Combining Mentoring and Coaching to Support Aspiring Leaders' Development: Participants' Voices

Maria Band Roberts
University of Nevada, Las Vegas

Miguel Gonzalez
University of Nevada, Las Vegas

This study of 77 aspiring leaders of a university-based principal preparation program uses results from a questionnaire to examine the perceived benefits of two types of support, mentoring and coaching, provided throughout the program. Interaction with both mentors and coaches received high ratings of value toward meeting students' needs as future administrators. In addition, four similar themes surfaced in response to questions regarding what was learned from mentors and coaches. The importance of communication skills, organization and time management, school management skills, and building relationships were identified as areas of learning resulting from interactions with mentors and coaches. The results suggest inclusion of both types of support in principal preparation programs may add the additional and more personal socialization component to help aspiring principals develop into effective leaders of diverse schools and who will remain in educational leadership positions.

Keywords: mentoring, coaching, aspiring leaders

Leadership preparation programs have attempted to redesign their programs to develop and prepare aspiring leaders for the rigors and realities of school leadership in support of principal retention and positive impact on student achievement (Drago-Severson, Maslin-Ostrowski, & Blum-Destefano, 2018; Goldring, and Taie, 2018; Grissom, Egalite, & Lindsay, 2021; Kutsyuruba & Godden, 2019; Reames, Kochan, & Zhu, 2014). One element of principal preparation programs that contributes to aspiring principals' effectiveness and positive integration into the profession is mentoring (Author and Author, 2019; Crow & Whiteman, 2016; Gimbel, P., & Kefor, K., 2018; Gray, 2018; Kutsyuruba & Godden, 2019). Although several studies have confirmed the benefits of providing mentoring for aspiring principals as part of preparation (Author & Author, 2019; Cherkowski & Walker, 2019; Clayton & Myran, 2013; Clayton, Sanzo, & Myran, 2013; Crow & Whitman, 2016), researchers have identified gaps in the mentoring research associated with the learning and socialization of aspiring principals (; Author & Author, 2019; Bengston, 2014: Crow & Whiteman, 2016). After reviewing the mentoring literature, the authors endorse Gray's (2018) observation that principal preparation programs would benefit from a framework that incorporates mentoring and coaching to socialize aspiring leaders into the principalship, thereby impacting their retention in public school leadership.

This study addresses the need for research on combining mentoring and coaching by examining one university-based leadership preparation program's support of aspiring principals through separation and definition of the activities in which experienced principals engaged with their aspiring principal protégées and did so within the conceptual frames of professional socialization and personal/professional learning. Specifically, we examined aspiring principals' perceptions of two types of professional support provided to them as part of a university leadership preparation program – experienced principals from other schools as mentors and immediate principals as site-based coaches. This study aimed to determine whether combining mentoring and coaching contributed to aspiring principals' socialization as it developed their knowledge and skills learned in the classroom. The research questions that guided this research study were:

1. How did aspiring principals perceive the value of their interactions with their mentor principals?
2. How did aspiring principals perceive the value of their interactions with their site-based principal coaches?
3. What did the aspiring principals learn from their interactions with their mentors?
4. What did the aspiring principals learn from their interactions with their site-based principal coaches?

Seventy-seven program participants' responded to a questionnaire analyzed for themes regarding the perceived benefits of their interactions with their mentors and coaches. This paper is presented in six sections: Conceptual framing, literature review, context, methodology, findings, and discussion.

Conceptually Framing the Study

We examine aspiring principals' perceptions of their interactions with mentors and coaches through the lens of professional socialization. Researchers have employed socialization

theory to explain how aspiring principals develop and understand their professional leadership roles (Bengston, 2014). Gokci (2020) defined socialization as ". . .a process through which newcomers internalize the norms, attitudes, and values of a profession." (p. 1). Gokci emphasized the importance of learning and implementing the knowledge, skills, and theory acquired throughout the preparation program to respond to the unexpected occcurrences of a principal's daily responsibilities. Bengston (2014) defined socialization in terms of role identity, "the process that an individual experiences as one becomes acclimated to the new role of a school principal" (p. 726) within the context of the specific organization.

