A Message from the Dean

Dear Friends,

We are very excited to launch our inaugural newsletter for the School of Education at St. Bonaventure University. It has been a very busy time for our students and faculty, both inside and outside of the classroom.

In the School of Education we encourage our extraordinary graduate and undergraduate students to be actively engaged in both curricular and co-curricular activities. Many of them are involved in a number of service organizations, such as KDP, BEA, and ENACTUS, or assist with Bona Buddies and the Warming House, while also carrying full academic loads and participating in sports. Our Franciscan values and traditions are reflected in the work students do, along with faculty and staff. We prepare our students to become not only highly qualified and effective educators, but also compassionate and ethical members of society, who remain actively involved in service within their chosen communities.

Our students have engaged in a variety of field experiences and service activities across the Southern Tier of New York State. They have co-presented with faculty, conducted their own research, taught and tutored in local schools, trained students and teachers in other countries, and assisted people in need locally and nationally. Our faculty and staff have modeled service through their own activities including emergency relief efforts, educational consultation, and community volunteerism.

Faculty members have actively maintained their research and scholarship in areas such as learning and attention, diversity, literacy, leadership, and counseling practices. Staff members have led small fundraising efforts that provide support to individuals and families who lacked resources during the holidays or may have health-related needs. Our commitment to discovery, community, and individual worth remain consistent and in keeping with the mission of the university.

We also recognize the achievements and support of our alumni. Many of them have become highly effective and successful teachers, counselors, and educational leaders in New York and across the United States. Not only do they continue to support the School of Education through their donations, but some, including our Educational Advisory Council members, Paul Estabrooks and Jane Gilbride, have returned to teach as adjunct faculty. We are truly appreciative and grateful for all of our alumni support.

This newsletter will give you a glimpse into the current work and accomplishments of our students, faculty, staff, and alumni. Please feel free to share it with others. And, if you have news about our School of Education, particularly our students and alumni, do submit it to us so we can include it in future newsletters.

In closing, I would like to recognize Michaela Ryan, one of our graduate students, for all of her work in gathering information and editing the articles. Thank you, Michaela!

Sincerely,

Dr. Lisa C. Buenaventura
Dean of the School of Education and Graduate Studies
STEAM Work Makes the Dream Work

ENACTUS is a club on campus whose mission is to use the power of entrepreneurial action to transform lives and shape a better, more sustainable world. As an example of our students’ work, they recently held an online training-of-trainers session with a group of Liberian teachers to demonstrate the importance of introducing STEAM to their students. The project was supervised by Dr. Todd Palmer of the St. Bonaventure School of Business.

STEAM is a comprehensive educational approach that incorporates Science, Technology, Engineering, Arts, and Mathematics. By integrating each of these subjects, students are encouraged to work creatively in a way that combines problem solving, collaboration, and critical thinking.

Elizabeth Austin, a graduate student in the Literacy program, led the project. Rebecca Goess, a 2012 Bonaventure alumna, assisted our students with this training. She currently utilizes the Design Thinking Process as a teacher in Korea. Using her expertise, Goess trained the ENACTUS’ education team in the Design Thinking Process so they could utilize this knowledge in preparing for their training-of-trainers session with the Liberian educators. Besides Austin and Goess, several graduate students, including many from the School of Education, assisted with this project.

The ENACTUS students created an online training program to help introduce the concept of STEAM while incorporating the Design Thinking Process. The Liberian teachers had no prior experience or knowledge about these new teaching methods. This was one of the many obstacles the students in the club encountered.

Emily Wulff, a graduate student in the School Counseling Program, said, “We each had our own part in mastering for the presentation, so we could help make the learning process for the Liberian teachers as enjoyable and easy to understand as possible.”

Dr. Palmer believes the impact of the conference went “well above expectations.” Overall, it was a huge success. The effort allowed the Liberian teachers to develop new knowledge about this important topic. Wulff stated that she was “so inspired to see how excited all of the teachers were when they were learning about the model and while they were doing the activity.” She felt that “it was really fulfilling to see them so engaged in their work.”

The SBU students involved in the creation of the program learned a great deal as well. Wulff emphasized that the conference taught her “how to be extremely prepared for the unknown and how important teamwork is when working on something so big.”

