

## MET Survey

Name: \_\_\_\_\_

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

Age: \_\_\_\_

Number of years teaching \_\_\_\_

Gender:    Male    Female

Circle the number that best describes your approach to your work. Try not to answer with a 3 unless no other choice fits.

1) Please judge how well you do in these areas.

	Poor	Below Average	Average	Above Average	Strong
a) Organizing	1	2	3	4	5
b) Checking	1	2	3	4	5
c) Making a plan before starting tasks	1	2	3	4	5
d) Using strategies to memorize	1	2	3	4	5
e) Trying new ways to solve problems when I'm stuck	1	2	3	4	5
f) Setting goals	1	2	3	4	5

2) As a teacher, I think I am \_\_\_\_\_.

Poor      Below average      Average      Above average      Strong

3) How would you describe yourself as a teacher/professional?

\_\_\_\_\_

\_\_\_\_\_

4) How do you think your students would describe you as a teacher?

\_\_\_\_\_

\_\_\_\_\_

5) How do you think your colleagues would describe you as a teacher/professional?

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

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

## STRATUS-T

Circle the number that best describes how you work. There are no right or wrong answers. Try not to answer "3" unless no other choice fits.

**1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Usually; 5 = Always**

1.	I set realistic goals for myself and adjust them as needed.	1	2	3	4	5
2.	If the method I am using to solve a problem is not working, I find a different way of solving it.	1	2	3	4	5
3.	When giving a presentation, I make sure that I stick to my schedule in order to end on time.	1	2	3	4	5
4.	During meetings, I take clear, organized notes.	1	2	3	4	5
5.	When making a plan, I anticipate obstacles and come up with solutions.	1	2	3	4	5
6.	I can easily do simple math calculations in my head.	1	2	3	4	5
7.	I reread my memos & reports to check for errors before I send them.	1	2	3	4	5
8.	When I am writing, I take into account the perspective of the reader.	1	2	3	4	5
9.	I break down my long-term goals into smaller more manageable ones.	1	2	3	4	5
10.	When I solve problems, I have difficulty switching between the big ideas and the details.	1	2	3	4	5
11.	When I prepare reports, I write many drafts.	1	2	3	4	5
12.	When I need to remember many details, I use strategies (e.g. mnemonics, cartoons, phrases).	1	2	3	4	5
13.	I break down my workload into smaller manageable parts.	1	2	3	4	5
14.	When I am learning something new, I connect it to something that I already know.	1	2	3	4	5
15.	I know how to estimate the amount of time I need to complete work projects.	1	2	3	4	5

## Executive Function Wheel

Create your EF profile. Add up your scores for each EF process.

**Self-Checking and Self-Monitoring**

Question 3 \_\_\_\_\_  
 Question 7 \_\_\_\_\_  
 Question 11 \_\_\_\_\_  
 TOTAL: \_\_\_\_\_

**Organizing and Prioritizing:**

Question 4 \_\_\_\_\_  
 Question 13 \_\_\_\_\_  
 Question 15 \_\_\_\_\_  
 TOTAL: \_\_\_\_\_

