



Christian Leadership  
to Change the World



LEADERSHIP IN MATHEMATICS EDUCATION/  
MATHEMATICS SPECIALIST

*INTERNSHIP HANDBOOK*

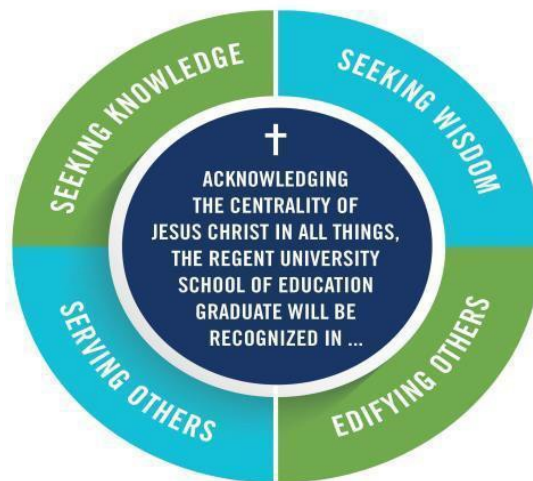
HANDBOOK 2021-2022

# SCHOOL OF EDUCATION

LEADERSHIP IN MATHEMATICS EDUCATION/MATHEMATICS SPECIALIST  
(M.Ed. & Ed.S.)

INTERNSHIP HANDBOOK

## SCHOOL OF EDUCATION **MISSION**



2021-2022

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## LEADERSHIP IN MATHEMATICS EDUCATION/MATHEMATICS SPECIALIST INTERNSHIP HANDBOOK

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### Introduction

#### Mission and Vision of the School of Education

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The School of Education, through its commitment to excellence in teaching, research and service, provides a biblically based, Christian education to equip men and women in mind, heart and character for lives of educational and transformational leadership.

The Regent University School of Education, affirming the University vision, mission, and values and acknowledging its call to be a distinctive school of graduate education, commits itself to innovative and excellent academic programs; to unique and exemplary program delivery both on campus and at a distance; to depth and breadth of faculty teaching, research and service; and to preparation and empowerment of graduates who actively embrace the challenge of transforming education through practice and example.

We pledge ourselves to transforming education worldwide by promoting biblically compatible, research-based solutions to challenges in education through bridging theory and practice, and by building effective partnerships with schools and community agencies. We are committed to building and maintaining an outstanding faculty and a diverse student body consistent with the mission of the university.

#### Philosophy of the School of Education

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##### Conceptual Framework

Regent's foundation is more than a date carved on a cornerstone. It is a perspective imprinted on every program, class and relationship that students, faculty, and staff will experience. Our School of Education programs will deepen your understanding of both the **power of knowledge** and the **spiritual truths** that give it value and meaning in a curriculum that balances timeless Judeo-Christian principles with the highest standards of **contemporary theory and practice**.

**How do we accomplish this?** Through our commitment to provide learning opportunities which promote the skills, dispositions and understandings that encourage our graduates to:

- **Seek knowledge** by formulating questions and answers to current educational issues and by formulating research-based solutions.

- **Seek wisdom** by applying the knowledge in a manner that demonstrates a God-given wisdom to create an environment in which justice, human dignity and academic achievement are valued.
- **Serve others** by treating others with dignity, love and respect, as well as supporting and encouraging others.
- **Edify others** by demonstrating awareness of and sensitivity to the individual needs of students, colleagues and community by growing in competence and character.

Thus, we seek to prepare competent, caring and qualified graduates who will become Christian leaders that transform education through their example. When someone graduates from Regent, they will hold more than an advanced degree in education. They will hold the knowledge and leadership skills needed for professional and personal success.

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## EXECUTIVE SUMMARY

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The Mathematics Specialist internship is a year-long semester that focuses on the role of the school leader by establishing a bond between theory, research, and practice. The intern is assigned to a specified school(s) with the supervision of a building-based mathematics leader or administrator. The candidate will have experiences at different levels and experiences at schools with diverse student populations. The intern is responsible for the completion of course requirements and competencies. Interns have continuous contact with a Regent University internship supervisor/instructor.

The internship experience provides opportunities for independent and guided practice, feedback, coaching, and reflection. Ultimately it is designed to engage prospective mathematics educational leaders in active learning and participation in activities that invariably can enhance the mathematics program within the assigned school(s).

