



BRIDGES GRAD SCHOOL

EDUCATING THE EXCEPTIONAL²

Faculty & Staff

The Bridges Graduate School for Cognitive Diversity in Education has some of the world's most talented faculty and staff. Included are experts in their field of study and practice, authors, researchers, international speakers, and presenters with a wide variety of experience. Many of the faculty are visiting from other institutions of higher learning and have agreed to share their particular areas of expertise by teaching at Bridges. Their areas of expertise align to the content areas of our graduate programs that include special education, education of the gifted and talented, creativity and innovation, educational psychology (individual differences), clinical psychology, educational theory, leadership, policy development, curriculum, evaluation, and research methods and statistics.


Faculty for Bridges Graduate School

Lois Baldwin,
Ed.D.



Degree from
Teachers
College,
Columbia

Lois Baldwin, Ed.D., is currently an educational consultant specializing in the areas of twice exceptional, cognitive diversity, and Multi-Tiered System of Supports (MTSS). She has been both a teacher of twice-exceptional students and the administrator of the Gifted Special Education Program operated by the Southern Westchester Board of Cooperative Educational Services (BOCES), one of the first programs in the country serving students who were gifted with learning and emotional needs. She has assisted teachers and staff with curriculum development, student issues, transition planning, assessment, and professional development. She co-founded the Association for the Education of Gifted Underachieving Students (AEGUS) and is currently serving as president. Dr. Baldwin has taught courses on giftedness and twice exceptionality at Manhattanville College, Pace University, College of New Rochelle, and Regis University. She has been a consultant and speaker at numerous national conferences and symposiums. She was a consultant with the Colorado Department of Education Twice-Exceptional Project, where she helped design online courses, workshops, training modules, manuals, and materials for educators throughout the state. In addition, Lois has published numerous professional articles on the subject of twice-exceptional individuals, as well as

	<p>Response to Intervention and MTSS: (<i>Gifted Child Today</i>, Summer 2009 and October 2015 and <i>Teaching Exceptional Children</i>, March/April 2015) and chapters for books <i>Introduction to Gifted Education</i> (2018), <i>Supporting and Educating Twice-Exceptional Children</i> (2018), and <i>Rtl for Gifted Students</i> (2011). She has also served as the chair of the National Association for Gifted Children (NAGC) Twice-Exceptional Special Interest Group (SIG) and has been the co-facilitator for the 2e Community of Practice (CoP) action groups.</p> <p>Areas of Expertise: Twice-Exceptional Education, Special Education</p> <p>Affiliation: Educational Consultant</p>
<p>Baum, Susan M. Ph.D.</p>  <p>Degree from University of Connecticut</p> <p>Professor Emeritus from College of New Rochelle</p>	<p>Susan Baum, Ph.D. is co-director of the International Center for Talent Development and Director of the 2e Center for Research and Professional Development at Bridges Academy. Professor Emeritus from The College of New Rochelle, and an international consultant, Susan has published a multitude of books, chapters, and articles in the areas of twice-exceptional students, primary-aged gifted students, social and emotional factors affecting gifted students, and multiple intelligences. She served on the Board of Directors of the National Association for Gifted Children (NAGC) and is past president and co-founder of the Association for the Education of Gifted Underachieving Students (AEGUS). She is recipient of the Weinfeld Group's Lifetime Achievement Award for her work in educating the twice-exceptional child.</p> <p>Areas of Expertise: Special Education and Learning Disabilities, Education of the Gifted and Talented, Twice-Exceptional Education, Research Methodology, Creativity</p> <p>Affiliation: Director, 2e Center for Research and Professional Development at Bridges Academy Bridges Graduate School, Provost for Academics.</p>

Delcourt, Marcy,
Ph.D.



Degree from
University of
Connecticut

Dr. Marcia Delcourt, PhD, is a Professor in the Department of Education and Educational Psychology at Western Connecticut State University (WCSU) in Danbury, CT, where she received WCSU's Teaching Excellence Award. She is the Coordinator of the Doctoral Program in Instructional Leadership and teaches courses in leadership, measurement, research and cognition, as well as curriculum and instruction. Dr. Delcourt has been the Principal Investigator or evaluator for 30 grants at the local, state, and federal levels. She has been a full-time Professor at McGill University where she taught courses in the Department of Educational and Counseling Psychology. She was also a Professor at the University of Virginia and a Principal Investigator for The National Research Center on the Gifted and Talented. She has been active in education for over 30 years as a teacher, graduate level program coordinator, curriculum and program consultant, and researcher. She currently serves as a member of the advisory board for the Connecticut Association for the Gifted. Her publications have appeared in journals such as *Journal of Creative Behavior*, *Educational and Psychological Measurement*, *Gifted Child Quarterly*, *The Journal for the Education of the Gifted*, *International Journal of Creativity and Problem Solving* and *Journal of Research and Development in Education*. She co-edited a book entitled *Inquiry in Education Volume II: Overcoming Barriers to Successful Implementation* and has contributed to *The International Handbook on Innovation Education* and *Fundamentals of Gifted Education*. She is involved in teacher education, professional development, and program evaluation, and has a longstanding research commitment to instructional needs of gifted students, social and emotional learning, fostering creativity, and the uses of technology in education.

Areas of Expertise: Research and Evaluation, Curriculum Leadership, Special Education, Education of the Gifted and Talented, Creativity


Affiliation: Western Connecticut State College

Kaufman, Scott
Barry, Ph.D.



