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A PHENOMENOLOGICAL EXPLORATION OF U.S. SCHOOL
PRINCIPAL PREPARATION IN LEADING MANDARIN
CHINESE IMMERSION PROGRAMS

by

Shuzhen Xie, B.S., BA., MA, M.Ed.

A Dissertation submitted to the Faculty of the Graduate School,
Marquette University,
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

Milwaukee, Wisconsin

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ABSTRACT

A PHENOMENOLOGICAL EXPLORATION OF U.S. SCHOOL PRINCIPAL PREPARATION IN LEADING MANDARIN CHINESE IMMERSION PROGRAMS

Shuzhen Xie, B.S., BA., MA, M.Ed.

Marquette University, 2024

This qualitative phenomenological study explores U.S. principals' challenges, successes, and best practices in leading Mandarin Chinese immersion programs in high-need rural schools in a Midwestern state. The study addresses cultural efficiency, increasing student enrollment through principalship preparation, and attracting the interest of parents and students.

Purposive and snowball sampling associated with semi-structured interview protocols were used to interview 12 participants ($N=12$), including 10 females and two males. Participants included two elementary principals, two secondary principals, one administrative assistant, one paraprofessional, three English language arts teachers for Mandarin Chinese immersion program, and three native Mandarin Chinese immersion teachers.

Findings reveal three major successes for principals: (1) integrating achievement capacity, parental expectations, and language proficiency; (2) offering students more choices with bilingual talents; and (3) creating a unique multicultural learning community. The study identifies three challenges: (1) resource deficiency, (2) human behavioral issues, and (3) cross-cultural communication barriers. Principals need to strengthen (1) cross-cultural competence, (2) professional knowledge for building multicultural communities, and (3) culturally responsive pedagogy and leadership strategies. Best practices include (1) festival celebrations and cultural activities, (2) teamwork, and (3) community support. Three strategies to promote transformational leadership for communities of practice are (1) community engagement, (2) shared vision, knowledge, and resources, and (3) networking and partnership.

Future research should explore the role of principals in creating a leadership framework that enhances stakeholder engagement. A longitudinal study should analyze a decade of student learning data in Mandarin Chinese immersion programs to identify factors correlating with academic performance and well-being.

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CHAPTER 1

INTRODUCTION

With China's rapid economic development in the past decades, more and more people around the world are interested in learning about China and its language. For example, in 2000, 24,000 K7-12 graders were learning Chinese in the United States, which rose to 59,860 from 2007 to 2008 (Zhou & Li, 2015). This growing interest in learning Chinese in the United States has led to a severe shortage of Chinese language teachers and an increasing demand to recruit certified teachers from China. Chen et al. (2017) also pointed out that the rapid rise of Asian economies has increased the popularity of learning the Chinese language worldwide. They confirmed that the United States had witnessed an increase in the interest and popularity of Chinese language programs. Their qualitative case study found that principals face five major challenges, including (1) having difficulty in recruiting certified teachers; (2) having a weak professional development; (3) having difficulty in balancing content and language teaching instruction; (4) having less chance to practice Chinese; and (5) having a shortage of external support resource (Chen et al., 2017, pp. 165-168). Their findings indicated that the Mandarin Chinese immersion program needs to recruit more native Chinese certified teachers to deliver high-quality Mandarin teaching. Chen (2022) revealed that the dramatic increase of Mandarin Chinese language learners in the United States fosters principals to recruit more certified Chinese native teachers to deliver highly effective teaching in the United States schools.

It is well-known that principals play a vital role in leading the school reform with teachers, parents, students, and other school stakeholders. In their qualitative studies, Chen et al.

(2017) and Chen (2022) suggested that principals need to recruit highly certified Chinese bilingual teachers to deliver effective instruction for Chinese immersion language learners to reach their learning outcomes. However, principals have difficulty maintaining teachers' stability and hiring highly qualified Chinese native teachers. For example, Chen et al. (2017) said principals recruited teachers from countries where Chinese is the native language, such as Hong Kong, Taiwan, or China. They indicated that the state government gives foreign language immersion schools a special exception to recruit qualified teachers: they do not need United States teacher certificates; however, they require their respective home country's teacher certificates. If these teachers decide to stay and continue to teach, they need to get a United States teacher certificate within three years.

Peng (2016) pointed out that many immersion schools have difficulty to hire qualified Chinese native teachers despite these less restrictive regulations, finding capable, and both elementary teachers' licensure and Chinese teaching licensure awarded from the department of education. For example, Shouse and Sun (2012) stated that some school districts offering the Chinese Mandarin Immersion Program need help hiring certified teachers and more funding. Chen et al. (2017) and Chen (2022) indicated that principals have difficulty recruiting qualified teachers with both Chinese proficiency and teacher certificates. Lyon (2018) remarked that school principals need to retain and develop a strong teaching staff. They expect the Chinese native teachers to be willing to stay in the program for at least two years, and preferably three years or long-term commitments. Principals need to recruit highly effective certified Chinese teachers and maintain their commitment. In the United States, the teacher turnover rate increases, and principals need to retain high teacher stability in delivering highly effective teaching and

ensuring school improvement. Heads (2022) found that almost 25% of teachers said that they were willing to leave their jobs by the end of the 2020 to 2021 school year, and 54% of them said that they were very likely to leave their teaching in the next two years. Walker and Writer (2022) indicated that a staggering 55% of teachers are thinking of leaving their position. Consequently, the high teacher turnover rate causes principals to face the challenges of maintaining high stability of teacher commitment in the program for students to reach their language learning expectations.

This study explores the challenges and successes of United States (U.S.) school principals on their experiences in leading the Mandarin Chinese immersion program in rural elementary and secondary settings in a Midwestern state from the perspective of school leadership teams and teachers. Therefore, the first chapter comprises the background of the study, the statement of the problem, the purpose of the study and research questions, an overview of the research methods, and theoretical knowledge of the foundation, followed by a brief conclusion and summary.

Background of the Study

Principals play a significant role in leading the school improvement and student achievement through working with parents, teachers, students, and other school stakeholders (Fullan, 2007; Godart & Neatby, 2023; Hallinger, 2018). They usually need to receive a highly qualified principal preparation to help them perform well in their job performance (Darling-Hammond, 2010). For instance, principals need to obtain their central leadership training in

higher education and get licensure from the Michigan Department of Education in the State of Michigan (MDE, 2021).

Besides, principals need to have several years of teaching experience, which could help them provide sufficient support to the classroom teachers in their pedagogical and classroom management needs (Hallinger et al., 2017; Hallinger, 2019). The emergent nature of educational administration and leadership as an academic discipline is essential for principals to improve schools (Bush, 2012). The previous literature in the field has provided solid evidence of the link between leadership, school effectiveness, and the crucial role leadership preparation plays in achieving this effectiveness (Murphy et al., 2008; Walker et al., 2013). Effective school development hinges on the vital role of the school principals in promoting change, acting as an internal change agent, and overseeing growth and renewal processes. This observation has made the case for providing specialized training to school leaders more widely accepted (Hammad & Bush, 2021; Murphy et al., 2008). Bush and Jackson (2002) asserted that a principal preparation program could help principals work effectively.

In addition, Alvarez (2021) found that the school leadership preparation that candidates receive before they take up their roles as school principals is internationally recognized to be essential for their success once performing their new functions. The European Union (E.U.) indicated that achieving a good quality school leadership could surely effectively guide the school's improvement. Alvarez (2021) claimed two critical elements of school leadership in leading their work effectiveness. One is the working tools and the leadership toolkit. The other is to receive a better preparation. Cunningham and Lochmiller (2020) pointed out that principals need to obtain a good preparation for their work performance in leading the school improvement.

They suggested that principals need to receive a comprehensive knowledge preparation in working with teachers and parents to provide equal support to all the students. For example, Robinson et al. (2022) indicated that school principals need to explore their experiences in promoting equity and social justice.

Angelle and Torrance (2019) stated that some principals still need to improve their preparation for school improvement. Davids and Waghid (2021) supported their view that principals need to be well-prepared to lead school improvement in multicultural schools. UNESCO (2016) suggested that principals need to better master their new roles and responsibilities through their daily school operations, including "training, remuneration, appraisal, and feedback" (p. 6).

More specifically, UNESCO (2016) indicated that principals need to receive pre-service preparation such as communication skills and educational goals. They need to participate in a high-quality principal program with a practicum in the school. UNESCO (2016; 2019) further insisted on the need for principals to receive proper school leadership pre-service and in-service training and added that this training needs to be specifically developed for the needs of school leaders with a focus on educational management (UNESCO, 2019, p. 3). Therefore, this study establishes the need to link school leader training on effective school leadership to official certifications, career, and teacher competency frameworks, to allow for career progression (UNESCO, 2019, p. 4).

Moreover, the Organization of Ibero-American States for Education, Science, and Culture (OEI) published a report in 2017. The report said that the principals need to develop their knowledge and enhance their experiences in teaching and administration for school improvement

(OEI, 2017). The report adds that the pre-service education needs to focus on "key competencies such as knowing, knowing to do, knowing to be that are all interrelated to each other" (OEI, 2017). Specifically, the 2019 OEI report lists the eight dimensions or responsibilities that Day et al. (2011) believed school principals should have:

- 1) To define the vision, values, and mission, building trust.
- 2) To improve the teaching and learning conditions.
- 3) To restructure the organization: to redesign roles and responsibilities.
- 4) To improve teaching and learning.
- 5) To redesign and enrich the curriculum.
- 6) To improve the teachers' quality.
- 7) To build relationships within the school community.
- 8) To build relationships outside the school community. (p. 89)

Meyer et al. (2020) pointed out that principals are responsible for shaping teachers' work environments, and in doing so, they can strengthen and support teacher collaboration. They examined the participants of teachers ($N=630$) and primary and secondary schools ($N=29$) to determine that principals need to shape their leadership for school effectiveness. Johnson et al. (2020) indicated that principals significantly impact student achievement and the overall learning environment in the school they lead. They also noted that effective principal professional learning must be ongoing and extend beyond initial university preparation. For example, the Elementary and Secondary Education Act (ESEA) as the federal policy in the United States supports the professional development and learning of school leaders in the United States.

Coviello and DeMatthews (2021) indicated that principal preparation is essential for improving the school in competitive markets.

The school principal's preparation has been widely supported globally and in the United States. Bush (2012) stated that principals need to receive specialized training for specific top performance to improve the school. Cunningham and Lochmiller (2020) pointed out that school principals need content-specific leadership preparation to teach school effectiveness. Murphy (2020) supported this view and said that leadership preparation could create a career pathway for school principals in providing a high-qualified job performance in the workplace. Hallinger (2006) noted that scholarships in school leadership preparation could help school principals to face the school challenges. Young et al. (2009) found that school principals need to receive a high quality of principalship preparation in leading the school program improvement. This finding emphasizes the importance of the school principals who need a systematic and robust leadership preparation for school performance.

The ongoing Chinese economic and international trading has increased globally, and many people tend to learn Mandarin Chinese. Zhang (2018) said that learning Chinese is becoming increasingly popular, and principals need to know how diligently they should work with teachers to deliver highly effective learning in the school. Specifically, the number of Mandarin Chinese immersion schools and programs has rapidly expanded in the world, especially in the United States. Weise (2021) reported there were up to 331 from 324 Mandarin immersion schools from 2020 to 2021 in the United States. The Mandarin Chinese immersion schools are in the public schools (74%), charter (9%), and private (16%) in the United States (Weise, 2021). Zheng (2021a) indicated that Chinese immersion programs across the United

States have increased from eight in 1998 to 265 in 2018 and still flourish in K-12 educational settings in United States' general education. Zheng (2021b) further indicated that the number of Mandarin Chinese immersion programs in the United States grew from 8 in 1998 to 317 on December 14, 2019, to 394 on February 1, 2024 (Weise, 2024) becoming the second most popular immersion program after Spanish immersion. The increasing number of Mandarin Chinese schools in the United States requires more professional principals to work with teachers, parents, students, and other communities to improve student learning outcomes.

This dramatic increase in Mandarin Chinese schools requires a principal to develop their leadership skills, such as collaboration and instruction, in guiding its improvement. In most Mandarin Chinese schools, the principals need to take responsibility of leading the common core standards program in the public schools and working with immersion program teachers, students, and parents in the specific immersion program settings. This situation might cause many challenges for the principals in leading the immersion program in the multicultural school contexts. For instance, some principals might not understand the Chinese cultural, pedagogical, and world language, such as target language in the immersion program. However, they have the responsibility of leading the Mandarin Chinese immersion programs or schools in the multicultural school contexts in the K-12 school in the United States to lead the program improvement. Since most principals might not understand the Chinese culture, norms, and educational pedagogy, they might have difficulty effectively leading school improvement. In this context, the previous scholars found that principals need to have a good preparation for them to direct the immersion program improvement. For example, Murphy (2020) said that principals need to build an immersion program in school culture, such as cultural awareness, to work with

teachers for school teaching effectiveness. Frick et al. (2022) also indicated that principals need to sharpen their evaluation skills by instructing teachers to deliver highly qualified teaching for student achievement. Frick et al.'s (2022) study suggested that principals need to develop their skills, cultural awareness, and collaboration with all the school stakeholders, such as teachers, parents, and students, in leading the school development.

Due to the different cultures and social norms between China and the United States, the U.S. principals need to develop their leadership skills beyond what they have prepared in the principal program in the university. Although the U.S. principals have both completed the principalship program in college and the school administrator licensure exam in the state before becoming a principal candidate, their principal leadership program has not yet covered the Chinese immersion program. For example, Spears and Lawrence (2002) suggested that principals need to develop their servant leadership skills to lead school improvement. Horsman (2018) and Van Dierendonck and Patterson (2018) supported their view that principals need to receive servant leadership training (Dhiman & Roberts, 2023) to offer support to the followers in the community and create a supportive school community for its performance.

Besides, principals need to develop their transformative concepts to lead school improvement. For example, Osei-Kofi et al. (2022) indicated that principals need to use transformative approaches to deliver high-quality teaching equally to all the followers in the community. Liu (2020) also noted that principals using a transformative learning approach could help them work with teachers, parents, and students to lead the school to face its challenges and produce a meaningful outcome. Leithwood et al. (2009) supported the notion that principals need to use distributed leadership to involve all school stakeholders in the school building. Harris

(2009) indicated that distributed leadership could help principals include stakeholders through teacher commitment, parent involvement, and student engagement.

Leithwood et al.'s (2009) and Harris's (2009) studies indicated that U.S. principals face challenges such as high teacher turnover rate and inadequate teaching skills. Only a few studies exist related to Chinese immersion language teaching. For example, Zheng (2021a), in her ethnographic research inquiry through observations and interviews of parents in the academic school year of 2016 to 2017 in China, found that immersion program leaders need to foster teachers to build their pedagogical approaches such as using multilingual switching in delivering high effectiveness in teaching and building an effective learning environment. Zhang's (2021a) study indicated that the Chinese immersion program had faced the challenges of planning strategically for pedagogy, leadership, and preparation in Chinese immersion classrooms.

Sung (2020) also asserted that Chinese immersion program leaders have space to improve parent satisfaction in both one-way Mandarin Chinese dual immersions language programs in Utah through a quantitative survey with 580 participants through Qualtrics in a MANOVA test. This study found that Chinese program administrators pinpointed the areas that still have room for improvement and identified the less satisfied group with whom more communication will be needed. Also, this study pointed out that program leaders need to create a Chinese immersion learning environment to deliver high-quality teaching for student growth.

Zheng (2021b), in her ethnographic research in a K-5 one-way Mandarin Chinese immersion charter school, interviewed 10 parents from nine households between 30 to 75 minutes from June 2017 to February 2019 and found that parents enrolled their children in the Chinese immersion program because of several reasons, including academic excellence,

developing uniqueness, a sense of community fit in and developing cultural identity. However, she found that parents realize that they are frustrated by the limited resources for Chinese immersion learning. Zheng's (2021b) study indicated that Chinese immersion program leaders need to explore their knowledge of Chinese immersion program promotion to make the English Chinese bilingual space more attractive to a larger population of families with different linguistic and cultural backgrounds.

Furthermore, Zhou and Li (2021) found that immersion teachers were heavily language-focused rather than subject-content-focused. This condition indicated that immersion program leaders need to figure out how they could work with teachers to build a content-based teaching pedagogy for holistic student growth and meet parents' satisfaction (Zhang, 2024). The Chinese immersion program leaders could continuously increase its enrolment and attract parents and students in enrolling the program. Zhou and Li's (2021) study indicated that the Mandarin Chinese immersion program leaders in the United States need to promote Mandarin-English bilingual development through principalship preparation. Their studies also indicated that Mandarin Chinese immersion program leaders need to continuously sharpen their knowledge in leading the immersion program improvement, which was supported by previous scholars, such as Lu (2019), Laughlin and Delves (2004), Mougeon et al. (2010), Perez (2004), and Tedick et al. (2011).

The previous studies presented that Mandarin Chinese immersion program leaders and teachers need to enhance their pedagogy, leadership, and classroom management capacity. Yet, no literature exists about what type of Mandarin Chinese immersion program leadership should be prepared for principals to lead their school improvement. There is still a gap for principals on

how they can guide the Mandarin Chinese immersion program improvement through their principal job performance preparation.

Even though some studies mentioned the Chinese Mandarin program, they did not use a qualitative research design. Some scholars pointed out that the principals face challenges in leading the immersion program development in the dual-language programs. The reason is that the principals have been less prepared before being a principal in leading the Mandarin Chinese immersion program in school. For example, Hammad and Bush (2021) pointed out that U.S. principals need to receive instructional leadership training to produce more competent lifeworld leaders instead of technical school leaders. Cunningham and Lochmiller (2020) stated that principals need to have the ability to determine the school issues and identify the way to lead the school improvement.

Yet, Le Queux and Kuah (2020) indicated that principals also need to understand the Chinese virtue Junzi leadership in leading the Mandarin immersion program improvement. Their results show that principals need to expand their knowledge on guiding the Mandarin Chinese immersion program improvement in the low-power distance multicultural school contexts in the United States (Hofstede, 2001). Zakaria (2019) said that principals could drive the school improvement if they could make sense of cross-cultural practice in the workplace. That is why Parrington (2021) supported the view that principals need to improve their cultural awareness in leading the school improvement in the educational industry 4.0 era (Popkova, Ragulian, & Bogoviz, 2019). The education 4.0 era means that the school principals need to take advantage of using the advanced technologies such as advanced internet communications and artificial intelligence in leading the school improvement (Jethwaney, 2024).

Therefore, findings in this study could fill the gap in the Mandarin Chinese immersion program principalship in the multicultural school contexts in a Midwestern state and worldwide. As a result, U.S. principals need to improve their knowledge within a principal leadership program on how they drive the Mandarin Chinese immersion program improvement. This qualitative phenomenological research study explored the challenges and successes of school principals in their experiences in leading the Mandarin Chinese immersion program in rural elementary and secondary settings in a Midwestern state from the perspective of school leadership teams and teachers.

Statement of the Problem

This study explores U.S. school principals' experiences through their leadership preparation in improving language immersion programs in multicultural schools, such as Mandarin Chinese immersion schools. Historically, although most U.S. school principals receive a principal program training, they have not received the systematic preparation in leading the immersion program and culturally responsive training (Khalifa, 2018; Khalifa et al., 2016; Zhang & Koshmanova, 2022). DeMattews and Izquierdo (2019) pointed out that principals face the challenge of leading immersion programs because they cannot understand the culture, norms, and pedagogy. They might have difficulty understanding the foundation of dual language instruction. Since they have less knowledge about the target immersion language culture, teaching pedagogy, and educational resources, they might have difficulty leading the native Chinese teachers to contribute their effort in teaching and learning thoroughly.

In addition, principals may not know the target language, culture, and norms. They might have difficulty understanding and interpreting how they could guide the Chinese immersion program teachers in teaching and learning pedagogically. This condition is not because they have not received the professional principal knowledge training, but because they need to discover and guide the teachers to build a supportive professional learning community. That is why Scribner et al. (2021) indicated that principals need to develop their knowledge within a principal preparation workshop in cultural awareness in leading the school improvement. Khalifa et al. (2016) said that principals need to develop their knowledge, skills, and leadership knowledge in teaching the dual language program in the school. Their findings indicated that the principals could only lead the school if they have a good preparation in their job performance.

Historically, principal preparations associated with aligning central job expectations to the principal's actual duties moderate the relationship processes. Price (2012) found that principals with trained experience could have more satisfaction in job performance with a 5% standard deviation drop compared with those without any training. Johnston and Shipway (2020) said that principal preparation is an area of research and literature but generally reflects the United States social and cultural context where principals are accredited through training, university programs, and examination processes before becoming a school leader.

Additionally, there are sets of U.S. state-based descriptors and standards for what is expected of principals and school administrators. Generally, as for the principal preparation program, the previous literature discusses training processes, skills taught and acquired, such as training courses or program curriculum, knowledge of leading, instruction, and leadership. Nevertheless, few studies pointed out that principals lack the knowledge of teaching the dual

language program in the United States. The problem is that they have not received their training in their principal program at the university and their central license preparation program. This qualitative phenomenological research study addresses the issue of the school principal's knowledge, skills, and leadership on how they could explore their experiences and prepare to lead the Mandarin Chinese immersion improvement. Since many are dual-language program schools in the United States, the traditional school preparation program may not be enough for the dual-language program school leaders. Therefore, the leadership program needs to add foundational knowledge, such as U.S. educational history, racism, gender, and school-based principal and teacher professional learning program. This current study seeks to address the issues and fill the literature gap about school principals for the Mandarin Chinese immersion programs in the United States.

As described above, principals may traditionally receive school leadership preparation such as college education, principal leadership program, and state licensure exam. They have received paramount preparation for the job responsibility and performance. Still less information is available about the United States top performance, responsivity, and role in leading language immersion schools or programs in multicultural schools, especially in the Mandarin Chinese immersion program in a rural area in a Midwestern state.

The previous literature suggests that principals need to foster student achievement through maintaining teacher stability and working with parents, staff, and other school stakeholders. Nguyen (2021), in his quantitative study using ordinary-least square regression analysis, estimates that student learning performance correlates with teacher turnover. He found that teacher commitment's stability could help students effectively improve their learning

outcomes. Specifically, he confirmed that teacher turnover is a crucial indicator for principals to build a high level of teacher cooperation for school sustainable growth and student achievement. Branch et al. (2013) indicated that highly effective principals raise student achievement.

Hence, principals need to maintain a teacher commitment and reduce the rate of teacher turnover to help students achieve their learning goals. If principals have less preparation and have no effective strategies to sustain teacher stability, they have job pressure, thus causing them to resign their position. Tran and Smith (2020) found that almost 20% of the U.S. school principals leave their work annually, even though the student enrollment is projected to increase the demand for new principals by 8% every year until 2026. Husain et al. (2021) found that 20% of the public-school principals in the United States leave their positions each year. They found that principals have increased their turnover, and that teacher turnover negatively affects student outcomes (Husain et al., 2021). Thus, Yan (2020) supported their view that principals need to maintain teachers' commitment to student learning outcomes and create a supportive, caring school community.

Consequently, U.S. principals need to receive a comprehensive principalship preparation in leading the Mandarin Chinese immersion program. For example, they still lack enough knowledge about applying for a teacher working visa and all other culturally responsive practices and knowledge (Hallinger, 2018; Khalifa, 2018). They also need to receive a comprehensive principalship program preparation to work with teachers, parents, and students to deliver a high-quality Mandarin Chinese immersion program in a rural area in a Midwestern state.

Purpose of the Study and Research Questions

Given the limited literature on the roles of principals and teachers in the leadership and pedagogy of Chinese immersion programs, this study aims to address this gap. It will explore how U.S. principals and teachers can develop leadership skills and pedagogical training to enhance Chinese immersion students' learning outcomes and overall school effectiveness. The purpose of this qualitative phenomenological research inquiry is to explore the challenges, successes, and best practices of the principals and teachers in leading Chinese language programs in immersion schools in the high needs school in a rural area in a Midwestern state in the United States. The results of this study aim to address cultural efficiency, increase student enrollment through principalship preparation, and attract parents' and students' interest in the rural areas of high-needs schools for the whole school development. Therefore, the specific research questions which guided this study are listed below:

- 1) What are the successes of school leaders and teachers in the high needs school in leading the Mandarin Chinese immersion program in a rural Midwestern state?
- 2) What are the challenges faced by school leaders and teachers in the high needs school leading the Mandarin Chinese immersion program in a rural Midwestern state?
- 3) What culturally responsive preparations and training are needed for school leaders in leading the Mandarin Chinese immersion program in the high needs school in a rural Midwestern state?
- 4) What are the best practices perceived by school leaders and teachers in leading the Mandarin Chinese immersion program pertaining to school enrollment and the social image to the community?
- 5) How do school leaders demonstrate transformational leadership to create communities of practice in leading the Mandarin Chinese immersion program?

The research questions above are descriptive and interpretive in nature. Also, this qualitative phenomenological study investigates the principals' and teachers' experiences in the depth of their meaning based on the phenomenon of the increase of the Chinese immersion program in the United States. This qualitative phenomenological study aims to describe the principals' and teachers' experiences about how they perceive, express, feel about, and make sense of figuring out the ways of increasing the Chinese immersion program in the United States (Guest et al., 2013; Patton, 2002). Thus, the qualitative phenomenology research design is appropriate and was employed in this study to describe, explore, and investigate the principals' and teachers' experiences of their perception of meaning through in-depth interviewing (Heidegger, 1994; Macann, 1993; Moustakas, 1994; Wertz et al., 2011).

Besides, this study uses the descriptive and interpretive approach to analyze the interview data to answer the research question above (Crotty, 1998; Smith et al., 2009; Silverman, 2014). Through the descriptive and interpretive analysis, this study investigates how principals and teachers identify their challenges and successes with their practices in leading their Chinese immersion program development in the public school district in rural school contexts.

Therefore, three major theoretical concepts, including culturally responsive school leadership (Khalifa, 2018), transformational leadership (Bass & Riggio, 2006), and communities of practice theory (Wenger, 1998), were comprehensively reviewed and guided in this study. A more detailed theoretical framework will be presented and discussed in Chapter Two. Here follow the new vocabulary of this study, the significance, and a summary.

The Vocabulary of the Study

Transformational leadership. Transformational leadership can be defined as an approach that causes a change in individuals and social systems. It creates valuable and positive change through individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence in the followers to develop followers into leaders (Bass, 1985; Bass & Riggio, 2006; Burns, 1978). In this study, U.S. principals transform their beliefs of educational core values in working with teachers, parents, students, and staff for school improvement.

Culturally responsive school leadership. Culturally responsive school leadership is defined as a leadership framework in which principals address the cultural needs of the students, parents, and teachers in culturally responsive education, reform, and social justice education in schools (Khalifa et al., 2016; Khalifa, 2018). In this study, principals must pay much attention to the Chinese culture in pedagogy, leadership, and educational theory in driving the improvement of Mandarin Chinese immersion programs in multicultural school contexts (Hyter & Salas-Provance, 2023).

Communities of practice theory. Communities of practice theory are defined as an approach for principals who could use different types of leadership strategies such as partnership in working with teachers, students, parents, and all other school stakeholders in creating a supportive learning community for school improvement contextually (Wenger, 1998; Wenger et al., 2002; Webber, 2016).

Chinese immersion instruction. In this study, the school adopted the 50/50 immersion model. This means that students from kindergarten to fifth grade spend half a day learning English

Language Arts and social studies in English and the other half a day learning math, Chinese, and science in Mandarin Chinese. Chinese teachers are expected to use Mandarin Chinese only during their instructional time (Zheng, 2021a).

School principals. In this study, school principals refer to those in the general public school system who also lead the Mandarin Chinese immersion program in their daily school practice to improve student achievement (Fullan, 2007).

Leadership teams. In this study, leadership teams refer to a group of individuals who collectively manage and oversee the daily operations of the Chinese immersion program. The team comprises principals, superintendents, school and parent union team leaders, teacher leaders, the human resource director, curriculum directors, and an instructional coach associated with the immersion program (Fullan, 2015; Godart & Neatby, 2023; Tedick et al., 2011; Wullschleger et al., 2023).

High-needs schools. In this study, high-needs schools refer to the schools in rural areas that face resource limitations despite being part of demographically diverse communities. Due to their locations and limited access to educational materials, funding, and support services, these schools need help meeting the various needs of their students and the community. Currently, Chinese factories and companies are near Chinese immersion schools; students with Chinese proficiency have more chances to work in factories or companies (Iniobong, 2023). High-needs schools may implement specialized programs, such as Chinese Mandarin immersion programs, to address these challenges and capitalize on local economic opportunities (Fischer & Weeks, 2024). These programs aim to foster students with essential language skills, enhancing their

employment prospects within the local job market and beyond (Bellanca, 2015). High-needs schools strive to overcome resource constraints and actively work to meet students' and communities' specific educational and vocational needs. The successful implementation of programs like Mandarin Chinese immersion demonstrates these schools' ability to adapt and respond to their unique challenges, ultimately providing more significant opportunities for their students (Tedick et al., 2011).

Significance of the Study

This study has at least five areas of significance. First, this study can provide a guideline and resource for university administrators and boards to implement a principal leadership program to fill in the needs of immersion programs, especially Chinese immersion programs in the United States. Although the previous studies indicated different types of principal leadership, no literature has shown that the university creates some principal preparation programs to fill in the needs of the growing Chinese immersion program in Midwestern states, even in the United States. For example, Doss et al. (2022) found that the principal preparation program correlates with student achievement on standardized tests, student attendance, and higher principal retention rates. Meanwhile, their studies showed that principal programs could measure principal performance in leading their school improvement. Some of the previous supported their findings that a principal program could help principals define their school mission and manage the school program by promoting a positive school climate and strategic planning and ongoing implementation (Hallinger & Murphy, 1985; Hallinger, 2015; Hallinger, 2018; Liu & Hallinger, 2018; Robinson et al., 2008).

In addition, Berry and Reardon (2022) suggested that the principal program should consider creating and enhancing collaborations with school districts to identify aspiring Black educational leaders. They also said that college and university educational leadership preparation program providers should consider several interventions related to the prevention of containment for aspiring Black educational leaders. However, no literature exists on how colleges and universities need to implement their leadership preparation in leading Chinese immersion program improvement in the multicultural school contexts in the United States. Consequently, this study's findings could provide valuable resources for colleges and universities to enhance their principal leadership programs, particularly in training aspiring principals to effectively guide Chinese immersion programs within their public-school systems.

Second, this study could offer recommendations and solutions for school district superintendents, school boards, state educational departments, human resource directors, and other upper administrative school leaders. These recommendations focus on implementing school policies, professional development initiatives, and school-related programs to improve overall school performance, specifically within the context of Chinese immersion programs. Zheng (2021) highlighted a significant increase in Chinese immersion programs across the United States, growing from 8 in 1998 to 265 in 2018, spanning over 30 states. Previous studies (Kowalski, 2012) have not adequately addressed how superintendents, school boards, educational departments, and other leaders can effectively monitor and evaluate the progress of Chinese immersion programs. Specifically, earlier research has underscored the necessity for school leaders to enhance their cultural awareness related to teaching, learning, administration, and monitoring immersion program improvements.

For example, Lu (2019) suggested that school leaders need to improve their Chinese literacy and cultural awareness, which could help them monitor the immersion pedagogical teaching and program evaluation effectively. Mougeon et al. (2010) also stated that principals need to develop their immersion program learning environment to help them work with teachers for immersion student achievement. Tedick et al. (2011) supported their view that school district superintendents or other upper administrative leaders need to create some supportive professional development program to help principals or other school employees to enhance their knowledge for school promotion.

Besides, Cammarata and Ceallaigh (2020) suggested that school top leaders need to create some immersion instructions to improve their immersion program. The current literature did not show how the superintendent, school board members, or other upper leaders would sharpen their immersion program awareness or knowledge in working with principals, teachers, parents, students, or other school stakeholders. In consequence, findings in this study could offer a valuable resource for superintendents, school boards, Department of Education, and all other school upper leaders about how they could effectively prepare their immersion program knowledge, such as immersion program pedagogical instruction, evaluation, and program promotion (Kowalski, 2012).

Third, this study could give a clue or resource for principals, teachers, parents, and students to enhance their Chinese immersion program. The Chinese immersion program has been increasing recently in the United States, and there is still a lack of pre-service principal preparation programs or in-service preparation programs. No literature has shown what knowledge and skills principals need to know, prepare, and enhance in leading their Chinese

immersion program improvement. For example, some previous literature showed that principals need to develop their culturally responsive practice, especially in the immersion program, to improve their school immersion program. Khalifa (2018) pointed out that principals need to use culturally responsive school leadership to respond to multicultural school conditions in leading their school improvement. Khalifa et al. (2016) stated that principals need to use the culturally responsive practice in working with school stakeholders for school improvement.

Ylimaki and Jacobson (2011) argued that principals need to use culturally responsive practice in working with teachers, parents, and students for immersion program improvement. Their viewings were supported by other previous international scholars (Gay, 2010; Rodriguez et al., 2017; Taylor & Sobel, 2011). Their findings showed that principals need to develop their immersion program knowledge in working with teachers to deliver high-quality teaching for student achievement. Also, high-quality teaching not only helps the student to reach their learning expectations but also makes parent satisfied, especially for school program sustainable growth (Martin & Smolcic, 2019). Still, the current literature does not show what knowledge principals need to receive pre-service or in-service principalship training. Thereupon, the findings in this study could offer a helpful resource for principals in working with teachers, parents, students, and other school stakeholders in leading their Chinese immersion program improvement embedded in the public school system in the multicultural school contexts.

Fourth, this study could fill the gap in the Mandarin Chinese immersion program for principalship preparation. No literature exists about what knowledge, skill, and leadership theory principals need to receive their training in the principal leadership in the college leadership program or principal licensure exam. In responding to the increase in the Chinese immersion

programs, principals or immersion school leaders need to develop their immersive knowledge, skill, and culture to improve their immersion program.

For example, principals need to learn some basic immersion program culture such as Chinese traditional culture, Chinese pedagogy, and core values in working with Chinese native teachers to provide better support for student achievement, job satisfaction, and longer commitment. Notably, findings in this study could fill in the gap of Chinese immersion program leadership for principals about how they could enhance their Chinese immersion program knowledge by working with teachers for their contribution to school improvement. Skaalvik and Skaalvik (2011) suggested that principals need to figure out how they could develop teacher job satisfaction for their commitment to delivering high-quality teaching for student achievement. Therefore, findings in this study could fill in the gap in the Chinese immersion program literature for principalship for the local school district, college leadership program, and principal standard from the State Department of Education in leading their local Chinese immersion program improvement.

