



Signs: Narrative & Pre-service Teacher Identity Development

Early in educator induction, students are asked, “Why do you want to be a teacher?” This question, often ripe with optimism and a desire to “give back,” is also loaded with unchecked sociocultural and historic “norms” that hinder educator identity development.

The signs and symbols that coalesce to shape a student’s teacher narrative become the instructional tools, methods, and interactive pathways most heavily relied upon once employed. Often, these tools reify oppressive ideologies, structures, and expectations, particularly for marginalized K-12 students.

In walking alongside pre-service educators as they assess the values, tropes, and mores indicative to these signs, teacher educators can better prepare students to champion diverse learners, no matter where they teach.

April 6, 2022

1:25–2:25 pm (EST)

Optional discussion to follow

Online through Zoom



About the Speaker

Nakeiha Primus, Ph.D. is an Associate Professor at Millersville University. Her primary teaching responsibilities include preparing future elementary and secondary educators in a wide variety of degree programs. Dr. Primus’s work seeks to empower educator expertise, center marginalized voices in education, and widen what “good” teaching and learning encompasses.

Dr. Primus received a bachelor of arts in English Literature from Tufts University, a master of arts in Teaching English from Duke University, and Ph.D. in Education from the University of Delaware.

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