

# References

- Abrego, P., & Brammer, L. (1992). Counseling adults in midlife career transitions. In H. Lea & Z. Leibowitz (Eds.), *Adult career development: Concepts, issues and practices* (pp. 235–254). VA: National Career Development Association.
- Ackerman, R., & Maislin-Ostrowski, P. (2002). *The wounded leader: How real leadership emerges in times of crisis*. San Francisco, CA: Jossey-Bass.
- Adams, J. (1976). Self-management. In J. Adams, J. Hayes & B. Hopson (Eds.), *Transitions: Understanding and managing personal change* (pp. 157–171). London: Martin Robertson.
- Adams, J., Hayes, J., & Hopson, B. (1976). *Transitions: Understanding and managing personal change*. London: Martin Robertson.
- Alvy, H. B., & Robbins, P. (1998). *If only I knew: Success strategies for navigating the principalship*. Thousand Oaks, CA: Corwin Press Inc.
- Armstrong, D. (2002, May). *Administrative transitions: The journey from teacher to vice-principal*. Paper presented at the annual meeting of the Canadian Society for the Studies of Education, Toronto, ON, Canada.
- Armstrong, D. (2004a). *Personal change and organizational passages: Transitions from teaching to the vice-principalship in a reform climate*. Unpublished doctoral dissertation, OISE/University of Toronto, Ontario, Canada.
- Armstrong, D. (2004b). Constructing moral pathways in the transition from teaching to administration. *Values and Ethics in Educational Administration*, 3(1), 1–8.
- Armstrong, D. (2005). Leadership at the crossroads: Negotiating challenges, tensions and ambiguities in the transition from teaching to administration. In H. D. Armstrong (Ed.), *Examining the practice of school administration in Canada* (pp. 113–128). Alberta, Canada: Detselig Enterprises.
- Armstrong, D. (in press-a). Novice vice-principals: Betwixt and between the absurd contrasts of middle space leadership. In K. Anderson (Ed.), *The leadership compendium: Emerging scholars in Canadian educational leadership*. Fredericton, NB, Canada: Atlantic Centre for Educational Administration & Leadership.
- Armstrong, D. (in press-b). Rites of passage: Coercion, compliance, and complicity in the socialization of new vice-principals. *Teachers College Record*.
- Armstrong, D., & McMahon, B. (Eds.). (2006). *Inclusion in urban educational environments: Addressing issues of diversity, equity and social justice*. Greenwich, CT: Information Age.
- Ashforth, B. (2001). *Role transitions in organizational life: An identity based perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Ashforth, B., & Saks, A. (1996). Socialization tactics: Longitudinal effects of newcomer adjustment. *Academy of Management Journal*, 39(1), 149–178.
- Banks, C. (2000). Gender and race as factors in educational leadership and administration. In *The Jossey-Bass Reader on Educational Leadership* (pp. 217–256). San Francisco: Jossey-Bass.

- Begley, P. (1999). Value preferences, ethics, and conflicts in school administration. In P. T. Begley (Ed.), *Values and educational leadership* (pp. 237–254). New York: State University of New York.
- Begley, P. (2003). In pursuit of authentic school leadership practices. In P. T. Begley & O. Johanson (Eds.), *The ethical dimensions of school leadership* (pp. 1–12). Boston: Kluwer Academic.
- Blackmore, J. (2002). Leadership for socially just schooling: More substance and less style in high-risk, low-trust times. *Journal of School Leadership, 12*, 198–222.
- Brammer, L. (1981). Intervention strategies for coping with transitions. *Counselling Psychologist, 9*(2), 19–36.
- Brammer, L. (1991). *How to cope with life's transitions: The challenge of personal change*. Washington: Hemisphere.
- Bridges, W. (1980). *Transitions: Making sense of life's changes*. Toronto: Addison-Wesley.
- Bridges, W. (2001). *The way of transition: Embracing life's most difficult moments*. Cambridge, MA: Perseus.
- Bridges, W. (2003). *Managing transitions: Making the most of change* (2nd ed.). Cambridge, MA: De Capo.
- Brown, A. (Ed.). (2008). *Ontario education statutes and regulations*. Toronto, Ontario: Carswell.
- Brown, D. (1995). A values based approach to facilitating career transitions. *The Career Development Quarterly, 44*, 4–11.
- Bullogh, R., Knowles, J., & Crow, N. (1991). *Emerging as a teacher*. New York: Routledge.
- Burbules, N. (1997). Aporia: Webs, passages, getting lost, and learning to go on. *Philosophy of Education*. Retrieved July 31, 2003, from [http://www.ed.uiuc.edu/EPS/PES-yearbook/97\\_docs/burbules.html](http://www.ed.uiuc.edu/EPS/PES-yearbook/97_docs/burbules.html).
- Bush, T. (2003). *Theories of educational leadership and management* (3rd ed.). Thousand Oaks, CA: Sage.
- Butler, E. (1998). Alcohol use and abuse as a rite of passage. *Reaching Today's Youth, 3*(1), 18–23.
- Calebrese R. (1991). Effective assistant principals: What do they do? *NAASP Bulletin, 75*(533), 51–57.
- Calebrese R., & Tucker-Ladd, P. (1991). The principal and assistant principal: A mentoring relationship. *NAASP Bulletin, 75*(533), 67–25.
- Cantwell, Z. (1993). School based-leadership and professional socialization of the assistant principal. *Urban Education, 28*, 49–68.
- Clandinin, D., & Connelly, F. (1994). In N. K. Denzin & Y. S. Guba (Eds.), *Handbook of qualitative research* (pp. 413–427). London, UK: Sage Publications.
- Clandinin, D., & Connelly, F. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass.
- Clegg, T., Kornberger, M., & Pitsis, T. (2005). *Managing organizations: An introduction to theory and practice*. Thousand Oaks, CA: Sage.
- Cobb, K. (2005). *The Blackwell guide to theology and popular culture*. Boston, MA: Blackwell.
- Cole, A., & Knowles, J. (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. Toronto: Allyn & Bacon.
- Conway, J. (1990). Organizational rites as culture markers of schools. *Urban Education, 25*(1), 195–206.
- Cooper, J. (2002). Constructivist leadership: Its evolving narrative. In L. Lambert, D. Walker, D. Zimmerman, J. Cooper, M. Lambert, M. Gardner, et al. (Eds.), *The constructivist leader* (pp. 112–126). New York: Teachers College.
- Cranton, P. (2006). *Understanding and promoting transformative learning: A guide for educators of adults*. San Francisco: Jossey-Bass.
- Crow, G., & Grogan, M. (2005). The development of leadership thought and practice in the United States. In F. W. English (Ed.), *The Sage handbook of educational leadership: Advances in theory, research, and practice* (pp. 362–379). Thousand Oaks, CA: Sage.
- Daloz, L. (2000). Transformative learning for the common good. In J. Mezirow & Associates (Eds.), *Learning as transformation: Critical perspectives on a theory in progress* (pp. 103–123). San Francisco: Jossey Bass.