Fifth, this study could provide suggestions for instructional coaches, program coordinators, and instructors on how they could create their teaching plan, administration, and teaching and learning evaluation in program development. Since the Chinese immersion program has been increasing recently across the United States, principals need to develop their immersion program leadership knowledge and enhance their communication and dialogue capability in the 21st century educational contexts in the education 5.0 era. The education 5.0 means that principals need to utilize different types of educational strategies such as creativity, collaboration

in fostering students to have the ability of solving problems through the advanced technology (Lee & Leighton, 2023; Togo & Gandidzanwa, 2021).

Exploring this area is crucial due to the necessity of understanding how instructional coaches or program coordinators can effectively support Chinese immersion teachers through various means, such as classroom observations, formal meetings, or informal dialogue. Effective collaboration between instructional coaches, program coordinators, teachers, and other school stakeholders can foster a supportive learning community (Lassiter et al., 2022). However, previous studies have not adequately demonstrated how instructional coaches and program coordinators should prepare for their roles in leading school improvement initiatives (Bakhshandeh et al., 2023). This study would fill the gap between instructional coaches and program coordinators by offering practical suggestions and resources for instructional coaches, program coordinators, and other school stakeholders to enhance the Chinese immersion program.

Evidence from existing literature underscores the positive impact of well-prepared instructional coaches and program coordinators on educational outcomes (Bakhshandeh et al., 2023; Hawkins, 2022). For instance, research indicates that instructional coaches who receive ongoing professional development and engage in reflective practices are more successful in promoting teacher growth and student achievement (Hawkins, 2022). Similarly, program coordinators who establish clear communication channels and build strong relationships with teachers contribute significantly to the effectiveness of immersion programs (Bakhshandeh et al., 2023). The results of this study highlighted the importance of leadership preparation and collaboration in the roles of instructional coaches and program coordinators, thus reinforcing the relevance of this study.

Chapter 1: Closure

Chapter One has mainly described how the Chinese immersion program has been increasing across the United States, which showed that U.S. principals need to develop their leadership knowledge, pedagogy, and capacity to lead the Chinese immersion program improvement. The previous studies noted that principals had received some leadership training. However, they still lack enough training about how they could effectively lead the Chinese immersion program improvement in the multicultural school contexts in the U.S. specifically. The previous studies (Bernhardt, 2019; Chen et al., 2017; Goode et al., 2024; Hawkins, 2022; Sung & Tsai, 2019; Zheng, 2021a; Zhou & Li, 2021) confirmed that Mandarin Chinese immersion program leaders and teachers need to enhance their pedagogy, leadership, and classroom management capacity.

Certainly, no literature exists about what type of Mandarin Chinese immersion program leadership should be prepared for U.S. principals to lead their school improvement. Under this condition, this chapter has addressed the gap in the literature. It explored the U.S. principals' experience through their leadership preparation in improving the Mandarin Chinese language immersion programs in multicultural school contexts in the U.S. public school system. In particular, this qualitative phenomenological research study aims to address cultural efficiency and increase student enrollment through principalship preparation and attract the parents' and students' interests in the high needs school rural area for the whole school development.

This study employed the three major theoretical foundations of knowledge (culturally responsive school leadership, Bass' transformational leadership, and communities of practice theory) in leading their Chinese immersion program improvement for whole-school

improvement in the public school system in the multicultural school contexts in the United States.

The literature review in Chapter Two will investigate what theories are comprehensively related to this qualitative phenomenological research study. It will also review principal preparation in the United States, what adaptation of principal preparation is in knowledge building, and new insights of leadership adaptation in leading Mandarin Chinese immersion programs. Through this review, this study addresses principal leadership, pedagogy, skill, and capacity in leading the Mandarin Chinese immersion program for the improvement of the whole school.

CHAPTER 2

REVIEW OF LITERATURE

Organization of Review

The purpose of this qualitative phenomenological research study is to explore the challenges and successes of principals and teachers in leading their Chinese immersion program improvement. This study also aims to address the cultural efficiency and increase student enrollment through principalship preparation and attract the parents and students' interests in the high needs school rural area for the whole school development. The specific research questions guided this study. The questions include:

1. What are the successes of school leaders and teachers in the high needs school in leading the Mandarin Chinese immersion program in a rural Midwestern state?
2. What are the challenges faced by school leaders and teachers in the high needs school in leading a Mandarin Chinese immersion program in a rural Midwestern state?
3. What culturally responsive preparations and training are needed for school leaders in leading the Mandarin Chinese immersion program in the high needs school in a rural Midwestern State?
4. What are the best practices perceived by school leaders and teachers in leading the Mandarin Chinese immersion program pertaining to school enrollment and the social image to the community?

5. How do school leaders demonstrate transformational leadership to create communities of practice in leading the Mandarin Chinese immersion program?

It is well-known that principals are vital in driving school reform and collaborating with all school stakeholders to increase school effectiveness, student success, teacher dedication, and parent involvement. Since China has increased its economy after Deng Xiaoping's "Reform and Opening-up Policy" in 1979 (Liu et al., 2017, p. 241), learning the Chinese language has been spread worldwide. The first Mandarin immersion program (MIP) in the United States was founded in 1981 in San Francisco. The Chinese American International School (CAIS) taught 50% of the school day in Mandarin Chinese. 10 years later, the private Pacific Rim International School opened in Emeryville, California. Another five years passed before two more opened in 1996, including Potomac Elementary School in Potomac, Maryland, the nation's first public MIP, and the private International School of the Peninsula in Palo Alto, California. In 2000, there were only 11 Mandarin immersion programs in the United States (Weise, 2019). Zheng (2021) indicated that the Chinese immersion programs across the United States have increased from 8 in 1998 to 265 in 2018 over 30 U.S. states.

In addition, by September 2021, there are now 343 Mandarin Chinese immersion programs in the United States (Weise, 2021). Although the Mandarin Chinese immersion programs have become popular in the United States, research into these programs is scant. Usually, the Chinese immersion programs have faced many challenges. For example, Chen et al. (2017) confirmed five challenges in promoting Chinese immersion schools in the United States. The five challenges are, including, "(1) difficulty in recruiting qualified teachers; (2) insufficient

professional development; (3) difficulty in balancing content and language instruction; (4) insufficient use of Chinese; and (5) shortage of external resource support” (Chen et al., 2017, p.163).

The U.S. principals traditionally have received their leadership program training in the university. Nonetheless, the Mandarin Chinese immersion school principal is the new trend due to the dramatic increase in economic development, international educational projects, and international trade. This unique educational trend requires more professional principals to work with the Mandarin Chinese teachers, students, parents, and other school stakeholders to ensure that there are enough Mandarin Chinese teachers to deliver their high-quality teaching for student achievement.

Responding to the challenges school principals faced in leading the Mandarin Chinese immersion program for the whole school improvement, this qualitative phenomenological study explores the principals’ and teachers’ views about how principals lead the Chinese Mandarin Program in the U.S. school contexts.

Therefore, the organization of literature in this chapter is outlined shown in the following Figure 1.

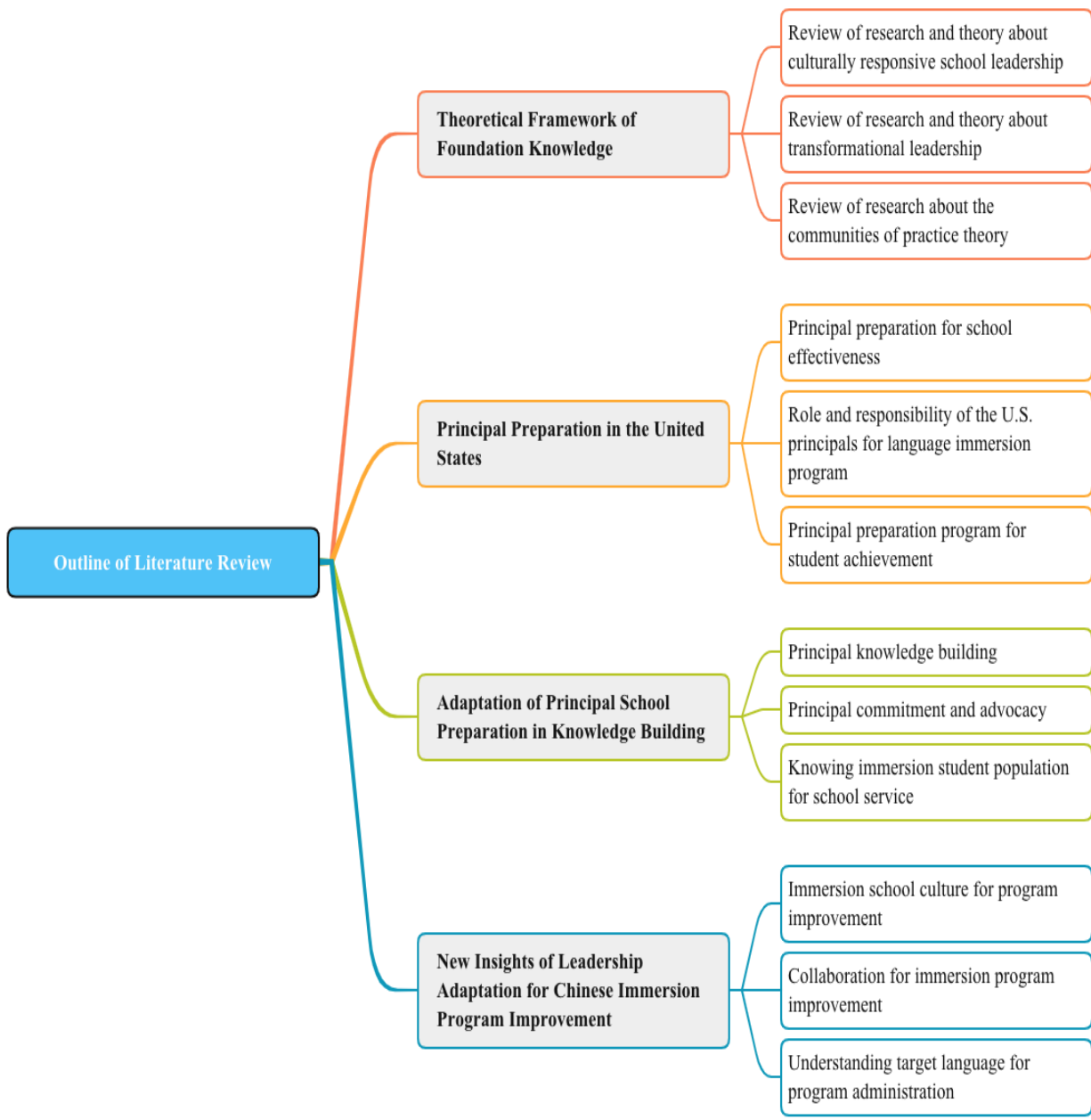


Figure 1

Outline of Literature Review

Theoretical Framework of Foundation Knowledge

Review of Research and Theory about Culturally Responsive School Leadership

Culturally responsive school leadership (CRSL) is a comprehensive framework for principals to improve the Mandarin Chinese immersion program in multicultural school contexts for the whole school improvement in the United States. Berkovich and Grinshtain (2022) suggested that principals need to promote culturally responsive teaching when facing sociocultural challenges. They shared several challenging features, such as the following: “(1) students from families coping with poverty or unemployment; (2) student population dominated by a nonhegemonic ethnicity or having a multiethnic composition; (3) a high ratio of students who have not mastered the teaching language; (4) parents who do not sufficiently support the students' learning; and (5) challenging sociocracies location, such as urban, inner city, and rural” (Berkovich & Grinshtain, 2022, p. 111; Han et al., 2023).

That challenging environment requires principals to lead the school's daily operation through culturally responsive practice (Hyter & Salas-Provance, 2023; Lu & Troyan, 2022; Khalifa, 2018). Hyter and Salas-Provance (2023) indicated that principals need to use culturally responsive practices in working teachers for students to develop their language capacity. Scribner et al. (2021) claimed that CRSL could help principals understand how they could use CRSL to meet the basic student and teacher needs and foster a culturally responsive school culture. They also stated that CRSL consists of four conceptual pillars: “(1) teacher learning in line with cultural responsiveness, (2) critical self-reflection, (3) promoting culturally responsive school cultures, and (4) student, parent, and community engagement” (Khalifa, 2018; Khalifa et al., 2016; Scribner et al., 2021, p. 154). Therefore, CRSL could help school principals work with

teachers to create a culturally responsive pedagogy from classroom teaching and learning (Lopez, 2016).

In addition, the CRSL framework could help principals develop a culturally responsive teacher corps within the school and create a culturally responsive caring community for sustainable student growth and student achievement. For example, principals' CRSL practices focused on traditional, classroom-oriented supports for teaching and learning. Scribner et al. (2021) said that these works examined how school principals influenced curriculum development, instructional practices, and teacher-student interpersonal relations in ways that leverage students' cultural capital and life experience for learning. They argued that principals should support teachers through primarily traditional instructional leadership avenues to engage and develop students as democratic citizens with the agency to shape their own and their communities' futures.

Moreover, Khalifa et al. (2016) extended the instructional leadership dimension by exploring how culturally responsive principals influenced teacher practices. They argued that the cultural imperative shifts principals' mindsets toward curriculum development to ensure cultural responsiveness, enabling student empowerment, self-advocacy, and agency. Khalifa (2018) and Mannheimer (2024) furthermore said that principals must be an active presence in their schools by reinforcing the tenets of culturally responsive pedagogy through modeling, collaborative walk-throughs, continuous improvement, and data-based action to develop culturally responsive school and classroom cultures. Khalifa et al. (2016) finally stated that culturally responsive principals utilize professional development resources to support the continued improvement of teachers' instructional practices aligned to culturally responsive pedagogy. These studies noted

that principals who use culturally responsive school leadership could efficiently work with teachers and other stakeholders for students' needs and achievements.

Furthermore, the previous studies claimed that the CRSL framework could help principals respond to the stakeholders' needs for school academic success. For example, Cramer et al. (2014) said that principals use culturally responsive practice, which could motivate teachers to deliver highly effective teaching for student learning outcomes (Gross & Ford, 2024). Wu et al. (2021), in their quantitative study using the National Assessment of Educational Progress (NAEP) and the United States sample of 2015 Trends in International Mathematics and Science Study (TIMSS) data, found that CRSL could help principals to produce equitable academic outcomes and to improve student achievement.

Besides, Khalifa et al. (2016) stated that CRSL as a framework guided principals to reflect on their experiences on how they could receive their preparation and drive teachers for school improvement and student achievement. Scribner et al. (2021) also confirmed that CRSL enhances principals' experiences in leading the school's sustainable improvement. Significantly, CRSL could help U.S. principals understand how cultural differences influence their leadership for pedagogical teaching, teacher commitment, parent engagement, and student achievement in multicultural schools.

Lopez (2016) also indicated that CRSL is a practical framework for school principals to explore their experiences working with Chinese immersion teachers to deliver high-quality teaching. Pirbhai-Illich et al. (2017) stated that culturally responsive leadership effectively drives principals to understand the cultural differences in creating a caring community for student achievement. Martin and Smolcic (2019) claimed that the CRSL could help principals redefine

teaching competence through immersive program practices for school culturally sustaining classrooms for student achievement and teachers' engagement. Consequently, their findings indicated that CRSL is the effective and appropriate leadership framework for principals to lead the Mandarin Chinese program for whole school improvement. However, the previous studies show that the traditional principalship program did not provide systematic, culturally responsive school leadership training (Khalifa, 2018; Khalifa et al., 2016; Lee & Leighton, 2023).

Due to the differences in culture, norms, social conditions, educational philosophy and pedagogy (Klee, 2023; McKinney et al., 2024), the U.S. principals tend to have difficulty maintaining the Chinese immersion teachers' commitment and dedicating their talents to delivering high-quality teaching for student achievement (Lu, 2019). For example, the school principals work with the human resource director to hire certified Chinese teachers to teach the school's Chinese immersion programs. In the actual workplace, besides the traditional principal preparation programs, principals still need to enhance their skills, knowledge, and strategies in leading the Chinese immersion program. That is why they need to understand the cultural differences between China and the United States and provide more support to the Chinese teachers, such as applying for a working visa to stay legally in the school. Under this condition, principals need to develop their cultural knowledge and enhance their regulation and immigration policies for foreign Chinese teachers. They need to reduce the rate of teacher turnover and they need to apply for a working visa. If they cannot successfully get the working visa approved by the homeland in the United States, they cannot work in the school legally. The visa matter is a big concern for principals to make teachers for their long-term commitment. Otherwise, principals face the challenge of always looking for new Chinese immersion teachers.

If the Chinese immersion program changes Chinese immersion teachers frequently, this condition causes many issues such as parents' dissatisfaction, lower student enrollment rate, and lower academic performance.

Thus, the CRSL framework is appropriate for U.S. principals to explore their experiences in providing sufficient and proper needs, such as working visas for the Chinese immersion teachers. Besides, the U.S. principals need to figure out what factors cause Chinese teacher turnover, such as culture shock issues. That is why U.S. principals need to explore their cultural knowledge in working with Chinese immersion language teachers, parents, and students to offer high-quality teaching for student achievement and sustainable development (Keller et al., 2015). All the previous descriptions show that CRSL is an appropriate framework for U.S. principals to work with Chinese immersion language teachers and other school stakeholders such as parents, students, and partners in leading the school's Mandarin Chinese immersion program growth in the multicultural school contexts in the United States, especially in a Midwestern state.

Review of Research and Theory about Transformational Leadership

In this study, transformational leadership is appropriate for principals to transform the school culture, values, and core vision for the parents, students, teachers, and all other school stakeholders to develop a high-quality Mandarin Chinese immersion program for the whole school improvement. The previous studies supported that transformational leadership could help principals drive the Mandarin Chinese immersion program for the entire school improvement. Bass and Riggio (2006) emphasized that principals could underscore the school's core values and inspire the school stakeholders to create a supportive school culture for student achievement in

the Mandarin Chinese program. Bass and Avolio (1994) and Burns (1978) explained how principals could use transformational leadership to drive school improvement.

In addition, Gomez-Leal et al. (2022) and Zhang and Koshmanova (2021) stated that principals could use transformational leadership to build trust, encourage innovative thinking, coach and develop people, and act with integrity in developing student competencies of self-awareness, social awareness, and emotion management. Their studies showed that school principals use transformational leadership to serve many stakeholders, including students, parents, teachers, facilities personnel, superintendents, local politicians, and more, for school improvement. With these in mind, principals could use transformational leadership to build teacher self-efficacy, which could help teachers deliver highly effective teaching for student learning. Polatcan et al. (2021), in their correlational research design using a survey with participants of teachers ($N=349$) working in primary, middle, and secondary schools of 15 cities located in eastern, central, and western Anatolia regions, found that principals use of transformational leadership can affect teacher agency. Their studies indicated that teacher self-efficacy and transformational leadership could improve teachers' competencies in teaching, classroom management, and student relations, enabling teachers to be effective in learning and teaching and participate in school development and school. Their findings stated that using transformational leadership could help principals face their challenges in managing the school's daily operation. For example, Ning (2021) supported that principals use transformational leadership to address how principals deal with work challenges through facilitating and supporting the improvement of instruction and learning for student achievement. Their findings

confirmed that transformational leadership could help students create a school culture for student engagement and progress.

Moreover, the previous literature highlighted that principals' transformational leadership improves school capacity but does not directly focus on teaching and learning. Ozdemire et al. (2021), in their multilevel structural equation modeling using teacher and student survey data collected from 79 lower secondary Turkish schools in 12 provinces across the country in 2019, revealed that principals utilize transformational leadership to build a professional learning community for student learning outcomes. Rodriguez et al. (2021), in their case study, found that principals build relationships and involve the community in educational change; enhance cooperative work and the joint vision of the school-professional learning communities; and give children a voice, respect children and fight for equal opportunities through using transformational leadership. Although transformational leadership could help principals work with all the school stakeholders to create a supportive school community, Lee and Lp (2021), in their structural equation modeling design with a survey of teachers ($N=638$) in Hong Kong, stated that some principals and teachers have weak transformational leadership capabilities in school-based contextual management.

Since Chinese culture is different from U.S. culture, U.S. principals need to transform their leadership core values, vision, and mission to inspire the teachers, parents, and students to contribute their talents to making the Chinese Mandarin program develop. If the principals could inspire the school stakeholders, such as teachers and parents, they could work together to build a supportive school community to drive school improvement (Hallinger & Kulophas, 2020; Shaked et al., 2021). For example, Yu and Zhang (2011) indicated that the Chinese principals

use transformational leadership to change the school's difficulties and make the school progressive. This example asserted that U.S. principals could use transformational leadership to inspire the parents, teachers, and students to work together to improve the Mandarin Chinese program (Ytterstad & Olaisen, 2023). Leithwood and Jantzi (1990) supported this view, stating that using transformational leadership makes the school change and implement the school culture for its effectiveness. Therefore, transformational leadership could help principals describe and interpret their experiences on how they drive their school improvement in the multicultural school contexts in the Midwestern states.

Review of Research about the Communities of Practice Theory

In this study, communities of practice theory could help U.S. principals to work with teachers, parents, and students to build a supportive professional community. For example, Wenger (1998) and Wenger et al. (2002) pointed out that principals could use the communities of practice theory in leading the school program improvement. The communities of practice theory could make all the community members involved in the community building for its effectiveness. Putnam and Feldstein (2003) said that principals need to make all the school members work together for school reform and program implementation for student achievement. Gelsthorpe and West-Burnham (2003) also suggested that principals need to generate community engagement for school improvement. Their findings indicated that U.S. principals need to promote the school's core values, such as trust, responsibility, and care, in building a community vision, mission, and core culture in leading the Mandarin Chinese program improvement.

Dorovolomo and Lingam (2020) said that principals use the communities of practice theory to lead the school program implementation and drive the school toward the student learning goal. Their findings show that U.S. principals need to work with teachers, parents, students, and staff to build a school community culture for sustainable growth and student achievement. For example, Lo and Xu (2019) pointed out that principals use community partnerships to drive the school's improvement and student achievement. St. John and Girmay (2019) presented the Detroit school reform as a community of practice theory in leading the school reform to overcome the school policy barriers. Therefore, the community of practice theory could help U.S. principals to lead the Mandarin Chinese program implementation and reform in the Midwestern n school contexts. This study explores the principals' experiences in improving Mandarin Chinese schools.

As a result, culturally responsive school leadership, transformational leadership, and communities of practice theory can help principals work with teachers, students, parents, and all other school stakeholders to develop the Mandarin Chinese program for the whole school improvement.

Summary of Findings and Themes within Reviewed Literature

Summary of Findings about Principal Preparation in the U.S.

With the increasing rapid number of Mandarin Chinese programs in the United States, principals significantly improve the program with a good preparation. Although the previous scholars emphasized the importance of principal preparation for school effectiveness, there still lacks sufficient support in leading immersion programs for school improvement. In this study,

the literature reviewed what knowledge the principals have received in their training and how they could work with teachers to deliver high-quality teaching for student achievement and school improvement in three parts below. The three parts include (1) principal preparation for school effectiveness; (2) role and responsibility of U.S. principals for language immersion program; and (3) principal preparation for student achievement.

Principal Preparation for School Effectiveness

Principals with adequate leadership preparation could improve the Chinese immersion program. First, principals who receive job performance preparation could drive school improvement. Cameron and Whetten (1983) pointed out that principals could use a leadership framework such as multicultural theory to lead school improvement positively. The multicultural approach means that U.S. principals need to interpret the meaning of the Chinese immersion teachers' experiences and their consideration while teaching in the multicultural school context in the United States. For example, U.S. principals need to determine why the Chinese immersion teachers resign their job positions and leave their positions. The previous literature shows that the Chinese immersion teachers resign their job because of reasons such as immigration matters, teaching pedagogy, and cultural differences (Berardo & Deardorff, 2012; Elliot et al., 2017; Fullan, 2007; Fullan, 2023; Hallinger, 2018).

In addition, House et al. (2014) stated similar views on using the cultural approach for school effectiveness. Their findings indicate that if principals receive their job performance preparation, they could positively lead the student to extraordinary performance (Cameron, 2008). Hargreaves et al. (2014) further supported those findings that could raise school performance if they work with other school stakeholders and receive their preparation training to

become a principal. That is why the immersion program principals need to have a solid leadership capacity preparation in leading school improvement and student achievement. Therefore, providing job performance training is essential for school principals to lead the school development in multicultural school contexts.

Second, principals with their principal qualification preparation training, such as principal licensure exam and college leadership program, could support their job performance. Hammand and Bush (2021) indicated that principals become principal school candidates only if they receive their principal qualification program coursework in the university and pass the state school principal licensure exam. The principal qualification coursework and state principal licensure exam could ensure that the principal offers sufficient support for school improvement. After principals receive their principal school licensure, they are qualified to lead the school improvement. For example, Hammand and Bush (2021) highlighted that principals need to receive their content and leadership program framework training to ensure their job performance for school improvement. Cunningham and Lochmiller (2020) found that content-specific principal qualification programs could help them lead to school improvement. Hallinger and Heck (1998) held that principals need to prepare to lead school effectiveness. Since the university offers a principal qualification program, the principals could have a chance to contribute what they have learned in the program and to provide their service, ensuring school effectiveness. For example, Hammand and Bush (2021) noted that the leadership programs could give practical support to school principals to ensure school improvement. They also emphasized that principals need to receive the cultural foundations, social justice, introduction of ethics courses, district-school standards, and more emphasis on experiential learning. Thus, they

confirmed that higher education is one of the ways for principals to have a good preparation in leading school improvement.

Third, principals receive principal preparation bypassing the central licensure exam. Principals with administrator licensure can effectively work with teachers, parents, and students to improve the school's effectiveness. A principal preparation program could help the school principals to offer adequate support to teaching and learning in multicultural school contexts. Day et al. (2007) pointed out that principals could lead the school effectiveness in working with all school stakeholders once they receive highly qualified principal preparation. Fullan and Watson (2000) confirmed that principals could improve the school's effectiveness by applying the knowledge they have learned in the school principal program preparation. Hallinger (2020) supported their view that principals need to improve their knowledge and work with other school stakeholders for effectiveness.

Therefore, principals could effectively lead the Mandarin Chinese immersion school improvement if they could receive their principal preparation before becoming principal candidates. The U.S. principals need to strengthen their leadership knowledge except for the traditional leadership preparation standards and management skills. The knowledge and skills include working with immigration lawyers, improving Chinese culture, and providing enough support for Chinese immigration teachers in their needs (Hochschild et al., 2012). Thus, the U.S. school principals need to always pay attention to the Chinese immersion teachers in their needs and provide equal and sufficient support for them to deliver high-quality teaching for student achievement.

Role and Responsibility of U.S. Principals for Language Immersion Program

Principals could improve the school's effectiveness in driving immersion school program improvement by receiving highly qualified principal program training. Within a highly skilled principal program training, principals could play significant roles in leading the Mandarin Chinese immersion program in U.S. schools for school effectiveness. This literature highlighted three sub-themes for U.S. principals to lead the Mandarin Chinese immersion program improvement.

First, principal programs need to cover all the school principal knowledge and concepts in leading school effectiveness. Berry and Reardon (2021) indicated that school principals have preparatory skill acquisitions, including four key areas: "academic credentialing, management experiences, leadership, training, and administrative experience" (p. 2). They said that all principals have teaching experiences in their principal preparation throughout the country. Besides their teaching experiences, they usually need to pass the licensure standardized test and higher educational training, then becoming principals to be hired (Polin, 2023). According to their studies and examination data of 2011 to 2012 from public schools in the United States, Berry and Reardon (2021) found that most principals held a master's degree (62%) as their highest credential. Then, they found that they were followed by an education specialist or professional diploma (26%), a doctoral or first professional degree (10%), and only 2% possessed a bachelor's degree or less as their highest credential. Therefore, their educational training could help principals deliver highly qualified training for student achievement.

However, the previous study found that black principals usually receive less support from the school districts about how they could overcome the school challenges or personal

professional development comparing with the white principals (Berry & Reardon, 2021; Conrad & Lundberg, 2023). Berry and Reardon (2021) found that some principals, such as black principals in the United States, might have been less supported. That is why they suggested that all aspiring principals and leadership development programs should be offered to help the school principals develop their knowledge and support the school's effectiveness. Berry and Reardon (2021) suggested that principals could receive support by offering university-based programs, district-operated programs, statewide leadership academies, and school settings for school leadership preparation. For example, Berry and Reardon (2021) stated that principals need to receive the introductory level in leadership preparation programs.

Yet, Chen (2021) confirmed that principals receive leadership theories to provide quality service in school improvement. Hammad and Bush (2021) highlighted how important it is for the principals to "obtain their leadership learning experiences, adequacy of leadership preparation, problematic aspects of leadership, and adequate leadership preparation" (p. 6). They pointed out that principals build a positive relationship between school stakeholders, such as staff and parents, to improve school effectiveness (94.2%). Specifically, principals need to receive the eight dimensions for principal preparation, including "career stage, career aspirations, visionary capacity, boundary-breaking entrepreneurialism, professional skills, instructional design and assessment literacy, crisis management, and approaches to leadership development" (Hammad & Bush, 2021, p. 3). Thus, Hammad and Bush (2021) found that the novice principals in the United States emphasized the importance of receiving their instructional leadership training to produce more "competent lifeworld leaders" instead of "technical school leaders." Berry and Reardon (2021) finally supported their findings that stated similar thoughts on principal preparation,

including academic experiences, academic credentials, and administrative training in leading the school improvement (pp. 21-22).

Second, principals need to receive training on developing their disposition and critical consciousness across the curriculum, pedagogy, and assessment for school performance (Flores & Gunzenhauser, 2021). Flores and Gunzenhauser (2021) stated that principals need to develop a disposition for school improvement and address the opportunity gap in school effectiveness. Koshmanova and Ravchyna (2010) asserted that educators need to lead school improvements, such as principals and teachers. Besides, principals develop their curriculum, pedagogy, and assessment for school improvement. Chalmers (2010) confirmed that principals improve their consciousness for school improvement and school effectiveness. Rodl (2018) supported Chalmers's (2010) view that principals need to develop their self-consciousness to lead school improvement. Their findings show that principals need training to create a strong relationship between their principals' leadership and monitoring school improvement (Meyer & Richter, 2020). By doing so, principals could work with teachers for student achievement and develop their leadership capacity to face all the challenges (Johnson et al., 2020). Therefore, principals could lead the school improvement by a highly qualified program preparation in multicultural school contexts.

Third, principals need to receive training on how they could decide on school improvement. Lochmiller (2016) said that principals develop their content knowledge with a flexible mindset to strengthen school performance. Yang et al. (2021) similarly view improving principal content knowledge for school leadership effectiveness. Truong et al. (2017) supported those principals' views to develop their capacity to make effective decisions for school

effectiveness. Liu and Yin (2020) emphasize that principals need to develop their leadership knowledge through the school professional learning community for their effective decision-making for school improvement. Glasman and Nevo (1988) stated that principals need to monitor school performance through the decision-making evaluation. Thereupon, principals develop their decision-making skills for school improvement through receiving the necessary preparation program training in multicultural school contexts.

Principal Preparation Program for Student Achievement

Principals in Mandarin Chinese immersion programs must receive comprehensive training and preparation to lead Mandarin Chinese immersion students' learning outcomes. For example, the National Policy Board for Educational Administration (NPBEA) (2018) outlined that principal preparation programs should cultivate principals' capacities in alignment with specific standards. These standards include: (1) mission, vision, and improvement; (2) ethics and professional norms; (3) equity, inclusiveness, and cultural responsiveness; (4) learning and instruction; (5) community and external leadership; (6) operations and management; (7) building professional capacity; and (8) internship (pp. 1-142). Principals in Mandarin Chinese immersion programs must develop knowledge aligned with NPBEA's standards and enhance their leadership capacities in five key areas: communication, cultures, connections, comparisons, and communities. Specifically, principals need to develop communication skills, which include interpersonal, interpretive, and presentational communication (National Standards Collaborative Board, 2014). They should also enhance their cultural competencies by relating cultural practices and products to cultural perspectives. Additionally, principals must actively seek and acquire diverse perspectives and information, establish meaningful connections, and promote inclusivity

in their educational leadership. Mastery in comparing languages and cultures is crucial for effective leadership in Mandarin Chinese immersion programs. Furthermore, principals should actively foster school and global communities dedicated to lifelong learning, creating a sense of belonging and shared purpose in their educational institutions.

In regard to principal program standards, the U.S. principals still face the challenges of the high Chinese immersion teacher turnover rate due to insufficient principal program preparation. Yan (2020) indicated that the high teacher turnover rate causes students to lose their learning interest and waste time adjusting to the new teachers. Richards and Wheatley (2022) suggested that principals use the innovative approach to create a workspace for teachers who effectively help students reach their learning goals. Marques (2022) indicated that U.S. principals harness different leadership theories, techniques, and strategies to improve student achievement. Their findings show that U.S. principals need to prepare their principal knowledge, such as Chinese cultural differences, for student achievement.

U.S. principals are crucial in helping students achieve their learning goals by implementing national educational policies. Johnson et al. (2020) highlight that principals receive comprehensive immersion knowledge and theoretical leadership training, which prepares them to enhance student learning outcomes and social-emotional development. This immersive training enables principals to serve their school communities better and foster an environment conducive to holistic student success (Hill, 2023; Preusler et al., 2024). Lustick (2021) demonstrated that principals receive professional training in areas such as schoolwide approaches to positive discipline, therapeutic practices, and social and emotional learning to enhance school effectiveness. This preparation helps principals offer comprehensive support for

school improvement. For example, Darling-Hammond (2000) highlighted how principals lead school improvement by fostering teacher commitment, parental involvement, and student engagement. Therefore, the principals' preparation program is essential for principals to serve school improvement, especially the Mandarin immersion program.

In addition, principal preparation training could help principals effectively work with teachers for student achievement. For example, Yang et al. (2021) stated that principals with teaching experience could understand teachers' job performance and their contribution to student achievement based on their teaching experience. That is why principals need to have their teaching and administrative experiences working with teachers for student learning outcomes. Besides, Trujillo et al. (2021) illustrated their finding in the high stakes testing and accountability educational contexts that principals need to receive training on promoting their school vision and mission, norms, and culture in school for student achievement. They stated that principals need to build the school culture and values for lifelong learning in the market-driven educational landscape in the United States (p. 541).