Bengston further summarized Van Maanen's (1976) three phases of socialization association with school administrators as (1) *anticipatory socialization;* (2) *professional socialization*; and (3) *organizational socialization. Anticipatory socialization* occurs as teachers explore the possibility of becoming a principal from their current understanding of the principal's role. This stage may occur as the teacher enters the field of education and experiences various professional roles in the education of the students. Through *professional socialization,* aspiring principals engage in formal preparation and training that allows familiarity with the roles, tasks, and organizational expectations associated with the principalship within the specific context in which they will lead. Matriculating through the content and coursework of a principal preparation program provides for the acquisition of this knowledge and skills. *Organizational socialization* generally occurs as the individual enters the profession and assimilates into the organization*.* Although the three phases overlap, this research only examined the professional socialization phase and how engagement with a mentor and coach may contribute differently to the aspiring principal's understanding of the roles of the principal as they progress through their principal preparation program.

Mentoring and Coaching

Mentoring and coaching as modes of socialization and professional learning are critical strategies in developing aspiring and early career educational leaders, supporting the retention of practicing principals, and improving career principals' practices (Crow & Whiteman, 2016; Gray, 2018; Oplatka & Lapidot, 2018). These two practices have been identified as crucial factors in effective leadership preparation programs (Crow & Whiteman, 2016; Gray, 2018, Orr, 2011; Orr & Orphanos, 2011). Coaching and mentoring can connect theory and knowledge to practice and support changes in role identity and socialization from teacher to school administrator (Gray, 2018; Orr, 2011).

The literature associated with mentoring and coaching for pre-service administrators also identifies issues related to these practices, such as how mentors and coaches are selected and trained and the variety of expectations and definitions of mentors and coaches within and among preparation programs (Crow & Whiteman, 2016; Gray, 2018; Lindle et al., 2017; Wilson & Bloom, 2019). As noted earlier, mentoring and coaching are terms often used interchangeably. However, some theorists and researchers have pointed out some key differences (Crow & Whiteman, 2016; Gray, 2018; Lindle et al., 2017; Wilson & Blook, 2019), with coaching associated more with post-preparation and organizational socialization (Crow & Whiteman, 2016; Gray, 2018; Lindle et al., 2017; Wilson & Blook, 2019). In reviewing the school leader coaching and mentoring literature, mentoring tends to be a more global concept, whereas coaching is more defined around

developing skills and knowledge (Crow & Whiteman, 2016; Gray, 2018; Lindle et al., 2017; Wilson & Bloom, 2019).

Mentoring

For this project, we extended the current literature by defining mentoring and coaching as dissimilar supports for aspiring principals. The term mentor is defined as an experienced administrator who forges a learning partnership with a leadership program mentee, empowers the mentee to reflect, and supports the professional and personal needs of the mentee (Gray, 2018). Mentoring must occur in a safe and non-threatening environment free from fear of evaluation (Alsbury & Hackmann, 2006). Through mentoring, aspiring administrators are offered the opportunity to share their experiences in clinical, field-based work and are provided with meaningful feedback, thus increasing their confidence in their leadership skills (Crow & Whiteman, 2016; Gray, 2018; Lindle et al., 2017; Wilson & Bloom, 2019).

Coaching

The term coaching is used to describe a process by which practicing principals use their expertise and past experiences to assist and provide feedback to the protégé in improving performance or behaviors as they go through decision-making (Crow & Whiteman, 2016; Gray, 2018; Lindle et al., 2017; Wilson & Bloom, 2019). Principal coaching improves aspiring principals' effectiveness through feedback and reflection on practices and behaviors (Crow & Whiteman, 2016; Gray, 2018; Lindle et al., 2017; Wilson & Bloom, 2019). Coaches engage aspiring principals in meaningful and authentic experiences, then ask questions that prompt them to reflect and evaluate their practices and decisions (Crow & Whiteman, 2016; Gray, 2018; Lindle et al., 2017; Wilson & Bloom, 2019). Coaching may also provide direct feedback about the effectiveness of aspiring principals' experiences as they engage in real leadership experiences.

