

Cultivating Teacher Leaders to Advance the Field of Chinese Language and Culture Education

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Harvey, R.E., & Silva, D. M. (2018). Cultivating Teacher Leaders to Advance the Field of Chinese Language and Culture Education. In S.C. Wang & J.K. Peyton (Eds.), *CELIN Briefs Series*. New York, NY: Asia Society.

CELIN Briefs are developed by the Chinese Early Language and Immersion Network, under the China Learning Initiatives at Asia Society.

Introduction

The field of Chinese language and culture teaching and learning is both emerging and maturing in the United States. In the past ten years, new programs, including Chinese early language immersion programs, have been established and continue to grow at an unprecedented rate (American Academy of Arts and Sciences, 2016; Wang, 2012a, 2012b). Language education in many school districts and in public, private, and charter schools has focused primarily on European languages and on the development of administrators and teachers who can take on leadership roles in these languages. As the Chinese language field moves beyond initial establishment and growth stages, we are approaching an era that calls for administrators and teacher leaders who can address the specific and unique features of Chinese language, literacy, and culture, in addition to issues related to program articulation, refinement, sustainability, and teacher preparation and development.

As a relatively new language on the education landscape in the United States, the Chinese language field also must increase its visibility in the world language community; communicate its unique challenges, priorities, and goals to the profession at large; and integrate and sustain Chinese programs as an integral component of world language and general education. A first potential step in this direction is to cultivate a cadre of leaders who possess the

academic background, pedagogical content knowledge, and professional dispositions and experiences necessary to support, expand, and sustain strong Chinese language programs.

This Brief focuses on developing education leaders, administrators, and teacher leaders for the Chinese language field. It outlines a vision and suggests strategies for how educators in Chinese language and culture programs can be equipped to assume leadership roles in the profession. The audience includes Chinese language educators, teacher preparation programs, and other organizations that work to prepare these leaders. Program or district decision makers will also find this Brief useful in instituting and nurturing a system of leadership development for Chinese language educators.

Leaders Needed in the Chinese Teaching Profession

The expansion of Chinese language and culture programs across the nation, as well as the goal of continuous professional growth and quality of existing educators and programs, calls for a range of leadership roles to support the profession overtime.

Figure 1 illustrates the different program and administrative features that benefit from different leadership contributions from skilled providers.

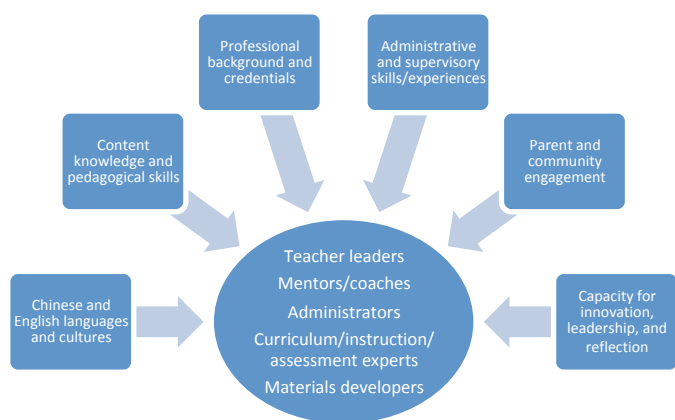


Figure 1. Roles of Educator Leaders and Essential Knowledge and Skills Needed

Teacher leaders, mentors, coaches, and curriculum and materials developers need to continuously update their content and pedagogical knowledge, and administrators and program coordinators need to upgrade their leadership and facilitation skills appropriate to their specific roles in the enterprise. All current and potential leaders need to demonstrate a high level of Chinese and English language and cultural competence in order to successfully interact with all stakeholders in the school and the broader community. Depending on the educational contexts in which they work, there may be credentialing requirements for additional course work, exams, and experiences.

