

TEACHER RECOMMENDATION FORM

2020 SECONDARY DIVISION (GRADES 7-11)

atdp | SD

In order to apply, each student must submit one recommendation form completed by a **current teacher in any academic subject** such as mathematics, science, language arts; **not** elective, advisory, or extracurricular classes. The teacher's academic subject need not match the subject of the ATDP course(s) to which the applicant is applying (with the exception of accelerated math courses; these applicants must provide this form to their current math teacher).

Students mailing their application must use the paper version of this form. For students applying online, this form can be submitted at atdp.berkeley.edu/trf

Dear Applicant and Family,

Fill out the information at right, then provide the form to your teacher with an envelope. Remember that your teacher's time is valuable. We recommend giving your teacher this form *at least one week* before you plan to submit it with your application.

Do not request a separate letter of recommendation. Do not submit more than one Teacher Recommendation Form with your application materials.

Applicant Information (to be completed by student)

STUDENT'S FULL NAME
STUDENT'S SCHOOL

Please indicate the deadline you're selecting for your application:

- Early: Wednesday, February 5 FINANCIAL AID AVAILABLE
- Standard: Wednesday, March 4 FINANCIAL AID AVAILABLE
- Extended: Wednesday, May 27 FINANCIAL AID **NOT** AVAILABLE

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. For your reference, your student has indicated their application postmark deadline above. More information about the program can be found at atdp.berkeley.edu.

Please,

1. complete the information at right 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, and
3. return the sealed envelope to the student.**

Make any inquiries at atdpoffice@berkeley.edu or 510-642-8308. Your insights and recommendations are carefully considered. Thank you very much for your feedback and assistance.

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

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

Teacher Information (to be completed by teacher)

ACADEMIC COURSE IN WHICH YOU TEACH THIS STUDENT	GRADE LEVEL(S) YOU TEACH
YOUR NAME	
YOUR SIGNATURE	
x	
YOUR EMAIL (PLEASE PRINT CLEARLY)	

1. 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)

- | | |
|---|---|
| <input type="checkbox"/> 6 th grade math | <input type="checkbox"/> Precalculus/Math Analysis |
| <input type="checkbox"/> 7 th grade math | <input type="checkbox"/> Calculus |
| <input type="checkbox"/> 8 th grade math | <input type="checkbox"/> Other (please indicate): _____ |
| <input type="checkbox"/> Algebra I | |
| <input type="checkbox"/> Geometry | |
| <input type="checkbox"/> Algebra II/Trigonometry | |

PLEASE CONTINUE TO NEXT PAGE →

Berkeley
UNIVERSITY OF CALIFORNIA

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



Berkeley Graduate School of Education

2. For this student, how often have you observed the following?

	NA*	Rarely	Sometimes	Frequently	Almost always
takes novel approaches to projects or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
connects new ideas with existing knowledge or interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plays with academic concepts through jokes, art, writing, or other creative means	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
demonstrates teamwork in class activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
is self-directed and works well independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
acts as a leader or role model in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
is persistent in solving problems or completing tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
takes on challenging tasks that are complex and/or difficult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asks insightful questions or makes comments that show a grasp of the material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
demonstrates advanced comprehension of class material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
completes high-quality work that exceeds requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
grasps new information quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NA*	Rarely	Sometimes	Frequently	Almost always

* check "NA" if there has not been an opportunity to observe this behavior

3. Comments

a. Please include comments, examples, or concerns regarding this student’s academic or creative abilities. We particularly value specific observations. Please write concisely in the space below—*ATDP does not review separate letters of recommendation.*

b. Please comment on any supports this student uses at school.