As defined, the critical distinctions between coaching and mentoring center around coaches' direct feedback, evaluation of specific leadership experiences, and a focus on knowledge and skills. Alternately, mentors provide support by encouraging mentees' reflection in a non-evaluative supportive environment that may be more conducive to sharing personal concerns and questions (Crow & Whiteman, 2016; Gray, 2018; Lindle et al., 2017; Wilson & Bloom, 2019).

Context

The university program in this study is situated within the boundaries of the fifth-largest school district in the United States, which enrolls approximately 66% of the state's students within its borders. The district's demographics show a predominantly racial/ethnic minority and low socioeconomic student population, creating the need for influential leaders prepared to lead and remain in these schools. Current achievement scores revealed much disparity between groups of the district's diverse demographics, necessitating the development of leaders with the knowledge, skills, and dispositions to be influential leaders of change, confidant and prepared to ensure schools have

effective teachers in every classroom and the organizational structures and supports for the success of all students.

In response to these local leadership needs, the university partnered with the local school district to develop a pipeline for campus and school district leaders. The resulting Preparation Program Partnership incorporated two interrelated bodies of research into its design: (a) aspiring and early career school leadership development and (b) mentoring and coaching as effective induction and professional learning to develop and retain school leaders. This study examines one component of the program – the paid mentoring and coaching support provided to the seventy-seven aspiring administrators in the principal preparation program.

By providing two different types of support, mentoring and coaching, the program posited that the graduates would be better prepared and socialized into the routines of an effective school leader within the context of the local school district needs. Based on the school leadership mentoring and coaching literature, the leadership program's theory of action related to mentoring and coaching was based on the premise that aspiring principals require guidance as they participate in and implement school leadership projects in schools. These projects, incorporated into each course and a two-semester internship, required aspiring principals to have the support of their site-based principals. These site-based principals were labeled coaches. Their role was to provide guidance, support, feedback, evaluation, and opportunity for reflection related to specific projects implemented at the school.

However, program faculty needed more control over the quality and level of support these site-based principal coaches would provide the aspiring principals. Since the site-based principal was responsible for evaluating the aspiring principal as a teacher, program faculty had concerns about the willingness of aspiring principals to ask or question site-based principals' feedback on their performance. As a result, the faculty implemented a mentoring process beyond the site-based principal coach. Mentoring was provided by practicing principals identified by the school district as successful school leaders and outside aspiring principals' evaluative cycle. The mentors underwent professional development through the National Association of Elementary School Principal's national mentor training program. University program faculty also trained and met regularly with the mentors to strengthen their roles in the program, supporting the mentees' professional and personal leadership needs. Mentors met monthly with their mentees to discuss their program and leadership experiences as they worked on their schools' campus plan projects. No parameters were used to limit the types of questions posed by the mentees. Questions could be personal or professional. The mentors also responded to general leadership questions or concerns as the aspiring principals were acquainted with district protocols, processes, and programs.

Additionally, aspiring principals shadowed their mentors for three consecutive days to observe and inquire about real-life principal responsibilities and routines. Being introduced to district routines and expectations was an essential component of the mentors' roles. Faculty and district leaders felt this component would provide connections and support for smooth entry and a long tenure as school leaders. Supporting the mentees through personal issues would aid in developing a support network as the aspiring leaders prepared for leadership roles in the district.

Methodology

A Likert-type and open-ended questionnaire elicited aspiring principals' perceptions of their interactions with their mentors, who were the shadowing principals, and their coaches, who were the site-based principals. Likert-type questions asked aspiring leaders to rate the value of the learning experiences the mentors and coaches provided. Seventy-seven aspiring principals in the program responded to the questionnaire. The group comprised 14 males (18%) and 63 females (82%). Demographics of the group included 11 Hispanics (17%), 11 Black (20%), 5 Asian/Pac Islander (4%), and 50 White (59%) students, showing over-representation of Hispanics and Blacks compared to school district teacher demographics. All participants had at least three years of teaching experience. Descriptive statistics were used to summarize the Likert-type responses.

Open-ended questions asked participants what they learned from their interactions with the mentors and the coaches. Researchers culled reflections from the complete report and analyzed the responses using ATLAS-ti software. Analysis began with the first author applying holistic coding to the data set, as Saldaña (2013) outlined. The first author then coded line-by-line within the holistic codes, applying in vivo codes to the corpus. The authors conducted second-cycle coding using focused coding (Charmez, 2006). Both authors then met to collapse and condense codes into categories, then themes.

