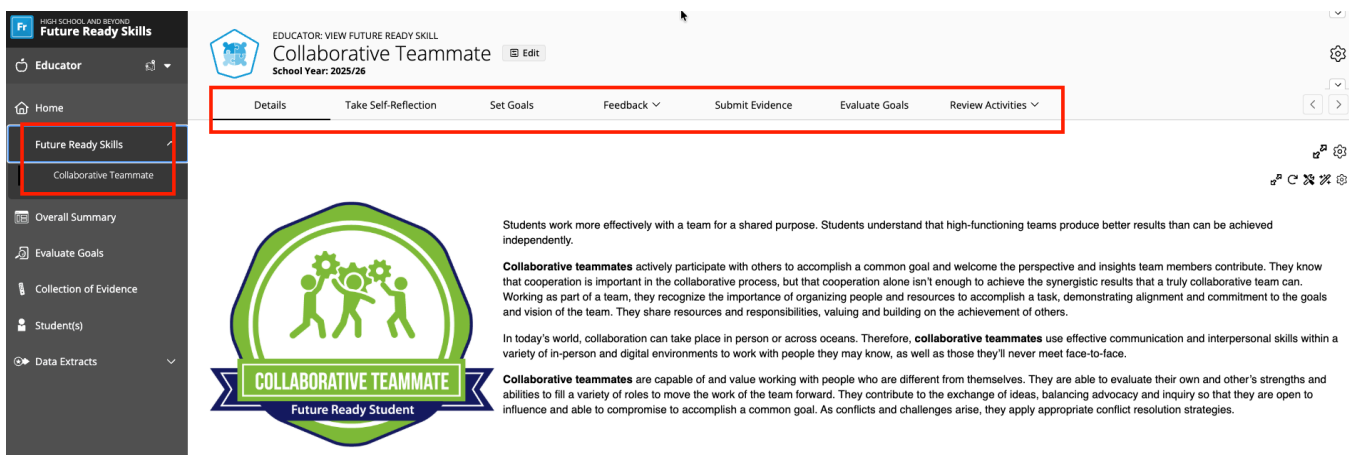


Future Ready Skills Activities (Connect)

Here, you will learn to measure and improve your abilities in a skill area.

1. Start by navigating to **Future Ready Skills** in the left-hand navigation menu, then select **Collaborative Teammate**.
2. You will see various subpages (tabs) at the top of the page, and the page will default to the **Detail Tab**.
3. Review the information about the skill.



EDUCATOR: VIEW FUTURE READY SKILL
Collaborative Teammate Edit
 School Year: 2025/26

Details | Take Self-Reflection | Set Goals | Feedback | Submit Evidence | Evaluate Goals | Review Activities

COLLABORATIVE TEAMMATE
 Future Ready Student

Students work more effectively with a team for a shared purpose. Students understand that high-functioning teams produce better results than can be achieved independently.

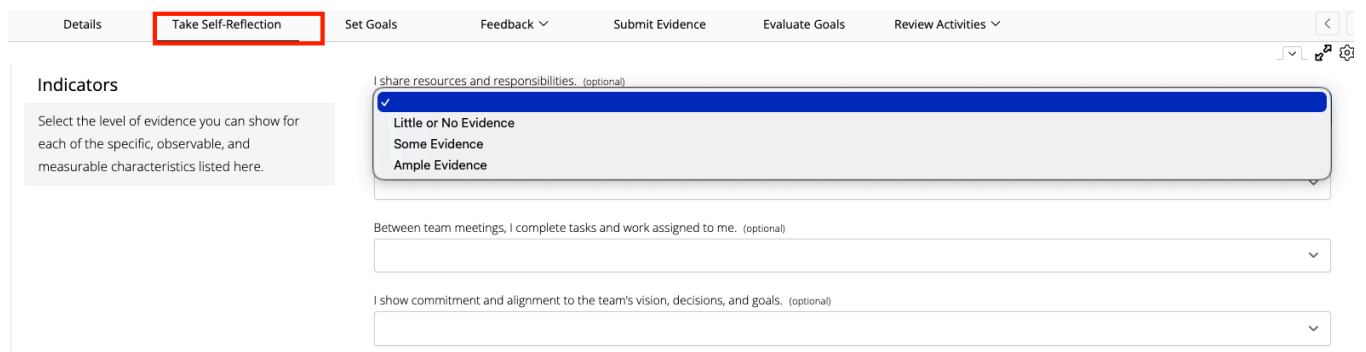
Collaborative teammates actively participate with others to accomplish a common goal and welcome the perspective and insights team members contribute. They know that cooperation is important in the collaborative process, but that cooperation alone isn't enough to achieve the synergistic results that a truly collaborative team can. Working as part of a team, they recognize the importance of organizing people and resources to accomplish a task, demonstrating alignment and commitment to the goals and vision of the team. They share resources and responsibilities, valuing and building on the achievement of others.

