

Dr. Monica Campbell - *Professor of Education and Coordinator of the Elementary Education Program*

The following is information on the Literacy courses in the Elementary Teacher Education program at Lenoir-Rhyne University in Hickory, North Carolina:

At Lenoir-Rhyne University, teacher candidates complete six hours of instruction in foundations of reading coursework while simultaneously completing a one-hour corequisite lab. They receive reading instruction grounded in converging evidence in the science of reading. During site-based labs, teacher candidates apply the knowledge acquired in class to tutor striving readers by using data from a variety of sources to design and implement responsive individualized lessons. The instructor provides real-time coaching by offering immediate feedback, modeling evidence-based practices, and assisting with data analysis. In addition, Lenoir-Rhyne University values and nurtures its reciprocal partnerships with local public schools to produce highly qualified reading teachers. Hickory Public Schools provides classroom space for all reading courses and labs. Furthermore, school personnel are instrumental in identifying striving readers, providing valuable assessment information, and including teacher candidates in faculty development opportunities.

One challenge to providing excellent reading instruction is helping teacher candidates understand the vast complexities involved in teaching reading. Many preservice teachers learned to read without experiencing significant difficulties, so they incorrectly assume that teaching reading will be a simple task. They quickly realize, however, that Ehri's theory of orthographic mapping (1992) can be overwhelming and confusing. Thus, the instructor relies on the professional resources and videos provided by [The Reading League](https://www.thereadingleague.org/) (<https://www.thereadingleague.org/>) as supplemental course materials. If teacher candidates struggle with important terminology (e.g., phonemic and phonological awareness), they are encouraged to consult the explanations and detailed examples provided by [Reading Rockets](http://www.readingrockets.org) (www.readingrockets.org). Mastery of the big ideas in beginning reading instruction and acquisition of pedagogical skills demonstrated by effective reading teachers requires candidates to invest considerable effort and time preparing for classes by delving into the text and course materials, intentionally engaging throughout class sessions, and utilizing additional resources outside of class.