Furthermore, principals receiving their candidate training could help them gain student achievement. Virella and Woulfin (2021) asserted that a principal training program could help principals address the school's four dimensions, including engaging in self-reflection and growth for equity, influencing the sociopolitical context, allocating resources, and modeling. Berry and Reardon (2021) confirmed that principal preparation training could help them support, prepare, and empower their work performance to remain schoolwork stable. This is because principals could integrate an equity-oriented leadership mindset to improve the school. By doing so, principals surely can help the students to achieve their learning goals. Doss et al. (2020)

indicated that the principal's year-long preservice aspiring principals' program could predict student learning outcomes after their principal candidate placement. Yohannes and Wasonga (2021) supported their findings, which indicated that principal placement programs could help principals have better job performance, better student learning outcomes, and school improvement. Their findings confirmed that a principal preparation program is necessary for principals to serve students for their lifelong learning and achievement by working with teachers, parents, and other school stakeholders.

Therefore, Steele et al. (2020) proposed that principals should receive their pathways to leadership in urban schools (PLUS) training in leading the school improvement. They also pointed out that the potential school principals could improve their leadership knowledge to be admitted to a two-year residency program for school administrator training. For example, principals could use instructional leadership, transformational leadership, distributed leadership, social-justice leadership, and other educational knowledge to lead school improvement. If principals could receive highly qualified school program training, they could monitor the school improvement through a professional development program and evaluation system. Steele et al. (2020) illustrated the three-year aspiring principal's program training program in New York City to offer a new path for principals to prepare their principal knowledge and bypass university licensure and principal assistant roles for school effectiveness. Thus, a good principal program preparation helps principals effectively lead the school improvement and work with all school stakeholders for student achievement, sustainable growth, and work effectively in the multicultural school contexts in the United States, even worldwide.

Summary of Themes about Adaptation of School Principal Preparation in Knowledge

Building

Along with improving the Mandarin Chinese immersion program, principals, together with the principal qualification program training and state principal licensure exam, need to improve their leadership skills and integrate their knowledge in leading the Mandarin Chinese immersion program development in various ways. Concretely, this literature explored the knowledge related to the adaption for principal preparation, including (1) principal knowledge building, (2) principal commitment and advocacy, and (3) knowing the immersion student population for school service.

Principal Knowledge Building in Mandarin Immersion Schools

Because of several considerations, principals need to develop their leadership knowledge, such as Confucianism, virtue leadership, and pedagogical teaching, to lead Mandarin Chinese immersion school development in a Midwestern state. First, Mandarin Chinese immersion principals need to set goals to work with teachers and curriculum leaders to improve the Chinese immersion program (Rocque et al., 2016). The immersion program leaders need to effectively work with teachers, parents, and staff for student language improvement. Rocque et al. (2016) highlighted the importance of principals for school improvement by adapting the school's political, social, and cultural climate for student learning outcomes. Yang et al. (2021) suggested that principals could use the teacher preparation program (TPP) to improve teaching effectiveness and student learning outcomes. Galloway and Ishimaru (2021) supported their viewings and pointed out that immersion program leaders need to ensure their job performance

and effectiveness for student learning outcomes and teacher commitment. Hallinger and Hosseingholizadeh (2020) further claimed that principals need to create a supportive learning climate for highly effective teaching and learning. Their view indicated that the Mandarin Chinese immersion program leaders need to sharpen their knowledge in leading school improvement.

Second, principals in Mandarin Chinese immersion programs need to build a positive culture for school effectiveness and student learning outcomes by building trust and working with parents, teachers, and other school stakeholders in their immersion knowledge building. Baldwin (2021) claimed that immersion language program leaders must create a supportive school culture to improve immersion programs. He also proposed that principals provide program and teacher support, such as differentiated professional development workshops and training for international teachers, resources, and leadership opportunities. For example, Baldwin (2021) stated that effective immersion principals need to possess specific knowledge and skills in leading the immersion program, including program knowledge, advocacy skills, and a shared leadership framework.

Since the Mandarin Chinese immersion programs in the United States have dramatically increased in the past several years (Baldwin, 2021), the immersion program principals need to track the program development and monitor the school improvement. For example, in 2011, there were almost 450 language programs in the United States, but in 1995, there were only 187 programs. Specifically, in 2009, there were 40 immersion programs in North Carolina K-12 public schools, and in 2020, the number of immersion programs has increased to almost 200 immersion programs. Zheng (2021a) stated that the Chinese immersion programs spread to over

30 states in the United States and have expanded from minoritized Chinese-speaking communities into minoritized English-speaking neighborhoods, from public schools to private schools.

As a result, Baldwin (2021) pointed out that there are not enough instructional principals in schools with experience as immersion program leaders. The instructional leaders mean that the principals need to have immersion program knowledge and administration experiences to effectively lead the unique immersion program (Baldwin, 2021). Thus, principals of the Mandarin Chinese immersion program need to develop their knowledge of focusing on instruction. They suggest establishing a positive culture, utilizing shared leadership practice, and employing solid organizational skills such as scheduling and establishing a professional learning community for school effectiveness.

Third, immersion program principals need to receive leadership immersion instruction training to improve student learning outcomes. Baldwin (2021) claimed that parents choose to enroll their children in immersion programs because they expect their children to master the new language for their future life. He also described that the language immersion programs are unique, requiring methods of instruction for bilingualism and different staffing, resources, and structures rather than a traditional educational experience. Baldwin (2021) viewed that immersion program principals need to sharpen their immersion instructional knowledge to improve student learning outcomes. Only the immersion program principals understand instruction and basic knowledge could improve the immersion program. For example, Baldwin (2021) suggested that the immersion program principals need to know the program model,

language acquisition, and immersion pedagogy. That is why principals need to receive qualified preparation for school improvement.

Specifically, the U.S. principals must understand the different cultures between China and the United States school contexts and leadership theories that the principals use in China and the United States. For example, Chan and Chan (2022) suggest that U.S. principals need to develop their understanding of Chinese social-cultural pedagogy. This development could help them better support Chinese immersion teachers and enhance student learning outcomes. Similarly, Sung (2020) emphasizes the importance of principals in Utah developing culturally competent teaching practices based on their survey of 580 parents. These points raise a crucial question: How much should native English-speaking educators adapt to Mandarin pedagogy compared to traditional U.S. pedagogical methods when teaching Mandarin to English speakers? Principals understand the differences between Mandarin and U.S. traditional pedagogy that could effectively work with immersion teachers for Chinese immersion programs for student learning outcomes. It also underscores the continuous need for U.S. educators to develop and adapt their understanding of Mandarin pedagogy.

Mandarin pedagogy often emphasizes rote memorization and character recognition and is rooted in culture and social norms (Lu & Troyan, 2022). It requires a high level of teacher-directed instruction and discipline. In contrast, traditional U.S. pedagogy focuses on student-centered learning, critical thinking, and interactive activities designed to engage students (Tang, 2024). To effectively integrate Chinese pedagogy within U.S. school contexts, principals need to create an environment where both pedagogical approaches can coexist and complement each other. This involves providing professional development for teachers to understand and apply

elements of Chinese pedagogy, such as structured routines and high expectations while incorporating the interactive and student-centered strategies prevalent in U.S. schools. By blending these methods, principals can create a rich, diverse educational experience that supports immersion students' academic and cultural growth.

Their studies (Chan & Chan, 2022; Sung, 2020; Tang & Calafato, 2024) discovered that principals should determine why parents choose to enroll in Mandarin Chinese immersion programs, such as job opportunities. The United States Census Bureau (2018) and Proximity One (2019) found that the 12 school districts served mostly white (90%) and very few Chinese heritage students (0.4%). As for this concern, principals must provide a professional development program to help teachers work with parents, students, and teachers to work for student achievement. For example, principals must help teachers develop their multicultural teaching skills, such as interactive, communicative, and behavioral approaches, in delivering high-quality teaching for student performance (Grosby, 2022; Martin & Nakayama, 2022). Therefore, U.S. principals must develop cultural contextual knowledge to enhance their commitment and advocacy for school improvement.

Principal Commitment and Advocacy

Principals ought to undergo commitment and advocacy training, which will help them support all school members in achieving school improvement. Immersion program principals must commit to and advocate for the operation and promotion of these programs in multicultural school contexts. Baldwin (2021) confirmed that the immersion program principals must be fully dedicated to the immersion model and must understand how to implement and promote the immersion program. If the principals could implement and promote the program, they could

maintain and enrich the immersion program exploration. Rocque et al. (2016) hold a similar view in their qualitative study of an immersion program in Utah that the immersion program principals "must be or become, advocate, support" the program improvement (p. 811).

Baldwin (2021) further supported their findings that commitment and advocacy are essential in whole-school program development. He also claimed that the commitment to the immersion instructional model is crucial to the success of a program. That is why principals play a vital role in making the immersion program model happen as planned. Therefore, commitment and advocacy could help principals lead the school improvement and serve the students for their lifelong learning and improve their language proficiency.

Knowing Immersion Student Population for School Service

Principals need to know the immersion student population to increase school service programs and offer support whenever needed for a variety of reasons.

First, the immersion program principals must know the student population served by immersion in the United States to support all students in need. In the United States, there are various language immersion programs, such as one-way programs, two-way programs, and total immersion programs. Depending on the district, immersion programs in the United States include English, Spanish, Mandarin Chinese, French, German, and others (Baldwin, 2021). For example, Milwaukee Public Schools offers all of these languages. Since immersion programs involve individualized instruction in a contextual teaching and learning environment, U.S. principals who are responsible for these programs must promote the goals of the immersion program—such as the program vision, mission, and core values—for all students to achieve their learning targets. Principals must also contextually understand the specific school setting to

support and implement the immersion programs effectively. Although Baldwin (2021) stated that the immersion program lacks sufficient skills to implement the school program and offer outstanding program support, principals must still know why the parents choose the immersion program for their children. Lake et al. (2021) held similar points to Baldwin (2021) that U.S. principals must improve their implementation and adaptation by knowing why parents and students enter the Mandarin Chinese immersion program.

They also suggest personal psychological benefits, expanding network relationships and resources, increasing solution quality, and building trust among school stakeholders for immersion program improvement (p. 343). Therefore, knowing the immersion program population is vital for principals to implement the immersion program and offer support for student learning associated with teacher commitment and parent engagement.

Second, principals must improve their immersion in Chinese program knowledge. Shulman (1986) emphasized the importance of knowledge growth for educators to offer effective teaching and learning. He also claimed that mastering program knowledge serves the student effectively (Shulman, 1987). That is why Baldwin (2021) said principals should enhance the immersion program knowledge in leading the immersion program development. Once they understand the immersion knowledge, principals could use different instructional pedagogical framework types to show the school improvement. That is why immersion program principals cannot guide successful programs without a clear understanding of the immersion and biliteracy model (Koh et al., 2017). Baldwin (2021) stated that principals could only lead an immersion program if they understood the nature of the immersion program. This argument is central to the problem statement, because it reflects a belief held by some educational theorists, such as, John

Dewey (Dewey, 2001; Garrison et al., 2012) and Howard Gardner (1999). It also sits within the assumptions and positionality of this study, underscoring the importance of specialized knowledge in program leadership. Additionally, the current U.S. principal preparation program has not focused on Chinese immersion and lacks culturally responsive practices (Khalifa, 2018). Since Chinese immersion programs need to pay more attention to both Chinese and U.S. cultures, principals must not only possess management skills but also be aware of cultural differences, pedagogy, and the needs of Chinese culture to work effectively with Chinese native teachers for student learning outcomes and support those teachers in their needs. Therefore, Mandarin Chinese immersion principals should improve their Chinese cultural understanding to drive school improvement and enhance student learning outcomes.

Finally, the immersion program principals ought to improve their contextual school knowledge and program evaluation skills for school improvement and student achievement in multicultural school contexts. Petrass et al. (2021) stated that principals should train to make the immersion program teaching units, plan, and curriculum for student learning achievement (pp. 688-689). Therefore, the principals of the Mandarin Chinese immersion program leaders must improve their immersion program knowledge to serve student learning achievement and respond to the parents' expectations of school effectiveness.

Summary of Findings about New Insights of Leadership Adaptation for Chinese Immersion Program Improvement

Principals need to adapt what they have learned and experienced in leading the Chinese immersion program improvement in the school location contextually. That is why principals must hold several disciplines in leading the immersion school improvement. Specifically, the

three sub-themes were reviewed, including (1) immersion school culture for program improvement, (2) collaboration for immersion program improvement, and (3) understanding of target language for program administration.

Immersion School Culture for Program Improvement

Principals of the Mandarin Chinese immersion program should create an immersion classroom to provide a quality teaching and learning environment for school improvement. Baldwin (2021) described that those principals who do not have prior experience with immersion programs do not understand the program's unique needs regarding curriculum and pedagogy. This finding showed that principals must give effective pedagogical instructional feedback to Chinese immersion teachers to help immersion students learn Mandarin Chinese actively. Also, this study indicated that principals must help immersion school Chinese teachers select the interesting topics to teach the immersion students because Mandarin Chinese is different from other languages such as English. For example, Eubanks et al. (2018) stated that Chinese immersion students should develop four components: listening, speaking, reading, and writing. In contrast, Richard (2020) pointed out that immersion programs might excel in teaching students speaking and listening skills but need to improve in reading and writing. However, Goode et al. (2024) countered this by stating that Mandarin Chinese immersion programs can effectively develop language proficiency in reading and speaking.

Also, all K-12 Chinese language immersion schools are required to follow the state's Academic Standards or the Common Core Standards for learning content knowledge (Eubanks, et al., 2018, p. 347). Their studies suggested that teachers utilize appropriate technology (e.g., iPads) and plan well on the integration part and activities, which could help students learn more

in fun and engage in learning and receive a better learning outcome in learning the Chinese language in K-12 schools (Smith & Zook, 2024).

Also, Chen et al. (2017) found that the Chinese immersion program faces the major five challenges, including (1) difficulty in recruiting qualified teachers; (2) insufficient professional development; (3) difficulty in balancing content and language instruction; (4) insufficient use of Chinese; and (5) shortage of external resource support. These challenges call on U.S. principals to develop their leadership knowledge in working with Chinese immersion teachers and provide sufficient support for their commitment.

Other studies showed that principals could effectively improve the immersion programs through multicultural strategies, such as teacher professional development, resource allocation, teaching instruction, feedback, and assessment. For example, Baldwin (2021) asserted that this basic program knowledge is the foundation for school principals in leading school improvement. Hallinger (2020) further claimed that principals could offer support to school improvement through mapping the ability. Lu (2019) stated that principals need to develop their Chinese literacy knowledge by working with immersion teachers for school improvement. Cammarata and Ceallaigh (2020) supported Lu's views and pointed out that principals need to use content-based immersion instruction to monitor the Chinese immersion program improvement. Zhang (2016) pointed out that principals need to develop student human dignity through interactive and school culture building. Their findings showed that principals need to create a supportive school culture for school implementation and whole school improvement.

Collaboration for Immersion Program Improvement

Principals need to collaborate with other school stakeholders to make school improvements. Chitpin (2021) pointed out that principals should work with teachers, parents, staff, and students in bridging the student gaps for their school improvement. He also indicated that principals could invite parents to implement the school program. Jardi et al. (2021) supported those principals to ensure a supportive environment in leading school improvement. For example, Jardi et al. (2021) suggested that principals need to ensure a supportive learning environment, provide a chance for purposeful engagement, and foster structured integrations between staff and supported youth in school improvement. Besides, principals need to develop their principal evaluation and organizational justice to improve the school (Rodela & Bertrand, 2023). Nelson et al. (2021) pointed out that principal evaluation could help them increase their principal efficacy, implement the school program, and work with the teachers to lead the school improvement.

For example, Yang et al. (2021) suggested that principals could use the teacher preparation program (TPP) to help teachers in their pedagogical improvement for student achievement. If principals could work with teachers, they could help teachers develop their job satisfaction and build a positive school network. Hammad and Bush (2021) claimed that Chinese immersion school principals must receive their principalship preparation program and professional development program to perform excellently in the labor market. Reid and Creed (2021) confirmed that the principal preparation program could help principals improve schools. Hallinger et al. (2021) and Zhang (2023) said that delivering high-quality teaching and learning needs a good preparation associated with total commitment among the school stakeholders. Ritz

and Sherf (2020) pointed out that world language programs need to use practical leadership skills for student achievement and teacher instruction support. Therefore, they suggested that principals create a program for principal leadership practice in a leading immersion program in the United States, which is needed. Therefore, principals should encourage professional development to foster school improvement for both principals and teachers.

Understanding Target Language for Program Administration

Principals must understand the target immersion language in leading the school improvement. If principals tend to develop their immersion language awareness, they could effectively work with immersion program Chinese teachers in creating a supportive school culture for school improvement. For example, Sung (2021) proposed that the immersion program leaders need to understand the target language, such as Chinese linguistic features, cultural differences, and teaching and learning strategies for school effectiveness.

Besides, in their explanatory mixed-research design study, Kearney et al. (2021) pointed out that principals must build a trust-based community for sustainable school growth and student achievement. Rhodes (2014) stated the similar view of building a proficiency-based language program by trust-building in the community. Baca (2021), in his qualitative case study, pointed out that immersion program leaders should implement structured English immersion and dual-language bilingual education programs for bilingual and immersion language learners. Their findings indicated that school principals should fully build a trust-based community to support student learning achievement in the immersion program. Only if the principals could work with the school stakeholders, including teachers, parents, students, and staff, could they maintain the school improvement and increase the student learning outcomes (Zhang & Koshmanova, 2021).

For example, Hunt (2011), in his qualitative case study, mentioned that principals should hold a positive mindset of offering dual language bilingual education that could help the students become world citizens in the 21st century. Zheng (2021a) claimed that U.S. principals must respond to the market needs of the Mandarin Chinese immersion programs increased and expanded to the over 30 states in the United States. Therefore, principals should develop their Chinese language and cultural awareness for the whole school's improvement.

Therefore, the previous studies claimed that the three primary leadership theories, including culturally responsive school leadership, transformational leadership, and the communities of practice theories, could help U.S. principals to create a supportive learning community for the whole school improvement. The three major theories help principals effectively work with immersion teachers, parents, staff, and students for the entire school enhancement by improving the Mandarin Chinese immersion program quality of teaching and learning.

Chapter 2: Summary of Findings

The theoretical framework of foundation knowledge in this study provided insights for the United States to build a supportive professional learning community for whole school improvement. Since the Mandarin Chinese immersion program has been increasing across the United States, U.S. principals need to develop their cultural practice of leadership competency in leading the Mandarin Chinese immersion program improvement. In this review, U.S. principals used three theoretical frameworks of foundation knowledge to develop their Mandarin Chinese immersion program for the whole school program improvements.

The first theory of culturally responsive school leadership (CRSL) was used to help U.S. principals develop their cultural-social awareness and enhance the program improvement in the multicultural school contexts in the United States. Khalifa (2018) illustrated that the CRSL has the four conceptual pillars, including (1) teachers learning in line with cultural responsiveness; (2) critical self-reflection; (3) promoting culturally responsive school culture; and (4) student, parent, and community engagement. The four pillars could help U.S. principals to work with immersion school Chinese teachers for their classroom teaching and learning. The previous studies suggested that the principals need to explore their CRSL foundation of knowledge in building a culturally responsive community of practice in teaching and learning.

Also, the CRSL could effectively help U.S. principals with their leadership knowledge building by creating a professional development program for teachers' instructional practices aligned with a culturally responsive pedagogy and leadership. The CRSL framework is a comprehensive framework for U.S. principals to work with teachers, parents, and students for school culture building and school academic success. As a result, the CRSL framework was used to guide my study to help U.S. principals to provide sufficient support to the immersion school Chinese teachers for their commitment to the whole school improvement and student learning outcomes.

The second theory of transformational leadership (TL) guided U.S. principals to transform the school cultures, values, and core vision of the parents, students, teachers, and other school stakeholders to develop a high-quality Mandarin immersion program. The previous studies presented that TL could help principals improve the school capacity and transform the school culture, values, and vision to inspire the teachers, parents, and students to contribute their

talents to making the Mandarin Chinese immersion program improvement. For example, Yu and Zhang (2011) said that principals use TL to change the school's difficulties and make the school progressive. Other transformational leadership scholars (such as Bass & Riggio, 2006; Bass & Avolio, 1994; Bass, 1985; Lange, 2023) stated that TL is a practical leadership framework for principals to make a whole school change and reform through transformative learning teaching and school cultural setting.

The third theory, the communities of practice theory (CPT), could help U.S. principals to work with teachers, parents, and students to build a supportive professional learning community for the whole school improvement. The CPT could help U.S. principals to work with teachers, parents, students, and school stakeholders to create a supportive learning community for the whole school improvement. For example, principals could improve the Mandarin Chinese immersion school curriculum, pedagogy, and leadership with the immersion school Chinese teachers. The previous studies presented that CPT could effectively work with teachers, parents, and students using the partnership in building an interactive school community for the whole school improvement. For example, Weil et al. (2013) stated that a community of practice could help all the school stakeholders to work together to achieve the school vision and goals in teaching and learning for the whole school improvement.

Besides these three theories, the literature reviewed discussed three major themes, including (1) principal preparation in the United States; (2) an adaptation of principal school preparation in knowledge building; and (3) new insights of leadership adaptation for Chinese immersion program improvement. As for the first theme of principal preparation in the United States, the previous studies found that U.S. principals need to develop their principalship ability

for school effectiveness because of several reasons, including (1) job performance preparation could drive school improvement; (2) principalship credential program training could support principalship job performance; and (3) principals with a comprehensive preparation such as culturally responsive, transformational, and community practice theory could effectively work with teachers, parents, and students for the whole school improvement.

The previous studies also found that U.S. principals should identify their role and responsibility in serving the language immersion program. U.S. principals must receive a comprehensive preparation for school improvements such as preparatory skill acquisitions and principal licensure credential certificate. Another is that U.S. principals must develop their knowledge of developing their disposition and critical consciousness across the curriculum, pedagogy, and assessment for school performance. The other is that U.S. principals must have the ability to decide on school reform and change, especially the Mandarin Chinese immersion program. The previous studies represented that U.S. principals must receive their comprehensive principalship preparation.

In addition, while many studies suggest that principals should build their comprehensive school principalship knowledge, leadership, and skills for school improvement, few studies focus specifically on the needs of principals in immersion programs. Previous studies (such as, Richards & Wheatley, 2022; Zheng, 2021a) have indicated that U.S. principals must develop leadership skills through principalship preparation for student achievement. For example, principals could receive a pathway to leadership program training to work with teachers for student achievement. Yet, there needs to be more research emphasizing the importance of developing immersion social-cultural awareness among principals for school improvement.

Therefore, it is crucial to address this gap and highlight the development of such awareness in principals leading immersion programs (Wang & Lee, 2022).

As for the second major theme about the adaptation of school principal preparation in knowledge building, the previous studies reviewed the three subthemes related to the principal adaptation, including (1) principal knowledge building; (2) principal commitment and advocacy; and (3) knowing the immersion student population for school service.

Regarding principal knowledge building, the previous studies found that U.S. principals must develop their leadership knowledge, such as Chinese virtue leadership, pedagogy, and cultural awareness (Wu & Leung, 2022). However, the current review found less literature to show how U.S. principals could lead their Mandarin Chinese immersion program improvement. As for principal commitment and advocacy, the previous studies claimed that U.S. principals must receive their principalship preparation, especially their advocacy. The previous studies illustrate that principals must improve their knowledge of immersion pedagogy, immersion population, and immersion reasons, which could help the principals to decide and work with teachers, parents, students, and other school stakeholders for school improvement.

As for the third major theme about new insights of leadership adaptation for Chinese immersion program improvement, the previous studies indicate that U.S. principals must hold the three disciplines in leading the Mandarin Chinese immersion school improvement, including (1) immersion school culture for program improvement; (2) collaboration for immersion program improvement; and (3) understanding target language for program administration.

Therefore, the current literature reviewed has stressed that the principals should utilize the CRSL, TL, and CPT to drive the school improvement, especially in the Mandarin Chinese

immersion program for the whole school improvement in the United States. The literature review captures what knowledge, skills, principal capacity, and leadership theories are needed to adapt leadership knowledge building through the adaptation of principal leadership.

Also, the previous studies expound that the principals must receive their principal preparation, the transformation of principal school preparation in knowledge building, and new insights of leadership adaptation for Chinese immersion programs such as immersive school culture, collaboration, and target Chinese language linguistic features and instruction for the whole school improvement. The previous studies pointed out that the principals in the traditional principal leadership program still lack the systematical leadership training, such as CRSL for school community building, especially in the immersion program. Therefore, this literature indicated that U.S. principals must develop their leadership skills in leading the Mandarin Chinese immersion program improvement in the United States for the whole school's progress.

Forecast Chapter Three

Chapter Three explores the research design for the proposed study. Using a qualitative phenomenological research design, the study explores how U.S. principals need to develop their knowledge, skills, leadership, and competency in building a good immersion program for the whole school improvement. The qualitative research consists of open-ended and semi-structured questions. Chapter Three discusses these methods and procedures to explain and analyze the various constructs of the research design. Besides, Chapter Three includes the overall research design, data collection and procedures, data analysis procedure and trustworthiness, limitations and delimitations, followed by a summary.

CHAPTER 3

RESEARCH DESIGN

Introduction

The purpose of this qualitative phenomenological research inquiry is to explore the challenges, successes, and best practices of the principals and teachers in leading Chinese language programs in immersion schools in the high needs school in a rural area in a Midwestern state in the United States. The results of this study aim to address cultural efficiency, increase student enrollment through principalship preparation, and attract parents' and students' interest in the rural areas of high-needs schools for the whole school development.

The research questions include (1) what are the successes of school leaders and teachers in the high needs school in leading the Mandarin Chinese immersion program in a rural Midwestern state? (2) what are the challenges faced by school leaders and teachers in the high needs school in leading a Mandarin Chinese immersion program in a rural Midwestern state? (3) what culturally responsive preparations and training are needed for school leaders in leading the Mandarin Chinese immersion program in the high needs school in a rural Midwestern state? (4) what are the best practices perceived by school leaders and teachers in leading the mandarin Chinese immersion program pertaining to school enrollment and the social image to the community? (5) how do school leaders demonstrate transformational leadership to create communities of practice in leading the Mandarin Chinese immersion program?

The above research questions call for a phenomenological research design to explore the experiences of the U.S. principals and teachers through in-depth semi-structured and open-ended

interviews in leading the Mandarin Chinese immersion program improvement in a Midwestern state. This chapter presents the overall research design, participants and sampling, data collection and procedures, data analysis and measurement, followed by trustworthiness, limitations and delimitations, and a summary.

Overview of Research Design

A qualitative phenomenological research design was employed by interviewing principals and teachers to interpret, investigate, and explore the challenges, successes, job preparation, and best practices in leading the Mandarin Chinese immersion program for the whole school improvement in Midwestern n state K-12 schools (Hickman, 2023; Hubick, 2024; Larsen, 2023). The phenomenon is U.S. principals' and teachers' experiences about how they perceive, explore, feel, judge, and make sense of school implementation (Ishihara & Tainer, 2024; Patton, 2002, p. 104). Flyvbjerg (2019) indicated that a phenomenological research design emphasizes the importance of context-dependent knowledge and experiences in making meaning of U.S. principals' and teachers' experiences for whole school improvement.

Merriam and Tisdell (2016) stated that a qualitative phenomenological study emphasizes the meaning in the context of U.S. principals' and teachers' experiences implementing their school leadership for student achievement. Hopp (2020) indicated that a phenomenological research study interprets the school district's current challenges, such as decreasing the enrollment rate. Creswell and Poth (2018) pointed out that a phenomenological study is to understand a phenomenon at a deeper level and an attempt to approach a lived experience with a sense of newness to elicit rich and descriptive data.

Because of this research's purpose, a phenomenological research design can help researchers to understand what happened and why the school principals and teachers need to make a change in leading their school improvement (Denzin & Lincoln, 2018; Knudsen, 2022; Van Manen, 2014). For example, Denzin and Lincoln (2018) mentioned that researchers could use phenomenological inquiry to understand the school contextual phenomenon of the principals' and teachers' experiences in making a meaningful implementation for school program improvement. Their insight suggests that this phenomenological research design is appropriate for the current study for several reasons.

One is that a phenomenological research design could help the researchers to understand why the current Mandarin Chinese student enrollment is decreasing and U.S. principals' and teachers' perception of their experiences in either leading the program improvement or teaching immersion students in the Midwestern n state rural areas (Moustakas, 1994; Vagle, 2018). Also, this study could help researchers to interpret U.S. principals' and teachers' experiences with the Chinese immersion program and how they could drive the development of Chinese immersion programs development in the rural areas in a Midwestern n state (Van Manen, 2014). Macann (1993) additionally supported this study by using a phenomenological research design to interpret the phenomenon of increasing Chinese immersion program across the United States. Heidegger (1994) pointed out that phenomenological studies could help researchers understand what happens, how they interpret their experiences in contextual meaning, and why they need to make a change for school program improvement. Accordingly, this study is suitable of using a phenomenological research design to analyze the U.S. principals' and teachers' perceptions,

experiences, and voices in the human being (Creswell, 2007; Creswell & Poth, 2018; Lincoln & Guba, 1985).

Another strength is that a phenomenological research design may help researchers to explore the success of U.S. principals' and teachers' experiences, perceptions, and opinions about the Chinese immersion program success and discover what they need to improve to make a better Chinese immersion program in the rural area in the Midwestern state (Keller, 1999; Singh & Khatri, 2024). Specifically, this phenomenological research study was employed to describe, understand, and interpret U.S. principals' and teachers' experiences, perceptions, opinions, and attitudes in leading the Mandarin Chinese immersion program improvement (Lincoln & Guba, 1985). This study can explore the challenges the principals and teachers face while working on the Mandarin Chinese immersion program. Besides, they may also express their views on the Mandarin Chinese immersion program's success in the Midwestern state (Crotty, 1998; Hubik, 2024).

Another asset is that this phenomenological research design can help researchers understand what factors cause the high teacher turnover and what they need to do for the Mandarin Chinese immersion program improvement (Bogdan & Biklen, 2007; Silverman, 2013). Specifically, Crotty (1998) adds his thoughts which suggest that a qualitative study could help researchers to focus on how U.S. principals and teachers appreciate their expertise in building their understanding, and contributing their knowledge, thoughts, and skills in improving the Mandarin Chinese immersion program improvement in the rural areas of the Midwestern state (Lumsden, 2014). This study might also help researchers understand how pre-service or in-service principals need to improve skills, knowledge, and leadership practices to work with

teachers for student achievement and Mandarin Chinese immersion program promotion (Silverman, 2013; Taylor et al., 2016). Thus, a phenomenological qualitative research inquiry is suitable for the current study.

Therefore, the descriptive and interpretive approaches were employed to analyze U.S. principals' and teachers' experiences collected through semi-structured and open-ended interviews. The descriptive analysis approach can help researchers to analyze the interview transcript, observation notes, the existing documents, journal logs, and memos to merge the major themes and categories in recommending what strategies or training programs U.S. principals and teachers need to promote the Mandarin Chinese immersion program improvement (Adu, 2019; Crotty, 1998; Seidman, 2006; Saldana, 2013; Woolf & Silver, 2018). This interpretive analysis approach investigated and interpreted U.S. principals' and teachers' experiences in surfacing the major themes to answer the research questions (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Smith et al., 2009). Therefore, this descriptive and interpretive analysis was employed to analyze the interviewing and existing data to emerge the major themes and categories to answer the research question (Smith et al., 2009).

Participants and Positionality in this Study

As the researcher in this study, my diverse cultural and educational background and extensive training in qualitative research methods significantly influenced my position. Having received both Western and Eastern cultural and academic training, I cannot only analyze educational issues with cultural sensitivity but also have a deep understanding and appreciation of the complexities of different educational systems and practices. This understanding,

particularly relevant in my work within a Mandarin Chinese immersion program, instills confidence in my ability to conduct this study effectively.

As emphasized by Creswell and Poth (2018), my systematic training in qualitative research methods has prepared me to critically analyze and interpret qualitative data. I recognize the importance of reflexivity in this process, understanding that my background, experiences, and biases inevitably influence my research. Acknowledging my positionality, I strive to maintain credibility, transferability, dependability, and confirmability in my study, as outlined by Lincoln and Guba (1985) and Denzin and Lincoln (2018).

Furthermore, my role as a Mandarin Chinese immersion program teacher has prepared me to understand the role. Principal preparation is needed to lead the development of such programs. This experience has reinforced my desire to analyze the data with adherence to qualitative ethical discipline. My diverse experiences and comprehensive methodological training form the foundation of a systematic and credible research process, ensuring that my findings are relevant and applicable to broader educational contexts followed by qualitative disciplines.

To achieve the research goals in this study, I collected qualitative interview data through semi-structured and open-ended interviews. Also, purposive and snowball sampling were used to conduct one-on-one in-person interviews of the 12 participants ($N=12$) shown in Table 1. The participants include the elementary principals ($n=2$), secondary principals ($n=2$), administrative assistant to the principal ($n=1$), Paraprofessional ($n=1$), English language teachers for the Chinese immersion program ($n=3$), and native Mandarin Chinese immersion homeroom teachers

($n=3$) in the rural areas of a Midwestern state. Ten females ($n=10$) and two males ($n=2$) participated in this study.

The participants' ages ranged from 32 to 54 years. Their teaching experiences ranged from 6 to 29 years and the principal experiences are from 2 to 20 years. Specifically, all school principals are leading the Mandarin Chinese immersion program in the whole public school system for whole school improvement. The teachers are teaching Chinese immersion students in the Chinese immersion program in the entire school for its progress and student achievement. The first elementary school principal, founder, administrated the Mandarin Chinese immersion program for 20 years after eight years in teaching since the program has started in Midwestern state. The second elementary school principal is a new principal and has two years of principal experience after 23 years' teaching experience. The secondary high school principal had 18 years' administrative experiences and two years of experience administering the Mandarin Chinese immersion program in the public school system. The middle school principal has 15 years of working experience administrating the Mandarin Chinese immersion program.

All teachers in this study hold the Midwestern state teacher licensure, and the native Chinese immersion teachers hold both elementary teacher licensure and Chinese teaching licensure in a Midwestern state. Besides, all the principals in this study hold principal licensure and teacher licensure. All participants used pseudonyms for data collection and data analysis purposes.