In analyzing the data, the researchers employed several procedures to address credibility, transferability, dependability, and conformability threats (Creswell & Poth, 2018; Lincoln & Guba, 1985). There was prolonged engagement with case data, three sets of individual case data over two and a half years. Further, within the analysis the researchers developed a systematic process of coding and categorizing to create themes. Through discussion of these themes, the researchers described what aspiring principals learned from their experiences engaging in the coaching and mentoring process. The team further discussed their involvement as instructors in the program and their engagement with the aspiring principals in the school improvement process to bracket their backgrounds and perceptions.

By comparing the results of the Likert-type with the open-ended questions, the researchers could triangulate the positive or negative perceptions of the aspiring leaders' experiences with mentoring and coaching types of support structures.

Findings

We present the findings in two sections. First, we offer the results in response to Research Questions #1 and #2, which were Likert-type items in the questionnaire. The second section responds to elements related to Research Questions #3 and #4, which were open-ended.

Responses to Research Questions 1 and 2

The authors collected data to respond to Research Questions 1 and 2 using a Likert-type scale of 1 to 5, with one indicating Strongly Disagree and five indicating Strongly Agree. Three items provided data for Question #1. One item provided data for Question #2. Overall, all four Likert-type items resulted in high ratings of perceived value in using both mentoring and coaching in preparing the aspiring leaders for their roles as school administrators, with the highest of 4.45

for their perceived value of mentor meetings and the lowest of 4.04 for their perceived value of interactions with the site-based principals. The specific means for each question in the questionnaire are presented in Table 1 below. The results indicate positive perceptions in response to Research Questions 1 and 2.

Table 1
Responses to Likert Type Items in Research Questions #1 and #2 on a Scale of 1-5 (n=77)

Item Description	Mean
Research Question #1: How valuable toward meeting their needs as future administrators did aspiring principals perceive their interactions with their shadowing mentors?	
Value of mentor meetings in preparing participants as future administrators	4.45
Value of first shadowing experience with mentor	4.35
Value of second shadowing experience with mentor	4.52
Research Question #2: How valuable toward their future as school administrators did aspiring principals perceive their interactions with their site-based coach?	
Value of interactions with site-based principal coach	4.04

Responses to Research Questions 3 and 4

> *Research Question #3: What did the aspiring principals learn from their interactions with their shadowing mentors?*

The top five recurring themes in participants' responses regarding what they learned from their interactions with their shadowing mentors are presented in order of frequency.

1. Building relationships and trust is an essential skill to leading others in reaching your collective vision.
2. Organization and time management are essential to being successful school leaders.
3. Knowledge of specific administrative tasks, such as budgeting, interviewing, managing data, scheduling, and hiring, are essential components of principal responsibilities.
4. Knowledge and experience with the state evaluation instrument for teachers and administrators is essential to instructional leadership; and
5. Effective communication skills, including listening, to engage stakeholders.

Building Relationships and Trust to Reach a Vision

The most frequent lesson learned from shadowing the mentors was the importance of building relationships and creating a collaborative campus culture to facilitate change and promote an environment conducive to teaching and learning. One student stated, "Relationship

building is of utmost importance when building a positive school culture. Build the capacity of the staff in your school." Another student witnessed the skill being modeled and commented, "I also saw the value of positive relationships as I watched her work with her staff and how hard they were willing to work for her." An example of positive relationships was revealed in the statement, "Leading is not just running a building. Leading is attending to everyone's needs in an organized, efficient, and effective manner."

Using Organization and Time Management

The second theme most frequently cited by aspiring leaders was the need for organization and time management to be successful school leaders. "I learned that you will be extremely busy, but being organized will keep it all together for you. Time management is key," was one comment from a protégé. Another aspiring administrator recalled that her mentor provided specific examples in this area when she stated, "Organizational Techniques—she uses binders and trackers to keep things straight, and she shared these and her processes with us." A third aspiring leader added that he learned to "work smarter, not harder, so you are not at school 24/7 hours each week. Balance work time with non-work time."

