

Megan Satterthwaite-Freiman, Ph.D. (*she/her*)

Updated: November 2025

Harvard University
Harvard Graduate School of Education
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Academic Appointments

Postdoctoral Research Fellow	July 2025 - Present
Harvard Graduate School of Education, Cambridge, MA	
Adolescent Ethnic-Racial Identity Development Lab; PI: Adriana Umaña-Taylor, Ph.D.	

Education

Ph.D. Education - Human Development Learning and Teaching	May 2025
Harvard University	
Ed. M. Prevention Science and Practice – Research Concentration	May 2017
Harvard University	
B.A. History, Secondary Education Minor, <i>magna cum laude</i>	May 2011
Boston College	

Publications

Peer-Reviewed:

11. Woolverton, G. A., **Satterthwaite-Freiman, M.**, Rastogi, R., Keum, B. T., Hahm, H. C., & Liu, C. H. (In press). Predictors of Sociopolitical Involvement among White Young Adults during the COVID-19 Pandemic. *Race and Social Problems*.
10. Umaña-Taylor, A. J., Martinez-Fuentes, S., Sladek, M. R., Baldeh, M., Hill, H., Ramanadhan, S., Etienne, K., Foint, S. M., Ison, A., Jones, S., Mason, P., Moon, K., Morse, P., Puopolo, M. A., **Satterthwaite-Freiman, M.**, Soto Figueroa, M., Soto-Shed, E., Stormon-Flynn, M. P., & Vazquez, M. (2025). Equipping educators for equity through ethnic-racial identity curriculum: Comparing teachers' fidelity of implementation across remote and in-person training. *Journal of Community Psychology*, 53(5), e70025. <https://doi.org/10.1002/jcop.70025>
9. Wantchekon, K. A., **Satterthwaite-Freiman, M.**, & Umaña-Taylor, A. J. (2025). Ethnic-racial identity among White adolescents: Patterns and links to adjustment. *Journal of Applied Developmental Psychology*, 98, 101772. <https://doi.org/10.1016/j.appdev.2025.101772>
8. Sladek, M. R., Umaña-Taylor, A. J., Neville, H. A., Ison, A., Martinez-Fuentes, S., Mason, P., Park, Y., Safa, M. D., **Satterthwaite-Freiman, M.**, Soto-Shed, E., & Wantchekon, K. A. (2024). Professional development for providing time and opportunities for change in U.S. teachers' ethnic-racial identity. *Identity*, 1-22. <https://doi.org/10.1080/15283488.2024.2366892>
7. **Satterthwaite-Freiman, M.**, Wantchekon, K.A., Aguilar, G., Sladek, M. R., Ison, A., Mason, P., Soto-Shed, E., & Umaña-Taylor, A. J. (2024). The challenges of engaging in

- conversations and activities focused on race, ethnicity, and identity in the classroom: Learning from U.S. based teachers. *Identity*, 1-26.
<https://doi.org/10.1080/15283488.2024.2340489>
6. **Satterthwaite-Freiman, M.** & Umaña-Taylor, A. J. (2023). Application of the enduring legacy of the Integrative Model to investigating White adolescent ethnic-racial identity development. *Human Development*, 68(3), 121–138. <https://doi.org/10.1159/000534965>
 5. Wantchekon, K. A., McDermott, E. R., Jones, S. M., **Satterthwaite-Freiman, M.**, Baldeh, M., Rivas-Drake, D., Umaña-Taylor, A. J. (2023). The role of ethnic-racial identity and self-esteem in intergroup contact attitudes. *Journal of Youth and Adolescence*, 52(11), 2243-2260. <https://doi.org/10.1007/s10964-023-01819-1>
 4. Ison, A., **Satterthwaite-Freiman, M.**, Sladek, M. R., Umaña-Taylor, A. J. (2023). The role of family ethnic socialization and generational status in White adolescents' ethnic-racial identity development. *Journal of Adolescent Research*.
<https://doi.org/10.1177/07435584231166118>
 3. **Satterthwaite-Freiman, M.**, Sladek, M. R., Wantchekon, K. A., Rivas-Drake, D., & Umaña-Taylor, A. J. (2023). Examining ethnic-racial identity negative affect, centrality, and intergroup contact attitudes among White adolescents. *Journal of Youth and Adolescence*, 52(1), 61-75. <https://doi.org/10.1007/s10964-022-01680-8>
 2. Sladek, M. R., Umaña-Taylor, A. J., Hardesty, J. L., *Aguilar, G., Bates, D., Bayless, S. D., Gomez, E., Hur, C. K., Ison, A., Jones, S., Luo, H., **Satterthwaite-Freiman, M.**, & Vázquez, M. A. (2022). “So, like, it’s all a mix of one”: Intersecting contexts of adolescents’ ethnic-racial socialization. *Child Development*, 93, 1284-1303.
doi:10.1111/cdev.13756 *Starting with the 4th author, authorship contributions were equal and order is listed alphabetically.
 1. Wantchekon, K. A., Umaña-Taylor, A. J., McDermott, E. R., Sladek, M. R., Rivas-Drake, D., Agi, A. C., & **Satterthwaite Freiman, M.** (2021). Comparing relations of ethnic-racial public regard, centrality, and intergroup contact attitudes among diverse adolescents. *Group Processes & Intergroup Relations*, 25(4), 833-852.
<https://doi.org/10.1177/1368430220987599>

