

To determine the leadership trait that best describes the ideal principal candidate for Maynard H. Jackson High School, meetings were held on Thursday, November 5, 2025, involving students, staff, and the community. The following profile summarizes the leadership characteristics and qualities valued by the school community:

Types/Years of Experience

- Member of the community/ involved in the community
- Someone who has worked in a high school before
- Genuine in their actions
- Urban populations with good conflict management skills, high energy, fun, sparks joy
- Between 7-10 years of teaching before becoming an AP. If they were an instructional coach before, that is even better.
- Teaching or being a principal at a high-achieving school that also has a diverse population.
- Getting results, inspiring students and teachers to achieve greatness.
- Being authentic, real, and able to talk to students and families in a kind, respectful way.
- Setting high standards.
- Someone who has had ample time in the classroom.
- Connects well with students and rallies the community.
- Atlanta Public School experience, and very important is the Maynard Jackson High School Experience
- Having a principal who has been around the school would be a direct reflection of the success of the school.
- The ideal principal would have a solid background in education and experience leading a diverse school community.
- Someone who values collaboration, communication, and student engagement would be a great fit for our school.
- The new principal should be a part of the already existing community so that there will not need to be too much of an adjustment from what is already in place.
- Experience leading a team in an educational setting with at least 10 to 15 years of experience, preferably in an urban school with social, economic, and racial diversity
- At least 10 years of experience, having worked as a classroom teacher, content specialist, and school administrator.
- Be familiar with all aspects of instruction.
- Experience as a teacher for five to ten years and has extensive expertise in both classroom management and school administration.
- Have a proven ability to connect authentically with students, families, and staff.
- Have at least five years of teaching experience, served as an instructional coach, and AP. He or she should be cognizant of every level.
- At least 10 years in the classroom, leadership degree(s), and at least 5 years in a leadership position.

Instructional Leadership

- Able to teach different curriculum
- Hold teachers accountable
- Emphasize the importance of tests (SAT & ACT)
- A Principal who pushes students to challenge themselves.
- Someone who will have realistic expectations
- Teacher support, good listener, receptive to feedback, innovative, communicative, outgoing, & invested in children's success
- Classroom and hallway presence; good listener
- Hire qualified teachers who know how to teach
- Humility, great listening skills, good verbal communication skills, ability to innovate and think creatively, ability to be forward thinking (e.g. think through how AI should



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- be used in education now and as it continuously evolves),
- Interest in educating all students (those bound for jobs and careers after high school and those going to college).
- Willingness to be firm when needed, but still approachable.
- Be approachable, collaborative, and genuinely invested in both student and teacher success.
- It's important they lead by example—creating a positive, inclusive environment where both students and staff can thrive.
- Vision and Innovation – They should have a clear plan for academic success and be open to new ideas, programs, and technology that improve learning.
- Visible in classrooms and engaging with students regarding the experiences.
- Be instruction-focused, approachable, and visionary. It's important that they understand effective teaching practices, use data to guide decisions, and actively support teachers in improving instruction.
- Strong communication, consistency, and the ability to build trust with staff, students, and families
- Not micromanaging; and understands school culture BEFORE leading. Positive and risk-taking.
- Visible, supportive, and deeply invested in teaching and learning.
- Know how to inspire teachers, use data to drive decisions, and ensure that instruction meets the diverse needs of all students.
- Must know how to accurately analyze data, knowledgeable in implementing instructional frameworks, growth mindset, up to date educational philosophy, ability to incorporate inclusive instructional techniques.

Discipline Management

- Show understanding and full analysis to properly discipline people
- Consistency that projects encouragement to do the right thing
- Hold everyone accountable to the same standards
- Realistic and fair punishment
- Understand why a student acts the way they do, like get to the real problems
- Provide emotional support during times of conflict
- Consistency and accountability for both parents and students
- Understands the makeup of this neighborhood. If they know the makeup of our community, they need someone who can be stern because sometimes it can take over and disrupt the structure of students' learning.
- Emotional intelligence
- Cultural awareness
- Able to develop rapport with students
- Aware of resources and ways to proactively support students, so they don't continually get into trouble and are supported in doing better for themselves.
- Fairness and Consistency – They should apply rules consistently to all students, ensuring that discipline is predictable and equitable.
- Strong Classroom and Student Management Experience – Having a background in working directly with high school students helps them understand student behavior and effective strategies for addressing it.
- Positive and Restorative Approach – They should focus on guiding students to learn from mistakes, using restorative practices rather than only punitive measures.
- Clear Communication – They should communicate expectations and consequences clearly to both students and staff, creating a sense of safety and respect.
- They should understand that discipline is not just about consequences, but character and accountability. Discipline should never be taken lightly, as the behaviors students develop in school often carry into their future lives.
- Maintain a safe and respectful environment while also supporting students' growth and helping

them learn from their mistakes.

- Set clear expectations, follow through consistently, and ensure that all students and staff feel respected and supported.
- Calm and organized, stern but fair, and consistent with a discipline framework

Leadership Style

- Confident
- Considerate of students needs and wants
- Engaging and Positive
- Great Spirit and vibes
- Willing to build connections with students
- Willing to take criticism; Respectful and admit mistakes
- Welcoming; Authentic and unapologetic personalities
- Integrity
- Democratic (allow students voices to be heard); Listens and follows through
- Strong leadership with high integrity to model global awareness and forward thinking
- Possess or be able to articulate the needs of the school effectively.
- We definitely need someone who is not going to bend to the loudest voices' whims
- Someone who listens first, communicates openly, and builds trust with students, staff, and families.
- Visionary and Goal-Focused – They should set clear expectations, maintain high standards, and inspire the school community to work toward student success.
- Being able to relate to students in a way that they know the principal truly cares about them and their well-being
- Excitement for learning and achieving.
- Offering a diverse range of paths and recognizing that not all students- and staff- are the same.
- The ability to lead without micro-managing faculty and staff.
- Aware of our population and who cares to know our students and families beyond their grades.
- Engage with staff, students. parents and the community, because all of those help to thrive in the community and enact new partnerships.
- Collaborative and approachable leadership style that promotes open communication, trust, and mutual respect.
- Visible and engaged with students, staff, and families, creating an environment where everyone feels valued and heard.
- Models consistency, fairness, and compassion will help students and staff thrive in a safe and welcoming school culture focused on success.
- Positive and not overbearing to staff.
- Allows teacher autonomy and holds INDIVIDUALS accountable (not punitive to the whole staff).
- Servant/coaching, transformational, and visionary
- Great communication skills and an open mind.

Community Engagement

- Gives recognition and visibility to students
- Is present at games and school activities; School spirit
- Knows how to engage in the community without coming off as a dictator.
- Someone who takes the school beyond its walls
- Cultural competence and inclusivity
- Equity-minded decision-making
- Emotional intelligence and conflict resolution skills
- Community partnerships and resourcefulness
- Ethical leadership and integrity
- Lead by example
- Experience at Maynard Jackson in administration
- Strong Communication Skills – The principal should be able to clearly share the school's goals, needs, and successes with the community.



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- Cultural Awareness and Inclusivity – Understanding and respecting the community’s diverse backgrounds ensures that engagement efforts are inclusive and effective.
- Be aware of what is already in place, engaged in understanding what works and what doesn’t.
- Community engagement connects the school to the local community by establishing and building supportive relationships with local businesses, parents, neighborhood associations, etc.
- Community-minded, approachable, and proactive in building strong partnerships.
- Strong commitment to equity and access for all families and community members
- Should hear from the community, but must be willing to explain to the community that we must think about what is best for the entire school community