

Equity, Race, Gender & the Assistant Principal

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“When you control a man's thinking you do not have to worry about his actions. You do not have to tell him not to stand here or go yonder. He will find his 'proper place' and will stay in it. You do not need to send him to the back door. He will go without being told. In fact, if there is no back door, he will cut one for his special benefit. His education makes it necessary.”

The Miseducation of the Negro (1933)
Dr. Carter G. Woodson



“DOING Equity” / “BEING Equity”
Both are essential...but what's the difference?

“DOING Equity”...the SKILL

The implementation of what was learned in the form of:
Meeting young people where they are...AS THEY ARE.

It's a behavior...a set of actions...a process...a skillset.
BUT THIS IS NOT ENOUGH!

“BEING Equity”...the WILL

The personal, intrinsic, fervor of:
Meeting young people where they are...AS THEY ARE.

It's a mindset...an attitude...an embodiment...a determination...a passion.
SKILL & ABILITY MATTER...BUT YOUR ATTITUDE TOWARD EQUITY MATTERS TOO!

“Being Equity” Requires an “Equity Mindset Teacher”

What is an *Equity Mindset Teacher*?

An ***“Equity Mindset Teacher”*** is a teacher who utilizes a variety of ***developmentally appropriate instructional strategies*** that consider the differing ***academic, social & emotional needs*** of ***EACH*** of the learners in a ***student-centered, culturally-responsive, culturally-relevant, barrier-free, “Equity Mindset Classroom”*** where ***student individuality, student cultural identity & student “voice” matter EXPONENTIALLY.***

Do I bring an equity-mindset approach to my instruction?

Does equity *abound* for *EACH* of my students of color & other underserved students?



Three Equity Nonnegotiables

Student Individuality - Visible or Invisible?

Student Cultural Identity - Accentuated or Denied?

Student "Voice" - Distinct or Obscure?

“Am I *SOMEBODY* in My Classroom?”

Three Equity Nonnegotiables

Student Individuality - *Visible or Invisible?*

*What is it about my leadership that the **individuality** of each of the learners of the teachers that I supervise is acknowledged, respected, appreciated and **visible**?*

Student Cultural Identity - *Accentuated or Denied?*

*What is it about my leadership that the **cultural / racial identity** of each of the learners of the teachers that I supervise is acknowledged, respected, appreciated and **accentuated**?*

Student “Voice” - *Distinct or Obscure?*

*What is it about my leadership that the “**voice**” of each of the learners of the teachers that I supervise is acknowledged, respected, appreciated and **distinct**?*

Student Individuality

Visible or Invisible?



“Get to know **ME...**
beyond who I am in my classroom.”

“Believe in **ME...**
without judging me or comparing me to my peers.”

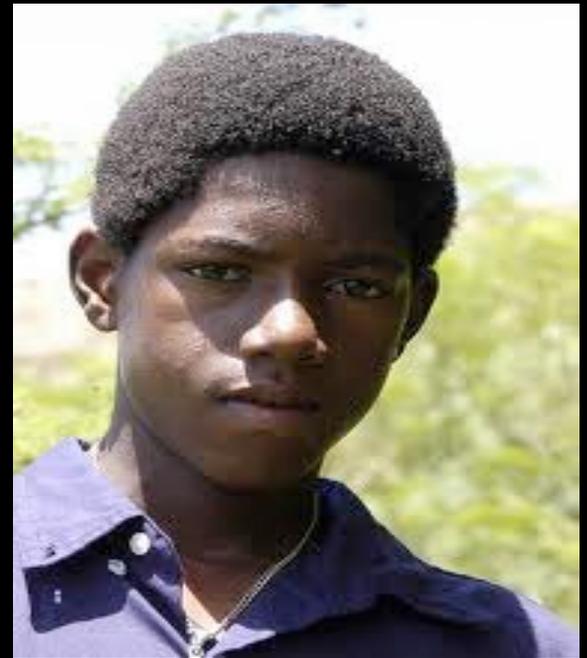
“Encourage **ME...**
to strive to defeat the odds that are stacked against me toward helping me to become a firm believer in my ability to succeed.”

“Prove to **ME...**
that you care about me...not through your words, but through your commitment to my academic, social & emotional growth and development.”

“Challenge **ME...**
to maximize my potential while taking the time to learn how I learn and to teach me accordingly.”

