

Measure 2. Action Research Paper & Presentation Performance to Demonstrate Data Driven Teaching Effectiveness

Understanding and conducting action research are a foundation of the Randolph College EPP program. Conducting action research during student teaching provides candidates with an authentic learning experience that prepares them to use data in their teaching practice. Each Randolph College candidate identifies a teaching and learning topic in their research design course and develops an action research proposal based on a review of relevant literature. During student teaching, the candidates collect their qualitative or quantitative data and write their final papers. The action research rubrics are used to assess candidates' knowledge and written communication skills related to their action research projects. The data from the 2019-2020 candidates are summarized in Tables 1 and 2. The research presentation is a culmination of the research process when candidates present their research (virtually for 2020) at Randolph College's [Annual Symposium for Artists & Scholars](#).

Table 1. Summary of Action Research Paper mean scores by licensure clusters

Data for completers in the 2019-2020 cohort. CAEP 1.2

	N	Mean % Paper Grade	STDEV
Elementary preK-6 (M.A.T. & undergraduates)	5	82.5	12.5
Special Education: General Curriculum K-12 (M.A.T. only)	6	80.2	10.0
Secondary Education (M.A.T. only)	5	94.2	6.2

Table 2 Summary of Research Paper Presentation Rubric by Licensure Areas

Data for completers in the cohort 2019-2020 CAEP 1.2

	N	Mean % Presentation Grade	STDEV
Elementary preK-6 (M.A.T. & undergraduates)	5	96.2	2.3
Special Education: General Curriculum K-12 (M.A.T. only)	6	93.7	7.2
Secondary Education (M.A.T)	5	97.6	1.9

Summary

The research paper presentation rubric is used to assess candidates' knowledge and communication skills related to action research projects and is summarized in the Action Research Paper Grade Table 1. The mean research paper grade (85.9%) was above the target grade (80% B-). The licensure cluster grades (82.5% elementary licensure candidates' average; 80.2% for special education candidates; 94.2% for secondary licensure candidates) met the target grade. Comparing the current research paper scores to last year's cohort (2018-2019), the mean score is 2% higher. The current cohort group's action research paper scores ranged from 70 - 100%. Twenty percent of the scores (n=3) were below the benchmark target of 80% and this attributed to the lower paper mean given the cohort group was N=13. During Spring 2020 the candidates shifted from in

class learning to virtual learning. Therefore, traditional research mentoring sessions switched from face-to-face to virtual meetings. While this was an adjustment for everyone, the candidates were able to continue important conversations with their mentor and complete their work. Because of COVID-19 and the college's guidelines, the traditional face-to-face scholarly talks or poster presentations were given synchronously via Google Meet during the regularly scheduled class meeting. This synchronous class meeting was recorded and edited so that each candidate's presentation could be publicly posted on the college's website. Each paper is read by both co-instructor before a final grade is tabulated. Each presentation is viewed and scored by at least two faculty members before a final averaged grade is tabulated. In table 2, the mean % grade for presentations by licensure clusters was above the 80% B- target grade. The presentation scores averaged 95.3% for all clusters. The scores ranged from 80% to 100% and the mean was 2% lower than 2018-2019. The paper and presentation rubrics were developed to assess key research skills required for conducting and presenting action research. Conducting action research during student teaching provides candidates with an authentic learning experience and prepares them to continue the skills in their teaching practice.