Mentoring within a Continuum of School Leadership Preparation

Part 1



Edited by
Tyrone Bynoe
Renée L. Cambiano
J. Adrian Ferrell

Mentoring within a Continuum of School Leadership Preparation, Part 1

This volume offers a thoughtful and well-structured examination of mentoring across the leadership preparation continuum, highlighting relational trust, intentional coaching, and culturally responsive models that strengthen leader development. It provides timely guidance for programs preparing principals and superintendents for today's complex school environments. With clear frameworks and practical models, this volume shows how structured, relational, and culturally informed mentoring can meaningfully support aspiring and early-career leaders. It is an excellent resource for improving preparation programs and strengthening leadership development systems.

—*Dr. David DeMatthews*, W.K. Kellogg Endowed Professor of Education Leadership and Director of Cooperative Superintendency Program, The University of Texas at Austin, Department of Educational Leadership and Policy

This is a unique book. It should be of immense value to a broad audience including those who prepare, hire, and supervise school leaders, researchers, and school leaders seeking to ensure their own success. It is unique, powerful, practical, and well written. I recommend it with the highest praise!!!

—*Dr. Frances Kochan*, Wayne T. Smith Distinguished Professor Emeritus, Auburn University and recipient of the International Mentoring Association 2024 Lifetime Achievement Award

Mentoring within a Continuum of School Leadership Preparation presents empirical and conceptual models and core principles to support administrators ranging from assistant principal to superintendent, while addressing complexities and realities challenging leadership development. Representing diverse perspectives, this volume holds promise for informing practices leading to greater retention of educational leaders.

—*Elizabeth Gil*, Associate Professor of Educational Leadership, Administration and Policy, Fordham University

Readers are presented with a reliable framing of the array, dimensions, dynamics and practices associated with mentorship in education. This is a unique set of contributions that draws on the broader field of mentorship studies with astute analyses and application possibilities to educational contexts.

—*Professor Keith Walker*, PhD, DD (Hon),
Department of Educational Administration,
University of Saskatchewan, Saskatoon, Canada

Perspectives on Mentoring

Series Editor
Benjamin Kutsyuruba
Faculty of Education, Queen's University, Canada

Mentoring is an important aspect of professional development and talent management efforts in a wide variety of fields such as health sciences, education, business, engineering, and social work. Mentoring entails forming a mutually supportive and learning relationship between the more experienced (mentor) and less experienced (protégé) colleagues for the purposes of personal support and professional learning. There is an increased interest in the topic of mentoring in the workplace on a global scale. Research indicates that those who receive mentoring rise faster in their organizations and have more success in their careers than those who do not have this experience. This series focus on various aspects of the mentoring process in a variety of organizational settings and contexts.

OTHER TITLES IN THIS SERIES

Mentoring for Wellbeing Across the Professions and Disciplines. (2025)
Mentoring for Wellbeing in Higher Education. (2025)
Mentoring for Wellbeing in Schools. (2024)
Creating and Sustaining a Collaborative Mentorship Team. (2020)
Mentoring at Minority Serving Institutions (MSIs). (2018)
More Than a Mentoring Program. (2018)
Across the Domains: Examining Best Practices in Mentoring Public School Educators throughout the Professional Journey. (2018)
Best Practices in Mentoring for Teacher and Leader Development. (2015)
Uncoxvering the Cultural Dynamics in Mentoring Programs and Relationships. (2014)
Mentoring for the Professions: Orienting Toward the Future. (2014)
Global Perspectives on Mentoring: Transforming Contexts, Communities and Cultures. (2006) Creating Successful Telementoring Programs. (2005)
The Organizational and Human Dimensions of Successful Mentoring Programs and Relationships. (2002)

Mentoring within a Continuum of School Leadership Preparation, Part 1

Edited by

Tyrone Bynoe

St. Bonaventure University, USA

Renée L. Cambiano

Northeastern State University, USA

And

J. Adrian Ferrell

Northeastern State University, USA



United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited, Floor 5, Northspring, 21-23 Wellington Street, Leeds LS1 4DL

First edition 2026

Editorial matter and selection © 2026 Tyrone Bynoe, Renée L. Cambiano and J. Adrian Ferrell
Individual chapters © 2026 The authors.
Published under exclusive licence by Emerald Publishing Limited.