Other Publications:

1. **Satterthwaite, M.** (2014). Review of *Giving Our Children a Fighting Chance: Poverty, Literacy, and the Development of Information Capital*, by Susan B. Neuman and Donna C. Celano. *Perspectives on Urban Education Journal*, January 2014, p. 32-33.

Manuscripts Under Review:

4. Hölscher, S. I. E., Umaña-Taylor, A. J., **Satterthwaite-Freiman, M.**, Adam, E. K., Ceccon, C., Collier Villaume, S., Day, M., Juang, L., Kornienko, O., Luengo Kanacri, B. P., Motti, F., Moscardino, U., Oppedal, B., Safa, M. D., Schachner, M. K., Sladek, M. R., Steketee, M., Tilano Vega, L. M., & Uribe Tirado, L. M. (under review). *Registered report: Testing invariance of the Ethnic Identity Scale for adolescents across countries*.
3. **Satterthwaite-Freiman, M.**, Umaña-Taylor, A. J., Sladek, M. R., Martinez-Fuentes, S., & Mason, P. A. (Under Review). *High School Teachers' Engagement in Culturally Sustaining Pedagogy Centering Ethnicity and Race: Longitudinal Observations in English and History U.S. Classrooms*.

2. Melgoza, M., Sladek, M. R., Baldeh, M., **Satterthwaite-Freiman, M.**, Martinez-Fuentes, S., & Umaña-Taylor, A. J. (Under Review). *An Examination of Culturally Sustaining Pedagogy and School Belonging on U.S. Youth*.
1. Umaña-Taylor, A. J., **Satterthwaite-Freiman, M.**, Tan, G. A., Hölscher, S., Parekh, I., & Bhatt, K. (Under Review). *Exploring Changes in High School Teachers' Culturally Sustaining Pedagogy after Training for and Implementing an Ethnic-Racial Identity Curriculum*.

Manuscripts In Process:

3. **Satterthwaite-Freiman, M.**, Martinez-Fuentes, S., Sladek, M. R., Rivas-Drake, D., & Umaña-Taylor, A. J. (In Preparation, Analysis Complete). Testing Measurement Invariance of the Familial Ethnic Socialization Measure Across Ethn racially Diverse Adolescents.
2. **Satterthwaite-Freiman, M.**, Wantchekon, K. A., Rivas-Drake, D., & Umaña-Taylor, A. J. (In Preparation, Analysis Complete). Longitudinal Investigation of Profiles of White U.S. Adolescent Ethnic-Racial Identity and Relations to Psychosocial Outcomes.
1. **Satterthwaite-Freiman, M.** & Umaña-Taylor, A. J. (In Preparation, Analysis Complete). Measuring Ethnic-Racial Identity Development: A Qualitative Investigation Exploring the Use of the Ethnic Identity Scale with White U.S. Adolescent Samples.

