

Heather A. Wilmot, Ed.D.

Professional Experience

Superintendent of Schools, PreK-12 <i>Wiscasset School Department</i>	School Year 2015-Present
Adjunct Faculty Member, Doctoral Candidate Advisor <i>University of New England</i>	August 2017-Present
Superintendent of Schools, Certification Mentor <i>Regional Mentor</i>	December 2017-Present
Building-Level Administrator, Certification Mentor <i>Regional Mentor</i>	2014-Present
Director of Student Services/Asst. Superintendent of Schools, PreK-12 <i>Lisbon School Department</i>	School Years 2011-2015
Literacy Specialist & Coach, Grades 6-8 <i>Lisbon School Department, Philip W. Sugg Middle School</i>	School Years 2008-2011
Elementary Educator, Grades 4 & 5 <i>Lisbon School Department, Lisbon Community School</i>	School Years 2005-2008
Elementary Educator, Grades 2 & 5 <i>MSAD #6, Frank Jewett School & George E. Jack School</i>	School Years 2001-2005

Education

Ed.D. Educational Leadership , University of New England <i>Major Field of Study: Transformative Leadership</i>	August 2015
C.A.G.S. Educational Leadership , University of New England <i>Major Field of Study: Advanced Educational Leadership</i>	May 2011
M.Ed. Instructional Practices , University of New England <i>Major Field of Study: Literacy (K-12)</i>	May 2009
B.S. Ed. General Education , Saint Joseph's College <i>Major Field of Study: Elementary Education (K-8)</i>	May 2001

Additional Graduate-Level Education

University of Maine	
<i>Literacy Assessment (ERL 553)</i>	<i>Orono, Maine Program</i>
<i>Literacy Clinical Practice (ERL 569)</i>	<i>Augusta, Maine Program</i>
<i>Children's Literature (EDU 511)</i>	<i>Southern Main Program</i>



Dissertation

Title: "Autism Spectrum Disorders: Available Public Education Programming and the Influence of Professional Perceptions"

This dissertation is a mixed-methods research study that is conducted in a small, rural western Maine school department. The intent of this research is to reveal what kind of programming is available to students with autism spectrum disorders (ASD) and how the availability of programming is influenced by the perceptions of educators and leaders in a public school department. In addition, it addresses how the background and professional development of the employees impacts the availability of programming for students with ASD.

Dissertation Advisor: Dr. Michelle Collay, Director of Educational Leadership Doctoral Program, University of New England

Professional Distinctions & Community Partnerships

Maine School Management's Annual Fall Conference, Presenter <i>Energy and Infrastructure Improvements Utilizing Performance-Based Contracting</i>	2013 & 2017
Maine Department of Education Grant Awardee: \$518, 000.00 Sheepscot Regional Education Program	2017
United Way's Success by 6 Council & Diaper Project <i>Community Representative</i>	2017-Present
Lincoln County Substance Use Prevention Partnership <i>Council Representative</i>	2017-Present
Maine School Superintendents' Association State Representative <i>Maine Administrators of Services for Children with Disabilities</i>	2017-Present
Mid-Coast Maine Regional Superintendents' Secretary	2015-Present
University of Maine Farmington's Mathematics Coaching Project <i>Advisory Council Member</i>	2015-Present
Western Maine Regional Superintendents' Secretary	2013-2015
Portland Sea Dog's Outstanding Educator Award Winner	2011
New Teacher Induction Coordinator and Mentor	2009-2015

Professional Certifications & Endorsements

Superintendent of Schools, PreK-12 (ME-010)	Building Administrator, PreK-12 (ME-040)
Literacy Specialist, K-12 (ME-092)	General Elementary Educator, K-8 (ME-020)