In today's world, collaboration can take place in person or across oceans. Therefore, **collaborative teammates** use effective communication and interpersonal skills within a variety of in-person and digital environments to work with people they may know, as well as those they'll never meet face-to-face.

Collaborative teammates are capable of and value working with people who are different from themselves. They are able to evaluate their own and other's strengths and abilities to fill a variety of roles to move the work of the team forward. They contribute to the exchange of ideas, balancing advocacy and inquiry so that they are open to influence and able to compromise to accomplish a common goal. As conflicts and challenges arise, they apply appropriate conflict resolution strategies.

Complete a Self-Reflection

1. Click the **Take Self-Reflection Tab** at the top of the page.
2. You are required to select at least one (1) indicator, supporting evidence, and overall skill level. You can record a new experience or achievement in mastering the Future Ready skill by submitting a self-reflection at anytime.
3. In the **Indicators** section, select the level of evidence (Little or No Experience, Some Experience, Ample Experience) from the dropdown menu.



Details | **Take Self-Reflection** | Set Goals | Feedback | Submit Evidence | Evaluate Goals | Review Activities

Indicators

Select the level of evidence you can show for each of the specific, observable, and measurable characteristics listed here.

I share resources and responsibilities. (optional)

Little or No Evidence
 Some Evidence
 Ample Evidence

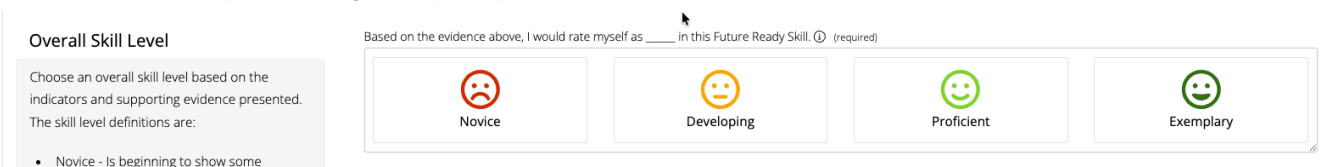
Between team meetings, I complete tasks and work assigned to me. (optional)

I show commitment and alignment to the team's vision, decisions, and goals. (optional)

- In the **Supporting Evidence section**, list any activities, projects, experiences, or accomplishments that are examples of the evidence levels you indicated in the Evidence that supports my Self-Reflection field. This evidence can be from school or personal life. Adding dates, times, and locations can be helpful.



