



Structuring Student Conferences for Success

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Think back to a time when you received a piece of valuable feedback.

Who?	What?	Reinforce or improve?	Positive or negative?

Attributes

vs

Behaviors

Unorganized	Desk cluttered

Process

<http://hrweb.mit.edu/performance-development/forms/performance-review-forms>

Delivery

Think of a student who needs some critical feedback.

Introduction - Hey...	
I've noticed....	
The impact is...	
What are your thoughts?	
I have a suggestion...	
Would you be willing to...	
Thank you for...	

Receiving

The greatest power is in the hands of the receiver. All feedback is potentially important to us and we often dismiss it too soon.

Truth Trigger	What is true? Can I see myself?	
Relationship Trigger	How do I view the giver?	
Identity Trigger	How does it align with my "story"?	

Variance in receiving feedback is massive between people. There are 3 factors to consider:

Baseline - How happy are you normally?

Swing - How far does feedback knock you off your baseline?

Sustain/Recovery - How long does it take you to come back to baseline?

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Key to receiving feedback effectively is to narrow the scope. Ask someone you trust -

What is one thing I could do to make XXXX better?	
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Summary

- Establish a clear and consistent process
- Focus on behaviors
- Have candid conversations that people expect
- Model and teach how to receive feedback
- Consider how the triggers affect students

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