



# CITYterm

THE MASTERS SCHOOL

## Teacher Recommendation 1: English/History

Due February 15, 2019

Sara Eismont – CITYterm Admission Associate

49 Clinton Avenue

Dobbs Ferry, NY 10522

914-479-6413 • saraann.eismont@cityterm.org

### To the Applicant:

Please fill in this section and give the form to an English or history teacher who knows you well.

Applicant: \_\_\_\_\_

School: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher's Email Address: \_\_\_\_\_

I understand that this recommendation is a portion of my admissions application. The information provided by my teacher is confidential, and will be used for CITYterm admissions purposes only.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### To the Teacher:

Please complete Parts I and II of this recommendation. Your honest and specific evaluation of the applicant is crucially important to the admission process. *Thank you!*

**Part I: Please complete the questionnaire on the reverse of this form.**

**Part II: Please attach a letter which gives us your assessment of the academic and personal strengths of the candidate.**

**This form is due by February 15, 2019. When finished, please email your recommendation to saraann.eismont@cityterm.org or mail it to us at the address listed above.**

#### Program Description:

Using New York City as our laboratory and classroom, CITYterm brings together seven full-time, residential faculty and thirty high-school juniors and seniors for a semester of intensive, experience-based learning. Students typically spend three days a week in the classroom and three days a week in the city, and are encouraged to connect classroom to city and course to course through interdisciplinary thinking. Our mission is to “teach students to engage fully in learning and thinking – for themselves, about themselves and about who and what is beyond themselves.” Our goal is for students to leave CITYterm with the intellectual tools needed to understand and express the complexity of New York City and the emotional and social tools needed to participate, constructively, in a community.

#### Who succeeds at CITYterm?

The program is academically rigorous and demanding. We seek intellectually adventuresome students who are curious, who take initiative, and who are eager to immerse themselves in reading, thinking, and writing. In addition, they must be ready to take up the responsibilities of living and learning with others in the school community and interacting thoughtfully with a wide variety of people in New York City.

**CITYterm is not appropriate for students experiencing significant academic or emotional problems.**

Teacher's Signature: \_\_\_\_\_

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## Part I: Assessment of Academic Capacities and Personal Qualities

Please share your assessment of the applicant's current academic strengths and areas for continued growth are invaluable. Thank you for taking the time to complete this checklist.

### ACADEMIC ASSESMENT

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Please indicate your understanding of the applicant's academic development at this point. At CITYterm we spend a significant amount of time developing each student's awareness about his or her own learning process and specific cognitive strengths.

*\*Use a checkmark to indicate your assessment of each skill.*

**NOT YET**

**SOME OF  
THE TIME**

**MOST OF  
THE TIME**

**ALL OF  
THE TIME**

<b>READING</b>	
Observes essential details in texts	
Remembers and applies themes and details	
Embraces complexity and ambiguity in texts	
Moves from literal to figurative meanings	
<b>WRITING</b>	
Writes in an authentic voice	
Uses a thoughtful writing process	
Considers audience and context	
<b>INQUIRY</b>	
Encounters situations with openness and availability	
Seeks out and responds to anomalous data	
Uses a diversity of sources and research strategies	
<b>HABITS OF LEARNING</b>	
Takes ownership of learning process	
Engages fully and perseveres	
Takes risks and learns from failure	
Identifies goals for development	

### SOCIAL & EMOTIONAL READINESS

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During CITYterm, students live and learn in a residential community that includes a diverse group of students and faculty. Please complete the following checklist with the applicant's social, emotional and intellectual maturity in mind.

	<b>DEVELOPING</b>	<b>AVERAGE</b>	<b>ABOVE AVERAGE</b>	<b>EXCEPTIONAL</b>
Social maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to engage in self-assessment/ reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of group dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of how s/he is perceived by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### Part II: Recommendation Letter

Please attach a letter which gives us your assessment of the academic and personal strengths of the candidate.

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