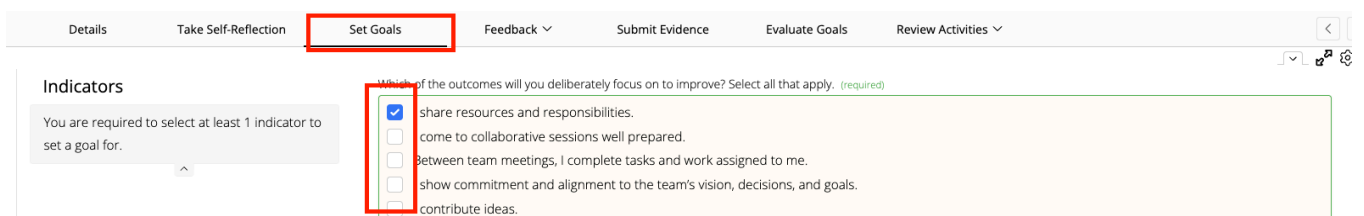
- In the **Overall Skill Level**, choose an overall skill level based on the indicators and supporting evidence presented. The skill level definitions are:
 - Novice:** Is beginning to show some evidence in a limited number of the indicators
 - Developing:** Demonstrating evidence in most of the indicators of this skill.
 - Proficient:** Is consistently demonstrating quality evidence in a majority of the indicators.
 - Exemplary:** Has ample and varied evidence of most of the indicators of this skill. Evidence is consistently of the highest quality.



- Click **Save**.

Set Goals

- Next, click on the **Set Goals tab** to set specific goals to help you develop your skill in this area. The goal should be specific, have a measurable outcome, and include the actions to be taken. Ensure the goal is relevant to the other objectives.
- In the **Indicators section**, you are required to select at least one (1) indicator to set a goal for. Click the **checkbox** to the left of one or more indicators.



- In the **Actions section**, briefly set a goal and describe the actions to increase your abilities and provide evidence for the indicator(s) you selected. The goal should be specific, measurable, achievable, realistic, and timely (SMART).

Actions

Briefly set a goal and describe the actions you plan to take that will increase your abilities and provide evidence for the indicator(s) you selected. Make the goal SMART by making it Specific, Measurable, **Actionable**, Realistic, and Timely.

Set A Goal and describe how you'll reach that goal. ⓘ (required)

I will share my paper and pencils with students when asked.

- Click the **Future Ready Skill Has Grade Level Indicators** checkbox if it applies.

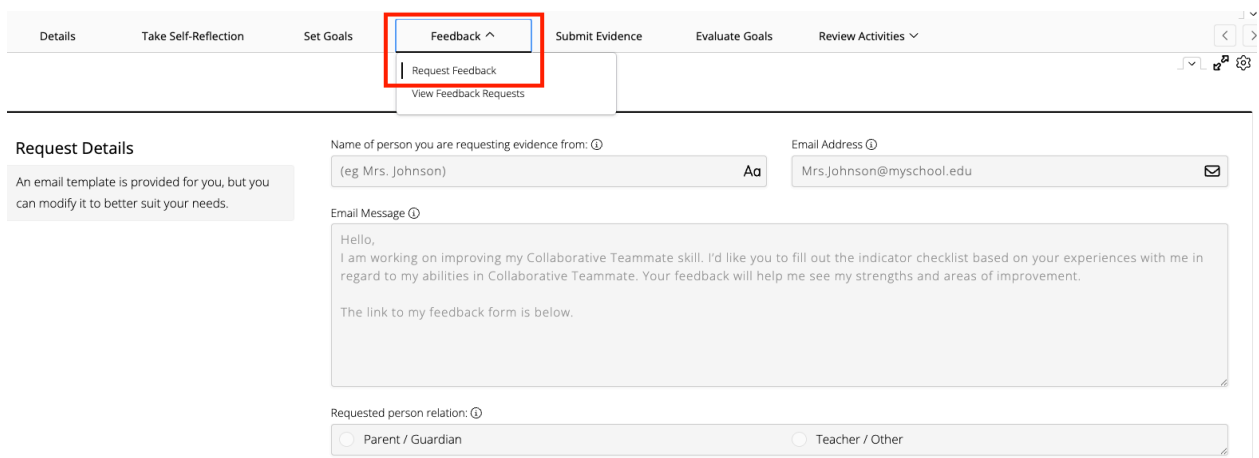
Hidden Form Elements


(optional) Future Ready Skill Has Grade Level Indicators

- Click **Save**.