**A minimum of 90 hours of internship experience** must be completed and linked to the course work and Virginia Department of Education (VDOE), Mathematics Specialist competencies. The internship must be completed during the Spring or Fall semester.

Course Learning Outcomes are aligned with the VDOE competencies specific to the mathematics specialist for elementary and middle education license. This information can be found at: <https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/section590/>

Upon completion of the internship, students are expected to demonstrate knowledge, understanding, and application of the VDOE competencie

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## **ETHICAL OBLIGATIONS – GENERAL PRINCIPLES OF THE SCHOOL OF EDUCATION AND REGENT UNIVERSITY**

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1. The intern works primarily under the authority and guidance of the mentor teacher or administrator to whom he/she is assigned, as well as being under the authority of the principal or administrative head of the school and the School of Education's Internship Supervisor.
2. As a member of the teaching profession, the intern needs to maintain the same professional standards expected of all teaching employees of the cooperating school.
3. The mentor and administrator should emphasize the importance of professional ethics. The plan is to strengthen the intern's understanding of ethical obligations and accountability to the students in the classroom and to the participating school district.
4. When analyzing and discussing specific educational situations observed at the site, discretion is vital, and interns should use caution to not reveal the names of teachers, students, staff, or class observed. Students' personal and academic files, which are privileged information, should always be treated as such.
5. The intern should establish guidelines that will support the cooperating school's policies and reflect support for the school system.
6. If working with students, the intern must be sure the students understand all classroom rules and regulations and should encourage the good in students, praise appropriate behavior, and consistently reinforce the established classroom procedures.
7. The intern is urged to accept every task as a potential learning experience, in order to effectively fulfill his/her role as a mathematics specialist. The intern should develop his/her own educational philosophy consistent with the principles of Regent University.
8. The Field Placement Coordinator, in consultation with the district's office, mentor, and Internship Supervisor can change or terminate the intern's placement if necessary.

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## INTERNSHIP RESPONSIBILITIES

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This section will address the most common problems confronting interns and will answer some of the most frequently asked questions regarding the internship.

**1. Commitment.**

This internship should be a priority as it is the culmination of the student's program.

**2. Communication.**

Open communication is very important for the success of our partnerships. The Internship Supervisor may be contacted at the university or at home if necessary. Access numbers will be provided.

**3. Schedule.**

All students enrolled in an internships course will follow Regent University's calendar for starting and stopping dates of each experience. Once started, however, the student shall follow the calendar of the individual school to which he/she is assigned. This also includes holidays, spring/fall breaks, half-days, weather-related or any other called cancellation. Any loss of time, due to illness or related family issues would need to be accounted for and the individual's schedule adjusted accordingly. Please contact the Internship Coordinator and University Supervisor if this occurs.

**4. Professionalism.**

Professionalism in appearance, conduct, and spoken words is required during this internship process. Please review the traits that are stressed in our course evaluations.

**5. Attendance.**

The intern should call Regent University and his or her internship school if he/she is going to miss a day for illness, a doctor's appointment, etc. Missed hours must be made up to ensure the correct clock hours necessary for the required hours.

**6. Evaluation.**

The intern is in a mentoring situation to learn, to experiment, to reflect, and to grow as a professional educator. It is imperative that the intern remain open to the suggestions, critiques, and evaluations of the mentor and university supervisor. Remember, at all experience levels, the intern can learn and grow professionally from the evaluation process.



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## SPECIFIC REQUIREMENTS

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Criteria	General Description of Assignment
<b>Internship Log</b>	Document all the internship hours and activities on the provided Excel spreadsheet within the Learning Management System (LMS).
<b>Intern Self-Assessment</b>	Complete the Mathematics Specialist Internship Assessment, via survey monkey, as a self-assessment of the internship experience.
<b>Time Requirement</b>	<p>Minimum of 90 hours completed within the requisite semester (Spring or Fall).</p> <p>“Exposure” * to at least two sites (elementary, middle, or central office) and sites with diverse student populations focused on instructional leadership and learning for all students.</p> <p><u>* EXPOSURE is defined as a minimum of 10 hours at a school level other than the intern’s primary level</u></p>
<b>Diverse Experiences Verification Form</b>	The intern must complete the provided <b><u>Diverse Experiences Verification Form</u></b> .
<b>Exposure Site Validation Form</b>	The intern must complete an <b><u>Exposure Site Validation Form</u></b> for EACH exposure site.
<b>Mentor’s Assessment</b>	The mentor must complete the Mathematics Specialist Internship Assessment and provide feedback on overall experience. A link to the survey monkey evaluation will be emailed towards the end of the requisite semester.
<b>University Supervisor’s Assessment</b>	The University Supervisor must complete the Mathematics Specialist Internship Assessment, via survey monkey, and provide feedback on overall experience.
<b>Final Evaluation</b>	Completion of all required hours, documentation, and assessments within the designated semester timeframe.

