

Title of Proposal : Transforming School: A Socially Responsible Pedagogy for Adolescent Literacy

Dr. Selvester has presented locally, state wide, and internationally on the subjects of literacy development, teacher preparation, assistive technologies for universal access to curriculum and democratic practices in education. She is a professor of education in the Department of Education at California State University, Chico. She teaches early literacy methods in the teacher preparation program at CSU Chico and supervises student teachers in local rural schools.

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ABSTRACT

The presenters introduce a framework for a socially responsible pedagogy of adolescent literacy (under review for publication) premised on the belief that preparation for full participation in a democratic society must be grounded in literacy practices and threaded through public schooling experiences throughout middle and secondary schooling. The session introduces the notion that by using critical literacy skills teenagers can begin to address common but disturbing school culture and class issues such as bullying and social ills such as gender discrimination and racism.

This comprehensive framework is designed for teachers who want to promote literacy efforts that inspire students to learn and act in socially responsible ways. The social responsible pedagogy presented in this portion of the session is an organic system of three interdependent parts: the art (curriculum and pedagogy), the science (evidence-based practice and assessment), and most importantly, the spirit (conditions for democracy and dispositions of democratic teachers and learners). Given the constraints and demands of academic content standards and assessment pressure, presenters share this framework for educators in both public schools and higher education to practice a responsible pedagogy grounded in social conditions that create authentic and motivating literacy experiences for adolescents.