



# PASADENA WALDORF SCHOOL

## Confidential Teacher Recommendation Form for Preschool, Kindergarten and First Grade

### To the Parent/Guardian:

Please fill in your child's name and grade and then give the form to your child's teacher. He or she will appreciate being given plenty of time to complete the form, as well as a stamped envelope in which to mail it directly to Pasadena Waldorf School.

Applicant's Name \_\_\_\_\_ Current Grade \_\_\_\_\_

### To the Teacher:

Your candid, thoughtful evaluation of this student will assist our teachers and Admissions Committee. The information you provide will be kept in confidence and will not become part of the student's permanent record, nor will it be shared, directly or indirectly, with the applicant or his/her parents. Please complete both sides of this form at your earliest convenience and return to us. The child's application cannot be processed until this form is received in the Admissions Office.

Pasadena Waldorf School  
Admissions Office  
209 East Mariposa Street  
Altadena, CA 91001

Your Name \_\_\_\_\_

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

Name of School \_\_\_\_\_

School's Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School's Phone Number ( \_\_\_\_\_ ) \_\_\_\_\_

Your email \_\_\_\_\_

How long have you known this child? \_\_\_\_\_

In what class is he or she currently enrolled? \_\_\_\_\_

How many days per week? \_\_\_\_\_ hours per day? \_\_\_\_\_ number of students in the class? \_\_\_\_\_

What are the first three words that come to mind to describe this child? \_\_\_\_\_

\_\_\_\_\_

Please check the appropriate box that best describes the child's current ability:

|   | strong | age appropriate | emerging | not evident yet | comments |
|---|--------|-----------------|----------|-----------------|----------|
| <b>SELF-SUFFICIENCY SKILLS</b>                    |        |                 |          |                 |          |
| puts on own coat, zips/<br>buttons and ties shoes |        |                 |          |                 |          |
| eats in a tidy way                                |        |                 |          |                 |          |
| cares for self and belongings                     |        |                 |          |                 |          |
| seeks adult help when necessary                   |        |                 |          |                 |          |
| fully toilet trained                              |        |                 |          |                 |          |
| tries to solve problems creatively                |        |                 |          |                 |          |
| cope with frustration                             |        |                 |          |                 |          |
| <b>ATTENTION</b>                                  |        |                 |          |                 |          |
| focus on self-initiated activity                  |        |                 |          |                 |          |
| focus on teacher-directed activity                |        |                 |          |                 |          |
| listens to a verbal story                         |        |                 |          |                 |          |
| initiates self-directed play                      |        |                 |          |                 |          |

(Please complete other side)

|  | strong | age appropriate | emerging | not evident yet | comments |
|--|--------|-----------------|----------|-----------------|----------|
| <b>COMMUNICATION/SOCIAL SKILLS</b>           |        |                 |          |                 |          |
| expresses needs to adults                    |        |                 |          |                 |          |
| uses four to six word sentences              |        |                 |          |                 |          |
| respectful of others                         |        |                 |          |                 |          |
| cooperative                                  |        |                 |          |                 |          |
| follows teacher's directions                 |        |                 |          |                 |          |
| follows multi-step directions                |        |                 |          |                 |          |
| shows caring for others                      |        |                 |          |                 |          |
| can take turns and share                     |        |                 |          |                 |          |
| can play independently                       |        |                 |          |                 |          |
| able to play imaginatively                   |        |                 |          |                 |          |
| able to delay gratification                  |        |                 |          |                 |          |
| able to resolve conflicts                    |        |                 |          |                 |          |
| able to transition with the group            |        |                 |          |                 |          |
| shows creativity and inventiveness           |        |                 |          |                 |          |
| ability to sustain play                      |        |                 |          |                 |          |
| uses materials purposefully/<br>respectfully |        |                 |          |                 |          |
| capacity to form friendships                 |        |                 |          |                 |          |
| is eager and curious                         |        |                 |          |                 |          |
| is flexible with changes                     |        |                 |          |                 |          |
| is self confident                            |        |                 |          |                 |          |
| relates recent experiences                   |        |                 |          |                 |          |
| follows rules                                |        |                 |          |                 |          |
| <b>LARGE MOVEMENT ABILITY</b>                |        |                 |          |                 |          |
| aware of self in space                       |        |                 |          |                 |          |
| walks a balance beam                         |        |                 |          |                 |          |
| crosses monkey bars                          |        |                 |          |                 |          |
| pumps a swing                                |        |                 |          |                 |          |
| follows large movements in circle            |        |                 |          |                 |          |
| <b>ABILITY IN FINE MOVEMENT</b>              |        |                 |          |                 |          |
| forms in drawings                            |        |                 |          |                 |          |
| modeling skills                              |        |                 |          |                 |          |
| able to do finger-plays                      |        |                 |          |                 |          |
| hand-position-crayon/paint brush             |        |                 |          |                 |          |

Is the child currently receiving extra support (e.g. psychological, physical, sensory-motor integration, nutritional or allergic considerations)? \_\_\_\_\_

Have any assessments been done (e.g. vision, hearing, behavioral, etc)? If so, please list. \_\_\_\_\_

If not, would you recommend any assessments for the future? If so, please list. \_\_\_\_\_

### Parent/School Relationship

The school/parent/child relationship is important in the child's overall success. Please characterize the following.

parent support of the child's education is  strong  average  weak comments \_\_\_\_\_

parent support of the teacher is  strong  average  weak comments \_\_\_\_\_

parental involvement in the school overall is  strong  average  weak comments \_\_\_\_\_

Please attach a separate page with any additional comments

How does the family meet tuition and fee obligations?

Consistently  Usually  With assistance  Rarely  N/A

Would you prefer to speak with us over the phone?  Yes  No

Best time to reach you: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Thank you for your time and assistance.