mathematics Teachers’ Initial Formation? What information present in the Report may contribute to the professional development of future Mathematics teachers in initial formation? What are the main difficulties presented by the students during the elaboration of the Report? The inquiry made evident that, for the participants of the research, the Supervised Internship Report may become an important instrument to help in the professional development of future Mathematics teachers, once its elaboration propitias to them reflections about the practice itself, about critical incidents and about students’ actions, and self-evaluations about the teaching experiences they had during the Internship; gives the opportunity to register information that evidence contributions to the future teachers’ initial formation about the mathematics contents, ways of dealing with teaching situations in classroom, planning and dynamics of classes; and allows them to exercise discursive writing on Mathematics and situations that involve the Mathematics teaching and learning process.

**Key-words:** Mathematics Education. Mathematics Teachers’ Initial Formation. Supervised Internship Report.