Table 1

Overviewing of Participants of Principals and Teachers in this Study

Identifier Pseudonym	Gender	Age	Academic Qualification	Years in Teaching	Years in Principalship	Most Recent Role
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Table 1 *Overviewing of Participants of Principals and Teachers in this Study (continued)* 77

1.	Adela	F	37	MA	13		Fifth Grade Teacher
2.	Barbara	F	50	BA	13		Administrative Assistant to Principal
3.	Lu Qi	F	32	MA	6		First Grade Teacher
4.	Cecile	F	47	MA	23	2	Elementary School Principal
5.	Borgia	M	39	MA	16	2	Kindergarten Teacher & Substitute Principal
6.	Dorothea	F	54	BA	29		Third Grade Teacher
7.	Edith	F	50	BA	12	15	Middle School Principal
8.	Flora	F	53	BA	13	18	High School Principal
9.	Imelda	F	43	BA	6		Paraprofessional teacher
10.	Rosalie	F	50	MA	8	20	Elementary School Principal
11.	Guo Mei	F	40	MA	10		Third Grade Teacher
12.	Mao Kun	M	46	MA	18		Third Grade Teacher

According to the previous study (Guest et al., 2017), nine participants could reach saturation and trustworthiness in qualitative phenomenological research design. Guest et al. (2006) indicated that the random selection of 12 participants in a basic qualitative study could reach 96% saturation in codes. Guest et al. (2017) pointed out that five to six participants could help researchers identify themes most prevalent themes in phenomenology studies. Morse (1995) and Guest et al. (2017) confirmed that using six participants in the phenomenon study could reach saturation. The current study has 12 participants and surely reaches the qualitative phenomenological research design saturation.

Data Collection Procedures and Interview Questions

The semi-structured interview protocol was employed to conduct a one-on-one in-person interview from November 7, 2022, to February 16, 2023. The interview time within the audio recording ranges from 30 to 60 minutes, and the average time ranges about 45 minutes for each participant. The open-ended interview questions were used to capture an in-depth understanding and collect the more profound thoughts from the participants in this study (Flick, 2018).

Besides, the researcher in this study sought the potential participants after she received the approval of the Institutional Review Board at Cardinal Stritch University and then continuously used at Marquette University. The potential participants agreed to be recorded and signed the consent form before the current researcher conducted actual interview with each of the participants.

About the interviewing questions, in this study, researcher created the semi-structured interviews questions based on the thoughts of Bernhardt (2019); Chan and Chan (2022); Dimmock and Walker (2005); Fullan (2011); Hallinger and Wang (2015); Hallinger (2018); Hallinger (2003); Hofstede (1991); Lopez (2016); Murphy and Hallinger (1987); Lu (2019); Mougeon et al.(2010); Cammarata and Ceallaigh (2020); Richards and Wheatley (2022); Senior and Gyarmathy (2022); Tedick et al. (2011); Sung and Tsai (2019); and Singh and Khatri (2024). Their thoughts inspired me to understand what U.S. school principals and teachers in a Midwestern state perceive would help them successfully lead through the challenges of the Mandarin Chinese immersion program in multicultural school contexts (Onguko, Abdalla, & Webber, 2012).

Once I had drafted the interview questions, I invited two researchers in leadership, two school principals from Chinese Mandarin immersion schools, and one Chinese immersion teacher from K-12 schools to review the questions. I then revised the interview questions based on their comments, feedback, and suggestions. After that, I sent the revised interview questions to them for further input and confirmation. Finally, I completed the interview questions, and the sample of interview questions is shown in Table 2, with the completed interview protocol in Appendix A.

Table 2

Sample of Semi-Structured Interview Questions in this Study

<i>No.</i>	<i>Sample of Questions</i>
1	Would you talk about your educational background, teaching and administrative experiences, age, and describe yourself to me?
2	Can you describe your school culture, location, learning climate, and Chinese immersion program?
3	What are the successes and challenges about Chinese immersion school in your school you think and why?
4	What are the teacher instruction, curriculum, professional development, and community engagement in your Chinese immersion program in your school you think and why?
5	What suggestions would you give the Chinese immersion program for further improvement?

- 6 What specific challenges would you think principals and teachers face while working in the Chinese immersion program and why?
- 7 What are the best practices you realize while you work in the Chinese immersion program in your school and why?
- 8 What strategies, leadership theories, teaching approaches, or pedagogical practices are used or needed in leading Chinese immersion program while you work in your school and why?
- 9 What do you think about culturally responsive school leadership, transformational leadership, and communities of practices in leading your Chinese immersion program and give me some examples about how and why?
- 10 What knowledge, professional development, or activities would you think that principals and teachers need to be further improvement in leading Chinese immersion program for better performance?
- 11 What are the successful Chinese Mandarin immersion school in your mind you think and why?
- 12 Besides what I have asked, are there any questions or concerns or somethings you like to share with me?

(Xie, 2024)

The open-ended interview questions explored the principals' and teachers' experiences leading the Mandarin Chinese immersion program. The questions are as follows: What are your opinions about your school's Mandarin Chinese immersion program? What do you think about your school's Mandarin Chinese immersion program? Therefore, this type of open-ended

question could investigate the experiences of principals and teachers in building a better Mandarin Chinese immersion school climate.

Data Analysis

In this study, after I completed the verbatim transcript, I uploaded the transcripts to the computerized-aided qualitative analysis software, namely N-Vivo 12, to code, analyze, categorize, and synthesize the major themes and categories aligned with each research question (Adu, 2019; Saldana, 2016; Woolf & Silver, 2018; Zhang, 2024).

The two-cycle framework was employed to analyze the interview transcript, memo, journal log, and observation materials (Adu, 2019; Miles et al., 2014; Saldana, 2016). In the first cycle, the author uploaded the transcript materials into the computerized-aided qualitative software, called N-Vivo 12, to code and analyze the data in several steps. The first step was to read line by line with coding the primary category. The second step was to re-read the transcripts for in-depth understanding, and the third step was to merge the types into some major themes. The fourth step was to emerge the major themes associated with categories through coding, analyzing, categorizing, and emerging processes (Adu, 2019; Smith et al., 2009; Woolf & Silver, 2018).

In the second cycle, I used three steps to code, categorize, and emerge major themes to answer the research questions:

1. I re-read the first cycle's significant themes and codes to organize them into three major pieces for each research question.

2. I cross-compared and developed the major themes through interaction, memos analysis, and reflectivity to answer the research question.
3. I confirmed the major themes through three to five categories with frequencies to answer each research question accordingly.

Therefore, the two-cycle coding framework (Denzin & Lincoln, 2018; Flick, 2014; Silverman, 2013; Saldana, 2013) guided me to code, categorize, and emerge the major themes to answer the research questions. Besides, the interpretative phenomenological analysis (IPA) approach was utilized to code and merge the major themes and categories (Richards, 2015; Smith et al., 2009). The IPA approach helped me surface major challenges, successes, best practices, and school implementation for principals and teachers in leading the Mandarin Chinese immersion program improvement.

I employ a systematic approach to analyzing interview transcripts, drawing on the principles of qualitative analysis with numbers and frequencies, as Maxwell (2010), Hochwald et al. (2023), and Kogen (2024) suggested. As exemplified in Table 3, the analysis begins with the initial coding of the transcripts, where specific text segments are labeled with codes that capture the essence of the participant's responses. These codes are then categorized into broader themes that reflect common patterns and insights across the data. For instance, categories such as "high academic achievement," "advanced learning opportunity," and "more future job and learning options" might emerge, each associated with a frequency count indicating how often participants mentioned these themes. The use of frequencies helps to quantify the qualitative data, providing a clearer picture of the predominant issues and perceptions among U.S. school principals and teachers in a Midwestern state regarding the challenges and supports needed for leading

Mandarin Chinese immersion programs in multicultural contexts. This method not only enhances the rigor of the qualitative analysis but also ensures that the findings are deeply rooted in the actual experiences and perspectives of the participants.

Table 3

An example of the Analysis Process about Theme, Categories, and Selected Verbatim within the Percentage of the Participants Mentioned in the U.S.

Verbatim Text	Meaning	Themes	Categories	Mentioned N (%)
Chinese immersion programs is for kids who are very achievable in their academic, social, emotional, and behavioral dimensions (Adela)	Chinese Immersion Program could help students to develop their well-being and holistic capacity.	Integrated Capacity	High Academic Achievement	12/12 (100%)
Parents were actively involved because they believed that Chinese Mandarin immersion program is a good fit for their kids (Rosalie)	Chinese immersion program could help students not only meet academic goals but also personality, well-being goals.		Meet Parents' Expectation	8/12 (67%)
A Chinese immersion program opens students' eyes to society and gives them many chances (Cecile)	Chinese immersion program helps students to discover their talents and prepare them with readiness for future opportunities.	More Choices with Bilingual Talents	Advanced Learning Opportunity	11/12 (92%)
Chinese immersion program allows students to have more opportunities (Dorothea)	Chinese immersion program offers a high quality in teaching and learning, which prepares students to have a better future such as job options.		More Future Job and Learning Options	7/12 (60%)

Table 3 *An Example of the Analysis Process about Theme, Categories, and Selected Verbatim within the Percentage of the Participants Mentioned in the U.S. (continued)* 84

<p>We have a lot of working-class families. So, the school has limited financial and resources for teachers (Flora)</p>	<p>Since the Chinese immersion program is in the rural area, the principals and teachers, together with school stakeholders, need to seek more funding and resources to make its sustainable growth.</p>	<p>Deficiency of Resources</p>	<p>Limited fundings and external resource support</p>	<p>10/12 (83%)</p>
<p>If attendance is not consistent, teachers become challenged in the immersion classroom (Edith)</p>	<p>Principals ensure that students follow the school policy and help teachers to figure out various ways to deal with the students' issues positively.</p>	<p>Behavioral issues</p>	<p>Decreasing of enrollment rate</p>	<p>10/12 (83%)</p>
<p>Ignorance can hurt people in lots of different ways. That is why developing cross-cultural awareness is vital (Borgia)</p>	<p>Principals and teachers need to foster students to develop their cross-cultural capacity. By doing so, students could become a diverse person and have more chances in their lifelong learning.</p>	<p>Building cross-cultural competence</p>	<p>Culturally and linguistically responsive practice</p>	<p>10/12(83%)</p>
<p>Chinese immersion teachers are involved in the school district activities and events (Lu Qi)</p>	<p>Principals need to work with teachers, parents, students, superintendent, and other school stakeholders to increase school academic performance. Also, teachers need to work with other teachers, parents, and students to foster students to have a better learning outcome. So, principals need to make all school stakeholders to be involved and work</p>	<p>Teamwork</p>	<p>Work together</p>	<p>8/12 (67%)</p>

Table 3 *An Example of the Analysis Process about Theme, Categories, and Selected Verbatim within the Percentage of the Participants Mentioned in the U.S. (continued)* 85

Chinese immersion program students have a chance to take university credits and receive their college diploma (Edith)	together toward school goals. Chinese immersion program school district leaders, such as, principals, superintendent, teachers, work with other partners such as school district-university college pathway program to build some college pathway program for students' success.	Network and partnership	Parent, student, local communities' involvement	8/12(83%)
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Trustworthiness

Four strategies were used to help me ensure this study's trustworthiness. The four strategies are member check, audit trail, journal log, and triangulation (Denzin & Lincoln, 2013; Kleijn & Leeuwen, 2018; Silverman, 2013). As for member checks, I invited one of the Ph.D. candidates to review the manuscripts for accuracy and clarification on the sequence of events. Besides, I called or emailed the participants to confirm whether her understanding of the interviewees' thoughts was accurate. As for the audit trail, I recorded the research journey from looking for participants to interviewing them and coding data from December 15, 2022, to July 30, 2023. The audit trail has about 50 pages of notes, which helped me avoid biases and finalize the major themes (Merriam & Tisdell, 2016). Then, I wrote a journal log after each interview with the participant (Denzin & Lincoln, 2018), which helped me categorize and surface the major themes to answer the research questions accordingly.

For the aspect of triangulation, I employed multiple methods and data sources to ensure the quality of this study, including method, investigator, and data source (Denzin, 1978; Patton,

1999). I collected interview data from both principals and teachers to capture their perspectives on the Mandarin Chinese immersion program. Additionally, I involved other researchers to ensure the accuracy of my analysis and adherence to qualitative study disciplines. A comprehensive literature review was conducted to validate my themes and categories through existing documents. Furthermore, I utilized my observations and field practice data to align the study with qualitative disciplines. Therefore, triangulation enabled me to enhance the study's adherence to qualitative research standards and ensure its contextual quality.

Limitation and Delimitation

This study has two limitations: one is the small sample size, and the other is the participation of only two male teachers. However, this study could fill in the literature gaps about Mandarin Chinese immersion program principalship preparation and teacher professional development for whole school improvement in a rural area across the United States.

Chapter 3: Closure

In Chapter Three, the researcher outlined the research methodology, a qualitative phenomenological research design to describe, explore, and interpret U.S. principals' and teachers' experiences with the Mandarin Chinese immersion program in a rural area in a Midwestern state. 12 potential participants were invited to participate in this study through semi-structured and open-ended interviews to explore, interpret, and investigate U.S. principals' and teachers' experiences in leading the Mandarin Chinese immersion program improvement.

Besides, the two-cycle data analysis framework with the interpretative phenomenological analysis framework was used to capture U.S. principals and teachers about how they describe, explore, investigate, and interpret their experiences in-depth meaning for the whole school improvement. In Chapter Four, the author represents the findings with major themes, supported by categories, and code frequencies, followed by the discussion, conclusions, implications, and future research suggestions in Chapter Five.

CHAPTER 4

RESULTS

In this chapter, the results of the data analysis indicate how US principals and teachers are leading Chinese immersion school reform and development and fostering students' reaching their learning goals in the United States. Results are presented for each research question below.

Research Question 1

What are the successes of school leaders and teachers in the high needs school in leading the Mandarin Chinese immersion program in a rural Midwestern n state?

Three major themes and categories emerged from the data analysis indicated by the participant's responses to the research questions. The answers to the first research question about how US principals and teachers lead Chinese Mandarin immersion program successes in the United States are shown in Figure 2 and Table 4 below. Quotations and excerpts from principals and teachers follow a report on these themes and categories.

Figure 2

Successes in Leading Mandarin Chinese Immersion Program

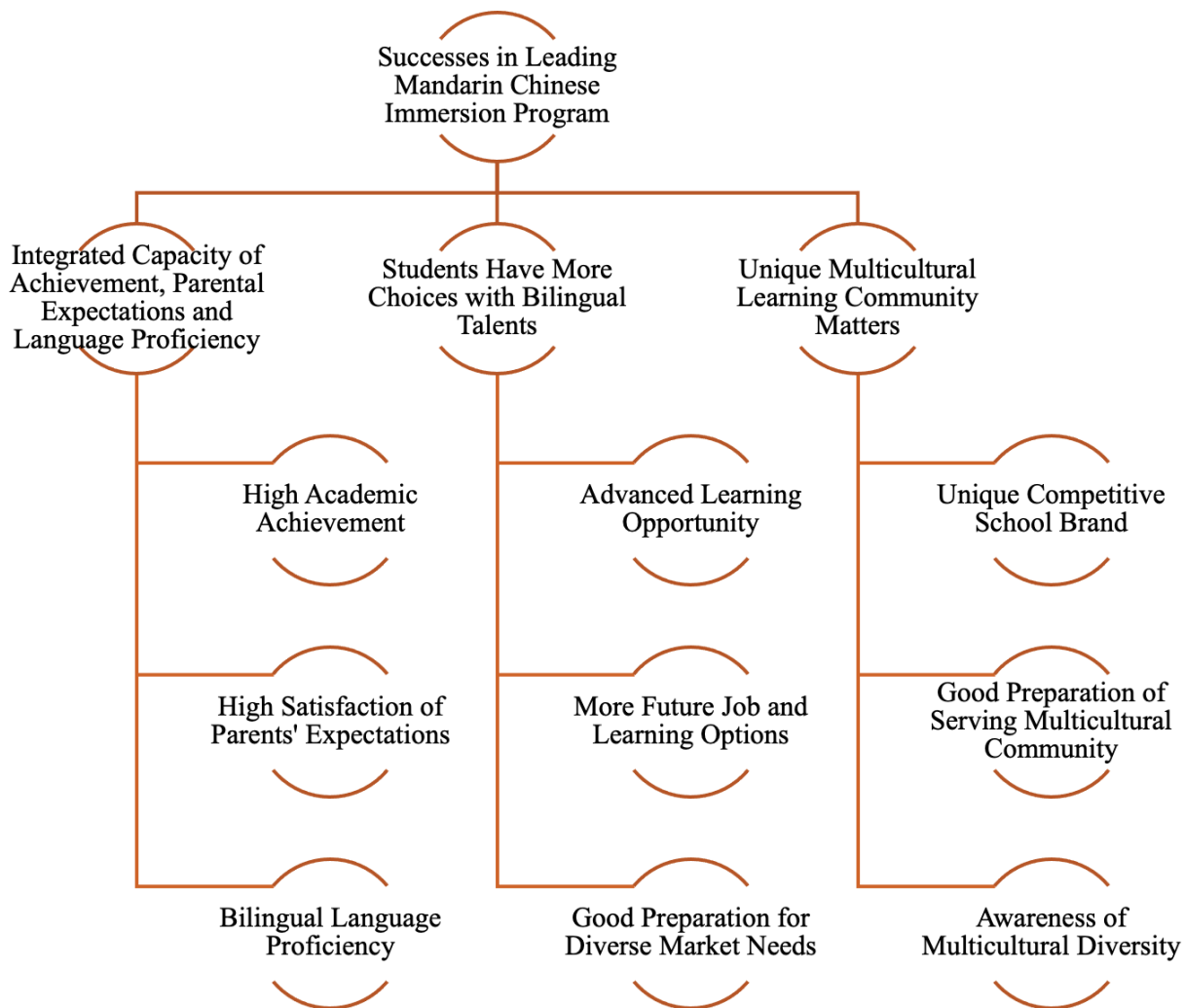


Table 4

Major Themes and Categories of Chinese Immersion Program Successes Experienced by Principals and Teachers in the U.S. within Selected Code Frequency

Major Themes	Categories	Selected Code Frequency
1. Integrated Capacity of Achievement, Parental Expectations and Language Proficiency	1.1 High Academic Achievement	High Achievement (14), Achievement (16), Performance (12), Score (10), M-Step Test Results (11), Test (13)
	1.2 High Satisfaction of Parents' Expectations	Satisfaction of Parents' Expectation (19), Satisfy (8), Expectation (6), Fully (9), Highly (117)
	1.3 Bilingual Language Proficiency	Bilingual Language (7), Bilingual (8), Chinese language proficiency (6), proficiency (10)
2. Students have More Choices with Bilingual Talents	2.1 Advanced Learning Opportunity	Advanced Learning Opportunity (12), Advanced Learning Community (35), Bilingual Talents (3), Choice (16), Opportunity (22)
	2.2 More Future Job and Learning Options	Job opportunity (12), learning options (160), Future Job (51), Preparation for Diverse Market (9), Diversity (29), market needs (23), preparation (9)
	2.3 Good Preparation for Diverse Market Needs	Preparation for Diverse Market (9), Diversity (29), market needs (23), preparation (9)
3. Unique Multicultural Learning Community Matters	3.1 Unique Competitive School Brand	Unique Competitive School Brand (20), Brand (23), Unique (25)
	3.2 Good Preparation of Serving Multicultural Community	Serving Multicultural Community (11), Preparation (9), Prepare (2), community (175)
	3.3 Awareness of Multicultural Diversity	Awareness of Multicultural Diversity (16), Awareness (8)

Theme 1 of Successes: Integrated Capacity of Achievement, Parental Expectations and Language Proficiency

All participants indicated that Chinese immersion programs help students foster their integrated capacity, raising the school's social reputation, building a unique brand, and making the school growth sustainable. Three categories emerged to indicate how Chinese immersion programs develop their brand and make the school improve. The three categories were (1) high academic achievement, (2) high satisfaction of parents' expectations, and (3) bilingual language proficiency.

Category 1: High Academic Achievement

Nine out of 12 participants showed that Chinese immersion programs raise students' academic achievement. I selected quotations and excerpts from them to illustrate this category.

Adela indicated that "...the Chinese immersion program is great for them [students] because it is naturally engaging. It is for those kids who are very achievable in their academic, social, emotional, and behavioral dimensions."

Rosalie said: "the [Chinese immersion] program is a huge success. I think we have had an incredible number of students who have gone through this program. They [students] have higher academic performance, such as on their M-Step test."

Barbara stated:

I believe the [Chinese immersion] program in our school district is so wonderful because it helps our students not only have better academic performance but also learn a second language when they are young, which is beneficial for their future careers. Also, students in the Chinese immersion program have better academic performance, such as M-Step test results, compared with our school's traditional ones.

Cecile confirmed: “I believe the Chinese immersion program makes a better achievement. I see higher achievement scores in our immersion classrooms.”

Borgia said:

...we [Chinese immersion program students] have better attendance than traditional ones.

Also, I believe that the Chinese immersion program consistently show the increased levels of performance both in English language arts and mathematics. Finally, I would like to say that Chinese immersion programs have a higher academic performance.

Edith stated: “I am so excited that our students have this opportunity to learn Chinese since they are young, which is wonderful. Also, our students in the Chinese immersion program have better academic performance based on annual test assessments.”

Imelda indicated that “...our Chinese immersion program students perform better academically in areas such as math.”

Guo Mei confirmed that “Chinese immersion program students have both academic performance, such as M-Step test scores, and behavioral, social, and emotional conditions.”

Finally, Mao Kun indicated: “I realize that students in the Chinese immersion program have better academic performance, such as in M-Step. Also, I discovered that they [immersion students] have better educational outcomes historically.”

The quotes and excerpts above strongly suggest that principals in Mandarin Chinese immersion programs perceive that understanding high student achievement is a crucial skill for successful leadership. Furthermore, these principals believe that parents' satisfaction with the Mandarin Chinese immersion program indicates the program's overall success. This perception underscores the importance of high academic performance and parent satisfaction as key

components of effective leadership in Mandarin Chinese immersion schools in a Midwestern state.

Category 2: High Satisfaction with Parents' Expectations

Eight out of 12 participants indicated that the parents of Chinese immersion program students are delighted with their children's success. I cited quotes and excerpts from them that support this category below.

Adela indicated:

Chinese immersion programs bring diversity, increase student enrollment, and transform cultural values in the school. Also, Chinese immersion programs open a new door to the kids. I, as a parent and a teacher, recognize that Chinese immersion programs give my kids a chance to learn Chinese, which is great.

Rosalie stated: "...when we started our Chinese immersion program in our school, a huge group of parents were actively involved because they believed that it was a good fit for their kids."

Barbara indicated: "...parents are happy about the [Chinese immersion] program because it fosters their kids' growth."

Lu Qi said: "I recognize that many families benefit from this [Chinese immersion] program."

Borgia indicated: "...the Chinese immersion program actively involves parents, and they believe that it is a great fit for their kids and family expectations."

Dorothea recognized: "parents are willing to send their kids to the Chinese immersion program because they trust the program and how it makes the kids successful."

Flora indicated: “parents continuously encourage their kids to study Mandarin Chinese after completing their elementary school immersion program and Chinese as a world language in middle school.”

Imelda confirmed: “parents feel satisfied with what their kids have learned from the Chinese immersion program.”

The quotes and excerpts cited above indicate that principals in Chinese immersion schools (CIS) in a Midwestern state perceive high levels of parent satisfaction as a significant indicator of the program's success and leadership effectiveness. They believe the Chinese immersion program contributes to the school's success and is a great fit for the students. Participants in this study also indicated that the program fosters young children's chances to build bilingual language proficiency, which they consider a key component of successful leadership in CIS in a Midwestern state.

Category 3: Bilingual Language Proficiency

Six out of the 12 participants indicated that a Chinese immersion program effectively fosters students' development of bilingual language proficiency. I selected quotes and excerpts that support this view below.

Adela indicated:

...it is a real compliment to the [Chinese immersion] program that they [students] just become very natural in their language. I am still really amazed when I see my students next door in the Chinese classroom and how they work and interact together with their language. It's amazing.

Adela also said: “I would say it is a program where students are exposed to a culture and a language where students can achieve proficiency in that language [Mandarin Chinese].”

Rosalie said:

...once students start to study a second language, they can quickly learn any other language. I also think that the fact we are starting so young gives them [students] a chance to become more fluent, as opposed to waiting until middle school or high school when it is just more difficult for them to learn the language [Chinese or any other language].

Lu Qi indicated: “I would like to say that they [students in Chinese immersion programs] can develop their Chinese language proficiency from elementary school through middle school and high school.”

Edith said: “I would say that the Chinese immersion program offers students the opportunity to develop their bilingual language proficiency in Mandarin Chinese and English from Kindergarten through Elementary school, middle school, high school, and even college.”

Imelda confirmed: “[the Chinese immersion program] successfully develops students' Chinese language proficiency.”

Imelda also indicated:

...without a parent, students could speak a second language and would have to learn two languages [English and Chinese]. So, seeing so many students already speaking a second language at such young ages is a huge success. That would be the most considerable success.

Finally, Mao Kun indicated: “the Chinese immersion program offers an opportunity for immersion students to develop their Chinese proficiency and also cultivate students to speak two languages [Chinese and English] naturally.”

The quotes and excerpts that I selected and cited above indicate that Mandarin Chinese immersion programs can effectively foster students' development of integrated capacity, which means that the programs help students achieve academic success, meet parental expectations, and develop language proficiency. This development in an integrated capacity provides Mandarin Chinese immersion students with more opportunities and choices due to their bilingual talents. Participants in this study emphasized that the unique skills acquired through Mandarin Chinese immersion programs not only enhance academic performance but also prepare students for diverse future pathways.

Theme 2 of Successes: Students Have More Choices with Bilingual Talents

Eleven out of 12 participants indicated that the Chinese immersion program helps students have more choices regarding their Chinese and English bilingual talents. Three categories emerged that support the idea that the Chinese immersion program provides more options for students with bilingual talents in the job markets and higher education opportunities.

The three categories are:

1. Advanced learning opportunity.
2. More future job and learning options.
3. Well-preparation for diverse market needs.

Details with selected quotations are presented.

Category 1: Advanced Learning Opportunity

Four participants indicated that a Chinese immersion program offers students an advanced learning opportunity. I selected the quotes and excerpts below that support this point.

Adela indicated: “students in the Chinese immersion program have the chance to learn Chinese continuously in middle and high school districts. When they graduate from high school, some of them will have an associate degree from college, and many of them will have tremendous opportunities waiting for them, whether they continue with college or go to get a job right then.”

Guo Mei said: “students in the Chinese immersion program have ample opportunity to register for a college minor when they are high school students. Also, they [students] can study Chinese in mainland China.”

Cecile considered: “I think a Chinese immersion program opens students' eyes to society and gives them many chances, both in advanced learning and job seeking.”

Imelda confirmed: “Chinese immersion program students are exposed to other languages because their brains are already more adept and able to learn a third or fourth language if they wish.”

Those quotes and excerpts I selected from the participants suggested that the Chinese immersion program offers the students advanced learning opportunities, followed by more future job and learning options.

Category 2: More Future Job and Learning Options

Seven participants indicated that a Chinese immersion program creates more future job and learning options for students. I selected quotes and excerpts that support this view.

Adela indicated: “my daughter is now in the [Chinese immersion] program. Learning a second language [such as Mandarin Chinese] develops new pathways and is excellent for a kid [my daughter].”

Barbara said: “I am so proud that the Chinese immersion programs help students to develop their language proficiency, and later, they have a chance to complete their Chinese minor study at college while they are high school students.”

Cecile expressed: “Chinese immersion programs allow students to register for college credits and receive their Chinese minor diplomas.”

Dorothea indicated: “One of our greatest successes is that our older immersion students are now dual enrolled in college. I think that is the greatest success. It allows students to have more opportunities.”

Edith considered: “we have various options for students' higher education and job opportunities.”

Imelda pointed out: “students with fluent Mandarin Chinese give them have more job opportunities or [have chance to pursue] a college degree.”

Mao Kun recognized: “I realize that Chinese immersion program students have more opportunities, such as working in a Chinese factory, traveling without translators, or pursuing a Chinese higher educational degree.”

I selected quotes and excerpts from participants who present the idea that Chinese immersion programs provide more choices for students, such as looking for a job or pursuing a higher college degree.

Category 3: Good Preparation for Diverse Market Needs

Eight participants indicated that the Chinese immersion program prepares students for diverse market needs. I selected quotes and excerpts from them that support this viewing below.

Adela indicated:

I think it [the Chinese immersion program] explores kids to be a little bit more global thinker. I think for a lot of students, the Chinese immersion program opens up doors that maybe they [students] had not considered before, much beyond elementary school, [even middle school and high school].

Rosalie said: “At least a Chinese immersion program helps students become better at math and better prepare for a diverse market.”

Barbara expressed: “the Chinese immersion program encourages students to open their minds to building a cross-cultural mindset, which helps them prepare for a diverse market need.”

Lu Qi mentioned: “Chinese immersion programs foster students' opening of their eyes and minds to become global citizens, [which helps them to prepare well for a diverse job market].”

Cecile recognized:

I know there are careers where those skills would be needed. [This statement means that the Chinese immersion program helps students build their skills for their job market needs near the school district. It is because there are many Chinese factories and companies around.]

Edith said: “I think a Chinese immersion program creates many opportunities and better prepares students to work in a diverse community after they complete their studies.”

Flora considered: "I think the Chinese immersion programs in rural areas really help students build their diverse mindsets, which will help them work in diverse companies or communities later."

Imelda indicated: "The Chinese immersion program helps students build their global mindset, which allows them to have better preparation or more chances to work in a diverse community."

The quotes and excerpts from the participants suggest that the Mandarin Chinese immersion program helps students prepare well for a diverse market. Participants highlighted several key benefits of the program. One participant noted, "The Mandarin Chinese immersion program prepares students with bilingual skills highly valued in today's global economy." Another emphasized, "Parents are satisfied with the program because it meets their academic expectations and prepares their children for future job markets."

Additionally, the program fosters a deep cultural understanding, which participants believe is essential for success in diverse environments. One principal shared, "Students who go through the Mandarin Chinese immersion program develop a strong sense of cultural awareness and adaptability, making them well-prepared for international careers."

Overall, the participants agreed that the Mandarin Chinese immersion program provides students with unique skills that not only enhance their academic performance and develop language proficiency but also fulfill parental expectations, thus preparing them for various future pathways.

Theme 3 of Successes: Unique Multicultural Learning Community Matters

Eleven participants indicated that the Chinese immersion program creates a unique multicultural learning community. Three categories emerged to strongly support this. The three categories are (1) a unique competitive school brand, (2) well-preparedness to serve the multicultural community, and (3) awareness of multicultural diversity.

Category 1: Unique Competitive School Brand

Nine participants indicated that the Chinese immersion program creates a unique competitive school brand. I selected quotes and excerpts from them that support this viewing below.

Adela indicated: “It [the Chinese immersion program] has attracted a whole different group of people who choose a school even though they live far away.”

Rosalie said: “parents decide to send their kids to the Chinese immersion program no matter where they live.”

Barbara expressed: “the Chinese immersion program is unique and attracts parents and students.”

Lu Qi claimed: “this town has a unique Chinese immersion program. This is the first immersion program I have heard of in this town.”

Borgia believed: “the Chinese immersion program is unique not only in the town but also in the state, and it helps students to explore Eastern culture.”

Dorothea stated: “It [the Chinese immersion program] seems very special, something unique in this town.”

Edith confirmed: “the Chinese immersion program is competitive with the school district.”

Flora asserted: “this [Chinese immersion] program is distinguishing.”

Imelda indicated: “I finally found a unique Chinese immersion program.”

The quotes and excerpts that I selected above present how the Chinese immersion program creates a unique competitive school brand. This finding can be attributed to no other immersion program offered besides this Chinese immersion program in this town.

Category 2: Good Preparation of Serving Multicultural Community

Six participants indicated that the Chinese immersion program prepares students well to serve the multicultural community. I selected quotes and excerpts from participants that support this view.

Adela said: “learning Chinese is one way to help students prepare well for serving multicultural communities in the future.”

Rosalie indicated: “I think [Chinese immersion program] students have a big opportunity to build their multicultural knowledge and serve the community.”

Cecile considered: “a Chinese immersion program could help students develop a global mindset and observe the multicultural community.”

Borgia recognized: “I think that [the Chinese immersion program] has a huge benefit in helping students build a cross-cultural mindset for their lives and careers.”

Flora indicated: “a Chinese immersion program could help students have more global experiences and foster their understanding of diversity and how they could perform well in a diverse community.”

Imelda claimed: “the Chinese immersion program gives students a chance not only to learn Mandarin Chinese but also to serve diverse communities after they complete their studies in elementary, middle, high school, and college, respectively.”

The quotes and excerpts I selected above indicate that the Chinese immersion program helps students prepare well for serving multicultural communities.

Category 3: Awareness of Multicultural Diversity

Nine participants indicated that the Chinese immersion program helps students to build their awareness of multicultural diversity. I selected quotes and excerpts from the participants that support this finding.

Adela indicated: “the Chinese immersion program helps students build their awareness of diversity since they are young.”

Barbara said: “It [the Chinese immersion program] brings cultural awareness to the students, their families, and the communities.”

Lu Qi considered: “Some of the students approached me to ask about the cultural differences between China and the US. This experience made me recognize that the Chinese immersion program helps students build their multicultural mindset.”

Cecile realized: “there is a positive, safe, and supportive school culture here.”

Borgia confirmed: “the Chinese immersion program shows how people develop multicultural awareness.”

Edith stated: “the Chinese immersion program allows students to raise their awareness in multicultural schools or societal settings.”

Flora claimed: “Chinese immersion programs give students a chance to develop their cross-cultural awareness.”

Imelda asserted: “students in the immersion program are a little more sensitive because they learn about different cultures daily.”

Mao Kun recognized: “the Chinese immersion program gives students a sense of building their cross-cultural awareness.”

The quotes and excerpts that I selected above present the idea that a Chinese immersion program allows students to develop their multicultural awareness, which could help them prepare well for their studies and professional careers.

All in all, both participant principals and teachers agree that Mandarin Chinese immersion programs significantly improve students' academic achievement, meet parental expectations, and enhance language proficiency. By immersing students in Mandarin Chinese, this program helps students develop strong cognitive and problem-solving skills, contributing to better academic performance. The program's ability to meet parental expectations by providing a rigorous academic environment and valuable language skills is key to its success. Parents appreciate their children gaining a competitive advantage through bilingual education and cultural awareness. Additionally, the program's focus on high academic standards and comprehensive language instruction reassures parents that their children receive quality education. This language proficiency opens up more career and educational opportunities for students. Principals emphasize that teachers' dedication to the program is crucial for student success and school performance.

