

Teacher Knowledge Matters

Abstract

Julienne Baxa

Teacher knowledge matters and prior research shows that building teacher knowledge is important to improving teachers' practices (Puliatte & Ehri, 2017). Teacher knowledge in this dissertation is investigated through the lens of the Pedagogical Content Knowledge framework (PCK) as well as the lens of the Technological Pedagogical Content Knowledge framework (TPACK) which builds on Shulman's original work (Mishra & Kohler, 2006; Shulman, 1986, 1987). This study investigated teacher knowledge enacted both *prior to* and *during* literacy instruction. Prior to literacy instruction teacher knowledge is enacted through a variety of pedagogical practices including selecting digital text or tools or collecting and scoring data from informal reading inventories regarding students' comprehension. During literacy instruction teacher knowledge is enacted as teachers integrate digital texts or tools or identify comprehension objectives and implement these during reading instruction. Findings revealed that teachers showed different strengths and needs as they enacted knowledge prior to and during literacy instruction. Based on the data from my research, individualized professional development could potentially support and extend teacher pedagogical content knowledge and technological pedagogical content knowledge to improve literacy instruction.