

TEACHER RECOMMENDATION FORM

2016 SUMMER SESSION – SECONDARY DIVISION (GRADES 7-11)



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** (such as mathematics, science, language arts; *not* fine arts, advisory, or extracurricular classes). Visit atdp.berkeley.edu for more information about the program.

Please:

- (1) Complete the basic information below and both parts on the second page 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 Secondary Division (SD) application postmark deadlines are **Wednesday, February 17** for returning students and **Wednesday, March 2** 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	
STUDENT'S SCHOOL	
GRADE LEVEL(S) YOU TEACH	ACADEMIC COURSE IN WHICH YOU TEACH THIS STUDENT
YOUR NAME	
YOUR SIGNATURE	
YOUR EMAIL (PLEASE PRINT CLEARLY)	

Has this student been selected for the Gifted & Talented Education (GATE) program?

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

- Yes
 No
 No GATE program at this school
 I don't know

If you are this student's current math teacher, please indicate the student's current performance in math.

Current math letter grade

Current math course (check one)

- 6th grade math Algebra II/Trigonometry
 7th grade math Precalculus/Math Analysis
 8th grade math Calculus
 Algebra I Other (please indicate): _____
 Geometry

* 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.

PLEASE CONTINUE TO NEXT PAGE →



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 nine 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. becomes absorbed in intellectual activities and resists distraction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. possesses extensive knowledge about a specific area of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. shows ingenuity in using everyday materials or makes up games and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. is able to transform material from one mode of expression (e.g., written, oral) into another mode of expression (e.g., pictorial, musical, dramatic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. asks insightful and unusual questions that show a grasp of the concept underlying the issue or situation at hand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. works on a task or problem until it is completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. takes on challenging tasks that are complex and difficult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. generates many unique ideas or solutions to questions and problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. adopts a systematic strategy for solving problems and can change the strategy if it is not working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II: Comments

Please provide examples or additional information about the student’s academic or creative abilities. You may attach a separate letter, if preferred.