Meanwhile, teachers emphasize that principals must develop cultural competencies to collaborate effectively with the teaching staff. Both groups acknowledge that the Mandarin Chinese immersion program promotes a multicultural and diverse community. Teachers highlight that the Mandarin Chinese immersion program attracts students from other states, enhancing the school's unique image. Principals stated that they should improve their Chinese cultural competency to work with teachers for teachers' long-term commitment to students' achievement and school performance. Teachers also note the importance of principals seeking additional resources to improve the school's effectiveness. Therefore, participants' principals and teachers stated that the Mandarin Chinese immersion program meets the community's expectations.

Research Question 2

What are the challenges faced by school leaders and teachers in the high-needs school leading the Mandarin Chinese immersion program in a rural Midwestern state?

Results show that Chinese immersion program principals and teachers face three major challenges, including (1) deficiency of resources, (2) behavioral issues, and (3) cross-cultural barriers. Three categories emerged from the data analysis indicated by the participant's responses to research question 2, shown in Figure 3 and Table 5. Quotations and excerpts from principals and teachers follow a report on these themes and categories.

Figure 3

Challenges in Leading Mandarin Chinese Immersion Program

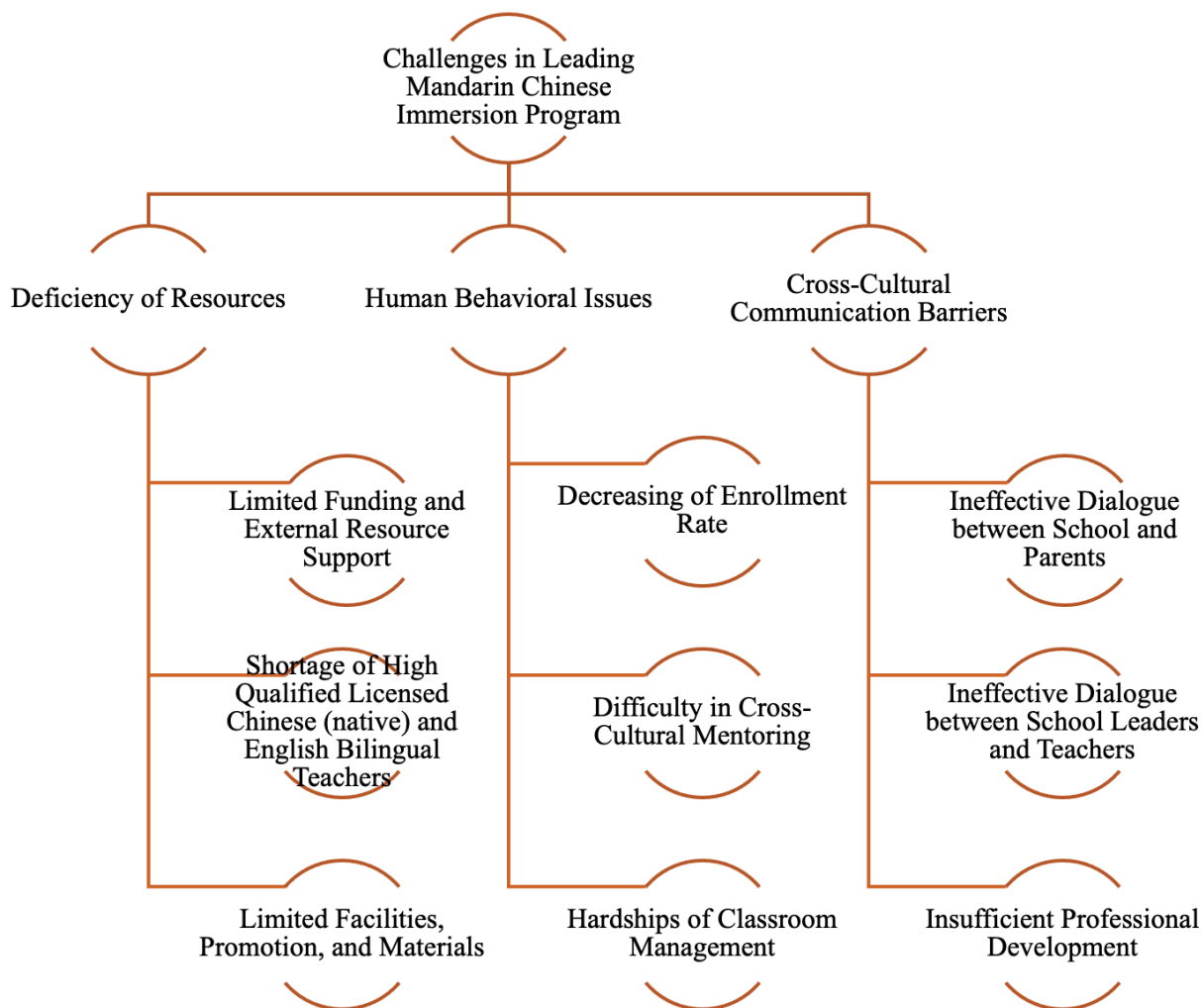


Table 5

Major Themes and Categories of Chinese Immersion Program Challenges Experienced by Principals and Teachers in the US within Selected Code Frequency

Major Themes	Categories	Selected Code Frequency
1. Deficiency of Resources	1.1 Limited Funding and External Resource Support	Limited Funding (3), Funding (5), Support (78), Resource (1), outside (20), Cost (2)
	1.2 Shortage of High Qualified Licensed Chinese (native) and English Bilingual Teachers	Qualified Chinese teachers (12), Licensed (3), Bilingual (8), Native (3), teachers (193)
	1.3 Limited Facilities, promotion, and Teaching Materials	Limited Facilities (22), promotion (3), Marketing (27), teaching materials (5)
2. Human Behavioral Issues	2.1 Decreasing of Enrollment Rate	Enrollment rate (15), Enrollment (83), lower membership (11), Decreasing (2)
	2.2 Difficulty in Cross-cultural Mentoring	Cross-cultural mentoring (7), Mentoring (8), Cultural (32)
	2.3 Hardships of Classroom Management	Hardships of classroom management (14), Difficult (15), Classroom Management (16), Classroom (55)
3. Cross-cultural Communication Barrier	3.1 Ineffective Dialogue between School and Parents	Ineffective dialogue between school and parents (15), Not Effective (3)
	3.2. Ineffective Dialogue between School Leaders and Teachers	Ineffective dialogue between school leaders and teachers (11), Conversation (2), Communication (7)
	3.3. Insufficient Professional Development	Insufficient Professional Development (12), Professional Development (30)

Theme 1 of Challenges: Deficiency of Resources

Ten participants indicated that the Chinese immersion program needs more resources for its development. Three categories emerged: (1) limited funding and external resource support, (2) a shortage of highly qualified licensed Chinese native and English bilingual teachers, and (3)

limited facilities, promotion, and materials. I selected quotations and excerpts from participants that support this finding.

Category 1: Limited Funding and External Resource Support

Eight participants indicated that the Chinese immersion program needs more funding and external resources for sustainable development. I selected quotations and excerpts from them that support this view.

Adela indicated: “the Chinese immersion program needs to have a computer lab, but in vain because of limited funding.”

Rosalie said: “It would be awesome if the Chinese immersion program had its own building. However, it is impossible due to the limited funding and resources.”

Barbara confirmed: “students in the Chinese immersion program learn the knowledge relying on the teachers and how much they provide. It would be better if there were more learning resources, such as a Chinese library.”

Lu Qi stated: “Chinese teachers need help finding out what good resources they can use. [It means there are limited teaching resources, and Chinese teachers must create their own teaching materials].”

Cecile indicated: “there are limited Chinese teaching resources, and teachers need help buying more resources for students due to the limited funding for each teacher annually.”

Dorothea said: “due to the limited budgets of each teacher, homeroom teachers could not buy more external resources or materials for their students in need.”

Edith confirmed: “the Chinese immersion program has enough financial support.”

Flora claimed: “We have a lot of working-class families. So, the school has limited financial and resource resources for teachers.”

The quotes and excerpts that I selected above indicate that the Chinese immersion program faces the challenges of seeking more funding and external resources for its development.

Category 2: Shortage of Highly Qualified Licensed Chinese (native) and English Bilingual Teachers

Six participants indicated that it is difficult to hire highly qualified bilingual licensed teachers for lifelong service in a Chinese immersion program. I selected quotes and excerpts from participants that support this view.

Adela indicated: “I would just say some challenges, such as adding a new grade level and class and hiring new teachers every year.”

Rosalie said: “the Chinese immersion program needs a stable and long-term bilingual licensed teacher.”

Borgia claimed: “one of the biggest challenges is retaining immersion teachers.

Dorothea stated: I do know that there is a high turnover of immersion teachers, especially the English teachers who work in the [Chinese immersion] program.”

Flora asserted: “I think the school district needs to help native Chinese-English bilingual teachers get H1B visas for their legal services through the board office.”

Mao Kun said: “Chinese immersion program school district leaders need to think out different ways to help native Chinese and English bilingual teachers to serve the program for a lifelong contribution.”

The quotes and excerpts I selected from the participants indicate that Mandarin Chinese immersion program principals must consider different ways to maintain stable and longer teacher service. Although mentioned only a few times, the legal and political challenges associated with retaining teachers, such as visa issues, are particularly significant. One participant noted, "The difficulty in obtaining and renewing visas for our teachers is a major challenge in maintaining a stable teaching staff." Another added, "Political factors can greatly affect our ability to keep experienced teachers, which in turn impacts the consistency and quality of the program." These challenges emphasize the need for program principals to develop strategies to support teachers facing visa and legal hurdles. Since this issue is crucial to the program's sustainability, it will be further explored to provide a comprehensive understanding of the solutions and strategies that can be implemented.

Category 3: Limited Facilities, Promotion, and Materials

Eight participants indicated that the Chinese immersion program needs more facilities, promotion, and materials in teaching and learning. I selected quotes and excerpts from the participants that support this finding.

Adela indicated: "the Chinese immersion program faces challenges, such as creating a highly qualified curriculum and buying more teaching and learning materials, such as applications."

Rosalie said: "If the Chinese immersion program has its building, that would be great.

Barbara confirmed that Chinese immersion program leaders must promote their programs using social media, such as Instagram, Facebook, and Twitter."

Cecile stated: “principals, teachers, [staff, and all school stakeholders] in the Chinese immersion program need to share the immersion story with families.”

Borgia claimed: “the Chinese immersion program's leaders, teachers, and staff need learning and teaching materials that support students' learning.”

Dorothea indicated: “it would be better if the Chinese immersion program had its own building.”

Flora indicated: “if the Chinese immersion program had its building for students, students would be OK with transitioning from one building to another, which takes a lot of time.”

Imelda stated:

I wonder if everybody knows about the Chinese immersion program. For example, I tell other friends about my girls who study in the Chinese immersion program. And they are so surprised because they did not know it existed. Therefore, according to one of the participants, "Leaders, staff, teachers, and school districts must promote Mandarin Chinese immersion programs." This highlights the importance of all stakeholders' collective effort in ensuring these programs' success and sustainability.

The quotes and excerpts I selected from the participants above strongly suggest that Chinese immersion program leaders, teachers, staff, superintendents, school board members, and other school stakeholders must promote its program for sustainable development.

Theme 2 of Challenges: Human Behavioral Issues

Human behavioral issues encompass the various challenges related to the actions and attitudes of students, teachers, and parents within the Mandarin Chinese immersion programs.

While student behavior is a significant part of this theme, it also includes teacher conduct and parental involvement. One participant explained, "Managing classroom behavior and ensuring students stay engaged is a constant challenge." Another emphasized, "We also face difficulties with teacher retention and maintaining consistent teaching methods." Additionally, parental expectations and involvement can create pressures, as noted by another participant: "Parents often have high expectations, which can sometimes lead to misunderstandings and conflicts." Addressing these human behavioral issues can help principals create a more harmonious and effective learning environment. Ten out of 12 participants indicated that the Chinese immersion program faces behavioral issues. Three categories emerged that support these behavioral issues. The three categories are (1) the decreasing enrollment rate, (2) the difficulty of cross-cultural mentoring, and (3) the hardships of classroom management.

Category 1: Decreasing of Enrollment Rate

Eight participants indicated that the Chinese immersion program faces challenges regarding declining enrollment. I selected quotes and excerpts from participants that support this finding.

Adela said: "the Chinese immersion program faces the challenges of increasing its enrollment rate annually."

Rosalie indicated: "attendance, such as tardiness, causes the Chinese immersion program to lose students."

Barbara stated: "There is lots of fighting and arguing about behavior issues in most classrooms, [which causes a lower enrollment rate.]"

Cecile stated: “If a classroom has very challenging behavior, teachers find it hard to retain and control the classroom.”

Edith stated: “If attendance is not consistent, teachers become challenged in the immersion classroom.”

Flora said: “enrollment is a big challenge for Chinese immersion schools in a small town.”

Imelda stated: “the Chinese immersion program may face challenges in increasing its enrollment rate, which is essential for the program.”

Guo Mei indicated: “school leaders, along with teachers and other staff, need to promote the Chinese immersion program both in their network and in the public arena.”

The quotes from the participants above indicated that the Chinese immersion program faces the challenge of steadily increasing its enrollment rate.

Category 2: Difficulty in Cross-Cultural Mentoring

Five participants stated that Chinese immersion programs have difficulty with cross-cultural mentoring. I selected quotes and excerpts from participants that support this finding.

Rosalie stated: “I know very little about foreign language, [which means that I might have difficulty measuring it progressive without the assistant who would know the language or at least have the world language background.”

Cecile indicated: “sometimes it takes a lot of work to have sufficient mentoring in cross-cultural conditions.”

Borgia indicated: “a foreign language somehow challenges a few kids.”

Edith stated: “I know that the school has a higher turnover rate, which may refer to a lower efficiency of mentoring.”

Mao Kun indicated, “Sometimes, teachers may face mentoring challenges due to language or multicultural barriers.” This category of challenges includes a mix of student mentoring and adult mentoring. For instance, teachers may struggle to mentor students effectively if there are language barriers or cultural misunderstandings. Similarly, mentoring new teachers or collaborating with colleagues can also be hindered by these same barriers. Mao Kun’s observation highlights the importance of addressing student and adult mentoring within Mandarin Chinese immersion programs to ensure successful communication and support.

Those quotes and excerpts from the participants point to the need for the Chinese immersion program to improve the quality and efficiency of its mentoring for the school to increase its enrollment rate.

Category 3: Hardships of Classroom Management

Eight participants indicated that the Chinese immersion program has difficulties with classroom management. I selected quotes and excerpts from participants that support this finding.

Rosalie indicated: “classroom management is a big issue in a way.”

Barbara said: “Attendance is always a matter for teachers to be considered.”

Lu Qi considered: “teachers need help managing a classroom.”

Cecile indicated: “many behavior issues cause teachers difficulty managing the classroom.”

Borgia stated: “A lot of teachers face challenges if there are a lot of student behavior issues.”

Dorothea indicated: “managing a cross-cultural classroom is always challenging.”

Flora stated: “There are a lot of mental health issues [which cause difficulty in classroom management].”

Mao Kun said: “managing students' behavior issues is always challenging.”

The quotes and excerpts from the participants suggest that Mandarin Chinese immersion program teachers often face challenges in managing their classrooms efficiently. Participants highlighted the difficulties teachers encounter in maintaining classroom discipline and student engagement within the immersion programs.

Theme 3 of Challenges: Cross-Cultural Communication Barriers

Ten participants indicated that the Chinese immersion program may face cross-cultural communication barriers and challenges. Three categories emerged that support this viewing. The three categories are:

1. Ineffective dialogue between school and parents.
2. Ineffective dialogue between school leaders and teachers.
3. Need for more professional development.

Category 1: Ineffective Dialogue between School and Parents

Nine participants indicated that the Chinese immersion program faces the challenges of ineffective dialogue between the school and parents. I selected quotes and excerpts from them that support this finding.

Adela said: “There is ineffective communication between the school and parents. [parents need to learn more about the Chinese immersion program].”

Rosalie indicated: “the school needs to do more promotions and let parents know about the Chinese immersion program.”

Barbara presented: “Getting parents in the doors is essential, such as having them more active in the school and getting them involved. However, there are fewer chances.”

Lu Qi said: “there is effective communication between the community and parents. “

Cecile stated: “school leaders need to advertise the Chinese immersion program and let more parents know about it.”

Borgia indicated: “teachers did a fantastic job maintaining students' growth throughout the program.”

Dorothea stated: “the school needs consistent attendance with all our families.”

Edith indicated: “school leaders have less time to communicate with parents.”

Imelda said: “There is little parental involvement.”

The quotes and excerpts I selected from the participants suggest that the Chinese immersion program faces ineffective communication between schools and parents. This condition indicates one-way Chinese immersion programs face a decrease in enrollment rates. Earlier, participants highlighted the crucial role of parental involvement in the success of these programs. The data collected show that when communication is clear and compelling, parents are more likely to support and enroll their children in the program. Therefore, addressing communication barriers can improve parental engagement and positively impact enrollment rates.

Category 2: Ineffective Dialogue between School Leaders and Teachers

Four participants indicated that the Chinese immersion program faces an ineffective dialogue between school leaders and teachers. I selected quotes and excerpts from participants that support this viewing.

Adela indicated: “the Chinese immersion program has done a great job. But I do not think that the school district really led it. Therefore, there is still ample space for discussion between school leaders and teachers.”

Rosalie said: “teachers have less time to have informal talks with school leaders.”

Borgia stated: “there needs to be more effective chat among principals, superintendents, and teachers.”

Mao Kun said: “teachers have fewer opportunities to talk directly with school leaders, such as superintendents, principals, and other leaders.”

Those quotes and excerpts I selected from participants indicated that the Chinese immersion program faces the challenges of ineffective communication between leaders and teachers.

Category 3: Insufficient Professional Development

Six participants indicated that the Chinese immersion program needs more professional development challenges. I selected quotes and excerpts from participants that support this viewing.

Adela said: “I would like the district to be a little more involved with the [Chinese immersion] program.”

Barbara indicated: “I would like the school district to provide more professional development for Chinese immersion teachers to foster students' holistic development.”

Lu Qu stated: “They [Chinese immersion teachers] need a professional coach or more professional development to help teachers effectively foster holistic student growth.”

Borgia confirmed: “We [teachers, staff, and principals] discuss how an administrator would appropriately handle certain situations and give them [teachers] the guidance of two superior administrators to foster student achievement.”

Dorothea presented: “One of the practices I really like is fostering teachers' skills for student outcomes.”

Flora indicated: “Professional development is needed for teachers supported by the district.”

The quotes and excerpts I selected from participants suggest that the Chinese immersion program needs more professional development. They also suggest that Chinese immersion program leaders consider how the school district and local students could figure out various ways to help Chinese immersion teachers achieve sustainable professional development.

Principals in Mandarin Chinese immersion programs face three major challenges: deficiency of resources, human behavioral issues, and cross-cultural communication barriers. Regarding the deficiency of resources, principals encounter limited funding and external resource support, a shortage of highly licensed Chinese (native) and English bilingual teachers, and limited facilities, promotions, and materials. Regarding human behavioral issues, principals need help with decreasing enrollment rates, cross-cultural mentoring difficulties, and classroom management hardships. Additionally, cross-cultural communication barriers present challenges

such as ineffective dialogue between schools and parents, ineffective dialogue between school leaders and teachers, and insufficient professional development. To overcome these challenges, principals must understand cultural contexts, enhance their leadership capacity, and improve communication skills. These efforts are essential for fostering a supportive professional learning community, ensuring the success of immersion students, and advancing the development of Mandarin Chinese immersion schools.

Overall, principals and teachers highlighted the urgent need for more resources to support the Mandarin Chinese immersion program. They emphasized the need for more funding, external support, facilities, promotion, and materials that significantly hinder the program's effectiveness and sustainability. Principals noted the necessity for textbooks, e-materials, applications, and systematic evaluation criteria. They also underscored the importance of securing long-term commitments from native bilingual Chinese teachers, since high teacher turnover negatively impacts student performance and increases administrative workload. To address these issues, principals suggested seeking additional funding from the school district, local community, or state.

On the other hand, teachers expressed difficulties in managing classrooms due to cultural differences and expected principals to offer more professional development and training programs. They are subject to performance assessments through checklists, observations, and state effectiveness systems. They believe that principals need to enhance their cultural competency to support and instruct teachers better, fostering students' academic and personal development.

Moreover, principals should regularly communicate with parents to gain support and increase student enrollment through effective networking. Both groups agreed on the need for more resources to improve the program's performance, emphasizing the importance of effective communication channels between principals, teachers, and parents to achieve higher enrollment rates, parental satisfaction, and long-term teacher commitment. The consensus is clear: to ensure the success and longevity of the Mandarin Chinese immersion program, there is an urgent need for increased resources, better support systems, and enhanced communication and collaboration between all stakeholders.

Research Question 3

What culturally responsive preparations and training are needed for school leaders to lead the Mandarin Chinese immersion program in a high-needs school in a rural Midwestern state?

Results show that Chinese immersion program leaders need to receive three major types of preparation and training. The three types of preparation and training are:

1. Building cross-cultural competence
2. Strengthening Professional Knowledge for Building Multicultural Community
3. Developing Culturally Responsive Pedagogy and Leadership Strategies

Three categories for each emerged from the data analysis, indicated by the participants' responses to research question 3 (Figure 4 & Table 6). Here follows a report on these themes and categories supported by quotations and excerpts from principals and teachers.

Figure 4

Preparation and Training in Leading Mandarin Chinese Immersion Program

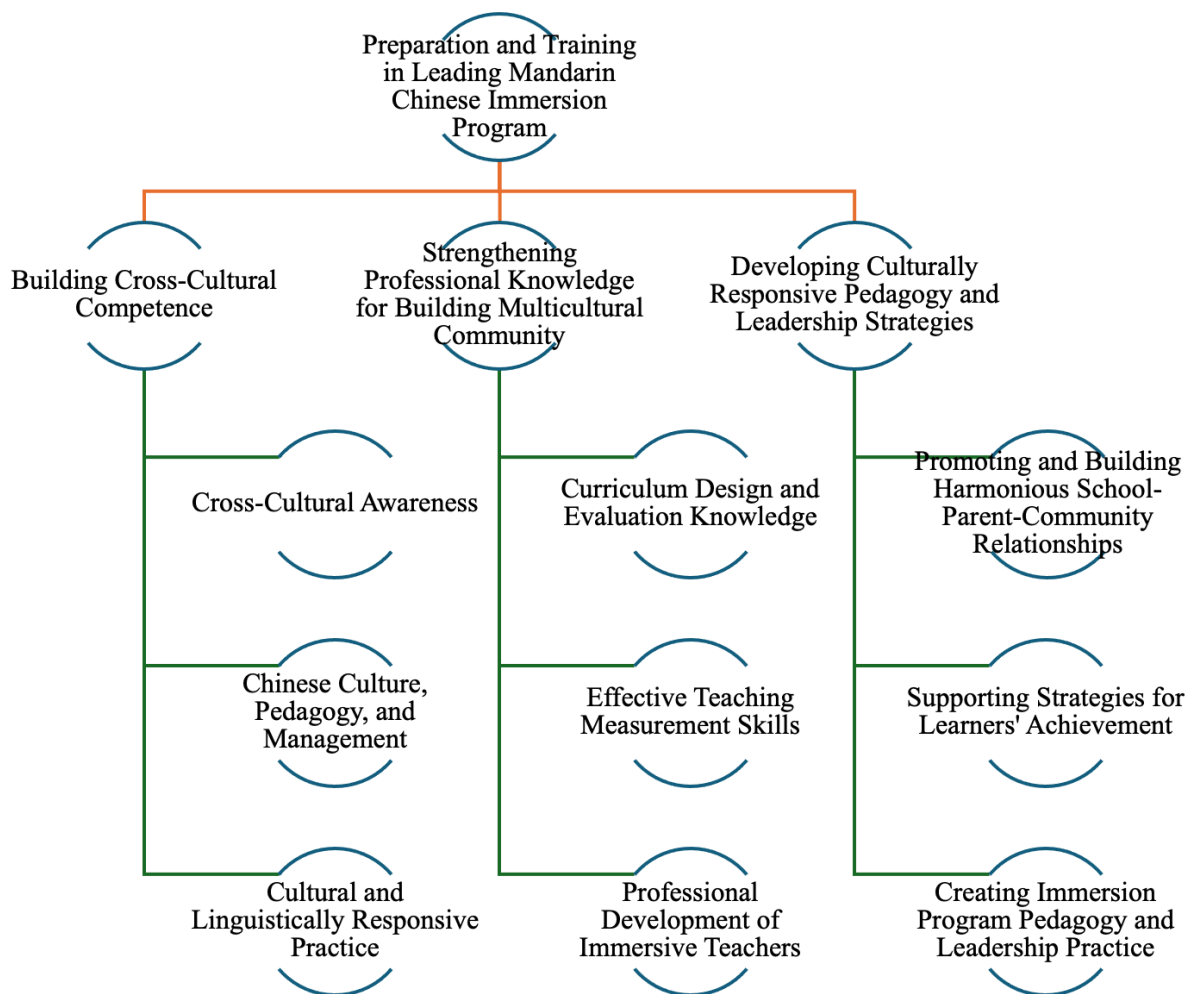


Table 6

Major Themes and Categories of School Leaders' Preparation and Training Experienced by Principals and Teachers in the U.S. Within Selected Code Frequency

Major Themes	Categories	Selected Code Frequency
1. Building Cross-cultural Competence	1.1 Cross-Cultural Awareness	Cross-cultural Awareness (8), awareness (8), aware (7)
	1.2 Chinese culture, pedagogy, and management	Chinese culture (8), Mandarin (33), Instruction (10), Management (7)
	1.3 Culturally and Linguistically Responsive Practice	Culturally Responsive (7), Linguistically Responsive (10), Responsive (12)
2. Strengthening Professional Knowledge for Building Multicultural Community	2.1 Curriculum Design and Evaluation Knowledge	Curriculum Design (6), Design (8), evaluation knowledge (33), Assessment (5), Check (8)
	2.2 Effective Teaching Measurement Skills	Teaching Measurement Skills (7), Measure (9), Measurement Skills (15), Skills (17)
	2.3 Professional Development of Immersive Teachers	Professional Development for Immersive Teachers (4), Immersion (150), multicultural community (10)
3. Developing Culturally Responsive Pedagogy and Leadership Strategies	3.1 Promoting and building harmonious school-parent-community relationships	School-parent-community relationships (3), community relationship (3), harmony (5), good environment (5)
	3.2 Supporting Strategies for Learners' Achievement	Strategies for students' achievement (7), Culturally Responsive Pedagogy (3), Responsive Practice (3), Pedagogy (6), Engagement (3)
	3.3 Creating Immersion Program Pedagogy and Leadership Practice	Immersion Program Pedagogy (7), Leadership practice (10), supportive (9), linguistically pedagogy (8)

Theme 1 for Preparation and Training: Building Cross-Cultural Competence

Ten participants indicated that Chinese immersion program leaders need to build their cross-cultural competence, which could efficiently guide them in driving Chinese immersion program development. Three categories emerged to suggest that the Chinese immersion program needs to help leaders build their cross-cultural competence. The categories are (1) Cross-cultural awareness, (2) Chinese culture, pedagogy, and management.

Category 1: Cross-Cultural Awareness

Five participants indicated that Chinese immersion program leaders must sharpen their cross-cultural awareness. I selected quotes and excerpts from the participants to present that Chinese immersion program leaders need to improve their cross-cultural awareness in effectively leading teachers, students, and other stakeholders for its improvement.

Adela said: “Our school district has one of the highest migrant populations. That is why all teachers, staff, principals, and other members need to build cross-cultural awareness. It is essential.”

Rosalie indicated: “I have attended Conferences and learned that building cross-cultural awareness is essential for learning from others.”

Borgia stated: “Ignorance can hurt people in lots of different ways. That is why developing cross-cultural awareness is vital.”

Dorothea confirmed: “I think that immersion teachers should be able to teach non-immersion students. I mean, teachers need to develop their cultural mindset.”

The quotes and excerpts I selected reflect leaders' perceptions regarding Chinese immersion program stakeholders, such as teachers and principals. These leaders observe that

stakeholders are developing their cross-cultural awareness to serve students better and support them in achieving their learning goals.

Category 2: Chinese Culture, Pedagogy, and Management

Six participants indicated that school leaders need to develop their Chinese culture, pedagogy, and management to work with Chinese immersion teachers, staff, parents, and students in leading Chinese immersion program sustainable growth. I select quotes and excerpts from them that support this coding.

Adela said: “Chinese culture, pedagogy, and management might differ slightly from Western ones. So, principals need to learn more about that, which is valued much more.”

Rosalie indicated: “I am afraid to say that leaders need to know more Chinese pedagogy and culture, which could help them effectively work with teachers to help students achieve their goals.”

Barbara confirmed: “I think leaders need to receive some Chinese pedagogy and leadership knowledge training to lead Chinese immersion programs for sustainable development.”

Lu Qi stated: “leaders in the Chinese immersion program could receive some Chinese culture, pedagogy, and management training and give them some resources. By doing so, leaders could work more effectively with Chinese immersion teachers and other immersion teachers.”

Dorothea declared: “I have never taken a leadership class. I was being a leader because I am a kind of person, to be honest.”

Imelda asserted: “In America, we work less hard on things. From my understanding of Chinese education, there are many disciplines in life, and we will learn all day long at school.”

The quotes and excerpts I selected from participants highlight that principals in the Chinese immersion program need to understand the differences in pedagogy. This understanding is essential for effectively leading the development of these programs. Participants suggest that principals would benefit from training in Chinese culture, pedagogy, and management to support the unique immersion education requirements better.

Category 3: Culturally and Linguistically Responsive Practice

Seven participants described the need for Chinese immersion program leaders to develop their culturally and linguistically responsive practices. I selected quotes and excerpts from them that support this category.

Adela said: “everyone [teachers, principals, leaders, and other staff] needs to get more knowledge about culturally and linguistically responsive practice.”

Rosalie indicated: “culturally and linguistically practice. in language learning would be helpful.”

Lu Qi declared: “leaders [in the Chinese immersion program] need to develop their linguistically responsive leadership capacity.”

Cecile affirmed: “We [Chinese immersion program leaders] must prioritize linguistically responsive practice.”

Borgia asserted: “immersion program leaders need more cultural and linguistic leadership knowledge.”

Dorothea vocalized: “leaders need to improve their linguistically responsive practice in leading Chinese immersion program development.”

Edith conveyed: “the Western education principal program must add culturally and linguistically responsive leadership in leading immersion program development.”

The quotes and excerpts I selected from participants verbalized that principals in the Mandarin Chinese immersion program must develop their cultural awareness, understanding of Chinese culture and pedagogy, leadership skills, and culturally and linguistically responsive practices. This development is crucial for leading the sustainable growth of the Mandarin Chinese immersion program.

Theme 2 of Preparation and Training: Strengthening Professional Knowledge for Building Multicultural Community

Seven participants conveyed that leaders in the Mandarin Chinese immersion program must strengthen their professional knowledge in building multicultural communities. Three categories emerged that support leaders in leading its development. The three categories are:

1. Curriculum design and evaluation knowledge.
2. Practical teaching measurement skills.
3. Professional development of immersive teachers.

Category 1: Curriculum Design and Evaluation Knowledge

Four participants indicated that Mandarin Chinese immersion program leaders must develop their curriculum design and evaluation knowledge to lead the development of the Chinese immersion program. I selected quotes and excerpts from them that support this finding.

Adela indicated: “We [school district leaders] should have obvious proficiency goals set by the district for all students in the program.”

Rosalie stated: “Chinese immersion program leaders may need to create a bilingual math and language curriculum.”

Lu Qi asserted:

It would be helpful if they [leaders, teachers, parents, and staff] could attend conferences focusing on Chinese immersion. [This viewing suggests that leaders may learn some Chinese culture, pedagogy, and management through attending Chinese immersion program conferences as one of the professional development activities].

Cecile conveyed: “Chinese immersion program leaders need to know how the curriculum supports instruction and receive evaluation methods, framework, and knowledge in leading program development.”

Regarding the category of the curriculum design and evaluation category, participants suggested that Mandarin Chinese immersion program leaders need to develop their knowledge in these areas to ensure the program's sustainable development.

Category 2: Effective Teaching Measurement Skills

Five participants indicated that Mandarin Chinese immersion program leaders must receive practical teaching measurement skills for immersion program development. I selected quotes and excerpts from them that support this category.

Adela indicated: “We [Chinese immersion program leaders and teachers] are still trying to determine how we [could]make sure students are proficient in math and reading.”

Rosalie said: “I am sure that [Chinese immersion program] leaders need to develop their measurement skills to monitor students' learning progressive growth.”

Cecile stated: “leaders [principals in this study] must learn measurement skills to monitor [Chinese immersion] program development.

Borgia confirmed: “leaders must develop practical teaching skills to lead school development.”

Edith asserted: “leaders need to develop their formative assessment.”

Regarding the category of effective teaching measurement skills, participants indicated that Mandarin Chinese immersion program principals need to develop their expertise in this area. Unlike other school principals, these principals must also navigate the complexities of bilingual education, cultural intricacies, and specialized instructional methods such as content and language-integrated learning (CLIL), dual language immersion strategies, and differentiated instruction tailored to language proficiency levels required for effective immersion programs.

Category 3: Professional Development of Immersive Teachers

Three participants indicated that Chinese immersion program leaders must create professional development for teachers to foster students toward their learning target. I selected quotes and excerpts from participants in leading school development.

Adela said: “I have not had training, which would have been very beneficial.”

Rosalie indicated: “principals need to know the culture of the immersion program, which could help them offer some professional development activity for them.”

Barbara asserted: “Chinese immersion program leaders must create professional development activities to sharpen Chinese immersion teachers and effectively foster students' learning and achievement of their learning goals.”

Regarding the category of professional development for immersion teachers, participants suggested that Mandarin Chinese immersion program principals need to develop their knowledge in leading Mandarin Chinese program development. Unlike other school principals, these principals must manage the integration of language and content instruction, foster bilingualism and biliteracy, and address teachers' and students' specific cultural and linguistic needs in a Mandarin Chinese immersion context.

