

Executive Function Checker for Teachers

Activated Learning Teaching Approach ©Laurie Faith, 2017, @LCFaith, laurie.faith@mail.utoronto.ca

	5	4	2	1
	Never	Rarely	Often	Always
Item	RESPONSE INHIBITION			
1	I find it hard to 'hold' my questions until the end of meetings.			
2	I jump in to help too quickly when students are struggling.			
3	I finish people's sentences.			
	Total Score for Response Inhibition			
	WORKING MEMORY			
4	I still have to jot down my 'carries' when doing addition.			
5	It's tricky to remember which kids have participated during discussion.			
6	When editing or grading written work I have to refer back to the beginning to recall the thesis, main idea, or main point of the work.			
	Total Score for Working Memory			
	EMOTIONAL CONTROL			
7	After receiving 'constructive feedback' I need some time to regroup.			
8	If a lesson doesn't go well I feel upset, ruffled, or discouraged, or take it personally.			
9	I find it stressful to take risks with lessons or approaches that could fail or misfire.			
	Total Score for Emotional Control			
	FLEXIBILITY			
10	When my lesson isn't resonating with my class I find it hard to modify on the fly.			
11	It is hard to co-plan. I'd rather stick with my own ideas.			
12	I like to finish things. Revisiting a problem that has already been solved is frustrating.			
	Total Score for Flexibility			
	SUSTAINED ATTENTION			
13	When I'm reading, I'll suddenly 'wake up' and realize I haven't been paying attention.			
14	In conversations with students it is hard to focus on them. I tend to cut in, multi-task, or miss the point.			
15	When teaching, I'm easy to distract. I need my class to be very calm.			
	Total Score for Attention			

	TASK INITIATION	
16	I start writing reports late.	
17	I find it stressful to launch a new unit, but feel better once it's started.	
18	I take my time before attempting new technology or classroom approaches.	
	Total Score for Task Initiation	
	PLANNING / PRIORITIZING	
19	Dates and deadlines sneak up on me.	
20	I lean on my partners a lot for short and long-term plans.	
21	If I don't make a written to-do list I will not get important things done.	
	Total Score for Planning and Prioritizing	
	ORGANIZATION	
22	I misplace student work or teaching resources.	
23	My desktop is cluttered with unfiled documents.	
24	I don't gather or hang on to the assessment info I need to write reports.	
	Total Score for Organization	
	TIME MANAGEMENT	
25	I fall short of teaching the full scope of my planning on any given topic.	
26	When I'm teaching and notice the time I'm shocked.	
27	I'm a few minutes late to study hall, duty, sports practices, etc.	
	Total Score for Time Management	
	GOAL DIRECTED PERSISTENCE	
28	I give up quickly when my computer acts up.	
29	I find myself commenting that new curriculums, technology, etc., "Don't work for me".	
30	I give up on kids who seem like they won't get it.	
	Total Score for Goal Directed Persistence	
	METACOGNITION	
31	I find myself making the same mistakes again and again.	
32	I don't talk about or think about lessons when they're done.	
33	I would have to think long and hard if someone asked me about my teaching philosophy.	
	Total Score for Metacognition	