Fellowships

Harvard Griffin Graduate School of Arts and Sciences, Dissertation Completion Fellowship (Academic Year 2024-2025): \$51,306

Grants

Extramural Funding:

National Science Foundation Social, Behavioral and Economic Sciences Postdoctoral Research Fellowship (Submitted Fall 2024)

Project Title: "Improving Measurement of U.S. American Young Adults White Identity Development: An Application of Ethnic-Racial Identity Theory"

Outcome: Received 'Highly Competitive' rating. Unfunded because "NSF has determined that it does not effectuate NSF program goals or agency priorities."

Society for Research in Child Development Student and Early Career Council Dissertation Research Funding Award (2023)

Project Title: "Investigating Ethnic-Racial Identity Development in White American Adolescents: Identifying Common Constellations and Determining Valid Measurement"

Outcome: Awarded \$2000 for Dissertation Research

Internal Funding:

Harvard Griffin Graduate School of Arts and Sciences Student Council Conference Grant (Spring 2024)

Outcome: Awarded \$750 for International Conference Travel Expenses

Harvard Graduate School of Education Professional Development Grant Award (Spring 2024)

Outcome: Awarded \$500 for Conference Travel Expenses

Harvard Graduate School of Education Doctoral Research Grant Award (Summer 2023)

Outcome: Awarded \$2000 for Dissertation Data Collection and Training
Harvard Graduate School of Arts and Sciences Graduate Student Council Summer Research Grant (Summer 2023)

Outcome: Awarded: \$600 for Dissertation Data Collection
Harvard Graduate School of Education Doctoral Professional Development Grant (Spring 2021)

Outcome: Awarded \$125 for Conference Travel Expenses

Conference Presentations

1. **Satterthwaite-Freiman, M.**, Wantchekon, K.A., Rivas-Drake, D., & Umaña-Taylor, A. J. (2025, May 1-3). Longitudinal Investigation of Profiles of White U.S. Adolescent Ethnic-Racial Identity and Relations to Psychosocial Outcomes. [Paper presentation]. Society for Research in Child Development (SRCD) Biennial Meeting, Minneapolis, MN, United States.
2. **Satterthwaite-Freiman, M.**, Umaña-Taylor, A., Martinez-Fuentes, S. & Sladek, M. R. (2025, April 23-27). Teachers' Engagement in Culturally Sustaining Practices During and After Implementation of an Ethnic-Racial Identity-Based Curriculum. [Paper presentation]. American Educational Research Association (AERA) annual meeting, Denver, CO, United States.
3. Baldeh, M., **Satterthwaite-Freiman, M.**, Sladek, M. R., Martinez-Fuentes, S., & Umaña-Taylor, A. (2025, April 23-27). Exploring Associations Among Teachers' Culturally Sustaining Pedagogical Practices and Students' Adjustment. [Roundtable Session]. American Educational Research Association (AERA) annual meeting, Denver, CO, United States.
4. Melgoza, M., Sladek, M. R., **Satterthwaite-Freiman, M.**, Baldeh, M., Martinez-Fuentes, S., & Umaña-Taylor, A. (2025, April). Impact of culturally sustaining pedagogy on school belonging for an ethnoracially diverse sample of U.S. youth. [Paper presentation]. Paper accepted at the Annual Meeting of the American Educational Research Association (AERA), Denver, CO, United States.
5. **Satterthwaite-Freiman, M.**, Umaña-Taylor, A. J. Bottiani, J. H., & Karras, J. E. (2024, May 15-17). Challenges and Lessons Learned from Utilizing Observational Methods for Assessing Culturally Sustaining Practices in U.S. Classrooms. [Conversation roundtable]. Society for Research in Child Development Anti-Racist Developmental Science Summit: Transforming Research, Practices, and Policies, Panama City, Panama.
6. **Satterthwaite-Freiman, M.**, Martinez-Fuentes, S., Sladek, M., & Umaña-Taylor, A. J. (2024, May 15-17). Adapting Observational Tools to Assess Culturally Sustaining Classroom Practices That Center Anti-Racism. [Poster presentation]. Society for Research in Child Development Anti-Racist Developmental Science Summit: Transforming Research, Practices, and Policies, Panama City, Panama.
7. **Satterthwaite-Freiman, M.** & Leneman, K. (2024, April 18-20). Critical Whiteness in Development: Connecting for a Transformative Future. [Networking event]. 2024 Annual Meeting of the Society for Research on Adolescence, Chicago, IL, United States.
8. Wantchekon, K.A., **Satterthwaite-Freiman, M.**, & Umaña-Taylor, A. J. (2024, April 18-20). Patterns of Ethnic-Racial Identity Process and Content and Their Links with Psychosocial Adjustment among White Adolescents. [Poster presentation]. 2024 Annual Meeting of the Society for Research on Adolescence, Chicago, IL, United States.
9. **Satterthwaite-Freiman, M.**, Wantchekon, K.A., Aguilar, G.M., & Umaña-Taylor, A. J. (2024, April 11-14). The Challenges of Discussing Race, Ethnicity, and Identity in Class: Learning from Teachers. [Paper presentation]. 2024 Annual Meeting of the American

