

# TEACHER RECOMMENDATION FORM

2015 SUMMER SESSION – ELEMENTARY DIVISION



Dear Teacher,

You are receiving this form because your student is applying to the Academic Talent Development Program (ATDP), a UC Berkeley summer program which offers challenging classes for highly motivated students. In order to apply, each student must submit a recommendation form from a **current teacher in an academic subject**. Visit [atdp.berkeley.edu](http://atdp.berkeley.edu) for more information about the program.

Please:

- (1) Complete the basic information below and both brief parts on the reverse of this form.
- (2) Seal the form in an envelope\* and sign your name across the seal on the envelope's flap.
- (3) Return the sealed envelope to the student.\*\*

For your reference, the Elementary Division (ED) application postmark deadlines are **Wednesday, March 11** for returning students and **Wednesday, March 25** for new students. Late applications are accepted on a space-available basis.

Make any inquiries at [atdpoffice@berkeley.edu](mailto:atdpoffice@berkeley.edu) or 510-642-8308. Your insights and recommendations are carefully considered. Thank you very much for your assistance and consideration.

## Student and Teacher Information (to be completed by recommending teacher)

Student's Full Name	<input type="text"/>
Student's School	<input type="text"/>
Teacher's Name	<input type="text"/>
Teacher's Signature	<input type="text"/>
Teacher's E-mail (Please print)	<input type="text"/>
<input type="text"/>	<input type="text"/>
Grade level (K-6)	Academic course in which you teach the student (if applicable)

Has this student been selected for the Gifted and Talented (GATE) Program?

*(This question is for research purposes only. It is not used for selection for ATDP.)*

- Yes     No     No program at this school     Don't know

PLEASE CONTINUE ON REVERSE →

\* The student has been instructed to provide an envelope. Any envelope is acceptable.

\*\* If you or your school has a policy of sending all recommendations directly, you may do so using the address listed below. In this case, please do not delay as we will not consider a student's application until all materials, including this form, have been received.



Academic Talent Development Program  
Graduate School of Education  
70 University Hall #1160  
Berkeley, CA 94720-1160  
<http://atdp.berkeley.edu>  
[atdpoffice@berkeley.edu](mailto:atdpoffice@berkeley.edu)  
510-642-8308



Berkeley Graduate School of Education

### Part I: Behavior Inventory

Please rate the student on the following fourteen behaviors associated with academic talent and creativity. Check “NA” if there has not been an opportunity to observe this behavior; check “Rarely” if you have observed this behavior once or twice; check “Sometimes” if you have observed this behavior more than once or twice but not regularly; and check “Frequently” if you have observed this behavior regularly.

	NA	Rarely	Sometimes	Frequently
1. engages in a variety of imaginative activities such as making up games or stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. is very observant and attends to detail in the surrounding environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. is self-directed and works well alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. demonstrates teamwork in class activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. expresses a keen sense of humor in age-appropriate ways (e.g., jokes, puns)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. thinks about a task or problem before attempting to solve it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. focuses on activities for extended periods of time without becoming bored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. elaborates with unusual detail in stories or drawings (or other products)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. takes a systematic approach to tasks or problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. enjoys the challenge of new or complex activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. is very curious about new ideas or things in the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. continues to work on a task and does not give up when it becomes difficult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. asks many questions in the context of different activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. demonstrates leadership in classroom, school, or community activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part II: Comments

Please provide examples or additional information about these fourteen behaviors that you feel will help us better assess this student’s application. You may attach a separate letter, if preferred.