

Measure 3

Action Research Paper & Presentation Performance

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, introduces them to data driven decision making processes, promotes deep reflection on practice inside the classroom, and allows them to experience the benefits of self-monitoring. 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 2020-2021 candidates are summarized in Tables 1 and 2 and. The research presentation is a culmination of the research process when candidates present their research at Randolph College's [Annual Symposium for Artists & Scholars](#).

Table 1

Action Research Paper Mean Scores by Licensure Areas 2020-2021 Cohort

	N	Mean% paper grade	SDEV
Elementary PreK-6	4	87	4.1
Special Education General Curriculum K-12	4	88.25	6.2
Secondary Education	3	91.3	9.0
Total Cohort	11	91.7	6.5

Table 2

Summary of Research Paper Presentation Rubric by Licensure Areas 2020-2021 Cohort

	N	Mean% presentation grade	SDEV
Elementary PreK-6	4	89	6.5
Special Education General Curriculum K-12	4	93.5	4.7
Secondary Education	3	92	7
Total Cohort	11	88.4	5

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 (88.4) was above the target grade (80% B-). The licensure area grades (89% elementary; 93.5% special education; 92% secondary) exceeded the target. Comparing the current research paper scores to last year's cohort (2019-2020), the elementary scores were 5% higher compared to the 2019-2020 at 82.5%. Special Education cohort grades were 9% higher compared to 2019-2020 at 80.2%, and Secondary papers showed a slight

decrease of 2% compared to the 2019-2020 mean of 94.2. The current cohort group's action research paper scores ranged from 82-95%. No candidates scored below the benchmark target of 80%. 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 overall presentation scores averaged 91.7% compared to the previous year's average of 94.2%. The scores ranged from 82% to 100%. The paper and presentation rubrics were developed to assess key research skills required for conducting and presenting action research. In addition, Virginia teachers are required to develop smart goals each year and track progress, using student achievement data to inform their teaching practice. Conducting action research during student teaching provides candidates with an authentic learning experience and prepares them to continue the skills in their teaching practice. Based on these data, we included two sessions of presentation practice.

