

*Understanding Teacher Perceptions of Culturally Relevant Pedagogy in Lynchburg City Schools: A Phenomenological Inquiry*

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Research suggests that culturally relevant pedagogical strategies are essential for improving culturally and linguistically diverse student achievement. However, there is little research about which specific strategies provide the largest impacts. The purpose of this project, then, is to better understand which strategies, if any, are currently being used by educators in Lynchburg City Schools (LCS), and to learn educator perceptions around barriers to implementation. This project will utilize a purposeful sampling method to recruit 5-7 teachers to engage in semi-structured phenomenological interviews where researchers will learn about experiences, understandings, and potential barriers to implementation of culturally relevant pedagogical strategies.

