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Psychotherapy and Consultation
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EDUCATION

Recertification in Clinical Psychology
The Fielding Graduate Institute, Santa Barbara, CA, 2005

Ph.D. in Educational Psychology
University of Illinois at Chicago, 1995
Emphasis: Cognitive/Social Processes and Mathematical Learning in Urban School Settings
Dissertation: How Less Capable Students Stimulate Mathematical Talk and Thinking in a Heterogeneous Learning Group

M.Ed. in Special Education
University of Illinois at Chicago, 1988
Completed State Approved Program in: Learning Disabilities and Social/Emotional Disorders

SPECIALIZED TRAINING

Clinical internship in psychodynamic therapy at the Community Institute for Psychotherapy, San Rafael, California, 9/02-8/05.

Clinical practicum in the diagnosis and treatment of severely mentally ill adults (supervised by Dr. Jean Sarris), Sunset Mental Health, San Francisco, California, 6/01-9/01 (312 hours).

Clinical training in the diagnosis and treatment of organically impaired learners (with Dr. E. Christine Kris). Multidisciplinary Institute for Neuropsychological Development, Inc., Diagnostic Learning Center and Psychophysiological and EEG Research Lab, Cambridge, Massachusetts, 9/78 - 6/83

LICENSE/CERTIFICATION

Licensed Clinical Psychologist (Lic. No. 22302), State of California, 2008.

Board Certified Educational Therapist (No. 10067), Association of Educational Therapists, 2002

California Preliminary Specialist Instruction Credential in Special Education
Authorized Field: Learning Handicapped, June, 1997-98.

Illinois State Teacher Certification, Special Education, K-12, 1988 - 92
Endorsements in Learning Disabilities and Social/Emotional Disorders

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

American Educational Research Association
American Psychological Association
Association of Educational Therapists
Clinical Supervisor/Consultant:
Adaptive Learning Center, Concord, CA
Association of Educational Therapists
Community Institute for Psychotherapy, San Rafael, CA
Educational Therapy Program, Holy Names University, Oakland, CA
Moving Forward, Napa, CA
Presentations/Trainings:
Ann Martin Center, Oakland, CA,
Association of Educational Therapists, National Conventions
Association of Educational Therapists, Local Study Groups
Intern Training Program, Community Institute for Psychotherapy, San Rafael, CA
Supervisors' Training Program, Community Institute for Psychotherapy, San Rafael, CA

TEACHING EXPERIENCE (9/73 - Present)

Workshop/Seminar Presentations (2000 – Present)
Ann Martin Center, Oakland, CA., Association of Educational Therapists, various locations; Community Institute for Psychotherapy, San Rafael, CA.,

Adjunct Assistant Professor (9/94 – 9/99)
San Francisco State University Elementary Education Department.
Teaching courses in the multiple-credential program on methods of mathematics instruction (EED 684), principles of classroom management (EED 797), and analyzing child behavior (EED 680). Supervising graduate students seeking a masters degree in math education.

Supervising Teacher (9/91 - 5/93)
University of California, Berkeley Department of Education.
Supervised students taking a field study internship (ED 197).

Teaching Assistant (2/88 - 8/88)
Special Education Diagnostic Clinic (Arthur Neyhus), Department of Special Education, University of Illinois at Chicago
Trained and supervised graduate students learning to administer, analyze and report on full battery of psychoeducational instruments used to evaluate children, adolescents and adults experiencing learning difficulties.

Master Teacher (9/73 - 6/85)
Worked as a classroom teacher in elementary school settings located in Litchfield Connecticut; Cambridge, Massachusetts; and Chicago, Illinois.
Taught an integrated curriculum to all age groups of diverse students. Taught and provided special services as needed in a mainstreamed mixed-aged classrooms where more than 25% of the children experienced cognitive, emotional, sensory and/or physical challenges; provided in-service support to teaching staff. Supervised and trained student teachers during year-long internships in educational theory, classroom practices and instructional methodologies.

PROFESSIONAL HISTORY

Psychotherapy Internship and Private Practice (9/05 – Present)
Offices in San Rafael, and Oakland, CA.

Using a contemporary psychoanalytic/depth psychology approach to treating individuals, couples, and families presenting with a wide range of concerns.

Founding Partner and Director (9/87 - Present)

Educational Services Associates (Chicago, Illinois and Oakland, California)

Organized and supervise a group practice of professionals set up to provide private educational and counseling services for an ethnically diverse population of children, adolescents and adults experiencing school-related difficulties.

Coordinate and administer psychoeducational evaluations, remedial services, family counseling, referrals, teacher training, school observations, staffings, and the coordination of all related client services.

Educational Therapist and Learning Consultant (9/80 – Present)

Private Practice and in local private, parochial and public schools.

Provide in-service training for staff on meeting needs of special students, curriculum development, behavioral interventions, and instructional techniques.

Supervise and train special needs staff in testing, report writing, parent interactions, and classroom accommodations. Also established an after school program (The Extended Studies Program) designed to provide direct services on a one-to-one basis to students in the 2nd through 5th grades.

Research Consultant (1/94 – 6/00)

The Case Methods for In-service Education in Mathematics Project (Carne Barnett) WestEd (formally Far West) Laboratory for Educational Research and Development

Analyzed changes in pedagogical content knowledge of upper-elementary and middle school mathematics teachers in Hayward Public Schools related to their participation in discussions of instructional cases.