- Dotlich, D., Noel, J., & Walker, N. (2004). *Leadership passages: The personal and professional transitions that make or break a leader*. San Francisco: Jossey-Bass.
- Earl, L., Freeman, S., Lasky, S., Sutherland, S., & Torrance, N. (2002). *Policy, politics, pedagogy and people: Early perceptions and challenges of large-scale reform in Ontario schools*. Toronto, Ontario: ICEC, University of Toronto.
- Fein, M. (1990). *Role change: A resocialization perspective*. New York: Praeger.
- Felner, R., Farber, S., & Primavera, J. (1983). Transitions and stressful life events: A model for primary prevention. In R. D. Felner, L. Jason, J. Moritsugu & S. Farber (Eds.), *Preventative psychology: Theory, research and practice* (pp. 199–220). New York: Pergamon Press.
- Fineman, S., Sims, D. & Gabriel, Y. (2005). *Organizing and organizations* (3rd ed.). Thousand Oaks, CA: Sage.
- Fishbein, S., & Osterman, K. (2001). *Crossing over: Learning the ropes and rules of the teacher-administrator relationship*. Paper presented to the annual meeting of the American Educational Research Association, Seattle, WA, April 10–14, 2001. (ERIC Document Reproduction Service No. ED 463276).
- Foster, W. (1986). *Paradigms and promises: New approaches to educational administration*. New York: Prometheus Books.
- Foster, W. (2004). The decline of the local: A challenge to educational leadership. *Educational Administration Quarterly*, 40(2), 176–191.
- Freedman, A. (1998). Pathways and crossroads to institutional leadership. *Consulting Psychology Journal: Practice and Research*, 50(3), 131–151.
- Gardner, H., Csikszentmihalyi, M., & Damon, W. (2001). *Good work: When excellence and ethics meet*. New York: Basic Books.
- Gillborn, D., & Ladson-Billings, G. (2004). Introduction. In G. Ladson-Billings & D. Gillborn (Eds.) *The Routledge Falmer reader in multicultural education: Critical perspectives on race, racism, and education* (pp. 1–4). London: Routledge.
- Gillborn, D., & Youdell, D. (2000). *Rationing education: Policy, practice, reform and equity*. Philadelphia: Open University.
- Glaser, B., & Strauss, A. (1971). *Status passage*. Chicago: Aldine.
- Glesne, C., & Peshkin, H. (1992). *Becoming qualitative researchers: An introduction*. White Plains, NY: Longman.
- Goffmann, E. (1959). *The presentation of self in everyday life*. New York: Anchor Books.
- Gold, M., & Douvan, E. (1997). *A new outline of social psychology*. Washington, DC: American Psychological Association.
- Goodman, D. (2001). *Promoting diversity and social justice: Educating people from privileged groups*. Thousand Oaks, CA: Sage.
- Greenfield, W. D. (1977). Administrative candidacy: A process of new role learning. *Journal of Educational Administration*, 15(1), 30–48.
- Greenfield, W. D. (1985a). *Being and becoming a principal: Responses to work contexts and socialization processes*. Paper presented to the annual meeting of the American Educational Research Association, Chicago IL, April 2, 1985. (ERIC Document ED 254 932).
- Greenfield, W. D. (1985b). The moral socialization of school administration: Informal role learning outcomes. *Educational Administration Quarterly*, 24(4), 99–119.
- Greenfield, W. D. (1985c). Studies of the assistant principal: Toward new avenues of inquiry. *Education and Urban Society*, 18(1), 7–27.
- Greenfield, W. D. (1993). Articulating values and ethics in administrator preparation. In C. A. Capper (Ed.), *Educational administration in a pluralistic society* (pp. 267–287). Albany, NY: State University of New York.
- Greenfield, W. D. (1995). Toward a theory of school administration: The centrality of leadership. *Educational Administration Quarterly*, 31(1), 61–85.
- Griffith, A. (2001). Texts, tyranny and transformation: Educational restructuring in Ontario. In J. Portelli & R. Solomon (Eds.), *The erosion of democracy in education: From critique to possibilities* (pp. 83–98). Calgary, Alberta: Detselig.