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## MENTOR

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The intern is assigned an on-site mentor for the internship.

The mentor and the University Supervisor will collaborate throughout the semester to support the learning process of the internship student.

### Preparation

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1. Follow internship processes and procedures outlined in the handbook and the materials provided by the Internship Coordinator.
2. Conduct conferences with the intern throughout internship completion.
3. Keep in consistent communication with the University Internship Supervisor as the intern is mentored.

### Preparation

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1. Assist in the analysis and correction of problems encountered by the intern.
2. Consult with the intern to identify strengths and weaknesses of his/her clerical as well as leadership duties.
3. Direct the intern to appropriate techniques of situational leadership by modeling as well as by discussing specific issues.
4. The intern will use a variety of strategies learned at the university. Application of these techniques should not be thought of as rigid, but as educational tools that are applied and modified while under your guidance. Your evaluation will further guide his/her efforts.
5. The mentor should review and discuss the intern's assignments and time log sheets.

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## RESPONSIBILITIES OF THE INTERNSHIP SUPERVISOR

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The university internship supervisor is the official representative of the School of Education at Regent University and is assigned by the internship coordinator to work with interns. The School of Education adheres to a team approach in which the supervisor and the mentor provide continuity in internship guidance. This continues in the university classroom by relating the experience in the field to discussions with peers and university professors in appropriate courses.

The university supervisor will evaluate the intern's performance in the context of the total intern experience as it relates to the specific university program. In a similar manner, the mentor will evaluate the intern as well. Together they will act as a team for encouragement and support in evaluating the intern.

The university supervisor will:

1. Observe the intern by:
  - a. Observing the intern in the completion of the prescribed activities (when applicable).
  - b. Conferring with the intern and mentor.
  - c. Reviewing assignments maintained by the intern relating to the field experience.
  
2. Evaluate the intern by:
  - a. Having the intern self-evaluate during post-conference with the university supervisor.
  - b. Providing feedback with suggestions for improvement.
  - c. Reviewing the intern's assignments submitted during specific time frames.
  - d. Helping to determine the final evaluation grade for the internship.
  
3. Act as a resource by:
  - a. Providing information on leadership resources and procedures.
  - b. Contacting other university personnel to assist in any situation occurring at the site if needed.

If you have any further questions, they should be directed to the internship coordinator.

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**DIVERSE EXPERIENCES VERIFICATION FORM**

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## Diverse Experiences Verification Form

### Regent University School of Education Mathematics Specialist Diverse Experiences Verification Form

Candidate: \_\_\_\_\_

Semester/Year \_\_\_\_\_

Please complete the charts below by filling in the percentage of the total student population for each student subgroup for the school site listed.

<b>Primary Internship Site School Name:</b>					
Ethnicity	AA	CAU	HISP	ASIAN	OTH
	%	%	%	%	%
Gender	F	M	Special Ed.	Yes	No
	%	%		%	%
ESL	Yes	No	SES	Free/Reduce	No
	%	%		%	%
School is primarily considered: (circle one)			Urban	Suburban	Rural

<b>Exposure Site #1 School Name:</b>					
Ethnicity	AA	CAU	HISP	ASIAN	OTH
	%	%	%	%	%
Gender	F	M	Special Ed.	Yes	No
	%	%		%	%
ESL	Yes	No	SES	Free/Reduce	No
	%	%		%	%
School is primarily considered: (circle one)			Urban	Suburban	Rural

<b>Exposure Site #2 School Name:</b>					
Ethnicity	AA	CAU	HISP	ASIAN	OTH
	%	%	%	%	%
Gender	F	M	Special Ed.	Yes	No
	%	%		%	%
ESL	Yes	No	SES	Free/Reduce	No
	%	%		%	%
School is primarily considered: (circle one)			Urban	Suburban	Rural

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**“EXPOSURE” SITE VALIDATION FORM**

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School Of Education  
Leadership in Mathematics Program  
Math Specialist Internship

**“Exposure” Site Validation Form**

This form must be submitted to the internship supervisor following the conclusion of minimum required hours logged at the “EXPOSURE” site.

