The comprehensive analysis of professional development programs for transnational Chinese teachers in U.S. primary schools has revealed several critical insights that underscore the need for addressing existing research gaps and methodological shortcomings. The review highlighted the importance of integrating mixed-method approaches and longitudinal studies to achieve a more nuanced understanding of these programs' long-term effectiveness (Ref-s535820). Furthermore, the inclusion of transnational teachers' voices in research and the consideration of comparative cultural contexts emerged as essential elements for developing tailored and effective professional development strategies (Ref-s535820). By incorporating these improvements, future research can significantly enhance the quality and relevance of findings, informing policy-making and program development that better supports the adaptation and professional growth of transnational educators. Ultimately, addressing these gaps will contribute to a more culturally responsive and effective educational system, benefiting both teachers and students in diverse learning environments.