STEAM is critical to the preparation of educators and all P-12 students globally. It is for this reason that the efforts of this project will continue. Goess and Austin created a protocol that was tested in the Bahamas in January 2019 and select U.S. schools during spring 2019.
ENACTUS Trip Brings Opportunity for STEAM Teaching at the Global Level

Using STEAM is crucial to educating students. The approach encourages students to utilize multiple subjects (Science, Technology, Engineering, Arts, and Mathematics) to problem solve, collaborate and think critically.

From January 10 to January 20, approximately 40 St. Bonaventure students traveled with ENACTUS to Freeport, Bahamas. While on this trip the students worked in the local community. The students were separated into teams based on their major and interests. One group made up of primarily education majors focused on teaching within the classrooms at a variety of schools in the community. They worked with the students on STEAM activities.

Natalie Cummings, a sophomore Education major, has gone on the trip for the past two years. Her last year marked her first time teaching in a classroom. Despite being nervous, Cummings was pleasantly surprised. “It was everything I hoped it to be! The next day I went back to the school, Sunland Baptist Academy, and I asked the students to review questions from the day before. As this was my first teaching experience, I was taken back by the amount of information they remembered.”

Additionally, the Education team held a STEAM seminar for local teachers and principals so that they could continue to implement STEAM activities after the Bona’s group had left. This was important because “teaching STEAM allows the students to become critical thinkers and problem solvers in the way that they see all of the subjects coming together into one,” says Cummings.

The students in this club have been working on various STEAM activities and seminars over the course of the year. Earlier in the school year, ENACTUS held an online training session for a group of Liberian teachers. In addition to learning from this experience, the club prepared the students to teach through multiple opportunities such as the Liberian STEAM Conference and at the Challenger Center. Cummings credited these experiences, as well as teamwork and leadership of upperclassmen, for her preparedness, stating that she “never felt scared or intimidated to go out and teach because we prepped our lessons so well!”

Over the spring break, Dr. Paul Brawdy and Dr. Anne-Claire Fisher traveled with eight students to Window Rock, Ariz. This annual trip offers students the opportunity to participate in service work both in and out of the classroom. For four of the days, students taught at St. Michael’s Indian School located in Window Rock, the capital of the Navajo Nation.

While working in the schools, student volunteers were able to engage and learn from the Navajo children they were teaching. The difference in background was something that stood out to Sophia Kucharski, a senior Education major. “It did not matter that we came from two very different backgrounds,” said Kucharski. The students were very welcoming and excited to learn from her and the other student volunteers. Kucharski was inspired by the welcoming nature of the students saying, “I was in a second grade classroom, and even though we looked very different, they still got excited every time I walked in the classroom, fought over who I would draw with during recess, and asked me questions like what my favorite ice cream is.”

Although teaching in this new environment might have intimidated the student volunteers, Kucharski felt confident in her abilities. Field block and student teaching placements gave Kucharski “a lot of experience in the classroom in a variety of different grades.” Kucharski said that, because of this, “I was confident walking in on my first day and teaching any lessons my teacher wanted me to.” Each night students on the trip had a chance to reflect on their day and share their experiences as a group. While the students went to teach in the community of Window Rock, it is clear that the community taught them as well.

A Window to a Different Perspective

“What stood out to me most while teaching and interacting with the students is that it did not matter that we came from two very different backgrounds.”
Last spring, students in their Field Block 2 placements took a traditional educational activity to the next level. Instead of a science fair, these students presented a STEAM fair. The comprehensive STEAM approach allows for learning to incorporate Science, Technology, Engineering, Arts, and Mathematics.

The fair was held at Portville Central School and was for students in kindergarten through 6th grade. The St. Bonaventure students did a fantastic job creating the fair. These students also created lesson plans, material lists and procedures for the teachers to follow so that learning could continue into the Portville students’ classrooms. The students were led in their efforts by Professor Anne Marie Sitter-Tompkins and Professor Christina Gaeta.
Making Reading Fun

On October 28, 2018, members of the Bonaventure Education Association (BEA) and Kappa Delta Pi (KDP) teamed up for the Literacy Trunk or Treat event. Trunk or Treat creates a fun way for community children to engage with reading. Braving the cold, rainy weather, each student group chose a children’s book and decorated their car trunk to correspond with the theme of the book. Many families from the community came with their children to enjoy this festive event.