Cover photo: iStock and SDI Productions

Reprints and permissions service
Contact: www.copyright.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

ISBN: 978-1-80686-336-5 (Print hardback)
ISBN: 978-1-80686-338-9 (Print paperback)
ISBN: 978-1-80686-335-8 (PDF)
ISBN: 978-1-80686-337-2 (EPUB)

Typeset by TNQ Tech
Index created by TNQ Tech
Cover design by TNQ TECH

As an editorial team, we dedicate this book to the teacher and leadership candidates we have had the privilege to teach, featuring both those who came before and those who will follow. We also dedicate this book to all educational leadership faculty, clinical faculty, and school-based faculty that create and supervise meaningful mentoring experiences of all aspiring and current educators journeying through the continuum of school leadership preparation described in this book. It is our hope that these mentors glean wisdom and practical application from this book that will strengthen their respective mentoring experiences as these mentors shape the next generation of public-school leaders.

Within the two-volume set of Mentoring within a Continuum of School Leadership Preparation: *Part 1 underscores the vital role of mentoring and the ongoing development of leadership capacity among aspiring school leaders. As leadership strengthens, so too does the ability to enhance instructional capacity, which contributes ultimately to improving student achievement. Accordingly, we also dedicate this work to the future students who will benefit from these efforts and who will grow to become engaged, productive citizens in an increasingly interconnected world.*

This page intentionally left blank

CONTENTS

About the Editors xi

About the Contributors..... xiii

Acknowledgments xvii

Introduction..... 1
Tyrone Bynoe, J. Adrian Ferrell and Renée L. Cambiano

1 The Influence of Mentoring Networks: Perspectives of Aspiring School Leaders..... 17
Sheri S. Williams

2 From Classroom to Campus Leadership: Supporting the Shift 41
Ethel M. Arzu

3 Using Co-Mentoring Circles to Mentor School Leader Candidates During Their Internship..... 67
Kathleen M. Cowin

4 Building Multicultural Self-Efficacy in Potential School Leaders for School Improvement..... 89
Maria Lawson-Davenport

5 Value Added to Superintendent Candidate Mentorship via Synchronous Meetings..... 111
Rod Uzat

6 The Mentorship Role of the School Principal in the Professional Development of Deputy Principals: A South African Study 135
Willie van der Merwe and CP van der Vyver

7 Exploring the Influence of the Campus Principal on Assistant Principals: A Basic Qualitative Study 157
Kalyn McAlester

8 From Emotional Leadership to Mentorship: Fostering Self-Awareness and Intention in School Leadership Development 179
Anthony J. Annunziato and Vincent Butera

9 Conclusion 205
Tyrone Bynoe, J. Adrian Ferrell and Renée L. Cambiano

Index 217

ABOUT THE EDITORS

Dr. Tyrone Bynoe (Lead-Editor) is currently an Associate Professor of Education and the Director of Educational Leadership Programs at St. Bonaventure University (St. Bonaventure, New York). Dr. Bynoe has been a faculty member in higher education for 22 years, and he was a public-school practitioner for 17 years as both a secondary teacher and a school administrator. Dr. Bynoe has taught in, helped designed, and supervised school leadership preparation programs at four levels: Master's degree, Certificate programs, Educational Specialist programs, and Doctoral programs. Dr. Bynoe has published 30 articles and book chapters. He has been a reviewer of 24 professional journals and professional conferences, 6 books, and 2 national accreditation agencies of educator preparation. Dr. Bynoe originated the book project of *Mentoring within a Continuum of School Leadership Preparation*, and he recruited two splendid co-editors into an amazing editorial team to supervise this book project. Dr. Bynoe's terminal degree contains a concentration in educational administration from the Teachers College-Columbia University. He also has three degrees in history from the University at Albany, featuring an undergraduate degree in American History education. Dr. Bynoe has one additional graduate degree from the same institution in Educational Administration and Policy Studies.

Dr. Renée L. Cambiano (Co-Editor) is a Professor of Education at Northeastern State University, where she has served for more than two decades as a faculty leader, mentor, and scholar in mentorship, adult learning, leadership, and teacher preparation. She has an EdD from the University of Arkansas, an MS from the University of Memphis, and a BS from Northeastern State University, laying the foundation for her expertise in mentorship and leadership. She directs the ACE Institute, guiding innovative alternative certification pathways and community partnerships, and serves as the Faculty Council President and Chair of the MS in Leadership program. An accomplished researcher, Dr. Cambiano has extensively published on mentoring, leadership, cognitive learning styles, and instructional innovation,

contributing book chapters, journal articles, and international conference presentations. Her work includes editing forthcoming volumes on mentoring in school leadership preparation and securing major grants to advance teacher workforce pathways and mentorship-based STEM preparation models. Her commitment to academic excellence has been recognized through multiple awards, including NSU's Graduate Faculty Mentor of the Year and Outstanding Faculty honors in service and research. Dr. Cambiano continues to lead and inspire through her dedication to empowering educators and strengthening educational systems.