Request Feedback

- Click the **Feedback tab** and select one of the following:
 - Request Feedback:** Submit a request for feedback on skills you have been working on from others who are in a position to provide meaningful feedback in support of growth. (parents, coaches, teachers, relatives, employers, etc.) For the Educator Role, this is read-only.
 - Fill in the **Name of person you are requesting evidence from** field. (e.g., Mrs. Johnson, Joe Smith)
 - Fill in the **Email Address** field. (e.g. MrsJohnson@myschool.edu)
 - Fill in the **Email Message** field. A template is provided. You may modify it to suit your specific needs. Use a professional tone and style when making the request.
 - Choose the **Requested Person Relation** by clicking the radio button. (Parent/Guardian, Teacher/Other).
 - Click **Save**.



Details Take Self-Reflection Set Goals **Feedback ^** Submit Evidence Evaluate Goals Review Activities

Request Feedback
View Feedback Requests

Request Details
An email template is provided for you, but you can modify it to better suit your needs.

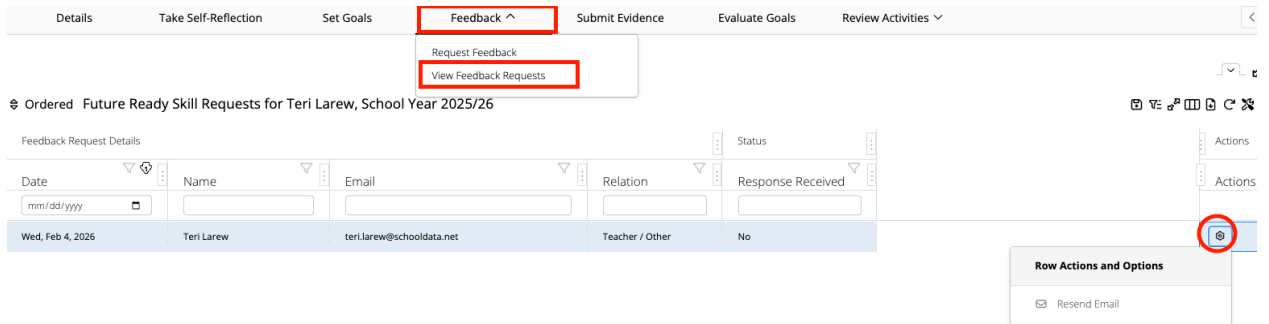
Name of person you are requesting evidence from: ⓘ
(eg Mrs. Johnson) Aa Email Address ⓘ
Mrs.Johnson@myschool.edu

Email Message ⓘ
Hello,
I am working on improving my Collaborative Teammate skill. I'd like you to fill out the indicator checklist based on your experiences with me in regard to my abilities in Collaborative Teammate. Your feedback will help me see my strengths and areas of improvement.
The link to my feedback form is below.

Requested person relation: ⓘ
 Parent / Guardian Teacher / Other

- View Feedback Requests:** Here, you will see a list of requests and their corresponding responses.

- i. If someone has not replied, you can resend the email request. Click the **Row Actions Gear** to the far right and choose **Resend Email**.