Theme 3 of Preparation and Training: Developing Culturally Responsive Pedagogy and Leadership Strategies

Seven participants indicated that Mandarin Chinese immersion program leaders must develop their culturally responsive pedagogy and leadership framework by working with teachers, staff, parents, students, and other stakeholders to lead sustainable growth. Three categories emerged that support this viewing. They are:

1. Promoting and building harmonious school-parent-community relationships
2. Supporting strategies for learners' achievement
3. Creating immersion program pedagogy and leadership practice

Category 1: Promoting and Building Harmonious School-Parent-Community Relationships

Three participants indicated that leaders in the Mandarin Chinese immersion program must receive training to promote and build harmonious school-parent-community relationship theories, approaches, and frameworks in leading its development. I selected quotes and excerpts from them that support this viewpoint.

Rosalie said: “I think leaders need to strengthen their competence in promoting and building harmonious school-parent-community relationships.”

Cecile indicated: “over time, we [leaders] need to strengthen our skills in engaging parents in school development.”

Borgia stated: “leaders must learn the skills or capacity to guide Chinese immersion programs for sustainable school growth.”

Those quotes and excerpts that I selected stated that Chinese immersion program leaders need to strengthen their capability for building harmonious communities through family, school, and community involvement.

Category 2: Supporting Strategies for Learners' Achievement

Five participants indicated that Mandarin Chinese immersion program leaders must develop supporting strategies to help students toward their learning goals. I selected quotes and excerpts that support this viewing.

Adela said: “I served on a school leadership team and realized that leaders in the Chinese immersion program must develop supportive strategies for leading students to raise their goals.”

Rosalie stated: “leaders need to learn supporting strategies to foster students to reach their academic learning outcomes.”

Lu Qi confirmed: “leaders must know how to build a more positive relationship with students, teachers, principals, parents, and all other stakeholders.”

Cecile asserted: “school leaders need to increase their knowledge about how to build a reliable system for supporting students both academically and behaviorally. [To do so, leaders need to receive supportive leadership strategies, concepts, and framework training in the leadership program.]”

Imelda voiced: “principals need to develop their skills in working with [Chinese immersion program] teachers to improve students' learning outcomes.”

In regard to the category of supporting strategies for learners' achievement, participants advocated that Chinese immersion program principals need to develop such strategies. Unlike other school principals, these principals must manage the integration of language and content instruction, foster bilingualism and biliteracy, and address students' specific cultural and linguistic needs in a Chinese immersion context.

Category 3: Creating Immersion Program Pedagogy and Leadership Practice

Five participants stated that Mandarin Chinese immersion program leaders need professional training to create immersion program pedagogy and leadership approaches in leading immersion program goals.

Adela indicated: “leaders in the Chinese immersion program must build their immersion pedagogical framework to lead its program development.”

Rosalie said: “I develop my leadership knowledge through studying research, attending conferences, and talking to colleagues.”

Lu Qi stated: “Chinese immersion program leaders must be familiar with immersion program pedagogy.”

Borgia confirmed: “I have taken a diversity training course. [This viewing means leaders must build their diversity leadership practice in leading Chinese immersion program development].”

Dorothea asserted: “principals need to understand the immersion program culture and be open-minded.”

Those quotes and excerpts I selected from participants indicated that leaders need to build their culturally responsive pedagogy and leadership practice in leading Chinese immersion program development in the suburban area.

Overall, both principals and teachers strongly agree on the critical role of cross-cultural competence in advancing the Mandarin Chinese immersion program. They emphasize that for the program to be effective, principals must develop a deep cross-cultural awareness, particularly an understanding of Chinese pedagogy, instruction, and management practices. Principals believe this increased cultural awareness directly contributes to better school performance and student learning outcomes. On the other hand, teachers suggest that principals should enhance their cultural pedagogy and leadership skills through targeted professional development opportunities and adopting culturally responsive teaching and leadership strategies.

Both groups agree that principals and teachers must deepen their understanding of Chinese culture, pedagogy, management, curriculum design, and evaluation techniques. This comprehensive knowledge base is essential for the immersion program's effective implementation and sustainability. Furthermore, teachers and principals stress the importance of developing and employing culturally responsive teaching practices and leadership strategies. Such practices ensure that the educational environment is inclusive and respectful of cultural differences, fostering a more effective learning atmosphere.

Teachers also underscore the pivotal role of principals in fostering harmonious relationships among the school, parents, and the broader community. They believe that strong, positive relationships are crucial for creating a supportive community that is conducive to the success of the immersion program. Overall, both groups acknowledge that culturally responsive

practices are fundamental to successfully leading and implementing the Mandarin Chinese immersion program. They view these practices as key to building a strong educational framework that respects and integrates the cultural aspects of Chinese pedagogy, ultimately leading to enhanced educational outcomes for students.

Research Question 4

What are the best practices perceived by school leaders and teachers in leading the Mandarin Chinese immersion program pertaining to school enrollment and the social image to the community?

Ten participants indicated that school leaders and teachers have three central practices in leading the development of the Mandarin Chinese immersion program. The three significant practices are (1) festival celebration and cultural activities, (2) teamwork, and (3) community support. Three categories emerged from the data analysis indicated by the participants' responses to research question 4, shown in Figure 5 and Table 7. Quotations and excerpts from principals and teachers follow a report on these themes and categories.

Figure 5

Best Practices in Leading Mandarin Chinese Immersion Program

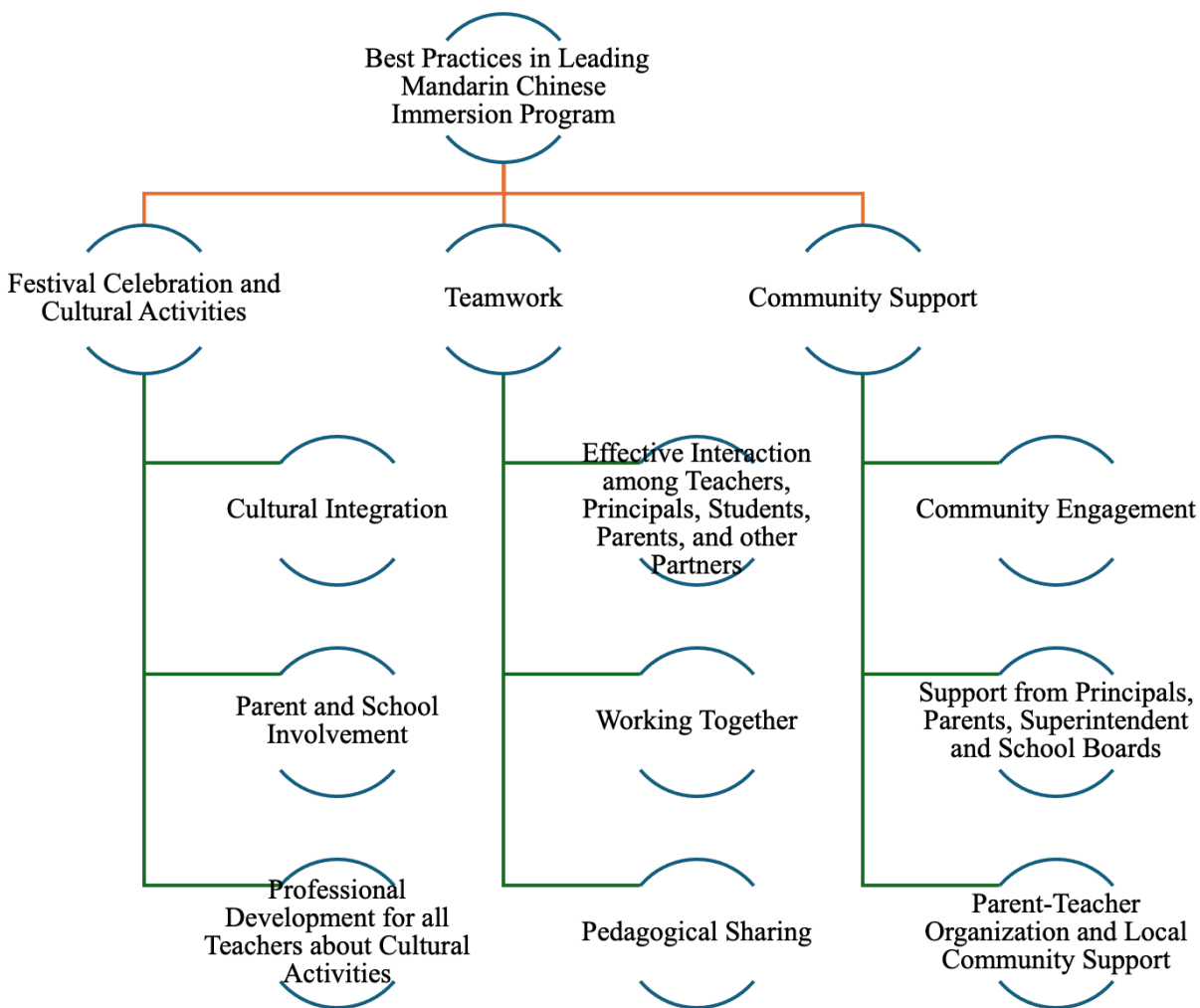


Table 7

Major Themes and Categories of Best Practices Perceived by School Leaders and Teachers in the U.S. within Selected Code Frequency

Major Themes	Categories	Selected Code Frequency
1. Festival Celebration and Cultural Activities	1.1 Cultural Integration	Cultural Integration (4), Festival (5), New Year Celebration (9), Chinese Dance (12), Dumpling (5)
	1.2 Parent and School Involvement	Parent and School involvement (5), Involvement (12), parental engagement (6), school leaders' involvement (5)
	1.3 Professional Development for all Teachers about Cultural Activities	Professional Development for all teachers (7), Chinese Cultural Activities (5), Training and continuous education (5), Attending Conferences (9)
2. Teamwork	2.1 Effective interaction among Teachers, Principals, Students, Parents, and other partners	Interaction among stakeholders (9), Interaction (12), Chat with students (3), Phone call with parents (3), team (26)
	2.2 Working together	Working Together (7), Teamwork (20), Together (9), Doing together (25)
	2.3 Pedagogical Sharing	Pedagogy Sharing (5), sharing experiences with collegial (5), Teaching Lesson Plan (6), Online Resources (6), Platform (5)
3. Community Support	3.1 Community Engagement	Community Engagement (2), Community together (5), Community involvement (3), Supported by Community Members (3)
	3.2 Support from Principals, Parents, Superintendent, and School Boards	Supports from Principals (10), Parents' support (5), Superintendent Support (5), School Boards Support (5), Supports (15)
	3.3 Parent-Teacher Organization and Local Community Support	Parent-Teacher Organization (4), PTO (5), Local Community Support (5), Organizational Support (3)

Theme 1 of Practices: Festival Celebration and Cultural Activities

Seven participants indicated that Chinese immersion program leaders and teachers have the best practice of festival celebrations and cultural activities. Three categories emerged that support this viewpoint. They are (1) cultural integration, (2) parent and school involvement, and (3) professional development for all teachers about cultural activities.

Category 1: Cultural Integration

Three participants indicated that Chinese immersion program leaders and teachers need to promote cultural integration for its development. I selected quotes and excerpts from them that support this category.

Borgia said: “With the immersion program here, we have a Chinese New Year celebration [because] Chinese culture is essential for the Chinese immersion program's sustainable growth.”

Dorothea indicated:

...there should be more opportunities for families and students to come together. For example, we have a Chinese New Year celebration. Besides, the more the Chinese immersion program could take community events and be a part of those, like if the Chinese immersion program could have something at the Danish festival, because of the entire community involved.

Guo Mei stated: “If Chinese immersion program teachers, leaders, and other stakeholders could actively participate in the local community, the Chinese immersion program could be much welcome and give more students a chance to learn a foreign language since they are young.”

Regarding the category of cultural integration, quotes and excerpts from participants indicated that Mandarin Chinese immersion program principals and teachers may benefit from exploring their cultural integration and involving the local community in the Mandarin Chinese immersion program.

Category 2: Parent and School Involvement

Four participants indicated that Chinese immersion program leaders and teachers must involve parents and schools to foster students toward their learning goals. I selected quotes and excerpts from them that support this category.

Rosalie indicated: “parents and school stakeholders, such as teachers, support the Chinese immersion program through fundraising.”

Cecile said: “Chinese immersion program leaders and teachers make parents involved through social media.”

Borgia stated: “The administrator should come in to join the classroom culture.”

Dorothea asserted: “We [teachers, parents, and all school stakeholders] could actively advocate parent and family community involvement.”

In regard to the category of parent and school involvement, quotes and excerpts from participants support the idea that Mandarin Chinese immersion program principals and teachers should invite parents and school stakeholders to engage in its program development.

Category 3: Professional Development for All Teachers of Cultural Activities

Three participants indicated that Chinese immersion program leaders and teachers enhance their professional development competency through cultural activity. I selected quotes and excerpts that support this category.

Adela indicated: “I think teachers need more help from principals and school districts for professional development.”

Rosalie said: “I think Chinese immersion program teachers and leaders need more support from the district level through professional development and promotion and marketing of the program.”

Lu Qi stated: “principals and teachers learn from professional development meetings, which could help all stakeholders to work effectively for student linguistic and holistic growth.”

The quotes and excerpts I selected from participants support the idea that leaders and teachers could learn from professional development meetings and help students develop their linguistic competence and holistic growth.

Therefore, participants described that the Mandarin Chinese immersion program principals and teachers must promote the program and involve parents and all school stakeholders through festival celebrations and cultural activities.

Theme 2 of Practices: Teamwork

Eight participants indicated that Chinese immersion program leaders and teachers have the best teamwork practices. Three categories emerged that support this theme. They are (1) effective interaction, (2) working together, and (3) pedagogical sharing.

Category 1: Effective Interaction among Teachers, Principals, Students, Parents, and other Partners

Six participants stated that Chinese immersion program leaders and teachers have the best teamwork among teachers, parents, and principals in helping students improve their language proficiency. I selected quotes and excerpts from participants that support this category.

Adela indicated: “teachers have a positive culture when building the Chinese immersion program.”

Rosalie said: “effective interaction among teachers, principals, and parents could help students achieve their learning goals.”

Barbara stated: “We [teachers, leaders, and parents] hang out at the school. [By doing so, teachers and leaders could actively interact with each other and work together to improve the Chinese immersion program.]”

Lu Qi confirmed: “Chinese immersion teachers are involved in the school district activities and events.”

Cecile asserted: “I heard back from my parents, and they said: thank you for taking the time to call me and explain the situation to me.”

Mao Kun said: “Chinese immersion leaders and teachers could effectively communicate with parents to help students achieve their learning goals.”

The quotes and excerpts I selected from participants support the idea that effective interaction among teachers, parents, principals, parents, and other school stakeholders is essential in leading the development of the Chinese immersion program.

Category 2: Working Together

Six participants stated: “the best practices among teachers, staff, and principals could work together. I selected quotes and excerpts that support this category.”

Adela indicated: “I learned from my teaching partners how education is valued in China. That is awesome.”

Barbara said: “A lot of what we [teachers and leaders] have done is combine immersion and tradition.”

Lu Qi stated: “we [teachers, staff, and leaders] learn to understand each other and work together.”

Cecile confirmed: “If we [teachers and leaders] work together, we can ensure every child's academic and behavioral growth, and parents feel that too.”

Guo Mei asserted: “I work with my partner teachers and other teachers, staff, paraprofessionals, and all members of the school.”

Flora claimed: “they [parents] respect educators and try to work with us [teachers].”

Those quotes and excerpts from participants indicated that Chinese immersion program teachers and leaders have the best practice of working together to increase student enrollment and foster whole-person growth.

Category 3: Pedagogical Sharing

Two participants indicated that sharing their pedagogy and teaching materials is the best practice among teachers. I selected quotes and excerpts from participants that support this category.

Adela indicated: “we [teachers] usually share their lesson plans and teaching materials among them to help students reach their learning goals.”

Mao Kun said: “Chinese immersion program leaders must encourage teachers to share their instructional strategies and online resources to help students reach their learning targets.”

Those quotes and excerpts I selected from participants represent that sharing teaching instruction and materials could help students reach their language learning goals.

Theme 3 of Practices: Community Support

Eight participants stated that Chinese immersion program teachers must receive community support to serve students for their holistic growth. Three categories emerged that support this theme. They are:

1. Community engagement
2. Support from principals, parents, superintendents, and school boards
3. Parent-teacher organization and local community support

Category 1: Community Engagement

Two participants indicated community engagement is the best practice for Chinese immersion program teachers. I selected quotes and excerpts from them that support this category.

Adela indicated: “community engagement is important for leaders to work with teachers, parents, staff, and other partners to promote holistic student growth.”

Guo Mei stated: “all community members need to work together and be supported by other community members in leading the development of the Chinese immersion program.”

The quotes and excerpts I selected from them presented that Chinese immersion program leaders and teachers have the best community engagement practice.

Category 2: Support from Principals, Parents, Superintendents, and School Boards

Six participants indicated that Chinese immersion program teachers receive support from principals, parents, superintendents, and school boards in leading school development. I selected quotes and excerpts from them that support this category.

Adela indicated: “people feel welcomed and safe and support each other.”

Rosalie said: “Sometimes, they [parents, teachers, and principals] will help out with special events and things like that.”

Barbara asserted: “We [teachers] have talked about parents who are willing to help in the cafeteria during the day and eager to help with morning drop off and pick up those types of things.”

Flora confirmed: “if principals show genuine care for the [Chinese immersion] program, they need to be actively involved in going into the classroom through observation.”

Flora stated: “the superintendent is great, and the school district will support the [Chinese immersion] program.”

Imelda conveyed: “I have a great support system for students to get more success.”

I selected quotes and excerpts from participants that stated that Chinese immersion program teachers and leaders have received support from all stakeholders, such as principals, parents, the superintendent, and school boards.

Category 3: Parent-Teacher Organization and Local Community Support

Three participants stated that Chinese immersion program leaders and teachers have the best practice through parent-teacher and cooperation with the local community in leading program development. I selected quotes and excerpts from participants that support this category.

Rosalie said: “She [the principal or teacher] would meet once a month with parents of immersion parents of immersion kids.”

Borgia indicated: “local community members support the Chinese immersion program.”

Dorothea stated: “teachers and principals work together.”

Those quotes and excerpts I selected from participants indicated that Chinese immersion program teachers and leaders have the best practices through parent-teacher organizations and local community support. In addition, the Chinese immersion program could develop through community support.

Overall, in the Mandarin Chinese immersion program, principals and teachers have identified celebrating cultural festivals and incorporating cultural activities as crucial best practices. These practices enrich the educational experience and contribute to maintaining high student enrollment rates and securing teachers' long-term commitment to the program. Principals are commended for their role in promoting teacher collaboration, essential for achieving student learning goals and enhancing school effectiveness.

Teachers have strongly emphasized the need for teachers' professional development. Principals should design programs that empower educators to elevate student achievement. Moreover, teachers highlight the importance of active parental engagement, viewing it as crucial in enhancing students' learning experiences and outcomes. They advocate for a partnership approach that not only leverages the strengths of educators and parents but also makes parents feel valued and integral to the program's success. Their involvement is not just appreciated, but it is crucial for the success of the Mandarin Chinese immersion program.

While principals are acknowledged for fostering a collaborative environment among teachers, there is a call for pedagogical and curriculum implementation. Teachers suggest sharing more teaching experience, such as strategies and best practices, to benefit students' academic growth and success greatly. This emphasis on continuous improvement is a suggestion and a call to action that should motivate students toward their learning goals.

Teachers advocate for active involvement from the school community stakeholders, such as teachers, parents, principals, students, and the superintendent. By leveraging the support of the parent-teacher organization and drawing on the rich resources and expertise within the local community, the Mandarin Chinese immersion school can create a more dynamic and enriching educational environment for school performances and student learning outcomes. This community-centered approach is essential for fostering students' long-term academic growth and preparing them for lifelong learning.

Research Question 5

How do school leaders demonstrate transformational leadership to create communities of practice in leading the Mandarin Chinese immersion program?

Results show that Chinese immersion program leaders use transformational leadership to create communities of practice for leading the Mandarin Chinese immersion program. Leaders in the Chinese immersion program usually use three methods: (1) community engagement, (2) shared vision, knowledge, and resources, and (3) network and partnership. Three categories emerged from the data analysis indicated by the participant's responses to research question 5, shown in Figure 6 and Table 8. Quotations and excerpts from principals and teachers follow a report on these themes and categories.

Figure 6

Community of Practices in Leading Mandarin Chinese Immersion Program

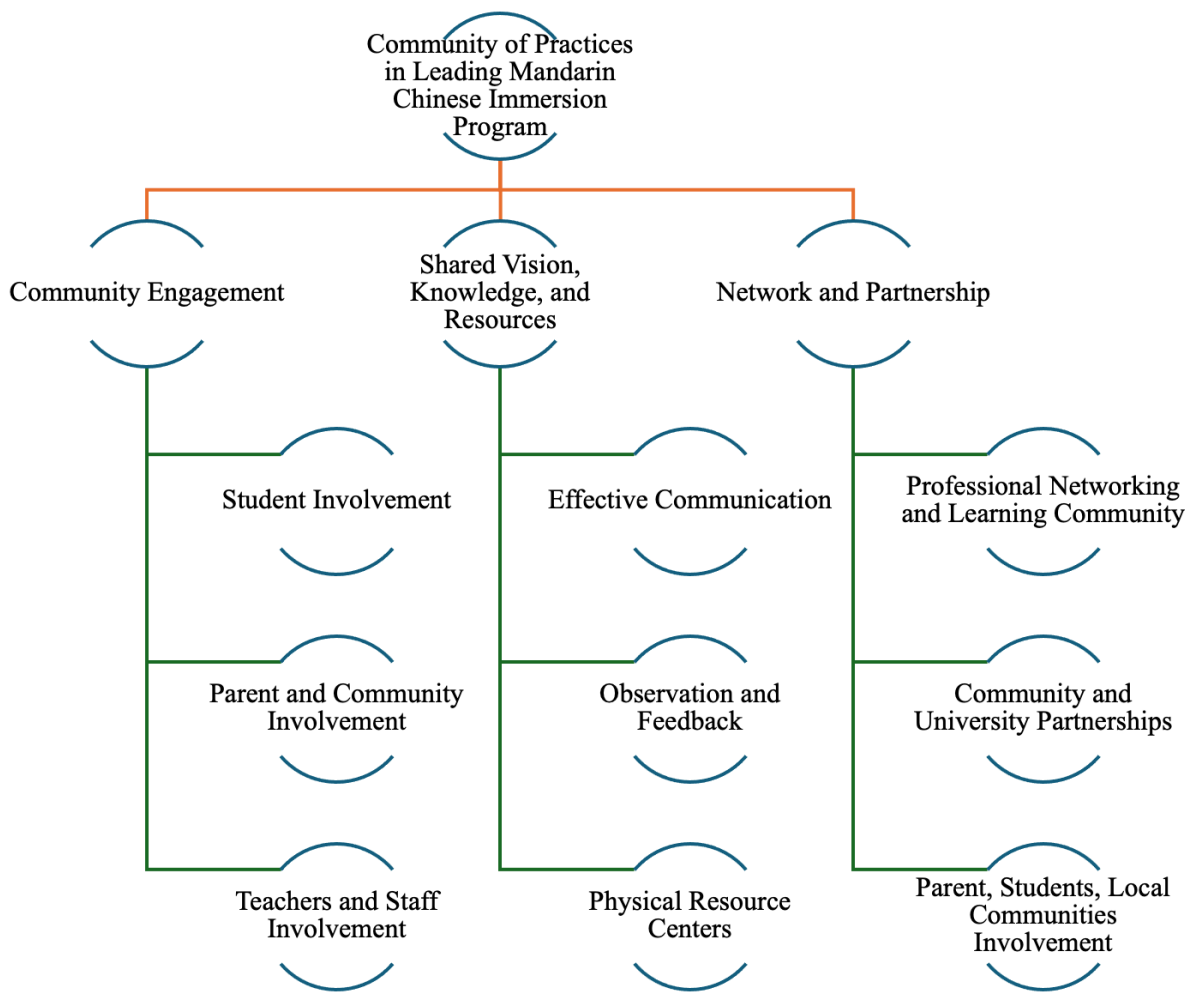


Table 8

Major Themes and Categories of Communities of Practices Experienced by School Principals and Teachers in the US. Within Selected Code Frequency

Major Themes	Categories	Selected Code Frequency
1. Community Engagement	1.1 Student Involvement	Student Involvement (5), involvement (18), Student Participation (9), Active Student (5)
	1.2 Parent and Community Involvement	Parent and Community Involvement (3), Parent Engagement (6), Community engagement (3), Positive Community (5)
	1.3 Teachers and Staff Involvement	Teacher and Staff Involvement (2), Teacher Involvement (5), Staff Involvement (3)
2. Shared Vision, Knowledge, and Resources	2.1 Effective Communication	Effective Communication (5), Dialogue (10), Chat (5), Phone Call (5), Email (5), social media (12), Facebook (7), Twitter (3), School Website (5) School Announcement (5), Public Board Meeting (3)
	2.2 Observation and Feedback	Observation and Feedback (5), Observation (6), Feedback (7), Comments (8)
	2.3 Physical Resource Centers	Physical Resource Centers (3), Reading Room (3), Library (5), Resource Room (5), Intervention Room (5)
3. Network and Partnership	3.1. Professional Networking and Learning Community	Professional Networking (6), Network (5), Connection (5), Learning Community (10)
	3.2 Community and University Partnerships	Community Partnerships (5), University Partnerships (6), Pathway Program (6), Dual Chinese College Program (7), College Credits (3)
	3.3. Parent, Student, Local Communities Involvement	Parent Involvement (9), Local Communities Involvement (5), Parent Support (5), Students Engagement (5), Partnership (5)

Theme 1 of Community of Practices: Community Engagement

Participants described that the Mandarin Chinese immersion program principals and teachers must promote the program and involve parents and all school stakeholders through festival celebrations and cultural activities. This aligns with the theme of community engagement, which in this context is consistent with the concept discussed in the last research question and indicates a broader web of interconnected themes. Three participants stated that Chinese immersion program teachers and leaders use community engagement of transformational leadership in creating a community of practices in leading program development. Three categories emerged that support this theme. They are (1) student involvement, (2) parent and community involvement, and (3) teachers and staff involvement.

Category 1: Student Involvement

One participant indicated that Chinese immersion program leaders use student involvement in transformational leadership to create a community of practices for student achievement. I selected quotes and excerpts that I choose from participants that support this category.

Rosalie indicated: “As a principal, I encourage teachers to use different ways to involve students in improving their language proficiency.”

Regarding the category of student involvement, this quote or excerpt I selected from the participants suggests that leaders could use student involvement in transformational leadership to create a community of practice in leading school development.

Category 2: Parent and Community Involvement

Two participants indicated that Chinese immersion program leaders use parent and community involvement in creating a community of practice in fostering students toward their learning goals. I selected quotes and excerpts from participants that support this category.

Cecile said: “We [leaders and teachers] want to change and start working together and collaborate to determine what strategies, such as parents and community involvement in creating communities of practices for student language proficiency.”

Edith stated: “There is some parent-community involvement in using transformational leadership to create communities of practice in leading Chinese immersion program development.”

The quotes and excerpts I selected recommend that Chinese immersion program leaders use parent and community involvement to lead program development.

Category 3: Teachers and Staff Involvement

One participant indicated that Chinese immersion program leaders and teachers use teachers and staff involvement to create community practices for student language proficiency.

Mao Kun stated: “Chinese immersion program leaders use teachers' and staff involvement in transformational leadership to create communities of practices for students' language proficiency.”

The quote or excerpt that I selected from her indicates that Chinese immersion program leaders lead program development.

Theme 2 of Community of Practices: Shared Vision, Knowledge, and Resources

Five participants stated that Chinese immersion program leaders and teachers use shared vision, knowledge, and resources of transformational leadership in leading student language proficiency. Three categories emerged that support this theme. The three categories are (1) effective communication, (2) observation and feedback, and (3) physical resource center.

Category 1: Effective Communication

Two participants use effective communication to create communities of practice in leading Chinese immersion program development. I selected quotes and excerpts from them that support this category.

Adela said: “Leaders in the Chinese immersion program use effective communication to create communities of practice and lead students toward their learning goals.”

Borgia indicated: “They [teachers and leaders] use social media, such as phone calls, email, Twitter, websites, and all others, to create communities of practice in leading Chinese immersion program development.”

Those quotes and excerpts that I selected from participants suggest that Chinese immersion program leaders and teachers use effective communication to create communities of practices in leading Chinese immersion program development.

Category 2: Observation and Feedback

One participant used observation and feedback on transformational leadership to create communities of practice in leading Chinese immersion program development.

Cecile stated: “Chinese immersion program leaders must observe teachers' classroom teaching and give teachers feedback in leading program development.” Therefore, observation

and feedback are two ways principals could share vision, knowledge, and resources for student outcomes.

Category 3: Physical Resource Centers

Two participants used physical resource centers to create communities of practice in leading Chinese immersion program development. I selected quotes and excerpts that support this category.

Imelda indicated: “I, [as a principal], encourage teachers and leaders to use intervention rooms to create communities of practices in leading Chinese immersion program development.”

Rosalie said: “Teachers use the reading room and resource center and intervene to help students achieve their learning goals.”

Those quotes and excerpts I selected from participants indicate that Chinese immersion program leaders and teachers use physical resource centers in leading Chinese immersion program development.

Theme 3 of Community of Practices: Network and Partnership

Eight participants stated that Chinese immersion program teachers and leaders use networks and partnerships to create positive and supportive communities for student achievement. Three categories emerged that support this theme. They are:

1. Professional networking and learning community
2. Community and university partnerships
3. Parent, student, and local communities' involvement

Category 1: Professional Networking and Learning Community

Four participants indicated that Chinese immersion program leaders and teachers use professional networking and learning communities to help students toward their learning. I selected quotes and excerpts from participants that support this category.

Rosalie said: “I, as an elementary principal, often work with a middle and high school principal to build a Chinese immersion program throughout the school district.”

Borgia indicated: “leaders and teachers need to use professional networks to create a learning community for student achievement.”

Edith stated: “We [leaders and teachers] work together to build a professional learning community.”

Guo Mei asserted: “We must work with all local communities to create a learning community that provides students with enough resources.”

Those quotes and excerpts from participants support the need for Chinese immersion program leaders and teachers to use professional networking to build a learning community and foster students' reaching their learning goals.

Category 2: Community and University Partnerships

Four participants indicated that Chinese immersion program leaders build community and university partnerships to help immersion students develop their language proficiency and seamless transition from elementary, middle, and high school to college. I selected quotes and excerpts from participants that support this category.

Rosalie said: “Our school district has a great connection with community college, which gives students a chance to take college credits.”

Edith stated: “Chinese immersion program students have a chance to take university credits and receive their college diploma.”

Guo Mei asserted: “Our school district has a connection with colleges and universities to offer students a chance to take college credits.”

Mao Kun indicated: “Chinese immersion program students have the chance to take university credits once they move to high school in the school district.”

Those quotes and excerpts from participants suggest that Chinese immersion program leaders and teachers could encourage students to take college credits while they move to high school in the school district. This connection between school districts and partners is unique for Chinese immersion program students toward their academic and career goals.

Category 3: Parent, Student, Local Communities Involvement

Five participants used parent, student, and local community engagement to create communities of practice in leading Chinese immersion program development. I selected quotes and excerpts from participants that support this category.

Rosalie indicated: “Involvement is essential for developing the Chinese immersion program.”

Cecile stated: “We [Chinese immersion program teachers and leaders] tried hard to connect the Chinese immersion program building with traditional building.”

Borgia considered: “Everyone in the Chinese immersion program must work together to help students grow holistically.”

Flora affirmed: “A network of supporting Chinese immersion teachers needs to be created, inviting parents, students, and local communities to engage.”

Imelda declared: “Teachers must receive support from principals, parents, students, and local communities. [By doing so, teachers could feel supported in the school district].”

Those quotes and excerpts I selected from participants describe how Chinese immersion program leaders and teachers use transformational leadership to create communities of practice in fostering students to reach their goals and make the Chinese immersion program sustainable.

In summary, principals and teachers in this study stated that the Mandarin Chinese immersion program fosters community engagement so that all school stakeholders can work together to improve students’ learning outcomes and high school performance, such as students’ academic performance. Principals have highlighted the need for active participation from students, teachers, and parents, viewing their engagement as crucial for improving the Mandarin Chinese immersion program. The Mandarin Chinese immersion program can achieve better outcomes for student learning by fostering a collaborative environment.

Teachers, echoing the sentiments of principals, have emphasized the necessity of a shared vision among all stakeholders. This includes teachers, parents, students, and staff. They believe that when everyone is aligned with the school’s vision for student learning outcomes, it fosters a more cohesive and supportive educational environment. This alignment is considered crucial for the success of the Mandarin Chinese Immersion Program.

Furthermore, teachers have suggested that principals should look beyond the school community by exploring networks and partnerships at the district level, working with the superintendent. They propose that these connections could provide valuable resources and support for the Mandarin Chinese immersion program’s long-term plan, ultimately benefiting students. By leveraging these relationships, principals can ensure that the Mandarin Chinese

immersion program is well-positioned for sustained success and growth, instilling a sense of optimism and hope for the program's future.

Chapter 4: Summary

In this chapter, I presented results that align with my research questions about the successes, challenges, preparation and training, best practices, and transformational leadership of communities of practice for Chinese immersion programs from principals' and teachers' perceptions in the US. Findings disclosed that Chinese immersion programs from principals' and teachers' perceptions have three top successes, including (1) integrated capacity, (2) more choices with bilingual talents, and (3) a unique multicultural learning community. Results suggested that the Chinese immersion program has three significant challenges, including (1) deficiency of resources, (2) behavioral issues, and (3) cross-cultural communication barriers. To address these challenges, principals and teachers in the Chinese immersion program need to (1) develop their cross-cultural competence, (2) promote culturally and linguistically responsive practices, and (3) develop culturally responsive pedagogy and leadership strategies.

Results further indicated that Chinese immersion programs, from principals' and teachers' perceptions, have three best practices, including (1) festival celebration and cultural activities, (2) teamwork, and (3) community support. Finally, results suggested that principals and teachers in the Chinese immersion program need to explore (1) network and partnership to build a community of practice through transformational leadership in leading the development of Chinese immersion programs. In addition, data collected claimed that principals and teachers must advocate (2) parents, students, and local communities' involvement in Chinese immersion

program development and build (3) community and university partnerships for Chinese immersion programs for students' lifelong and professional learning. In Chapter 5, I will present the top findings aligned with research questions, aligned with previous studies, and new findings, followed by discussion, conclusions, implications, and recommendations.

