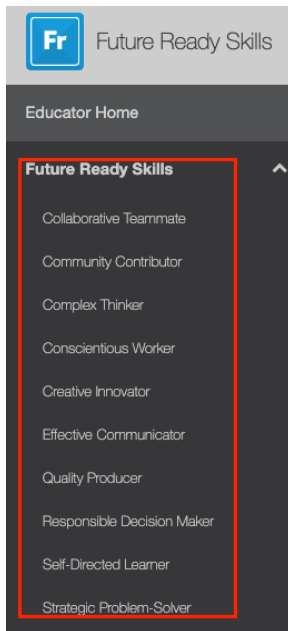


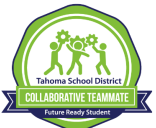


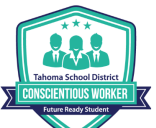

## Future Ready Skills (Educator) V2








A list of **Future Ready Skills** can be found in 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.** NOTE: The district may customize skills.

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.**

## Skills

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

### Take the Self-Reflection

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 of answer choices: **Little or No Evidence, Some Evidence, or Ample Evidence**.

<p>I share resources and responsibilities. (optional)</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Little or No Evidence</p> <p>Some Evidence</p> <p>Ample Evidence</p> </div>	<p>I come to collaborative sessions well prepared. (optional)</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>
<p>I contribute ideas. (optional)</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<p>I show commitment and alignment to the team's vision, decision... (optional)</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>
<p>I build on the thinking of others. (optional)</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<p>I build on the thinking of others. (optional)</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>

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

Evidence that supports my Self Reflection (required)

List any activities, projects, experiences, or accomplishments that are examples of the evidence levels you indicated above.

- Overall Skill Level** - Rate their overall skill level as **Novice, Developing, Proficient, or Exemplary**.

As I consider my reflection and evidence above 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.

4. Click **Submit**.

## Submit New Evidence

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 in nature.

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

Evidence Name (required)

Evidence Description (required)

If you can link to your evidence, paste the U... (optional)

2. **Skill Level** - 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.

3. **Indicators** - This feature allows you to select indicators that effectively highlight the skills associated with 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.

4. Click **Submit**.

## Request Feedback

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 parents, coaches, teachers, relatives, or employers. This is a formal communication. Students should use a professional tone and style when making their requests.

1. Click the blue "Create Request" button in the top-right corner.

Feedback Requests

Create Request

2. 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

3. 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,

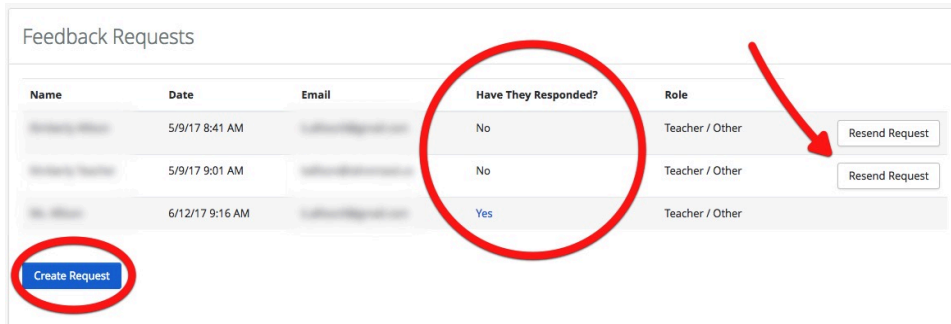
Teri Larew

[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

4. 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 resend request button will be available.



Name	Date	Email	Have They Responded?	Role	
[Redacted]	5/9/17 8:41 AM	[Redacted]	No	Teacher / Other	Resend Request
[Redacted]	5/9/17 9:01 AM	[Redacted]	No	Teacher / Other	Resend Request
[Redacted]	6/12/17 9:16 AM	[Redacted]	Yes	Teacher / Other	

Create Request

5. 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.

### Submit Evidence For

Submitter:

This submission request has expired.

You have already replied to this request. Thank you for your submission. You can close this browser window.

## 6. Set Goals

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?

Which of the indicators will you deliberately focus on to improve? Select all that apply.

- 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.

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

## Review Activities

Review the submitted evidence, self-reflections, and goals from all users 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 each stakeholder and the status 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.

