

# William Nicholas Bork Rodriguez

Researcher, Teacher, & Web Developer

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## SUMMARY STATEMENT

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*Researcher, Teacher, & Web Developer with experience in 3 countries (USA, Taiwan, and Mexico). Current student of full stack web developer program building responsive web applications with JavaScript, jQuery, Node.js, React.js, Express.js, APIs, MySQL, MongoDB, Firebase, HTML5, CSS3, Git, and more. EdTech and machine learning enthusiast. Cross-cultural competency and multilingual skills (English, Spanish, Chinese). Life-long learner and current doctoral student in educational technology and psychology. Leadership experience and training. Soon to be licensed as a school-building principal. Seeking roles that allow me to combine my growing technical skills with my experience in K-12 education to create innovative solutions for challenges in teaching and learning.*

## REPOSITORIES

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<https://github.com/WilliamBork33>

## EDUCATION

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### Ph.D. in Educational Psychology & Educational Technology

Michigan State University

East Lansing, Michigan, U.S.A., (June 2018 - Present)

- 1st year doctoral student advised by Dr. David Wong.
- Research interests:
  - multimodal teaching analytics.
  - automation of data processing/representation for teaching analytics.
  - tools for providing teaching analytics for teachers to facilitate self-study.

### Full Stack Web Developer Program

Tecnológico de Monterrey

Monterrey, Nuevo León, México, (April 2018 - Present)

Project Portfolio: <http://www.williambork.com/>

- Building both front-end and back-end web and mobile applications.
- Gaining market-driven skills such as: JavaScript, jQuery, Node.js, Express.js, APIs, MySQL, MongoDB, Firebase, HTML5, CSS3, Git, and more.

### Educational Leadership Licensure

Indiana University

Bloomington, Indiana, U.S.A., (August 2016 - May 2018)

- Indiana K-12 Building-Level Administrator License.
- Coursework and practicum completed.
- State license approval expected by December 2018.

## **Master of Science in Literacy, Culture, and Language Education**

Indiana University

*Indianapolis, Indiana, U.S.A., (January 2013 - June 2014)*

- Literacy, Culture, and Language Education Major.
- Indiana Teaching English as a New Language (ENL) License.
- GPA: 3.968

## **Bachelor of Science in Education**

Butler University

*Indianapolis, Indiana, U.S.A., (August 2007 - December 2011)*

- Human Movement & Health Sciences Major.
- Indiana Initial Practitioner Professional Educator's License.
- Spanish Language Minor.
- GPA: 3.267

## **PROFESSIONAL EXPERIENCE**

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### **Elementary Language Immersion Educator**

Colegio Inglés de Monterrey

*Monterrey, Nuevo León, México, (April 2017 - June 2018)*

Projects: *Piloting Robotics in Primaria (Dot & Dash), Algorithm Thinking Through Code.org*

- Grade 5 elementary educator at K-9 "Apple Distinguished School".
- Taught 26 students daily in an English language immersion context.
- Planned and taught 4 content areas: Math, Science, English Language Arts, and Code.org.

### **Elementary Language Immersion Educator**

Colegio Americano de San Carlos

*Guaymas, Sonora, México, (August 2016 - July 2017)*

- Grade 4 elementary educator at Spanish/English bilingual K-12 school.
- Taught 31 students daily in an English language immersion context.
- Plan and taught 3 content areas: Science, Civics & Ethics, and English Language Arts.

### **Elementary Foreign Language Educator**

公館國小 Gongguan Elementary School

*Gongguan, Miaoli County, Taiwan, (August 2014 - July 2016)*

- Selected by Taiwan Ministry of Education for Foreign English Teacher Recruitment Project.
- Taught English Foreign Language to 454 students weekly in grades 4<sup>th</sup> - 6<sup>th</sup>.
- Co-planned and co-taught with 3 Taiwanese educators.
- Created and taught an advanced learner class twice per week.

## **Teaching & Learning Resource Developer**

Miaoli County English Teaching Resource Center

*Miaoli City, Miaoli County, Taiwan, (August 2014 - July 2016)*

- Wrote curriculum for and taught week-long summer and winter English camps.
- Created lesson plans and materials for a newly-opened “English Village” school.
- Scripted and filmed English language learning videos as a resource to local teachers.
- Recorded narration for questions and dialogue for county English listening assessments.

## **Middle School Educator & Specialists Teacher Team Leader**

Tindley Preparatory Academy

*Indianapolis, Indiana, U.S.A., (July 2012 - June 2014)*

- Founding member of an urban all-boys accelerated curriculum middle school.
- Led meetings and served as liaison to administrators for specialist teachers (Art, Band, Music, & PE).
- Created curriculum for and taught 6<sup>th</sup> - 8<sup>th</sup> Physical Education/Human Anatomy.
- Created and taught Spanish Language after-school class (non-credit introductory level course).
- Taught Community of Leaders Curriculum (student leadership development curriculum).
- Created school chess club.

