

Sage Ibarra

Teacher, Multi Tiered Systems of Support

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STRENGTHS

- Responsive Instruction**
Assessment evidence shaped each intervention plan, and students received clearer paths toward meaningful academic growth.
- Family Partnership**
Conferences turned complex progress data into practical next steps, helping families feel informed and included.
- Calm Classroom Leadership**
Predictable routines and fair expectations gave students a safer place to learn, participate, and build independence.
- Collaborative Problem Solving**
Teachers and specialists received organized evidence for referrals, making difficult student support decisions more thoughtful.
- Paraeducator Guidance**
Clear routines and shared expectations helped intervention groups use learning time well, with peers seeking practical support.

SKILLS

- Student growth
- MTSS
- Differentiated instruction
- Formative assessment
- Summative assessment
- Classroom management
- Student discipline
- Lesson planning
- Instructional technology
- Family conferences
- Educational records
- Confidentiality
- Specialist referrals

SUMMARY

Elementary educator with seven years of experience helping students make meaningful academic and social progress through **differentiated instruction**, **Multi Tiered Systems of Support**, formative and **summative assessment**, and inclusive classroom practice. Valid **Washington State teaching certificate** supports standards aligned planning, clear learning targets, scaffolding, progress monitoring, responsive intervention, and accurate student growth records. Current work connects universal screening, classroom evidence, specialist referrals, family communication, and state aligned rubrics across reading and mathematics. Earlier classroom roles developed strong routines, fair discipline, productive learning time, confidential documentation, and close partnerships with families, specialists, administrators, paraeducators, and community resources. This experience supports equitable student access, thoughtful curriculum improvement, and dependable service across diverse school communities.

EXPERIENCE

MTSS Intervention Teacher

Harbor Ridge School District August 2023 to Present Vancouver, WA

Leads tiered academic support for elementary learners across reading and mathematics, coordinating data review, intervention planning, referrals, family conferences, paraeducator guidance, and staff learning. Connects classroom evidence with **student growth** goals, specialist input, and practical instructional adjustments that protect access to grade level learning.

- Connected universal screening with **progress monitoring** data, creating targeted reading and mathematics intervention plans.
- Designed scaffolded lessons with explicit targets, varied media, and checks for understanding across intervention groups.
- Reviewed formative and summative evidence with teachers, adjusting support intensity through state aligned growth rubrics.
- Organized specialist referrals and **family communication**, giving support teams clear records for informed decisions.
- Facilitated family conferences, translating academic, social, and behavioral evidence into practical next steps.
- Guided **paraeducators** through consistent routines, behavior expectations, and productive intervention group support.

Elementary Classroom Teacher

Evergreen Valley Public Schools August 2021 to June 2023 Camas, WA

Managed a standards aligned elementary classroom program combining core instruction, reteaching, enrichment, individualized scaffolds, assessment, family partnership, and **curriculum planning**. Maintained a safe, inclusive setting with reliable records, fair expectations, responsive communication, and learning experiences adjusted for varied readiness levels.

- Managed core instruction, reteaching, enrichment, and scaffolds for students with varied readiness levels.
- Established predictable routines and fair expectations, supporting safety, **citizenship**, transitions, and sustained engagement.
- Used quizzes, observations, performance tasks, and unit assessments to revise lesson sequences.
- Maintained attendance, grading, conference, and instructional records with confidential student information protected.
- Partnered with families, specialists, administrators, and community resources around learning and behavior supports.
- Updated curriculum plans as standards and school priorities changed, sharing approaches with peers and student teachers.

Paraeducator guidance

Curriculum collaboration

LANGUAGES

English Native

Spanish Intermediate

MY CAREER

0
MONTHS

Elementary Teacher

Cascade View Academy 📅 August 2019 to June 2021 📍 Longview, WA

Delivered developmentally appropriate elementary instruction through clear objectives, modeled practice, guided learning, independent application, and regular checks for understanding. Supported **student welfare** through respectful routines, supervision, **family communication**, careful stewardship of materials, and professional learning connected with instructional improvement.

- Delivered elementary lessons using modeled practice, guided learning, independent application, and checks for understanding.
- Adapted content, pacing, and materials from assessment evidence, supporting students needing challenge or additional help.
- Created respectful classroom norms with consistent discipline practices and structured independence building opportunities.
- Communicated progress through report cards and conferences, sharing examples and practical improvement strategies.
- Supervised students during classes, lunch, transitions, outdoor activities, and sanctioned school programs.
- Applied professional learning in assessment and instructional practice, contributing ideas during staff meetings.

PROJECTS

Elementary Growth Monitoring Framework 📅 2025

Connected screening results, classroom evidence, progress monitoring, and state aligned rubrics into clearer intervention decisions. Shared practical next steps with teachers and families, keeping student growth visible and instruction responsive.

Inclusive Classroom Partnership Plan 📅 2022

Built shared routines among families, specialists, paraeducators, and classroom staff around learning, behavior, and student welfare. Clear communication helped each partner support productive participation and equitable access.

LEADERSHIP & AWARDS

- Instructional Leadership, guided paraeducators and shared classroom management practices during intervention support.
- Curriculum Collaboration, contributed updated lessons and practical approaches during planning activities and staff learning.
- Student Growth Leadership, coordinated evidence review and referrals supporting informed intervention decisions.

EDUCATION

Bachelor's Degree in Elementary Education

Eastern Washington University 🎓 GPA: 4.0 📅 2019 📍 Cheney, WA

Coursework: *Instructional methods, child development, classroom management, educational assessment*

CERTIFICATIONS

- Washington State Teaching Certificate 📅 2026
- Elementary Education Endorsement 📅 2019
- Mandated Reporting and Student Safety Training 📅 2026

TECHNICAL SKILLS

- **Assessment Systems:** Formative assessment, Summative assessment, Progress monitoring
- **Instructional Methods:** Differentiated instruction, Scaffolding, Explicit instruction
- **Student Growth Tools:** Universal screening, Growth rubrics, Performance tasks
- **Classroom Practice:** Classroom management, Student discipline, Behavior expectations
- **Curriculum Planning:** Standards alignment, Learning targets, Lesson planning
- **Student Support:** MTSS, Intervention planning, Specialist referrals

- **Communication Tools:** Family conferences, Student meetings, Staff collaboration
- **Education Records:** Attendance records, Grading records, Confidential records
- **Teaching Media:** Instructional technology, Digital media, Learning materials
- **School Operations:** Student supervision, Safety procedures, Facility stewardship
- **Professional Learning:** Staff development, Peer learning, Teacher mentoring

PROFESSIONAL AFFILIATIONS

- Washington State teaching community, professional practice grounded in elementary education and student growth.
- School based learning teams, collaborative work with teachers, specialists, families, administrators, and paraeducators.

ADDITIONAL INFORMATION

Work Status : Authorized to work in United States. No sponsorship required.

REFERENCES

AVAILABLE ON REQUEST