

# Eric Aron Steinmiller, Ed.D.

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## Profile

Over the past seventeen years, I have had a variety of unique learning experiences across the nation that have informed my role to lead transformational change. I fervently believe that I am a leader who serves the needs of the students, staff, parents, community, and partners. A leader who can unify a learning community and nourish a culture where students have voice and agency to learn and grow academically through their high school experiences. My background demonstrates my ability to build International Baccalaureate organizational structures, Advanced Placement instruction, fine arts education, and rigorous academic programs. Furthermore, my past leadership experiences are founded in building pride and stability to diverse neighborhood schools. I am the right fit to be the leader who brings joy to learning and will create systems to support academics, creativity, and all students' learning needs.

## Professional Experience

### Theodore Roosevelt High School, 3436 W Wilson Ave, Chicago IL 60625

#### August 2017 – Present

(School Demographics: 71.9% Hispanic, 11.8% Black, 8% Asian, 6.3% White, 2.0% Other, 93.2% Low Income, 21.3% SPED, 35.9% Limited English, 19.8% Mobility Rate, 959 students)

#### Assistant Principal

Supporting under-resourced youth in a community neighborhood school. Leading the organizational and instructional development of the Diverse Learners (SPED), English Language Learners, Dual Language, Culture and Climate, MTSS, Freshman, Math, and 9<sup>th</sup> grade. Supporting over 90 staff members to support instructional development and student interventions. Managed and allocated over \$10,000,000 and programming to support staff pay and strategies to support student learning.

#### Culture and Community Leadership

- Established Loyola University Partnership to engage in cycles of support through hosting practice spaces for Loyola students, student teaching opportunities, ESL courses for our teachers, PD support, academic opportunities for our students, and hiring pipeline
- Engaged culture and climate leadership in meaningful restorative justice practices to reduce major incidents 63%, In School Suspension 82%, and Out of School Suspension 70%
- Increased school enrollment through school improvement and the development of Scholars, Dual Language, CTE, and Fine Arts programs of study
- Member of CPS Race and Equity working group

#### Instructional Leadership

- Established a Multi-Tiered System of Support (MTSS) structure to be on pace to improve from 66% to above 82% Freshman on-track
- Developed teacher leadership to engage teams in SAT skill development through skill bands and skills insight
- Decreased dropout rate from 8.1% to 3.8% from SY17 to SY19
- Provide structures and accountability for IEP development and implementation to improve student learning outcomes
- Creating an English Language Learner program and instructional design to meet the needs of 35.9% of the students. Developed systems and leadership resulting in an improvement from 5 to 36 students earning the State Seal of Bi-literacy
- Developing a new two-way Dual Language program to provide academic language proficiency in Spanish and English
- Aligning instructional and curriculum practices amongst Teacher Course Teams

#### Operational Excellence

- Developed school-wide supports to move school from yearly “intensive support” to “good standing” for the first time in over a decade
- Redesigned school programming and schedule to organize school to create conditions for success
- Created a culture for learning with 100% student attendance for SAT
- Improved daily attendance from 87% to 90%
- Building leadership and instructional capacity of an Instructional Leadership Team (ILT) to develop an instructional target for the school and develop a Continuous Instructional Work Plan (CIWP)

**E.H. Sutherland Elementary, 10015 S. Leavitt, Chicago, IL 60643****July 2014 – July 2017**

(School Demographics: 61.7% Black, 5.4% Hispanic, 30.5% White, 0.7% Asian, 1.6% Other, 44.7% Low Income, 13.1% SPED, 609 students)

**Head of School/Principal**

Leading the organizational and instructional development of over 60 staff members to support human a social capital, building and facility management, and instruction support systems for a K-8 school. Managed and allocated over \$6,000,000 to support staff pay and all school functions to implement strategies to support student learning. Identified and obtained grants and additional funding to offset fiscal needs to maintain school vision.

