UASSP President
“Leadership, Optimism, Vision, and Empathy”
(L.O.V.E.)
Theme for 2019-2020

My Dear Colleagues,

Welcome and congratulations to all on the opening of the 2019-2020 school year! Something I want to share with you all during this busy, chaotic time of year is the idea of L.O.V.E. It is love that drives everything we do. We love our students. We love our teachers. We love learning. We love being leaders. We love our families. We love life. Also, since we all love acronyms in education, I thought I would share some values that I believe create L.O.V.E. in our schools.

**Leadership:** As principals, we are leaders. Our students, teachers, and communities depend on us, putting us in positions of great trust. If you Google the definition of leadership (because nobody uses the dictionary anymore), interestingly enough there are some synonyms listed that are the antithesis of what I believe leadership is, for example words like authority, control, and management. However, effective leadership is not about putting others down or controlling them; it is not about taking pleasure in catching a teacher in a mistake. If that were the case, anyone could be a manager. Leadership is inspiring and empowering others to do their best.

**Optimism:** One of my favorite sayings is, “Choose to be optimistic–it feels better!” Often, we are overwhelmed by the pressure to perform and measure up to what seems like continually increasing expectations for schools. In this high pressure environment, our job is to foster hope in those who have lost theirs. There is great power in building optimism within yourself and others. To help build this with your teachers, model it. The “Pollyanna Principle” might seem silly, but If you fall down the stairs, at least you got down them pretty fast! A positive attitude doesn’t solve problems, but certainly a negative attitude never helps. As the leader in your building, you are the chief optimist, the #1 believer in your teachers, and your students’ biggest cheerleader.

**Vision:** There is quite a bit of discourse in leadership models about de- ñing a “clear vision.” I never really understood why that was so dif ñult. The vision and mission of schools is clear: To create a place where learning occurs. After fifteen years in administration, I now understand that it’s more about creating a “unified vision” so that we can achieve greatness. This requires the cultivation of a growth mindset for all.
I see a principal's role as a unifier in creating the vision, values, mission, and goals in each individual school. When we tap into the collective will of the group, we are able to garner buy-in and propel our teachers into the work of which they’ve always wanted to be a part. If we assert our own vision without input, we are not empowering our teachers to lead out. Instead, we have to ask them to consider foundational questions. What are our values? What do we believe in? What do we want for our students? What are we all about at this school? We have to collaboratively revisit that vision often. The teachers are the ones who will implement any vision that is set forth for the school; they must feel invested.

**Empathy:** This is the most important part of the L.O.V.E. concept. Our greatest challenge as leaders is to have empathy for those who seem to oppose us. In my first year as an administrator, after a faculty meeting with some teachers had ripped apart an initiative the principal was trying to roll out, I was spitting mad and told him those teachers were insubordinate, etc. My wise principal looked at me and said, “If you can get past the negativity and really listen, there are concerns there to which we need to be empathetic; their concerns are things we need to think about to make sure we are making the right decision”. I have carried those words with me ever since. Just as we expect teachers to get to the root cause and have empathy for students who have shut down or are disrespectful, we need to do the same for the teachers who are struggling in our buildings. Empathy is recognizing that there are not only two sides, rather, there are many sides to any one issue. Empathy is trying to understand everyone’s point of view and valuing other people’s reality. As we go forward this year, let’s not forget to L.O.V.E. with Leadership, Optimism, Vision, and Empathy.

Have a great year everyone!

Dixie Rae Garrison  
Principal, West Jordan Middle  
UASSP President
Dear UASSP Members,

Congratulations on a successful opening to the new school year! I know your hallways are bustling with excited students. Games, contests, performances, club week, and the Homecoming Dance are all under way.

The hard work you put in this summer building the master schedule, hiring teachers, ordering supplies, providing professional development, and establishing the focus and vision for your school will be put into action. You and your students will experience the success you envisioned and prepared for.