Teacher Leadership in Education Reform

Education reform efforts have a constant presence in our educational system, and all of them appear to be dependent on one critical factor: competent teachers who can translate the goals of the different reform movements into professional practices. Among the most promising initiatives in the field of education reform is the “leveraging of teacher leadership development” to inform, guide, and drive excellence in schools (Bambrick-Santoyo, 2012). The focus on teacher leadership “opens a new window in improving teaching and learning and provides a path for continuous improvement” long after a specific reform initiative has ended (Hall & Simeral, 2008, p. 1). Fullan (2004)

further explains that “leadership is not mobilizing others to solve problems we already know how to solve, but helping them to confront problems that have not yet been addressed successfully” (p. 3). Engaging and supporting educators in leadership development enables them to successfully respond to pressing educational challenges in a dynamic professional culture of change.

Principles of Culturally Responsive Leadership in Chinese Language Programs

Leadership building efforts that support Chinese educators to engage in professional learning, just like all types and levels of learning, need to be rooted in authentic cultural contexts and take into account the diversity of the individuals involved. These efforts need to address the various cultural lenses of leadership. They also need to help educators develop the capacity to interpret and navigate the relationships among their potential roles, various stakeholders (administrators, peers, students, parents, community members, and others), policies and regulations, educational and local contexts, conflicts or challenges, and desired results. This is especially true for the Chinese language field, in which a high percentage of teachers are foreign-born and -educated (Ingold & Wang, 2010, p. 6; see also Wang, 2009). Opportunities for professional learning and development must be culturally responsive and permeate all components, stages, and contexts of the professional life cycle of the educator (Ingold & Wang, 2010; Wang, 2014).

The following seven principles of culturally responsive leadership are discussed here. Leaders ...

1. Stimulate intentional and purposeful teaching and learning.
2. Lead and influence others by modeling exemplary practices.
3. Challenge themselves and others to pursue a vision of excellence.
4. Build and support the infrastructure for learning and teaching.
5. Develop a culture of collaboration by building trust and effective communication.
6. Promote and facilitate continuous growth and improvement.
7. View development as a continuum of individual and program growth and renewal.

1. Leaders stimulate intentional and purposeful teaching and learning.

Leaders guide themselves and others toward a specific purpose that is based on a common set of knowledge, values, and beliefs. They empower themselves and their peers to discover and maximize their strengths and potential while also taking responsibility for making sound decisions that are based on research, data, and experience in order to bring about desirable change. When teachers and leaders do not share the same cultural canon, values, and beliefs, care is needed to cultivate a common frame of reference in order to promote participation and encourage contributions by all individuals. An example of this is given under the next principle.

2. Leaders lead and influence others by modeling exemplary practices.

Leaders strive to attain the best results from themselves and their teams by having their actions exemplify their thoughts and practices. They seek to activate their team's individual and collective strengths as a catalyst for change to advance the teaching of Chinese language and culture. In multicultural teams, leaders/facilitators are attentive to the various ways in which individual strengths manifest themselves and are articulated in both implicit and explicit ways.

For example, in Chinese culture in a meeting situation, team members do not customarily offer their opinions or showcase what they have done without prompting. Silence does not mean that these members do not want to participate or have nothing to contribute. The leader/facilitator needs to invite all participants to speak out on the topic of discussion or share experiences.

3. Leaders challenge themselves and others to pursue a vision of excellence.

Vision inspires individuals to commit, take action, and develop and move a shared agenda forward. An effective leader boosts team members' belief in their self-efficacy by reducing their fear of failure and instilling confidence, helps them gain momentum to conquer identified challenges, and sets high standards for everyone. In the case of Chinese language educators, recognizing and valuing the perspectives and positions of others is

paramount to creating a shared vision and building trust and respect among a cadre of emerging and contributing leaders to the profession.

4. Leaders build and support the infrastructure for teaching and learning.

Leadership development is an essential component of every organization. However, it is not only about setting a vision, identifying goals, and drafting master plans, but also about the need to focus on how it creates an inclusive and culturally responsive environment for sustainable growth for everyone involved. Authentic leaders transform learning contexts and practices and are cognizant of how these affect the engagement and performance of learners.

5. Leaders develop a culture of collaboration by building trust and effective communication.

Strong leadership practices establish effective dialogue among all stakeholders and promote professional relationships built on trust and mutual respect. A leader's role is to listen, promote, and honor diverse ideas; facilitate the dynamics of "change in action;" and reframe a future that embraces innovation in teaching and learning Chinese language and culture. Effective and meaningful dialogue recognizes others' modes of expression (e.g., being aware of language barriers and different cultural frames of reference) and builds an inclusive environment that promotes genuine communication and intercultural understanding.