CHAPTER 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

In Chapter Five, the researcher as I present the top findings aligned with each research question, findings aligned with previous studies, and new findings, followed by discussion, conclusions, implications, and recommendations.

Discussion

Top Findings Aligned with Research Questions

Figure 7

Top Findings from U.S. Principals and Teachers Aligned with Research Questions in This Study

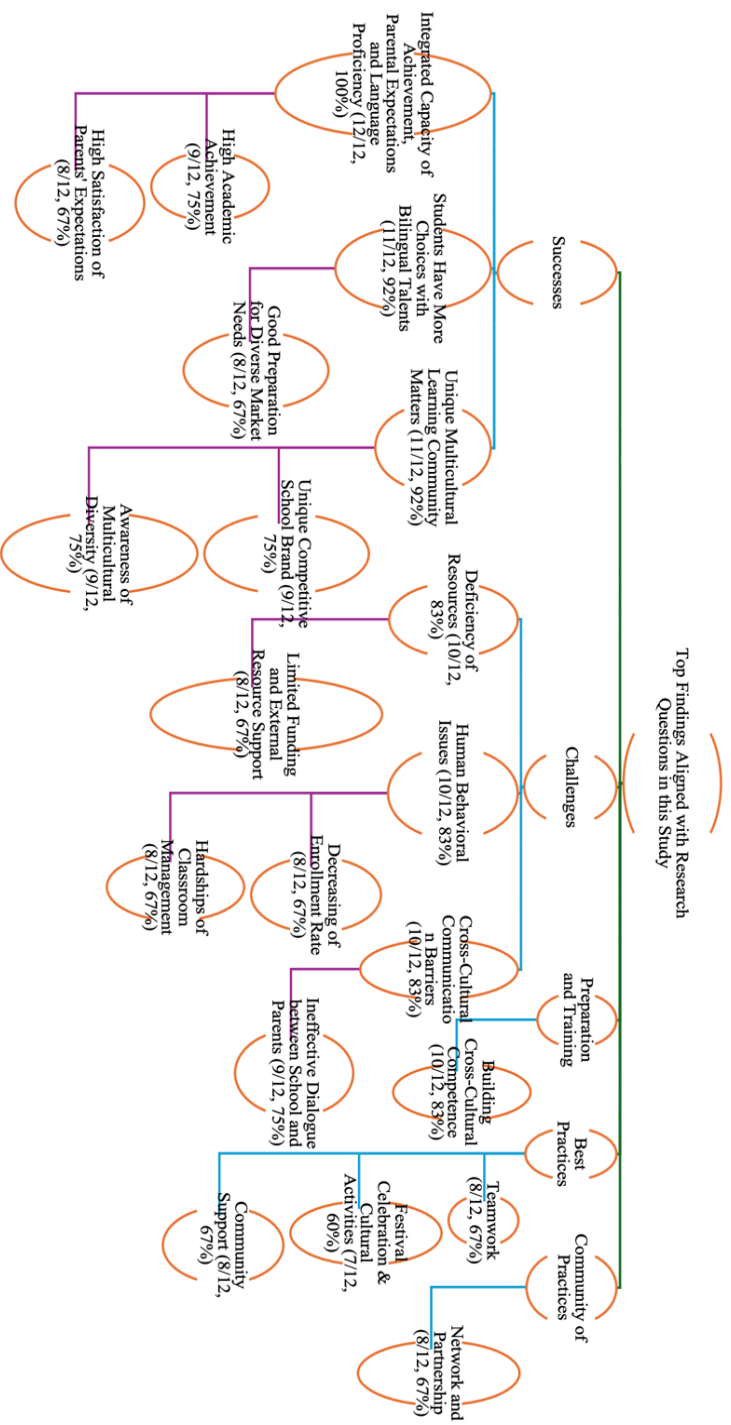


Figure 7 shows that the Chinese immersion programs in rural areas from the U.S. principals' and teachers' perspectives in this study have three top successes, including (1) integrated capacity of achievement, parental expectations, and language proficiency, (2) students have more choices with bilingual talents, and (3) a unique multicultural learning community matter. It also illustrates that Chinese immersion programs have three top challenges, including (1) deficiency of resources, (2) decreasing enrollment rate, and (3) cross-cultural communication barriers. Additionally, Chinese immersion program principals must build their two competencies, including (1) building cross-cultural competence and (2) culturally and linguistically responsive practice.

Then, this study discovered that the Chinese immersion program has three best practices: (1) festival celebration and cultural activities, (2) teamwork, and (3) community support in leading the Chinese immersion program's sustainable development. Finally, the findings suggested that Chinese immersion program principals and teachers need to explore network and partnership in working with all school stakeholders, such as students and parents, through transformational leadership of creating a community of practice in leading Chinese Mandarin immersion programs' sustainable improvement in the rural areas.

Top Findings that Align with Research Questions

Findings Aligned with Research Question 1

Chinese immersion programs have three top successes: (1) integrated capacity of achievement, parental expectations, and language proficiency, (2) students have more choices

within bilingual talents, and (3) unique multicultural learning community matters. I discuss each of them below.

Integrated Capacity of Achievement, Parental Expectations, and Language Proficiency

All participants with 60 codes in this study stated that the Chinese immersion program helps students develop their integrated capacity. The integrated capacity is not just for students to have a higher academic performance but also to develop their social, emotional, and behavioral integration. The integrated capacity means that the Chinese immersion program fosters students to develop their whole-person capacities. For example, Adela stated that Chinese immersion programs attract parents and students who are interested, and the number of students enrolling in this Chinese immersion program is increasing. Parents let their children enroll in this Chinese immersion program because they recognize that teachers care for their kids.

Barbara, Lu Qi, Cecile, and Borgia indicated that the Chinese immersion program is an excellent fit for their kids, and the Chinese immersion program helps students to have a high academic performance, such as higher test performance, and to strengthen their personality, confidence, and balance between academics and well-being. Guo Mei indicated that the Chinese immersion program is a success because it could help students build their bilingual ability and have an incredible number of students. Edith, Flora, and Rosalie indicated that the Chinese immersion program gives students a chance to prepare well for their college study and job market needs. For example, Flora said that students in the Chinese immersion program could register for college credits and receive a college Chinese minor diploma while they study in high school.

Previous studies support the idea that immersion programs could help students develop comprehensive academic and emotional-social integration abilities. For example, Sung (2022), in his survey study about how young students in the Mandarin Chinese dual-language bilingual education program, found that the immersion teaching approach and curriculum could help students enhance their comprehension. In their longitudinal study about immersion program learners' cognitive development, Xia et al. (2022) indicated that students in the immersion program develop their mental and critical functional abilities. Tedick et al. (2011) and Mougeon et al. (2010) indicated that an immersion education could help students increase their academic performance and develop their social communication capacity. Sun (2024) asserted that Chinese bilingual education could help students better integrate into the global market and facilitate communication between cultures. Those scholars indicated that the immersion program could help students develop their integrated ability through their daily linguistic practices. Therefore, Chinese immersion programs allow students to build their integrated capacities through their daily learning practices toward their lifelong learning goals.

However, several scholars indicated that immersion programs may be an excellent way for students to learn speaking and listening in the language domain but not for reading and writing. For example, Richard (2020), in their qualitative study of students' immersion programs with 24 student participants and two parents, discovered that the immersion programs failed to increase students' academic performance and attitudes toward their learning and characteristic development. Although Goode et al. (2024), in their exploratory mixed-methods study, found that the immersion teaching and learning model helps students to raise their academic achievement among diverse pathways toward their undergraduate programs, the immersion

teaching and learning models should be carefully and purposefully designed using active learning pedagogy. Otherwise, this immersion approach might not help students achieve their academic performance. Therefore, the immersion approach can help students develop their capacity effectively if principals, teachers, and other educators align with the active learning pedagogy. Based on the data collected in this study, there is a significant alignment with previous studies and literature on this topic. This alignment underscores the effectiveness of the immersion approach in fostering student development when supported by active learning practices.

Students Have More Choice within Bilingual Talents

A total of 92% of principals and teachers (or 11 out of 12) in this study with 35 codes believe that Chinese immersion in the urban school district gives a chance for the students to develop their bilingual ability, which could help them to have more opportunities in the job market such as working in the Chinese companies in the United States. Besides, principals and teachers pointed out that students can get their college Chinese minor diploma when they continuously study Chinese from elementary, middle, and high school. For example, Adela indicated that the Chinese immersion program allows students to develop their bilingual speaking ability naturally. Rosalie said that she believes that a Chinese immersion program could help students to have more professional choices both in their studies and in the job market, such as either continuously getting a Chinese minor in college when they study in high school or studying abroad going to China or traveling to China without an interpreter or seeking a job in the Chinese companies in the United States or overseas. Barbara, Lu Qi, Cecile, Borgia, Dorothea, Edith, Flora, and Imelda express similar ideas about how the Chinese immersion

program helps students not only develop their Chinese language proficiency but also prepare them for broad opportunities both in their study and their professional career after their research in the schools.

Previous studies indicated that Chinese immersion programs have been increasing and cultivating students to develop their bilingual ability. For example, Sun (2024) found that bilingual education could help students build their bilingual ability and help them with bilingual speaking, reading, and listening ability. Preusler et al. (2024), in their multiple regression analyses of examining two-way immersion (TWI) of 656 sixth grade students and 739 general students, found that an immersion teaching and learning approach helps immersion students to develop their language proficiency through immersion instruction and create environments that prioritize and promote students' multilingual abilities. Lu et al. (2023) stated that whole-school Mandarin immersion helps students develop their linguistic proficiency and provides equal access to high-quality education for all children.

Based on previous literature (such as Zheng, 2021a) and current interview data from 92% of principals and teachers, the Chinese immersion program helps students develop their language proficiency. It provides them with more opportunities, such as job prospects in the market.

Unique Multicultural Learning Community Matters

Figure 7, aligned with results in Chapter 4, represents that the Chinese immersion program helps school principals work with teachers, parents, students, and all other school partners to create a unique multicultural learning community for students with high achievement

and school sustainable development. A total of 92% of participants of principals and teachers with 56 codes in this study stated that the Chinese immersion program creates a unique multicultural learning community for students' success. For example, Adela said that Chinese immersion programs create a multicultural learning community for schools to have a unique competitive image. Rosalie, Barbara, Lu Qi, Cecile, and Borgia indicated that the Chinese immersion program in this urban school creates a unique multicultural school image compared with other schools. Edith, Dorothea, and Flora indicated that Chinese immersion programs have a solid competitive image to be competitive with the schools around the area. Mao Kun indicated that Chinese immersion gives principals, parents, teachers, staff, students, and local community members a chance to create a multicultural community, which could let students have a broad worldview and create a unique culture of welcoming all people involved in this school. Participant Guo Mei supported this view and said that Chinese immersion programs allow all school stakeholders, such as principals, teachers, parents, and students, to welcome a new culture.

Previous studies supported this finding that Chinese immersion programs allowed school principals to create a multicultural community by fostering students' broad worldviews. This finding is supported by culturally responsive leadership and pedagogical practices, emphasizing the importance of principals nurturing teachers to enhance student learning outcomes (Khalifa, 2018). For example, Klee (2023), in the qualitative multiple case comparative studies in Latino countries, found that immersion teachers could help school principals and other stakeholders understand the multicultural and multilingual diverse needs in leading Chinese immersion program development. Keller et al. (2015) indicated that the immersion program could help

leaders build a welcoming, multicultural community that leads school development. Khalifa (2018) and Khalifa et al. (2016) noted that principals should strengthen their culturally responsive leadership capacities to improve school performance. Traditional school principal programs have not adequately covered culturally responsive leadership and pedagogy (Khalifa et al., 2016). As a result, this study addresses the gap by demonstrating that principals in Mandarin Chinese immersion programs should effectively collaborate with teachers to enhance student learning outcomes and overall school performance.

Therefore, Chinese immersion programs in this study give principals, teachers, and superintendents a chance to create a unique culture and welcome more students into this immersion program. As I indicated above, Chinese immersion programs have three top successes supported by principals, teachers, and staff in this study and others by previous scholars.

Findings Aligned with Research Question 2

In this study, the Chinese immersion program has faced three challenges, including (1) deficiency of resources, (2) behavioral issues, and (3) cross-cultural communication barriers. Below, I have detailed how principals and teachers face these challenges, incorporating their voices and previous studies.

Deficiency of Resources

A total of 83% of the principals, teachers, and staff with 58 codes in this study indicated that Chinese immersion programs face resource deficiency challenges. For example, Adela noted that the Chinese immersion program needs assistance in maintaining long-term Chinese

immersion homeroom teachers. This is crucial for the sustainable development of the school, the academic success of the students, and the promotion of lifelong learning outcomes.

Rosalie, Barbara, and Lu Qi indicated that Chinese immersion program principals and teachers must seek more resources to help students improve their progress. Cecile suggested that students in the Chinese immersion program need more help and that the school must promote its immersion program for students' holistic development and sustainable school growth. Borgia indicated that the challenge is retaining immersion teachers because of a small urban area and limited resources. Dorothea, Edith, Flora, and Imelda pointed out that principals associated with the superintendent and local community members must seek more resources to help students develop their language proficiency.

Previous studies supported my findings about the immersion program, which faces limited resources and challenges. For example, Sung and Tsai (2019) and Han et al. (2023) discover that the Chinese immersion program needs more support and resources due to poverty and limitations. Therefore, this study found that Chinese immersion programs in urban areas need more resources, such as textbooks or supplementary teaching materials.

Behavioral Issues

A total of 83% of principals, teachers, and staff with 33 codes in this study stated that Chinese immersion program teachers and principals face the students' behavioral issues and challenges. For example, Dorothea indicated that teachers may face the challenges of helping students develop their positive and good habits. Edith said that students' lower socio-economic

status gives teachers a little challenge in forming students' good behavior, habits, and attitudes. Borgia, Lu Qi, and Cecile stated similar views about Chinese immersion programs. Teachers should help students develop good habits and behavior to improve learning outcomes. Students with good behavior and disposition can increase their language proficiency and learning outcomes (Gross & Ford, 2024). Therefore, teachers must help students improve their language proficiency and develop good habits, attitudes, and lifelong learning motivation.

Cross-Cultural Communication Barriers

A total of 83% of the principals, teachers, and staff with 38 codes in this study stated that the Chinese immersion program faces cross-cultural communication challenges among teachers, principals, parents, staff, and other stakeholders. For example, Adela indicated that cultural communication barriers also cause high teacher turnover rates. Rosalie realized that principals need to understand their teachers' culture and build cultural diversity in the school, which could make teachers feel that the school is their home and make them have a long-term contribution to the Chinese immersion program for students' development. Barbara, Lu Qi, Cecile, and Borgia also indicated that Chinese immersion program teachers, principals, and all other school stakeholders need to work together to build multicultural diversity in leading school sustainable development.

The previous study supported this finding. For example, McKinney et al. (2024) suggested that principals and teacher leaders must develop their multicultural ability in working with parents, teachers, staff, students, and all other stakeholders in the school for school development. Singh and Khatri (2024) claimed that school principals need to cultivate a diverse

cultural environment. This approach can foster a rich cultural atmosphere, ensure sustainable development, promote lifelong learning, and encourage all stakeholders to collaborate toward achieving the school's objectives. Therefore, it is essential for principals and teachers to work together to build a diverse school community.

Findings Aligned with Research Question 3

In this study, principals and teacher leaders in the Chinese immersion program must build their cultural competencies and culturally responsive pedagogy and leadership strategies in working with teachers, parents, students, and staff to lead the development of the Chinese immersion program. I explore why Chinese immersion program principals must strengthen their cultural competence, pedagogical skills, and leadership abilities with participants' voices and previous studies supported below.

Building Cross-Cultural Competence

In line with previous scholars, qualitative researchers can use numbers to report findings (Maxwell, 2010). Hochwald et al. (2023) stated that qualitative researchers effectively use descriptive statistics to report findings and quantify their qualitative data. Kogen (2024) suggested that qualitative researchers utilize frequency to present their findings. In this study, 83% of the principals and teachers found that Chinese immersion program leaders, such as principals and teachers must develop their cultural competence to foster a diverse mindset for lifelong learning. For example, Adela indicated that most students in the Chinese immersion program are homeless, and about 80% of them are from low-income families. This viewing indicates that principals need to create a diverse, equitable, and respectful culture among all

school stakeholders, such as teachers, students, parents, and all others, in supporting each other toward their learning goals. Barbara, Lu Qi, Cecile, and Borgia stated that the Chinese immersion program has a diverse school body, which encourages teachers to build their multicultural awareness and disposition in working with all stakeholders in the community to offer a highly effective quality service for students' outcomes. Previous studies suggested that principals, teachers' leaders, and teachers must build their multicultural mindset in the diverse school setting for job performance and student learning outcomes.

For example, Berardo and Deardorff (2012) discover that principals must build cultural competence for school innovation and program implementation for sustainable development. Elliot et al. (2017) claim that principals must build cultural competence to motivate teachers to work with students for academic, social, emotional, and behavioral growth. Martin and Smolcic (2019) confirm that principals and teachers could build their culturally sustaining classroom environment for students' performance in the immersion program. Therefore, this study suggests that principals in the Chinese immersion program must build cultural competence in working with all stakeholders for its effectiveness.

Developing Culturally Responsive Pedagogy and Leadership Strategies

60% of the participants with 17 codes in this study suggested that principals, teachers, staff, and parents must develop culturally responsive pedagogy and leadership strategies to help students in the Chinese immersion program for their language proficiency and whole-person growth. For example, Imelda stated that principals must advocate for the Chinese immersion program and let parents, students, and teachers know how it helps students achieve their learning

goals holistically. Also, Flora explored that principals must build culturally responsive leadership to work with Chinese immersion teachers, parents, and students to create a culturally responsive school environment. Edith suggested that school principals need to promote the Chinese immersion program and implement the curriculum to help students develop their bilingual language proficiency for student academic outcomes. Borgia, Cecile, Lu Qi, Barbara, Rosalie, and Adela discussed how the Chinese immersion program principal uses culturally responsive leadership strategies to build a school's sustainability.

Previous studies supported my findings and aligned with my theoretical knowledge of culturally responsive practice in this study. For example, Donaldson (2022) indicates that principals must use culturally responsive strategies to engage with all teachers, parents, students, staff, and school partners for students' academic outcomes and personality growth. Khalifa (2018) and Khalifa et al. (2016) state that principals need to build their culturally responsive pedagogy and leadership skills for school development and student-integrated growth. Lee and Leighton (2023) suggest that principals can use a dialogue approach to connect with teachers, parents, students, and staff to make the school sustainable. Hyter and Salas-Provance (2023) claim that principals advocate culturally responsive practices to improve immersion students' language proficiency and create a professional learning community for teacher engagement, student involvement, and parental support for student outcomes. Therefore, principals need to work with teachers in creating a culturally responsive pedagogy for Chinese immersion students for their language proficiency.

Findings Aligned with Research Question 4

A Chinese immersion program has two excellent practices, including (1) festival celebration and cultural activities and (2) teamwork and community support. I explore them below.

Festival Celebration and Cultural Activities

60% of participants with 16 codes in this study indicate that the Chinese immersion program has regular annual festival celebrations and cultural activities, which help students, parents, teachers, principals, and all other school stakeholders in the community to understand its program. For example, Rosalie indicated that the Chinese immersion program has a Chinese New Year celebration and regular cultural activities, which help parents, students, staff, principals, superintendent, and all other community stakeholders to understand how the Chinese immersion program contributes to the community for its sustainable development and students' future. Borgia and Dorothea said that the Chinese New Year celebration helps parents, teachers, and principals to understand its culture. They also said that having a party with the immersion teachers makes teachers appreciate their culture, which could help principals, teachers, and all community members work together to serve students for their prosperous future. Edith indicated that the Chinese immersion program allows students to understand the culture through cultural activities and performances such as the dragon dance for student learning outcomes.

Previous studies supported these findings and aligned with my theoretical knowledge of community of practice theory in this study. For example, Zheng (2021) indicated that cultural activities and event celebrations could help immersion school principals, parents, students, staff,

and students build a multicultural school learning environment and combat the local discourse of monolingualism for school image-building. Laughlin (2012) stated that cultural and event celebrations in the immersion program could help the school principals and other stakeholders build a supportive learning community. Wenger (1998) and Wenger et al. (2002) highlighted the critical role of principals in establishing a Mandarin Chinese immersion program community that fosters all school stakeholders, such as teachers, parents, and staff, to improve students' learning outcomes and enhance school performance. This study addresses a gap in the literature by suggesting that principals within Mandarin Chinese immersion programs should foster communities of practice to bolster student success and cultivate a supportive professional learning community to ensure school effectiveness. Therefore, celebrating the New Year and regular cultural events could help students and parents understand the Chinese immersion program and connect with parents for their appreciation.

Teamwork and Community Support

About 70% of the participants in this study indicated that the Chinese immersion programs help the community to perform better teamwork, support each other for program development, and serve students in their learning outcomes. For example, Adela indicated that the Chinese immersion program connects [teachers] and brings their ideas to the table to build a positive culture and serve students [for their best performance]. Barbara, Lu Qi, Cecile, Dorothea, Flora, and Imelda indicated that Chinese immersion teachers work with traditional classroom teachers and staff to help students toward their learning goals.

Previous studies supported this finding that principals must use teamwork to engage with teachers and students for effective student outcomes. For example, Tang (2024) indicated teamwork could help teachers develop student collaboration and literacy immersion ability. Wullschleger et al. (2023) stated that teamwork and community support could help students to enhance their learning capacity and to work together for their performance. Therefore, principals must foster teamwork in building a professional learning community for students' language proficiency and holistic growth.

Findings Aligned with Research Question 5

In this study, Chinese immersion program principals need to use networks and partnerships working with teachers, parents, students, superintendents, and community members for this immersion program's sustainable development. 67% of participants with 32 codes in this study indicated that principals and teachers need to use networks to transform what they believe and lead their Chinese immersion program into a sustainable community of practice for school sustainable development and student success. For example, Adela, Rosalie, Cecile, and Borgia indicated that principals in this Chinese immersion program need to expand their network to receive more resources to help students and teachers toward their high performance. Also, Edith indicated that principals use transformational leadership by sharing their beliefs around them to encourage teachers to work with parents, staff, students, and other school stakeholders in building a community for sustainable school growth. Flora, Imelda, and Mao Kun stated that principals explore transformational leadership in building a community for teachers, students, parents, and staff engagement for Chinese immersion program development. Also, Flora said that principals must use partnerships to enhance Chinese immersion programs to help students

reach their learning goals. Their viewpoint suggests that principals, teachers, staff, and all other Chinese immersion program stakeholders need to work together to help students reach their learning goals and make this Chinese immersion program successful.

Previous studies supported my findings of using networks and partnerships to build a community for sustainable school development. For example, Dorovolomo and Lingam (2020) suggested that principals need to use transformational leadership to foster teachers and parents and create a positive professional learning community for students' lifelong learning. Zhang and Koshmanova (2021) confirmed that principals need to use their transformative experiences to inspire teachers to help students with their lifelong learning and build a learning community for school sustainable development. Rodela and Bertrand (2023) claimed that principals must work with students, families, local community partnerships, teachers, and the superintendent to build a professional learning community for holistic student growth. Therefore, the finding indicates that principals must use transformational leadership to create a community of practice for Chinese immersion students' whole-person and sustainable school growth.

Highlighted Top Findings That Align with Previous Studies

Four findings are aligned with previous studies. First, the Mandarin Chinese immersion program helps principals and teachers to build a multicultural community effectively. 92% of principals and teachers in this study claimed that the Chinese immersion program creates a multicultural school setting, which makes it easy for principals and teachers to advocate diversity and multicultural education. For example, Barbara, Lu Qi, Borgia, Flora, Rosalie, Guo Mei, and Mao Kun indicated that the Chinese immersion program could help students develop their

multicultural awareness and open their minds to many opportunities in their professional career goals. Edith said that students in the Chinese immersion program can speak Chinese on campus, which could directly or indirectly influence students and create a multicultural school setting.

This finding is closely associated with previous studies about immersion programs, which can create a multicultural community. For example, Wu and Leung's (2022) qualitative study included 70% of the total 440 Asian students and 20% of African American students in a K-8 multiracial and multilingual charter school located in a northeastern U.S. city that taught Chinese in Mandarin to all students. They found that learning Chinese could help students quickly build their multicultural sense of how they could use the language in a multicultural context.

Jong and Bearse (2011) asserted that an immersion program helps students explore multicultural experiences through dialogues, debates, role plays, and cultural event activities in real-life circumstances. Wang and Lee (2022), in their ethnographic study in a K-5 Chinese-English immersion school with 100 students who participated, found that students in the immersion school could make the school live in a multicultural school setting and develop their multicultural awareness. Therefore, the Chinese immersion program helps students develop their multicultural awareness and build a multicultural school environment for the school community.

Second, principals and teachers must seek more resources for the sustainable development of the Chinese immersion program. 83% of participants in this study indicated that principals and teachers in the Chinese immersion program must seek more resources such as funding, teaching materials, technology, and facilities to increase student enrollment and sustain school development. For example, Barbara, Borgia, Edith, Imelda, Rosalie, and Mao Kun

indicated that Chinese immersion program principals and teachers must work together to increase student enrollment by communicating with parents, students, and school partners.

This finding is consistent with previous studies and suggests that principals and teachers in the immersion program must use various ways to increase student enrollment. For example, Lu and Troyan (2022) discovered that the number of Mandarin Chinese immersion program students had increased, and they also suggested that Chinese immersion program principals need to explore the integration of technology, literacy instruction, assessments, and teaching implications for students' learning outcomes. Binensztok (2022) suggested that principals and teachers in the Chinese immersion program must use practical evaluation tools such as checklists, criteria, and weighted scores to monitor and assess students' progressive learning outcomes. Bernhardt (2019) recommended that Chinese immersion program principals and teachers create a bilingual curriculum and search for more bilingual materials to help students improve their language proficiency. Therefore, this finding added to the previous studies and suggested that principals must work with teachers, parents, students, and other Chinese immersion community staff to deliver a highly effective teaching and learning environment.

Third, principals and teachers in the Chinese immersion program have a chance to build a bilingual, trilingual, or multilingual proficiency for students' holistic development. All participants in this study indicated that the Chinese immersion program allows students to develop their linguistic ability naturally. For example, Adela suggested that learning a second language [like Chinese] develops new neural pathways, and it is great for kids [in developing their bilingual, even trilingual or multilingual potential ability]. Cecile stated that Chinese

immersion gives students a new way to develop their linguistic proficiency, guided by principals and teachers in this immersion program. Other participants, such as Lu Qi, Borgia, Edith, Flora, Guo Mei, Rosalie, and Mao Kun, talk about similar views about how Chinese immersion helps students to develop their bilingual ability and also to prepare students to have more choices for their future professional job choice because they could speak Chinese fluently.

This finding is also consistent with previous studies. For example, Xia et al. (2022), in their longitudinal studies comparing two groups' language learning performance, discovered that immersion students showed a higher frequency of language use in adulthood and have better language performance. The first group of participants were 39 master students who had attended the pre-language training courses. The second group of participants were 38 students who did not participate in regular subject-based academic courses and directly receive immersion education [like Chinese immersion], which shows a better learning outcome in this study. Koh et al. (2017) discovered that bilingual Chinese immersion students have a higher performance on reading in Grade 1 ($F [3, 20] = 10.95, MSE = 323.36, p = 0.004$), and Chinese immersion students have a better performance on phonological awareness, morphological awareness, and word reading. Their findings suggest that principals and teachers could advocate for Chinese immersion as a better way to help students develop their linguistic proficiency. This study's principals and teachers can increase Chinese immersion students' enrollment rate by advocating better performance from this study and previous literature results to the parents and students. Lu and Troyan (2022) also indicated that Chinese immersion gives students a better way to develop their language proficiency, such as reading comprehension and speaking. Therefore, the finding

suggests that principals and teachers could use immersion to help students develop their language proficiency.

Finally, the Chinese immersion program's principals and teachers used transformative learning to build a network and partnership for students' learning outcomes and whole-person growth. Findings indicated that principals could use transformational leadership to advocate for community practices for student engagement, teachers, and parents. For example, Adela and Barbara indicated that principals could encourage transformative learning to build a learning community for Chinese immersion students toward their learning goals. Other participants, such as Rosalie, Cecile, Borgia, Edith, Flora, and Imelda stated that principals and teachers could build a community of practice for students' holistic growth through transformative learning. Transformational leadership means principals and teachers in the Chinese immersion program must inspire students and parents to engage with principals and teachers in achieving their learning goals. Also, Rosalie suggested that principals need to promote network and school partnerships to lead Chinese immersion program development for students' learning outcomes.

This finding is consistent with the previous studies and aligned with my theoretical knowledge of transformational leadership in this study about how principals use transformational leadership to build an inspiring community for students' achievement and school sustainable development. For example, Xu (2021) suggested that principals and educators can use a transformative approach to build a bilingual learning community for students to practice the [Chinese] language daily.

Eubanks et al. (2018) indicated that principals and teachers can use technology as a transformative tool that scaffolds, supports, and extends students' learning outcomes. Shaked et

al. (2021), in their qualitative study of 46 Israeli principals, suggested that principals can use transformational leadership to build a mutual relationship between principals and teachers, between principals and parents, between principals and students, and between principals and other school stakeholders in building a diverse learning community for students' learning outcomes.

Hallinger and Kulophas (2020), in their literature about leadership from 1960 to 2018, found that principals in Chinese immersion programs could use transformational leadership to inspire teachers, parents, students, and all other school stakeholders to actively participate in building a solid Chinese immersion community and increasing student enrollment through partnership and engagement. Bass and Riggio (2006) explained that principals can use transformational leadership to foster students, teachers, and parents' engagement in their contribution to building a learning community for school sustainable development. Ytterstad and Olaisen's (2023) research also supported the findings in this study. They advocate for principals to use transformational leadership to build a learning community for students and parents' involvement for student whole-person growth. This study addresses a gap in the literature by suggesting that principals within Mandarin Chinese immersion programs should use transformational leadership to foster student success and cultivate a supportive professional learning community to ensure school effectiveness. Therefore, the findings strongly suggest that principals in the Chinese immersion program advocate for using transformational leadership to build a community for teachers, students, and parents' practices in sustaining the development of the Chinese immersion program in the urban area.

Key New Findings

Five essentially new findings that fill in the gap in the literature are discovered in this study. First, a partnership between Chinese immersion school districts and universities helps students receive their college diplomas for their Chinese studies while they are high school students. This partnership could increase the enrollment rate of the Chinese immersion program and enhance its social reputation locally and nationally. Also, the Chinese immersion program allows students to get their college diploma while they study in high school. Most participants in this study indicate that Chinese immersion students have a chance to get their college diploma when they are high school students. This pathway program helps students save them college costs and time when they move to college studies at this Mandarin Chinese immersion schools in a Midwestern state.

For example, Barbara, Lu Qi, Adela, Borgia, and Rosalie indicated that Chinese immersion students have a chance to get their Chinese College minor diploma when they move from elementary to middle school and to high school, which is an excellent chance for Chinese immersion students to save time and save cost for their college study. Also, Mao Kun, Guo Mei, Flora, Edith, and Imelda indicated that Chinese immersion program principals and teachers must work with all school district partners to attract more students interested in the program.

Second, regular cultural practices help principals and teachers promote the Chinese immersion program and sustain its development. Most participants in this study mentioned that the Chinese immersion program creates a unique culture and builds a diverse community for Chinese immersion students toward their learning goals. For example, Rosalie and Borgia

indicated that Chinese immersion programs celebrate Chinese New Year annually to make parents, students, local community members, and other school stakeholders recognize how successful the Chinese immersion program is in this urban area. Adela, Barbara, Lu Qi, and Cecile stated that parents, students, and local community members participate in the Chinese immersion cultural celebration, which makes them understand how Chinese culture influences their children and see their children's growth performance.

Guo Mei, Mao Kun, Flora, and Imelda indicated that the Chinese New Year celebration and cultural reading activity could help parents understand the Chinese immersion program and introduce their friends in their network to enroll in this immersion program. Therefore, regular cultural celebrations and events inform parents, students, and local community members about the Chinese immersion program and inspire them to promote this immersion program in their network. By doing so, the Chinese immersion program could continuously sustain growth.

Third, the findings illustrate that principals and teachers can practice culturally responsive pedagogy and leadership in leading Chinese immersion program development and building a multicultural community. This study's participants, including Adela, Barbara, Lu Qi, Borgia, Edith, Flora, Rosalie, Guo Mei, Mao Kun, and Cecile, indicated that principals explore culturally responsive pedagogy and leadership theory in leading Chinese immersion program development. For example, Adela suggested that principals encourage teachers to practice culturally responsive pedagogy to build a diverse learning community for students' learning outcomes. Rosalie stated that principals need to advocate for culturally responsive leadership and

pedagogy for teachers' effectiveness and student and parent engagement for Chinese immersion program development in my school district.

Borgia suggested that principals and teachers must develop their culturally responsive pedagogy and leadership knowledge by engaging with students, parents, teachers, administrators, and the superintendent [for the Chinese immersion program]. Their views indicated that Chinese immersion program principals and teachers must use culturally responsive pedagogy and leadership for students' and parents' engagement in leading the development of the Chinese immersion program. This finding indicated that principals need to develop their culturally responsive leadership and pedagogy to work with Chinese immersion teachers in building a multicultural community for students' learning outcomes and school effectiveness. Therefore, culturally responsive pedagogy and leadership could help principals and teachers create a multicultural professional learning community for students' learning outcomes.

Fourth, the Chinese immersion program promotes parents' satisfaction and builds a unique school image for the Chinese immersion program sustainable development. This study finds that the Chinese immersion program satisfies parents and students fully and creates a distinctive image for school development. Most participants, such as Adela, Rosalie, Barbara, Lu Qi, Borgia, Dorothea, Flora, and Imelda in this study, noted that parents support this Chinese immersion program because they see how the Chinese immersion program fosters their children's growth in the small town. For example, Imelda indicated that some students from other states enroll in the Chinese immersion program, and their parents send their kids to the school from Monday to Friday. Dorothea said that the Chinese immersion program has a perfect

enrollment rate, and parents are thrilled to send their kids to the [Chinese immersion] program. Lu Qi said many families benefit from this [Chinese immersion] program. Therefore, Chinese immersion programs in small suburban areas offer an opportunity for students to master the Chinese language and to prepare for their future academic and professional potential opportunities in the competitive job market.

