

TEACHER RECOMMENDATION FORM

2014 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 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 12** for returning students and **Wednesday, March 26** for new students. Late applications are accepted on a space-available basis.

Make any inquiries at 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.

Berkeley
UNIVERSITY OF CALIFORNIA

Academic Talent Development Program
Graduate School of Education
70 University Hall #1160
Berkeley, CA 94720-1160
<http://atdp.berkeley.edu>
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.