6. Leaders promote and facilitate continuous growth and improvement.

Ongoing learning and improvement is the hallmark of effective leadership efforts. In every leadership development environment, there exists a "co-learning" opportunity, where everyone, from novice to expert, is engaged in different stages of learning. The relative expertise of each member of the community is valued. An effective leader demonstrates respect and appreciation for what others know and are capable of knowing and becoming by creating learning contexts in which everyone's knowledge on a given topic is an asset to the community.

7. Leaders view development as a continuum of individual and program growth and renewal.

Change is inherent in any organization, and failure to recognize and address the factors that drive change is often detrimental to the health of the community. Sustainable leadership approaches change by leveraging resources brought by different stakeholders and fostering collaboration among them. The concept of a “growth mindset” is key to evaluating and retaining teachers in the field, providing them with a sense of purpose and a career trajectory, recognizing their contributions at different levels in the profession, and supporting their potential as emerging leaders.

These seven principles of culturally responsive leadership provide a framework for leadership development. In implementing these principles in any teacher development program, however, care must be taken to recognize and resolve challenges that might occur.

Challenges of Developing Chinese Educators for Culturally Responsive Leadership

As we consider the development and promotion of Chinese educators into leadership positions, it is crucial to understand how individuals view the concept of leadership and the role that culture plays in the interpretation of the concept. Within the broad sociocultural and political contexts of a society, individual and collective perceptions of leadership roles and responsibilities greatly influence the interplay, dynamics, and process of leadership development. Often these perceptions determine who is invited and developed into positions of leadership, and ultimately who assumes positions of leadership and who does not.

Challenges may include cultural, linguistic, and personal barriers. For example, many promising Chinese language educators may be overlooked for leadership opportunities, because cultural distance can result in Chinese classes and teachers being somewhat isolated or separate, even within the strongest and most inclusive world language program. Current leaders may not move beyond traditional leadership classifications and roles and, unwittingly, fail to recognize, identify, and support potential leadership within the Chinese

teaching faculty. Institutional memory, often based on cultural understandings of the traditional U.S. education system, may result in exclusion of those who do not share such a history. Status and competency bias (that may grow out of linguistic challenges, see discussion below) may also exist and be unrecognized or interpreted as implicit agreement or a common point of view on a specific issue, when in reality there is no such agreement. Program leaders will want to recognize these possible issues when identifying potential teacher leaders.

Cultural, linguistic, and personal barriers may also prevent Chinese educators from stepping up to leadership. Chinese educators might be unaware of the structures and opportunities within a school system that typically position individuals to be recognized to have leadership potential. This includes not being part of the “in-group” of teachers and administrators. They might not know how to forge professional relationships and access networking opportunities that often make upward mobility possible. Once teachers are aware of opportunities, they might face cultural barriers, such as uncertainty or hesitation about promoting themselves and highlighting their professional strengths and qualities that are considered to be essential to assuming leadership roles.

Level of mastery of professional and academic English language and control of other pragmatic sociolinguistic cues may compound the problem. Patterns of turn taking, the nature of quick-paced discussions, and conventions of meetings in a U. S. professional setting often make it challenging for even highly proficient second language speakers to act, react, and interact on cues that are shared among native speakers of English. Native speakers of Chinese might also feel intimidated to participate in and contribute to professional discussions, fearing that their level of linguistic competence in English might not include the appropriate “jargon,” pragmatic considerations, and professional rhetoric.

Even within a Chinese program, intra-language (among Chinese dialect varieties) and intra-cultural issues (such as age, gender, origin of hometowns, experiences, and educational degrees) may arise between groups of Chinese educators from different backgrounds. There are different groups of Chinese speakers in any given community, whose relationships may be strained as a result of different assumptions,

values, and beliefs. These differences often surface, for example, in discussions of the teaching of *simplified* versus *traditional* characters and may manifest themselves in other professional or social settings as well. These divides should not become a factor in identifying potential leadership and participation in programs designed to prepare leaders in the field of Chinese language and culture education. Leadership development programs need to formally address these issues and prepare future leaders to successfully navigate the different points of view that are inherent in any professional learning community. Such programs must also provide guidance to and create experience for candidates about how to earn respect from individuals from diverse backgrounds.

