

Do More for Students by Doing Less for Students (Grades 3-12)



A Unique One-Day Seminar Presented by

David Ginsburg

Outstanding Instructional Coach and National Presenter

Specifically Designed for Educators Serving Grades 3-12:
General Education Teachers, Special Education Staff, Counselors,
Instructional Assistants, Title I Staff, and Administrators

How to enable and empower your students to be more successful learners

Practical methods to cultivate resourcefulness, resilience and other vital traits your students need for success in and out of school

Innovative ideas to engage students in productive struggle, and how to avoid short circuiting this important process

Keys to assessing and addressing diverse learning needs in ways that build students' momentum and drive to succeed

Illinois

Chicago North – November 18
(Elk Grove Village)

Chicago South – November 19
(Countryside)

Peoria – November 21
(East Peoria)

Rockford – November 20

Missouri

St. Louis – November 22
(Earth City)

Oregon

Portland – December 18

Utah

Salt Lake City – December 19

Washington

Seattle (Bellevue) – December 16

Spokane – December 17

CEUs and Graduate Credits Available
See page 6 for details

Ten Key Benefits of Attending

'This is a great philosophy that will enhance the minds of our students! I hope to empower my students with these new techniques.'

— MEGHAN EDELMANN,
TEACHER



Who Should Attend

Educators Serving
Grades 3-12: General
Education Teachers,
Special Education Staff,
Counselors, Instructional
Assistants, Title I Staff,
and Administrators

1. **What Every Educator Needs to Know About Enabling Student Success**

Discover why many commonly used classroom practices actually set students up for future failure ... Learn numerous strategies and practices you can employ that will truly enable your students to be successful

2. **Reverse the Trend of Learned Helplessness**

Discover how we, as educators, often unintentionally contribute to students overly relying on us ... Learn the keys to reversing this tendency, so our students can develop strong self-reliance

3. **Cultivate Non-Academic Traits Students Need to be Successful**

Explore practical ways to help your students develop resourcefulness, resilience, persistence, and other vital traits they will need to be successful in school and in life

4. **Strike an Optimal Balance Between Student Independence and Collaboration**

Discover proven strategies and methods designed to optimize students' opportunities to think and learn both on their own and in collaboration with others

5. **Energize Students Through Active Learning**

Learn powerful ways to accommodate students' innate desire to explore ... Innovative strategies to engage students in "learning by doing"

6. **Help Your Students Embrace Their Mistakes**

Create a culture where mistakes are celebrated as building blocks of meaningful learning ... How to liberate your students from fear of making mistakes

7. **Normalize Struggle as an Essential Part of the Learning Process**

Explore essential ways to plan and facilitate powerful learning ... Discover how to engage your students in productive struggle in order to maximize their learning

8. **Support Students Through Scaffolding, Not Hand-Holding**

Examine effective scaffolding strategies you can use with your students ... Proven methods to avoid inadvertently short-circuiting the learning process

9. **Enable Your Students' Full Learning Potential**

Discover practical, research-based approaches and techniques you can use to unlock students' full learning potential in your classroom ... Learn proven ways you can maximize student effort

10. **Target Key Skills and Receive a Comprehensive Resource Handbook**

Explore highly effective ways to help students develop self-discipline, self-confidence, self-reliance, self-esteem, self-awareness, and self-determination ... In addition, you will receive a comprehensive resource handbook specifically designed to help you do more for your students by doing less for your students

Outstanding Strategies You Can Use Immediately

What You Will Learn ...

- Practical strategies to **help your students unlearn learned helplessness**
- Empowering ways to **cultivate the non-academic traits students need** for success in and out of school
- Powerful and doable ways to **maximize student ownership** of their learning
- Innovative practices that **cultivate self-reliance and collaboration** among students
- **Proven, replicable models for engaging students** in active learning
- How to **build and sustain a culture where mistakes are embraced** as “learnable moments”
- **Why and how to prepare for students’ mistakes** rather than prevent them
- Tips and tools for **engaging students in productive struggle**
- **Alternatives to common practices that stifle** college and career readiness
- Policies and practices that stress, reinforce and **elicit maximal student effort**
- Ways to **help students develop self-esteem**, self-awareness and self-discipline
- How to **ensure the right balance of support and accountability** for students as learners
- Learning activities that simultaneously **target academic content and higher-order thinking skills**



“So refreshing to attend a workshop focused on empowering students by asking them to do more for themselves! Loved it!”