Finally, this study suggests that principals, the superintendent, teachers, and staff must strengthen their transformational and culturally responsive leadership for community practices in leading Chinese immersion programs for holistic student growth. Most participants, including Adela, Barbara, Lu Qi, Cecile, Borgia, Edith, Flora, Imelda, Rosalie, and Mao Kun, stated that principals need to advocate for transformational and culturally responsive leadership and pedagogy for students, teachers, parents, superintendents, and staff engagement for school effectiveness. For example, Borgia indicated that Chinese immersion program principals [administrators, superintendent, human resource director, teacher, and staff] must develop their culturally responsive and transformational leadership and pedagogy knowledge in leading the development of the Chinese immersion program. Dorothea indicated that principals need to understand Chinese cultures and pedagogy, which could help them work with Chinese immersion teachers to help students grow holistically. Cecile, Edith, and Mao Kun suggested that principals [administrators, staff, and teachers] need to develop their culturally responsive leadership and pedagogy, transformational leadership, and curriculum knowledge through professional development seminars or activities in creating a multicultural school environment for school-sustainable growth with highly enrollment rates and student outstanding learning

outcomes. Therefore, principals need to advocate culturally responsive and transformational leadership for students' outcomes and school effectiveness for lifelong development.

Conclusions

Based on the key new findings, this study can draw some practical conclusions regarding the Chinese immersion program. First, the collaborative approach of principals in the Mandarin Chinese immersion program, working effectively with teachers, superintendents, parents, students, staff, and the local community, is instrumental in students' learning outcomes and school effectiveness. This aligns with the organizational frames of structure and human resources described by Bolman and Deal (2008). Principals utilize data-driven, value-based, and student-centered approaches to cultivate students' holistic growth. Still, they are suggested to incorporate culturally responsive leadership practices to enhance students' college readiness success.

Second, professional development and continuous education at the school and district levels significantly enhance principals' leadership skills and pedagogical effectiveness, positively impacting students' learning outcomes. For instance, principals can organize teachers' professional development activities to promote effective instruction tailored to each student's needs, thereby improving their learning outcomes. Additionally, principals can leverage the superintendent's support to establish a district-level professional development program, thereby strengthening principals' and teachers' pedagogical effectiveness, leadership skills, cultural competence, and educational theories, all contributing to students' learning outcomes and school effectiveness. This aligns with the human resources frame of Bolman and Deal (2008) or Senge's (2010) systems thinking, highlighting the importance of continuous learning and adaptation.

Third, principals play a crucial role in promoting the Mandarin Chinese immersion program through strategic marketing at various levels, from school to national. This strategic approach significantly impacts the program's reputation and students' enrollment rate. For instance, principals can encourage teachers to prepare students for a national language performance contest, enhancing the school's reputation and showcasing the program's learning outcomes to parents and students. This, in turn, can increase the program's enrollment rate and ensure its continuous improvement. This strategy is aligned with Bolman and Deal's (2008) political and symbolic frames, emphasizing the importance of reputation and symbolic actions in organizational success.

Fourth, principals seek more resources, such as funding and grants from school districts, local community foundations, and the state department of education, to strengthen the Mandarin Chinese immersion program through curriculum reform, a teachers' and principals' training program, a parents' workshop, and program evaluation with data analysis for its sustainable growth for students' lifelong learning. This highlights the structural frame (Bolman & Deal, 2008), emphasizing the importance of resource allocation and organizational support for program success.

Fifth, principals work with the superintendent at the school district level to provide professional development training to teachers and principals to enhance their pedagogical effectiveness and leadership skills. By doing so, principals and teachers improve their knowledge, which could foster students' cultural, emotional, social, spiritual, linguistic, and lifelong learning. This approach aligns with Senge's (2010) systems thinking, emphasizing the

interconnectedness of various aspects of education and the importance of continuous professional development.

Finally, principals, associated with superintendents and administrative teams, promote the Mandarin Chinese immersion program by working for teachers' engagement, parental satisfaction, students' academic performance, and marketing promotion in a Midwestern state. By doing so, principals expect to increase Mandarin Chinese immersion students' enrollment rate and the Mandarin Chinese immersion program's reputation in a Midwestern state. Therefore, principals work with the superintendent, teachers, parents, staff, school partners, and students, increasing the school enrollment rate for students' lifelong learning and school effectiveness. This comprehensive approach integrates Bolman and Deal's (2008) four frames (structural, human resources, political, and symbolic) and Senge's (2010) systems thinking, highlighting the multifaceted nature of effective educational leadership and program promotion.

Implications of the Findings

In the following section, I will discuss the implications resulting from the study's findings. These implications describe the impact of the findings on principals, teachers, students, parents, superintendents, school district boards, educational departments, policymakers, scholars, practitioners, university leadership programs, and school partnerships.

Implications for Principals

Based on the findings from this study, three implications for mandarin Chinese immersion program principals are suggested. First, principals must strengthen their culturally

responsive leadership and pedagogy by working with Chinese immersion teachers and general educational classroom teachers in the same building for student achievement. This suggestion is consistent with the previous studies, such as, Khalifa (2018) who states that principals must enhance their culturally responsive leadership capacity in the diverse school setting for student, teacher, parent, staff, and school partner engagement. In addition, Khalifa et al. (2016) indicates that principals could inspire all the school stakeholders, such as Chinese immersion teachers, to share their culture with students, parents, colleagues, and staff in creating a multicultural and multilingual school environment for community engagement through culturally responsive leadership and pedagogy. Besides, previous scholars, such as Zhang (2023), also suggest that principals need to integrate various types of leadership, such as transformational leadership (Bass & Riggio, 2006), distributed leadership (Harris, 2009), servant leadership (Dhiman & Roberts, 2023), and instructional leadership (Hallinger & Wang, 2015) for students' whole person educational performance.

Second, principals in the Mandarin Chinese immersion program need to learn how to promote the program to increase its enrollment rate for sustainable school development. Several participants in this study, such as Barbara, Lu Qi, Borgia, Rosalie, and Mao Kun, suggested that principals need to figure out how to promote their unique Chinese immersion program and increase their enrollment rate. For example, Rosalie said that principals must share Chinese immersion students' progressive performance with their parents, which could indirectly make them promote Chinese immersion programs in their network. Mao Kun also indicated that principals must always make mandarin Chinese immersion information available through various marketing strategies. Borgia indicated that principals need to use the Chinese New Year

celebration and cultural events to promote the Chinese immersion program because most parents attend this celebration.

In support of these suggestions, previous studies, such as Smith and Zook (2024), recommend that principals use advanced technology online or offline tools to promote Chinese immersion programs and increase student enrollment. Jethwaney (2024) supports Smith and Zook's suggestion and points out that the principal needs to use media to promote the Chinese immersion program and how this program benefits students. By doing so, principals, teachers, parents, students, and school partners can increase mandarin Chinese immersion students' enrollment rate and make sustainable development through marketing strategies. Therefore, this study suggests that principals must use marketing tools to increase Mandarin Chinese immersion students' enrollment rate.

Finally, principals in the Mandarin Chinese immersion program make most school districts' stakeholders know how beneficial the Mandarin Chinese immersion program is in the school district. For example, Adela, Barbara, and Borgia indicated that Mandarin Chinese immersion allows students to develop their bilingual competency and creates a unique school culture for school development. Edith, Flora, and Rosalie indicated that principals need to utilize professional development activities to make teachers and staff understand how good the Mandarin Chinese immersion is to the local school, the whole school district, and the local community. Previous studies support their points. Banegas et al. (2022) explored how important it is for principals to use professional development activities to make school stakeholders

comprehensively aware of the importance and benefits of the Mandarin Chinese immersion program.

Therefore, this study strongly recommends that principals develop their awareness of Chinese culturally responsive leadership and pedagogy to promote the sustainable development of Mandarin Chinese immersion programs. Also, they need to use emerging marketing strategies to increase the development of the Mandarin Chinese immersion program. Most schools comprehensively understand the advantages of Mandarin Chinese immersion schools in suburban areas.

Implications for Teachers, Students, and Parents

Three implications for teachers, students, and parents associated with principals' support surfaced in this study. First, teachers could use two ways to effectively work with principals, teachers, parents, and students to help students reach their learning goals. The first way is that the immersion teachers could work effectively with general educational teachers and administrators in the immersion buildings to make them understand how the immersion benefits the students, school district, and community. Previous studies support this suggestion. For example, Imperatori (2017) points out how teachers use various methods such as informal chat, workshops, and professional development to get most school stakeholders involved in contributing their talents, skills, and knowledge to Chinese immersion development. Singh and Khatri (2024), in their book about management principles and practices, inspire me to recognize how teachers could make a school have a highly effective performance by making all school stakeholders understand how vital the program is and how beneficial it is to the school. By doing

so, teachers could foster each school stakeholder, such as parents, principals, and staff, to promote the Chinese immersion program and increase student enrollment rate continuously.

The second way is that teachers can use cultural celebration events to promote the Chinese immersion program in the community to increase its enrollment rate and the program's unique social reputation. Ninety-two percent (92%) of participants in this study indicated that the annual Chinese New Year celebration and cultural events make parents feel satisfied and proud of their kids and their progressive, holistic growth. For example, Borgia indicated that the Chinese New Year celebration allows the school to show how progressively and excellently the school has worked for the students and their parents. Barbara stated that parents could see how beneficial the Chinese immersion program is to their children's growth through the celebrations of Chinese New Year and cultural events. Sung (2022) supported this suggestion and stated that teachers could make parents realize how much progressive improvement is to their children, which could make them promote the Chinese immersion program directly or indirectly in their social network. In their book about parental involvement for student success, Jeynes (2023) indicated that teachers in Chinese immersion programs should leverage the annual Chinese New Year celebration and regular cultural events. By doing so, they can help parents recognize their children's progressive development and ensure the sustainable growth of the Chinese immersion program.

Second, students could show off their progressive improvement to get more support for their performance. For example, Chinese immersion students can speak Chinese in the immersion building at schools, even at home. When they talk to Chinese, school principals,

teachers, staff, paraprofessionals, and parents can easily see their progress and are eager to learn Chinese. By doing so, principals could seek more resources to help students, such as Chinese learning apps and materials. This suggestion is consistent with Reid and Creed (2021), who suggested that students have a great learning outcome when they talk in Chinese in the school building and are visible to principals, teachers, parents, and staff. By doing so, principals associated with school districts and teachers realized that Chinese immersion students are eager to learn Chinese and seek more resources to support them in their Chinese language proficiency.

Borgia and Rosalie, in this study, agreed with Reid and Creed's (2021) suggestion, stating that students in the Chinese immersion program need to be visible in the immersion building, which could make principals, staff, and teachers more aware of their learning performance. In their book about dialogue philosophy, Putnam et al. (2022) indicated that students could receive more support when they talk to the principals, teachers, and parents. Wullschleger et al. (2023) suggested that students can improve their learning outcomes through teamwork and school events. Conrad and Lundberg (2022) also indicated that students could contribute their talents and knowledge for immersion promotion to the immersion school building. Godart and Neatby (2023) stated that students could actively learn from their teachers and practices in their daily lives at school and home, which could promote immersion programs.

Finally, parents could engage with principals, teachers, and students to contribute their support for the Chinese immersion enrollment and school building. Parents could regularly communicate with their kids about their learning outcomes and share their pride in their kids' performance in their social network. By doing so, parents could promote the Chinese immersion

program indirectly and potentially increase its enrollment rate. Previous studies supported this suggestion. For example, Varsou (2023) and Lange (2023) indicated that parents could help the school's effectiveness, such as enrollment. This study suggests that parents could share their experiences with their friends, such as celebrating the Chinese New Year, reading cultural books, and attending school-parent conferences. Participants such as Borgia, Lu Qi, and Edith indicated that parents told them the Chinese New Year Celebration is impressive and an excellent space for them to know how well their kids learn from this immersion program. Zhang (2023) and Hands (2023) supported this finding and indicated that parents could use various ways, such as sharing immersion in their network, to sustain the Chinese immersion growth.

Implications for Superintendents

Three implications for superintendents associated with principals' and teachers' engagement are suggested in this study. First, the superintendent must regularly visit the Mandarin Chinese immersion program and assess students' progressive growth with necessary support. Several participants indicated that the superintendent visits the Mandarin Chinese immersion building and gets to know students' progressive improvement. With regular visits, teachers and principals could realize that the superintendent supports the Mandarin Chinese immersion program. Then, principals could ask for more support such as, funding, from the superintendent in the school district level. Previous studies supported this suggestion. Kowalski (2012) indicated that the superintendent could foster principals and teachers to increase students' learning outcomes if the superintendent could effectively work with principals and teachers. Donaldson et al. (2021) stated the superintendent regularly visits school building which could

foster students to learn and school district can know how to offer support to Chinese immersion students through effectively working with principals. Dipaola and Stronge (2003), in their evaluation book, recommended that the superintendent could monitor students' performance through various approaches, such as visitation, observation, and informal talk. Therefore, the superintendent's regular visits to the Mandarin Chinese immersion program are important for principals and teachers to foster student learning outcomes that align with school district expectations.

Second, the superintendent should set up the professional development (PD) program to strengthen principals and teachers' pedagogical and leadership capacity fostering students' learning outcome and growth in well-being. Several participants suggested that the superintendent should increase district funding to set up a PD program and activities to increase principals' culturally responsive school leadership, transformational leadership, and communities of practice in fostering teachers' engagement for student learning. For example, Borgia also indicated that the superintendent associated with principals create a professional development program to strengthen teachers' pedagogical knowledge and practices, which could foster students' learning outcomes, such as higher test scores. Adela suggested that the superintendent create a PD program with several themes, such as multicultural classroom settings, immersion pedagogy, teacher engagement, and technology in teaching.

Previous studies supported this suggestion. For example, Hallinger and Kulophas (2020), in their literature review on leadership and teacher professional development, emphasized that the superintendent, together with principals and other administrators, can develop a PD program

to not only strengthen teachers' pedagogical capacity but also foster students' learning. This viewpoint was supported by Hill (2023) and Zhang (2023) indicating a PD program enhances teachers' institutional knowledge and pedagogical effectiveness. Singh and Khatri (2024) and Zhang (2024) suggested that the superintendent needs to offer need-based PD activities, such as parental engagement strategies, to strengthen principals and teachers' capacities for students' holistic development. Therefore, this suggestion for the superintendent could help principals foster teachers to offer a high quality in teaching for students' learning such as a test score and parents' satisfaction.

Finally, the superintendent needs to use the data-driven approach to monitor Chinese immersion programs' sustainable growth through working with principals, teachers, parents, students, and all other school stakeholders in school district level. Several participants indicated that the superintendent can implement the Chinese immersion program and offer sufficient support through data-driven assessment results. For example, Rosalie commented that principals could present Chinese immersion program performance data to the superintendent, which could then get more support from the school district level for Chinese immersion program effectiveness. Cecile stated that the superintendent assesses the Chinese immersion program performance based on students' learning outcomes. In essence, Cecile emphasized that principals must foster teachers to improve students' learning outcomes.

Previous studies supported this suggestion. For example, Smith and Zook (2024) stated that the superintendent should use various ways to collect Chinese immersion program performance data. Once the superintendent collects valid data, the superintendent could

effectively evaluate the Chinese immersion program and figure out effective ways to support students toward their learning goals, such as Chinese language proficiency. Mannheimer (2024) indicated that educational leaders, such as superintendents, used school effective data collected through survey, interview, and existing documents to have ongoing school district effectiveness evaluation and implementation for further development, such as policy, curriculum, and budget. Therefore, the superintendent can use a data-driven approach to monitor Chinese immersion program development and promote its program increasing students' enrollment rate and school performance across the United States.

Implications for School District Board

Two implications for the school district board are suggested in the findings. First, school district boards (SDBs) can advocate Chinese immersion at the district and local community levels to increase enrollment and sustainable growth. Several participants indicated that SDBs could promote Chinese immersion in their regular board meetings, which could let the community know the benefits and what progressive improvement the Chinese immersion provides to the community, district, family, and students. For example, Borgia indicated that school district board presidents should encourage Chinese immersion members to share their performance and report their progressive results in the board meetings. Previous studies support this suggestion. For instance, Chen's (2023) study inspires me to suggest that SDBs need to promote Chinese immersion students' Chinese language proficiency, academic performance, and critical and cognitive development at the school level, which could make more populations know about the program and increase its enrollment and sustain its development.

Second, SDBs need to enhance their teacher professional program to develop immersion teachers' knowledge and pedagogy, such as knowledge of designing multi-subject curricula in the Chinese language, utilizing instructional strategies, and developing cross-cultural competency. Participants, such as Lu Qi, Guo Mei, Mao Kun, and Borgia, suggested that SDBs must work with superintendents, principals, and curriculum instructors to develop bilingual curriculum and pedagogy in delivering highly effective, quality teaching for student outcomes. For example, Borgia said: "I hope Chinese immersion teachers can have a chance to continuously strengthen their pedagogical knowledge through a professional development program supported by the school district." Previous studies support this view. For example, Chen (2023) indicated that Chinese immersion programs need to build their bilingual subject curriculum, which could help school principals, superintendents, and school boards assess immersion progressive performance. Zheng (2021) suggested that Chinese immersion classrooms must always adopt new, effective pedagogies in Chinese to guide students toward their learning goals and address individual students' needs and learning styles for their language proficiency.

Hence, this study recommends that dual-language bilingual programs strive to increase Chinese language immersion at the district and community levels and focus on improving professional development opportunities for immersion teachers. This includes collaborating with general classroom teachers, staff, and administrators to develop bilingual subject curricula, instructional approaches, and leadership strategies to boost school enrollment and ensure sustainable development.

Implications for K-12 Education

The findings of this study suggest three implications for K-12 education. First, the academic department needs to build a Chinese immersion language proficiency and curriculum at the state level to help school districts assess their performance and promote its development. The Chinese immersion curriculum could guide principals, including superintendents and SDBs, to work with teachers, staff, and parents to help students develop their language proficiency. For example, Mao Kun indicated in this study that Chinese immersion still needs to develop its curriculum and language proficiency standards. This viewpoint emphasizes that Chinese immersion programs should build their bilingual curriculum. This suggestion could let principals, general teachers, staff, and parents understand how much students engage in learning outcomes that are aligned with the language proficiency standards and curriculum expectations. Lu (2019) indicated that Chinese immersion must have its standards and curriculum, which could guide teachers to teach and assess students' learning outcomes effectively. Sung and Tsai (2019) stated similar viewpoints and suggest that the state department of education ought to build a Chinese immersion curriculum associated with immersion school districts for Chinese language proficiency.

Second, the K-12 education leaders must create more funding opportunities for Chinese immersion to help school districts promote its program. For example, Borgia indicated that the current Chinese immersion still needs more resources, such as textbooks, applications, literacy, and standardized curriculum. If departments of education could offer more funding and resources, the school districts could buy the necessary materials, equipment, and technologies

and build their curriculum for students' use. Iniobong (2023) suggested that school districts need more external funding to expand their programs for better outcomes. By doing so, school districts, supported by the departments of education, could continuously upgrade their Chinese immersion for its high performance.

Finally, the K-12 education leaders must create more professional training opportunities such as grant programs or activities to strengthen and sustain Chinese immersion program development. Several participants indicated that the current Chinese immersion programs need more resources to help both teachers and students engaging their teaching and learning objectives. For example, Borgia stated that Chinese immersion teachers need to continuously enhance their pedagogical knowledge such as attending conferences, workshops, and further graduate studies. By doing so, teachers could effectively foster students toward their learning goals using the advanced knowledge. Previous studies support this suggestion. For example, Polin (2023), in the explanatory sequential mixed-methods study, emphasized the importance of teachers' licensures not only showing teachers' professional credentials but also predicting their teaching effectiveness for students' learning outcomes. Therefore, the department of education provides more opportunities for further knowledge-based training with grants associated with school districts which, in turn, could encourage teachers and principals to meet the department of education's expectations for delivering highly effective, quality teaching.

Implications for Policymakers, Scholars, and Practitioners

Two implications for policymakers, scholars, and practitioners' surface from the findings. First, policymakers, scholars, and practitioners must do more Chinese immersion research and

program performance reviews. If they conduct more research on Chinese immersion, such as students' performance, immersion leadership, and immersion pedagogy, policymakers will create some policies to help Chinese immersion sustainable growth. Scholars could conduct more action research, which could help teachers strengthen their pedagogical instruction and allow principals to develop their leadership approaches. Practitioners can apply the scholars' findings to classroom teaching and immersion school performance management. Therefore, policymakers, scholars, and practitioners could offer more help to the Chinese immersion teachers, school principals, superintendents, and parents to understand the importance of the immersion program and monitor its progressive improvement.

Second, policymakers, scholars, and practitioners must work with Chinese immersion school districts to determine their needs and offer support for their program development. If policymakers could work with Chinese immersion school districts, they could determine the specific needs and offer help for Chinese immersion program development. For example, in their qualitative ethnographic study, Tang and Calafato (2024) suggested that policymakers could develop Chinese linguistic standards to help immersion teachers design their course plans and effectively guide students toward learning goals aligned with Chinese language proficiency standards. If scholars could conduct research on the immersion school districts, their findings could help the Chinese immersion school district superintendent, working with principals, teachers, parents, students, staff, and the school's local community to implement its program and to deliver highly effective teaching to the students for their performance. Practitioners, such as pre-service teachers, can practice their teaching in the Chinese immersion classroom, which could help them to develop their teaching approaches, strategies, and frameworks to guide

Chinese immersion students toward their learning. Therefore, policymakers, scholars, and practitioners must work together and align with the Chinese immersion needs for its implementation and sustainable growth.

Implications for the Principal Preparation Programs

The findings suggest that the university leadership program needs to add the pieces of Chinese immersion pedagogy, leadership, and culture to help future immersion principals, superintendents, and instructional coach job performance. Previous studies suggested that university leadership programs must integrate different topics or themes in leadership programs. For example, Khalifa (2018) and Khalifa et al. (2016) stated that most university leadership programs had not addressed culturally responsive leadership and pedagogy. They suggested that the university leadership program add more leadership training for principals and superintendents to drive multicultural school programs in school districts for development. Zhang (2023) indicated that university and superintendent licensures still need to address the immersion program leadership, pedagogy, and curriculum embedded in the leadership program. In their principal preparation books, Darling-Hammond et al. (2010) indicated that principals need to develop their knowledge in various dimensions, such as culturally, academically, and practically, in leading the school's daily operation. Those previous studies pointed out that university leadership programs still need improvement and enhancement. Therefore, this study suggests that the university leadership program, associated with the principals and superintendent licensure programs, needs to add culturally responsive school leadership and pedagogy, immersion leadership, curriculum, culture, communities of practice in leadership program.

Implications for School Partnership

This study's findings suggest that Chinese immersion school districts, associated with superintendents and principals, must seek opportunities to strengthen their immersion programs in several ways. Although this study finds that immersion schools have a pathway program between high school and college and let students get their college minor diplomas, this study indicates the need for more partnerships before high school in the school districts.

The first implication is that immersion students at the elementary level partner with Chinese proficiency test centers to encourage students to take tests such as the Youth Chinese test and the Chinese Proficiency Test. If students have a chance to take the standards test, the Chinese immersion schools can inform parents, administrators, and school partners about the immersion students' performance. By doing so, principals, superintendents, and teachers could easily promote its Chinese immersion program. The previous study supported this suggestion for developing the Chinese immersion program. For example, Hands (2023) and Lowe (2023) confirm that partnership and engagement could effectively benefit each party's performance. Acquaro and Bradbury (2023) stated that principals at the school level and superintendents at the school district level should seek more opportunities to build pathway programs between Chinese immersion programs and universities, increasing school brand and students' academic readiness preparation.

The second implication is that immersion students from elementary to middle school to high school can participate in a Chinese Language Contest, which could give students a chance to learn from others and be a great way to promote the school immersion program. Several

participants indicated that Chinese immersion students could increase a school's social reputation through a Chinese Language Contest in the United States. For example, Mao Kun suggested that Chinese immersion teachers could help students develop their language proficiency and confidence through a Chinese Language Contest. The previous studies supported this suggestion. For example, Harris (2001) suggested that language learners could develop their language proficiency by attending speaking and writing contests. Therefore, principals encourage teachers to encourage students to participate in a language contest, which could increase students' learning outcomes and the school's reputation.

The third implication is that principals and superintendents should encourage teachers to apply for some Chinese grants by working with other immersion schools to promote their immersion schools. For example, the immersion school could partner with other immersion schools and the local community to apply for some grants and funding to strengthen its program for sustainable development. Previous studies supported this view of how partnership results in better outcomes. For example, Dorovolomo and Lingam (2020) stated that collaboration between parties could give both parties a higher performance in their leadership and community partnership books. Epstein (2010) suggested principals and superintendents should extend their partnership for Chinese immersion development. Therefore, the immersion SDBs, superintendent, principals, and teachers must communicate its program benefits to the school, community, students, and parents through partnership for Chinese immersion program sustainable growth.

Recommendations for Future Research

The findings of the present study have surfaced in six areas for future research. First, a primary qualitative study would help principals build their leadership framework for engagement between students, teachers, parents, superintendent, and principals for its immersion program's sustainable development, students' outcomes, and school effectiveness. A semi-structured and open-ended interviewing protocol could be used to collect data from 60 ($N=60$) participants in the immersion schools, including students ($n=12$), teachers ($n=12$), parents ($n=12$), superintendent ($n=12$), and principals ($n=12$) in the United States.

Second, another potential study would employ a qualitative multiple-case comparative analysis to help immersion school principals build their bilingual-subject curriculum and evaluation framework in leading immersion school development for student learning outcomes and effectiveness. A semi-structured and open-ended interviewing protocol would be used to collect data from a total of 120 ($N=120$) participants, including general education ($n=60$) and immersion education ($n=60$) in the United States. The participants from generation education would include general education students ($n=12$), general education teachers ($n=12$), general education parents ($n=12$), general education superintendent ($n=12$), and general education principals ($n=12$), and Chinese immersion students ($n=12$), Chinese immersion teachers ($n=12$), Chinese immersion parents ($n=12$), Chinese immersion superintendent ($n=12$), and Chinese immersion principals ($n=12$).

Third, a longitudinal study would help principals implement the school immersion program for its effectiveness, student outcome, and marketing promotion for sustainability. This study would analyze the immersion program's past 10 years of students' learning data (such as

math, science, literacy, and Chinese) to find out what factors correlate with students' learning outcomes, what factors cause schools difficulty in losing students, and what variables predict immersion students' performance and immersion school effectiveness. This study would randomly select 40 participants each year from 2014 to 2024, from grade one to grade five, among immersion students in the Chinese immersion school. The total sampling would be about 400 ($N=400$) Chinese immersion students.

Fourth, this study aims to identify and analyze the factors that influence the development of the Chinese immersion program and to understand how different school stakeholders—principals, students, parents, teachers, superintendents, university professors, and professionals—predict and contribute to school outcomes. By employing quantitative and qualitative research methods, the study aims to provide a comprehensive understanding of the dynamics and effectiveness of Chinese immersion programs, ultimately informing future educational strategies and policies. A convergent mixed research design will analyze the interview data from 84 ($N=84$) and survey data from 560 ($N=560$) participants. The sample includes principals ($n=12$), students ($n=12$), parents ($n=12$), teachers ($n=12$), superintendents ($n=12$), university professors ($n=12$), and professionals from various workplaces ($n=12$). A total of 560 samples will be collected via survey questionnaires. The sampling includes principals ($n=80$), students ($n=80$), parents ($n=80$), teachers ($n=80$), superintendents ($n=80$), university professors ($n=80$), and professionals ($n=80$). Descriptive, *t*-tests, ANOVA, and regression analysis will examine the relationships among groups and predict student learning outcomes. The confidence level for all statistical analyses will be 95% in this study.

Fifth, this study uses a mixed-methods research design to evaluate the effectiveness of a Mandarin Chinese immersion program over two years. Quantitative data will be collected from standardized test scores, language proficiency assessments, classroom grades, and surveys of 120 participants. Qualitative data will be obtained through semi-structured and open-ended interviews with 36 participants, including teachers and parents, to capture in-depth insights into their experiences and perceptions. Statistical analysis methods, such as correlation analysis, will be used to analyze the survey data, while thematic, descriptive, and interpretative analysis will be applied to the qualitative responses.

This comprehensive approach is expected to demonstrate that Mandarin Chinese immersion programs significantly enhance student learning outcomes and contribute to holistic growth. The findings will inform best practices for immersion education and provide a systematic evaluation model to support such programs' successful implementation and continuous improvement.

Finally, this systematic qualitative literature review focuses on immersion program students' performance and school effectiveness in the United States from 1994 to 2024. The review aims to comprehensively identify challenges, successes, and strategies encountered by principals and teachers in immersion schools over the past three decades. Key factors influencing student performance, such as teaching pedagogies, curriculum design, student demographics, socioeconomic conditions, and parental involvement, will be examined. The study also evaluates the overall effectiveness of these schools in enhancing Chinese language proficiency, academic achievement, and cultural competence among students. Evidence-based and data-driven approaches will be proposed to address these challenges effectively. The review also aims to

develop an evaluation framework for assessing immersion programs' long-term effectiveness, considering evolving educational policies and demographic trends. Ultimately, the study intends to establish a principal framework for sustainable development in Chinese immersion programs. This framework will offer practical guidelines for school principals, superintendents, teachers, and parents involved in advancing Chinese immersion education across the United States.

Chapter 5: Summary and Concluding Thoughts

The Chinese immersion program in this study found three top successes, including (1) integrated capacity, (2) more choices with bilingual language proficiency in the job market and college study, and (3) a unique multicultural community and social reputation. In addition, the findings discovered that Chinese immersion faced three significant challenges, including (1) deficiency of resources, (2) behavioral issues, and (3) cross-cultural community barriers. This study further suggested that principals must develop their comprehensive capacity in leading Chinese immersion through (1) building cross-cultural competence and (2) developing culturally responsive leadership and pedagogy. The findings confirmed that the Chinese immersion program has two best practices for principals, teachers, and staff for immersion development through (1) festival and cultural event celebration and (2) teamwork and community support.

Finally, this study indicates that principals, teachers, staff, parents, superintendents, and school board committees must promote sustainable school growth by embracing transformational leadership, culturally responsive leadership, Virtue Junzi Leadership, and a community of practice. These leadership approaches prioritize high-quality teaching and work towards maintaining and increasing student enrollment rates for the sustainable development of Mandarin

Chinese immersion programs. Therefore, this study encourages principals and teachers in Mandarin Chinese immersion programs to continuously foster students' holistic growth, preparing them for the college tracks and job markets in the 21st century and beyond.

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APPENDIX A

Semi-Structured Interview Protocol

Informed Consent Disclaimer

One-on-One In-person Protocol

Part I: Instructions

Good morning/afternoon, I am Shuzhen Xie. Thank you for your help and being here today. My purpose of the qualitative phenomenological study is to explore the challenges and successes of principals and teachers in leading the Mandarin Chinese immersion program improvement. Also, my study aims to address cultural efficiency and increase the student enrollment through principalship preparation and attract parents and students' interests in the high needs school rural area for the whole school development. Therefore, I want you to freely share your experiences, perceptions, and views, which are no right or wrong answers, and I am not looking for any specific answers. I would like you to feel comfortable with saying what you really think and how you really feel.

Recorders Instructions

If it is okay with you, I will be recording our conversations. The purpose of this is to help me get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that all your comments will remain confidential. I will be compiling a report, which will contain all of your comments without any reference to individuals. In other words, I will not be using your names.

Consent Form Instructions

Before we get started, please take a few minutes to read and sign the consent form. (Hand out consent forms) (collect consent forms and turn recorder on).

Research Questions

1. Demographic Information
 - 1) Can you share your educational background and working experiences with me?
 - 2) How about your age, years of teaching, years of principalship?
 - 3) Can you describe your school?

- 4) What are your general experiences about the Chinese immersion program in your school district?
2. Research Question 1: What are the successes of school leaders and teachers in the high needs school in leading the mandarin Chinese immersion program in a rural Midwestern state?
 - 5) Can you describe what successes about your school Chinese immersion program are?
 - 6) Can you explore your school Chinese immersion program such as advantages, disadvantaged or anything you consider is important to the program?
 - 7) What benefits would you think that the Chinese immersion program could bring to your school?
3. Research question 2: What are the challenges faced by school leaders and teachers in the high needs school in leading a mandarin Chinese immersion program in a rural Midwestern state?
 - 8) From your perspectives, what challenges would you face in your school?
4. Research question 3: What culturally responsive preparations and training are needed for school leaders in leading the mandarin Chinese immersion program in the high needs school in a rural Midwestern state?
 - 9) What types of trainings would you think that is necessary for principals or teachers in leading the Chinese mandarin immersion program in your school?
 - 10) What knowledge have you received such as culturally responsive preparation in your leadership program or teacher program?
5. Research question 4: What are the best practices perceived by school leaders and teachers in leading the mandarin Chinese immersion program pertaining to school enrollment and the social image to the community?
 - 11) What good practices would you realize in your school?
 - 12) How do you increase your school enrollment rate or increase the school social image?
6. Research question 5: How do school leaders demonstrate transformational leadership to create communities of practice in leading the mandarin Chinese immersion program?
 - 13) What do you know about transformational leadership?

- 14) How do you use the transformational leadership to create a community of practice in leading the Mandarin Chinese immersion program?
 - 15) What is your idea Chinese immersion school?
 - 16) What knowledge would you think that principals or teachers need to be developed?
7. Besides what I have asked, are there any questions or concerns that you want to share with me?
- 17) Besides what I have asked, are there any questions that you want to share them with me?

Conclusion

Thank you very much for all your help and time offered. All your experiences are worthy to my study and inspire me to practice in my profession. Thank you.

APPENDIX B

Human Subjects Institutional Review Board (HSIRB) Approval Letter

**COLLEGE OF GRADUATE STUDIES
ADVISORY COMMITTEE
IRB PROPOSAL
APPROVAL LETTER**

Date of IRB Submission to Advisory Committee: October 26, 2022

Processing Date: November 2, 2022

Researcher: Shuzhen Xie

Department: Doctoral Leadership

For Office Use Only

Proposal Exempt Proposal Expedited Does Not Apply

IRB Committee Action(s):

Approved by IRB Committee	<input type="checkbox"/>
Request Additional Information	<input type="checkbox"/>
Approved Conditionally with Recommended Changes	<input type="checkbox"/>
Review by Central IRB Committee on	<input type="checkbox"/>
Approval Delayed –Missing Proper Signatures	<input type="checkbox"/>

Required Edits: Yes No

Note: Institutional Review Board approval is for a period of 12 months. A delay in data collection beyond 12 months requires resubmission to the College Advisory Committee.

Respectfully,

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