Dr. J. Adrian Ferrell (Co-Editor) currently serves as the Assistant Vice President for Academic Affairs at Northeastern State University in Tahlequah, Oklahoma. Prior to transitioning into university administration, he was a professor of school administration and previously spent 12.5 years as a classroom teacher, instructing social studies and Spanish in grades 6–12. He later served for 6 years as a middle school principal. Dr. Ferrell holds a BA in History from Oklahoma City University, an MA in History from the University of Central Oklahoma, and an EdD in School Administration from Oklahoma State University. In addition to his work in higher education, he operates a consulting firm through which he supports K–12 district leaders nationwide in the areas of curriculum development, leadership training, and continuous improvement.

ABOUT THE CONTRIBUTORS

Anthony J. Annunziato is an Associate Professor and Assistant Department Chair at St. John's University, NY, where he teaches Educational Leadership and research methods. He has also served as Director of the Long Island Graduate Center and coordinator of the Oakdale campus. A published expert, he co-authored *The Collective Mindset* and numerous works on school finance and reform. His research focuses on superintendent preparation, financial sustainability, and rural principalship. As CEO of Strategic Educational Analytics, LLC, Dr. Annunziato has over 13 years of consulting experience, providing leadership development and organizational analyses to improve school culture and sustainable growth. Before his tenure at St. John's, Dr. Annunziato spent 27 years in public education, serving in diverse roles including superintendent, assistant superintendent for business, high school principal, and social studies teacher.

Ethel M. Arzu earned her Doctor of Education in Educational Leadership from the University of North Florida, Jacksonville, Florida. She is an Assistant Professor of Educational Leadership at The University of Texas Permian Basin (UTPB), where she serves as co-coordinator of the MA in Educational Leadership Program, coordinating professor for the program's practicum, and Project Director for the Principal Residency Program. Prior to joining UTPB, Dr. Arzu held a variety of leadership and instructional roles within the Belize education system, including primary school teacher, high school principal, adjunct lecturer, and quality assurance officer. Her work focuses on preparing and supporting school leaders to drive instructional improvement and student success. Dr. Arzu's research interests include school leadership and improvement, school leader preparation and development, teacher education, and quality assurance. Through her teaching, leadership, and research, she is committed to advancing effective practices that strengthen schools and educational systems.

Vincent Butera is the *Superintendent of the Hunter-Tannersville Central School District* and a leadership consultant specializing in the "inner work" of leadership—cultivating emotional intelligence, resilience, and presence. As a certified coach with the Jorgensen Learning Center and STAR Factor Coaching, he designs experiences that deepen self-awareness and transform the conversations shaping professional culture. With over a decade of experience as a superintendent, Dr. Butera has led systems-level improvements resulting in multiple *National Blue Ribbon School recognitions*. He is a statewide leader in organizational wellness and has served on graduate faculty, emphasizing reflective practice and systems thinking. His current scholarship explores mentoring and intentional conversational leadership, empowering leaders to navigate complex environments with curiosity, compassion, and courage.

Kathleen M. Cowin is a Professor of Educational Leadership at Washington State University—Tri-Cities where she teaches, mentors, and co-mentors aspiring PK-12 educational leaders. Her research focuses on the development of effective relational co-mentoring practices for PK-12 educational leader formation and the creation of co-mentoring circles among current and former educational leadership students. The co-mentoring circle process she developed brings aspiring educational leaders together to co-mentor each other as they reflect upon and learn from their own experiences and the experiences of their colleagues. Kathleen served as a teacher and elementary and middle school principal for 30 years and also completed her superintendent certification. Her research on co-mentoring circles grew from her experience as a principal for 16 years, from her teaching and supervision of aspiring educational leaders, and from the supportive mentorship she received from scholars in the field of mentoring. Kathleen is the past Chair of the American Educational Research Association Mentorship and Mentoring Practices Special Interest Group. In 2020, she was selected as a member of Washington State University's Teaching Academy. Her work in the Teaching Academy has focused on creating and leading a university-wide peer-mentoring program for faculty seeking to enhance their instructional practice.

Maria Lawson-Davenport currently serves as an Assistant Professor of Administration and Supervision and Graduate Program Coordinator of Urban Education for the Norfolk State University School of Education in the Secondary Education and School Leadership Department. Previously, she served as the Director of Curriculum and Instruction for Suffolk Public Schools. She has experience teaching middle and high school, correctional education, adult basic education, and college. She received her Bachelor of Arts in English from Hampton University, her Master of Education in

Secondary Curriculum and Instruction from the College of William and Mary, and a Doctor of Education in Adult Education and Program Development from Regent University.

