

Palos Verdes Peninsula Unified School District Technology Plan Executive Summary

Assumptions

The Palos Verdes Peninsula Unified School District technology goals are based on several critical assumptions. One assumption is that technology is an essential element in the instructional program. Another assumption is that information literacy is the technology focal point since it is valid in all curricular areas and grade levels. In order to achieve these overarching goals it is necessary to address several related topics:

- student uses of technology
- access to technology
- technology staff development
- school to home technology partnerships.

Results

Student learning results are the most meaningful measurements of the benefits and impact of technology. Transforming uses, rather than literacy or adapting uses, are the desired outcomes for technology use in classrooms throughout the school district. Ideally the use of technology is embedded in the district's essential learnings and the development of information literacy for all students is linked to the core curriculum.

Equipment and Proficiency Issues

If technology is to become an essential element in the instructional program, then up-to-date equipment in sufficient quantities must exist in all schools. Technology must be functional and reliable, and teachers must possess the skills to design appropriate learning activities. Technology will not exist in sufficient quantities unless a systematic replacement cycle exists thereby guaranteeing that all students have access to appropriate technologies when and where they are required. Also, technology will not be functional and reliable until adequate technical support personnel are available to repair and maintain the equipment. Furthermore, teachers will not possess the necessary skills unless they participate in ongoing staff development that is designed to support student learning and not be limited to acquisition of technology skills.

Reliability Issues

In order to provide consistent electronic communications with parents, the school district's computers and data connections must be reliable. The systems cannot remain non-functional for weeks due to insufficient support personnel. Teachers must be able to access equipment whenever needed to fully utilize the communication systems.

Technical Support Issues

The various support mechanisms required to meet the goals for instructional technology, coupled with the growing reliance on administrative applications, further increase demand for support personnel, professional development, and regular equipment and software upgrades. The district cannot file the required electronic state reports if the administrative equipment is not functioning properly or fails to meet specifications due to obsolescence. The upgrade of human resources and accounting systems by the Los Angeles County Office of Education will require additional technical support, new software installations and training for clerical staff. These demands will cause further pressure on limited resources.