

CONTACT

☎ 816-645-6677
✉ sunnydaris@gmail.com

EDUCATION

University of Central Missouri

Major: Early Childhood Education

GPA: 4.0
2023-Present

Major: Marketing

GPA: 3.88
2020-2023, 2025 - Present

CERTIFICATIONS

- **Elem Ed Early Childhood (B-3)**
- **Program & Comm Prtnshps Early Chldhd Edu**
- **Teaching in the Early Chldhd Classroom**
- **Undrstndng the Child in Early Chldhd Edu**

REFERENCES

Stacy Orf
Principal at Highland Park Elementary

☎ 816-617-5649

Diane Mahoney
Cooperating Teacher

☎ 816-726-2500

Sarah Stegeman
UCM Supervisor

☎ 816-536-9707

Katie LaForge
Avila Women's Soccer Head Coach

☎ 913-522-3770

EXTRACURRICULARS

Collegiate Soccer - Goalie

2020-2022

- MIAA goalkeeper of the week
- Advanced to the Sweet Sixteen

U7 2018 Girls Soccer Coach

2025-Present

Youth Goalie Trainer - Finesse

2025-Present

Sydney Daris

EXPERIENCE

Student Teaching - 1st Grade- Highland Park Elementary - LSR7

Jan - May, Aug - Dec 2025

Hours: 856

- Designed and implemented a four week differentiated math intervention, targeting addition fluency within 20 for students at varying proficiency levels.
 - Utilized the Concrete Representational Abstract (**CRA**) instructional model to scaffold learning, resulting in measurable growth, including up to **60% improvement** in accuracy and **advancement** to higher levels of conceptual understanding.
- Used formative assessments, student work, and digital tools (**Amplify, Zearn, Teach Your Monster**) to identify learning gaps and differentiate instruction for all learners.
- Delivered whole group literacy instruction using **UFLI** and **Heggerty** to strengthen phonemic awareness, decoding, and fluency.
- Applied the **MTSS** process using **NWEA** data, collaborating with the interventionist to determine each student's support needs; implemented **SIPPS** for reading and **Eureka Math** for math interventions.
- Integrated **Eureka Math** and **Greg Tang** strategies to build conceptual understanding, number sense, and math fluency through engaging, hands on learning.
- Built a positive, student centered classroom where children were empowered to be leaders, set goals, reflect on progress, and support one another by embedding **Leader in Me, Caring Communities**, and **Equity, Dignity, and Belonging** practices that fostered confidence and community.
- Led small group reading instruction using **Collaborative Classroom** to strengthen both fluency and comprehension while providing targeted literacy support.
- Collaborated closely with my cooperating teacher and PLC team, engaging in lesson planning, problem solving, and strategy discussions; sought constructive feedback, reflected on it, and applied insights to refine instruction and support student growth.
- Fostered strong relationships with students and families through daily communication and active participation in school events, creating a community of trust, belonging, and shared accountability.
- Applied **BIST** strategies to promote responsibility, self regulation, and consistent behavior expectations.

Assistant Coach (Goal Keepers) - Avila University

Aug 2025 - Present

- Designed and delivered individualized instruction plans for student athletes, using data and observation to differentiate training and promote measurable skill growth.
- Improved goalkeeper save percentage from **68% to 78%** over the first half of the 2025 season through targeted repetition and shot placement tracking.
- Reduced goals conceded per game from **2.4 to 1.7** through building player confidence, improving communication, and reinforcing consistency under pressure.
- Collaborated closely with coaching staff to align training methods with team objectives, strengthening communication and fostering a unified approach to the athlete's growth.

Substitute Teacher - Warrensburg School District

Jan - Oct 2024

- Led over **241 hours** of instruction in elementary classrooms across multiple grade levels, maintaining academic continuity and fostering a positive, well managed learning environment.
- Created structured, student centered classrooms by establishing clear expectations, building rapport quickly, and using proactive behavior management strategies.
- Earned a reputation as a reliable, student focused educator, frequently requested for repeat placements by teachers and building leaders.