Kalyn McAlester is an Assistant Professor of Educational Instruction and Leadership at Southeastern Oklahoma State University. She instructs both undergraduate elementary education students and graduate-level leadership candidates, instilling the excellence required for their future careers. Her extensive background includes 16 years in K-12 classrooms, 2 years in instructional coaching, 5 years as a campus administrator, and 2 years as a district-level coordinator. This diverse experience provides Dr. McAlester with deep insight into leadership across multiple facets of education. She is particularly dedicated to equipping future administrators with sharpened decision-making skills and high emotional intelligence. Guided by her life motto, Luke 12:48 ("To whom much is given, much is required"), Dr. McAlester's research focuses on leadership and classroom engagement. She strives to empower others, propelling them toward self-awareness, goal achievement, and professional success.

Rod Uzat joined The University of Texas Permian Basin in January 2022 as an Assistant Professor of Educational Leadership and Superintendent Certification Program Coordinator. In his time employed by the University of Texas at the Permian Basin (UTPB), Dr. Uzat relaunched the institution's Superintendent Certification Program, rewriting the program's four courses and increasing enrollment to its highest level ever. In April of 2025, Dr. Uzat was additionally named as the College of Education's Educator Preparation Program Coordinator, where he oversees admission and certification for all state approved programs. He earned his PhD in educational leadership from The University of Southern Mississippi, and his academic areas of specialization include organizational culture and change, crisis management, cost-benefit analysis, and TQM methods in education. He worked in Canada as a district-level and high school administrator for 13 years and presently works with Texas school districts to develop and improve their leadership training programs.

Willie van der Merwe is a School Principal at a Public Secondary School in the Mpumalanga Province, South Africa. His qualifications include a BSc (UP, 1992); Higher Education Diploma (postgraduate) (UP, 1993); BEd (Honours degree) (NWU, 2021) and is currently in the final stages of completing a MEd (NWU). His field of study focuses on Education Leadership and Management, where he incorporates mentorship as driving mechanism to increase educational leadership within the school as an organization. He is dedicated to quality teaching in the education sector. Since good

leadership is a prerequisite for good school management, he has an inherent drive to help generate answers to the increasingly growing vacuum in educational leadership in the South African education sector.

CP van der Vyver is an Associate Professor and Director of the School of Professional Studies in Education at North-West University (NWU), South Africa. His academic credentials include a BSc, BEd (Honours), and MEd from UFS, and a PhD in Education Management from NWU. His research focuses on Education Leadership and Management, a field in which he has authored numerous peer-reviewed articles, six book chapters, and edited two academic books. A dedicated mentor, he has supervised many MEd and PhD candidates and serves as an external examiner for both national and international universities. Beyond research, Dr. van der Vyver frequently presents at global conferences and reviews for various academic journals. His extensive leadership within the NWU Faculty of Education includes serving as School Director, Ethics Committee Chairperson, and a member of the faculty board and research scientific committee.

Sheri S. Williams is an Associate Professor Emerita in the Department of Teacher Education, Educational Leadership, and Policy at the University of New Mexico. She earned her doctoral degree in educational psychology from Oklahoma State University and served 12 years in higher education. Her scholarship focuses on the intersection of theory, policy, and practice in school administration. Her applied experience includes 29 years in public schools as a high school teacher, elementary school principal, assistant superintendent, and superintendent of two school districts in Colorado and New Mexico. Dr. Williams continues to give back as a mentor and ally to aspiring school leaders. She maintains an active presence with future leaders in the work to create schools of inclusion that bridge Western education with holistic worldviews. She has a deep personal and professional commitment to preparing the next generation of leaders for service in urban, rural, and tribal schools and systems.

ACKNOWLEDGMENTS

While I conceived this book project after my professional acquaintance with and encouragement by Perspectives on Mentoring editor, Dr. Benjamin Kutsyuruba, two extraordinary co-editors, namely Dr. J. Adrian Ferrell and Dr. Renée Cambiano, joined me to make a splendid editorial team. I must acknowledge the tireless efforts of the book's editorial team in maintaining focused attention and in exhibiting tireless dedication to supervise the production of this scholarly work on the mentorship and preparation of school leaders. Each of us played a special part in assembling this book.

Additionally, I thank the contributing authors for their scholarship, revision, and perseverance. These authors originate across the country and around the world, and the scholarship that they presented is current, thorough, and ground-breaking.