Events like this help to connect the Education students with the community. These activities also help to engage children in ways that create excitement about books and reading.

The Bonaventure Education Association (BEA) is comprised of a group of dedicated students led by faculty advisor Ann Marie Sitter-Tompkins. The club works to give back to the community through service opportunities that have an educational focus. These education-based volunteer activities allow our students to expand their educational experiences, while simultaneously having an impact on the lives of those in the community.

Kappa Delta Pi is an international honor society for Education majors. The main goals of KDP are to foster excellence in education and to promote fellowship among teachers. The Xi Nu chapter of KDP was created at St. Bonaventure in 1977. Today, students who are inducted and are led by their faculty advisors, Betsy Cashing and Sitter-Tompkins. They participate in volunteer activities that promote community engagement and focus on helping those in academic need. These two student organizations integrated both of their missions to create the Trunk or Treat Literacy event.

The Gift of Giving

Franciscan values are embedded in student life and culture at St. Bonaventure University. Many students are involved in clubs, activities and jobs that focus on helping the community. This is no easy task. Students have multiple demands as they balance classes, homework, jobs, a social life, and so much more. In the School of Education, we are proud of the many students that dedicate their time to bettering the community surrounding the university.

Three of these students are Haley Geis, Jacqueline Philp, and Lucy Sauter. All three Education majors are members of the Franciscan Center for Social Concern, but volunteer their time for different programs. Geis is one of the Bona Buddies coordinators. Philp was a part of a service trip that went to Window Rock, Arizona, an Indian reservation, where Education students worked with St. Michael’s students. Sauter is one of the coordinators for the club Silver Wolves.

Through Bona Buddies, Geis is offered the opportunity to have a significant impact on a child’s life. This club acts as a youth mentoring program where St. Bonaventure students are paired with children ages 5-15. These children are often in need of the friendship and attention that these one-on-one relationships foster.

On last year’s service trip to Window Rock, Arizona, Philp was able to practice teaching while building relationships in the Native American community. Window Rock is the capital of the Navajo Nation. The service trip offered the opportunity for students to volunteer in the local soup kitchen and to teach at St. Michael’s Indian School.

Silver Wolves is a club that connects students with elderly individuals in the community. Sauter and the other club members build relationships with the residents of the local nursing home. St. Bonaventure students visit weekly and perform activities alongside the residents. Through crafts, games, and meaningful conversations, the residents and students create incredible bonds.
One of the hallmarks for the School of Education is the way in which student learning is scaffolded. For undergraduate majors in Education, field experiences begin during their first semester as freshmen at the university and continue through their student teaching as seniors. Prior to student teaching, our students clock well over the required 100 hours of preclinical classroom experience required for student teaching in New York State. Students will have completed over 750 hours in the classroom by the time they graduate. Every academic year, St. Bonaventure School of Education undergraduate students step out of their college classrooms and into classrooms in the local school districts. Through observation, tutoring, individual and small group work, lesson planning, and limited teaching demonstrations, students become more comfortable in classroom settings and build confidence through their knowledge and skills. By the time they reach their student teaching semesters, they are ready.

In Field Block 1 and 2, Elementary Education students spend approximately 125 hours per semester in a local elementary or middle school classroom. (Undergraduate Physical Education and Adolescence Education students complete only one Field Block experience prior to student teaching.) These are hours beyond what they have already accrued through other Education coursework. Their semester is divided between time spent in the actual classroom and time in courses. Coursework is meant to further enhance the observation time spent in the classroom. Julia Money is an Elementary Education student pursuing both Early Childhood Education and Special Education certifications. She was placed in the Portville Central School District, and has learned, “how to manage a classroom and the students.” Being in the classroom has validated her desire to be a teacher. “Teaching is what I want to do. No other profession will do me justice; just being in the classroom and experiencing teaching in Field Block has shown me that,” said Money.