## **Elementary School Educator & Specialist Teacher Team Leader**

Tindley Renaissance Academy

*Indianapolis, Indiana, U.S.A., (August 2013 - June 2014)*

- Founding member of an urban co-ed accelerated curriculum elementary school.
- Led meetings and served as liaison to administrators for specialist teachers (Art, Music, & PE).
- Created curriculum and taught kindergarten - 3<sup>rd</sup> grade Physical Education.

## **Indianapolis Area Director**

Skyhawks Sports Academy

*Indianapolis, Indiana, U.S.A., (May 2010 - August 2013)*

- Oversaw daily and weekly operations for staff of 18 coaches across 5 Central Indiana locations for Indianapolis franchise of national youth sports camp organization.
- Enrolled up to 100 participants in camps each week during the summer.
- Responsible for interviewing and hiring of coaching staff.
- Promoted to Director of Indianapolis franchise after one year as a camp director.

## **Special Education Instructional Assistant**

Nora Elementary School

*Indianapolis, Indiana, U.S.A., (March 2012 - June 2012)*

- Supported lead-teacher of 11 students with moderate mental and physical impairments in a mixed-grade level Life-Skills Classroom.
- Accompanied 3<sup>rd</sup> & 4<sup>th</sup> grade students to “specials classes”, lunch, and recess.
- Escorted 2 special-needs students on daily school bus rides.

## **Physical Education Teacher (temporary position)**

Snacks Crossing Elementary School

Indianapolis, Indiana, U.S.A., (December 2011 - March 2012)

- Taught grades K - 5<sup>th</sup> while classroom teacher was on medical leave.

## **Student-Teacher**

International School of Indiana

Indianapolis, Indiana, U.S.A., (August 2011 - October 2011)

- Taught at an International Baccalaureate (IB) school within the Middle Years Programme (MYP) in Physical Education.
- Organized an American football event with local college players leading teams of students in flag football games after learning the sport in my classes.

## **Student-Teacher**

Indianapolis Public School 60

Indianapolis, Indiana, U.S.A., (October 2011 - December 2011)

- Taught at an urban K - 5<sup>th</sup> grade elementary school in physical education.
- Created a student-leadership program for selected 4<sup>th</sup> grade students.

## **PROFESSIONAL SKILLS**

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### **Web Development Skills**

- JavaScript, HTML5, CSS3, jQuery, Node.js, Express.js, Ajax, Handlebars, Bootstrap, Materialize, Sequelize, GitHub, GitLab, Linux, Windows, MacOS, APIs, Responsive Web Apps, User Authentication, Firebase, MongoDB, MySQL, Heroku, GitHub Pages, Self-Hosting, Git collaboration and conflict resolution, Debugging tools

### **K-12 Educational Leadership**

- Teacher Development & Evaluation / School Community Relations / Education Law / Curriculum & Instructional Leadership / Culture Building / Human Capital Management / Financial Resources Planning & Budgeting.

### **Educational Technology**

- 1-to-1 Device Classrooms / Robotics (Dot & Dash, Sphero) / LMS / Educational Applications.

### **Curriculum Design, Lesson Planning, & Teaching**

- Mathematics / Science / Programming / Foreign Language / Bilingual Education / Literacy / ENL / Multicultural Education / Human Movement, Fitness, & Sport Education / Student Leadership Skills.

### **Teacher Training**

- Classroom Systems / Space & Materials Organization / Behavior Management / Curriculum Design / Online & Traditional Lesson Planning / Instructional Coaching.

### **Research Design & Implementation**

- Qualitative / Quantitative / Mixed-Methods.

### **Academic Writing**

- Writing, editing, and proofreading services for Non-Native English writers.

### **Fund Raising**

- Grant Writing & Crowdsourcing Funding.

### **Languages**

- English (native) / Spanish (advanced) / Mandarin Chinese (novice).

## **LICENSES & CERTIFICATION**

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### **Proficient Practitioner Professional Educator's License**

*State of Indiana, Department of Education*; License Number: 10027599; Expiry: 1.21.2021

- English as a New Language (grades: K - 12<sup>th</sup>)
- Physical Education (grades: K - 12<sup>th</sup>)
- Health Education (grades: 6<sup>th</sup> - 12<sup>th</sup>)

## **RESEARCH EXPERIENCE**

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### **A Strong Man Knows Where He is Weak: An Inquiry into Instructional Coaching**

*Indiana University School of Education*, Unpublished Master Degree Independent Research, (June 2014)

Advisor: Adriana Melnyk-Brandt

- Examined education professionals who help teachers develop their teaching practice, commonly known as instructional coaching. A survey and follow-up telephone interviews were used to collect data from current education professionals on how this role is defined and executed in schools, the personal and professional attributes of the people serving this role, and how this role's impact is assessed. The researcher reported results on five themes: Instructional Coaches' Work Tasks, Attributes of a Quality Coach, Teacher-Learner Culture, Training Coaches, and Assessing the Coaching Impact. The themes paint instructional coaches as masters of ambiguity. Survey respondents state their job titles and tasks are not well defined and often times their expertise misused. Respondents cite using social intelligence skills to navigate complex coach-teacher relationships. Additionally, methods of assessing coaching impact are equally nebulous. Respondents looked to school leaders to allocate time and resources in building a teacher-learner culture which gives credibility to coaches as proficient experts, elevating the importance of their work.