One of the book's salient goals is to equip school leaders with the support, encouragement, and insight in meaningful mentoring experiences so that they mature their skillset, resolve, resilience and wellbeing to excel in their respective assignments and enjoy self-actualizing experiences of becoming agents of meaningful educational change in the schools that they administer and supervise.

Tyrone Bynoe, EdD

I am truly thankful to Dr. Tyrone Bynoe and Dr. J. Adrian Ferrell for welcoming me to this project and trusting my experience and perspective on mentorship. Dr. Bynoe's thoughtful guidance and knack for keeping us moving forward provided essential direction, and Dr. Ferrell's strong organizational skills ensured that our work remained coherent and well-aligned from beginning to end. Their expertise and collaboration deeply enriched me and this work. I also thank the contributing authors for their thoughtful scholarship and commitment, which collectively shaped the depth and quality of this volume. Together, their efforts embody the spirit of growth

and shared purpose that underpins this project. This work is dedicated to the ongoing pursuit of mentorship and the preparation of school leaders, a testament to the power of guidance, reflection, and collective learning in shaping strong, compassionate, and visionary leaders for the future.

Renée L. Cambiano, EdD

This volume would not have been possible without the dedication and partnership of my co-editors, Dr. Renée Cambiano and Dr. Tyrone Bynoe. I am deeply grateful for their sustained commitment throughout these past several months as we worked collaboratively to bring this project to completion. I also extend my sincere appreciation to the contributing authors for their thoughtful scholarship, careful revisions, and consistent communication. Although this process is lengthy and demanding, each contributor remained steadfast, and I am thankful for the collective effort that made this inaugural volume a reality.

J. Adrian Ferrell, EdD

INTRODUCTION

Tyrone Bynoe
St. Bonaventure University, USA

J. Adrian Ferrell
Northeastern State University, USA

Renée L. Cambiano
Northeastern State University, USA

HISTORICAL ROOTS OF MENTORSHIP

Mentorship is a long-standing tradition dating back to Greek mythology, as illustrated in Homer's Odyssey, where Athena seeks a mentor for her son, Telemachus. The term *mentor* originates from this story (Frame, 2009). Throughout history, mentorship has taken many forms, from biblical traditions to medieval Europe, where apprenticeship was a way for young men to learn from master craftsmen (Homer, trans. 1996; Kram, 1985). However, in the last 20 years, research on mentorship has flourished. Kathy Kram's (1985) developmental mentoring theory led the way for Ragins and Kram (2007) to shape the field of mentorship. From these theories, a wide range of organizational factors, from development to relational, influence the mentoring relationship.

Early applications of mentorship began in the early 1900s through apprentice programs. Apprenticeship-style learning, in which individuals are guided through an experience by a knowledgeable mentor, was one of the earliest forms of mentorship in educational settings. This kind of mentorship guides each individual within a real activity, reflection, and social

Mentoring within a Continuum of School Leadership Preparation, Part 1, pages 1–16
© 2026 Tyrone Bynoe, J. Adrian Ferrell and Renée L. Cambiano
Published under exclusive licence by Emerald Publishing Limited
doi:10.1108/978-1-80686-335-820261002

interaction (Dewey, 1916). In *Schools of To-Morrow (*Dewey, 1916*),* Democracy and Education (1916), and later in *Experience and Education* (1938), Dewey described apprenticeship as a natural, effective model of learning. He argued that these experiences are inherently transformative. These concepts, such as modeling, collaborative problem-solving, and reflective practice, form the basis of modern mentorship as it is understood today.

THEORETICAL MENTORSHIP FRAMEWORKS

Mentorship is grounded in various theoretical frameworks that describe how people learn, develop, and grow within supportive, developmental professional relationships. In Kram's (1985) seminal research on developmental mentoring theory, the dynamic essence of mentorship is underscored, enhanced by self-efficacy, reflection, and awareness of professional development. Bandura (1977a, 1977b, 1986) offered a behavioral framework for mentorship in his social learning theory, proposing that individuals acquire skills and moral judgment through observation and guided practice. Knowles's (1980) presented a partnership model of mentorship in his adult learning theory, with self-directed learning as the basis and extensive self-reflection. Whereas, mentors become catalysts in transformational leadership theory (Bass, 1985; Bass & Riggio, 2006). Wenger et al. (2002) extended the theory of mentorship in communities of practice (CoP) by addressing how mentees can become integral partners as they engage in shared decision-making. Ragins and Cotton (1999) and Ragins and Kram (2007) took mentorship one step further into the interpersonal dimension by focusing on relational bonds, mutual growth, and mutualism. These theories and more will be explored in greater detail in the preface and throughout the chapters as they support the work presented in this volume.