**Internship Requirement:**

**VA Department of Education Requirement for all state approved programs**

Complete a minimum of 90 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, central office) with diverse student populations. The internship shall be focused on learning for all students and shall occur in a public school or accredited nonpublic school.

**\*EXPOSURE defined as a minimum of 10 documented hours at the other school level (elementary or middle) other than the primary setting.**

Name: \_\_\_\_\_

Internship: Semester \_\_\_\_\_ Year \_\_\_\_\_

District/School Division: \_\_\_\_\_

Primary Internship Location: School \_\_\_\_\_

Mentoring Principal: \_\_\_\_\_ Phone \_\_\_\_\_

“Exposure” Location: \_\_\_\_\_

Phone: \_\_\_\_\_ Address: \_\_\_\_\_

Mentor's Name: \_\_\_\_\_

The above named intern has completed \_\_\_\_\_ internship hours at my: **(circle one below)**

Middle School      Elementary School      Central Office

**(Intern completes all of the above information)**

Signature of “Exposure Site” Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

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**MATHEMATICS SPECIALIST INTERNSHIP MENTOR ASSESSMENT**

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Mathematics Specialist Internship Mentor Assessment

Welcome to School of Education Leadership in Mathematics Education Program  
Intern Evaluation

**This document is designed to provide an assessment tool for evaluating the Mathematics Specialist Intern. It is correlated with the Virginia Department of Education Mathematics Specialist competencies. Each competency is essential!**

*Thank you for consenting to complete the assessment. Your feedback is important.*

## Mathematics Specialist Internship Mentor Assessment

## General Information

**Please indicate the level of performance that most accurately describes the intern's performance. The comment section can be used for any additional information that you would like to include. Feel free to contact the University Intern Supervisor if additional information or assistance is needed.**

\* 1. Date

\* 2. Semester

- Fall  
 Spring

\* 3. Year

- 2023  
 2024  
 2025  
 2026  
 2027

\* 4. Intern's Name

\* 5. School/Site

\* 6. Evaluator's Name

\* 7. Evaluator's Role

- University Supervisor  
 School Mentor

\* 8. Evaluator's Position/Title

\* 9. Evaluator's Email

## Mathematics Specialist Internship Mentor Assessment

## Math Specialist Competency 1

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 10. Math Specialist Competency 1**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern exhibits the knowledge, skills, and processes of the Virginia Mathematics Standards of Learning and how curriculum may be organized to teach these standards to diverse learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. If not observed, please provide rationale.

## Math Specialist Competency 2

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 12. Math Specialist Competency 2**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern exhibits a core knowledge base of concepts and procedures within the discipline of mathematics, including the following strands: number systems and number theory; geometry and measurement; statistics and probability; and functions and algebra.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. If not observed, please provide rationale.

## Mathematics Specialist Internship Mentor Assessment

## Math Specialist Competency 3

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 14. Math Specialist Competency 3**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern exhibits understanding of the sequential nature of mathematics, the vertical progression of mathematical standards, and the mathematical structures inherent in the content strands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. If not observed, please provide rationale.

## Mathematics Specialist Internship Mentor Assessment

## Math Specialist Competency 4

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 16. Math Specialist Competency 4**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern exhibits understanding of the connections among mathematical concepts and procedures and their practical applications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. If not observed, please provide rationale.

## Mathematics Specialist Internship Mentor Assessment

## Math Specialist Competency 5

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 18. Math Specialist Competency 5**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern exhibits understanding of and the ability to use the five processes - becoming mathematical problem-solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and using mathematical models and representations - at different levels of complexity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. If not observed, please provide rationale.



## Mathematics Specialist Internship Mentor Assessment

## Math Specialist Competency 6

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 20. Math Specialist Competency 6**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern exhibits knowledge of the major current curriculum studies and trends in mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. If not observed, please provide rationale.