Knowledge of Administrative Tasks

The third most frequently cited learning area was knowledge of specific administrative tasks, such as budgeting, interviewing, managing data, scheduling, and hiring. Students stated that they learned "Real world examples of how a school functions" and that "Keith shared day-to-day happenings that were very enlightening and his thought process behind his decisions." Another respondent further explained, "Our mentor provided real-life examples regarding administration. We discussed several topics, including the way to manage data, beginning-of-the-year binders/procedures, interview questions, teacher interviews, scheduling, and staffing. Budgeting was frequently mentioned. For example, one student observed a "Demonstration of how to create and submit an actual school budget, including staffing and school equipment."

Knowledge of the State Evaluation Instrument

The fourth most frequently identified learning area experienced by aspiring principals was instructional leadership. They observed "how to supervise staff using the NEPF" and "Pre- and Post-Observation cycle questions." More explicitly, one student wrote that she learned "how to conference with teachers with the intent of providing them with tools to make them better teachers." Instructional leadership was further modeled as the mentors helped with the student's capstone project, as noted by the statement, "She assisted with the NEPF evidence alignment for our visual displays."

Effective Communication Skills

The fifth most frequently cited learning area for aspiring leaders was the importance of communication skills to meet school goals and create an informed and transparent environment.

One respondent phrased that she learned and witnessed "The importance of clearly communicating the vision and expectations across the campus." Another added that she discovered "How to build effective systems within a school staff to create a positive culture and promote effective communication." The importance of this skill, in general, was modeled when the mentor presented "How to promote your school" to her mentee group. One student wrote, "She was great with PR for her school."

Research Question #4: What did the aspiring principals learn from their interactions with their site-based coaches?

The top five recurring themes indicating what aspiring leaders learned from their interactions with their site-based coaches were:

1. knowledge of specific administrative tasks, such as budgeting, interviewing, managing data, scheduling, and hiring.
2. effective communication skills, including listening, to engage stakeholders;
3. culture-building to create a positive school climate;
4. relationship- and trust-building to have others join you in reaching your vision; and
5. organization and time management to be an effective school leader.

Knowledge of Administrative Tasks

Knowledge of specific administrative tasks was overwhelmingly the most frequently cited learning area from the site administrators (coaches). Comments ranged from statements such as, "How to access data. How to facilitate teams" from one student to "How to hire/surplus employees. How to help teachers use data to increase school achievement" from another. One student summarized her learning by writing that she learned how to run a school and its "Day to day school operations." Even the task of how to engage with stakeholders surfaced. One student said she learned "How to handle difficult situations with parents and staff. Also, the application of the topics I was learning in my classes." The specific skills were numerous but were all part of managing a school.

Effective Communication Skills

The second most frequently cited theme was the development of effective communication skills to engage stakeholders to support the school's mission and vision. "I learned just how critical clear communication is to the culture and climate of the school" was followed by similar statements such as, "It's important to have a clear focus that is communicated regularly." Some coaching principals were "a model of great communication and human relation skills," as noted in the student's responses. Finally, aspiring leaders wrote that communication was essential "get buy-in to your vision."

Building Culture and Climate

The following skill instilled in the aspiring leaders was creating a campus culture conducive to a positive school climate. The importance of culture to student and school success was noted in responses such as, "I learned how to build culture and climate. I learned how the

culture could be negative if the administrator does not have a clear vision. I learned how to turn around the culture and climate to benefit students and the school community. It's based on strategic planning." Another student wrote, "Another disposition I learned is building relationships with staff members to have a positive climate and culture."

Building Relationships and Trust

Building relationships and trust was the fourth most noted learning area. The importance of building trust with faculty and staff was pointed out in the statement, "I learned that you have to make personal connections with your staff and make time to the walk the campus no matter how busy you may be," followed by learning to "be a good listener and build trust when you walk into a new building." Some mentors modeled this disposition, as supported by this student's observation: "Aside from her priority as an instructional leader, she spends much of her time on building relationships with students, teachers, and parents."

Organization and Time Management

The last skill, in order of frequency, was learning how organization and time management can help operate a school efficiently. Some responses to verify this outcome included learning "Managing time and completing tasks" and "How to prioritize between all of the different responsibilities." One student related his time management to working with his site-based administrator's schedule. The student wrote, "I learned to value time when approaching my administrator, and I learned to work without their guidance."

