

7.JTE-16-09-0062.R2

## Multicultural Matters: An Investigation of Key Assumptions of Multicultural Education Reform in Teacher Education

Five decades of rhetoric and reform in teacher education underscore the importance of multicultural education in preparing teachers to meet the needs of all students. State and national policy initiatives targeting multicultural education build on two assumptions, first, that preservice teachers lack the multicultural awareness to function as culturally responsive educators, and second, that higher levels of multicultural awareness correspond with increased pedagogical proficiency. Few studies have examined variation in multicultural awareness across preservice candidates or the link between multicultural awareness and prospective teachers' measured competencies. Using a novel dataset of 2500 preservice teachers' beliefs and student teacher performance assessments, we find that Black and Latino candidates report greater multicultural awareness, while Asian Americans less, compared to their White counterparts. Prior experience working with nondominant populations is linked with higher levels of awareness, particularly for minority respondents. Propensity score matching analyses reveal that multicultural awareness is tied to candidates' competence in creating nurturing classroom environments.

多元文化重要性：教师教育中多元文化教育改革的重要思想之探究

五十年来，教师教育改革强调教师在培养中多元文化的重要性从而满足所有学生的需求。基于两种思想，国家政策开始实施多元文化教育。第一种思想是教师缺乏进行文化回应教学的多元文化意识；第二种思想是教师多元文化意识越高其相应的教学水平也就越高。但是，很少有研究探讨不同的教师多元文化意识的差异，以及多元文化意识和准教师教学能力之间的关系。通过分析来自2500位教师信念及表现性评价的数据，我们发现，黑人准教师和拉丁准教师具有更高的多元文化意识，白人教师次之，华裔美国教师最少。教师以往与非主流人群共事的经验与其高水平的多元文化意识相关，尤其是少数族群的意识。倾向得分匹配分析显示，教师多元文化意识与他制造有助于学生成长的课堂环境的能力密切相关。