Eugenie Mainake

• Second-year Ph.D. student in Language, Literacy, & Technology
• From Ambon, Maluku, Indonesia
• 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

<table>
<thead>
<tr>
<th>Projects (ongoing)</th>
<th>Inclusivity in Education</th>
<th>XR Technologies</th>
<th>Culturally Responsive, Sustaining Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborator(s)</strong></td>
<td>1. Dr. Tom Salsbury 2. Jihee Im</td>
<td>1. Dr. Joy Egbert 2. Lab. Associates</td>
<td>1. Dr. Yuliya Ardasheva 2. Dr. Shenghai Dai 3. Dr. Yun-Ju Hsiao 4. Dr. Sarah Newcomer 5. Dr. Shannon Calderon</td>
</tr>
</tbody>
</table>
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?
Investigating Pre-Service Teachers’ Culturally Responsive, Sustaining Self-Efficacy and Competences

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 priori 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