Conclusion

Based on the questionnaire results, the aspiring principals perceived mentors and coaches as highly significant to their development as school leaders in both aspiring principals' socialization and practice of their knowledge and skills. The open-ended questions produced themes confirming the same essential messages from both types of support, except for one theme. A higher average perceived value of the interaction with the shadowing mentors may be attributed to participants' shadowing these principals for three consecutive days during each of two semesters, in addition to the regular monthly group meetings. The mentoring activities facilitated the development of personal relationships where issues such as trust and career aspirations could be discussed and supported, in addition to helping connect the theory from the classroom to school experiences. These mentoring activities promote the socialization of the aspiring leaders into the profession and the district.

The site-based principals only met with the participants on an as-needed basis. In addition, the site-based principal was in an evaluative role over the participant, which may have created some discomfort in asking too many questions for fear of being perceived as incompetent or not knowledgeable. The experiences aligned to areas recognized as essential to practicing leadership knowledge and skills in the daily administrative tasks of school leaders.

The authors recommend including both mentoring and coaching as components of leadership preparation programs. By developing a mentoring and coaching support network,

graduates can be socialized into the district protocols by their mentors and improve their knowledge and skills through their coaches. The result can be better-prepared administrators with fewer obstacles to overcome and a higher sense of self-efficacy in leading a school.

Implications

School districts continue to find it challenging to recruit and retain effective principals, mainly in urban communities, which enroll much greater percentages of racial/ethnic minority students and students from poverty than rural and suburban districts (Crow & Whiteman, 2016; Gray, 2018; Wilson & Bloom, 2019; Goldring & Taie, 2018). Studies indicate that various states already require mentoring for new principals (Mitgang, 2012). Many school districts have developed academies to familiarize new administrators with local policies, structures, and programs in an attempt to ensure effective leadership for student success and school management (Mitgang, 2012). But why wait until an aspiring administrator is leading a school to begin the coaching and mentoring needed to prepare the leader for a smooth transition into an entry-level position as an administrator? Adequate preparation and induction for aspiring and early career school administrators can support their ability to manage the complexities of school leadership, increase school administrator retention, and improve administrators' practice (Alsbury & Hackmann, 2006; Orr & Orphanos, 2011). Mentoring and coaching both played essential roles in the preparation of the aspiring administrators in this partnership between a school district and a university leadership preparation program.

We contend that aspiring leaders need both types of support, mentoring for professional socialization, and career support and coaching to develop and reinforce specific leadership knowledge and skills. Mertz (2004) explains that the success of the protégé to advance in the organization is the end goal for a mentoring relationship, thereby focusing on the "future" and that mentoring requires deep physical and emotional involvement. As practiced by the site-based administrators, coaching served as an instructional aid in developing specific skills that could be assessed and improved in the present time. Both are necessary to develop and retain effective administrators. The mentors and coaches for this program were paid district principals who went through formal training for their roles in the partnership between the university and the school districts, which is essential to note. The training was to ensure specific expectations and goals for each role. Partnerships between school districts and universities have proven to aid in increasing the number of well-prepared school leaders (Crow & Whiteman, 2016; Gates, Baird, Master, & Chavez-Hererias, 2019; Orr & Orphanos, 2011). Principal preparation programs may use this research to reach out to school districts for similar support for their curricula. Partnering districts may also encourage the programs that develop their future leaders to include mentoring and coaching to begin the pseudo-induction process before leading a school. Socialization into the district processes can increase leader efficacy, retention, and student success. The complexity of the principalship can be ameliorated through a double support system such as the one in this study. Continued research is needed to support the findings from this study in other programs and districts.

References

Alsbury, T. L., & Hackmann, D. G. (2006). Learning from experience: Initial findings of a mentoring/induction program for novice principals and superintendents. *Planning and Changing, 37,* 169-189.

Bengston, E. (2014). Principals' socialization: Whose responsibility is it? *Journal of School Leadership, 24*(4), 725 -753.

Cherkowski, S., & Walker, K. (2019). Mentorship for flourishing in schools: An explicit shift toward appreciative action. *International Journal of Mentoring and Coaching in Education, 8*(4) 345-360.

