Just "Level the Playing Field" in My Classroom and Watch Me Excel!

Baruti K. Kafele
Principal Kafele Consulting, LLC, principalkafele@gmail.com

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/nyar_savannah

Part of the Curriculum and Instruction Commons, Curriculum and Social Inquiry Commons, Educational Leadership Commons, Elementary and Middle and Secondary Education Administration Commons, Elementary Education Commons, Gender Equity in Education Commons, and the Urban Education Commons

Recommended Citation
https://digitalcommons.georgiasouthern.edu/nyar_savannah/2019/2019/73
“Just Level the Playing Field and Watch Me Excel!”

Ensuring a Commitment to Equity in ALL Classrooms for ALL Learners

Principal Baruti Kafele

PrincipalKafele.com
Twitter: @principalkafele
facebook: Principal Kafele

WHY Do I Teach?

EQUALITY  EQUITY
What is your daily message to your students?

Is the playing field level in my school and classroom?

Do the Relationships in My Classroom Allow My Students of Color and Underserved Students to Feel Emotionally Safe and Secure?
Do the Relationships in My Classroom Allow My Students of Color and Underserved Students to Feel Emotionally Safe and Secure?

Do I know my students of color and underserved students beyond the dismissal bell?
How do my students of color and underserved students perceive me and my treatment of them?
Am I intimidated by any of my students of color / underserved students, their parents or the communities in which they reside?

In What Ways Do I Hold Myself Accountable for the Academic Success (or Failure) of My Students of Color and Underserved Students?

Do my students of color and and underserved students have the option of failing in my classroom?
Am I willing to accept responsibility and accountability for the successes AND failures of my students of color and underserved students?
Do I reject poverty as a legitimate excuse for failure of my students of color and underserved students?

Are My Instructional Strategies Conducive to My Students of Color and Underserved Students Having a Willingness to Soar?
Are My Instructional Strategies Conducive to My Students of Color and Underserved Students Having a Willingness to Soar?

How do I know which instructional strategies work best with my students of color and underserved students?
Do I take into account that no two of my students are alike?
Does my teaching reflect the 21st Century student?

Does My Lesson Planning Consider My Students of Color and Underserved Students?

Do I ensure that my students of color and underserved students identify culturally with the lessons I teach?
How do I demonstrate my sensitivity to the racial and ethnic diversity of my students?
Am I willing to learn all that I can about the cultures of my students?