

# THE CHALLENGE PROGRAM

## Professional Educator Recommendation Packet

(Parents please give this packet to ONE of your child's teachers)

**Teacher - after completion, please return the packet and letter of recommendation by  
2:45 on February 24, 2017 directly to:**

The Challenge Program at East Middle School  
830 Gunnison Avenue  
Grand Junction, CO 81501

To be completed by the educator:

- |                                   |  |
|-----------------------------------|--|
| <input type="radio"/> Section I   | <input type="radio"/> Section V                                    |
| <input type="radio"/> Section II  | <input type="radio"/> Section VI                                   |
| <input type="radio"/> Section III | <input type="radio"/> Section VII: <b>Letter of Recommendation</b> |
| <input type="radio"/> Section IV  |  |

Applicant's Name \_\_\_\_\_ Student ID \_\_\_\_\_

Educator's Name \_\_\_\_\_ Email \_\_\_\_\_

Position/Title \_\_\_\_\_ School \_\_\_\_\_

\*The above named student has applied for admission to the Challenge Program at East Middle School. The program will focus on high student achievement with commensurate academic growth through rigorous study. The program is designed to facilitate learning along a flexible continuum that is paced to fit individual needs and offers acceleration and enrichment.

Consideration of applicants includes gifted behaviors or characteristics, high academic abilities, and strong cognitive potential.

**\*\*As an educator, your honest feedback is critical in helping us truly understand the student. Please know that this information is kept confidential and will not be shared by East Middle School. Contact Tina Sleigh with any questions. Thank you for taking the time to provide your responses and letter of recommendation.**

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## Section I: School History

1. Has the student done any of the following? (mark all that apply)
  - Participated in a gifted education program
  - Accelerated in one or more subjects within a grade
  - Demonstrated talent in one or more academic areas
  - Entered kindergarten or first grade early
  - Skipped one grade (grade skipped:\_\_\_\_\_)
  - Entered kindergarten late or was retained a grade (indicate grade:\_\_\_\_\_)
  - Participated in an enrichment/acceleration academic class or activity outside of school
  - Other\_\_\_\_\_
  
2. Has the student demonstrated high ability, accelerated performance, and/or talent as compared with age mates in the following areas? (mark all that apply)
  - Reading
  - Writing
  - Math
  - Science
  - Social Studies
  - Other\_\_\_\_\_
  
3. Has the student demonstrated high ability, accelerated performance, and/or talent as compared with age mates in the following areas? (mark all that apply)
  - Leadership
  - Music
  - Art
  - Drama
  - Dance
  - Sports
  - Other\_\_\_\_\_

Please describe how the student has demonstrated exceptional talent in the advanced area(s) above.

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## Section II: Developmental Factors

Please mark the statement that best describes the student.

### 1. Age

- Student is among the youngest in his/her grade.
- Student is of average age for his/her present grade level.
- Student is among the oldest in his/her present grade.

Comments/concerns \_\_\_\_\_  
\_\_\_\_\_

### 2. Physical Size

- Student is smaller than most students in his/her present grade.
- Student is about the same size as students in his/her present grade.
- Student is larger/taller than most students in his/her present grade.

Comments/concerns \_\_\_\_\_  
\_\_\_\_\_

### 3. Fine Motor Coordination

- Student is less coordinated than most students in his/her present grade.
- Student is about as coordinated as most students in his/her present grade.
- Student is more coordinated than most students in his/her present grade.

Comments/concerns \_\_\_\_\_  
\_\_\_\_\_

## Section III: Interpersonal Skills

Please mark the statement that best describes the student.

### 1. Emotional Development

- Student shows a pattern of emotional disturbances (e.g., depression, inappropriate emotions and/or interactions, aggressive behavior, etc.).
- Student reacts aggressively and/or defensively when criticized.
- Student is very sensitive to criticism or remarks.
- Student accurately considers feedback and criticism and modifies behavior appropriately.

Comments/concerns \_\_\_\_\_  
\_\_\_\_\_

### 2. Behavior

- Student has a history of frequent discipline problems in the classroom, home, or community.
- Student has occasional discipline problems.
- Student has no history of discipline problems, but is not exemplary.
- Student's behavior is exceptionally positive and effective.

Comments/concerns \_\_\_\_\_  
\_\_\_\_\_

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## 3. Relationship with Peers

- Student has extremely poor social skills and virtually no friends.
- Student's social skills are not as well developed as age mates.
- Student's social skills are appropriate for age.
- Student demonstrates good social skills and prefers to be with older children and/or adults rather than age mates.
- Student has good social skills with age mates, as well as both older and younger students and with adults.

