Dion Steele

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PROFILE
Educator with twenty years experience in instruction, leadership, supplemental educational and extracurricular program development, implementation and execution. Strong background in establishing community ties, advocacy and mentoring young adults.

EDUCATION
University of Chicago, Chicago, IL — Masters of Arts in Divinity, 1996

University of Illinois at Urbana-Champaign, IL — Bachelors of Arts in History, 1993

EXPERIENCE

MACCORMAC COLLEGE, CHICAGO, IL - PRESENT

Adjunct Professor

Teaches an introductory course in the study of the elements of ethics, including the principal ethical theories, concepts and meanings, and their practical application to moral problems and decisions.

URBAN PREP ACADEMIES – ENGLEWOOD CAMPUS, CHICAGO, IL - 2015 - 2018

Principal

Leads the administrative team in developing and implementing the total school program.

Guides student orientation and registration activities.

Develops and establishes the school goals and objectives and the planning of the schools

Provides direction to staff in implementing goals and objectives and interacts and meets with staff to aid in their
development.

Evaluates the school program and of staff and initiates needed improvements.

Involves the staff in setting budget priorities.

Acts to upgrade own professional knowledge and skills.

Prepares and manages the budgets and schedules and in the coordination and implementation of the co-curricular
program.

Helps to define and disseminate information about school disciplinary policies and procedures to parents, students,
staff and community.

Communicates and carries out established policies, delegates and assumes responsibility for completion of tasks and
communicates program goals, objectives and policies to the community.

Assists in supervising and maintaining auxiliary services and uses community resources to supplement the school
program.

Promotes and maintains open communications, positive student attitudes, respects dignity, worth of staff, students,
and complies with established lines of authority.

Leads in the completion of records and reports and in the supervision and inventory of necessary supplies, textbooks,
equipment and materials.

URBAN PREP ACADEMIES – WEST CAMPUS, CHICAGO, IL - 2012 - 2015
Assistant Principal

Serves as a member of the administrative team to develop and implement the total school program.

Assists to implement student orientation and registration activities.

Assists in the development and establishing of the school goals and objectives and the planning of the school’s instructional program.

Assists to provide direction to staff in implementing goals and objectives and interacts and meets with staff to assist in their development.

Assists in the evaluation of the school program and of staff and assists to initiate needed improvements.

Involves the staff in setting budget priorities.

Acts to upgrade own professional knowledge and skills.

Assists in the preparation and management of budgets and schedules and in the coordination and implementation of the co-curricular program.

Assists to define and disseminate information about school disciplinary policies and procedures to parents, students, staff and community.

Communicates and carries out established policies, delegates and accepts responsibility for completion of tasks and communicates program goals, objectives and policies to the community.

Assists in supervising and maintaining auxiliary services and uses community resources to supplement the school program.

Promotes and maintains open communications, positive student attitudes, respects dignity, worth of staff, students, and complies with established lines of authority.

Assists in completion of records and reports and in the supervision and inventory of necessary supplies, textbooks, equipment and materials.

UNIVERSITY OF CHICAGO, WOODLAWN CAMPUS, CHICAGO, IL 2009 - 2012
Director of External Partnership and the Extended Day

• Develops and runs a School-Based Extended Day and Athletic Program at UCW
• Recruits, trains and manages part-time staff, including their formal evaluation and
the assessment of their needs for ongoing professional development
• Develops and maintains a strong relationship with the School Principal, and other
staff, including those serving on the school site council and other decision-making
bodies as is appropriate
• Coordinates the program with community partners, managing their participation in the
after school program.
• Develops and implements systems for family involvement/engagement
• Develops and manages the Extended Day Program budget
• Determines ongoing needs/interests of students, parents and school staff and review and
revise programs to meet emerging needs/interests. Includes preparation for and support of
informal and formal evaluation of program effectiveness

Chair of the Social Studies Department

Coordinates 6 faculty members ranging from grades 6-12 teaching Ancient World History, US History, Modern World, and African American Studies. Handles curriculum development in all courses targeting college readiness standards in reading comprehension. Developed social studies reading initiative aimed at improving student reading skills. Also, helped in development of research based curriculum that targets grades 6-12.

Instructor in Urban Music

In this course students, identify and analyze the ways in which the principle elements of the Black Aesthetic and past/ current themes of African American creative production are expressed by Hip Hop. Students will gain the tools necessary to discuss Hip Hop as a culture by using the terminology employed by scholars and other students of creative production and cultural studies. Emphasis will be placed on the appropriation of Hip Hop by the music industry, and the exploitation of hard core rap as a commodity for national and global consumption. Highlighted topics include the Minstrel Shows, the Blues as the “Black Man’s Tears,” the Jazz Age, the Origins of Rock and Roll, and the Rise of Funk Music.

URBAN PREP CHARTER ACADEMY, CHICAGO, IL 2006 TO 2009
Chair of the Social Studies Department

Coordinates five faculty members teaching World History, US History, American Government, and African American Studies. Handles curriculum development in all courses targeting college readiness standards in reading comprehension. Developed social studies reading initiative aimed at improving student reading skills.
Instructor in World History

This course examines the development of civilization before the European Age of Exploration. Students thoroughly analyze the five themes of geography to understand the natural interaction between early humans and the earth. Early river valley civilizations are highlighted for their contributions to religion and government, and their overall interactions with better known Western Civilizations (Greece and Rome). The highlighted includes Nubian/Egyptian, Indus Kush Valley, Mesopotamian, Early Chinese, as well as Olmec Civilizations. Other African and Early American civilizations are also emphasized for their many accomplishments.