Like you, the UASSP board has been working hard with boards from Region VII to identify areas of focus for the 2019-2020 year. The common themes of leadership, access to a quality curriculum for all students, school safety, social emotional well-being, and recruiting and retaining the best teachers are areas we will focus on during our conferences.

Anthony Muhhamad will be the keynote speaker at the mid-winter conference at the Dixie Center in St. George. He will be teaching us how to transform school culture so all students can be successful. You won’t want to miss this opportunity to hear from Anthony and to collaborate with colleagues, so save the date: January 27th-29th.

Know that your great leadership matters! See you at the conference.

Jess Christen

Executive Director UASSP

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**Conference Dates to Remember**

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<tr>
<th>Conference</th>
<th>Date</th>
<th>Location</th>
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<tr>
<td>Secretaries Conference</td>
<td>October 10, 2019</td>
<td>Thanksgiving Point (The Show Barn)</td>
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<tr>
<td>Asst. Principal’s Conference</td>
<td>November 6th, 2019</td>
<td>Thanksgiving Point</td>
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<td>Mid-Winter Conference</td>
<td>January 27-29th 2020</td>
<td>Dixie Center</td>
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<td>Summer Conference</td>
<td>June 9-11th 2020</td>
<td>Park City Marriott</td>
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<td>NASSP Conference</td>
<td>July 7-9, 2020</td>
<td>Gaylord Resort National Harbor, MD</td>
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UASSP Summer Conference - 2019
Park City Utah
In our field as educational leaders, we strive for constant progress and often look to examples of past and present prominent leaders to research and emulate. There are historical as well as present day examples for us to learn from, and the list is lengthy. However, some great leaders may not be in the history books or as widely known to the masses, but are closer and more readily available to us. We seldom notice their presence because they have never demanded the spotlight nor sought validation yet consistently and graciously lead by example. One such great leader is Carl Boyington, Executive Director of the Utah Association of Secondary School Principals.

Carl is retiring from his role as the state’s leader for the secondary principal’s professional organization for the past 20 years. After serving as a teacher, school administrator, and district administrator, Carl took the role he is now retiring from and made it the great organization it is today. His focus has always been on providing the necessary tools for school administrators to be successful because he truly believed that great schools have great principals. Carl has been the epitome of an exceptional educational leader in countless ways. The strong characteristics he displayed throughout his career has touched and taught many lives. Just to name a few of those admirable characteristics…

Communicative, Collaborative, and Connected—Carl pursued all avenues to gain insight and then shared information and knowledge to school administrators. He sought to be understood and to understand others. He worked closely with the membership, Executive Board, and educational community with the sole purpose of helping administrators access the tools and knowledge they needed to create great schools. He spent countless days advocating with state legislators and collaborating with national lawmakers on behalf of all of us.

Positive Energy – Carl always presented a positive, pro-active, and caring approach. Although quiet in nature, his ethics spoke volumes about what kind of a true leader he is. He made time to develop authentic relationships and was genuine in his concern for others.

Confidence – Carl displayed confidence and constantly maintained strong direction. He always had a solid conviction of what he was doing and was inclusive with all. He often validated others in a genuine manner which helped them feel a sense of self-worth. Carl has displayed the utmost of humility. He never took the credit (and should have), but courteously gave credit to others.

Willingness to Learn, Unlearn, and Relearn – Carl never stopped learning! He was constantly learning about the opportunities and possibilities of 21st Century learning and was open to a growth mindset. The conferences he organized were varied and sensitive to the needs of the attendees.

Ability to Inspire – Carl created an enthusiasm and optimism to work together in creating a productive and positive future for schools. He validated the role of the school administrator and inspired us to continue to seek improvement. He was always so gracious, dignified, and distinguished. On behalf of the secondary school administrators across the state, region, and national fields, we sincerely thank Carl Boyington for the positive examples he displayed day in and day out, the sacrifices he made in order to promote the organization, and the legacy he leaves. Carl Boyington is truly a great leader and an equally great friend.