During student teaching, students have two different placement classrooms per semester, completing about 500 hours. They report to these classrooms every weekday. While Field Block is more observation-centered, student teaching requires students to assume leadership and control of the classroom, whether that be teaching all subject matter or classroom management. Student teaching is scheduled so that student teachers have extensive classroom experiences across the grade levels and with the types of students they will eventually teach once certified. During student teaching, they also collect the data they will need to successfully complete and submit the edTPA, which is a certification requirement in New York state.

This opportunity sets university students up for success, while also keeping them actively involved in the local community. We believe in learning through experiences. Providing students with the opportunities for field experiences, volunteering, and student teaching and internships prepares them well for their future professions as teachers, counselors, and educational leaders.
The Impact of Projected Job Opportunities

The United States Labor Department’s Bureau of Labor Statistics projects 1.9M job openings for educational professionals between 2014-2024. New York State anticipates increases of 12.5% in teacher education and administration, 15.2% in school counseling, and 24.7% in clinical mental health counseling. 94% of St. Bonaventure University graduates from the School of Education obtain employment within a year of completing their programs. Many of our students have already secured jobs by the time they graduate. However, while obtaining a permanent education position is very important for our students, the more immediate priority is the impact they can have as preservice teachers, counselors, and administrators.

When asked what excited her most about her professional future, Rachel Taylor, a senior Elementary Education major with certifications in Early Childhood Education and Special Education, said “…to impact the lives of the little people I get to encounter every day.” On average, a teacher affects about 3,000 students over the course of his or her career.

In a 2010 study, 88% of American adults reported having a teacher who had “a significant positive impact” on their lives. This is something our students know well. Taylor emphasized that through her coursework, field block experiences, and student teaching, she has learned that “...it’s not only about getting your kids to reach their highest academic level, but it’s also about teaching them so many other life skills.” Ms. Taylor’s perspective is one shared by many preservice teachers.

References


https://www.dol.gov/

https://www.labor.ny.gov/home/

“It’s not only about getting your kids to reach their highest academic level, but it’s also about teaching them so many other life skills.”
Local School Districts Welcome Graduate Literacy Students

NYS certified teachers in the MSED Literacy Program completed required field experiences as part of their master’s degree requirements. Students immersed themselves in classrooms where they witnessed and were a part of educational theory in action and best practices. They also completed course requirements working with individuals and small groups using reading methods such as Reciprocal Teaching, Guided Reading, Sign Posts, and Literature Circles.

The program director, Professor Sheri Voss, and the School of Education extends sincere gratitude to the superintendents, principals, and mentor teachers for their priceless partnership in growing literacy specialists for the future. Together we make a difference.

Superintendent: Bob Breidenstein
Prospect Principal: Gayle Pavone
Mentor Teachers: Paula Andrzejewski and Barb Shurilla
Students: Sarah Jupinka and Kelly Shantler

Superintendent: Rick T. Moore
Principal: Brian Crawford
Mentor Teacher: Tracey Spears
Student: Josie Borysevicz

Superintendent: Carlos Gildemeister
Principal: Kevin Erickson
Mentor Teachers: Laura Giboo and Julia Burt
Students: Lizzy Austin and Lydia Hall

Superintendent: Judy May
Principal: Christian Cornwell
Student: Joe Lasaponara using his own classroom

Superintendent: Tony Giannicchi
Principal: Kimberly Moore
Mentor Teachers: Beth Spencer and Kim Buchanan
Students: Justine Chiavetta and Carlie Jacques

Superintendent: Michael Dodge
Principal: Chelsey Actor
Mentor Teacher: Deb Cutting
Student: Kathryn Taggart

Superintendent: Brian Schmitt
Principal: Sara Dolon
Mentor Teacher: Megan Retchock
Student: Amanda Brogan

Superintendent: Carlos Gildemeister
Principal: Kevin Erickson
Mentor Teachers: Laura Giboo and Julia Burt
Students: Lizzy Austin and Lydia Hall

Superintendent: Mark J. Ward
Principal: Jessica Schirrmacher-Smith
Mentor Teacher: Janine Bell
Student: Molly Lempko
Undergraduate Honors Student Presents Original Research Project

Emily Izydorczak is a senior honors student, receiving her B.S. in Early Childhood, Special, and Elementary Education. For her honors research project, she conducted original research which is above and beyond the typical education undergraduate experience. Her project, “The Impact of the edTPA on the Student Teaching Experience,” focused on how the Educative Teacher Performance Assessment or (edTPA) affected the student teaching experience, as well as education students’ perceptions, of the teacher preparation at St. Bonaventure University.