Comments/concerns \_\_\_\_\_

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## 4. Relationships with Teachers

- Student has poor interpersonal relationships with all teachers.
- Student has poor interpersonal relationships with most teachers.
- Student has good interpersonal relationships with most teachers.
- Student has excellent interpersonal relationships with nearly all teachers.

Comments/concerns \_\_\_\_\_

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## 5. Participation in Non-School Extracurricular Activities (e.g., music, sports, art, 4H, Scouts, etc.)

- Student does not participate in any activities.
- Student participates occasionally in activities.
- Student participates in two or more activities and does well, but has not received special recognition.
- Student has a leadership role or has received recognition in one or more activities.

Comments/concerns \_\_\_\_\_

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## Section IV: Attitude and Support

Please mark the statement that best describes the student.

### 1. Student's Attitude Regarding the Challenge Program

- Student indicates that he/she does not want to be in the Challenge Program.
- Student is unsure about the Challenge Program.
- Student is moderately positive about the Challenge Program.
- Student is enthusiastic about the Challenge Program.

Comments/concerns \_\_\_\_\_

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## 2. Parent Attitude and Support

- Parents seem overly involved in their child's progress and/or pressure the child.
- Parents seem uninterested and uninvolved in their child's school progress.
- Parents seem supportive and are generally involved in their child's progress.
- Parents are strongly supportive and committed to working with the school in meeting the child's academic needs.

Comments/concerns \_\_\_\_\_  
\_\_\_\_\_

## Section V: School and Academic Factors

Please mark the statement that best describes the student.

### 1. Attendance at School

- Student has a history of excessive unexcused absences and tardiness.
- Student has a history of frequent excused absences (e.g., due to illness or family issues).
- Absences and tardiness are average for same-age children.
- Student has excellent attendance.

Comments/concerns \_\_\_\_\_  
\_\_\_\_\_

### 2. Motivation

- Student does not complete assignments and appears disinterested in schoolwork.
- Student completes those tasks that are of interest to him/her.
- Student completes almost all assignments on time and shows a positive attitude.
- Student completes most assignments more quickly and more comprehensively than other classmates.

Comments/concerns \_\_\_\_\_  
\_\_\_\_\_

### 3. Attitude Toward Learning

- Student is disinterested and/or frustrated when presented with new academic challenges.
- Student completes assignments competently but inconsistently.
- Student completes assignments, but rarely seeks additional challenges.
- Student is receptive to and enthusiastic about new academic challenges.
- Student actively seeks and persists in new and rigorous academic challenges.

Comments/concerns \_\_\_\_\_  
\_\_\_\_\_

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4. Participation in School-Sponsored Extracurricular Activities (e.g., athletics, music programs, clubs, etc.).
- School activities are available for the student's age or grade level, but the student does not participate.
  - Student shows limited participation in available activities.
  - Student participates in two or more activities and does well, but has not received special recognition.
  - Student has a leadership role or has received recognition in one or more activities.

Comments/concerns \_\_\_\_\_  
\_\_\_\_\_

5. Academic Self-Concept
- Student under-estimates his/her academic abilities.
  - Student over-estimates his/her academic abilities.
  - Student has a positive and realistic academic self-concept.

Comments/concerns \_\_\_\_\_  
\_\_\_\_\_

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## EDUCATOR CHECKLIST

Please read each statement carefully and consider the degree to which the presence or absence of each characteristic or behavior is shown. Place an **X** in the appropriate box.

The student demonstrates:

	Rarely	Occasionally	Frequently
1. advanced vocabulary for his/her age or grade level.			
2. the ability to make generalizations about events, people, and things.			
3. a large storehouse of information about specific people.			
4. the ability to grasp underlying principles.			
5. insight into cause and effect relationships.			
6. an understanding of complicated material through analytical reasoning ability.			
7. a large storehouse of information about a variety of topics.			
8. the ability to deal with abstractions.			
9. the ability to recall factual information.			
10. keen and insightful observations.			
11. the ability to transfer learning from one situation to another.			
12. the ability to articulate ideas and communicate well with others.			

### Section VI: Recommendation

Recommendation for this candidate to the Challenge Program:

\_\_\_ With great enthusiasm

\_\_\_ With good confidence

\_\_\_ With some confidence

\_\_\_ With reservation

explain: \_\_\_\_\_

\_\_\_ I do not recommend

explain: \_\_\_\_\_

### Section VII: Letter of Recommendation

**Please attach a separate letter of recommendation. Please include specifics about academic areas, behavior, and gifted characteristics.**