- Educational Research Association, Philadelphia, PA, United States.
10. Ison, A., **Satterthwaite-Freiman**, Baldeh, M. & Umaña-Taylor, A. J. (2024, April 11-14). "To Know Is to Love, Right?" Educator Perspectives on Interracial Teacher-Student Relationships. [Paper presentation]. 2024 Annual Meeting of the American Educational Research Association, Philadelphia, PA, United States.
 11. Jones, S., **Satterthwaite-Freiman, M.**, & Ison, A. (2023, September). Case Studies in Threading A Needle: How & When – Three Examples of Thematic Analysis Employing A Spectrum of Reflexivity and Post-Positivist to Constructivist Paradigmatic Starting Points. [Roundtable discussion]. European Conference on Developmental Psychology 2023, Turku, Finland.
 12. **Satterthwaite-Freiman, M.** & Umaña-Taylor, A. J. (2023, July 13-15). Applying the Integrative Model to White Adolescent Ethnic-Racial Identity Development. [Paper presentation]. 2023 APA Division 45 Research Conference, San Diego, CA, United States.
 13. **Satterthwaite-Freiman, M.**, Wantchekon, K. A., Rivas-Drake, D., & Umaña-Taylor, A. J. (2023, April 13-15). Identifying Ethnic-Racial Identity Process and Content Profiles for White Adolescents. [Poster presentation]. Society for Research on Adolescence Annual Meeting, San Diego, CA, United States.
 14. Sladek, M. R., Ison, A., Martinez-Fuentes, S., Mason, P., Neville, H., Park, Y., Safa, M. D., **Satterthwaite-Freiman, M.**, Shed, E., Wantchekon, K., & Umaña-Taylor, A. J. (2022, June). Promoting Teachers' Ethnic-Racial Identity Development: The Identity Project Curriculum as a Lever for Change. [Paper presentation]. Biennial Meeting of the International Society for the Study of Behavioural Development, Island of Rhodes, Greece. (*Except for the first and last authors, authors listed in alphabetical order by last name.)
 15. **Satterthwaite-Freiman, M.**, Martinez-Fuentes, S., Sladek, M., Rivas-Drake, D., & Umaña-Taylor, A. (2022, March). Testing Measurement Invariance of the Familial Ethnic Socialization Measure Across Ethno-Racially Diverse Adolescents. [ePoster presentation]. Society for Research on Adolescence Biennial Meeting, New Orleans, LA, United States. **Selected for Adolescence in the Context of Domestic and Global Diversity Poster Session.**
 16. **Satterthwaite-Freiman, M.**, Umaña-Taylor, A, Sladek, M, & Rivas-Drake, D. (2021). Negative Racial Affect Predicts Intergroup Contact Attitudes Among White Youth: Variation by Ethnic-Racial Identity Centrality. [Poster presentation]. Society for Research in Child Development 2019 Biennial Meeting, Virtual.
 17. Ison, A., Sladek, M., Luo, H., Jones, S., **Satterthwaite Freiman, M.**, & Umaña-Taylor, A. (2021). Coming into Focus: Mixed-Methods Analysis of Family Ethnic Socialization and White Adolescents' Ethnic Racial Identity Development. [Poster presentation]. Society for Research in Child Development 2019 Biennial Meeting, Virtual.
 18. Sladek, M. R., Umaña-Taylor, A. J., Hardesty, J., Aguilar, G., Bates, D., Gomez, E., Hur, C., Jones, S., Luo, H., **Freiman, M.**, & Vázquez, M. (2021, April). "So, Like, It's All a Mix of One": Intersecting Contexts of Adolescents' Ethnic-Racial Socialization. [Paper presentation]. Biennial meeting of the Society for Research in Child Development, Virtual.
 19. **Satterthwaite Freiman, M.**, Hill, N., Perella, J., & Liang, B. (2019). "Natural Mentors' Role in the Ethnic Racial Identity Development of Adolescents of Color." [Paper presentation]. Society for Research in Child Development 2019 Biennial Meeting, Baltimore, MD, United States.
 20. **Satterthwaite Freiman, M.** & Han, D. (2019). "Preliminary Findings of The Embracing Equity Pilot: How Do We Cultivate an Anti-Biased, Anti-Racist Identity in Montessori