The EdTPA was the first nationally available authentic capstone assessment. It began operational use in the Fall of 2013 and has long been included in St. Bonaventure’s School of Education curriculum. The assessment consists of a reflective analysis of one’s ability to deliver specific content area material, and is graded by a committee of teachers from all over the nation. In recent years St. Bonaventure students have excelled at this test. The pass rate from 2018 was 100%.

Izydorczak’s research indicated negative emotions associated with the edTPA despite the fact that the research also suggested that the School of Education at St. Bonaventure provided students with the supports needed for success. The research was qualitative, using methods such as action research, narrative inquiry, and coding. Data collection was comprised of participant/observation journals, a Qualtrics survey, as well as interviews. This is an incredible accomplishment for a student at the undergraduate level. The findings provided great insight into how to improve this experience for student teachers.

Achievements of Promising Counseling Students Recognized

Each year, students from the School Counseling and Clinical and Mental Health Counseling master’s program are inducted into the Chi Sigma Iota Honor Society Phi Rho Chapter. According to the Chi Sigma Iota website, this honor society was established in 1985, to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling. The honor society also helps to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. The St. Bonaventure chapter was founded in 1999 and the chapter faculty advisor is Dr. Ashley Luedke.

The society is comprised of over 125,000 counselors-in-training, counselor educators, and professional counselors who demonstrate excellence in their academic achievement and professional service. The Phi Rho chapter at St. Bonaventure will be welcoming four new members this year.

The inductees include Emily Wulff, Hailey Gattuso, Carianne Dispigno, and Chelsea Didas. To be eligible, students must have above a 3.5 grade point average, be enrolled in a graduate-level counseling program, and be recognized by their professors for academic and professional excellence. The School of Education is proud to recognize these individuals.
Dare to be Prepared

Success in our classrooms to success in their own classrooms!

Chris O’Sullivan’s Classroom

Just a few short months after completing his undergraduate degree in May of 2018, Christopher O’Sullivan is teaching Algebra, Geometry and Advisory at The Urban Assembly School of Business for Young Women in New York City. The Urban Assembly School of Business for Young Women was founded in 2005 with the promise to provide college-preparatory education to young women of diverse backgrounds. Preparing these young women to become future business leaders is no easy job, but O’Sullivan was able to feel confident in his abilities and take on this impressive role.

He credits the numerous field experiences that were offered to him through the School of Education at St. Bonaventure University for providing this confidence. O’Sullivan explained that, “SBU is preparing us to be in the classroom the minute we walk into our first education class. They offer you many opportunities to be in the classroom before you even start student teaching or Field Block. With these different types of placements, I felt like I was prepared for anything that came my way.”

The lessons he learned from these field experiences taught him that even if a lesson does not go as planned, it’s ok. He urges current Education majors to “take risks” and reminds them that “…we need to continuously be reflecting because if we move on without looking back, then we aren’t helping ourselves, and most importantly we aren’t helping our students.”

Currently, O’Sullivan helps his students every way he can. One course he is responsible for teaching is Advisory. His role is to be the go-to person for 15 students, guiding them in both personal and academic issues. This is his favorite course, which goes to show the caring and invested teacher he has become. O’Sullivan says, “The best part of every day is when I see my students eating lunch outside my classroom and I get to sit with them and talk even though I had just seen them the period before, or having a student tell you they missed you even if they just saw you the day before.” Our role in the School of Education is to continue to prepare students to achieve this kind of excellence.

“SBU is preparing us to be in the classroom the minute we walk into our first education class. They offer you many opportunities to be in the classroom before you even start student teaching or Field Block. With these different types of placements, I felt like I was prepared for anything that came my way.”
Guest Lecturer Excites Future Educators

A visit from Lenna Scholar Dr. Masha Mohaghegh left education students feeling inspired.

Dr. Masha Mohaghegh, a professor at Auckland University of Technology, has received multiple nominations and awards for her leadership and expertise in the technological field. She won the title of Emerging Leader at the Women of Influence Awards, and was a semifinalist for the New Zealander of the Year.