## Mathematics Specialist Internship Mentor Assessment

## Math Specialist Competency 7

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

\* 22. **Math Specialist Competency 7**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern exhibits knowledge of the appropriate technologies for teaching and learning mathematics, including graphing utilities, dynamic software, spreadsheets, and virtual manipulatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. If not observed, please provide rationale.

## Mathematics Specialist Internship Mentor Assessment

## Math Specialist Competency 8

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 24. Math Specialist Competency 8**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern exhibits knowledge of how to select, adapt, evaluate, and use instructional materials and resources, including professional journals and technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. If not observed, please provide rationale.

Mathematics Specialist Internship Mentor Assessment

Math Specialist Competency 9

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 26. Math Specialist Competency 9**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern utilizes strategies for managing, assessing, and monitoring student learning, including diagnosing student errors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. If not observed, please provide rationale.

## Math Specialist Competency 10

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 28. Math Specialist Competency 10**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialists exhibits Understanding of and the ability to use strategies to teach mathematics to diverse learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. If not observed, please provide rationale.

## Math Specialist Competency 11

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

\* 30. **Math Specialist Competency 11**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern develops the leadership skills needed to improve mathematics programs at the school and division levels, including the needs of high-achieving and low-achieving students and of strategies to challenge them at appropriate levels; child psychology, including personality and learning behaviors; educational measurement and evaluation; and effective professional development approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. If not observed, please provide rationale.

## Math Specialist Competency 12

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 32. Math Specialist Competency 12**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern develops and leads appropriate professional development based on the needs of students and the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. If not observed, please provide rationale.



Mathematics Specialist Internship Mentor Assessment

Math Specialist Competency 13

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 34. Math Specialist Competency 13**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern works with school-based administration for the improvement of mathematics teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. If not observed, please provide rationale.

## Math Specialist Competency 14

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 36. Math Specialist Competency 14**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern effectively mentors teachers for the improvement of mathematics teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. If not observed, please provide rationale.

## Math Specialist Competency 15

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 38. Math Specialist Competency 15**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern effectively works with parents and the at-large community to improve mathematics teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. If not observed, please provide rationale.

## Math Specialist Competency 16

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 40. Math Specialist Competency 16**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern exhibits proficiency in grammar, usage, and mechanics and their integration in writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. If not observed, please provide rationale.

## Math Specialist Competency 17

**Please use the scale below to assess the Mathematics Specialist Intern's performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

\* 42. **Math Specialist Competency 17**

	Highly Effective	Effective	Approaching Effective	Ineffective	Not Observed
The Mathematics Specialist Intern exhibits proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. If not observed, please provide rationale.

**INTERNSHIP RECOMMENDATIONS**

44. Please share any ideas you have to improve the internship process:

SUMMARY COMMENTS AND END OF SURVEY

45. SUMMARY COMMENTS

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**MATHEMATICS SPECIALIST INTERNSHIP INTERN SELF-ASSESSMENT**

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Mathematics Specialist Internship Intern Self-Assessment

Welcome to School of Education Leadership in Mathematics Education Program  
Intern Evaluation

**This document is designed to provide an assessment tool for evaluating the Mathematics Specialist Intern. It is correlated with the Virginia Department of Education Mathematics Specialist competencies. Each competency is essential!**

*Thank you for consenting to complete the assessment. Your feedback is important.*

## General Information

**Please indicate the level of performance that most accurately describes your performance. The comment section can be used for any additional information that you would like to include. Feel free to contact the University Intern Supervisor if additional information or assistance is needed.**

\* 1. Date

\* 2. Semester

- Fall  
 Spring

\* 3. Year

- 2023  
 2024  
 2025  
 2026  
 2027

\* 4. Your Name

\* 5. Your Program Level

- Master of Education  
 Educational Specialist

\* 6. Your Email

\* 7. How would you best describe yourself?

- African American/Black
- Asian
- Hawaiian/Pacific Islander
- Hispanic
- Multi-racial (non-Hispanic)
- Native American
- Other
- White

\* 8. School/Site

\* 9. Evaluator's Name

\* 10. Evaluator's Position/Title

## Math Specialist Competency 1

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 11. Math Specialist Competency 1**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern exhibits the knowledge, skills, and processes of the Virginia Mathematics Standards of Learning and how curriculum may be organized to teach these standards to diverse learners.