Social Learning Theory

Social learning theory (Bandura, 1977a, 1977b), one of the widely accepted and used learning theories in organizational leadership, focuses directly on self-efficacy and explaining how managers make decisions (Koutroubas & Galanakis, 2022). Bandura (1977a, 1977b) coined the term self-efficacy in his article titled "Self-efficacy: Toward a unifying theory of behavioral change." He asserted that "self-efficacy is assigned a central role, for analyzing changes achieved in fearful and avoidant behavior" (p. 193). He continued to explain that the selection of behavioral contexts is affected by self-efficacy. Astrove and Kraimer (2022) asserted that self-efficacy and mentorship are positively related. Specifically, mentor self-efficacy "plays a key role in relations between relationship quality and mentor knowledge

acquisition (p. 487). This advanced Bandura's connection of self-efficacy to organizational leadership mentorship models.

Adult Learning Theory

Knowles (1980) addressed key factors in adult learning theory. These factors include that: (1) before investing in learning, adults need to know why they are learning the information; (2) adults are self-directed learners; (3) adults bring many rich and prior learning experiences and knowledge to the learning of information that influences how new information is taken in; (4) adults are inherently highly motivated to learn, especially if it effects advancement in their career; and (5) new learning must be centered in the adult's life. These characteristics shape mentor-mentee relationships. According to Cheng and Hackworth (2021), the connection between adult learning theory and mentorship can be established by acknowledging that mentees have past experiences the mentor can build on, as well as knowledge that can enrich the mentorship partnership. Because adults are highly career- and/or goal-oriented, they can be involved in developing the mentorship goals to be accomplished. They went on to assert that if mentors do not identify how new learning is linked to relevance, mentees will, in turn, struggle to understand the connection between new learning and the desired attribute. They also encourage collaboration and emphasize teamwork.

Transformational Leadership Theory

In 1978, Burns presented a revolutionary viewpoint on how organizations function with his transformational leadership theory. He argued that leadership occurs among people when individuals with intentions utilize different resources to inspire their followers in situations of competition or conflict and to achieve common objectives (Burns, 1978). Burns's model outlined three main leadership styles: transactional, laissez-faire, and transformational. Transactional leadership focuses on the exchanges between leaders and their followers, which are usually based on rewards and penalties. In contrast, laissez-faire leadership takes a more relaxed stance, with leaders providing minimal supervision and allowing employees to make their own choices. Transformational leadership, however, sets itself apart by prioritizing the inspiration and motivation of followers to reach outstanding results. Over time, Burns' transformational leadership theory has developed to include several key elements: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These aspects highlight the personal bond that a leader forms with their

followers, promoting trust and mutual regard. Transformational leaders act not just as figures of authority but also as role models, supporting their followers in both personal and professional growth.

In the context of mentorship, transformational leadership is acknowledged as a significant factor in successful mentoring. In contrast to transactional and laissez-faire approaches, which typically show minimal personal engagement, transformational mentoring purposefully encourages, inspires, and supports individuals in their growth and education. This method cultivates a culture of teamwork and mutual support, fostering an environment where individuals can flourish. Moreover, Mbindyo et al. (2021) asserted that "transformational leaders are regarded as role models because they can influence followers with their charisma or extraordinary personal characteristics" (p. 175). The ability to communicate an inspiring vision and show genuine care for their followers allows transformational leaders to build strong, trusting connections that encourage loyalty and commitment. This impact is derived not just from their position of power but also from the leader's skill in evoking respect and driving individuals toward shared goals. Transformational leadership offers a model for comprehending how leaders can profoundly affect the personal and professional growth of their followers, especially in mentoring contexts.

Communities of Practice

Lave and Wenger (1991) developed the concept of CoP theory. Through CoP, they provided a framework for mentorship by recognizing that mentorship is socially centered and relationally driven, and that it "is a set of relations among persons, activity, and world, over time and in relation with other tangential and overlapping CoP" (p. 98). When appropriately used, they state that it becomes a strategy for cultivating knowledge, leadership, and ultimately sustainability within the organization. CoP comprise three core components: domain, community, and practice. Each of these aligns with the structure of mentorship in organizations. Shared domain is depicted in professional development, leadership growth, or the development of a particular expertise. Community is grounded in the individual's belonging within the organization. The mentor facilitates navigation of the relational aspect of the job. Practice, on the other hand, negotiates the tools needed to perform the tasks necessary within the organization.