Responsible Decision Maker Evidence



Collaborative Teammate

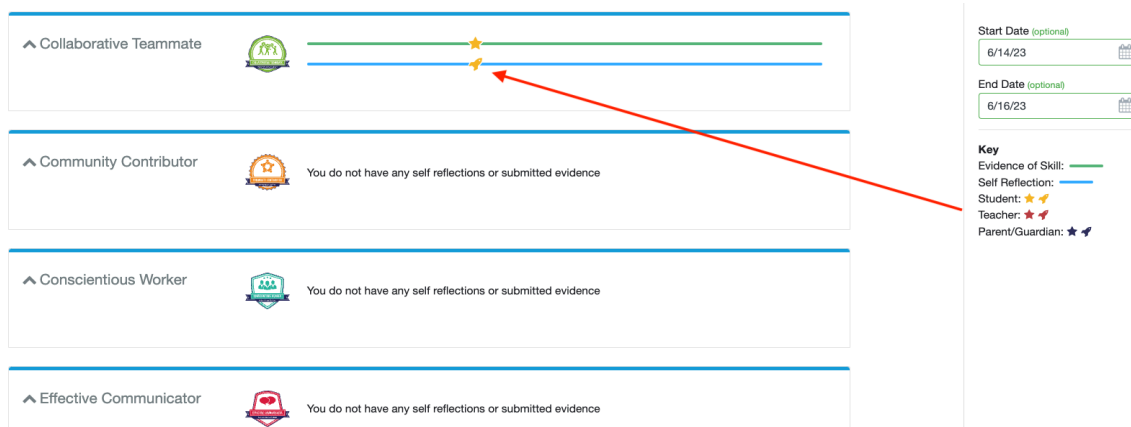
Start Date (optional)  
6/14/23

End Date (optional)  
6/16/23

**Key**  
 Student: ★  
 Teacher: ★  
 Parent/Guardian: ★  
 Set Goal: 🎯  
 Evaluated Goal: 🏆

## Overall Summary

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.



Collaborative Teammate

Community Contributor  
You do not have any self reflections or submitted evidence

Conscientious Worker  
You do not have any self reflections or submitted evidence

Effective Communicator  
You do not have any self reflections or submitted evidence

Start Date (optional)  
6/14/23

End Date (optional)  
6/16/23

**Key**  
 Evidence of Skill: —  
 Self Reflection: —  
 Student: ★  
 Teacher: ★  
 Parent/Guardian: ★

## Evidence for Collaborative Teammate - 6/15/23



1
2

^ **Details**

 Submitter Type  
 Evidence Name  
 Test  
 Evidence Description  
 test

^ **Selected Skill Level**
Developing - Is demonstrating evidence in most of the indicators of this skill.

^ **Indicators**

	Indicator
<input checked="" type="checkbox"/>	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.

## Self Reflection for Collaborative Teammate - 6/15/23



1

^ **Indicators**

Indicator	Little or No Evidence	Some Evidence	Ample Evidence
I share resources and responsibilities.			<input checked="" type="checkbox"/>
I come to collaborative sessions well prepared.		<input checked="" type="checkbox"/>	
Between team meetings, I complete tasks and work assigned to me.		<input checked="" type="checkbox"/>	
I show commitment and alignment to the team's vision, decisions, and goals.		<input checked="" type="checkbox"/>	
I contribute ideas.		<input checked="" type="checkbox"/>	
I build on the thinking of others.			<input checked="" type="checkbox"/>
I welcome and encourage the perspective and insights other team members contribute.			<input checked="" type="checkbox"/>
I practice SPACE (Silence, Paraphrase, Accepting language, Clarifying questions, Evidence)			<input checked="" type="checkbox"/>
I am open to influence and able to compromise.		<input checked="" type="checkbox"/>	
I use conflict resolution strategies when necessary.		<input checked="" type="checkbox"/>	
I seek and use feedback from team members to improve my work.	<input checked="" type="checkbox"/>		
I provide feedback to others in a way that is helpful and moves the work of the team forward.	<input checked="" type="checkbox"/>		

## Evaluate Goals

This summary of your goals allows for self-reflection on your progress. Click the caret to review the student's **action plan**, an **optional rating of resources and responsibilities** (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 **Evaluate** button.

## Collection of Evidence

This is a view of the **Feedback Submissions**. It can be filtered by selecting or unselecting the checkboxes for Self, Parent/Guardian, and Teacher/Other 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

Clicking on the blue date link takes you directly to the Evaluate Goals. You can 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
<a href="#">6/15/23</a>	Collaborative Teammate		