Visiting Scholar (9/93 - 9/94)

Division of Mathematics, Science and Technology and SESAME
Graduate School of Education, University of California, Berkeley

Investigated social and cultural conditions that stimulate elementary school students' mathematical thinking and discourse, based on theories of Vygotsky.

Project Manager (8/90 - 5/93)

Fostering Scientific Literacy Project (Ann L. Brown and Joseph C. Campione)
Graduate School of Education, University of California, Berkeley

Designed and evaluated guided learning environments using a "Community of Learners" approach. Supported change in classroom practices of elementary and middle school teachers in Oakland public schools. Supervised undergraduate field study students, graduate students, and non-academic staff.

Research Assistant (9/88 - 9/90)

Dynamic Assessment, Interactive Instruction and Mathematics Learning Project (Robert A. Reeve, Joseph C. Campione, and Ann L. Brown), Department of Educational Psychology, University of Illinois at Chicago

Designed and conducted instructional interventions and assessments in research project studying mathematics learning of third grade urban students working in small groups using Reciprocal Teaching procedures. Coordinated all on-site and off-site aspects of the project.

Research Assistant (12/87 - 6/88)

Consequence of Prematurity on Cognitive, Social and Language Development Project (Mavis Donahue and Ruth Pearl), Department of Special Education, University of Illinois at Chicago

Assisted in longitudinal research project studying developmental processes of prematurely born children.

PAPERS

- Gordon, A. (Spring/Summer, 2001) Some Thoughts on the Role of Countertransference in Educational Therapy. *The Educational Therapist. The Journal of the Association of Educational Therapists*, 22(2), 4-8.
- Gordon, A. (Fall, 1999). "And What Would I Ask Now?" *The Educational Therapist. The Journal of the Association of educational Therapists*, 20 (3), 12-16.
- Heller, J. I., & Gordon, A. (1998). *Building equity through multiple-modality assessment environments*. Paper prepared for Educational Testing Service Equity Committee, Princeton, NJ.
- Gordon, A., (1998, April). *Classroom-based mathematics research by teachers of under-represented student populations*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Barnett, C., Gordon, A., Heller, J. I., & Tyson, P. (1996, April). *Issues in establishing the impact of teachers' professional development experiences: An example from the Mathematics Case Methods Project*. Paper delivered at the Research Pre-session, National Council of Teachers of Mathematics Annual Meeting, San Diego, California.
- Gordon, A., & Heller, J. I. (1995, April). *Traversing the web: Pedagogical reasoning among new and continuing Math Case Methods participants*. Paper presented at the annual meeting of American Educational Research Association, San Francisco.
- Gordon, A., & Tyson, P. (1995, April). *Assessing the impact of the Math Case Method on teacher practices*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Tyson, P., Barnett, C., & Gordon, A. (1995, April). *From teacher to students and back again: Evaluating math case teacher professional development based on student thinking and interactions*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Gordon, A. (1995). *How less capable students stimulate mathematical talk and thinking in a heterogeneous learning group*. Unpublished dissertation. University of Illinois at Chicago.
- Gordon, A., Reeve, R. A., Campione, J. C., & Brown, A. L. (1994, April). *Stimulating mathematical discourse and thinking in a heterogeneous learning group*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Campione, J. C., Rutherford, M., Gordon, A., Walker, J., & Brown, A. L. (1994). Now I'm a REAL Boy: Zones of proximal development for those at risk. In N. C. Jordan & J. Goldsmith-Phillips (Eds.), *Learning disabilities: new directions for assessment and intervention*. Needham Heights, MA: Allyn & Bacon.
- Brown, A.L., Ash, D., Rutherford, M., Nakagawa, K., Gordon, A., & Campione, J. C. (1993). Distributed expertise in the classroom. In G. Salomon (Ed.), *Distributed cognition*. New York: Cambridge University Press.
- Freund, N., & Gordon, A. (1992). Knowing when children need help: Critical transition periods for school-age children. *Inter-Disciplinary Health, Education, and Associated Services*, 1(2), 1-4.
- Heller, J. I., & Gordon, A. (1992). Lifelong learning. *Educator*, 6, 4-19.

- Gordon, A., Reeve, R. A., Campione, J. C., & Brown, A. L. (1992, April). *Sharing ownership in collaborative groups: A case study in process*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Gordon, A., Rutherford, M. E., Jay, M., Ash, D. B., Heller, J. I., Campione, J. C., & Brown, A. L. (1992, April). A community of learners classroom. In A. L. Brown (Chair), *Learning and thinking in a community of learners*. Presented at the annual meeting of the American Educational Research Association, San Francisco.
- Nakagawa, K., Rutherford, M. E., Gordon, A., & O'Connor, M. C. (1992, April). Mutual influences in a school-university partnership. In A. L. Brown (Chair), *Learning and thinking in a community of learners*. Presented at the annual meeting of American Educational Research Association, San Francisco.
- Rutherford, M. E., Gordon, A., & Brown, A. L. (1992, April). Second language acquisition in a community of learners. In A. L. Brown (Chair), *Learning and thinking in a community of learners*. Presented at the annual meeting of the American Educational Research Association, San Francisco.
- Reeve, R. A., Gordon, A., Campione, J. C., & Brown, A. L. (1990, April). *Enhancing and predicting the math performance of elementary school children using reciprocal teaching and dynamic assessment procedures*. Presented at the annual meeting of the American Educational Research Association, Boston.