Relational Mentorship

The relational mentorship model presents mentoring as a dynamic, reciprocal relationship in which both the mentor and the mentee actively influence and shape each other's learning experiences and professional

development. This viewpoint expands on the essential ideas presented by Kram (1985), who originally defined mentoring as a developmental relationship that consists of two primary functions: career-related functions such as sponsorship, exposure, and coaching, and psychosocial functions like acceptance, role modeling, and encouragement. For the relational mentorship model to function, mentoring relationships must be guided by mentors who are "more experienced organizational members. The mentor provides guidance and support to a less experienced member, the protégé, to facilitate career and psychosocial development" (Kram, 1985, p. 3). What sets the relational mentorship model apart from other models is its emphasis on depth and quality of the relationship between the mentor and mentee. This relationship is give-and-take, where both learn and grow together. The model is considered fluid, and goals are set together. Within this model, trust is a key factor along with collaboration and mutual respect. Later, Ragins and Verbos (2007) added the concept of authenticity and stressed the importance of safe spaces where mentees can be vulnerable to address issues that need improvement.

BEST PRACTICES IN MENTORSHIP FOR SCHOOL LEADERSHIP

A crucial part of professional development and training for school leaders, especially for principals or superintendents transitioning from preparation programs to leadership roles, is mentoring. Mentoring shapes leadership identity, builds instructional capacity, and boosts professional confidence or self-efficacy. Through administrative guidance in mentoring relationships, school leaders transition from students in preparation programs to effective, high-quality school leaders. Researchers such as Williams (2013) focused on relational aspects of mentorship. Specifically, the importance of relational trust, structured problem-solving, and reflective practice in mentoring emerging principals. On the other hand, Remy (2009) asserted that mentorship provides early-career principals with thought partners and support that align with school improvement goals. Remy (2009) suggested that these types of mentorship programs reduce turnover and isolation.

Core Principles of Effective Mentorship

Bertrand et al. (2018) contended that structured mentoring programs are essential for supporting new principals. At the heart of successful mentoring relationships are four fundamental principles: intentionality, relational trust, reflection and feedback, and reciprocity. By organizing mentorship, program faculty can guarantee intentional chances for growth and learning. Intentional mentorships can foster relational trust, which is

characterized by mutual respect, authenticity, and confidentiality, and is crucial to the effectiveness of mentoring. For instance, principals involved in mentoring programs note that "knowing they could ask questions in a safe, nonjudgmental context allowed them to take risks and learn from mistakes" (Bertrand et al., 2018, p. 36). Effective mentorship serves as an essential resource for cultivating skilled, confident, and resilient school leaders. The second core principle, relational trust, marked by "mutual respect, authenticity, and confidentiality, is central to mentoring efficacy" (Bertrand et al., 2018, p. 36). Williams (2013) also highlighted that mentor trust-building creates an atmosphere in which mentees feel supported. Reflection and feedback make up the third essential principle. Bertrand et al. (2018) asserted that intentional dialogs, feedback, and reflection generate the best opportunities for innovative problem-solving. Finally, reciprocity means that both the mentor and mentee gain insights from one another. Indeed, numerous mentorship models ensure that all participants grow and evolve through their mentoring experiences, benefiting everyone involved.

Models and Approaches

In the school environment, several models stand out: one-to-one mentoring; group or peer mentoring, distributed mentoring, and virtual or hybrid mentoring. One-to-one mentoring connects an experienced school leader with an inexperienced future school leader. This type of mentoring is traditional in nature and focuses on individualized development. Choosing a mentor in one-to-one mentoring is crucial for the success of future leaders (Spiro et al., 2007). Collaborative approaches, such as co-mentoring circles, which represent group or peer mentoring, encourage collective problem-solving, reflection, and shared responsibility.

On the other hand, distributed mentoring aligns networks of mentors across leadership levels. Dampilag, Balcanao et al. (2025) stated that "76% of supervisors have engaged in team supervision over the past 5 years, an increase from 71% in 2021" (p. 4) and that "70% of supervisors agreed that team supervision provides a better experience for candidates compared to single-supervisor models" (p. 4). This shift from one-to-one mentoring to a collective mentorship model results in a 360-degree approach. The less-studied approach to mentoring in K-12 settings is virtual or hybrid mentoring. Large districts are leveraging technology to implement this type of mentoring. Technology-driven mentoring offers flexibility and accessibility across geographic regions.

