

**Executive Function:
Connecting Complex Thinking to Academic Rigor**

Executive Function Categories	Skills Increasing Levels of Complex Thinking	Experiences to Build Academic Rigor
Conscious Control	<ul style="list-style-type: none"> ● Attending to a person or activity ● Focusing ● Concentrating ● Thinking before acting ● Managing conflicting thoughts ● Shifting focus from one event to another ● Holding on to information while considering other information ● Remembering details ● Storing and manipulating visual and verbal information 	<ul style="list-style-type: none"> ● Effectively using online resources ● Tracking strengths and weaknesses ● Completing a task efficiently ● Building stamina for online activities and instruction ● Developing and applying a positive internal script ● Delaying gratification (opening new tabs on the computer, watching TV in the background, etc.)
Engagement	<ul style="list-style-type: none"> ● Identifying cause-and-effect relationships ● Categorizing information ● Following multiple steps ● Identifying same and different ● Thinking about multiple concepts simultaneously ● Changing perspective ● Initiating a task ● Persisting in a task 	<ul style="list-style-type: none"> ● Applying and following multi-step directions ● Synthesizing learned information ● Being able to compare and contrast in order to draw conclusions ● Applying feedback to improve work
Collaboration	<ul style="list-style-type: none"> ● Seeing multiple sides to a situation ● Being open to others' points of view ● Maintaining social appropriateness ● Overcoming temptation 	<ul style="list-style-type: none"> ● Engaging in online collaborative discussion ● Seeking feedback from peers and teachers ● Reaching consensus when collaborating with peers

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Empowerment	<ul style="list-style-type: none"> ● Setting goals ● Managing time ● Catching and correcting errors ● Monitoring performance ● Reflecting on goals ● Self-assessing 	<ul style="list-style-type: none"> ● Self-assessing progress ● Setting goals ● Selecting learning resources ● Scheduling time ● Reflecting on own work ● Managing time on task ● Reflecting and reevaluating goals ● Re-assessing ability to manage time ● Self-monitoring behavior ● Building ability to reflect
Efficacy	<ul style="list-style-type: none"> ● Defining a problem ● Analyzing ● Creating mental images ● Generating possible solutions ● Anticipating ● Predicting outcomes ● Evaluating ● Being creative ● Working toward a goal ● Organizing actions and thoughts ● Considering future consequences in light of current action ● Making hypotheses, deductions, and inferences ● Applying former approaches to new situations 	<ul style="list-style-type: none"> ● Developing a purposeful plan ● Planning while anticipating outcomes and challenges ● Transferring knowledge ● Using new information to alter plans ● Developing a problem-solving process ● Practicing the problem-solving process ● Reflecting on the problem-solving process ● Re-examining the problem-solving process used ● Generating ideas and solutions through divergent thinking ● Thinking actions through and anticipating obstacles
Leadership	All of the executive function skills listed above pertain to leadership.	<ul style="list-style-type: none"> ● Peer experts ● Students as problem-finders ● Student-led <i>small-group mini-lessons</i>