

Welcome to the inaugural issue of the monthly Bridges Graduate School Newsletter, going out over the web to a national and international network of more than 8,000 people interested in cognitive diversity and the future of 2e.

The aim of the newsletter is quite simple. We want to celebrate and share the extraordinary ideas, people, and work going on in this one-of-a-kind graduate program. We hope the news will be uplifting, inspiring, and informational. Perhaps most importantly, we hope it will tempt 2e advocates to earn their advanced degree. After all, learning never stops. In addition, we hope that this newsletter — [along with 2eNews.com](http://alongwith2eNews.com) — can be a source of information about career, volunteer, and research opportunities in the 2e world, bringing the community into even tighter and more productive synergies.



Suggestions for the newsletter are welcome. What regular sections might enhance your enjoyment and the usefulness of this grad news? We would like to start off the suggestions by asking you for your input on a name for the newsletter. [Submit your suggestions here](#), and in the June issue you will have a chance to vote for your favorite.

Congratulations to the graduating students, and welcome to all new students coming into the programs this summer.

Best Regards,

Carl Sabatino
CEO, Bridges Graduate School

Faculty Profile: Susan Daniels, Ph.D.

Dr. Susan Daniels will be the professor this summer for the doctoral program course "CAP 991 - Directed Research: Proposal Development." This course helps doctoral students

expand upon their foremost area of interest and build upon their identified problem of practice to create a capstone project or an applied dissertation.



Dr. Susan Daniels is an internationally recognized expert in the field of gifted education and creativity, with numerous publications and presentations at educational and psychological conferences.

She specializes in working with gifted, creative, and 2e children and youth; the social and emotional development of gifted children and adolescents; intensity and sensitivity of gifted individuals across the lifespan; and the development of creative potential.

Dr. Daniels is co-author of *Boosting Your Child's Natural Creativity*, which will be released in the summer of 2021 (Gifted Unlimited, 2021), and she is co-editor and co-author of *Living with Intensity* (Gifted Unlimited, 2008). Her most recent book, *Visual Learning, and Teaching: An Essential Guide for Educators K-8*, was published in 2018 by Free Spirit Publishing. Dr. Daniels is available for consultation with families, schools, and school districts.

Dr. Daniels has fallen in love with the vision and graduate students at Bridges Graduate School since teaching her first course here in the fall of 2020. This then led to her accepting the position of associate dean of doctoral studies for Bridges Graduate School of Cognitive Diversity in Education.

At Bridges, Dr. Daniels supervises students' doctoral projects and teaches a graduate course on the foundations of creativity. She is also the co-founder and educational director of the Summit Center in Northern California, where she provides Personality, Creativity, and Learning Profile (PCLP) plans for children and adolescents as part of the center's Gifted Comprehensive and Gifted Complex Assessments. Using the Murphy-Meisgeier Type Indicator and the Torrance Test of Creative Thinking, among other assessments, she analyzes and synthesizes the data for each individual, making recommendations for appropriate academic differentiation, enrichment, acceleration, and more.

Coming Up: May and July Open Houses

We will be conducting virtual open houses on Monday, May 24, and Wednesday, July 14, for anyone interested in learning more about the programs at Bridges Graduate School of Cognitive Diversity in Education.

Whether you are considering a certificate in 2e, a master's in education, or a doctorate in education, an open house is a great way to meet our faculty, learn about our programs, and ask questions.

Make sure to spread the news — [and the link](#) — about our upcoming open houses!

[Click Here for Open House Registration](#)

Doctoral Discussion: One on One with Paula Majeau

Paula Majeau is a doctoral student at Bridges Graduate School of Cognitive Diversity in Education.

Paula Majeau is a certified teacher with a master's degree in special education. After serving in the Army as a helicopter pilot, she started her career in education. She has over 15 years of experience working with students as a teacher in the classroom, as an administrator, and currently as the learning specialist at an independent elementary school in Lafayette, Louisiana.



Paula has been married for 27 years and has a 16-year-old son. She is currently working on her Ed.D. in cognitive diversity.

Where is your internship and what are you working on?

I'm excited to be working with the directors of the Summit Center for my internship. Summit Center is one of the centers in the United States with expertise in twice-exceptional assessment, and this is reflected in their findings and reports. I'd like to understand how these assessments are conducted and what makes this process different from the traditional psycho-educational assessment.

My broad goals are to gain an understanding of how comprehensive assessment is designed, analyzed, and documented to capture the strengths and challenges of twice-exceptional individuals. Dr. Susan Daniels, as my advisor, has guided me on this project. She, along with the other three Summit Center directors, has agreed to an interview to discuss their personal areas of expertise as they pertain to the twice-exceptional assessment.

What type of questions are you asking?

My questions will be geared to the individual director and their area of expertise, but they will all pertain to the nuances of evaluating individuals who are twice-exceptional. For example, I might ask Dr. Daniels, "What do creativity tools reveal as part of the comprehensive assessment process?"