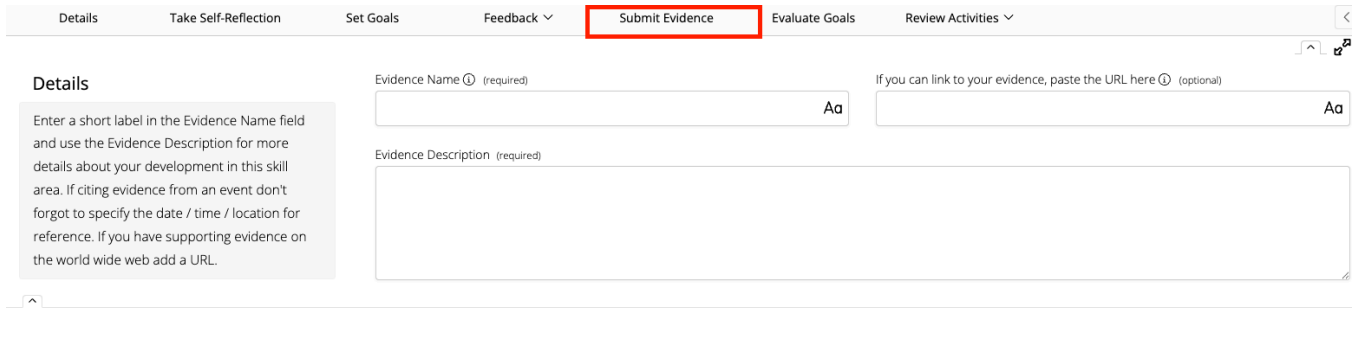


Feedback Request Details

Date	Name	Email	Relation	Response Received	Status	Actions
Wed, Feb 4, 2026	Teri Larew	teri.larew@schooldata.net	Teacher / Other	No		<ul style="list-style-type: none"> Request Feedback View Feedback Requests Row Actions and Options <ul style="list-style-type: none"> Resend Email

Submit Evidence

1. Click the **Submit Evidence** tab.
2. In the **Details** section, fill in the **Evidence Name** and **Evidence Description** fields. Remember to specify the date, time, and location for reference if citing from an event.
 - a. If you have supporting evidence, paste the URL here in the **URL** field.



Details

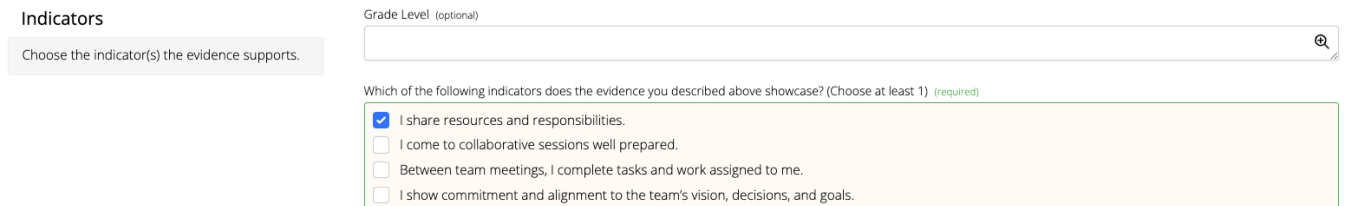
Enter a short label in the Evidence Name field and use the Evidence Description for more details about your development in this skill area. If citing evidence from an event don't forget to specify the date / time / location for reference. If you have supporting evidence on the world wide web add a URL.

Evidence Name (required)

If you can link to your evidence, paste the URL here (optional)

Evidence Description (required)

3. In the **Indicators** section, fill in the **Grade Level** by clicking the magnifying glass and clicking the **checkbox** to the left.
 - a. Click the **checkbox** to the left of one or more indicators that the evidence supports.



Indicators

Choose the indicator(s) the evidence supports.

Grade Level (optional)

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

- 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.

4. Next in the **Skill Level** section, choose the option you feel the evidence presents:
 - a. **Novice:** Is beginning to show some evidence in a limited number of the indicators.
 - b. **Developing:** Demonstrating evidence in most of the indicators of this skill.

- c. **Proficient:** Is consistently demonstrating quality evidence in a majority of the indicators.
- d. **Exemplary:** Has ample and varied evidence of most of the indicators of this skill. Evidence is consistently of the highest quality.

Skill Level


Choose the option you feel the evidence presents:

- Novice - Is beginning to show some evidence in a limited number of the

Based on the evidence above, I would rate myself as _____ in this Future Ready Skill. (required)


 Novice


 Developing


 Proficient


 Exemplary

5. Click Save.

Evaluate Goals

1. Click the **Evaluate Goals** tab.
2. Click the **Row Actions Gear** to the far right and choose **Evaluate Goal**.

Details
Take Self-Reflection
Set Goals
Feedback ▾
Submit Evidence
Evaluate Goals
Review Activities ▾

Ordered Evaluate Goals for Teri Larew, School Year 2025/26


Date	Skill	Indicator(s) and Evidence Levels	Goal and Actions	Growth	Evidence	Actions
Tue, Feb 3, 2026	Collaborative Teammate	I share resources and responsibilities.	Test	😊	test	⚙️
Tue, Feb 3, 2026	Collaborative Teammate	I share resources and responsibilities.	I will share my paper and pencils with students when asked.			


