![SchoolData.net logo]
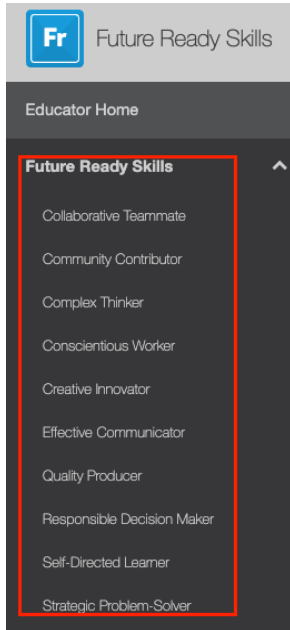
Future Ready Skills (Educator)

Log in to http://[yourdistrict].schooldata.net/v2/future-ready-skills.
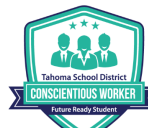
A list of **Future Ready Skills** may be found by navigating the left-hand menu. There are ten (10) default skills to select from: **Collaborative Teammate, Community Contributor, Complex Thinker, Conscientious Worker, Creative Innovator, Effective Communicator, Quality Producer, Responsible Decision Maker, Self-Directed Learner, and Strategic Problem-Solver.** <u>NOTE: The district may customize skills.</u>

Each skill contains five (5) activities for the student to complete: **Take the Self-Reflection, Submit New Evidence, Request Feedback, Review Activities**, Set Goals, and Review Activities.

Quick Links

Skills	📊	Take the Self-reflection
Overall Summary	✈	Submit New Evidence
Evaluate Goals	✉	Request Feedback
Collection of Evidence	🏆	Set Goals
Annual Goals and Growth	⭐	Review Activities

Skills (back to Quick Links)

Collaborative Teammate	Community Contributor	Complex Thinker	Conscientious Worker	Creative Innovator
Actively participate with others to accomplish a common goal and welcome the perspectives and insights team members contribute.	Care about others and the community. They identify needs and take action to serve the common good. (family, school, workplace, society)	Identify and apply different types of thinking needed in specific situations. (Embedded skills of critical thinking, problem-solving, creativity, and innovation.)	Actively participates and takes responsibility for high-quality work professionally and ethically. Seek, accept, and reflect on feedback from others.	Use their skills and knowledge to pursue and develop ideas, products, processes, solutions, etc., that are new and better than those already exist. Take risks.
Effective Communicator	**Quality Producer**	**Responsible Decision-Maker**	**Self-Directed Learner**	**Strategic Problem-Solver**
Communicate clearly, keeping in mind the purpose and audience. Interpret messages/communication and respond appropriately to others.	Take pride in producing high-quality work. Students evaluate and improve their work independently.	Makes informed and thoughtful decisions in various situations. Students analyze how their choices affect themselves and others.	Demonstrate initiative and perseverance in their learning. Take advantage of multiple resources for learning.	Find and solve problems and challenges using critical and creative thinking skills and strategies.

Activities

1. Take the Self-Reflection (back to Quick Links)

Choose at least one **indicator** for each **Skill** and determine the amount of evidence they could provide from their school and personal life to support the indicator level chosen. Add **supporting evidence** and choose their **overall skill level**.

- **Indicators** - This is a list of survey questions with a drop-down menu choice of answers: **Little or no evidence, Some evidence,** or **Ample Evidence.**

- **Supporting Evidence** - List any activities, projects, experiences, or accomplishments that are examples of the evidence levels indicated.

- **Overall Skill Level** - This is a place to rate their overall skill levels as **Novice, Developing, Proficient,** or **Exemplary.**

Click **Submit.**

2. Submit New Evidence (back to Quick Links)

To allow students to submit evidence of their accomplishment or implementation of one of the Skills. The evidence should provide compelling support for the indicator(s) and be clear, detailed, and varied.

- **Details** - Include the Evidence **Name,** a **Description**, and an optional **URL** link.

