Scale

5	4	3	2	1
Never	Rarely	Sometimes	Often	Always

EF Questionnaire for Teachers to complete about themselves.

Reflect on your own teaching and habits of mind. What is your EF profile?

Item	RESPONSE INHIBITION	Score
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 REGULATION	
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 Regulation	

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	COGNITIVE 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. The idea of revisiting a problem that has already been solved is frustrating.	
	Total Score for Cognitive Flexibility	
	SUSTAINED ATTENTION	
13	When I'm reading, I'll suddenly 'wake up' and realize I haven't been paying attention.	
14	When students are speaking to me I find it hard to keep still and look at 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 Sustained 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 training for or 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 to choose the focus of our teaching or to create 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	

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	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 staff meetings, 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, approaches, 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 basic values or philosophy as a teacher.	
	Total Score for Metacognition	

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Executive Function Skill	Score
RESPONSE INHIBITION	
WORKING MEMORY	
EMOTIONAL CONTROL	
COGNITIVE FLEXIBILITY	
SUSTAINED ATTENTION	
TASK INITIATION	
PLANNING / PRIORITIZING	
ORGANIZATION	
TIME MANAGEMENT	
GOAL DIRECTED PERSISTENCE	
METACOGNITION	

High scores (above 10) = areas of strength
Low scores (5 and below) = areas of challenge