- Grogan, M., & Andrews, R. (2002). Defining preparation and professional development for the future. *Educational Administration Quarterly*, 38(2), 233–256.
- Hagestad, G. (1991). Trends and dilemmas in life course research. In W. R. Heinz (Ed.), *Theoretical advances in life course research* (pp. 23–57). Bremen: Deutscher Studien Verlag.
- Hart, A. (1991). Leadership succession and socialization: A synthesis. *Review of Educational Research*, 61(4), 451–474.
- Hart, A. (1993). *Principal succession: Establishing leadership in schools*. New York: SUNY.
- Hartzell, G. (1991). Induction of experienced assistant principals. *NAASP Bulletin*, 75(53), 75–83.
- Hartzell, G. (1993). Effective leadership - When you're not at the top. *The High School Magazine*, 1(2), 16–19.
- Hartzell, G., Williams, R. C., & Nelson, K. T. (1994). *Addressing the problems of first-year assistant principals*. Paper presented at the annual convention of the National Association of Secondary School Principals, February 19, 1994. (ERIC Document ED 369 179).
- Heck, R. (1995). Organizational and professional socialization: Its impact on the performance of new administrators. *The Urban Review*, 7(1), 31–49.
- Hill, L. A. (1992). *Becoming a manager: Mastery of a new identity*. Boston, MA: Harvard Business School Press.
- Hopson, B., & Adams, J. (1976). Towards an understanding of transition: Defining some boundaries of transition dynamics. In J. Adams, J. Hayes & B. Hopson (Eds.), *Transition: Understanding and managing personal change* (pp. 3–26). London, UK: Marin Robertson.
- Hoyle, E., & Wallace, M. (2005). *Educational leadership: Ambiguity, professionalism and managerialism*. Thousand Oaks, CA: Sage Publications.
- Kegan, R. (2000). What form transforms? A constructive-developmental approach to transformative learning. In J. Mezirow & Associates (Eds.), *Learning as transformation* (pp. 35–69). San Francisco: Jossey-Bass.
- Kincheloe, J. L. (2003). *Teachers as researchers: Qualitative inquiry as a path to empowerment* (2nd ed.). London: Routledge Falmer.
- King, K. (2005). *Bringing transformative learning to life*. Malabar, FL: Krieger.
- King, T. (2003). *The truth about stories: A native narrative*. Toronto: Anansi.
- Kwan, P., & Walker, A. (2008). Vice-principalship in Hong Kong: Aspirations, competencies and satisfaction. *School Effectiveness and School Improvement*, 19(1), 73–97.
- Lambert, L. (2002). Toward a deepened theory of constructivist leadership. In L. Lambert, D. Walker, D. Zimmerman, J. Cooper, M. Lambert, M. Gardner et al. (Eds.), *The constructivist leader* (pp. 34–62). New York: Teachers College.
- Leithwood, K., Fullan, M., & Watson, N. (2003). *The schools we need: Recent education policy in Ontario and recommendations for moving forward*. Toronto: OISE/UT.
- Leucke, R. (2003). *Managing change and transition*. Boston, MA: Harvard Business School.
- Levin, J. (1999). *The poetics of transition: Emerson, pragmatism, & American literary modernism*. London: Duke University.
- Louis, M. R. (1980). Surprise and sense making: What newcomers experience in entering unfamiliar settings. *Administrative Science Quarterly*, 25, 226–251.
- Louis, M. R. (1981). Career transitions: Varieties and commonalities. In R. E. Hill, E. L. Miller & M. A. Lowther (Eds.), *Adult career transitions: Current research perspectives*. Michigan: University of Michigan.
- Major, D. (2000). Effective newcomer socialization into high-performance organizational cultures. In N. M. Ashkanasy, C. P. Wilderom & M. Peterson (Eds.), *Handbook of organizational change* (pp. 355–383). London: Sage.
- Malone, R. (2001). Principal mentoring. *Eric Digest*, 149, 1–6.
- Marris, P. (1974). *Loss and change*. London: Routledge & Kegan Paul.
- Marshall, C. (1985a). Professional shock: The enculturation of the assistant principal. *Education and Urban Society*, 18(1), 28–58.
- Marshall, C. (1985b). Facing fundamental dilemmas in education systems. *Education and Urban Society*, 18(1), 131–134.
- Marshall, C. (1992a). The assistant principalship: An overview of the frustrations and rewards. *NAASP Bulletin*, 76, 88–94.