Row Actions and Options


Evaluate Goal


3. You will see a Goal popover window with the details of the goal you entered in the fields. Scroll down to the **Overall, how much progress toward achieving your goal did you make** field to rate your progress (None, Very Little, Some, Moderate, Significant).
4. Then fill in the **What evidence supports your rating** field to support the rating.


Overall, how much progress toward achieving your goal did you make? (required)


 None


 Very Little


 Some


 Moderate


 Significant

What evidence supports your rating? (required)

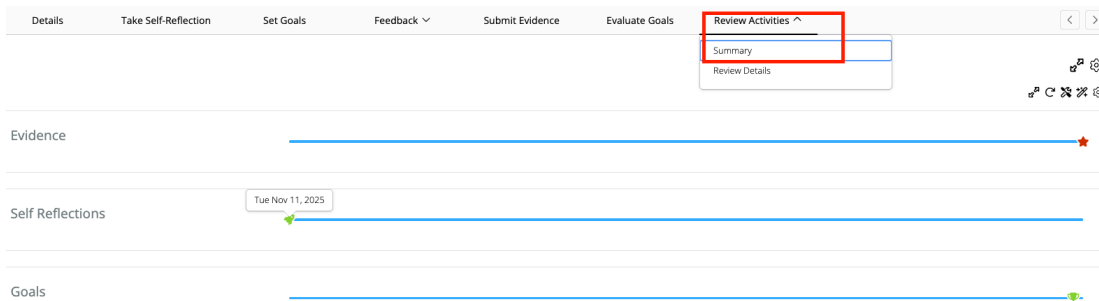
test

5. Click **Save**.

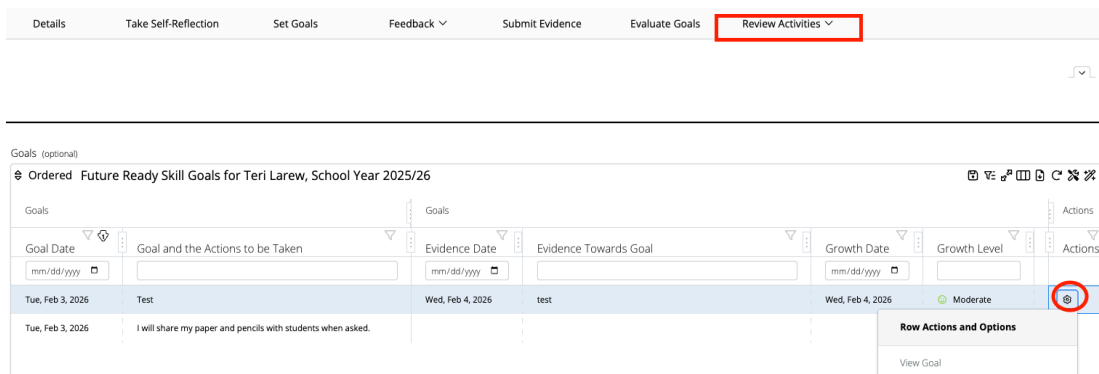
Review Activities

1. Click the **Review Activities tab** and choose one of the following:
 - a. **Summary:** Here, you will see an overall summary of the data points you or others submitted for the selected year. It is a timeline that shows each measurement of your ability in the specific skill domain.
 - i. The icons represent each submission for that skill.
 1. **Star:** Evidence
 2. **Rocket Ship:** Self-Reflection
 3. **Award Trophy:** Goal
 - ii. The icon's color indicates the submission's skill level.
 1. **Red:** Novice
 2. **Orange:** Developing
 3. **Light Green:** Proficient
 4. **Dark Green:** Exemplary
 - iii. Hover over an icon to reveal the date of submission.
 - iv. Click the icon to view further details.