**Culture and Community Leadership**

- Increased percentage of students enrolling at Selective, STEM, Arts, Agriculture, and IB high schools
- Led special education development team in an internal audit and created effective systems and structures for promoting least restrictive environment and ensure instructive supports and practices
- Establish emergency preparation plan to ensure the safety of all teachers and students
- Commitment to community service through community service projects, student created Bulldog Brigade 4 Change group, and class projects at all grade levels
- Increased after school learning opportunities, sports, and enrichment activities for students
- Parent engagement through community initiatives, parent committees on special education and other school priorities, and monthly “Coffee/Appetizer with the Principal”

**Instructional Leadership**

- Increased instructional practices of all teachers through REACH observations and developing individual professional development plans for each teacher differentiated towards new, developing, and mastering teachers
- Eliminate a 11% NWEA achievement gap for African American students in reading to 0%, while increasing performance growth from the 78<sup>th</sup> to 88<sup>th</sup> national percentile
- Reduced the achievement gap for African American students in math from 13% to 1%, while increase national percentile performance from the 45<sup>th</sup> to 52<sup>nd</sup> percentile
- Diverse Learners’ performance improved from the 52<sup>nd</sup> to 99<sup>th</sup> percentile in reading and 56<sup>th</sup> to 86<sup>th</sup> percentile in math
- Develop instructional leadership capacity to coach and support other instructors

**Operational Excellence**

- Led Senior Leadership Team and Instructional Leadership Team to create and implement Continuous Instructional Work Plan (CIWP) targeting student-learning needs
- Align International Baccalaureate curriculum development practices at all grade-levels. Upon entry as Head of School reduced 26 matters to be addressed to 3 at IB audit and have addressed remaining items
- Identify and develop instructional leadership and department/grade-level teams to establish protocols for cycles of data analysis to inform instructional development and student needs for academic success
- Obtained status as Level 1 arts school
- Obtained grants and funding for IMacs, SMART boards in every classroom. One-to-one computers for all 5<sup>th</sup> – 8<sup>th</sup> grade students, computer and I pad carts for Kindergarten – 4<sup>th</sup> grades. Led team to establish technology scope and sequence for learning at all grade levels

**North Lawndale College Preparatory High School, 1615 S. Christiana Ave, Chicago, IL 60623****July 2013 – July 2014**

(School Demographics: 98.2% Black, 1.7% Hispanic, 94.7% Low Income, 9.3% SPED, 900 students)

**Resident Principal**

UIC Urban Educational Leadership Doctoral Program – A residency to develop transformational leadership, create clear and effective school systems, and develop instructional practices with coaching and mentoring structures in order to transform low-performing urban schools.

**Culture and Community Leadership**

- Created Parent Teacher Board as a strategy that improved parent communication, feedback, and participation in school activities and anticipate improved report card pickup attendance from 40% to 60% of freshman parents and 30% to 50% of all parents by the spring report card pickup
- Led special education development team in an internal audit and created effective systems and structures for promoting least restrictive environment and ensure instructive supports and practices
- Establish emergency preparation plan to ensure the safety of all teachers and students

**Instructional Leadership**

- Improved 2013's 63% FOT and 57.6% four-year average to 92% first semester and indicators suggesting consistent results by the end of the second semester
- The passing rate of our 420 students improved from 29% to 68% at semester and we anticipate 90% by the end of the year
- Increase instructional practices of all teachers through REACH observations and developing instructional leadership development plans for teachers differentiated towards new, developing, and mastering teachers
- Monitor and build instructional capacity for all new teachers and teachers needing improvement through intensive professional development plans. Growth and actionable plans enabled 11 of 13 teachers to improve in REACH evaluation levels and their students to improve common core and college readiness skill development
- Develop instructional leadership capacity to coach and support other instructors
- Align curriculum development with best instructional practices in all content areas

**Operational Excellence**

- Develop grade-level teams for two campuses by identifying team leadership and establish protocols for cycles of data analysis to inform instructional development and student needs for academic success
- Lead Professional Development sessions to build capacity of instructional leadership to facilitate and lead productive teams in order to create organizational structure promoting school improvement plan