The dominant status of English in classrooms, schools, and professional settings must be addressed in order to strike a healthy balance between the perceived power of English and Chinese. The concept of “language status” seeks to explain the often unintentional and implicit isolation and, therefore, diminished power of non-native speakers in settings that give “native” speakers an edge over “non-native” speakers of the language in use at the time. Even in what should be culturally sensitive contexts, the English language often dominates professional dialogue without the participants being aware that the selection of English over another language actually creates a disadvantage for non-native speakers in the room and thus might potentially exclude their valuable contributions.

What are promising strategies to overcome these challenges? How can an education organization (or school) establish a process that systematically recognizes current and potential leaders and magnifies their impact at the local, national, or international, level? One strategy is to promote the concept of “shared-leadership,” which recognizes that we are all “learners, teachers, and leaders,” depending on a number of factors, such as the academic area, pedagogical content, and professional setting (Printy & Marks, 2006). In other words, an educational leader is always first and foremost a learner, sometimes an educator, and at other times a leader, which often means assuming additional responsibility in advancing a shared goal in the profession. The concept of “shared leadership” may be challenging to some on both personal and cultural levels. Those from more hierarchical backgrounds may hold a different set of assumptions regarding who should be recognized as a

leader, while those from non-hierarchical communities may question the status quo. It is, therefore, imperative that any process for developing a cadre of education leaders explores these different dimensions of leadership and creates a vision of future leaders who are inclusive, diverse, and dynamic.

Essential Elements of a Chinese Education Leader Development Program

Building on the seven principles for culturally responsive leadership and aiming at developing Chinese education leaders who are able to remove barriers for themselves and others, the following elements must be incorporated into the design and implementation of a leadership development program:

- Exploring and navigating the U.S. and Chinese education systems
- Creating and visualizing personalized pathways for career and professional development
- “Stepping out” and “stepping up” capacity building
- Building trust and learning to collaborate
- Creating professional learning communities

Exploring and Navigating the U.S. and Chinese Education Systems

A first step is to explore the structures and practices of the U.S. and Chinese education systems and help educators develop a roadmap that helps them navigate the different levels of the U.S. education system, grades K-16, and gain access to the multiple opportunities for leadership that exist in their local and other settings. Since the Chinese education system tends to be hierarchical in nature, with decision making, funding, and curriculum development carried out at the national or regional levels, it is important that professional development be provided that helps international teachers from China understand the structure of U.S. schools and the roles that parents play in their children’s education. Chinese teachers may not understand school districts’ and boards’ local structure, funding, and decision-making processes and the limited roles of

federal and state agencies in the U.S. education system. This aspect of professional learning should be an important component of any preparation program for international teachers, starting at the university level and continuing as teachers are hired in schools. Without an understanding of these systems, teachers will not be able to clearly identify diverse pathways to professional development and career advancement. A co-visitation model of teacher preparation, in which two or more teachers collaborate to identify a problem of practice, jointly research possible solutions, and observe and support each other to acquire knowledge or refine pedagogical practice, can be valuable for foreign-born educators to gain a deeper understanding of the education system that they are now part of and in which they are key constituents in shaping its future.

Creating and Visualizing Personalized Pathways for Career and Professional Development

An introduction to professional networks and understanding of their role in the language teaching profession is a critical first step in gaining access to leadership pathways. Exposure to and engagement in the wide range of professional networks within the profession can be eye opening for young professionals, particularly when those in positions of leadership share their career paths, the roles that mentors have played in their development, and the processes and preparation that they undertook to avail themselves of such opportunities. Young educators may not be aware of the vast number of organizations for language educators, including those in world language, dual language immersion, and other types of programs and for classroom teachers in general. (See Appendix 1 for a list of language organizations in the United States.) Chinese educators will want to explore opportunities beyond Chinese-specific sessions at conferences, Chinese-only organizations, and Chinese-focused publications in order to learn from broader discussions across all languages and content areas.