In her lecture, Mohaghegh introduced students to new software that could drastically change the teaching and learning space. She explained how artificial intelligence, virtual reality and augmented reality could enhance student learning. She emphasized that it has becoming more accessible than ever before. So accessible, in fact, that all it takes is downloading an app on a smart phone. The app, HPreveal (previously known as Aurasma), uses augmented reality to bring photos to life and take books to the next level. Words and images are transformed into videos and additional resources.

Graduate student Maria Rocchi was among the lucky students who were able to attend Mohaghegh’s lecture. As a future teacher, Rocchi found the new tool exciting, stating that she would be able to incorporate the app into her classroom by “using it as an anticipatory set used at the beginning of a lesson to increase excitement.” Rocchi stressed the importance of this because “…if students enjoy what they are learning, it will become more natural to them.” Mohaghegh’s lecture opened the eyes of future educators to a new and exciting world of teaching created with the advancements in technology.

“If students enjoy what they are learning, it will become more natural to them.”

–Dr. Masha Mohaghegh
Opportunities for Educational Leadership Students

St. Bonaventure University and the School of Education have entered into several partnerships recently with BOCES and D’Youville College. Dr. Margy Jones-Carey, the program director for the Educational Leadership program, was instrumental in coordinating these efforts.

Through the Cattaraugus Allegany BOCES Leadership Institute, the Call to Leadership Prequel course has been offered to P-12 teachers who have been identified by their superintendents or principals as having potential for administrative leadership. The course has been taught by Dr. Colleen Taggerty, the former superintendent of the Olean School District. St. Bonaventure University and the University of Rochester have alternated offering the 3-credit prequel course through their institutions. Students who successfully complete the course may transfer the credits into the Educational Leadership program at either institution, if they choose to pursue a master’s degree or advanced certificate in school building or school district leadership. Similarly, Erie 1 BOCES is offering a prequel program withsuperintendents leading the year-long sessions. Students who successfully participate may then pursue a full degree or administrative leadership certification program. This can be done at one of the Buffalo-area higher education institutional partners or through the hybrid program at St. Bonaventure funded in part by a Dean’s scholarship.

St. Bonaventure University has also entered into a reciprocal partnership with D’Youville College in Buffalo. The partnership creates opportunities for students at both institutions. SBU graduates who are admitted to the D’Youville doctoral program will be allowed to apply 12 credits from their master’s degrees in Educational Leadership. Additionally, students in the D’Youville doctoral program are then allowed to apply 12 credits toward the School Building Leader and School District Leader certification programs offered at St. Bonaventure.

New Master’s Program Better Prepares Students for Opportunities in Inclusion

A new master’s program has been added to the School of Education. Beginning in the Fall of 2019, graduate students will be offered the opportunity to get their MSED in Inclusive Special Education. The program is designed to help teachers meet the varying needs of students at all different levels and exceptionalities. This program will be replacing the MSED in Differentiated Instruction. Program Director Dr. Rene Hauser collaborated with other professors to create this entirely new program. This program will better meet the needs of diverse and marginalized populations, and help teachers to become leaders and agents of change.

There are three different certification tracks: Early Childhood Inclusive Special Education, Childhood Inclusive Special Education, and Secondary Inclusive Special Education (7-12) Generalist. Classes will run in the fall, spring, and summer semesters and will be very flexible for those commuting to campus. The classes will be hybrid and consist of six in-person classes, with the rest of the courses taught online. Additionally, current teachers will be able to complete the 250 mandatory hours of field experience in their own classrooms, provided the classroom meets the placement requirements.

Teachers who are trained with a background in inclusive education are in high demand. Statistics show that the demand for teachers is supposed to grow at a rate of 35% over the next decade. Additionally, in many urban and rural schools in the U.S., close to half of the teachers that are teaching special education are unqualified. The Inclusive Special Education program is where Hauser believes these opportunities will meet preparation.