- **Skill Level** - This is a place to rate their skill level as Novice, Developing, Proficient, or Exemplary.

Which of the following indicators does the evidence you described above showcase? (Choose at least 1)

- ☐ I share resources and responsibilities.
- ☐ I come to collaborative sessions well prepared.
- ☐ Between team meetings, I complete tasks and work assigned to me.
- ☐ I show commitment and alignment to the team's vision, decisions, and goals.
- ☐ I contribute ideas.
- ☐ I build on the thinking of others.
- ☐ I welcome and encourage the perspective and insights other team members contribute.
- ☐ I practice SPACE (Silence, Paraphrase, Accepting language, Clarifying questions, Evidence)
- ☐ I am open to influence and able to compromise.
- ☐ I use conflict resolution strategies when necessary.
- ☐ I seek and use feedback from team members to improve my work.
- ☐ I provide feedback to others in a way that is helpful and moves the work of the team forward.

- **Indicators** - This allows for selecting indicators that showcase the skills for the chosen evidence.

As I consider the evidence, currently in this Future Ready Skill I am

- ○ Novice - Is beginning to show some evidence in a limited number of the indicators.
- ○ Developing - Is demonstrating evidence in most of the indicators of this skill.
- ○ Proficient - Is consistently demonstrating sufficient evidence to support a proficient rating on the majority of indicators.
- ○ Exemplary - Has ample and varied evidence of all the indicators of this skill. Evidence is consistently of highest quality.

Click **Submit.**

3. Request Feedback (back to [Quick Links](#))

Students are encouraged to submit requests for feedback on skills they have been working on from others who are in a position to provide meaningful feedback, such as a parent, coaches, teachers, relatives, employers, etc. This is a formal communication. Students should use a professional tone and style when making their requests.

Click the blue **Create Request** button found in the top right corner.

Feedback Requests   Create Request

Type the **Name** of whom they request evidence, their **Email Address**, and a short **Email Message**. Select the **Requested Person Relation (Self, Parent/Guardian, Teacher/Other)** and click the blue **Send E-Mail** button**.**

Name of who you are requesting evidence from (required)

(eg Mrs. Johnson)

Email Address (required)

Mrs.Johnson@myschool.edu

Email Message (required)

Hello,
I am working on improving my skills as a Collaborative Teammate. I'd like you to fill out the indicator checklist based on your experiences with me. The link to my feedback form is below.

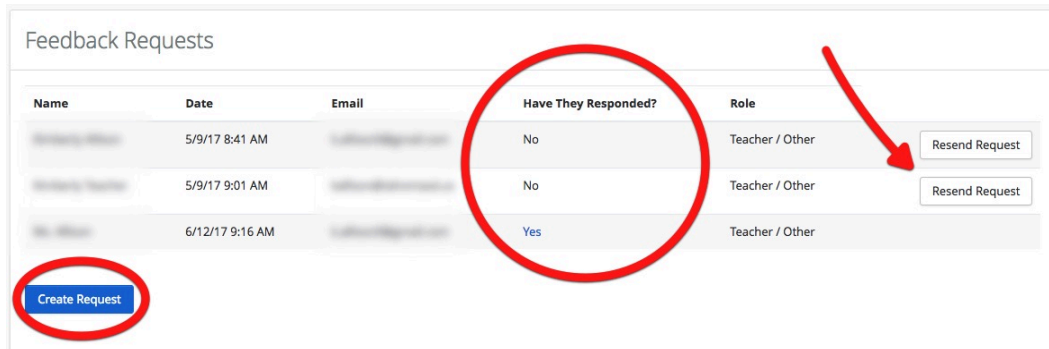Your feedback will help me see my strengths and areas of improvement.

Thank you so much,

Teri Larew

Requested Person Relation
○ Self
○ Parent / Guardian
○ Teacher / Other

✉ Send E-Mail

A letter will be sent similar to the one below.

