

Teacher Perspectives on Culturally Responsive Teaching Online

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Purpose of the Study

- To indicate areas of need in Culturally Responsive Teaching Online during the current pandemic.
- Examine elementary teacher perspectives of CRT.
- Examine elementary teacher perspectives towards online learning.

The Problem

- Due to the pandemic online learning has become a necessity.
- Lack of data on CRT being implemented online.
- Teachers are challenged with modifying strategies, such as CRT, to fit in an online learning environment.

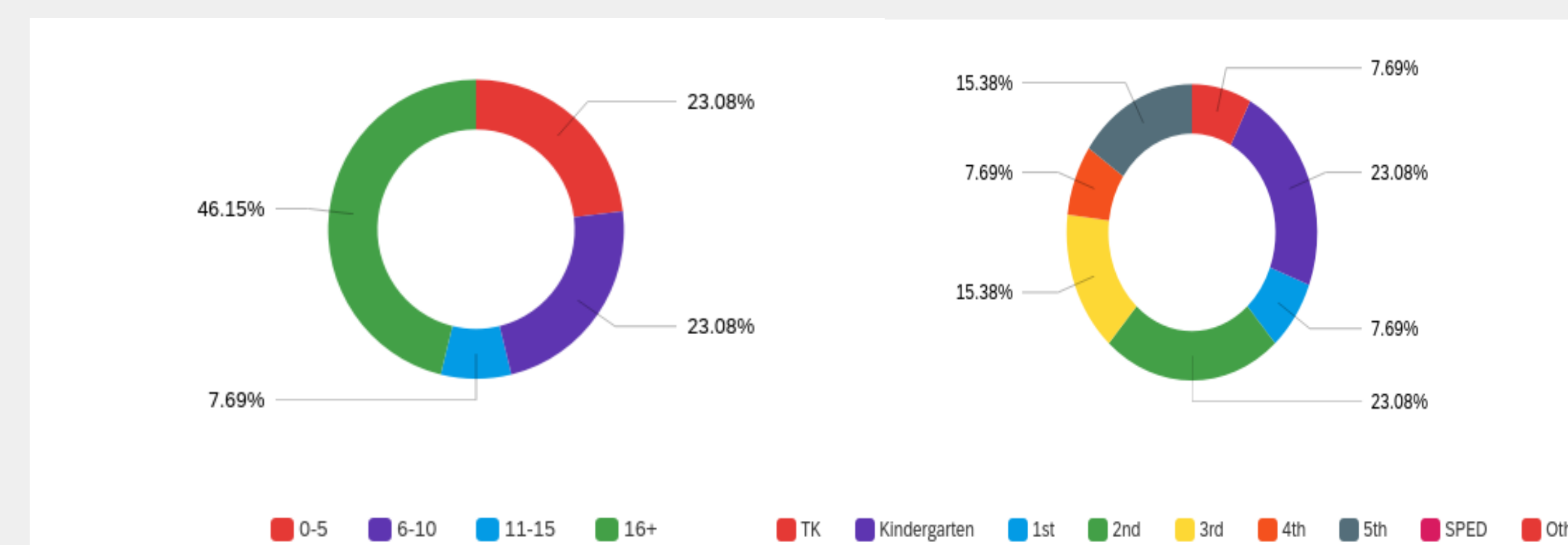
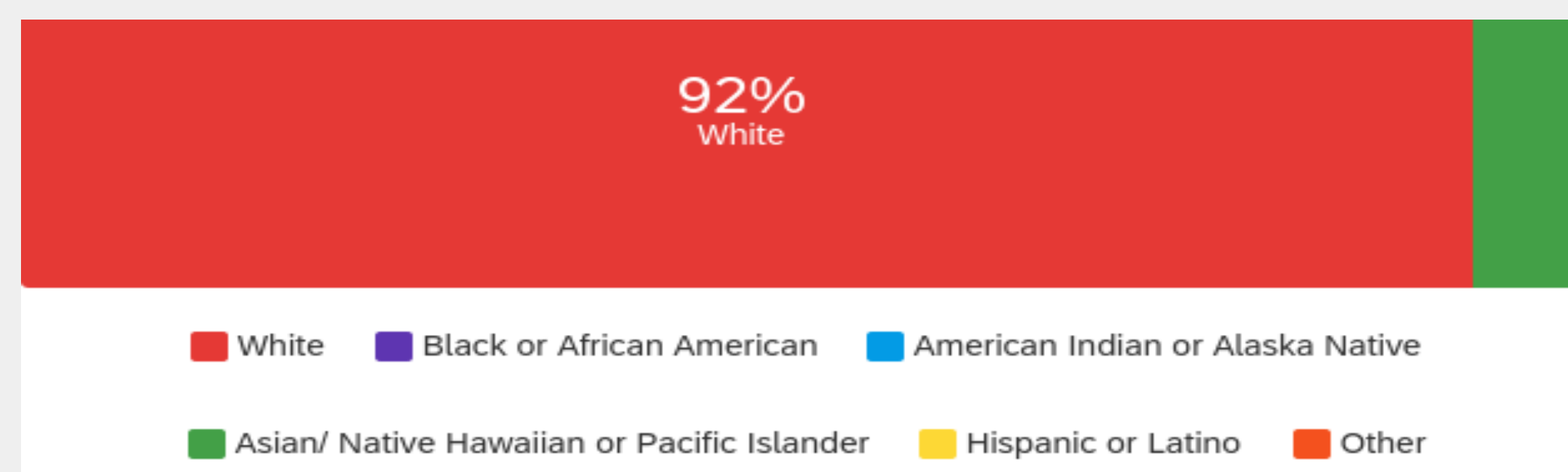
Research Question: *What are teacher perspectives on implementing Culturally Responsive Teaching through online learning?*