Note: If there are multiple submissions on the same day, the popover will display a tab for each submission, and the icon will reflect the highest skill level submitted that day.



- b. **Review Details:** Here, you will see a variety of data tables with details of your activity (self-reflections, goals, and evidence).
 - i. Click the **Row Action Gear** to the far right and choose **View Goal/Self Reflection/Evidence** to view a submission and its specifics.



Goal Date	Goal and the Actions to be Taken	Evidence Date	Evidence Towards Goal	Growth Date	Growth Level	Actions
Tue, Feb 3, 2026	Test	Wed, Feb 4, 2026	test	Wed, Feb 4, 2026	Moderate	⚙️
Tue, Feb 3, 2026	I will share my paper and pencils with students when asked.					⚙️

View Overall Summary

1. Start under **Overall Summary** in the left navigation menu.
2. You will see subpages (tabs) across the top of the page, and will default to the **Summary tab**.
 - a. The **green line** represents Evidence Submissions, and the star icon indicates each submission for that skill.
 - b. The **blue line** represents student Self-Reflections, and the rocket ship icon here indicates each submission for that skill.
 - c. The color of the icons represents the skill level of the submission.
 - i. **Red:** Novice
 - ii. **Orange:** Developing
 - iii. **Light Green:** Proficient
 - iv. **Dark Green:** Exemplary
 - d. Hover over an icon to reveal the date of submission.
 - e. Click the icon to open a popover window of specific details.

Note: If there are multiple submissions on the same day, the popover window will display a tab for each submission. The icon's color will be for the highest skill level submitted for the day.

3. Click the **Details tab** at the top of the page and choose one of the following:
 - a. **Self-Reflection:** Here, you will see a table of self-reflection submissions.
 - i. Click the **Actions Gear** at the far right, then choose **View Self-Reflection** for more details and the entire record.



Date	Skill	Skill Level	Indicator(s) and Evidence Levels	Supporting Evidence	Actions
mm/dd/yyyy					
Tue, Nov 11, 2025	Collaborative Teammate	Proficient		sample	View Self Reflection

- b. **Evidence of Skills:** Here, you will see a table of skill submissions.
 - i. Click the **Actions Gear** at the far right and choose **View Evidence Submission** for specific details and the entire record.

Summary **Details** ←

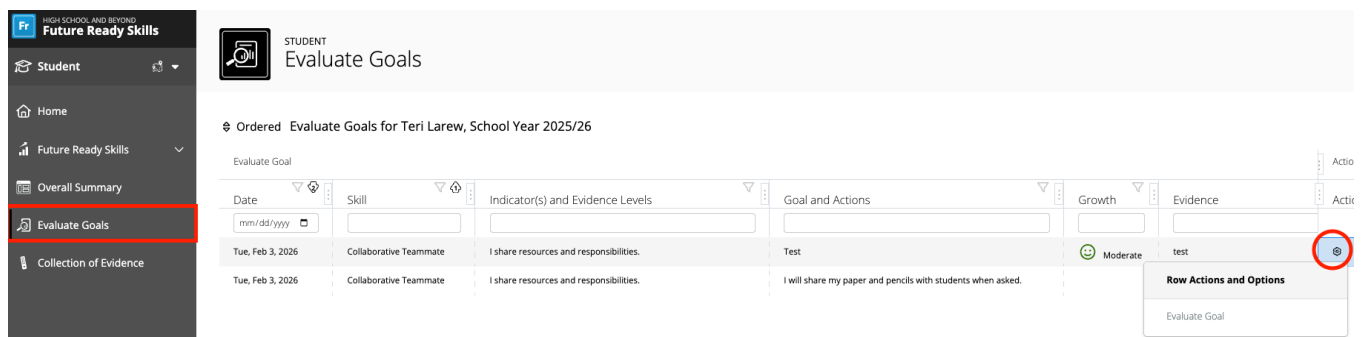
Self Reflection

Evidence of Skill

Date	Role	Skill	Skill Level	Indicator(s) with Evidence Levels	Evidence Description	Actions
Wed, Feb 4, 2026	Self	Collaborative Teammate	Novice	I share resources and responsibilities.	sample	
Wed, Feb 4, 2026	Self	Collaborative Teammate	Developing	I share resources and responsibilities.	sample	


Evaluate Goals

1. Start under **Evaluate Goals** in the left navigation.
2. You will see a data table of your goals.
3. Click the **Row Actions Gear** to the far right and choose **Evaluate Goal**.



