

Measure 3

Action Research Paper & Presentation Performance 2022-2024

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. For comparison and to provide data that provides a more accurate picture of student performance on the action research project, data from the 2022-2023 candidates are summarized in Tables 1 and 2 and data from the 2023-2024 candidates are summarized in Tables 3 and 4. There were three program completers in 2023-2024, therefore we did not calculate means for standard deviation. Descriptive statistics are shared. 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 2022-2023 cohort

	n	Mean % Paper Grade	STDEV
Special Education: General Curriculum K-12	1	85	NA
Secondary Education	5	89	6.8

Table 2

Summary of Research Paper Presentation Rubric by Licensure Areas

Data for completers in the cohort 2022-2023

	n	% Presentation Grade	STDEV
Special Education: General Curriculum K-12 (M.A.T. only)	1	92	NA
Secondary Education (M.A.T)	5	93.7	5.4

Table 3
Action Research Paper mean scores by licensure clusters
Data for completers in the 2023-2024 cohort

	n	% Paper Grade
Special Education: General Curriculum K-12 (M.A.T.)	1	92
Secondary Education (M.A.T.)	1	92
Elementary Education (UG)	1	92

Table 4
Summary of Research Paper Presentation Rubric by Licensure Areas

Data for completers in the cohort 2023-2024		
	n	% Presentation Grade
Special Education: General Curriculum K-12 (M.A.T. only)	1	92
Secondary Education (M.A.T)	1	100
Elementary Education (UG)	1	NA*

*Student was not required to present during the symposium because they were student teaching.

Summary
 We use the research paper presentation rubric to assess candidates’ knowledge and written communication skills related to action research projects.

2022-2023 Cohort
 The overall mean for 2022-2023 candidates’ research paper grade (93.6) was above the target grade (80% B-). The licensure area grades, summarized in the Action Research Paper Grade Table 1, (there were no elementary licensure candidates; one special education candidate with a score of 85% for; 89% for secondary licensure candidates) met the target grade. The 2022-23 cohort action research paper scores ranged from 76 - 97%. Only one score (76) fell below the benchmark target of 80%. Each paper is read by both co-instructors before a final grade is tabulated. Each presentation is viewed and scored by at least two faculty members before a final average 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 93.4% for all clusters. The scores ranged from 86% to 100%.

2023-2024 Cohort
 Scores on the 2023-2024 action research papers and the oral presentations for the three program completers were above 80%. 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.