



Position Description

Position: Coordinator – International Teachers (12-Month)

Reports to: Executive Director of Equity Affairs & Program Evaluation

Salary: North Carolina Salary Scale (12 months)

Position Summary

The Coordinator for International Teachers provides mentoring and professional support for international educators as they transition into Durham Public Schools. This role guides teachers in instructional practice, classroom management, and curriculum alignment while also supporting acculturation to U.S. school systems and professional norms.

By modeling best practices, fostering cultural responsiveness, and serving as a bridge between teachers, schools, and the community, the Coordinator strengthens teacher retention, promotes equity, and supports student success.

Minimum Requirements

- Valid North Carolina Teaching License with at least five years of successful classroom teaching experience.
Evidence of exemplary classroom practice (e.g., strong NCEES evaluations, portfolio artifacts, National Board Certification, or other recognition).
- Demonstrated success working with diverse student populations, including multilingual learners, students with disabilities, and gifted learners.
- Knowledge of culturally responsive pedagogy and equity-focused instructional practices.
- Strong interpersonal and communication skills.

Preferred Qualifications

- Experience mentoring or coaching teachers.
- Training in equity frameworks or intercultural competence.
- Experience facilitating professional learning for adults.
- Demonstrated success collaborating with principals, district teams, and community partners.

Performance Responsibilities

The Coordinator provides individualized, layered support for new teachers—particularly international educators—through a **tiered mentoring framework**:

Transition & Essential Needs

- Connect international teachers with resources that support housing, transportation, community integration, and overall well-being.
- Build trust and belonging through empathy, cultural awareness, and consistent support.



Intercultural Competence

- Guide teachers in navigating U.S. school culture, expectations, and norms.
- Serve as a cultural bridge to reduce misunderstandings and foster respect.
- Lead learning opportunities that strengthen global mindedness and integrate international perspectives into school communities.

Pedagogical Coaching

- Honor and leverage teachers' expertise while supporting alignment with NC standards and DPS practices.
- Coach teachers on DPS expectation (e.g. lesson planning, assessment, classroom management, and student engagement).
- Model effective instruction aligned to NC standards and DPS priorities (Explicit Teaching, Depth of Knowledge, Core Curriculum, DPS Strategic Plan).
- Facilitate seminars and small-group learning sessions focused on pedagogy and culturally responsive teaching.

Program Support

- Assist with New Teacher Orientation and Beginning Teacher Support & Development activities.
- Document mentoring support in compliance with NC Beginning Teacher Mentor Program (State Board Policy TCED-016).
- Support program planning, data collection, licensure, and HR processes.
- Contribute to professional learning and the development of other mentors.

Collaboration & Partnerships

- Work closely with school administrators, district leaders, and community partners to ensure teachers are fully supported.
- Serve as a liaison between international teachers and school leadership to align mentoring with school improvement goals.
- Collaborate with district staff to continuously strengthen mentoring practices.

Professional Learning & Growth

- Engage in ongoing professional development focused on mentoring, induction, and cultural responsiveness.
- Model reflective practice, continuous learning, and optimism in supporting beginning teachers.
- Demonstrate collaboration, professionalism, and responsiveness in all interactions.
- Build trust through open communication, valuing diverse perspectives, and acting with integrity.
- Foster a culture of growth by giving and receiving feedback, reflecting on practice, and encouraging the same in others.
- Consistently uphold district policies, ethical standards, and timelines.



Impact

Through layered support—addressing essential needs, fostering intercultural competence, and strengthening pedagogy—the Coordinator ensures that international educators are positioned to thrive. This work strengthens teacher retention, builds culturally responsive schools, and prepares students to succeed as engaged global citizens.

Evaluation

Performance will be evaluated annually in accordance with district policy on the evaluation of coordinators.

Disclaimer

The statements above describe the general nature and level of work required of this role. They do not represent an exhaustive list of all responsibilities, duties, or skills. The district reserves the right to modify responsibilities based on organizational needs.