STUDENT Evaluate Goals

Ordered Evaluate Goals for Teri Larew, School Year 2025/26


Date	Skill	Indicator(s) and Evidence Levels	Goal and Actions	Growth	Evidence	Actions
Tue, Feb 3, 2026	Collaborative Teammate	I share resources and responsibilities.	Test	Moderate	test	
Tue, Feb 3, 2026	Collaborative Teammate	I share resources and responsibilities.	I will share my paper and pencils with students when asked.			


Row Actions and Options


Evaluate Goal


4. You will see a Goal popover window with the details of the goal you entered in the fields. Scroll down to the **Overall, how much progress toward achieving your goal did you make** field to rate your progress (None, Very Little, Some, Moderate, Significant).
5. Then fill in the **What evidence supports your rating** field to support the rating.
6. Click **Save**.


Overall, how much progress toward achieving your goal did you make? (required)


 None


 Very Little


 Some


 Moderate

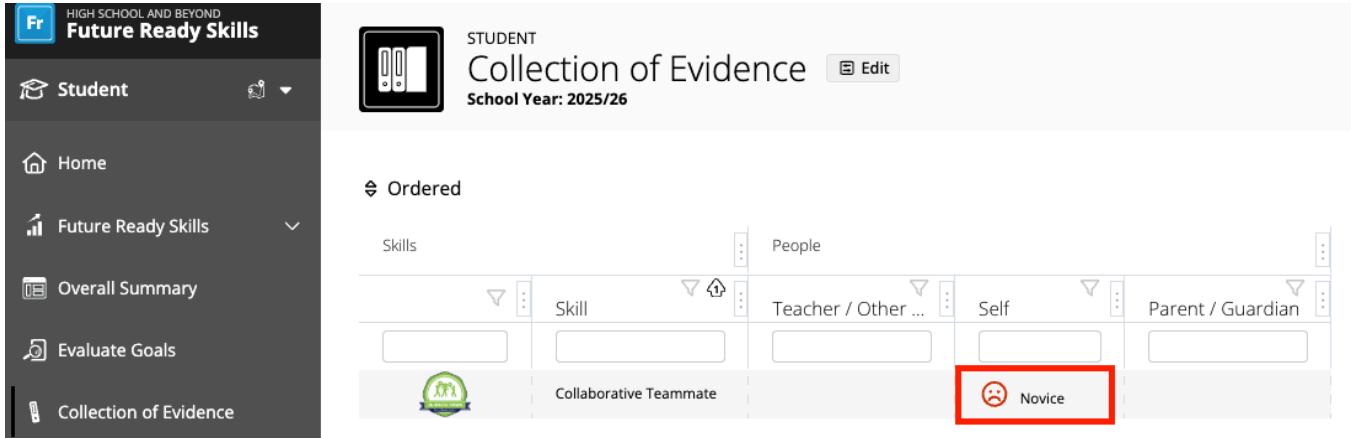

 Significant

What evidence supports your rating? (required)

test

Collection of Evidence



1. Start under **Collection of Evidence** in the left navigation menu.
2. You will see a data table of how the student is progressing in each of the Future Ready Skills. Each entry represents the latest rating provided by a person in that role.
3. Click on any rating to see the full response.



Fr HIGH SCHOOL AND BEYOND
Future Ready Skills

STUDENT
Collection of Evidence Edit
School Year: 2025/26

Ordered

Skills	People	Teacher / Other ...	Self	Parent / Guardian
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Collaborative Teammate		 Novice	