Similarly, young educators may need guidance in recognizing the possibilities for growth, including

becoming a master teacher, mentor, coach, or curriculum developer or pursuing administrative positions and opportunities for training within and outside the school. This type of socialization into the teaching profession could include providing mentors and mentoring networks to help educators identify possible professional development opportunities. It also might include presenting at school or district meetings and professional conferences, pursuing funding opportunities for specific projects and activities, and showcasing student learning outcomes and performances (such as Meet the Author at book reading and signings, art shows, musicals or plays, and cultural performances for parents and the community).

“Stepping Out” and “Stepping Up” Capacity Building

Once teachers are aware of the possibilities for growth offered by the profession, they may need guidance to discriminate among the many possibilities and select the most appropriate engagement activities for their stage in the “Learning to Teach Continuum” (Ingold & Wang, 2010). This process enables educators to develop their own plans and pathways of professional growth, guided by a framework devoted to excellent practice and continuous improvement over their entire careers.

Teacher preparation programs sometimes offer teacher candidates the opportunity to develop a career plan. This is a valuable activity for professionals at all levels of development to reassess their goals and plans. A theory of action might include self-assessment or an inventory of preferred learning styles (e.g., through the TELL collaboration self-assessment protocol, Teacher Effectiveness for Language Learning Framework, <http://www.tellproject.org/framework>), along with training in identifying and articulating one’s own strengths and areas for growth. Educators further along on the “Learning to Teach Continuum” might engage in action research or other research activities to increase their professional knowledge or experiences. New teachers might be encouraged to identify their best practices and develop a conference proposal and presentation. More advanced participants might be

challenged to participate in leadership building activities such as engaging in public speaking, reconciling differences in their school or learning community, or facilitating a meeting. This personalized and culturally responsive approach can meet the needs of all teachers at different levels of leadership development.

Ongoing processes for stepping out of our comfort zones; taking responsible professional risks, especially in the area of leadership opportunities; and assuming greater responsibility for things that we care about most must also be addressed. The need to “step up to leadership” might be unrecognized by many educators. This includes specific understanding of what this means for an educator with background in Chinese language and culture and the potential intercultural challenges that might surface as a result of taking a position on a specific issue.

Building Trust and Learning to Collaborate

Professionalism and collaboration development must include team- and trust-building activities, tailored to the participants. It is particularly important to recognize group dynamics in team-building activities and to address the privileged status of English that is often present in professional contexts. It is important to take notice when Chinese educators are being vocal or silent and to have participants attend to this phenomenon as well. For example, it is beneficial to balance the time afforded to listening to the contributions of the Chinese team and the English team and address any discrepancies that exist. Team-building activities might include hosting social events for all teachers, meeting in less stressful spaces, and providing meaningful activities and opportunities for all teachers to discover who their colleagues are and what they care about.

Creating Professional Learning Communities

An education leader development program values and builds inclusive professional learning environments that invite participation of educators from diverse backgrounds to learn and share from experts and one another. To address the language and cultural issues of

foreign-born Chinese educators, specific language and pragmatics training that supports them to join in a conversation (e.g., appropriately agree and disagree and share one’s own point of view) can enhance their intercultural competence. Relevant reading and resources (e.g., meeting agendas or information about the history of and theoretical basis for the discussion) should be provided in advance, if possible. Particularly in a bilingual or dual language immersion environment, it is crucial that all stakeholders thoroughly understand the stakes. Team-building activities and social events, in which teachers of all languages interact, can be a great way to support learning for all and level the playing field.

Productive and successful professional meetings include the following:

- Well-crafted and annotated agendas that facilitate understanding of what is to be discussed, provided in advance to all participants (perhaps in English and Chinese), so that everyone has time to consider their points of view, prepare to participate in the various discussions, and make their contributions
- Defined time frames for discussion of the different agenda items and ample “wait-time” for second language speakers to process and respond to different prompts
- Strategies for reaching consensus and ownership of the process
- Checks for understanding to ensure that everyone is comfortable with the overall course of the meeting and decisions that are made