**Manley Career Academy High School, 2935 W. Polk Street, Chicago, IL 60612****July 2012 – June 2013**

(School Demographics: 99.2% Black, 0.6% Hispanic, 86.1% Low Income, 30.5% SPED, 500 students)

**ILT and English Department Chair****Culture and Community Leadership**

- Monitored and collaborated to improve culture and climate in the halls and individual classrooms
- Collaborated with Umoja, counselors and culture and climate team to build restorative practices and interventions

**Instructional Leadership**

- Increase the ACT's Educational Planning and Assessment System (EPAS)Reading score 5% and Meets/Exceeds % on PSAE from 10.5% to 14.1%
- Led ILT to promote interim analysis and development of CRS skills
- Led the English Department team to develop instructional practices through observations, evaluations of student work products, analysis of unit plans, and formative and summative assessments to measure student growth targets and scaffold CRS skills
- Increased AP success from 10% to 31.6%, retained and included teachers demonstrating best practices for AP for the following year, allocated funding and attendance at Advanced Placement Institute at the University of Arkansas, hosted by test development chair

- Collaborated with grade-level interventions to achieve 90% freshman on-track
- Coached new teachers and teachers needing improvement to develop instructional practices

#### **Operational Excellence**

- Developed intensive intervention plan based on low benchmark indicators to promote cohort growth for the ACT and on pace performance
- Ensured Advanced Placement compliance

#### **Thibodaux High School -1355 Tiger Dr. Thibodaux, LA 70301**

**July 2009 – June 2012**

(School Demographics: 59% White, 41% Black, 56% Low Income, 7% SPED, 1800 students)

**ILT, Advanced Placement Coordinator, English Teacher**

#### **Culture and Community Leadership**

- Monitored and collaborated to improve culture and climate in the halls and in individual classrooms
- Coached and developed the Women's Varsity and JV soccer teams, establishing a state competitive program enabling students to pursue the athletics in college programs across the nation

#### **Instructional Leadership**

- Led the alignment of grade level expectation skills and CRS skills resulting in a 19.5 ACT composite and 68% of students performing on or above grade level
- Collaborated with SPED department to align grade level skills and CRS skills to increase SPED performance on or above grade level to 46%
- Led the Advanced Placement Development team and to develop the capacity of Advanced Placement instructors and their instructional practices for student achievement resulting in a 10% increase in students achieving 3+ scores on the AP exam

#### **Operational Excellence**

- Created School Improvement Plan based on cycles of student performance analysis and skill development improving the school performance score from 86.5 to 113.6 out of 120 and a state rating of B
- Led career academic and career endorsement committee to increase graduation rate from 64.4 to 79.5% in 2012
- Co-collaborated in the development of the senior project committee and senior project development to increase student college preparedness

#### **Rockwall High School, 901 Yellowjacket Lane, Rockwall, TX 75087**

**August 2003 – June 2009**

(School Demographics: 78% White, 12% Hispanic, 7% Black, 3% Asian, 17% Low Income, 13% SPED, 2140 students)

**English, Art, Painting, and AP Art History Teacher; Varsity and JV Soccer Coach**

#### **Culture and Community Leadership**

- Led student across Europe as an EF Group Leader – 2006, 2007, 2008, 2009, and 2012 – Greece, Italy, Austria, Switzerland, Germany, France, and England
- Coached and developed the Women's Varsity and JV soccer teams, establishing a state competitive program enabling students to pursue the athletics in college programs across the nation
- Collaborated with local government organizations to engage students in community
- Engaged students in “sacred spaces” visits with local religious organizations to learn about culture and the arts

#### **Instructional Leadership**

- Developed AP Art History Curriculum for Rockwall ISD
- Co-created scaffolding of content and skill development for English department resulting in 98% Passing Rate for Reading ELA on TAKS state exam
- AP Test Administrator
- PSAT Test Administrator

