



# Washington State University

College of Education, Sport and Human Sciences

## Uwakmfon Folorunso

Will defend the Thesis on

**Date: April 22, 2026**

**Time: Noon**

**Zoom: Link by request [ceshs.gradstudies@wsu.edu](mailto:ceshs.gradstudies@wsu.edu)**

*Faculty, students and the general public are encouraged to attend*

Title:

### **PRESERVICE TEACHERS' PROBLEM IDENTIFICATION AND SOLUTION STRATEGIES IN CULTURALLY SUSTAINING CONTEXTS**

Chair: Yuliya Ardasheva

The U.S. K-12 education system has seen a rise in students from various diverse groups (National Center for Education Statistics, 2019). This rise in population necessitates that educators adopt culturally responsive and sustaining pedagogical (CRSP) approaches to address the needs of these students and their families. This mixed-methods exploratory sequential design looks at how 59 preservice teachers (PSTs) enrolled in diversity and literacy methods courses identify problems and propose solutions through Case-Based Instruction (CBI). The quantitative component focused on participants' age, language status, and self-efficacy in identifying problems and proposing culturally relevant solutions. The qualitative component analyzed PSTs' CRSP competencies through their written responses to real cases provided to them, which were coded using the Culturally Responsive Sustaining Strategies Rubric (CRSSR; Van Omar et al., 2023). The quantitative findings revealed no statistically significant differences in PSTs' abilities to identify and solve problems in the classroom cases presented to them, by demographic group (traditional status, and language status). However, the qualitative findings showed that older bilingual PSTs demonstrated higher competencies in identifying problems and proposing relevant solutions, suggesting that age and language status may influence PSTs' ability to do so in real-world contexts.