Hi Test,

We are sending you this email on behalf of Teri Larew who is requesting your input about their ability as a Collaborative Teammate. The student included the below message to you:

Hello,
I am working on improving my skills as a Collaborative Teammate. I'd like you to fill out the indicator checklist based on your experiences with me. The link to my feedback form is below.

Your feedback will help me see my strengths and areas of improvement.

Thank you so much,

Teri Larew

Click here to provide your feedback for Teri Larew

If you feel you have received this in error, if you need help, or if you have any questions, please reply to this email.

-- School Data Solutions

The **Feedback Request Screen** shows a list of requests made (name sent to, date sent, email address. The submission request expires after seven (7) days. If the recipient has not responded (NO), the button to **resend the request** will be available.

If the message has expired, the submitter will receive the message "This submission request has expired." The form can only be submitted by the recipient once.

4. Set Goals (back to Quick Links)

Students are encouraged to reflect on their skills and set a goal near the beginning of the year, but can set as many goals as often as they would like. Select at least one **indicator** and provide a comment that describes your actions.

● Indicators - Which indicators will you deliberately focus on to improve?

- Actions - Briefly describe your plan to increase your abilities and the resulting evidence. Click **Submit**.

5. Review Activities (back to Quick Links)

Review the submitted evidence, self-reflections, and goals that all users have submitted on a timeline for a single Skill.

- Evidence
- Self-Reflections
- Goals

The user can choose a time frame for the timeline by updating the **Start** and **End dates**. A key is provided to show which evidence was provided by the different stakeholders and the different statuses of the goals. Hover over the icon on the timeline to see the exact date, or click on it to get more information. If there is more than one activity of the same type on the same day, a number will be next to the icon.
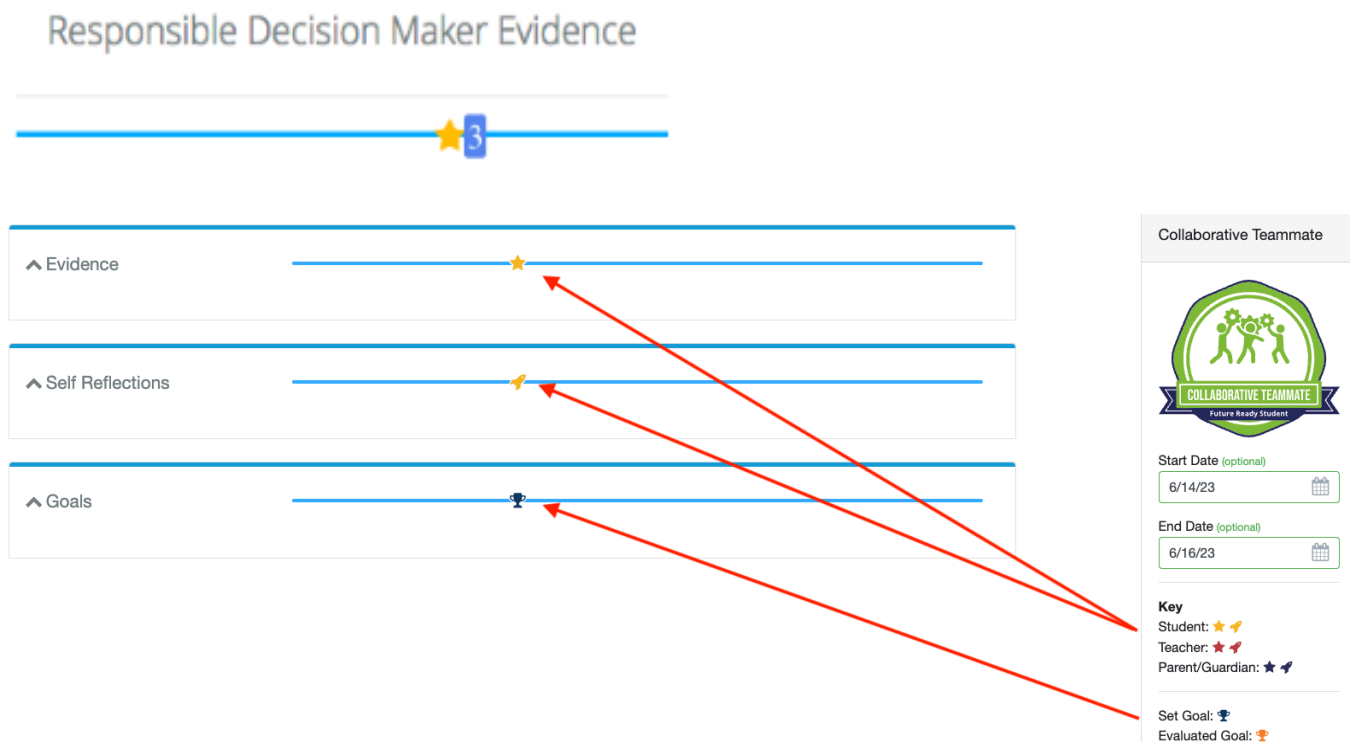
Overall Summary (back to Quick Links)

