CASE STUDY

Burbank Elementary School

Pasadena, CA
Pasadena Unified School District

Updated 2013
2006|2007

The School:

Burbank Elementary School, K-6, 2046 N. Allen Avenue, Pasadena, CA 91104 (626) 798-6769

(*Note: as this research was completed, Mrs. Orange was promoted to Assistant Principal at Muir High School and put in charge of Technology. New Principal, Kelly Lawson and several other Principals in the PUSD District have embraced the program including Jefferson Elementary, Jackson Elementary, San Rafael Elementary, Roosevelt Elementary, Norma Coombs Alternative School, Field Elementary, McKinley Elementary, Eliot Middle School and Muir High School.*)

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

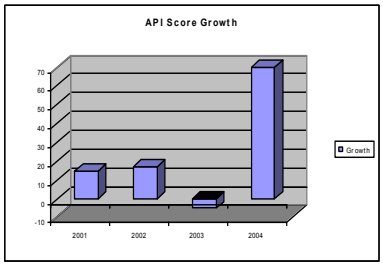
Burbank School, located in the foothills of Altadena, California, is one of the 21 elementary schools in the Pasadena Unified School District. The School serves approximately 355 students in grades pre-kindergarten through 6. Its 15 classrooms include English immersion classes, special education/inclusion 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 academic focus, consistently firm discipline, a lower student/staff ratio, ample supplies, and a positive and enriching environment where teachers, parents, students, and administrators work together to provide a superior educational experience for each child.

The Opportunity:

Burbank achieved a 70 point increase in their 2005 API score in large part from the BEYOND Technology Education, Inc. technology integration methods. This is the model that the Superintendent of Pasadena Schools had 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 the curriculum support BTE provided for Burbank Elementary School students and teachers.



Burbank increased its API Score 70 Points

Phase One - The first phase consisted of ***Professional Development*** training BTE provided to Burbank teachers. The training utilized the ISTE NETS-T standard areas including word processing, spreadsheets, databases, multimedia, desktop publishing, internet, operating systems, basic computer use, graphics and lesson integration. This training provided a basic level of technology skills for classroom teachers. The training was delivered over 30 hours and is a certified college level course delivered at the school site by state certified BTE trainers. CEU credit was made available to teachers. The workshops were delivered on student-free Monday afternoons over the course of the school year and the technology training was classroom specific .

Phase Two - The second phase consisted of ***student technology curriculum for the computer lab***. In this model, the technology curriculum was delivered to the students in the computer lab by a technology specialist. This scope and sequence curriculum was delivered for the first 5 weeks of each quarter and was designed to give students the ISTE NETS-S basic computer skills in 9 different technology disciplines including word processing, spreadsheets, databases, multimedia, desktop publishing, internet, operating systems, basic computer use and graphics. After being introduced to the ISTE

It works!

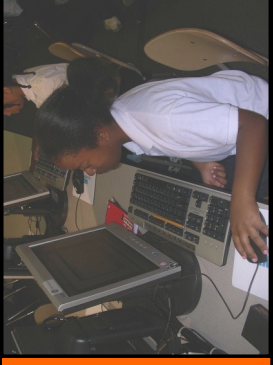
Here's what our schools have to say:

"BEYOND Technology is the main reason for our 70 point API increase. Our students and teachers love the program. Technology use at Burbank has empowered students to think critically and globally, in order to meet the demands of a technological future."

Sheryl Orange, Principal
Burbank Elementary School
Pasadena , CA

Educational Materials and Services Provided:

- ***Staff Assessment***
- ***Professional Development***
- ***Grades 2-5 Student Technology Curriculum***
- ***Technology Curriculum Templates***
- ***Lesson Integration Workshops***
- ***Grades 2-5 Integration Project Development***
- ***Lesson Delivery Modeling***
- ***Project Manager***



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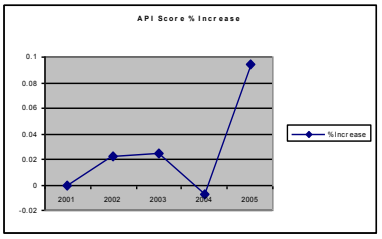
NETS-S technology skills and then practicing them in grade level projects, students then demonstrated those skills in a classroom specific integrated project developed and delivered in Phase Three.

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



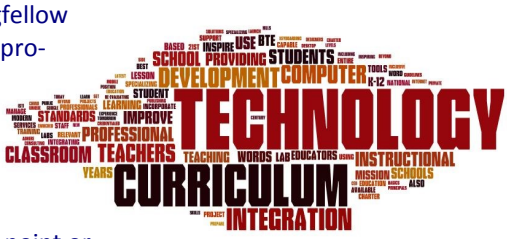
The result of using technology enriched lesson plans has improved student achievement and increased use of higher order thinking skills and problem solving strategies. In addition, teachers were presented with new options on how to deliver the standards-based content using the technology available. BTE 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. This was all done with minimal hardware and software expenditures. BTE also handled all IT related issues pertaining to the computer lab. The API increase of 71 points over the previous year was directly correlated to the academic areas that were improved upon using the BTE created Integration Projects.

2. Who is developing the curriculum?

In this model BTE facilitated 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) and measurement tools (Reading Lions / Edgenuity / API, etc.) into a technology enriched version of the currently adopted student curriculum.

3. How is the integration model 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 70 point or 9% increase in the API Score at Burbank Elementary.



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 provided 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. Similar to 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, the combination of technology and students produces amazing learning opportunities. 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. By 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.*" Testing results validate this statement.