– KELLY SCHMIDGALL, TEACHER

Practical Ideas and Strategies

This highly innovative and interactive seminar will enhance your ability to engage and empower students as self-reliant, resourceful and resilient learners. You’ll learn how to help students unlearn learned helplessness by cultivating a classroom culture where struggle and mistakes are seen as essential elements of the learning process. You’ll also learn how to take a whole-child approach that targets academic skills as well as key character traits students need to succeed in and out of school. As a result, you’ll be better equipped to assess and address the diverse needs of all your students.

DAVID “COACH G” GINSBURG, an award-winning educator, popular Education Week blogger, and leading authority on student-centered education, will share the compelling research-based rationale for teachers shifting from “sage on the stage” to “guide on the side.” He will also describe and demonstrate in practical terms how to make this shift, drawing upon his own evolution as a teacher and his experience as an instructional coach. David’s seminar promises to be provocative and practical. You’ll discover current practices of yours that may unintentionally set students up for failure. And you’ll be inspired and prepared to implement alternative practices that set your students up for success.



A Message From Seminar Leader, David Ginsburg



Uniquely Qualified Instructor

DAVID "COACH G" GINSBURG is a highly acclaimed, experienced teacher and instructional coach. He has a passion and expertise for helping teachers and instructional leaders create effective student-centered classrooms. This seminar is informed by his initial struggles and eventual successes as a teacher, which provide a personal and inspirational basis for his "do more for students by doing less for students" approach. David credits student feedback as the key to his growth as a teacher, and is devoted to sharing with fellow educators what his students have taught him. He presents nationally on student-centered education and is the author of the popular Education Week blog, Coach G's Teaching Tips. David is also the author of *Do More for Students by Doing Less for Students*, the extensive resource handbook that each participant will receive at the seminar. David has received numerous awards and accolades including "Global Hero in Education" by Microsoft. Harry and Rosemary Wong wrote about David's impact as a coach, saying "In his many years of coaching practice, David has built a superhighway for teachers to excel and students to achieve."

Join David for a powerful, enlightening and transformational day of learning that will help you do more for your students, by doing less for your students.

Dear Colleague:

We educators genuinely desire to help children. But sometimes our helpfulness inadvertently hurts our students. Many students, for example, ask for help after barely attempting a task on their own, and we reinforce their helplessness by obliging them. That's why it's called learned helplessness. And the more students depend on us now, the less prepared they'll be for future endeavors that require self-reliance, resourcefulness and resilience.

The good news is that since we can contribute to students learning helplessness, we can help them unlearn it. In other words, for students to unlearn helplessness, we as teachers need to relearn helpfulness. But how can we resist jumping in to help students as soon as their hands go up? How can we give students time to learn more independently and still get through the curriculum? And how can we prevent students from becoming so frustrated that they shut down or disrupt class?

Join me for a provocative and practical day filled with ideas that create student-centered classrooms where struggle is normalized and mistakes are celebrated; classrooms where students are engaged and empowered as self-reliant and collaborative learners; classrooms where students develop the academic skills and character traits required for success both in and out of school; classrooms where students exude confidence, pride and fulfillment as they learn and grow to their potential.

Sincerely,

A handwritten signature in dark ink, appearing to read "D. Ginsburg". The signature is fluid and cursive.

David Ginsburg

P.S. The ideas I'll be sharing at this seminar have helped dramatically enhance student participation and performance in my own and in many other teachers' classrooms.

"Join me for a provocative and practical day filled with ideas that create student-centered classrooms where struggle is normalized and mistakes are celebrated."

What Your Colleagues Say About David Ginsburg

"I found many useful techniques that I plan to take back to school with me. I realize that many times I give my students too much help and need to back off and let them figure things out for themselves. Thanks for the info!"