- Teachers?” [Poster presentation]. American Montessori Society - The Montessori Event, Washington, D.C., United States.
21. **Satterthwaite Freiman, M.**, Han, D., Melvin, R., & Blauw, M. (2018). “Embracing Equity.” [Interactive session]. Alumni of Color Conference at the Harvard Graduate School of Education, Cambridge, MA, United States.
 22. **Satterthwaite, M.** (2017). “Mentor Characteristics and Youth Ethnic and Racial Identity Processes.” [Poster presentation]. Student Research Conference at the Harvard Graduate School of Education, Cambridge, MA, United States.
 23. **Satterthwaite, M.** (2016). “Developing Discussion Skills in an Urban Charter Middle School Through Socratic Seminars.” [Poster presented as part of Third Space Action Research: The Power of Collaborative Inquiry to Transform Identity and Practice Session]. American Educational Research Association Conference, Washington, D.C., United States.
 24. **Satterthwaite, M.** (2013). “How can one teach students to think critically about their lives and communities? An Experiment in Culturally Responsive Pedagogy.” [Project presentation as part of Teacher Development through Inquiry, Collaboration, and Reflection (Practitioner Research) Session]. University of Pennsylvania’s Ethnography in Education Research Forum, Philadelphia, PA, United States.

Invited Talks and Lectures

1. Invited Guest Lecture: “Ethnic-racial identity development and socialization” (November 2025) | Emerson University | Developmental Psychology Undergraduate Course | Boston, MA.
2. Invited Guest Lecture: “Ethnic-racial identity development and socialization” (April 2025) | Emerson University | Developmental Psychology Undergraduate Course | Boston, MA.
3. Invited Moderator for Fireside Chat: “Promoting youth development through the Identity Project: Insights from the US and Italy” (March 2025) | Harvard Graduate School of Education | Chen Yidan Visiting Global Fellows | Cambridge, MA
4. Invited Talk: “Investigating ethnic-racial identity development in White U.S. American adolescents: Identifying common constellations of ethnic-racial identity process and content” (February 2025) | Harvard Graduate School of Education | Doctoral Colloquium | Cambridge, MA.
5. Invited Guest Lecture: “Ethnic-racial identity development” (October 2024) | Boston College | Adolescent Development Graduate Course | Chestnut Hill, MA.
6. Invited Guest Lecture: “White ethnic-racial identity development” (February 2024) | Georgetown University | Ethnic-Racial Identity Development Undergraduate Course | via Zoom.
7. Invited Guest Lecture: “Investigating the 2nd C: Cognitive validity” (January 2024) | Harvard Graduate School of Education | Statistical and Psychometric Methods for Educational Measurement Graduate Course | Cambridge, MA.
8. Invited Guest Lecture: “White adolescent ethnic-racial identity development” (October 2023) | Harvard Graduate School of Education | Ethnic-Racial Identity Theory and Research into Practice Graduate Course | Cambridge, MA.
9. Invited Guest Lecture: “White comprehensive racial learning” (November 2022) | Harvard Graduate School of Education | Preserving Privilege, Contesting Exclusion: Parents' Roles in Educational Inequality Graduate Course | Cambridge, MA.