It may be important to set aside times in meetings to ensure that all of the language teams have the opportunity to speak and contribute. It is important to recognize the possible discomfort of Chinese language teachers with the process of making themselves heard and disagreeing with decisions made by the majority. They may be fearful of being “wrong,” misreading the room, misunderstanding the outcomes, or lacking understanding of the greater context or impact of the

decisions. Time for one-on-one conversations among language teams or cross-language partners, with specific time set aside for listening protocols, can help less confident members participate and share ideas. Listening protocols involve teachers actively engaging in listening to their peers' issues without providing immediate feedback but rather seeking clarification to ensure deeper understanding. Once the problem is understood by both parties, jointly exploring potential solutions is the next step in the process. In-meeting note taking may be crucial to everyone being able to join in. A whiteboard system for graphically organizing the discussion and recording talking points will help everyone hear the voices of all participants while seeking solutions to the problems at hand.

In Practice: Engaging Education Leaders and Maximizing Their Impact

To incorporate these essential elements into an education leadership development program, and to ensure that program leaders will translate these elements into practice, the following components might be part of leadership training:

- Mentoring programs
- Leadership development opportunities
- Professional networks
- Strategic plan for teacher career and leadership advancement

Mentoring Programs

Mentoring programs can be established at different levels of the educational and professional systems. Such programs need to be “stage-appropriate” to successfully mentor educators at every level of their leadership development. These programs should include a component in which participants develop a personalized leadership professional growth plan that considers their strengths, desires, and challenges and encompasses all phases of their professional life cycle. (See an example of a template for a professional leadership growth plan in Appendix 4.)

Leadership Development Opportunities

Chinese educators are provided opportunities and platforms to take on leadership training, responsibilities, and roles within existing structures and organizations. For example, seasoned Chinese educators might invite their junior peers to jointly plan, propose, and deliver a professional presentation at a local, regional, or national conference and then debrief the entire process to increase new members' understanding of the norms of the profession. (See Appendix 2 for a list of such opportunities.)

Professional Networks

Many communication and professional networking opportunities are available, where ideas can be exchanged, vetted, and shared. (See Appendix 3 for a list of such opportunities focused on Chinese.) It is important that these networks be inviting and receptive to both native Chinese-speaking and non-native Chinese-speaking educators. Education leaders benefit when they can take small, easy steps to be part of professional networks, so hands-on guidance about how to participate and how to “join” can be easy to implement and also fruitful.

Strategic Plan for Teacher Career and Leadership Advancement

A strategic plan must be in place to effectively deploy education leaders. This means identifying meaningful and significant roles for them to play in the education system, in professional organizations, and in policy decisions. Often educator leadership development ends on the last day of the formal program, with no plans for following up with the participants or commitment to continuing to involve them in accessing leadership opportunities. Programs need to have a “field work” component that provides opportunities for the participants to apply their newly acquired skills with the appropriate level of support and mentoring.

Conclusion

There is a leadership role to suit every educator. It is important not only to encourage but also to offer Chinese educators the opportunity to “step-up” to the type of leadership roles that maximize their knowledge, skills, and talents. It is the responsibility of current leaders to recognize and accommodate sociocultural differences in their approaches to leadership, address potential linguistic and cultural issues, and bridge the gaps in understanding the various paths to leadership. They need to offer professional development and leadership training that recognizes and alleviates the challenges that potential education leaders face.

The principles of culturally responsive pedagogy and practices described in this Brief offer suggestions for ways to develop much-needed cadres of education leaders. It is critical to provide them with opportunities to grow and help them maximize their potential. The sustainability and expansion of the Chinese language field depends on a strong cadre of education leaders to inspire more students to learn and more teachers to teach. Such leaders can also engage decision makers and community members to commit to the goal of developing a globally competent citizenry and work force.