Coordinator of the Extended Studies and Saturday School Programs

Drafted and maintains program geared to improve Reading and Math skills of struggling students as they progress toward college. Developed and oversees a credit recovery program for students who have not earned all credits needed to graduate. Hires staff and develops curriculum for available courses.

EDUCATION STATION/SYLVAN LEARNING CENTER, CHICAGO, IL 2005-06

Procurement Manager

Planned, directed, and managed the central procurement activities of Education Station under the supervision of the Regional Director; Developed, reviews, and approves new or improved administrative, purchasing, and clerical procedures to maintain economy and efficiency of operation; Researches and evaluates commodity areas and makes recommendations for standardization and additions to Educational material list; Supervises and participates in the preparation of written financial and administrative reports; Creates responses to special correspondence and handles special assignments and problems such as responses to site manager inquiries; Establishes priorities, assigns workloads and reviews the more difficult and complex assignments; Interprets contract provisions and reviews contracts for accuracy and changes; Provides liaison between vendors, contractors, and Education Station officials; Demonstrates continuous effort to improve operations, decrease turnaround times, streamline work processes, and work cooperatively and jointly to provide quality seamless customer service.

PLATFORM LEARNING, CHICAGO, IL 2004-5

Operations Manager 2005

Provided day-to-day logistical and administrative direction for the startup, maintenance and implementation of Platform’s supplemental education program at over 70 tutoring sites; Interfaced with corporate and third-party vendors to ensure sites within the Chicago region received all necessary support and resources; Coordinated local staff recruiting initiatives and events; Managed regional office, supervised staff of six support professionals and consultants; Coordinated logistics for the training of instructional staff; Managed weekly, monthly and end-of-program internal and external reporting requirements; Community, marketing and student enrollment liaison.

Program Manager 2004

Responsible for all phases of the recruiting of instructors and enrolling students at assigned site. Managed and trained staff of over 50 instructors and program aides; Provided P & L analysis and reporting to upper-level management and analyst team(s) (including but not limited to payroll, inventory assessments , etc.) Helped created individual business plans according to analysis of each site. Conducted site visits to promote and facilitate implementation of processes; Ensured all designated sites retained necessary permits, agreements, materials, etc, and oversaw the sites’ upkeep; Developed and maintained strong relationships with all program constituents including school administrators, parents and classroom instructors.

CHICAGO PARK DISTRICT CHICAGO, IL 2003-04

Program Specialist

Developed curriculum for Kraft Great Kids Initiative and served as CPD point person with Chicago Public Libraries and After School Matters as it pertained to the Initiative. Recruited, hired, trained and supervised program staff to support the development of physical, emotional, intellectual and spiritual health of high-need youth through instruction and guidance. Established and monitored timelines, costs, budgets and standards for evaluation. Sourced teachers to assist students with homework and supplemental reading support.

IMSA, AURORA, IL 2001-02

Minority Recruitment & Retention Coordinator

Planned implemented an assessed strategies to increase the number of underrepresented minority applicants and graduates at Illinois Mathematics & Science Academy; networked with Illinois middle and high schools to enhance recruitment including visits, recruitment fairs, workshop presentations, informationals with faculty and student groups, direct mail campaigns and through the development of recruitment publications and resource guides. Instrumental in the creation and administration of minority student mentoring programs, career seminars; orchestrated summer enrichment and recruitment programs for targeted students. Monitored and evaluated the effectiveness of program activities concerning minority admissions, counseling and advising addressing academic, social and cultural needs to targeted students; worked with families, community members, school faculty and students to create an environment that fostered the academic success and personal growth of students of color.

SUCCESS LAB, CHICAGO, IL 1999-2001

Director of Education

Supervised all retail center staff. Monitored student progress and performance. Instituted specialized learning initiatives. Conducted parent conferences and school visits; Fostered relationship with local service organizations, healthcare providers and retailers. Sustained enrollment at Community Learning Center. Responsible for teacher recruitment and selection, billing, scheduling and payroll.

School Operations Manager

Managed and trained a range of school center personnel including school directors and prescriptive reading instructors. Engineered workshops for teacher development needs. Served as the company liaison to partner schools.

Instructor

Carried out prescriptive math and reading curriculum geared toward K-12 students.

HALES FRANCISCAN HIGH SCHOOL, CHICAGO, IL 1997 – 1999

Instructor in Hebrew Scriptures, World Religion, African American Studies, and African Origins

These courses examined the development of civilization before the European Age of Exploration and the African Experience in America. Students thoroughly analyze the five themes of geography to understand the natural interaction between early humans and the earth. Early river valley civilizations are highlighted for their contributions to religion and government, and their overall interactions with better known Western Civilizations (Greece and Rome). The highlighted includes Nubian/ Egyptian, Indus Kush Valley, Mesopotamian, Early Chinese, as well as Olmec Civilizations. Other African and Early American civilizations are also emphasized for their many accomplishments. In African American Studies, students engage the communities of African descent in the Americas, the Caribbean, and Africa. Students compare the black experience in various parts of the world, allowing students to learn to analyze identity, race, and racism as formations that change over time and space. Students will understand the roots and development of African American culture, the impact of colonization, and enslavement, and the development of