Equity and Inclusion in Mentoring

People from underrepresented groups often face unique challenges in comparison to others. Recognizing social and cultural capital requires

adopting culturally responsive mentorship models (Williams, 2013). Richard and Cosner (2024) explored the training and growth of school leaders from an equity perspective. They found that "in response to increasingly diverse students and a more humanistic understanding of the purpose of the principalship, within the US context, programs have also taken up a deeper and more intentional centering of issues of equity as a highly consequential aspect of school leadership and leadership preparation" (p. 4). This deeper examination of equity and its relationship to mentoring can provide a richer mentoring experience for future school leaders. Richard and Cosner (2024) stated that equity and mentorship are deeply connected in the preparation of school leaders. They state that equity-centered school leaders require cultural proficiency and critical self-awareness. With the help of a culturally sensitive mentor, these skills can be developed.

THE BOOK'S MAJOR THESIS: MENTORING WITHIN THE CONTINUUM OF SCHOOL LEADERSHIP PREPARATION

When characterizing initially how mentoring is used during school leadership preparation programs, the editors began considering mentoring only in initial preparation programs. After further contemplation, the editors realized that mentoring should not be confined to initial preparation programs, but this specialized form of leadership preparation must be used to develop newly employed school leaders as well as career school leaders. Hence, the work's two volumes argue that effective mentoring must occur within *the continuum of school leadership preparation.* Editors examined timelines for practicing leaders and determined that most new leaders could benefit from intentional mentoring during the first few years after earning a leadership position. Editors also realized that mentoring will eventually turn into less formal mentoring or even coaching for mid-career to long-term career leaders. Therefore, the editors decided for *a continuum of school leadership preparation to consist of mentoring as a specialized form of school leadership preparation* occurring within three distinct stages of development: first, mentoring within an initial preparation program; second, mentoring during the first 5 years after educators obtain a leadership position; and third, mentoring for school leaders with more than 5 years of experience when pursuing a long-term career path. Within each of these time periods, the editors maintain that mentoring may look different as the goals of mentoring change.

To understand the editors' reasoning behind these three phases of continued school leadership preparation, a further discussion is warranted. An abundance of literature addresses the need for a cohesive continuum of school leadership preparation (Darling-Hammond et al., 2007; Darling-Hammond, L. et al., 2022; Eadens & Ceballos, 2023; Lipke & Manaseri, 2019; Zellner et al., 2002). Several salient factors call for such extended

preparation subsequent to educators receiving an initial supervisory license. First, 50% of school principals exit their respective positions within the first 3 years due to not receiving training during the induction period and first few years after initial hire. Moreover, 42.5% of superintendents of the national attrition of superintendents can be explained by resignations. Simply stated, school building leaders and district leaders lack the broad skill-set or knowledge-skills-and-dispositions to supervise complex learning organizations, collective-bargaining units, politicized boards of education, and other challenging internal subcommunities and external publics. Bynoe and others also have documented that school leaders are fatigued, disenchanted, and emotionally debilitated during the formative years of new administrative appointments or when faced with systematic challenges, such as with the sudden and destructive emergence of COVID-19 (Bynoe, 2024; Lipke & Manaseri, 2019; Padley, 2025). Additionally, school administrators lack critical transformational leadership skills, systems thinking, emotional intelligence, resilience, and grit to effectuate a positive change in chronically failing schools that intergenerationally have exhibited a negative school culture (Ertrem, 2024; Sasan & Escultor, 2023). Another common challenge is that school leaders often become organizational managers and not instructional leaders able to harness vital and scarce resources that produce a workforce of high teacher quality to effectuate measurable student gains, which in-time transform low performing schools into high-flying academies (Turnbull, et al., 2009).

To these and more systemic problems in establishing the sustainability of effective school leaders, one solution was to institute pipeline programs where the continuum of school leadership preparation would occur at the school-site when training effective teaching talent to transition into school leadership positions. The Wallace Foundation has published research on how pipeline programs in four large school communities have continued educator preparation. To affirm this point, some school communities have ardently advocated for pipeline (or grow-your-own) programs after becoming disenchanted with the inefficacy of university initial preparation programs to produce effective school leaders within a continuum of ongoing support.

Along with pipeline programs and effective initial university preparation programs, Part 2 documents how distinct mentoring programs within school systems and as a partner to school systems continue the vital preparation of school leaders during both formative years and subsequent to 5 years of experience when educators pursue school leadership and administration as a long-term career. Some of these continuous training programs are sponsored by universities, whereas others, such as in Delaware, Kansas, Massachusetts, New York, and New Jersey, require state mandated internships and enriched post-graduate clinical experiences of newly hired candidates to ensure that these beginning administrators mature more deeply in