

**Megan Satterthwaite-Freiman (*she/her*)**

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Harvard University  
 Harvard Graduate School of Education  
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**Education**

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

**Peer-Reviewed Publications**

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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>

**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>

**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>

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>

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>

**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>

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.

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>

**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:***

Wantchekon, K. A., **Satterthwaite-Freiman, M.**, & Umaña-Taylor, A. J. (revise and resubmit). *Ethnic-Racial Identity among White Adolescents: Patterns and Links to Self-Esteem and Anxiety*.

Woolverton, G. A., **Satterthwaite-Freiman, M.**, Rastogi, R., Keum, B. T., Hahm, H. C., & Liu, C. H. *Predictors of Sociopolitical Involvement among White Young Adults during the COVID-19 Pandemic*.

Umaña-Taylor, A. J., Martinez-Fuentes, S., Sladek, M., Baldeh, M., Etienne, K., Foint, S., Hill, H., Ison, A., Jones, S., Mason, P., Puopolo, M., Ramanadhan, S., **Satterthwaite-Freiman, M.**, Soto Figueroa, M., Soto-Shed, E., Stormon-Flynn, M., & Vazquez, M. (under review). *Equipping Educators for Equity Through Ethnic-Racial Identity Curriculum: Comparing Teachers' Fidelity of Implementation across Remote and In-Person Training*.

### ***Manuscripts in Progress [Analyses Complete]:***

**Satterthwaite-Freiman, M.**, Martinez-Fuentes, S., Sladek, M. R., Rivas-Drake, D., & Umaña-Taylor, A. J. Testing Measurement Invariance of the Familial Ethnic Socialization Measure Across Ethnoracially Diverse Adolescents.

**Satterthwaite-Freiman, M.**, Umaña-Taylor, A. J., Martinez-Fuentes, S., & Sladek, M. R. Teachers' Engagement in Ethnoracial Culturally Sustaining Pedagogy: Longitudinal Observations in English and History Secondary Classrooms.

Melgoza, M., Sladek, M. R., Baldeh, M., **Satterthwaite-Freiman, M.**, Martinez-Fuentes, S., & Umaña-Taylor, A. J. An Examination of Culturally Sustaining Pedagogy and School Belonging on U.S. Youth.

### **Fellowships, Grants, and Awards**

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

Harvard Griffin Graduate School of Arts and Sciences Student Council Conference Grant (Spring 2024): \$750

Harvard Graduate School of Education Professional Development Grant Award (Spring 2024): \$500

Society for Research in Child Development Student and Early Career Council Dissertation Research Funding Award (2023): \$2000

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Harvard Graduate School of Education Doctoral Research Grant Award (Summer 2023): \$2000  
Harvard Graduate School of Arts and Sciences Graduate Student Council Summer Research  
Grant (Summer 2023): \$600  
Harvard Graduate School of Education Doctoral Professional Development Grant (Spring  
2021): \$125

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### Conference Presentations

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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.
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.

## **Research Experience**

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Research Assistant; Fall 2019 – Present

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

Harvard Graduate School of Education; PI: Adriana Umaña-Taylor

- I assisted with data collection, cleaning, analysis, and manuscript preparation for multiple longitudinal large-scale research projects. 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 of 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, Mandy Savtiz-Romer, Belle Liang

- 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 also helped organize 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**

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### 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. Introduction to Latent Profile Transition Analysis Workshop ( $N \sim 10$ )  
Statistics, Methods, and Research Training; August 2024
  2. Introduction to Latent Profile Analysis Workshop ( $N \sim 10$ )  
Statistics, Methods, and Research Training; August 2024
  3. Translating Ethnic-Racial Identity Theory and Research into Practice ( $N \sim 40$ )  
Harvard Graduate School of Education; Fall 2022  
Lecture: “White Racial Identity Development Questions,” October 5, 2022
  4. Research-Practice Fieldwork: Ethnic-Racial Identity Intervention with Teachers & Students ( $N \sim 20$ )  
Harvard Graduate School of Education; Year 2022-2023
  5. Adolescent Development ( $N \sim 30$ )  
Harvard Graduate School of Education; Fall 2021
  6. Preserving Privilege, Contesting Exclusion: Parents' Roles in Educational Inequality ( $N \sim 15$ )  
Harvard Graduate School of Education; Fall 2021  
Lecture: “White Comprehensive Racial Learning,” September 21, 2022
  7. Developmental Insights ( $N \sim 180$ )  
Harvard Graduate School of Education; Year 2021-2022  
Section Leader ( $N \sim 20$ )
  8. Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism ( $N \sim 40$ )

Harvard Graduate School of Education; Spring 2020

Lecture: “What do we know about White Racial Identity Development?” April 6, 2020

9. Adolescent Development ( $N \sim 30$ )

Harvard Graduate School of Education; Fall 2018

Lecture: “Navigating Ethnic-Racial ‘Minority’ Identity Development” November 14, 2018

10. Research Experience in Prevention Science and Practice Practicum ( $N = 6$ )

Harvard Graduate School of Education; Year 2017-2018

Invited Guest Lectures

- Designed interactive lessons, create and delivered lecture content, engaged students in discussion

1. “Identity Development”

Course: Developmental Psychology

Emerson College; April 2, 2025

2. “Ethnic-Racial Identity Development”

Course: Adolescent Development

Boston College; October 8, 2024

3. “White Ethnic-Racial Identity Development”

Course: Ethnic Racial Identity Development

Georgetown University; February 22, 2024

4. “Investigating the 2<sup>nd</sup> C: Cognitive Validity”

Course: Statistical and Psychometric Methods for Educational Measurement

Harvard Graduate School of Education; January 29, 2024

5. “White Adolescent Ethnic-Racial Identity Development”

Course: Translating Ethnic-Racial Identity Theory and Research into Practice

Harvard Graduate School of Education; October 3, 2023

6. “White Comprehensive Racial Learning”

Course: Preserving Privilege, Contesting Exclusion: Parents' Roles in Educational Inequality

Harvard Graduate School of Education; November 2, 2022

7. “White Anti-Racists from an Early Age and the Socialization of White Youth”

Course: Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism

Harvard Graduate School of Education; April 11, 2021

K-12 Teaching and Educator Professor Development

1. Facilitator and Curriculum Designer

Embracing Equity; 2017-2022

2. Middle School History Teacher

Roxbury Preparatory Charter School - Uncommon Schools; 2013-2015

3. High School History Teacher and Teach for America Corps Member  
Camden City Accelerated Academy; 2011-2013

### **Advising and Mentoring Experience**

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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 more broadly as a guide for masters students within the Human Development and Education Masters' program.

### **Service**

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#### **Ad Hoc Reviewer**

*Identity: An International Journal of Theory and Research*

*Cultural Diversity & Ethnic Minority Psychology*

*Penn GSE Perspectives on Urban Education*

#### **Harvard Graduate School of Education**

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

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

Identity, Power & Justice in Education Concentration, Showcase Guest Facilitator (May 2023)

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)

#### **Scholar Network-Building**

Co-Organizer of CROWD: Critical Researchers on Whiteness and White Supremacy in Development (2024-Current)

### **Professional Memberships/Affiliations**

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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

Association for Psychological Science (APS) 2019-2020