The author explores how Black male educators make meaning of their experiences in a predominantly White school context as well as their perceptions of how that context influences their professional practice. The findings showed that racial consciousness is the predominant factor in influencing how BMEs navigate their experiences and deliver pedagogy in formal and informal education spaces. Additionally, the findings found that BMEs utilize these spaces to deliver pedagogy that equips and empowers Black male students to navigate their experiences as students in a predominantly White school setting. This study has implications for scholars and practitioners seeking to improve the recruitment, training, and retention of BMEs in K-12 schools.