12. Comments:

## Math Specialist Competency 2

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

\* 13. **Math Specialist Competency 2**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern exhibits a core knowledge base of concepts and procedures within the discipline of mathematics, including the following strands: number systems and number theory; geometry and measurement; statistics and probability; and functions and algebra.

14. Comments:

## Mathematics Specialist Internship Intern Self-Assessment

## Math Specialist Competency 3

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 15. Math Specialist Competency 3**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern exhibits understanding of the sequential nature of mathematics, the vertical progression of mathematical standards, and the mathematical structures inherent in the content strands.

**16. Comments:**

## Math Specialist Competency 4

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 17. Math Specialist Competency 4**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern exhibits understanding of the connections among mathematical concepts and procedures and their practical applications.

18. Comments:

## Math Specialist Competency 5

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 19. Math Specialist Competency 5**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern exhibits understanding of and the ability to use the five processes - becoming mathematical problem-solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and using mathematical models and representations - at different levels of complexity.





20. Comments:



## Math Specialist Competency 6

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 21. Math Specialist Competency 6**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern exhibits knowledge of the major current curriculum studies and trends in mathematics.

**22. Comments:**

## Math Specialist Competency 7

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

\* 23. **Math Specialist Competency 7**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern exhibits knowledge of the appropriate technologies for teaching and learning mathematics, including graphing utilities, dynamic software, spreadsheets, and virtual manipulatives.

24. Comments:

## Math Specialist Competency 8

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 25. Math Specialist Competency 8**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern exhibits knowledge of how to select, adapt, evaluate, and use instructional materials and resources, including professional journals and technology.

26. Comments:

## Mathematics Specialist Internship Intern Self-Assessment

## Math Specialist Competency 9

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

**\* 27. Math Specialist Competency 9**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern utilizes strategies for managing, assessing, and monitoring student learning, including diagnosing student errors.

28. Comments:

## Math Specialist Competency 10

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

\* 29. **Math Specialist Competency 10**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialists exhibits Understanding of and the ability to use strategies to teach mathematics to diverse learners.

30. Comments:

## Math Specialist Competency 11

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

\* 31. **Math Specialist Competency 11**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern develops the leadership skills needed to improve mathematics programs at the school and division levels, including the needs of high-achieving and low-achieving students and of strategies to challenge them at appropriate levels; child psychology, including personality and learning behaviors; educational measurement and evaluation; and effective professional development approaches.





32. Comments:

## Math Specialist Competency 12

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

\* 33. **Math Specialist Competency 12**

	Highly Effective	Effective	Approaching Effective	Ineffective
The Mathematics Specialist Intern develops and leads appropriate professional development based on the needs of students and the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Comments:

## Math Specialist Competency 13

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

\* 35. **Math Specialist Competency 13**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern works with school-based administration for the improvement of mathematics teaching and learning.

36. Comments:



## Math Specialist Competency 14

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

\* 37. **Math Specialist Competency 14**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern effectively mentors teachers for the improvement of mathematics teaching and learning.

38. Comments:

## Math Specialist Competency 15

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

**Approaching Effective: Minimal evidence of knowledge, understanding, and/or application**

**Ineffective: Fails to demonstrate/no evidence of knowledge, understanding, and/or application**

\* 39. **Math Specialist Competency 15**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern effectively works with parents and the at-large community to improve mathematics teaching and learning.

40. Comments:

## Math Specialist Competency 16

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

**Effective: Satisfactory/adequate evidence of knowledge, understanding, and/or application**

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\* 41. **Math Specialist Competency 16**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern exhibits proficiency in grammar, usage, and mechanics and their integration in writing.

42. Comments:

Math Specialist Competency 17

**Please use the scale below to assess your performance:**

**Highly Effective: Excellent/detailed evidence of knowledge, understanding, and/or application**

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\* 43. **Math Specialist Competency 17**

Highly Effective

Effective

Approaching Effective

Ineffective

The Mathematics Specialist Intern exhibits proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.





44. Comments:

**INTERNSHIP RECOMMENDATIONS**

45. Please share any ideas you have to improve the internship process:

SUMMARY COMMENTS AND END OF SURVEY

46. SUMMARY COMMENTS