

## Public Abstract

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Graduation Term:FS 2016

Department:Educational Leadership & Policy Analysis

Degree:EdD

Title:Deconstructing White Privilege Using a Multicultural Education Approach Within a Rural, Homogenous Community

Multicultural education training for K-12 educators can often be found in urban cities, but unfortunately, school leaders in smaller communities often fail to address hegemonic thinking and attitudes for teachers. This qualitative case study examined one small, rural community to learn what components of Banks' dimensions of multicultural education were evident in the areas of professional development, curriculum, and personnel decisions. Using the concept White privilege to address teachers' perspectives of racism and minority students in their community was at the forefront of this study. While there were overlaps between these areas, only the most salient findings were presented. Teachers often claim they were colorblind towards their students of color, and the researchers argued this line of thinking perpetuates ingrained stereotypes. The study attempts to bridge the gap between theory and practice by recommending three different options ranging from minimal change to second-order change.

Key Words: multicultural education, White privilege, rural, homogenous community, and professional development, qualitative