

# Eugenie Mainake

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- MA in TESOL from SIU and BEd in ELT from Universitas Pattimura
- Fulbright alumnus
- Former English language teacher
- Teaching college students in Indonesia and the US



# Collaborative Projects

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| Projects (ongoing)     | Inclusivity in Education           | XR Technologies                         | Culturally Responsive, Sustaining Pedagogy                                                                                |
|------------------------|------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Collaborator(s)</b> | 1. Dr. Tom Salsbury<br>2. Jihee Im | 1. Dr. Joy Egbert<br>2. Lab. Associates | 1. Dr. Yuliya Ardasheva<br>2. Dr. Shenghai Dai<br>3. Dr. Yun-Ju Hsiao<br>4. Dr. Sarah Newcomer<br>5. Dr. Shannon Calderon |



## ***Investigating Pre-Service Teachers' Culturally Responsive, Sustaining Self-Efficacy and Competences***

### **Issue:**

1. The numbers of culturally and linguistically diverse (CLD) students are increased, and Washington is among the states with the highest percentage of such students (11.7%; NCES, 2022).
2. Studies show that school teachers and staff are underprepared with best practices to support CLD students (Ferlis & Yu, 2016; Hansen & Quintero, 2018).
3. The state should take steps to address the disparity in teacher preparation by enhancing *pre-service teachers* (PSTs) ***Culturally Responsive, Sustaining Pedagogy*** (CRSP; Carbonneau et al., 2022; Gay, 2002).

### **Research Questions:**

1. What are current levels of PSTs' CRSP self-efficacy? Does PSTs' self-efficacy vary by background and academic preparation factors?
2. What CRSP competencies do select PSTs draw upon when analyzing diversity-focused cases from practice?



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### **Research Design:**

- **36 PSTs** enrolled in 2 teacher preparation courses, WSU Tri-Cities campus (aged 18-33, 66.7%, non-white)
- **Explanatory sequential mixed-methods design** (McCrudden et al, 2019)
  - **Quantitative Data:** CRSP self-efficacy (Hsiao, 2015)
  - **Qualitative Data:** analyze classroom cases from Cased-Based Instruction (CBI) Modules (Ardasheva et al., under review) using *a priory* codes (Van Orman et al., 2023)

### **Results:**

- **Quantitative Strand:** White, non-traditional, and ML-endorsement PSTs reported higher CRSP teaching self-efficacy
- **Qualitative Strand:** High vs. Low CRSP Self-Efficacy PSTs
  - Overall, low CRSP self-efficacy is associated with lower ability to identify problems and provide solutions to classroom cases
  - Yet, there was no one-to-one correspondence b/w CRSP self-efficacy and PSTs performance in identifying and solving issues in diversity-focused cases of practice

## **Next steps**

- Two presentations at AERA Conference: Paper and Poster (April 2024)
- One poster presentation at WSU Research Showcase (March 2024)
- Two manuscripts (in preparation)

## **Acknowledgements:**

1. Huie-Rogers & Dean's Excellent Graduate Research Fellowship
2. Dean and Associate Dean for Research & External Funding, College of Education, Washington State University
3. Faculty Members