

A Case for Technology Integration: Burbank Elementary School

Pasadena Unified School District, Pasadena, CA

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School Description: Burbank Elementary School
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Burbank School, located in the foothills of Altadena, California, is one of the 21 elementary schools in the Pasadena Unified School District. The School serves approximately 355 students in grades pre-kindergarten through 6. Its 15 classrooms include English emersion classes, special education/inclusion classes, gifted cluster classes, as well as regular education classes.



Eighteen full time teachers are employed at Burbank School. Paraprofessionals provide a variety of school services, which directly benefit student success. The mission of Burbank Elementary School is to provide an educational environment where students are safe and secure, fully motivated, and able to achieve their fullest potential. The goal of Burbank is to provide a school with an

“BEYOND Technology is the main reason for our API increase. Our students and teachers love the program.”

Sheryl Orange, Principal

parents, students, and administrators work together to provide a superior educational experience for each child.

Abstract of Technology Integration Project:

Burbank had a 70 point increase in the 2005 API score in large part from the BEYOND Technology Education, Inc. integration methods. This is the model that Superintendent of Pasadena Schools, Dr. Percy Clark, has been praising and strategizing on how to implement in all PUSD schools. The integration methods were developed and implemented by BEYOND Technology Education, Inc.

1. What exactly is the curriculum BTE would be offering?

There are three different phases of curriculum support BTE provided to Burbank Elementary School.

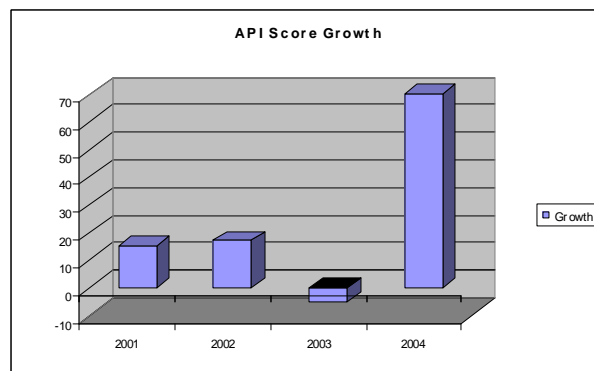
Phase One - The first phase was the *Professional Development* training they provided to the teachers in the ISTE NETS-T

areas including word processing, spreadsheets, data bases, multimedia, desktop publishing, internet, operating systems, basic computer use, graphics and lesson integration. This training provided the basic

level of understanding technology in the classroom for teachers. It was delivered over 30 hours and is a certified college level course delivered at the school site by BTE trainers. CEU credit was made available to teachers. This was usually delivered on student free Monday afternoons over the course of the school year and was completely classroom specific technology training.

Ethnicity at Burbank Elementary	
Hispanic	42%
White	30%
African American	25%
Filipino	2%
Asian	.7%

Phase Two - The second level of curriculum support BTE provided was the *students technology curriculum*. This was delivered to the students in the computer lab by a technology specialist. This curriculum was delivered for the first 5 weeks



Burbank increased its API Score 70 Points in one year.

of each quarter and is designed to give students the ISTE NETS-S basic computer skills in 9 different technology disciplines including word processing, spreadsheets, data bases, multimedia, desktop publishing, internet, operating systems, basic computer use and graphics. After understanding the ISTE NETS-S technology basics students then demonstrated those skills in a classroom specific integrated project in Phase Three.



Phase Three - When both teachers and students had been introduced to the basics of technology skills they could then successfully *integrate those skills into robust classroom specific lesson plans*. Each quarter or four times per year BTE provided an integration specialist at each campus to meet with each grade level of teachers included in the project.

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During those meetings the BTE specialist identified and collaborated with the classroom teachers on the standards based content being covered in the classroom that quarter.

The BTE specialist then created the modified lesson plans to include not only the classroom content standards, but also the technology skills just learned in the computer lab from Phase Two during the previous 5 weeks. Week 6 through 8 of each quarter in the computer lab, BTE and the classroom teachers together delivered the integrated project where students received relevant classroom content while practicing the technology skills they learned.



