Figure 1 shows three samples of Venn diagrams representing current practice along with the **Searchy**ers' of Teachers' Knowledge of Teaching and Techno**sogy**es and explanations of why they chose to construct the Venn diagram as illustrated.jogure 2 shows the same information for three different participants using their ideal TPACK Venn diagram and explanations.



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Figure 2" " "

responses are one of here west. Herexplanation supports or Venn diagramas both indicate that she is more comfortable with technology and sees her pedagogy and content knowledge as evolving

<u>Teacher</u> Qbottom panel, Figure),1 a middleaged very experienced teacher, credentialed to teach young children aswell as K-12 children with special heeds is more traditional with her Venn diagram which supporter confidence in hercontent and pedagogy knowledge and herability to integrate althree aspects herteaching practice. Her Venn diagram, survey responses, and explanations upport each other. As a season teacher she is also concerned with her student's understanding of what they dearning.

Ideal practice

Next, we focus on the Ideal Venn diagrams constructed by three sample teachers (Figure 2). We asked the focus group participants to select circles with size representing their view of the relative importance of content, pedagogy, and technology to ideat the new of ideal integration of the three areas.

<u>Teacher D</u>(top panel Figure 2, a young, beginning teacher, express through er survey scores onfidence in her ability and skills in integrating content, pedagogy, and technology. Ideally, she sets the three areas of equal importance and a very large, balanced overlap of the three areas. How be explanation, she isoncerned bout integrating technology to replace all other strategies does not explain her Venn diagram

<u>Teacher</u> Ecenter pane Figure 2, an experienced teacher ving experience imostareas of early childhood education including teaching young children with special vey responsions dicate her

ce imerpractice which is equally evolving in all areas of integration.

embarking on auture study, we would want to explore additionalenues to gain useful information to guide the development professional learning involving technology.

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