- Marshall, C. (1992b). *The assistant principalship: Leadership choices and challenges*. California: Corwin Press.
- Marshall, C. (1993). *The unsung role of the career assistant principal*. VA: National Association of Secondary School Principals.
- Marshall, C., & Greenfield, W. (1987). The dynamics of the enculturation and work of the assistant principal. *Urban Education*, 22(1), 36–52.
- Marshall, C., & Hooley, R. (2006). *The assistant principalship: Leadership choices and challenges* (2nd ed.). Thousand Oaks, CA: Corwin.
- Marshall, C., & Mitchell, B. A. (1991). The assumptive worlds of fledgling administrators. *Education and Urban Society*, 23(4), 396–415.
- Marshall, C., & Olivia, M. (2006). *Leadership for social justice: Making revolutions in education*. New York: Pearson.
- Matthews, J., & Crow, G. (2003). *Being and becoming a principal: Role conceptions for contemporary principals and assistant principals*. Boston: Pearson Education.
- McMahon, B., & Armstrong, D. (2006). Framing equitable praxis: Systematic approaches to building socially just and inclusionary educational communities. In D. Armstrong & B. McMahon (Eds.), *Inclusion in urban educational environments: Addressing issues of diversity, equity and social justice*. Greenwich, CT: Information Age.
- Meijers, F. (1998). The development of a career identity. *International Journal for the Advancement of Counselling*, 20, 191–207.
- Meijers, F. (2002). Career learning in a changing world. *International Journal for the Advancement of Counselling*, 24, 149–167.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Merriam-Webster Online Dictionary*. Retrieved December 9, 2008, from <http://www.merriam-webster.com/dictionary/passage>.
- Mezirow, J. (2000). Learning to think like an adult: Core concepts of transformation theory. In J. Mezirow & Associates (Eds.), *Learning as transformation: Critical perspectives on a theory in progress* (pp. 3–33). San Francisco: Jossey-Bass.
- Michel, G. (1996). *Socialization and career orientation of the assistant principal*. South Carolina: South Carolina State University, Department of Education. (ERIC Document Reproduction Service No. ED 395 381).
- Morgan, A., & Drury, V. (2003). Legitimizing the subjectivity of human reality through qualitative research method. *The Qualitative Report*, 8(1), Retrieved June 2, 2003, from <http://www.nova.edu/ssw/QR/QR8-1/morgan.html>.
- Nanavati, M., & McCulloch, B. (2003). *School culture and the changing role of the secondary vice principal*. Research report prepared for the Ontario Principals' Council, December 2003. Toronto, Ontario, Canada: Ontario Principals' Council.
- Nicholson, N. (1990). The transition cycle: Causes, outcomes, processes and forms. In S. Fisher & C. L. Cooper (Eds.), *On the move: The psychology of change and transition* (pp. 83–105). Chichester, UK: John Wiley & Sons.
- Nicholson, N., & West, M. (1988). *Managerial job change: Men and women in transition*. Cambridge, UK: Cambridge University.
- Nicholson, N., & West, M. (1989). Transitions, work histories and careers. In M. B. Arthur, D. T. Hall & B. S. Lawrence (Eds.), *Handbook of career theory* (pp. 181–201). Cambridge: Cambridge University Press.
- O'Connor, D., & Wolfe, D. (1991). From crisis to growth at midlife: Changes in personal paradigm. *Journal of Organizational Behavior*, 12, 323–340.
- Olson, L. A. (2000). The nature of the assistant principalship in relation to the principalship. *GSU Educational Forum*, 5, 7–12.
- Oshry, B. (1993). Converting middle powerlessness to middle power: A systems approach. In T. D. Jick (Ed.), *Managing change: Cases and concepts* (pp. 401–412). New York: Irwin McGraw-Hill.

- Playko, M., & Daresh, J. (1993). Mentoring programs for aspiring administrators: An analysis of benefits to mentors. *ERS Spectrum*, 12–16.
- Radnor, H. (2001). *Researching your professional practice: Doing interpretive research*. Philadelphia: Open University Press.
- Rodriguez, A. (2002). Redefining our understanding of narrative. *The Qualitative Report*, 7(1), Retrieved March 1, 2002, from <http://www.nova.edu/ssw/QR/QR7-/rodriguez.html>.
- Rusch, E. (2004). Gender and race in leadership preparation: A constrained discourse. *Educational Administration Quarterly*, 40(1), 14–26.
- Ryan, J. (2003). *Principals and inclusive leadership for diverse schools. Studies in educational leadership*. Hingham, MA: Kluwer.
- Saks, A., & Ashforth, B. (1997). Organizational socialization: Making sense of the past and present as a prologue for the future. *Journal of Vocational Behavior*, 51, 234–279.
- Saks, A., & Ashforth, B. (2000). The role of dispositions, entry stressors, and behavioral plasticity theory in predicting newcomers' adjustment to work. *Journal of Organizational Behavior*, 21, 43–62.
- Schein, E. (1978). *Career dynamics: Matching individual and organizational needs*. Reading, MA: Addison-Wesley Publishing.
- Schlossberg, N. (1981). A model for analyzing human adaptation to transition. *The Counseling Psychologist*, 9(2), 2–18.
- Schmidt, M. (2000). Role theory, emotions, and identity in the department headship of secondary schooling. *Teaching and Teacher Education*, 16, 827–842.
- Schmidt, L., Komski, G., & Pollack, D. (1998a). *Novice administrators: Personality and administrative style changes*. Illinois. (ERIC Document Reproduction Service No. ED 427387).
- Schmidt, L., Komski, G., & Pollack, D. (1998b). *Novice administrators: Psychological and physiological effects*. Illinois. (ERIC Document Reproduction Service No. ED 427386).
- Schultz, E., & Lavenda, R. (1987). *Cultural anthropology: A perspective on the human condition*. St. Paul, MN: West.
- Schwandt, T. A. (2000). Three epistemological stances for qualitative inquiry: Interpretism, hermeneutics, and social construction. In N. K. Denzin & Y. S. Guba (Eds.), *Handbook of Qualitative Research* (2nd ed., pp. 189–213). London: Sage Publications.
- Scoggins, A., & Bishop, H. (1993). *A review of the literature regarding the roles and responsibilities of assistant principals*. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans, November 10–12, 1993. (ERIC document ED 371 436).
- Sheehy, G. (2006). *Passages: Predictable crises of adult life*. New York: Ballantine.
- Sigford, J. (1998). *Who said school administration would be fun? Coping with a new emotional and social reality*. Thousand Oaks, CA: Corwin.
- Simpson, P. R. (2000). *Assistant principal's survival guide: Practical guidelines and materials for managing all areas of your work*. Paramus, NJ: Prentice Hall.
- Spector, P., & Fox, S. (2002). An emotion-centered model of voluntary work behavior: Some parallels between counter productive work behavior and organizational citizenship behavior. *Human Resources Management Review*, 12, 269–292.
- Taylor, E. (2000). Analyzing research on transformative learning theory. In J. Mezirow & Associates (Eds.), *Learning as transformation: Critical perspectives on a theory in progress* (pp. 285–328). San Francisco: Jossey-Bass.
- Trice, H., & Beyer, J. (1984). Studying organizational culture through rituals and ceremonies. *Academy of Management Review*, 9(4), 653–669.
- Trice, H., & Morand, D. (1989). Rites of passage in work careers. In M. B. Arthur, D. T. Hall & B. S. Lawrence (Eds.), *Handbook of career theory* (pp. 397–416). Cambridge: Cambridge University Press.
- Tzu, L. (2009). In *Brainy Quote*. [http://www.brainyquote.com/quotes/authors/l/lao\\_tzu.html](http://www.brainyquote.com/quotes/authors/l/lao_tzu.html).
- Van Gennep, A. (1960). *The rites of passage*. Chicago: The University of Chicago Press.
- Van Maanen, J., & Schein, E. H. (1979). Toward a theory of organizational socialization. In B. M. Shaw (Ed.), *Research in organizational behavior* (pp. 209–264). Greenwich, CT: JAI.