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Appendix 1. National Language Organizations in the United States

ACTFL and CELIN have lists of state, regional, and national organizations that support language learning, including early language and immersion education:

<https://www.actfl.org/about-actfl/resources/member-organization-map> <http://asiasociety.org/china-learning-initiatives/organizations-supporting-language-learning>

American Council on the Teaching of Foreign Languages (ACTFL)

<https://www.actfl.org>

Association of Two-Way and Dual Language Education

<https://www.atdle.org>

Chinese Early Language and Immersion Network (CELIN)

<http://asiasociety.org/china-learning-initiatives/chinese-early-language-and-immersion-network>

Chinese Language Association of Secondary-Elementary Schools (CLASS)

<http://www.classk12.org>

Chinese Language Teacher Association (CLTA)

<http://clta-us.org/>

National Association for Bilingual Education (NABE)

<http://www.nabe.org>

National Council of Less Commonly Taught Languages (NCOLTL)

<http://www.ncolctl.org>

National Network for Early Language Learners (NNELL)

<https://nnell.org>

Teachers of English to Speakers of Other Languages (TESOL)

<https://www.tesol.org>

Appendix 2. Educator Leadership Development Opportunities in the United States

Association for Supervision and Curriculum Development (ASCD)

<http://www.ascd.org/Default.aspx>

Resources and events for educational leadership and leadership development

Center for Advanced Research on Language Acquisition (CARLA)

<http://carla.umn.edu/immersion>

Research, resources, professional development; biennial conference for immersion educators

Center for Applied Linguistics (CAL)

<http://www.cal.org>

Research, resources and policy analysis, institutes for language teachers and teacher leaders

Leadership Initiative for Language Learning (LILL)

<https://www.actfl.org/assessment-professional-development/lill>

LILL's summer initiative is based on the premise that every educator is a leader and strives to be highly effective. For language educators, effectiveness is demonstrated by evidence of growth in proficiency, including growth in interculturality. This initiative aims to bring together the best and brightest language educators, teacher leaders, and national experts to explore this issue and others important to teachers and the language learning enterprise. LILL provides the opportunity for emerging leaders to discover their sphere of influence for effecting change, engage with peers, and create their own proactive plans to grow in their effectiveness as leaders and language educators.

National Association of District Supervisors of Foreign Languages (NADSFL)

<http://nadsfl.org>

Leadership development opportunities that vary from state to state and address different priorities in the profession

National Council of State Supervisors of Languages (NCSSFL)

<http://ncssfl.org>

Leadership development opportunities related to setting a vision for world language education either at the state or national level. Examples of activities include the development of LinguaFolio and the NCSSFL/ACTFL Can-Do Statements.

National Heritage Language Resource Center (NHLRC)

<http://international.ucla.edu/nhlrc>

Focuses on heritage and community languages; conferences, professional development, and resources

STARTALK, National Foreign Language Center (NFLC)

<http://www.nflc.umd.edu/projects/language/startalk>

Summer training programs for teachers of Chinese and other critical languages, opportunities to develop as teachers and teacher leaders

Appendix 3. Professional Networking Opportunities in Chinese

Associations

Chinese Language Teachers Association, USA (CLTA)

<http://clta-us.org>

National organization for Chinese language teachers, researchers, teacher trainers, etc.; holds annual conferences; has many regional affiliates

Local CLTA's and local CLTA conferences

<http://clta-us.org/about-clta/regional-cltas>

There are local CLTA's across the United States, which offer professional development and annual conferences specifically on Chinese language teaching.

Conferences

National Chinese Language Conference (NCLC), sponsored by Asia Society

<https://asiasociety.org/national-chinese-language-conference>

Held each year in a different city in the United States

State language organizations also provide these opportunities.

Appendix 4. Professional Leadership Growth Plan

(California World Language Project, CWLP, Stanford Graduate School of Education)

<http://www.tellproject.org/framework>

This plan is used by the CWLP in its leadership development programs. Following the Teacher Effectiveness Language Learning (TELL) framework, educators identify targets for professional growth in the various domains described selecting categories from the following:

- E: Environment
- P: Planning
- LE: Learning Experience
- PF: Performance & Feedback
- LT: Learning Tools
- C1-5: Collaboration
- PR1-5: Professionalism

DESIRED RESULTS	EVIDENCE	ACTION STEPS	TIMELINE	RESOURCES
E, P, LE, PF, LT: I choose the TELL criteria I want to work on and set personal goals for my classroom instruction.				
C5: I connect with local and global communities to support and encourage language and culture learning.				

PR1c: I keep abreast of current developments and research in both world language and general education.

PR4: I participate in professional development opportunities both within the district and beyond throughout the school year and in the summer.

PR5: I give back to the profession in a variety of ways, digitally and/or face-to-face
