

Pennsylvania Leadership Charter School  
**University Scholars Program**



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West Chester, PA 19380  
E-mail: [universityscholars@palcs.org](mailto:universityscholars@palcs.org)  
Phone: 610-344-0524  
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**Teacher Recommendation Form**

**Learner Information**

Learner's Name \_\_\_\_\_ Current Grade Level \_\_\_\_\_

**Learner/Parent/Guardian's Waiver of Right to Access Statement**

By submitting the University Scholars Program Application for Participation Form, we have acknowledge that we freely and voluntarily waive our right to access and we understand we will never see this form or any other recommendations submitted to this Program.

**Teacher Information**

Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_  
Name of School/  
Organization \_\_\_\_\_ Years you have  
known the learner \_\_\_\_\_  
Relationship to Learner \_\_\_\_\_

List the subjects you have taught this learner, indicating for each the learner's grade at the time of instruction.

May we contact you if we need further information about this learner? (check one)  Yes  No

Teacher's E-mail \_\_\_\_\_ Telephone Number \_\_\_\_\_

Thank you for taking the time to complete this recommendation. Enrollment in the University Scholars Program is limited. Your input is valued in selecting the most highly qualified applicants for the Program. Your signature, whether electronic (from advanced menu above) or written, is required.

**Send completed recommendation form by mail, fax, or e-mail..**

**Mail to:** University Scholars Program  
Attn.: Admissions  
1585 Paoli Pike  
West Chester, PA 19380  
**Fax to:** 610-344-2898  
**E-mail to:** [universityscholars@palcs.org](mailto:universityscholars@palcs.org)

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Personality Traits

Check all the boxes which best describe the student

- Aggressive
- Anxious
- Articulate
- Assertive
- Cheerful
- Confident
- Conscientious
- Disobedient
- Easily discouraged
- Follower
- Helpful
- Honest
- Influential
- Irritable
- Manipulative
- Motivated
- Negative leader
- Over-protected
- Passive aggressive
- Perfectionist
- Positive leader
- Responsible
- Self-centered
- Self-disciplined
- Shy
- Social
- Vivacious
- Well-liked

## Academic Qualities

### Uses suggestions

- Always
- Usually
- Sometimes
- Rarely
- No basis for judgment

### Written expression of ideas

- Ideas and mechanics excellent
- Ideas good, mechanics good
- Ideas fair, mechanics good
- Ideas and mechanics poor
- No basis for judgment

### Seeks help

- Always
- Usually
- Sometimes
- Rarely
- No basis for judgment

### Ability to work independently

- Always works alone
- Needs help occasionally
- Needs help frequently
- Requires supervision
- No basis for judgment

### Ability to work with others

- Always works well
- Usually effective
- Sometimes unable to cope
- Has great difficulty in a group
- No basis for judgment

## Personality Qualities

### Conduct

- Well behaved
- Usually obeys rules
- Occasionally misbehaves
- Frequently misbehaves
- No basis for judgment

### Maturity

- Very mature
- Appropriate
- Somewhat immature
- Very immature
- No basis for judgment

### Sense of humor

- Delightful
- Good
- Inappropriate
- Humorless
- No basis for judgment

### Consideration for others

- Unusually thoughtful
- Usually considerate
- Rarely considerate
- Selfish
- No basis for judgment

### Attitude of parents

- Cooperative
- Uninvolved
- Overly protective
- Antagonistic
- No basis for judgment

## Intellectual Characteristics

<b>Characteristic</b>	<b>General Description</b>	<b>A/S/N</b> (Always / Sometimes / Never)	<b>Example</b>
Intense Intellectual Curiosity	Initiates, directs, and sustains individual or group behaviors in order to satisfy a need or attain an educational goal.		
Problem-Solving Ability	Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion of a performance or task. Can follow multiple-step instructions. When given a task to accomplish, demonstrates tenacity and will employ alternate strategies, if first strategy is unsuccessful. Effective, often inventive strategies for recognizing and solving problems.		
Memory	Exceptional ability to retain and retrieve information. A large storehouse of information on school and/or non-school topics.		
Inquiry	Asks questions. Seeks additional knowledge. Wants to know why something is the way it is. Goes beyond the required assignment to resolve any unanswered questions.		
Reasoning	Logical approach to figuring out solutions. Highly conscientious, directed, controlled, active, intentional, forward-looking, and goal-oriented thought.		
Imagination and Creativity	Ability to generate highly original ideas. Produces many ideas. Process of forming mental images of objects, qualities, situations, or relationships which are not immediately apparent to the senses. Problem solving through non-traditional patterns of thinking.		

## Performance Characteristics

<b>Characteristic</b>	<b>General Description</b>	<b>A/S/N</b> <small>(Always/ Sometimes / Never)</small>	<b>Example</b>
Commitment to Superior Achievement	Is motivated by the personal satisfaction derived from having done a superior job on tests. Takes personal pride in performing at a high level. Prioritizes academic achievement above other interests. Upset when commitments/activities (even ones he/she enjoys) interfere with ability to do his/her best at school.		
Organizational Maturity	Comes to class prepared with books, assignments, etc. Knows when tests are and has prepared for them. Keeps a calendar or organizational binder to plot out long-term assignments. Helps group work stay on track.		
Perfectionism	Is a high achiever. Exhibits high personal standards. May set unrealistic expectations. May demonstrate persistence, perseverance, and enthusiastic devotion to work.		
Pace	Absorbs information more rapidly than others. Frequently one step ahead of the flow of an average-paced lesson. Seeks other intellectual stimulation if pacing is too slow (ex.: will read a book and attend to a lesson at the same time).		
Emotional Maturity	Has the ability to concentrate deeply for prolonged periods. Provides very alert, rapid answers to questions. Needs little outside control – applies self-discipline. Has a liking for structure, order, and consistency. Focuses on learning when in class.		

## Additional Comments

**Please feel free to attach a separate page with additional comments.**