Jackie Surber, English Teacher

"Wonderful seminar! The strategies, concepts and ideas learned are essential tools I plan to utilize within my classroom. A big thank you to Mr. Ginsburg for his enlightening ideas!"

Scarlet Alton, Teacher

*"Every second of the seminar was engaging! **Can't wait to apply this in my classroom.**"*

Angela Johnson, Teacher

"I can't wait to go back to school tomorrow and put this to work!"

Allison Bonicontro, Instructional Assistant



"Really enjoyed the videos of teachers using the techniques in the classroom."

Susan Neil, Teacher

"All teachers should attend this seminar!"

Ellis Swopes, Special Education Teacher

"David's strategies were practical and useful across all content areas. I'm leaving with exactly what I wanted to leave with."

Adam Schulte, Teacher

"Thanks for the great ideas! I can't wait to start implementing them immediately."

Jodie Rusznak, Special Education Teacher

"I'm looking forward to trying many of these strategies! Thanks!"

Shelley Mauger, Special Education Teacher

"Great teacher of teachers! He didn't provide us with a "magic bag of tricks" but instead real tools."

Jennifer Kahlke, Middle School Teacher

Special Benefits of Attending



Online Learning

BER offers educators a wide range of online courses that are affordable, fun, fast, and convenient. BER is now offering On Demand Video-Based courses. You may earn optional graduate-level credits for most courses. See the catalog of available courses at www.ber.org/online

On-Site Training

Most BER seminars can be brought to your school or district. See the options at www.ber.org/onsite or call 877-857-8964 to speak to one of our On-Site Training Consultants.

Can't Attend?

Other Professional Development Options:



Related Online Course

A related On Demand Video-Based Online Learning course, *Motivation, Mindset and Grit: Practical, Proven Strategies to Increase Learning*, for Grades K-12, is available for immediate registration.

To enroll, visit www.ber.org/online



Extensive Resource Handbook

Each participant will receive an extensive resource handbook specifically designed for this seminar. The handbook includes:

- Strategies and tools that promote student ownership of learning
- Resources for planning and facilitating instructional activities that engage students in productive struggle
- Tips and tools for reinforcing non-academic behaviors students need to be successful

Meet and Share

This seminar provides participants a great opportunity to meet and share ideas with other educators interested in doing more for their students by doing less for their students.

Consultation Available

David Ginsburg will be available at the seminar for consultation regarding your questions and the unique needs of your own 3-12 program.

Meet Inservice Requirements / Earn State CEUs

Participants will receive a certificate of participation that may be used to verify continuing education hours.

CEUs Available:

Illinois

5 IL PD Clock Hours Available

Missouri

MO Inservice Credit Available with Prior District Approval

5 IL PD Clock Hours Available

Oregon

OR Professional Growth Hours Verification Available

WA Clock Hours Available

Utah

UT Inservice Credit Available with District Approval

Washington

WA Clock Hours Available

ID Inservice Credit Available with District Approval in Spokane

MT Renewal Units Available in Spokane

Earn One to Four Graduate Semester Credits



Up to four graduate level professional development credits are available with an additional fee and completion of follow-up practicum activities. Details for direct enrollment with Brandman University, part of the Chapman University system, will be available at this program.

Do More for Students by Doing Less for Students (Grades 3-12)

Registration (LGG0F1)

- 1. **Chicago North** (Elk Grove Village), **IL** – November 18, 2019
- 2. **Chicago South** (Countryside), **IL** – November 19, 2019
- 3. **Peoria** (East Peoria), **IL** – November 21, 2019
- 4. **Portland, OR** – December 18, 2019
- 5. **Rockford, IL** – November 20, 2019
- 6. **St. Louis** (Earth City), **MO** – November 22, 2019
- 7. **Salt Lake City, UT** – December 19, 2019
- 8. **Seattle** (Bellevue), **WA** – December 16, 2019
- 9. **Spokane, WA** – December 17, 2019