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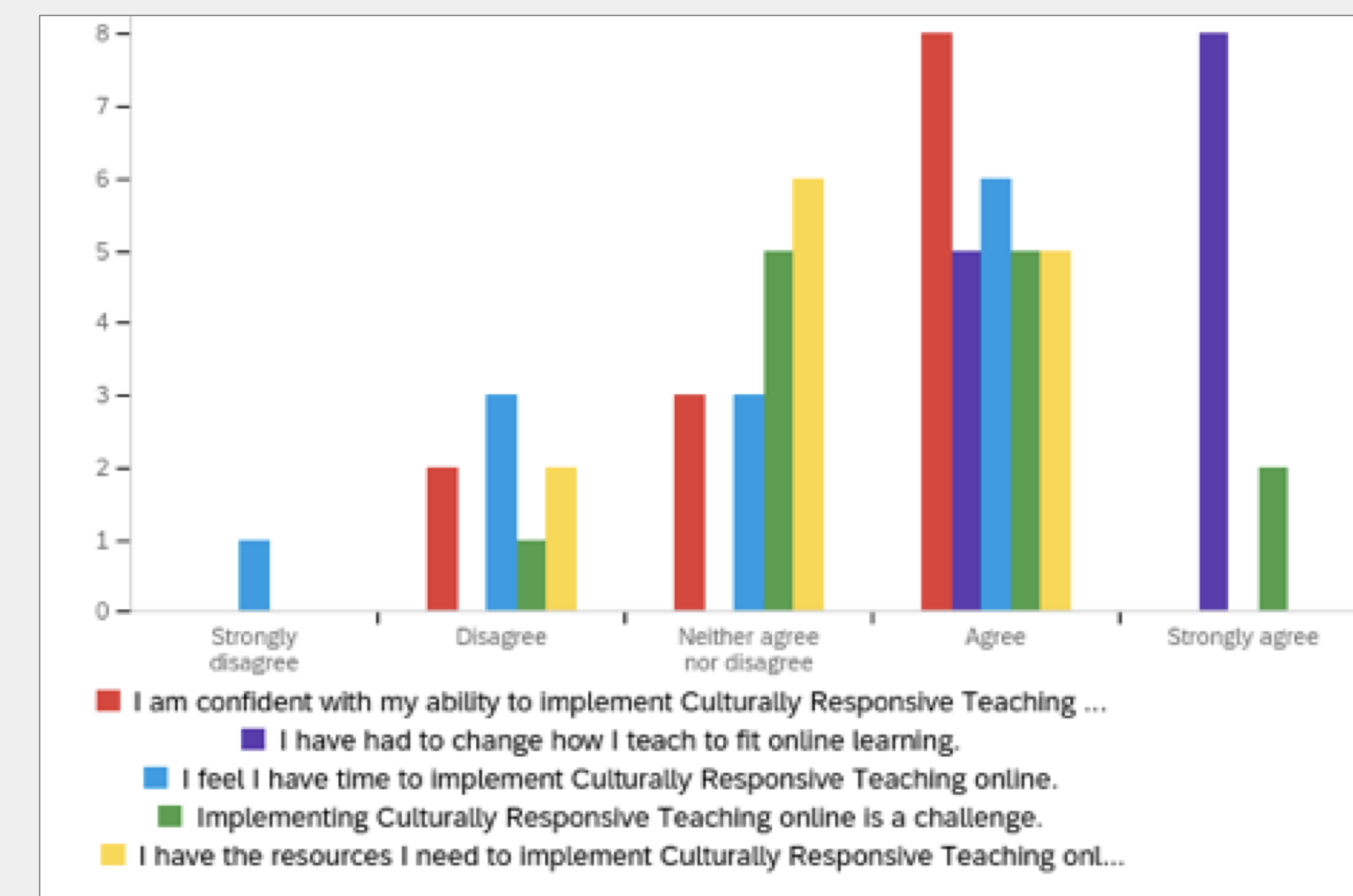
Methodology

- Quantitative data was collected via survey created through Qualtrics and administered to participants online.
 - 19 questions were administered to 13 participants.
 - A Likert Scale collected responses that ranged from 1-5 (Strongly disagree to Strongly agree)
- The survey was divided into 4 categories: CRT Background, Cultural Awareness, Online Learning, and CRT Online.
 - Each question was analyzed by looking at the the number of of responses for each answer choice.
 - The first 3 categories were then compared to the last category, CRT Online.



Results

- Participants had various perspectives on CRT online when asked about their confidence with the practice, time to implement, and access to needed resources.
- Participant perspectives of CRT online were unanimous in terms of the necessity of modification of teaching practices to fit a different learning environment.
- Majority of participants felt elementary students needed technology help during instructional time.



Implications

- This study could provide information to schools and administrators about teacher perspectives and potential professional developments to offer to their teachers
- Due to the complexity of teaching during the COVID 19 pandemic, not all potential variables could be explored.
 - For example, the impact of stress from the pandemic on teachers' and their perspectives.
 - Schools experienced constant changes in procedures and schedules, and therefore was an area not explored in this study.