10. Invited Guest Lecture: “White anti-racists from an early age and the socialization of white youth” (April 2021) | Harvard Graduate School of Education | Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism Graduate Course | via Zoom.

Research Experience

Postdoctoral Research Fellow; 2025 – Present

Adolescent Ethnic-Racial Identity Development (AERID) Lab; Cambridge, MA

Harvard Graduate School of Education; PI: Adriana Umaña-Taylor, Ph.D.

- I serve in a leadership role supporting the work of the Identity Project Global (IP Global) Network, a community of scholars across the U.S., Europe, and South America. This includes co-planning and supporting the annual team meeting in Potsdam Germany, identifying funding opportunities, writing grant proposals, leading project planning and management, supporting partnerships in Europe and South America, and contributing to manuscript development, data analysis, and dissemination of research findings.
- I also support preregistration, data analysis in Mplus, and manuscript development for the BIO Study, funded by the Robert Wood Johnson Foundation.

Project Manager; 2025 – Present

Arcs of Justice: Strategies and Resources for Teaching about Justice; Cambridge, MA

Harvard Graduate School of Education; PI: Eric Soto-Shed, Ph.D.

- I lead coordination of the project team and support organization and production of the grant deliverables (i.e., teacher professional development, materials/activities/lessons, and dissemination website). I am also responsible for evaluation of the deliverables and grant reporting.

Research Assistant; Summer 2025 – Present

The Developmental Risk and Cultural Resilience Laboratory; Boston, MA

Brigham and Women's Hospital/ Harvard Medical School; PI: Cindy H. Liu, Ph.D.

- I assist with qualitative data analysis utilizing thematic analysis and contribute to manuscript preparation as part of a larger mixed-methods study investigating experiences with witnessing discrimination online in an ethnoracially diverse sample of young adults.

Research Assistant; 2019 – 2025

Adolescent Ethnic-Racial Identity Development (AERID) Lab; Cambridge, MA

Harvard Graduate School of Education; PI: Adriana Umaña-Taylor, Ph.D.

- I assisted with data collection, cleaning, analysis, and manuscript preparation for multiple longitudinal large-scale research projects, including one funded by the Institute of Education Sciences (IES). I have extensive experience with Qualtrics, SPSS, Mplus and Dedoose. I have created codebooks for quantitative, qualitative, and mixed methods projects. I served as an interviewer with adult participants, observer in classroom data collection, and transcriber for multiple interview projects. In 2022-2023 I was the Qualitative Coding Team Lead, where I led a coding team of 23 masters and doctoral students in consensual qualitative coding of observational data.
- I supported the development and facilitation of the Equipping Educators for Equity through Ethnic-Racial Identity (E4) professional development program, as well as the development and program management of the Identity Project Fellowship, which recruited, selected, and

trained graduate students on culturally sustaining pedagogy, observation data collection, and teacher support during the academic year of 2022-2023.

Quantitative Research Analyst; 2017-2019

Eduventures Research, ACT/NRCCUA; Boston, MA

- I served as project manager and lead statistical analyst for two annual, large-scale studies where my tasks included survey design and implementation in Qualtrics, data cleaning and analysis (including latent class analysis and regression) utilizing Excel, SPSS, Alteryx, and Q, and data visualization in Tableau and PowerPoint. I also searched, organized, and analyzed data from large public secondary datasets including Integrated Postsecondary Education Data System from the National Center for Education Statistics.

Quantitative Research Intern; 2016-2017

Research-Practice Partnership; Cambridge, MA

Harvard Graduate School of Education; PI: Nancy Hill, Ph.D.; Mandy Savtiz-Romer, Ph.D.; Belle Liang, Ph.D.

- I utilized SPSS to clean three waves of survey data, supported data collection including in-person paper survey administration and facilitation of focus groups of high school students. I supported manuscript preparation by compiling annotated bibliographies for supervisor.
- I contributed to the organization of a teacher professional development training on micro-affirmations and culturally relevant pedagogy in response to findings from the school-wide survey and focus groups.

