

RISS Staff Profiles

Heidi McGinley holds a Master's degree in educational administration and has developed school volunteer programs, worked with schools and parents to increase parent involvement, and administered more than \$6 million annually in state, federal, and foundation funds while working in the Maine Department of Education. She has developed collaboratives of school volunteer coordinators, parents' groups, community business-school partnerships, small rural districts, and the Maine Assessment Cooperative, a statewide membership group to support local assessment system development in four regions of the state. While in the Maine Department of Education, she designed a school restructuring self-assessment process, facilitated the development of Maine's first Learning Results, facilitated the development of a five year plan for public education in Maine, and led the DOE staff group which supported district implementation of the Learning Results. She has worked in a large scale assessment program, provided assessment expertise and training to hundreds of classroom teachers (including special education teachers) at all grade levels, and has designed and led training for educators in internal/external communication, building professional learning teams, analyzing and acting on student achievement data, visioning and strategic planning, curriculum development and planning, and systems change. She is a member of the Maine Department of Education's RtI Leadership Team and the Maine Curriculum Leaders Association board of directors.

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Therese Bernier Burns, M.S., is the Assistant Director of the Maine Support Network and has been an integral member of the network since its inception. Therese consults statewide in a number of areas including positive behavioral support, differentiated instruction, Autism Spectrum Disorders, and developing personalized school improvement plans. As a GEAR UP Regional Technical Assistant Coordinator she supported the implementation of college-going strategies at the school level. She serves on the state RtI team and collaborates to help all schools receive RtI support. She oversees the production of the Maine Support Network Winter Retreat, an event which draws educators from both the state of Maine and nationally. Therese recently completed her Master's Degree in Special Education with an emphasis on Positive Behavioral Supports and is beginning Doctoral work. Therese's professional background includes 25 years of meeting the needs of all learners in the classroom. She serves as a coach for special education teachers enrolled in SPARC, an alternative route program to teacher certification. Therese leads professional development on multiple topics, but is best known for her work in supporting students with behavioral challenges, students on the Autism Spectrum, and creating engaging and inviting, Celebratory Learning environments. She is the Representative Assembly designee of the Maine Federation of CEC.

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Ann Pike holds a Master's degree in early elementary education and current teaching certificate. She is the Maine Support Network's western regional coordinator, which includes responsibilities organizing and advertising regional professional development events, maintaining regular contact with MADSEC Regional Directors and serving as liaison with a number of regional and statewide organizations. During her 27 years as a Kindergarten teacher, Ann designed and implemented six extended year proposals ranging in topics from child abuse awareness to curriculum development, and was awarded eight grants for the classroom and school district, two of which focused on engaging

parents. She was instrumental in restructuring activities in her school, initiating the development of PACT, an alternative K-3 strand within the school. Ann was Practicum Supervisor at the University of Maine at Farmington, and was responsible for 40-50 second year students enrolled in EDU 202 Practicum Experience, including instructing, placing, supervising, and evaluating students in their first field experience. She has taught University seminars and courses in learning theory, planning, teaching, assessment, classroom management and discipline. Ann was also instrumental in developing the Western Maine Partnership's regional SEED program, developing and directing a wide range of professional development activities, utilizing Technology Learning Leaders, SEED unit Developers and others. These activities included Summer Institutes, school day and after-school workshops, and reflective practice sessions. As WMP's GEAR UP Regional Technical Assistance Coordinator, Ann helped schools in the region develop, implement and evaluate yearly plans, supported schools in providing continuous assistance to students, and designed and delivered regional and building-level professional development activities. For the past three years Ann has been providing professional development in literacy to the staff at Fayette Central School resulting in higher scores on the MEA.

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Pamela Flood, Ed.D., serves as the Assistant Director for Leadership and Systems Change at the Maine Support Network. She has an Ed.D. in Educational Leadership. Dr. Flood has worked with MSN for over three years and brings extensive educational leadership experience and expertise to her work. She is currently working on the Maine State GEAR UP project, serves as staff to the Maine Technical Assistance project and Maine's Integrated Community Systems initiative project. Pam has facilitated many important work groups (e.g., Governor's Task Force to Engage Maine's Youth, the Rate Setting Committee, the Low Incidence Task Force, and the Maine Youth Advisory Committee). She has served on the faculty at both the University of Maine and Florida State University. She served as the interim Assistant Director for the Center for Community Inclusion and Disabilities Studies, as well as for the National Center for Student Aspirations. In addition, she also has experience at the school level as both a teacher and principal. Dr. Flood uses research to inform and guide her practice, and presented her latest research on Celebratory Learning and Cultural Competence at the American Educational Research Association meeting in April of 2009. Dr. Flood is a bright and articulate educator and a compassionate leader who guides teams, schools, and organizations in processes to identify and achieve goals of learning, collaboration, and creative problem-solving through the recognizing, utilizing, and leveraging resources, talents, learning and passion. She has presented workshops and seminars on creating Celebratory Learning environments to promote holistic learning and responsive communities locally, regionally, and nationally.

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