

### 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 [Symposium of Artists and Scholars](#).

**Table 1**

*Action Research Paper mean scores by licensure clusters  
Data for completers in the 2021-2022 cohort\**

	n	Mean % Paper Grade	STDEV
Elementary preK-6	3	92.7	92.7
Special Education: General Curriculum K-12	3	96	4.5
Secondary Education	6	93.7	10.3

\*there were no UG students

**Table 2**

#### Summary of Research Paper Presentation Rubric by Licensure Areas

Data for completers in the cohort 2021-2022

	n	Mean % Presentation Grade	STDEV
Elementary preK-6 (M.A.T. & undergraduates)	3	95.5	5.0
Special Education: General Curriculum K-12 (M.A.T. only)	3	94.5	4.5
Secondary Education (M.A.T)	6	97.6	1.9

## Summary

We use the research paper presentation rubric to assess candidates' knowledge and written communication skills related to action research projects. The overall mean for 2021-2022 candidates' research paper grade (93.8) was above the target grade (80% B-), and was higher compared to the 2020-2021 cohort mean of 88.4%. The licensure area grades, summarized in the Action Research Paper Grade Table 1, (92.7 elementary licensure candidates' average; (96% for special education candidates; 93.7% for secondary licensure candidates) met the target grade. Comparing the current research paper scores to last year's cohort (2020-2021), the mean score is 5.4% higher. The 2022 cohort action research paper scores ranged from 76 - 100%. Only one score (76) fell below the benchmark target of 80%. 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 assigned. In table 2, the mean % grade for presentations by licensure clusters was above the 80% B- target grade. The presentation scores averaged 94.5% for all clusters. The scores ranged from 89% to 100%. The EPP developed the research paper and oral presentation rubrics to assess key research skills required for conducting and presenting action research in classrooms. This methodology prepares candidates to collect, analyze, and make data driven instructional decisions for students' academic growth. Conducting action research during student teaching provides candidates with an authentic learning experience and prepares them to continue the skills in their teaching practice.