Teaching Experience

Instructor of Record

Adolescent Development, Tufts University (Spring 2026)

Designing and implementing a course curriculum to increase upper-level undergraduate and graduate students' understanding of key theories and scientific understandings of development during adolescence.

Teaching Fellow

Assisted with syllabus, assignment, and class materials development; provided support during class sessions (e.g., tech support, engaging with students in small group discussions); maintained the course website; lead sections of 20 students and 4 students which involved planning and facilitating weekly course discussions; provided feedback on and graded assignments; held weekly student office hours

1. Translating Ethnic-Racial Identity Theory and Research into Practice
Harvard Graduate School of Education; Fall 2025 (Current)
2. Introduction to Latent Profile Transition Analysis Workshop
Statistics, Methods, and Research Training; August 2024
3. Introduction to Latent Profile Analysis Workshop
Statistics, Methods, and Research Training; August 2024
4. Translating Ethnic-Racial Identity Theory and Research into Practice
Harvard Graduate School of Education; Fall 2022
Lecture: "White Racial Identity Development Questions," October 5, 2022

5. Research-Practice Fieldwork: Ethnic-Racial Identity Intervention with Teachers & Students
Harvard Graduate School of Education; Year 2022-2023
6. Adolescent Development
Harvard Graduate School of Education; Fall 2021
7. Preserving Privilege, Contesting Exclusion: Parents' Roles in Educational Inequality
Harvard Graduate School of Education; Fall 2021
Lecture: "White Comprehensive Racial Learning," September 21, 2022
8. Developmental Insights
Harvard Graduate School of Education; Year 2021-2022
9. Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism
Harvard Graduate School of Education; Spring 2020
Lecture: "What do we know about White Racial Identity Development?" April 6, 2020
10. Adolescent Development
Harvard Graduate School of Education; Fall 2018
Lecture: "Navigating Ethnic-Racial 'Minority' Identity Development" Nov. 14, 2018
11. Research Experience in Prevention Science and Practice Practicum
Harvard Graduate School of Education; Year 2017-2018

K-12 Teaching and Educator Professor Development

1. Leadership Workshop Instructor
Education First and Edge Evolution; 2025
2. Facilitator and Curriculum Designer
Embracing Equity; 2017-2022
3. Middle School History Teacher
Roxbury Preparatory Charter School - Uncommon Schools; 2013-2015
4. High School History Teacher and Teach for America Corps Member
Camden City Accelerated Academy; 2011-2013

Advising and Mentoring Experience

Student Advisor and Guide, Human Development and Education Program; 2021-2023
Harvard Graduate School of Education; Cambridge, MA

- I provided ongoing mentoring and support for a group of 8-10 masters students throughout the school year. I also served as a guide for masters students within the Human Development and Education Masters' program.

Service

Ad Hoc Reviewer

American Psychologist

Journal of Applied Developmental Psychology

Identity: An International Journal of Theory and Research

Frontiers in Education

Cultural Diversity & Ethnic Minority Psychology

Penn GSE Perspectives on Urban Education

Harvard Graduate School of Education

Identity, Power & Justice in Education Concentration, Facilitator (2023; 2025-Current)

Doctoral Student Q&A Session, Former Doctoral Student (Summer 2025)

Doctoral 'Buddy' Program, Mentor (2020-2021; 2024-2025)

Ph.D. Open House for Admitted Students, Current Student Participant (2022-2024)

General Orientation Welcome Day, Connecting with Faculty Panelist (August 2023)

Doctoral Open House, Student Life Panelist (September 2022)

Anti-Racist Teaching and Advising initiative, Invited Participation in Feedback Sessions (2022)

Networking

Co-Organizer, Critical Researchers of Whiteness in Development (i.e., CROWD)

Professional Memberships/Affiliations

Society for Research in Adolescence (SRA) 2021 – Present

Society for Research in Child Development (SRCD) 2021 – Present

American Psychological Association – Division 7 2023 – Present

American Psychological Association – Division 45 2023 – Present

American Educational Research Association 2023 – Present

Society for the Psychological Study of Social Issues 2025 – Present

Association for Psychological Science (APS) 2019-2020