Degree from
Yale University

Scott Barry Kaufman is an author, researcher, and speaker who is interested in using psychological science to help all kinds of minds live a creative, fulfilling, and meaningful life. Curious about the mind, brain, and behavior, Dr. Kaufman likes to share his enthusiasm for these topics through his teaching, writing, and podcasts. His writing has appeared in *The Atlantic*, *Scientific American*, *Psychology Today*, and *Harvard Business Review*. He contributes a regular column called "Beautiful Minds" to *Scientific American*, and hosts *The Psychology Today Podcast*. Named as one of "50 Groundbreaking Scientists who are changing the way we see the world" by *Business Insider*, his books include *Ungifted: Intelligence Redefined*, *The Complexity of Greatness: Beyond Talent or Practice*, *Wired to Create: Unraveling the Mysteries of the Creative*

	<p><i>Mind</i>, and, as editor, <i>Twice Exceptional: Supporting and Educating Bright and Creative Students with Learning Difficulties</i>.</p> <p>Dr. Kaufman received a Ph.D. in cognitive psychology from Yale University, and an M. Phil in experimental psychology from the University of Cambridge under a Gates Cambridge Scholarship.</p> <p>Areas of Expertise: Creativity, Intelligence, Research</p>
<p>Jann Leppien, Ph.D.</p>  <p>Degree from University of Connecticut</p>	<p>Jann Leppien, Ph.D. is an associate professor and the Margo Long Endowed Chair in Gifted Education at Whitworth University in Spokane, Washington. Whitworth's Center for Gifted Education supports and develops policies and practices that encourage the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups. Whitworth offers educators a specialty endorsement and Master degree in gifted education. Dr. Leppien conducts professional staff training for educators in the areas of differentiated instruction, curriculum design and assessment for advanced students, thinking skills, and gifted program development, both nationally and internationally. She has served on the board of the National Association for Gifted Children (NAGC), and currently serves on the board of the Association for the Education of Gifted Underachieving Students (AEGUS), the 2e Center for Research and Professional Development, NAGC's Diversity and Equity and Awards Committees, and Washington State's Gifted and Talented Advisory Board. She is the co-author of <i>The Multiple Menu Model: A Practical Guide for Developing Differentiated Curriculum</i> and <i>The Parallel Curriculum: A Design to Develop High Potential and Challenge High-Ability Students</i>.</p> <p>Areas of Expertise: Curriculum, Differentiated Instruction, Leadership, Research and evaluation, Gifted and Talented, Underachievement, Twice-Exceptional Education</p> <p>Affiliation: Whitworth University</p>
<p>Peters, Dan, Ph.D.</p>	<p>Dr. Dan Peters, licensed psychologist, is Co-founder and Executive Director of the Summit Center, specializing in the assessment and treatment of children, adolescents, and families. Dr. Peters is author of <i>Make Your Worrier a Warrior</i>:</p>



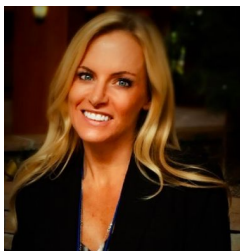
Degree from Pacific Graduate School of Psychology

A Guide to Conquering Your Child's Fears and *From Worrier to Warrior: A Guide to Conquering Your Fears*. He is also co-author of *Raising Creative Kids*, and writes for the *Huffington Post* and *Psychology Today*. He is also Co-Founder of *Parent Footprint*, and on-line interactive parent training community.

Areas of Expertise: Assessment and treatment of children with stress and anxiety, Twice-Exceptional Education, Social and Emotional Needs of Gifted and Twice-Exceptional Learners

Affiliation Summit Center, Walnut Creek, CA

Reid, Lisa.
Ed.D.



Degree from Arizona State University in Curriculum

Lisa Reid is an Educational Therapist working with 2e students and their families . Former Director of the Reid School, Lisa is an experienced educator and has worked extensively with twice exceptional students. Lisa is a certified educational therapist as well as leader of parent workshops for SENG (Social and Emotional Needs of the Gifted). Lisa expertise is in curriculum and instruction and gifted education. She has won several awards including the 2009 Rancho Solano Private School Excellence in Education Award and the 2008 Xavier College Preparatory Golden Gator Award for excellence in teaching.

Areas of Expertise: Educational therapy, Twice exceptional education, Curriculum and instruction and education of the Gifted and Talented.

Affiliation: Educational Therapist

Westberg,
Karen, Ph.D.

Dr. Karen L. Westberg is professor emerita from the University of St. Thomas (UST), MN, where she taught graduate coursework in gifted education and research methodology. Before joining the faculty at UST, she was a principal investigator at The National Research Center on the Gifted and Talented and a faculty member at the University of Connecticut. She has published articles in several journals including *Journal of Creative Behavior* and *Gifted Child Quarterly*. Earlier in her career, she was a public school teacher.



Degree from University of Connecticut

Areas of Expertise: Research methodology, Program evaluation and Measurement, Curriculum, Education of the Gifted and Talented

Affiliation: Professor emerita from University of St. Thomas

Wiebe, Christopher Ed.D.



Degree from California State University, Los Angeles

Chris Wiebe studied philosophy and literature before spending seven years in print journalism. He began teaching high school English in 2008, developing an interest in multimodal literacy and curriculum design. He has been the high school director at Bridges Academy for three years, and received his doctorate in education in 2016. His paper comparing technology policy and teacher belief was a finalist for an AERA "Best Paper" award in 2016 and he is a co-author of a chapter in in the book *Twice Exceptional: Supporting and Educating Bright and Creative Students with Learning Difficulties*.

Areas of Expertise: Leadership and change, Policy in Education, Twice Exceptional Education, Qualitative Research Methods

Affiliation: Director of High School, Bridges Academy