### **Operational Excellence**

- Member of District Education Improvement Committee addressing development of two new high schools – Heath High School and Quest Academy
- Member of School Improvement Committee to address instructional development resulting in Recognized state performance ranking

### **Education**

University of Illinois at Chicago, Chicago, IL

- Ed.D.: URBAN EDUCATION LEADERSHIP (2013-2017)

Loyola University

- M.A.: Language, Culture, and Curriculum (Anticipated Graduation May 2020)
- GPA 3.95

University of North Texas, Denton, TX

- M.A.: ART HISTORY (2007- 2010)
- Phi Kappa Phi (Honors)
- GPA 4.0

University of the Ozarks, Clarksville, AR

- B.A.: ENGLISH, ART, and EDUCATION (1997-2002)
- MAGNA CUM LAUDE
- Study Abroad – Siena, Italy

### **Certification**

- Professional Educator License, Illinois State Board of Education (Valid 06/30/2024)
  - Teacher Evaluator Certification – Growth, Non-Growth, Observation (REACH)
  - Superintendent Endorsement – (Anticipate Fall 2020)
  - Principal Endorsement
  - Teaching Endorsements – English, Art, ESL
- Chicago Public Schools – On Principal Eligibility List
- Texas Standard Certification, Texas State Board of Education (Valid 09/30/2022)
  - Teaching Endorsements – All-Level Art PK-12, English Language Arts, and Reading 8-12

### **Grants**

- Wall to Wall SMART boards in all classrooms at Sutherland
- Creative Schools Arts Grant \$14,128
- Ingenuity Creative Schools Fund Grant
- Kitchen Community Grant
- Chicago Cares School – Hall Painting, Murals, and Collages
- Lorio Foundation Grant (\$88,000.00) to support the development of our Advanced Placement Program - 2012
- Lafourche Education Foundation Grant (\$4,998.95) literacy through technology – 2011

### **Presentations/Papers**

- Multilingual Illinois 2019 Conference. “Systems, Structures, and Partnerships for Sustainable Multilingual/Cultural School Development” 4 December 2019
- Chicago Public Schools Summer Leadership Institute. “Meeting the Needs of High School English Learners” 16 July 2019
- Arizona Council for Exceptional Children (CEC)/Council of Administrators of Special Education (CASE). “Special Education (DL) Development Through Cycles of Inquiry” 1 March 2019
- Council of Administrator of Special Education (CASE) Annual Conference. “Special Education (DL) Program Development Through Cycles of Inquiry” 10 November 2018
- Chicago Public Schools Summer Leadership Institute. “MTSS High School Cycles” 9 July 2018
- University of the Ozarks Commencement Speaker. 12 May 2018
- Chicago Public Schools Summer Leadership Institute. “MTSS Collaborative Accountability” 14 July 2016

- University of the Ozarks. Inter-ACT panel on Leadership. Panel Participant. 18 April 2015
- University of the Ozarks. Inter-ACT panel on Education. Panel Moderator. 17 August 2009
- 2008 Holy Family University Conference “Perspectives on Creativity”  
Paper: “Critical Theory, Creativity, and Artistic Production” 29 March 2008

### **Professional Service**

- Race and Equity Work Group – Chicago Public Schools 2017 - Present
- University of the Ozarks Alumni Board of Directors 2018 – Present
- Louisiana Comprehensive Performance Management System – Non Tested Grades and Subjects Work Group 2012-2013
- Louisiana School Turnaround Specialist – Leadership Team 2011

### **Languages:**

- Italian – Developing Speaking and Reading
- Spanish – Developing Speaking and Reading

### **Organizations:**

- National Association of Bilingual Educators (NABE)
- Council of Exceptional Children (CEC)
- Council of Administrators of Special Education (CASE)
- National Association of Secondary School Principals (NASSP)
- Illinois Principals Association (IPA)
- College Art Association (CAA)
- Phi Kappa Phi
- Eagle Scout Association

### **References:**

**Dr. Cynthia K. Barron, Leadership Coach & former CPS Chief Area Officer**  
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**University of Illinois at Chicago**  
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