

**Literacy Interventionists Assignments
New Hampton Elementary
2012 - 13**

Literacy Interventionists	Classroom Teachers	Grade Level(s)	Times	Program and Funding
Cristy Smith (math interventions, as needed)	Nosbisch, Ries, and Rowan *Preschool Teachers	Preschool and Kindergarten	M – F 8:20 – 2:00	Class-Size Intervention Program/Funds
Sara Baltes	Dietzenbach, Eggerichs, and Hennessy	First Grade	M – F Mornings	Reading Recovery/ General Funds
Amy Newbrough	Dietzenbach, Eggerichs, and Hennessy	First Grade	M – F Mornings	Reading Recovery/ General Funds
Amy Newbrough	Dietzenbach, Eggerichs, and Hennessy	First Grade	M – F Afternoons	Literacy/ General Funds
Sara Baltes	Geerts, Heeren, Nuss, and Wakeman	Second Grade	M – F Afternoons	Title I Program/Funds
Kelly Nehl (math interventions, as needed)	Geerts, Heeren, Nuss, and Wakeman	Second Grade	As scheduled	ELL and At-Risk Funding
Joyce Mueterthies	Hovey, Reicks, Hoy, Pagel, and Quirk	Third and Fourth Grade	9: 30 – 1:30	Title I Program and Funds
Jane Thronson (math interventions, as needed)	Hovey, Reicks, Hoy, Pagel, and Quirk	Third and Fourth Grade	As scheduled	Empowerment Program and Funding

Literacy interventionists will:

- *Work closely with the classroom teacher to diagnose skill deficits in struggling learners.
- *Work closely with the classroom teacher to plan and develop learning activities that will target the needs of struggling learners in order to accelerate learning and enable students to access the Iowa Core Curriculum
- *Work in the classroom in a co-teaching or pullout setting, prescribed by the need of students.
- *Will assist in Child Find intervening and progress monitoring.
- *Communicate progress of students to building principal on a regular basis.
- *Administer DIBELS Next to grade levels they serve.

John Hosp and Kristen Missall of the University of Iowa suggest that literacy interventions should target high impact skills (the components of reading that are essential to accelerate learning) in each literacy area. They are:

- *Phonological Awareness: blending and segmenting
- *Phonological Manipulations: phonemes
- *Phonics and Word Recognition: letter sounds and decoding strategies (step by step processes)
- *Fluency: repeated reading, oral reading with feedback, and modeling of fluent reading
- *Vocabulary: direct vocabulary instruction and indirect vocabulary instruction
- *Comprehension: main idea and learning to monitor one’s own comprehension of text

(Fluency tip: John and Kristen suggested that fluency struggles are usually a symptom of another deficit so rarely do we just target fluency)

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