Source: https://www1.cfnc.org/Plan/For_A_Career/Cluster_Prof/Cluster_Article.aspx?articleId=wmpz3NDihGoZXAP2BPAXoj8Gw-4PFAXAP3DAXAPFAXPAK&cId=BI1JKTSUyth8XAP2FPAXn7VPoxI8gXAP3DPAXXAP3DPAX&sectionId=3
Faculty Spotlight: Professors’ Dedication Evident in Recent Work

Last spring, Dr. Adam Brown of the School of Education collaborated with Dr. Althea Need Kaminske from the School of Arts and Sciences to co-author the book, “Five Teaching and Learning Myths Debunked.” The goals of the book are to improve classroom learning and increase efficiency for teachers. The book uses research from developmental and educational psychology, cognitive science and the learning sciences to debunk some of the most common myths seen in teaching and learning.

In addition to co-authoring the book, Kaminske and Brown also created the CALM Center (Center for Attention, Learning, and Memory) on campus. Located in De La Roche 118, the center aims to give students guidance on how best to study based on the findings detailed in the book. Additionally, the room allows for a space where students and faculty can interact and collaborate across departments while continuing research on attention, memory and learning.

Brown teaches undergraduate and graduate courses in human development, research design, and other related subjects. His passion and dedication are something that students both notice and appreciate. Graduate student Josie Borysevicz took a course on human development and learning with Dr. Brown. “He is very passionate about the subject material he teaches,” said Borysevicz, adding that this passion, “...makes it easier for his students to engage with the material.” Dr. Brown’s dedication and passion are not only evident in the classroom, but also in the book and the creation of the CALM Center.

Faculty Spotlight: Hard Work for a Great Cause

On September 30, 2018, St. Bonaventure partnered with United Way and the Girl Scouts to host the annual WNY Girls in Sports event. The event encourages young girls aged 9-12 to participate in numerous athletic activities while meeting collegiate athletes in an effort to inspire them to live a healthy and active life.

This amazing event would not have been possible without the dedicated efforts of Dr. Paula Scraba, O.S.F., an Associate Professor in the Physical Education program. Scraba had been working alongside others, such as Rob DeFazio, the Director of the Center for Activities, Recreation, and Leadership, as well as the United Way to create this event. The event was a success, with 35 girls from schools such as Allegany-Limestone, Olean Intermediate Middle School, and Southern Tier Catholic School in attendance. Each girl received a rugby ball, a sling bag, and a very memorable experience. Over 100 student volunteers guided the young girls through 12-minute rotations of 8 activities.

Scraba is a dedicated professor who works hard in and out of the classroom. She is involved in many other events and activities throughout the year. Other events in this academic year include the Polar Spray, Unified Basketball, and Women in Sports Day. Scraba’s dedication has inspired many of her students. Erin Carmody is a junior Sport Studies major and one of the many students who admire Scraba and her work ethic, saying “The best thing about Dr. Paula is that she is always willing to do what she can to help her students and really anyone in the community.”
Faculty Scholarship

Dr. Paul Brawdy


Dr. Adam Brown


Dr. Anne Claire-Fisher


Dr. Margaret (Margy) Jones-Carey


Dr. Diana Lawrence-Brown


Dr. Ashley Luedke


Luedke, A. & Suita, C (2019, March). Navigating the pros, cons, ins, and outs of an online program. Presented at The American Counseling Association Conference. New Orleans, LA.

Dr. Willy Rotich


Dr. Rebecca Scherer


Dr. Paula Scraba


Dr. Christopher Suita


Publications

Adam Brown


Ashley Luedke

Undergraduate and Graduate Programs

We strive to provide our students with a variety of programs so that every one of our students can pursue their dreams. Listed below are the undergraduate and graduate programs we offer.

All of the following programs are accepting applications now!

**Undergraduate Programs**
- Adolescence Education
- Childhood Studies
- Elementary and Early Childhood Education
- Elementary Education
- Elementary and Special Education
- Physical Education
- Sport Studies

**Graduate Programs**
- MSED-Adolescence Education
- MSED-Adolescent Literacy
- MSED-Childhood Literacy
- MSED-Inclusive Special Education
  - Early Childhood
  - Childhood
  - Secondary
- MSED-Educational Leadership
- Advanced Certification-School Building Leader
- Advanced Certification-School District Leader
- MSED-Clinical Mental Health Counseling
- MSED-School Counseling
- Advanced Certificate-School Counseling

Apply today at www.SBU.edu

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