FIRST NAME	M.I.	LAST NAME
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POSITION, SUBJECT TAUGHT	GRADE LEVEL	
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SEMINAR LOCATION NUMBER: _____ (Please see list above)		

List additional registrants on a copy of this form

SCHOOL NAME	
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SCHOOL MAILING ADDRESS	
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CITY & STATE	ZIP CODE
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SCHOOL PHONE NUMBER	HOME PHONE NUMBER
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**Registration confirmations are sent via e-mail.
If you would like a confirmation, please provide your e-mail address.**

E-MAIL ADDRESS	
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HOME MAILING ADDRESS	
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CITY & STATE	ZIP CODE
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IMPORTANT: PRIORITY ID CODE: ELGG0F1

METHOD OF PAYMENT – Team Discount Available

The registration fee is \$279 per person, for teams of three or more registering at the same time, the fee is \$259 per person. **Payment is due prior to the program.** No cash please.

- A check (payable to **Bureau of Education & Research**) is attached
 - A purchase order is attached, P.O. # _____
(Be sure to include priority ID code on the P.O.)
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(Found on back of card)
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Please print name as it appears on card Signature (required for credit card purchases)

FOUR EASY WAYS TO REGISTER:

 **REGISTER ONLINE** at: www.ber.org

 **FAX this form to: 1-425-453-1134**

 **PHONE toll-free: 1-800-735-3503** (Weekdays 6 am - 5 pm Pacific Time)

 **MAIL this form to: Bureau of Education & Research**
915 118th Avenue SE • PO Box 96068
Bellevue, WA 98009-9668

Program Hours

All seminars are scheduled 8:30 a.m. - 3:15 p.m.
Check-in 8:00 a.m. - 8:30 a.m.

Fee

The registration fee is \$279 per person, \$259 per person for groups of three or more registering at the same time. Call us at 1-800-735-3503 for groups of ten or more. **Payment is due prior to the program.** No cash please. Fee includes seminar registration, morning coffee and tea, a personalized certificate of participation, and an extensive resource handbook.

Meeting Sites and Hotel Accommodations

Seminars will be held at the following sites:

- Chicago North: Holiday Inn – Elk Grove Village, (847) 437-6010
- Chicago South: Holiday Inn – Countryside, (708) 354-4200
- Peoria: Stoney Creek Inn – East Peoria, (309) 694-1300
- Portland: Hilton Garden Inn – Airport, (503) 255-8600
- Rockford: Hilton Garden Inn, (815) 229-3322
- St. Louis: Holiday Inn Airport West – Earth City, (314) 291-6800
- Salt Lake City: Hilton Garden Inn Downtown, (801) 364-5200
- Seattle: Sheraton – Bellevue, (425) 455-3330
- Spokane: Hilton Garden Inn, (509) 244-5866

If needed, please make your own hotel reservations by calling the appropriate hotel listed above.

Cancellation/Substitutions:

100% of your paid registration fee will be refunded if you can't attend and notify us at least 10 days before the conference. Late cancellations will be refunded less a \$15 service fee. Substitutions may be made at any time without charge.

Program Guarantee

We stand behind the high quality of our programs by providing the following unconditional guarantee: If you are not satisfied with this program, we'll give you a 100% refund of your registration fee.

Further Questions

Call the Bureau of Education & Research (800) 735-3503 or visit us online at www.ber.org

Do More for Students by Doing Less for Students (Grades 3-12)



**Best Practices for Truly Helping Your
Students be More Successful**

A Unique One-Day Seminar

Coming to a Location Near You

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LGG0F1

Do More for Students by Doing Less for Students (Grades 3-12)

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A Unique One-Day Seminar Coming to a Location Near You

Presented by

David Ginsburg

Outstanding Instructional Coach and National Presenter

How to enable and empower your students to be more successful learners

Practical methods to cultivate resourcefulness, resilience and other vital traits your students need for success in and out of school

Innovative ideas to engage students in productive struggle, and how to avoid short circuiting this important process

Keys to assessing and addressing diverse learning needs in ways that build students' momentum and drive to succeed