## FUNDRAISING

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### **The Tiger Café: A Self-Sustaining Restaurant in an Urban Middle School - \$1000**

*InnovatED Indianapolis Conference, Indianapolis, Indiana, U.S.A., (April 2013)*

- Presented a plan for creating a sustainable student-led restaurant at an urban middle school in a competitive grant competition. Awarded \$1000 grant. Only 2 out of 14 teams were awarded a grant.

### **USTA/Midwest Youth Tennis & Education Foundation Grant - \$560**

*United States Tennis Association (USTA)/Midwest Foundation, Indianapolis, Indiana, U.S.A., (July 2014)*

- Obtained \$560 dollars in grant funding for tennis equipment to start youth tennis programming at urban Indianapolis elementary and middle school.

### **The Lockdown - Securing the Belongings of Our Youth - \$319**

*DonorsChoose.org Project, (December 2013)*

- Achieved full funding (\$319) for a physical education resources project for combination locks from popular crowdfunding site for educators.

### **Scooter Board Satisfaction - \$173**

*DonorsChoose.org Project, (January 2013)*

- Achieved full funding (\$173) for an elementary level physical education resources project for scooter boards from popular crowdfunding site for educators.

## LEADERSHIP EXPERIENCES & CONSULTANCIES

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### **President (2011), Committee Member (2007 - 2011)**

*Student-Athlete Advisory Committee (SAAC), Butler University, (2007 - 2011)*

- President of committee representing the 350 student-athletes of Butler University serving as their voice on matters regarding the student-athlete experience.
- Planned and implemented a peer recognition awards program within athletic department.
- Appointed to 6 month term from January to May 2010 on Athletics Advisory Committee as one of two student-athlete representatives on a biannual university committee consisting of faculty, administrators, and university president.

### **Conference University Representative**

*2009 NCAA Student-Athlete Development Conference, Orlando, Florida, U.S.A., (May 2009)*

- Selected by Butler University as its student-athlete representative at a national conference.
- Brought back ideas for projects to implement within own athletic department (see below).

### **Program Creator**

*Butler University SAAC Awards Program, Butler University, (2011)*

- Created an annual peer recognition awards program within the university's athletics department for Butler University student-athletes.

### **NCAA Division I Football Student-Athlete**

*Butler University, (2007 - 2011)*

- Five-year team member and four-year letterwinner.

## **REFERENCES**

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### **Kathia Contreras Lomeli**

*Upper Elementary Coordinator*

*Colegio Inglés de Monterrey*

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### **Lourdes Rivas Soberón**

*Upper Elementary Assistant Coordinator*

*Colegio Inglés de Monterrey*

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### **Lucia Saucedo Gamez**

*Teacher Coordinator*

*Colegio Americano de San Carlos*

[lusaucedogamez@gmail.com](mailto:lusaucedogamez@gmail.com)

### **Irene Velazquez**

*Director of Primary School*

*Colegio Americano de San Carlos*

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### **Sandra Laguna**

*Director General*

*Colegio Americano de San Carlos*

[slaguna@colegioamericano-sonora.com](mailto:slaguna@colegioamericano-sonora.com)

### **陳靜怡 Ching Yi Chen**

*English Foreign Language Teacher*

*公館國小 (Gongguan Elementary School)*

[s8531032@ms52.hinet.net](mailto:s8531032@ms52.hinet.net)

### **Adriana Melnyk-Brandt, Ph.D.**

*Assistant Professor*

*Dixie State University (Current)*

*Assistant Professor & Graduate Academic Advisor*

*Indiana University - Indianapolis (Former)*

[abrandt@dixie.edu](mailto:abrandt@dixie.edu)

### **Annela Teemant, Ph.D.**

*Associate Professor*

*Indiana University - Indianapolis*

[ateemant@iupui.edu](mailto:ateemant@iupui.edu)

### **Phillip Albonetti**

*English Teacher*

*Fishers High School (Current)*

*Assistant Principal*

*Tindley Preparatory Academy (Former)*

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### **Patrick H. Jones II**

*Director of Secondary Academics*

*Tindley Accelerated Schools (Current)*

*Principal*

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