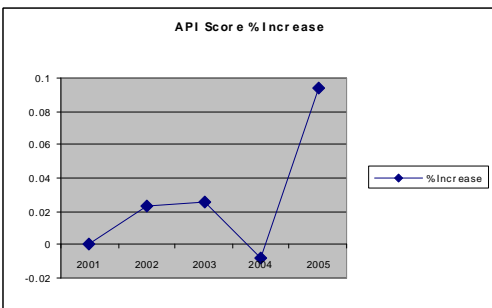
The result was enhanced student learning, using higher order thinking skills and problem solving strategies that technology provides them. In addition, teachers were presented with new options on how to deliver the standards based content using the technology available. BTE facilitated this process and provided the management and expertise to ensure that all pieces of the model were arranged in a manner that is comprehensive and student centered in format. This was all done with little hardware and software expenditures and with little excess staff time. BTE also handled all IT related issues pertaining to the computer lab.

2. Who is developing it (the curriculum)?

In this model BTE facilitates the process of technology integration. The integration specialist brought together the district required text, site based learning plans, ESLR s, state and federal educational standards, supplemental materials (Longfellow Writing Project), measurement tools (Reading Lions / Edgenuity / API, etc.) into a technology enriched version of the currently adopted student curriculum.

3. How specifically is it tied to what Peter Pannell is doing at Longfellow Elementary?

Our experience at Burbank Elementary put us in contact with the Longfellow Writing Project. In fact the entire focus of the Technology Integration program at Burbank is based on the NEED to improve student achievement in the area of literacy (reading / writing / etc.). We used all available tools that are employed at Burbank including the Longfellow Writing

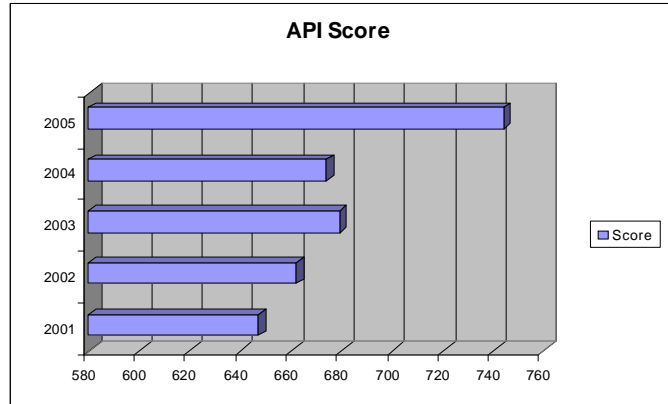


Project. It would require an adjustment to make it a higher priority. The current model has been effective and can be measurably

proven based on the Burbank API results which show a 9% increase in the API Score at Burbank Elementary in 2004.

4. How would the project impact efforts in writing being done with Edgenuity? Will it help? Or does it potentially conflict and/or add another feature that might be hard to follow?

One of the best parts of the BTE Technology Integration Model is its flexibility. The technology skills learned by students can be demonstrated in any academic area. The



Edgenuity tool simply allowed BTE to fine tune their methods and provide a "prescriptive" approach to integration. As we evaluate each school or each grade at each school we can develop integration projects that fit the academic needs. Like at Burbank, we had a problem in literacy and we tackled it full force in the computer lab with fantastic results as the API Score grew by 70 points in one school year .

Findings:

Simply put, technology and students provides for an amazing learning opportunity. When in front of a computer students respond. You have their attention. We simply took advantage of those "teachable moments" and developed meaningful lessons that teach as they inspire. Confidence was passed on to teachers through the mentoring provided by BTE and relevant content was being developed by BTE. These units become future instructional units, which are available for years to come. At the end of a school year, each grade had 4 technology-enriched units created and modeled for the classroom teachers. Technology became part of the culture and DNA of the school and is no longer a burden or waste of resources. The question of how and why we use technology is no longer the issue at hand. Principal Orange concluded that *technology use at Burbank has empowered students to think critically and globally, in order to meet the demands of a technological future.* " Our finding prove this fact.

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