- Viney, L. (1980). *Transitions: The major upheavals most women must face and how they experience them*. Victoria: Cassels Australia.
- Walker, D. (2002). Constructivist leadership: Standards, equity and learning – weaving whole cloth from multiple strands. In L. Lambert, D. Walker, D. Zimmerman, J. Cooper, M. Lambert, M. Gardner, et al. (Eds.), *The constructivist leader* (pp. 1–33). New York: Teachers College.
- Williams, T. (2001, August). *Unrecognized exodus, unaccepted accountability: The looming shortage of principals and vice-principals in Ontario public school boards*. Ontario, Canada: Ontario Principals Council.
- Wollon, M. & Sommer, S. (2003). *Saying farewell: Management as a performance art*. Retrieved June 1, 2006, from <http://www.ux1.eiu.edu/~cfmlw2/048POB.pdf>.
- Young, R., & Collin, A. (Eds.). (1992). Constructing career through narrative and context: An interpretive perspective. In *Interpreting career: Hermeneutical studies of lives in context* (pp. 1–14). London: Praegar.

# Index

## A

- Ability to adapt to roles changes/transition to new role, 21, 40
  - personal, sociohistorical, and environmental issues, 21
- Abrego, P., 14, 18, 21, 25, 26, 27, 60, 61, 115
- Absurd contrasts/shocks and surprises, 79
- Ackerman, R., 136
- Adams, J., 14, 27
- Administration, 4, 6, 8, 9, 10, 11, 14, 17, 18, 19, 23, 24, 25, 26, 29, 32, 33, 38, 39, 40, 42, 45, 46, 49, 53, 54, 55, 60, 61, 62, 65, 66, 67, 68, 69, 89, 95, 108, 114, 122, 123, 124, 128, 135, 136
  - hierarchy, 17, 23, 77–90, 91, 135
- Administrative career, 26, 33, 34, 123
  - reasons for entering, 62
- Administrative competence, 96, 108, 113, 132
  - emotional competence, 112–115
  - interpersonal and intrapersonal competence, 107–108, 109, 115
- Administrative identity, 30, 104–107, 112
  - administrative skill, competencies, 104, 135
  - certification, 51, 67, 71, 81, 107
- Administrative passage, 4–6, 20, 25, 26, 29–30, 53–63, 78, 79, 91, 94, 112, 121, 122, 126, 127, 133, 134
  - crossroads, intersections, and boundaries, 54–55
  - external dimensions, 55–59
  - internal dimensions, 59
- Administrative perspective, 59, 106, 107
- Administrative role, 5, 8, 9, 32, 35, 36, 42, 55, 66, 79, 80, 81, 85, 99, 100, 101, 106, 107, 117, 118, 121
  - content innovation; role innovation; role making; role taking, 22, 23, 24
- Administrative shocks and surprises, 77–79

