

PAN AMERICAN ACADEMY CHARTER SCHOOL

Blending academic excellence with cultural awareness

Brief Program Description

PAACS TEACHERS

PAACS teachers are

- inspired by the mission of PAACS and passionate about the work of teaching
- dedicated to making the PAACS vision a reality
- committed to ongoing professional growth and development and will meet the requirements of Act 48
- State-certified; we are looking especially for dual certifications in Elementary Education and Special Education
- preferably bicultural/ bilingual
- part of a faculty with a ratio of 1:3 experienced (10-15 years) to less experienced (0-10 years)

Grade Teams

PAACS teachers are organized into four teams (K-1, 2-3, 4-5, 6-8). The teams are expected to operate as a unit and support each other through Japanese and other Lesson Study practices, ensuring ongoing support and learning.

Parent Outreach

The family/school vision at PAACS is one of teamwork, so that there is a sense of mutual support and connection between teachers and parents of PAACS students. Teachers contact students' parents/guardians regularly by phone or email, so parents hear about progress as well as problems. Teachers introduce themselves to their students' parents before the school year begins through informal meetings at the student's respective homes. They keep a log of contacts and are expected to make a minimum number of phone calls home per month.

Curriculum Development and Implementation

Curriculum construction in the 2008-2009 year at PAACS will be an ongoing, interactive process of development, documentation, testing, and revision. Curriculum has been chosen for each subject area, which faculty will be responsible for implementing and customizing. They will also be asked to evaluate the International Baccalaureate Organization's Primary Years Programme for future implementation.

Teachers will also submit weekly lesson plans to the Principal, and participate in weekly professional development.

Professional Development

PAACS teachers participate in approximately 150 hours annually of professional development every year. Key elements of our professional development program include:

- Two weeks of Orientation in the summer of 2008
 - Teambuilding and introduction to school-wide policies and practices. Specific curricular and class management issues.
- Additional support for new teachers
 - Each new teacher is assigned an experienced mentor teacher in their team. In addition, the Principal/CEO meets regularly with new teachers, both individually and as a group, to assess how they are doing and to discern the supports they need to succeed.
- Weekly PD sessions from 3:00-5:00
 - Topics include fulfillment of the PAACS mission (rigorous instruction, integration of culture, and personal inquiry), meeting the academic standards for all students, instructional strategies including inquiry, conflict resolution skills for students, teaching students with diverse learning needs and issues, and working with English language learners. Teachers also collaborate on lesson study at this time.
- Japanese and other Lesson Study protocols.
 - Teachers meet regularly to share and review lesson plans, and co-plan so that instructional goals and approaches are aligned. The Lesson Study process keeps turning practitioners back to the mission of the school as the focus for their work.

Salary and Bonus (In development):

To attract high quality teachers, our wage scale for first year teachers is comparable to School District for teachers with zero to five years experience and matches District salaries for teachers with greater experience. PAACS benefits are equivalent to those provided by the Philadelphia School District (including free medical, dental, and vision benefits). To be developed is a bonus structure for teachers based on school and student performance.

Contracts:

All teaching staff sign annual contracts that explain the teaching load and non-teaching responsibilities. In addition, the contract includes due process protections to ensure teachers are treated fairly in the event of a dispute or unsatisfactory performance evaluation.