**Flexible Thinking:**

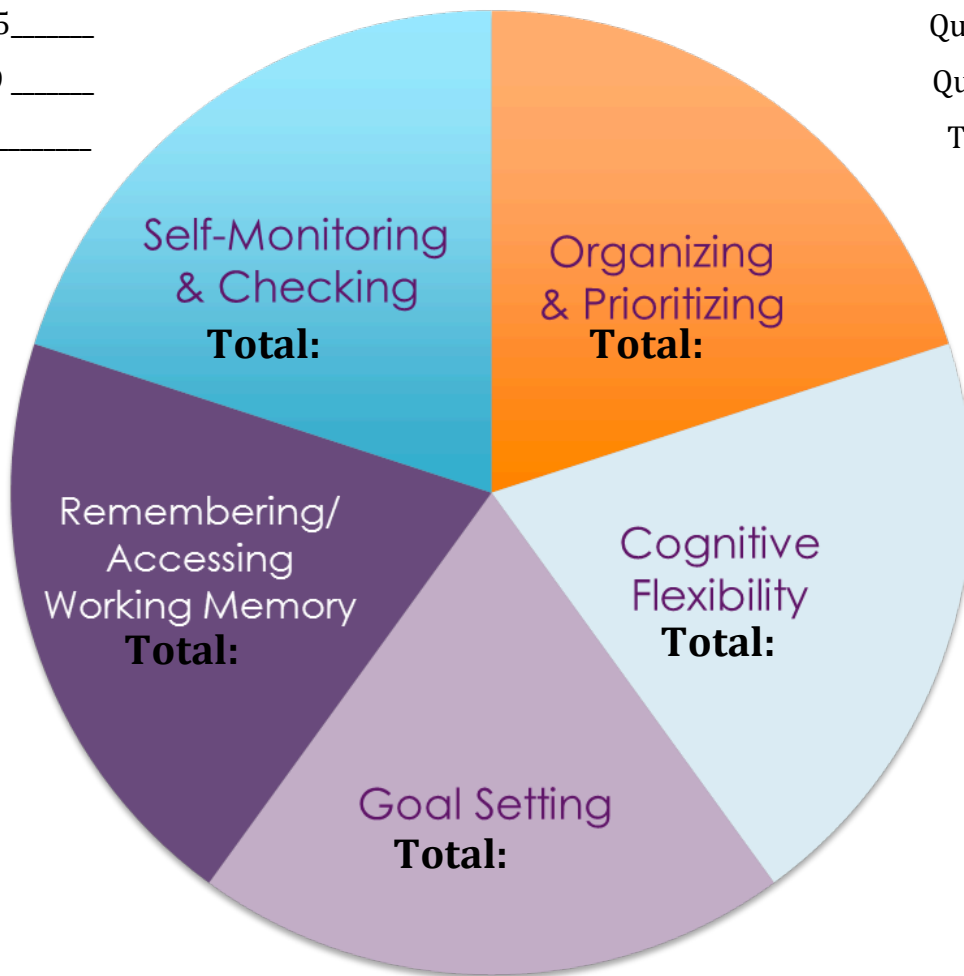
Question 2 \_\_\_\_\_  
 Question 10 \_\_\_\_\_  
 TOTAL: \_\_\_\_\_

**Goal Setting:**

Question 1 \_\_\_\_\_  
 Question 5 \_\_\_\_\_  
 Question 9 \_\_\_\_\_  
 TOTAL: \_\_\_\_\_

**Accessing Working Memory:**

Question 6 \_\_\_\_\_  
 Question 12 \_\_\_\_\_  
 Question 14 \_\_\_\_\_  
 TOTAL: \_\_\_\_\_



## Executive Function: Me and My Students

Goal Setting:

Strategies I Use	How do I teach and model these strategies?

Flexible Thinking:

Strategies I Use	How do I teach and model these strategies?

Organizing

Strategies I Use	How do I teach and model these strategies?

Accessing Working Memory

Strategies I Use	How do I teach and model these strategies?

### Self-Checking and Self-Monitoring

Strategies I Use	How do I teach and model these strategies?

## How Flexible Are You?

Circle the word that best describes how flexible you are.

Try not to answer "3" (sometimes) unless no other choice fits. Please be honest with your

<b>When I begin something new:</b>	Never	Rarely	Sometimes	Usually	Always
<b>1)</b> I try to connect it to something I already know.	1	2	3	4	5
<b>2)</b> I try to think of something that was helpful that I have done before.	1	2	3	4	5
<b>3)</b> I try to come up with effective ways of approaching the new task.	1	2	3	4	5
<b>4)</b> I think about how long a task will take and set aside chunks of time to complete it.	1	2	3	4	5
<b>While I am teaching:</b>	Never	Rarely	Sometimes	Usually	Always
<b>1)</b> I ask myself: Am I on track?	1	2	3	4	5
<b>2)</b> I reflect on my teaching and ask, "Does this make sense to me and my students?"	1	2	3	4	5
<b>3)</b> I get upset if things don't go the way I planned.	1	2	3	4	5
<b>4)</b> I keep track of my time and adjust my pace to teach essential elements of the lesson.	1	2	3	4	5

answers.

	Never	Rarely	Sometimes	Usually	Always
<b>5)</b> I am flexible with my teaching plans, changing them to meet the needs of my students.	1	2	3	4	5
<b>6)</b> If I get stuck, I think about the resources I can use.	1	2	3	4	5
<b>7)</b> When there is an interruption or unexpected change in my schedule, I have difficulty moving on.	1	2	3	4	5
<b>8)</b> I shift my mindset to understand students' diverse personal and educational needs, and I change my approach when needed.	1	2	3	4	5
<b>9)</b> When some of my students act out, I alter my teaching approach or lesson.	1	2	3	4	5
<b>10)</b> I shift my emotional response to students based on their emotional stability.	1	2	3	4	5
<b>Overall: How flexible am I generally?</b>	1	2	3	4	5



## Know Your EF Profile

For each item on the list, decide if this is a strength or a challenge for you in your professional life.