- Administrative team, 21, 43, 45, 49, 52, 56, 57, 68, 70, 83, 96, 122, 130, 131
- Administrative transition, 4, 17, 26, 62, 105, 125, 136
  - challenges, 125
- Alvy, H. B., 18
- Andrews, R., 136
- Anticipatory socialization; encounter;
  - adjustment; and stabilization, 19, 66
- Aporias, 60–61, 81, 83, 89, 101, 113, 132
- Armstrong, D., 4, 5, 6, 7, 21, 22, 23, 27, 54, 55, 57, 58, 60, 61, 66, 79, 81, 104, 121, 122, 123, 125, 126, 127, 128, 130, 133, 136
- Ashforth, B., 16, 17, 20, 21, 25, 66, 103, 123, 124
- Assistant principals
  - aspiring, new, and practicing, 17, 54, 69, 128, 132–135
  - professional development and learning, 19, 68, 133–134
  - reasons for becoming, 53
  - reconceptualizing the role of, 121–137
  - recruitment training, 130
  - role ambiguity/role conflict, 85
  - role conflict/overload of, 5, 6, 12, 19, 37, 49, 58, 87, 92, 97
  - roles and duties, 80
  - socialization, 16–24, 58, 116, 122, 123, 125, 126, 127, 128, 130
  - sponsors, social networks, mentors, 21, 33, 69, 72, 124, 134
  - supports, 8, 27, 38, 131, 132
  - transition from teacher to assistant principal, 8, 10, 11

## B

- Banks, C., 123
- Begley, P., 6



- Beyer, J., 16  
 Bishop, H., 6, 58  
 Blackmore, J., 123  
 Boundaries  
   inclusionary, functional, hierarchical, 54,  
   55, 66, 71  
   physical and social, 82  
 Brammer, L., 14, 18, 19, 21, 25, 26, 27, 60, 61,  
 78, 115  
 Bridges, W., 9, 13, 14, 15, 19, 25, 27, 59, 60,  
 61, 74, 79, 95, 124  
 Brown, A., 125  
 Brown, D., 15, 16  
 Bullogh, R., 17, 91, 123  
 Burbules, N., 60, 79  
 Bush, T., 5  
 Butler, E., 15
- C**  
 Calebrese, R., 58  
 Cantwell, Z., 78  
 Careers, 16, 24, 25, 57  
 Career transitions, 16–21, 124  
 Change  
   personal, 13–15, 20, 104, 123  
   theory, 24  
 Clandinin, D., 7, 8, 10, 12  
 Clegg, T., 6, 7  
 Cobb, K., 15, 16  
 Cole, A., 7, 12, 56  
 Collin, A., 7, 10  
 Connelly, F., 7, 8, 10, 12  
 Constructivism, 10  
 Conway, J., 55, 82  
 Cooper, J., 7, 25, 28  
 Cranton, P., 61, 103  
 Crisis of meaning, 76  
 Crow, G., 7  
 Crow, N., 17, 18, 19, 20, 21, 22, 23, 24, 56, 57,  
 58, 82, 103, 127, 131  
 Csikszentmihalyi, M., 25  
 Culture, 4, 6, 7, 9, 10, 16, 17, 18, 20, 21, 22,  
 28, 30, 40, 42, 44, 46, 47, 52, 55, 56,  
 68, 69, 77, 79, 80, 82, 87, 96, 104, 109,  
 114, 121, 133
- D**  
 Daloz, L., 59, 129  
 Damon, W., 25  
 Daresh, J., 57  
 Dilemmas, 4, 9, 11, 29, 55, 60–61, 78, 94, 112  
 Disassociation, 103, 107  
 Discipline, 32, 46, 56, 83, 87, 93, 110, 111, 132  
   role expectations, 21, 80, 114, 130  
 Disequilibrium, 15, 27, 60, 77, 78, 79, 103  
 Disidentification, 15  
 Disintegration, 30, 62, 63, 90, 91–101, 107  
 Disorientation, 15, 76  
 Dotlich, D., 21, 54, 60, 74, 95, 104, 123  
 Douvan, E., 18  
 Drury, V., 10, 11
- E**  
 Earl, L., 5  
 Educational landscape, 5, 8, 12, 78, 115  
   external, 54, 55  
   internal, 54, 55, 59  
 Educational narratives, 7  
 Emotions, 7, 9, 10, 11, 12, 26, 31, 33, 36, 59,  
 60, 73, 74, 75, 76, 78, 80, 95, 112, 113,  
 114, 115, 133  
 Epicycles, 61–63, 74, 76, 78, 79, 91, 99, 101,  
 103, 107, 116, 123, 132, 136  
   Disintegration–Reintegration, 30, 63, 90,  
   91–101, 107  
   Entry–Exit, 29, 63, 65–76, 77, 81, 89, 101,  
   116  
   Immersion–Emersion, 26, 62, 63, 76, 77,  
   78, 79, 80, 81, 101  
   Transformation–Restabilization, 30, 63,  
   101, 103–118  
 Equity & gender issues, 94, 123
- F**  
 Farber, S., 94  
 Fein, M., 23, 91, 107  
 Felner, R., 94  
 Fineman, S., 6, 7, 97  
 Formal selection process, 72  
 Foster, W., 7, 128, 129, 133, 134, 136  
 Fox, S., 21, 97  
 Freedman, A., 54, 104, 107, 131  
 Fullan, M., 5  
 Future research, 37, 43
- G**  
 Gabriel, Y., 6  
 Gardner, H., 25  
 GASing, 68, 74  
 Van Gennep, A., 13, 15, 16, 60, 79, 81, 103  
 Gillborn, D., 5  
 Glaser, B., 13, 16  
 Glesne, C., 10, 29  
 Goffmann, E., 8  
 Gold, M., 18  
 Goodman, D., 18