This is an overview of the progress of ALL self-reflections and evidence submitted. Clicking on the Key icons takes you to a screen view of your evidence or self-reflection.

Evaluate Goals (back to Quick Links)

This summary of your goals allows for self-reflection on your progress. Click the caret to review the student's **action plan**, an **optional resources and responsibilities rating** (Little or No Evidence, Some Evidence, Ample Evidence), an **Overall Progress rating** (None at all, Very Little, Some, Significant), and **Evidence to Support** the ratings.

⌃ 6/15/23 - Collaborative Teammate

Actions you said you were going to take to increase your abilities
Test

On June 15, 2023 you set a goal to improve your abilities as a Collaborative Teammate. In particular, you said you were going to focus on improving in the areas listed below. Reflecting on your most recent work products and interactions, how much evidence of growth could you site in the areas you identified?

I share resources and responsibilities. (optional)

[⇕]

Overall, how much progress toward achieving your goal did you make?
○ None at all
○ Very little
○ Some
○ Significant

What evidence supports your rating? (required)

List any activities, projects experiences, or accomplishments that support the rating that you provided above.

[Evaluate]

Click the blue **Evaluate** button.

Collection of Evidence (back to [Quick Links](#))

This is a view of the **Feedback Submissions**. It may be filtered by selecting or unselecting the checkbox menu for the **Self, Parent/Guardian,** and **Teacher/Other** checkboxes in the top right menu.

Select for most recent rating
[✔ Self] [☐ Parent / Guardian] [✔ Teacher / Other]

Collection of Evidence

Select for most recent rating
[✔ Self] [✔ Parent / Guardian] [✔ Teacher / Other]

	n/a	**Novice** Is beginning to show some evidence in a limited number of the indicators.	**Developing** Is demonstrating evidence in most of the indicators of this skill.	**Proficient** Is consistently demonstrating sufficient evidence to support a proficient rating on the majority of indicators.	**Exemplary** Has ample and varied evidence of all the indicators of this skill. Evidence is consistently of highest quality.
Collaborative Teammate	T S P				
Community Contributor	T S P				
Conscientious Worker	T S P				
Effective Communicator	T S P				
Complex Thinker	T S P				
Creative Innovator	T S P				
Strategic Problem-Solver	T S P				
Quality Producer	T S P				
Responsible Decision Maker	T S P				
Self-Directed Learner	T S P				

Annual Goals and Growth (back to Quick Links)

Clicking on the blue date link takes you directly to the Evaluate Goals. You may also filter by school year in the top right corner.

Annual Goals and Growth   2022/23 ⇕

Date Goal Set	Future Ready Skill	Date of Goal Evaluation	Amount of Growth
6/15/23	Collaborative Teammate		