**Enhancing Efficacy as an Educator**

**Framing Question:** Does participation in the EnACT~PTD faculty development model enhance the perceived efficacy of instructors?

**Method:** During the Fall 2009 and Fall 2010 terms, EnACT~PTD Faculty reflected on their project participation with the following prompt, “*Overall, as a result of my project participation, my efficacy as an educator has increased*.”

**Results:
Tier-1 and Tier-2 Rating on UDL + FLC for the Fall 2009 Semester and the Fall 2010 Semester**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Tier** | ***N*** |  **Strongly Disagree** |  **Disagree** | **Neither Disagree** **nor Agree** |  **Agree** | **Strongly**  **Agree** | **Mean** **Score** | **Interpretation of Mean Score** |
| Tier 1 | *17* |  0.0% |  0.0% |  0.0% |  41.2% |  **58.8%** |  4.59 | *Agree to Strongly Agree* |
| Tier 2 | *20* |  0.0% |  0.0% |  5.0% |  **50.0%** |  45.0% |  4.40 | *Agree to Strongly Agree, with a Slight* *Inclination Toward Agree* |

 **Narrative Comments:** Faculty were asked to explain, vis-à-vis a written response, why they chose their response.

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| *The UDL model and training we received as a cohort increased my own perception of the range of resources and activities that come to bear when thinking about reaching the greatest range of students. I was already aware of differentiation, but the UDL model expanded the materials and pedagogical activities that come to bear.* |
| *This experience provided an opportunity and time to reflect and change. The basic principles that have been used in the past in teaching no longer apply to me or my teaching.* |
| *I am more aware of the need to offer materials in several modes and am re-convinced that it is better to have a somewhat lengthy syllabus rather than skimp in order to keep it short.* |
| *I now consider UDL issues as I prepare my courses, evaluate assignments, and consider material I post, etc. I really have changed how I prepare and teach.* |
| *I have always been interested in teaching in an inclusive manner, and have at times adopted into my classes assignments that had previously been "accommodations" to a student with a special need, but now I am more careful to design a course to meet many learning needs from the outset, instead of trying to make adjustments later.* |
| *Not only has it increased over the past two years, but because we plan to continue our community of sharing and learning, it will continue to increase in the future.**I have become even more thoughtful in the choices that I make with regards to teaching and learning. Whenever, I consider something new, I immediately explore the ramifications for all students.* |

**Analysis:** Tier 1 faculty (three-year participants) rated their perceived efficacy higher than Tier 2 faculty (one-year participants). Regardless, each group *Agree to Strongly Agree* that the model does enhance their efficacy as an educator. Narrative responses confirm that this model authentically supports faculty in proactive pedagogical course design in support of all students.