- Greenfield, W., 24  
 Greenfield, W. D., 4, 17, 18, 19, 21, 22, 23, 24,  
 54, 59, 66, 67, 68, 70, 71, 103, 136  
 Griffith, A., 5, 68  
 Grogan, M., 7, 136
- H**  
 Hagestad, G., 15  
 Hart, A., 18, 19, 20, 22, 23, 103, 118  
 Hartzell, G., 19, 21, 22, 54, 55, 58, 60, 78, 79,  
 80, 122, 127, 129  
 Hayes, J., 27  
 Heck, R., 18, 23, 104  
 Hill, L. A., 54, 60, 95, 104, 107, 115, 123, 129  
 Hooley, R., 4, 5, 6, 19, 21, 54, 55, 122, 123,  
 125, 127, 130  
 Hopson, B., 14, 27  
 Hoyle, E., 5
- I**  
 Identity  
   administrative, 30, 104–107, 112  
   conflict, 75, 106  
   construction and negotiation, 10, 104, 105,  
   107, 115, 124  
 Immersion rites, 81–85  
 Induction, mentoring and coaching, 131  
 Informal assessment process, 133  
 Internships, 129  
 Interpersonal competence, 107–108, 109  
 Intrapersonal competence, 107–108, 115  
 Isolation, 15, 39, 42, 47, 51, 81–85, 91, 95, 96
- J**  
 Journey, 4, 26, 28, 29, 46, 61, 63, 67, 73, 103,  
 118, 132, 136
- K**  
 Kegan, R., 28, 61, 105  
 Kincheloe, J. L., 7, 123  
 King, K., 61  
 King, T., 7  
 Knowles, J., 7, 12, 17, 56  
 Komski, G., 6  
 Kornberger, M., 6  
 Kubler-Ross' (1969) five stages of grief,  
   *denial, anger, bargaining, depression,*  
   *and acceptance*, 20  
 Kwan, P., 7
- L**  
 Ladson-Billings, G., 5  
 Lambert, L., 25, 27, 28  
 Lasky, S., 5
- Leadership  
   challenges, 12, 24, 30, 38, 40, 48, 52  
   crossroads, 54–55, 136  
 Leithwood, K., 5  
 Leucke, R., 123  
 Levin, J., 118  
 Liminality, 74  
   emotional ambiguity, 75  
 Losses, tangible and intangible, 95  
 Louis, M. R., 16, 17, 18, 54, 59, 60, 78
- M**  
 McCulloch, B., 5  
 Van Maanen, J., 23  
 McMahan, B., 5, 6, 128  
 Maislin-Ostrowski, P., 136  
 Major, D., 17  
 Malone, R., 57, 125, 131  
 Marris, P., 14, 79, 94  
 Marshall, C., 4, 5, 6, 18, 19, 20, 21, 22, 24, 54,  
 55, 57, 58, 60, 70, 72  
 Matthews, J., 18, 19, 20, 21, 22, 23, 24, 56, 57,  
 58, 82, 103, 127, 131  
 Meijers, F., 7, 10, 104, 105, 115, 129  
 Mentoring, mentors, 6, 34, 50, 57, 110, 116,  
 123, 124, 129, 131, 135  
 Merriam, S. B., 11  
 Metanarratives, 86, 121, 122  
 Metaphors, 13, 30, 61, 78, 79, 105  
 Methodology  
   narrative, 10  
   personal experience methods, 10  
   qualitative, 10  
 Mezirow, J., 60, 61, 103, 129, 140  
 Michel, G., 18  
 Middle space, 79–80, 81, 88, 113, 122, 127,  
 128  
 Minority experiences, 34, 35, 37, 40, 41, 96,  
 100, 123, 130  
 Mitchell, B. A., 19, 22, 24, 94  
 Morand, D., 15, 16, 74  
 Morgan, A., 10, 11
- N**  
 Nanavati, M., 5  
 Narratives  
   methodology, 10  
   role of, 3, 6–9, 10, 12, 31–52, 54, 55, 63,  
   65, 86, 95, 104, 115, 121, 122, 123,  
   124, 136  
 Nelson, K. T., 19  
 Networks, 21, 55, 66, 67, 70, 71, 89, 98,  
 108–112, 123, 130, 134  
   building networks and sponsors, 108–112