Clayton, J. K., & Myran, S. (2013). Content and context of the administrative internship: How mentoring and sustained activities impact preparation. *Mentoring & Tutoring: Partnership in Learning, 21*(1), 59-75.

Clayton, J. K., Sanzo, K. L., & Myran, S. (2013). Understanding mentoring in leadership development: Perspectives of district administrators and aspiring leaders. *Journal of Research on Leadership Education, 8*(1), 77-96.

Creswell, J. W., & Poth, C. N. (2018). Research design: Qualitative inquiry and research design: Choosing among five approaches, (4th edition). Sage Publications.

Crow, G. M., & Whiteman, R. S. (2016). Effective preparation program features: A literature review. *Journal of Research on Leadership Education, 11*(1), 120-148. doi:10.1177/1942775116634694

Darling-Hammond, L., Meyerson, D., LaPointe, M., & Orr, M. T. (2010). *Preparing principals for a changing world*. San Francisco, CA: Jossey-Bass.

Drago-Severson, E., Maslin-Ostrowski, P., & Blum-Destefano, J. (2018). Looking behind the curtain: Principals' internal experiences of managing pressing challenges. *Journal of School Leadership, 28*(3), 315-343.

Gates, S., Baird, M., Master, B., & Chavez-Herrerias, E. (2019). *Principal pipelines: A feasible, affordable, and effective way for districts to improve schools.* Santa Monica, CA: RAND Corporation, Wallace Foundation. Available: www.rand.org/t/RR2666.

Gimbel, P., & Kefor, K. (2018). Perceptions of a principal mentoring initiative. *NASSP Bulletin, 102*(1), 22-37.

Goldring, R., and Taie, S. (2018). *Principal attrition and mobility: Results from the 2016–17 principal follow-up survey first look* (NCES 2018-066). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved June 17, 2022 from https://nces.ed.gov/pubsearch.

Gray, J. A. (2018). Leadership coaching and mentoring: A research-based model for stronger partnerships. *International Journal of Educational Policy and Leadership, 13*(12), 1-17.

Grissom, J. A., Egalite, A. J., and Lindsay, C. A. (2021). *How principals affect students and schools: A systematic synthesis of two decades of research*. New York: The Wallace Foundation. Available at http://www.wallacefoundation.org/principalsynthesis.

Kutsyuruba, B., & Godden, L. (2019). The role of mentoring and coaching as a means of supporting the well-being of educators and students. *International Journal of Mentoring and Coaching in Education, 8*(4), 229-234.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.

Lindle, J. C., Della Sala, M. R., Reese, K. L., Klar, H. W., Knoeppel, R. C., & Buskey, F. C. (2017). A logic model for coaching experienced rural leaders: Lessons from year one of a pilot program. *Professional Development in Education, 43*(1), 121-139, DOI: 10.1080/19415257.2015.1037927

Mertz, N. T. (2004). What's a mentor anyway? *Education Administration Quarterly, 40*(4), 541-560.

Mitgang, L. (2012). *The making of the principal: Five lessons in leadership training*. New York: The Wallace Foundation.

Oplatka, I., & Lapidot, A. (2018). Novice principals' perceptions of their mentoring process in early career stage: The key role of mentor-protégé relations. *Journal of Educational Administration and History, 50*(3), 204-222.

Orr, M. T. (2011). Pipeline to preparation to advancement: Graduates' experiences in, through, and beyond leadership preparation. *Educational Administration Quarterly, 47*(1), 114-172.

Orr, M. T., & Orphanos, S. (2011). How graduate-level preparation influences the effectiveness of school leaders: A comparison of the outcomes of exemplary and conventional leadership preparation programs for principals. *Educational Administration Quarterly,*

Reames, E. H., Kochan, F. K., & Zhu, L. (2014). Factors influencing principals' retirement decisions: A southern US perspective. *Educational Management Administration & Leadership, 42*(1), 40-60.

Van Maanen, J. (Ed.) (1976). *Breaking in: Socialization to work*. Chicago: Rand McNally College Pub. Co.

Wilson, J., & Bloom, G. (2019). A distinction that matters. *National Association of Secondary School Principals*, 20.