Suzi M. Jensen
Former NASSP Executive Board Member
Past UASSP State Coordinator
Past UASSP President
Past UASSP Large High School Rep

Rulon A. Homer
Past UASSP State Coordinator
Past UASSP President
Past UASSP Large High School Rep
Past UASSP HS Principal of the Year

Jim Young
Past UASSP President
Past UASSP Assistant Rep
School principals are essential for providing strong educational opportunities and improved outcomes for students. They can do this by enhancing teachers’ practice, motivating school staff, and maintaining a positive school climate. Building these conditions takes time and requires continuity of strong leadership. Consequently, sudden or frequent turnover of effective principals can disrupt school progress, often resulting in higher teacher turnover and, ultimately, lower gains in student achievement.

Principal turnover is a serious issue across the country. A 2017 national survey of public school principals found that, overall, approximately 18 percent of principals had left their position since the year before. In high-poverty schools, the turnover rate was 21 percent.

To increase understanding of principal turnover and determine which policies and practices might stem the tide, the National Association of Secondary School Principals (NASSP) and the Learning Policy Institute (LPI) have partnered to conduct a yearlong study of principal turnover. This effort began with a review of the literature to determine what is already known about the causes of turnover. LPI’s literature review found five main reasons principals leave their jobs: inadequate preparation and professional development, poor working conditions, insufficient salaries, lack of decision-making authority, and ineffective accountability policies.

In the second phase of our research, LPI collected in-depth insights through focus groups with experts—namely, current administrators—who grapple with the everyday, long-term demands and challenges that mark the principalship. Focus groups consisted of 17 participants with diverse backgrounds, representing 15 states and serving in schools with poverty levels ranging from 4 percent to 78 percent. The LPI focus groups explored these same five aspects of principals’ jobs. Notably, we found that focus group participants faced challenges similar to those identified in the literature review. In addition, based on feedback from these administrators, we identified several strategies that could give principals the supports they said they needed to succeed and remain in their schools:

- High-quality professional learning opportunities
- Support from strong administrative teams with adequate school-level resources
- Competitive salaries
- Appropriate decision-making authority within the school context
- Evaluations characterized by timely, formative feedback

Authors

–Stephanie Levin, MPP, PhD
–Kathryn Bradley, MPP, MA
–Caitlin Scott, PhD
Pre-Registration Form

When: Thursday, November 6th 2019

8:30 a.m.  Registration (Continental Breakfast)
9:00 a.m.  Welcome
9:10 a.m.  Workshop Presenter — To Be Announced
10:15 a.m. Break
10:30 a.m. Panel Discussion
12:00 p.m. Lunch — Sponsored by Jostens
12:45 p.m. Workshop Presenter — To Be Announced
2:30 p.m.  Conclusion and Drawing for Prizes

Where: Thanksgiving Point Garden Room

3003 N Thanksgiving Way
Lehi, UT 84043

Cost:  Pre Registration Fee — $100.00
(Cost includes Continental Breakfast, Luncheon, and Door Prizes)

Deadline for Registration — October 31st 2019
For more information, call UASSP office at (801)402-0581 or (801)402-0583

Please send this registration form along with a check to:

UASSP
525 East 300 South
Kaysville, UT 84037

Name: ____________________________

School: ____________________________  District ____________________________

School Address: ____________________________  Street Address ____________  City/State ____________  Zip ______

School Telephone: ______________________  Fax: ______________________

Email Address: ____________________________  (to receive registration Confirmation)

Payment: $100.00 Mail check with this form or go online to www.uassp.org for online registration with a credit card.

GOLF IS AVAILABLE AFTER THE CONFERENCE

$12.50 for nine holes with cart
$25.00 eighteen holes with cart
Pay for golf at the Golf Course

Please remember the dress code—NO DENIM OR COLLARLESS SHIRTS!