

Alyssa Nickow

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Summary

Enthusiastic full-stack developer proficient in Python and MEAN, currently studying C#. I am a strategic problem solver, passionate about using data, feedback, and testing to work towards personal and professional improvement. I am excited about bringing my collaborative and critical-thinking skills as well as my commitment to life-long learning to a new technological role. Seeking opportunities in development with companies that value social impact, community improvement and education for the greater good.

Skills

HTML5, CSS3, Javascript, Node.js, Express, AngularJS, jQuery/jQueryUI, Python, Django, Flask, MongoDB, Mongoose, MySQL, PostgreSQL, Bootstrap, C#, ASP.Net Core, Entity Framework Core, Dapper, AJAX, OOP, MVC, Version Control (Git/Github), AWS, Pair Programming, VirtualEnv

Highlighted Projects

WagDog

Technologies used: C#, ASP.Net Core

Primary Contributions: UI/UX for the registration and profile creation process, Search functionality, Match preferences, Blocking other users, and Match percentage algorithm.

TixPix

Technologies used: Python, Django

Primary Contributions: API Integration (SeatGeek API), Managing search functionality, Best-value Algorithm, User-Warning pathways, and Generation of test data for demonstration.

Pinacle

Technologies used: MEAN

Primary Contributions: Crawler to pull image urls from a source website, Pin creation process, Pin display components, Repinning process, Commenting on pins, Following users.

Related Experience

Coding Dojo Chicago

06/2017 to 09/2017

14 week accelerated coding program with more than 1,000 hours, building full-stack development skills in Python, MEAN, and C#/.NET. Earned highest marks on all certification exams, consisting of building and deploying a complete web application (front-end and back-end) in under four and a half hours.

Chicago Public Education Fund

06/2015 to 09/2015

Participated in a design cycle including information gathering from stakeholders, prototyping and testing solutions, and scaled implementation. Based on the design, our team was awarded a grant to support implementation.

New Leaders Aspiring Principals Program

06/2012 to 06/2013

Intensive program supporting leadership development through mentoring, workshops, and portfolio reviews. Coursework from partner organizations including the National Equity Project with a focus on culturally competent leadership.

Work History

Principal – Amandla Charter School (Grades 6-12)

07/2014 to 11/2016

- Improved the SQRP (school quality rating policy) by 1 point (scale of 5) including a 21 point improvement on reading growth, 1.9 point improvement on average daily attendance, and a 65% reduction in exclusionary discipline in the first year.
- Designed and implemented long (1, 3, 5 year) and short term strategic plans based on data-informed review of all elements of the academic program including reviews of planning documents, coaching and feedback of teachers, student performance assessments, stakeholder surveys, and classroom observations.
- Facilitated effective classroom differentiation by introducing adaptive instructional technology programs in the 2016-2017 school year. Programs were evaluated and selected following a pilot testing initiative in the 2015-2016 school year.

IB Middle Years Program Coordinator – Bogan High School

08/2013 to 06/2014

- Prepared the school for the 2nd evaluation cycle from the IB Organization including engaging multiple stakeholders in the self-study, coordinating all logistics for the review visitation, and creating a 5 year plan for improvement.
- Collaborated with the Digital Learning Coordinator to write strategic plan for 1-to-1 Chromebook initiative. Supported a pilot test program with a team of teachers including planning and leading professional development on the SAMR model.

Resident Principal – Prieto Math and Science Academy

07/2012 to 06/2013

- Created and monitored the use of progress monitoring tools and communication systems to address concerns around RTI, providing targeted academic supports for 40 students at a time in 6-week cycles.
- Designed and monitored data collection tools which continue to strengthen the ability of the PBIS committee to respond to community wide needs.

Education

Master of Arts : Teaching – National Louis University – Chicago

2006

Bachelor of Arts : Psychology – The George Washington University – Washington DC

2002