- Nicholson, N., 13, 14, 18, 19, 25, 27, 61, 66, 78, 103, 104, 107, 125
- Noel, J., 21
- Novice administrators, 4, 56, 79, 104, 109
- O**
- O'Connor, D., 18, 54, 59, 92, 107
- Olivia, M., 128
- Olson, L. A., 5, 7
- Opportunity value, 27
- Opportunity zone, 27, 130
- Organizational circle, 26
- Organizational hierarchy, 8, 66, 79, 108, 122
- Oshry, B., 79
- Osterman, K., 70
- P**
- Paradoxical nature of the administrative change and transition, 63
- Passages, 4–6, 13–28, 34, 55, 59, 60, 79, 86, 94, 121, 122–124, 125, 133, 136  
social, 15–16
- Pathways, 12, 24, 25, 55, 59, 60, 70, 136, 137
- Personal circle, 26
- Person-centric perspective, 24–28
- Peshkin, H., 10, 29
- Pitsis, T., 6
- Playko, M., 57, 58
- Policy, 5, 6, 69, 87, 89, 111, 121, 124, 125, 126, 131, 132
- Pollack, D., 6
- Preparation programs and models, 127  
recommendations for change, 127
- Pre-role expectations, 80
- Pre-role preparation, 55
- Primavera, J., 94
- Professional circle, 26
- Professional socialization, 18, 67, 127
- Professional training and development  
pedagogical approaches, 128  
pre-service and in-service programs, 128  
recommendations for change, 130
- Psychological theories of transitions and passages, 13
- R**
- Radnor, H., 7, 10, 11
- Reasons for entering administration, 62
- Recommendations for change  
induction, mentoring and coaching, 131  
knowledge and skill base, 131  
principals' support, 126  
promotion, placement & hiring practices, 130
- Reconceptualized role of the assistant principal, 121–137
- Recruitment, 124, 126, 129, 130
- Reforms, 5, 23, 24, 47, 56, 58, 118, 121, 123
- Relationships  
building, 108, 110, 113
- Research on assistant principals' narratives, 9–12
- Resistance, 12, 45, 50, 84, 106, 116
- Rites of passage, 16, 57, 130  
humiliation, degradation, humiliation  
incorporation, isolation, reintegration, 15, 16, 30, 39, 42, 47, 51, 55, 63, 81–85, 90, 91–101, 107
- Rituals, ceremonies, 55
- Robbins, P., 18
- Rodriguez, A., 6, 7
- Role  
ambiguity, 85  
conflict, 6, 18, 19, 20, 21, 22, 33, 37, 39, 48, 50, 58, 75, 85, 87, 88, 94, 95, 107, 108, 111, 112, 113, 114, 117, 124, 125  
demands, 47, 104  
expectations, 21, 80, 114, 130  
identity, 16, 22, 104, 106, 117  
innovation, 22, 23, 24, 87  
making, 22, 23, 24  
overload, 5, 49, 87, 92, 97  
taking, 22–24
- Rusch, E., 123
- Ryan, J., 6
- S**
- Saks, A., 17, 20, 103
- Schein, E., 54, 113
- Schein, E. H., 23
- Schlossberg, N., 14, 19, 27
- Schmidt, L., 6, 54, 59
- Schmidt, M., 59, 79, 125
- School districts, 5, 18, 21, 33, 35, 38, 40, 43, 44, 47, 55, 67, 69, 72, 74, 87, 96, 97, 98, 104, 111, 115, 123, 125, 127, 128, 129–132, 135, 136  
induction, mentoring and coaching, 131  
recommendations for change, 131–132  
recruitment and hiring practices, 130  
rites of passage, 57, 130
- Schwandt, T. A., 10
- Scoggins, A., 6, 58
- Selection, promotion, placement, 69–72, 74, 129, 130–131, 134
- Separation, 15, 55, 69, 81–85
- Sheehy, G., 13, 27, 59

- Sigford, J., 4, 5, 6, 14, 19, 20, 22, 54, 55, 60, 74, 82, 95, 97, 104, 123, 125, 127, 129, 136
- Simpson, P. R., 7
- Sims, D., 6
- Socialization  
 anticipatory, 19, 66  
 organizational, 16, 17, 18, 19, 20, 22, 23, 24, 25, 54, 59, 66, 69, 89, 127  
 professional, 18, 67, 127  
 stages, 18–21  
 tasks, tactics and outcomes, 21–24
- Sociological theories of transitions and passages, 13–28
- Sommer, S., 15
- Spector, P., 21, 97
- Stakeholders, 4, 5, 19, 22, 23, 39, 55, 56–59, 80, 85, 86, 88, 93, 108, 128
- Stories, legends, myths, 6
- Strauss, A., 13, 16
- Stressors, job stress, 5, 14, 51
- Support  
 enabling supports and structures, 127  
 recommendations for change, 127–128
- Sutherland, S., 5
- T**
- Taylor, E., 61
- Theory and practice, 7  
 blending theoretical knowledge and practical experiences, 129–132
- Thresholds, 65–76, 77, 81  
 rites and rituals, 9, 15, 16, 55, 66, 67
- Torrance, N., 5
- Trajectories, 4, 13, 25, 29, 33, 60, 61–63, 65, 67, 77, 79, 89, 101, 104, 118, 123, 133
- Transformation, 27, 28, 30, 61, 62, 63, 101, 103, 104, 105, 106, 107, 113, 115, 124, 129, 136
- Transformation theories, 103, 105
- Transformational trajectories, 61–63, 118
- Transitions  
 characteristics of, 14, 21  
 characteristics of pre- and post transition environments, 21, 63, 124  
 individual characteristics, 16, 21, 62  
 as personal change, 13–15, 20, 104, 123  
 as social passages, 15–16  
 stages, 3, 4, 14, 15, 18–21  
 from teaching to administration, 3, 4, 8, 10, 11, 17, 24, 26, 45, 61, 62, 65  
 trajectory, internal and external, 12, 20, 25, 27, 61, 104, 106, 107, 114, 115, 128
- Trice, H., 15, 16, 74
- Tucker-Ladd, P., 58
- Tzu, L., 119
- V**
- Values, 4, 6, 7, 9, 15, 16, 18, 19, 20, 21, 23, 24, 25, 26, 27, 39, 45, 59, 60, 67, 71, 72, 84, 92, 95, 98, 99, 103, 105, 107, 112, 116, 117, 121, 125, 134, 135
- Viney, L., 14, 21, 59
- W**
- Walker, A., 7
- Walker, D., 25, 28
- Walker, N., 21
- Wallace, M., 5
- Watson, N., 5
- West, M., 13, 18, 19, 20, 25, 27, 61, 66, 78, 107, 125
- Williams, R. C., 19
- Williams, T., 5
- Wolfe, D., 18, 54, 59, 92, 107
- Wollon, M., 15
- Y**
- Youdell, D., 5
- Young, R., 7, 10