

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Always	Often	Sometimes	Rarely	Never

## EF Checker for Teachers

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Item	RESPONSE INHIBITION	Score
1	I can slow down enough to observe my students carefully.	
2	I ask my students why/how they are stuck before making assumptions.	
3	I take one breath of observation before stopping unexpected behavior.	
	<b>Total Score for Response Inhibition</b>	
	<b>WORKING MEMORY</b>	
4	I can handle multiple student needs at once.	
5	I can remember which kids have participated during discussion.	
6	When editing or grading written work I can hold in mind the thesis, main idea, or main point of the work. Don't have to look back.	
	<b>Total Score for Working Memory</b>	
	<b>EMOTIONAL CONTROL</b>	
7	I regroup quickly after receiving 'constructive feedback.'	
8	I validate my students' emotions rather than taking them personally.	
9	I take risks with lessons or approaches that could fail or misfire.	
	<b>Total Score for Emotional Control</b>	
	<b>COGNITIVE FLEXIBILITY</b>	
10	When my lesson isn't resonating with my class I can modify on the fly.	
11	I like to collaborate and co-plan with colleagues.	
12	I am interested/curious when my students do something unexpected.	
	<b>Total Score for Cognitive Flexibility</b>	
	<b>SUSTAINED ATTENTION</b>	
13	When marking, I notice patterns in my students' performance.	
14	When students are speaking to me, I can keep still and look at them. I rarely cut in, multi-task, or miss the point.	
15	I can hold focus while teaching, despite distractions.	
	<b>Total Score for Attention</b>	
	<b>TASK INITIATION</b>	
16	I plan lessons at the same time each day.	
17	I enjoy launching new units.	
18	I attempt new approaches / technology right away.	
	<b>Total Score for Task Initiation</b>	
	<b>PLANNING / PRIORITIZING</b>	
19	I have a list, chart, or record of the learning needs in my class.	
20	I plan my lessons and make notes/plans for the accommodations and differentiated instruction that will be required for a variety of students.	
21	I plan /implement universal designs to support different learning needs.	

	<b>Total Score for Planning and Prioritizing</b>	
	<b>ORGANIZATION</b>	
22	Students can easily find the things they need in my organized room.	
23	I use visual supports to help my classroom feel orderly.	
24	My assessment records are purposeful and organized.	
	<b>Total Score for Organization</b>	
	<b>TIME MANAGEMENT</b>	
25	I plan lessons at the same time every day.	
26	I usually have time to wrap up a lesson in the way I had hoped to.	
27	I make enough time for assessment or one-on-one follow up.	
	<b>Total Score for Time Management</b>	
	<b>GOAL DIRECTED PERSISTENCE</b>	
28	If a S resists an approach, or if it doesn't work right away, I keep trying.	
29	I commit and really try to learn new curriculums or technologies.	
30	I try and try again with different approaches for tricky learning needs.	
	<b>Total Score for Goal Directed Persistence</b>	
	<b>METACOGNITION</b>	
31	I write in a journal along with my Ss or when something isn't working.	
32	I talk through my teaching challenges with colleagues.	
33	I feel that my practice is in line with my beliefs and values.	
	<b>Total Score for Metacognition</b>	

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## Remember:

We are all different and that difference is delightful and important. Use what you have learned about your own strengths and challenges to boost your understanding and compassion for your students. Think about the strategies you can use to support your performance in your weaker areas. Then, share your newfound wisdom, insight, self-understanding, strategic mindset, and self-compassion with your students explicitly.