How does your question shape your doctoral problem of practice or applied dissertation?

My goal is that my internship project will develop into my dissertation. I'd like to better understand the evaluation process and ultimately pinpoint specific assessment practices and procedures that best identify and serve twice-exceptional individuals.

Connect, Friend, and Follow Us on Social Media!

Did you know:

- Four BGS students and one alumni recently had their conference proposals accepted to the 2021 SENG Conference
- Two BGS students are now SENG certified parent group facilitators
- A BGS faculty member recently published a new book

You would if you followed us on [LinkedIn](#), [Facebook](#), [Instagram](#), and [Twitter](#)!

A lot of exciting work is taking place every day. Make sure to follow us on social media so you can stay up to date and connect with some of the most innovative and dedicated students and professionals in the world!

2e Acceleration with Dr. Susan Assouline

In 2019, Dr. Susan Assouline was inducted into the 2e Hall of Fame at the Bridges 2e Center for Research and Professional Development.

Dr. Assouline is the director of the Belin-Blank Center at the University of Iowa and recipient of several federally funded grants. Her work provides research-based information on characteristics and identification criteria and has created awareness of the twice-exceptional population for educators, counselors, and psychologists. Belin-Blank is now leading research into genetic commonalities among twice-exceptional learners.



Dr. Assouline sat down with Tom Ropelewski to discuss the appropriateness of acceleration for twice-exceptional students.

[Click here for the two-minute video](#) of Susan discussing the challenges in identifying 2e students for acceleration. You can [view the entire interview here](#).

Unique Career Opportunities

The Bridges Education Group (BEdG), comprised of Bridges Academy Los Angeles, The Graduate School for Cognitive Diversity in Education, Bridges 2e Media (2enews.com), and the 2e Center for Research and Professional Development, is in the planning stages of opening a new school in Seattle, Washington. By design, Bridges Seattle will be a small, independent school specializing in twice-exceptional students in Grades 4-12. Current plans call for opening in September 2022. We invite you to consider Bridges Academy Seattle in your career plans.

Position: Founding Director

The director of Bridges Academy Seattle reports to the head of schools, who splits his time between the Los Angeles and Seattle campuses. The director is charged with carrying out the school's stated mission and functions as both the **administrative and educational** leader of the school. The director is responsible for all aspects of its day-to-day programs and operations and serves as chair of the parent advisory committee.

Timeline & Application Process:

- Interviews will begin in June 2021
- Start date is flexible between August 1, 2021, and January 30, 2022
- Send cover letter, philosophy of education, resume, and references to seattle.director@bridges.edu

For questions or more information about the position, please email seattle.director@bridges.edu.

Every month this space will provide unique career opportunities that align with the diverse backgrounds and talents of the members of our community. If you know of any career opportunities that you believe BGS students or other professionals in our community might be interested in, email shane.brennan@bridges.edu with details.

Crucial Conversations

Join us Thursday, May 20, at 1 p.m. PT for the next episode of *Crucial Conversations About Cognitive Diversity*.

Episode 2 will feature [Julie Lythcott-Haims](#), who believes in humans and is deeply interested in what gets in our way. She is the *New York Times* bestselling author of the anti-

helicopter parenting manifesto, *How to Raise an Adult*, which gave rise to a TED Talk that has more than five million views.

Her second book is the critically-acclaimed and award-winning prose poetry memoir *Real American*, which illustrates her experience as a Black and biracial person in white spaces. A third book, *Your Turn: How to Be an Adult*, just came out in April 2021.

[Click here to register for the webinar!](#)

JOIN US FOR EPISODE 2!



Bridges 2e Media and the 2e Center for Research and Professional Development present...

**CRUCIAL CONVERSATIONS
ABOUT COGNITIVE DIVERSITY**

A monthly webcast featuring the top minds in gifted and 2e education



Dr. Scott Barry Kaufman
with Julie Lythcott-Haims
Thursday, May 20th
1PM PT | 4PM ET

The COVAX Initiative

In April of 2020, the COVAX vaccine initiative was created to procure and distribute vaccines to low- and middle-income countries. The initiative is co-led by the [Coalition for Epidemic Preparedness Innovations \(CEPI\)](#), [Gavi](#), and [World Health Organization](#), with [UNICEF](#) being a key delivery partner.



Procuring vaccinations for low- and middle-income countries has been difficult as wealthier countries have purchased a significant amount of vaccines, and in some cases, more than the need to vaccinate their entire populations.

The COVAX initiative plays a crucial role for world health. Global equitable access to a vaccine, particularly protecting health care workers and those most-at-risk, is the only way to mitigate the public health and economic impact of the pandemic.

Through May 16, matching support from a number of individuals and organizations can quadruple your donation for a limited time. These donations help provide more COVID vaccines for the world, prioritizing those who need them the most in countries that cannot afford them.

If you are able, please consider donating. You can donate and read more about the [COVAX initiative by clicking here.](#)

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