Student Cultural-Identity

Accentuated or Denied?



“Expose **ME** to my history...
because I need to know who I am historically.”

“Expose **MY** non-Black peers to my history...
because they need to know who I am too.”

“Engage **ME**...
*through a **culturally-responsive / culturally-competent** lens toward demonstrating awareness and understanding of who I am culturally, racially and ethnically.*”

“Teach **ME**...
*through a **culturally-relevant** lens because I need to be able to relate to and identify with what I am learning.*”

“Relate to **ME**...
through an anti-racist lens because I need to be able to learn within a bias-free learning environment.”

Student “Voice”

Distinct or Obscure?



“Respect and appreciate **MY** voice...
because it is a verbal expression of who I am.”

“Assist **ME**...
with developing my voice (inclusive of my communication skill), because its utilization is an invaluable life-long necessity.”

“Help **ME**...
to develop the courage to use my voice on social justice issues because I need to be able to articulate the concerns of the world around me.”

“Coach **ME** on the art of public speaking...
because I need to be able to use my voice to speak to the masses.”

“Support **ME**...
with finding my “voice” because I need to be able to walk in my purpose.”

Three Equity Nonnegotiables

- ***Student Individuality*** - *Visible or Invisible?*
- ***Student Cultural Identity*** - *Accentuated or Denied?*
- ***Student “Voice”*** - *Distinct or Obscure?*

“Hey teacher, am I at an advantage because you are my teacher?”

***Equity* Mindset Classroom or *Equality* Mindset Classroom?**

LET'S TALK ABOUT IT!

The *Equality* Mindset Classroom



The *Equity* Mindset Classroom



15 Characteristics of an Equity-Mindset Teacher

1. attention to a healthy classroom *culture* for each of the learners
2. attention to a healthy classroom *climate* for each of the learners
 - Environment for Learning
 - Attitude toward Students
 - Relationship with Students
 - Compassion for Students
 - Relevance in Instruction

15 Characteristics of an Equity-Mindset Teacher

1. attention to a healthy classroom *culture* for each of the learners
2. attention to a healthy classroom *climate* for each of the learners
3. utilization of a variety of developmentally appropriate instructional strategies
4. consideration for the differing academic, social & emotional needs of EACH of the learners
5. creation of a true student-centered learning environment
6. culturally-responsive relations with students
7. culturally-relevant pedagogy
8. provides a barrier-free learning environment
9. provides a bias-free learning environment
10. disparity-free toward providing opportunities for student success
11. disproportionality-free with handling discipline
12. attention to student individuality
13. accentuates student cultural identity
14. lends distinctiveness to student “voice”
15. reflective practitioner

**Being an “*Equity-Mindset Teacher*”
Requires “*Equity-Mindset Planning*”**

My Equity Blueprint

I. Situation Analysis (*Where am I now?*)

A. Areas where I want to continue to grow (*my wins*)

- 1.
- 2.
- 3.

B. Areas where I need to improve (*my deficiencies*)

- 1.
- 2.
- 3.

C. Areas where I need to make a pivot (*a shift*)

- 1.
- 2.
- 3.

My Equity Blueprint

II. Goals (*Where am I going?*)

A. Areas where I want to continue to grow (*my wins*)

- 1.
- 2.
- 3.

B. Areas where I need to improve (*my deficiencies*)

- 1.
- 2.
- 3.

C. Areas where I need to make a pivot (*a shift*)

- 1.
- 2.
- 3.

My Equity Blueprint

III. Strategy (*How will I get there?*)

A. Areas where I want to continue to grow (*my wins*)

- 1.
- 2.
- 3.

B. Areas where I need to improve (*my deficiencies*)

- 1.
- 2.
- 3.

C. Areas where I need to make a pivot (*a shift*)

- 1.
- 2.
- 3.

My Equity Blueprint

IV. Implementation *(Walking in My Plan)*

Self-reflection

Self-assessment

Self-adjustment

Self-improvement



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Virtual AP Leadership Academy (4 ways to view LIVE)

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Every Saturday morning @ 10:55 EDT

Principal Kafele Books (ASCD)

The Equity & Social Justice Education 50 (New)

The ASSISTANT Principal 50

The ASPIRING Principal 50

Is My School a Better School BECAUSE I Lead It?

The Principal 50

The Teacher 50

Closing the Attitude Gap

Motivating Black Males