

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

Harvard Graduate School of Education  
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**Education**

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

**Peer-Reviewed Publications**

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**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*. <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*. <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 Research on Adolescence*. <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. Advance online publication. *Group Processes & Intergroup Relations*. <https://doi.org/10.1177/1368430220987599>

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**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:***

**Satterthwaite-Freiman, M.**, Wantchekon, K.A., Aguilar, G., Sladek, M.R., Ison, A., Mason, P., Soto-Shed, E., & Umaña-Taylor, A.J. (revise and resubmit). The challenges of engaging in conversations and activities focused on race, ethnicity, and identity in the classroom: Learning from teachers.

Sladek, M.R., Umaña-Taylor, A.J., Neville, H., \*Ison, A., Martinez-Fuentes, S., Mason, P., Park, Y., Sala, M.D., **Satterthwaite-Freiman, M.**, Soto-Shed, E., & Wantchekon, K.A. (revise and resubmit). Professional Development for Providing Time and Opportunities for Change in Teachers' Ethnic-Racial Identity.

\*Starting with the 4th author, authorship contributions were equal and order is listed alphabetically.

### ***Manuscripts in Progress:***

Testing Measurement Invariance of the Familial Ethnic Socialization Measure Across Ethno-Racially Diverse Adolescents. (analyses complete)

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

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

Harvard Graduate School of Education Professional Development Grant Award (Spring 2024): \$500 award for Conference-Related Expenses

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

Harvard Graduate School of Education Doctoral Research Grant Award (Summer 2023): \$2000 Awarded for Dissertation Research

Harvard Graduate School of Arts and Sciences Graduate Student Council Summer Research Grant (Summer 2023): \$600 Awarded for Dissertation Research

Harvard Graduate School of Education Doctoral Professional Development Grant (Spring 2021): \$125 Awarded for Conference-Related Expenses

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### **Professional Presentations**

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**Satterthwaite-Freiman, M.**, Umaña-Taylor, A. J. Bottiani, J. H., & Karras, J. E. (2024, May). Challenges and Lessons Learned From Utilizing Observational Methods for Assessing Culturally Sustaining Practices in U.S. Classrooms. [Conversation Roundtable Accepted]. Society for Research in Child Development Anti-Racist Developmental Science Summit: Transforming Research, Practices, and Policies, Panama City, Panama.

**Satterthwaite-Freiman, M.**, Martinez-Fuentes, S., Sladek, M., & Umaña-Taylor, A. J. (2024, May). Adapting Observational Tools to Assess Culturally Sustaining Classroom Practices That Center Anti-Racism. [Poster accepted]. Society for Research in Child Development Anti-Racist Developmental Science Summit: Transforming Research, Practices, and Policies, Panama City, Panama.

**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.

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 accepted]. 2024 Annual Meeting of the Society for Research on Adolescence, Chicago, IL.

**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 accepted]. 2024 Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Ison, A., **Satterthwaite-Freiman, M.**, 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 accepted]. 2024 Annual Meeting of the American Educational Research Association, Philadelphia, PA.

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.

**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.

**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.

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 presented at the 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.)

**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. **Selected for Adolescence in the Context of Domestic and Global Diversity Poster Session.**

**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.

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.

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 presented at the biennial meeting of the Society for Research in Child Development, Virtual.

**Satterthwaite Freiman, M.**, Hill, N., Perella, J., & Liang, B. (2019). "Natural Mentors' Role in the Ethnic Racial Identity Development of Adolescents of Color." Paper presented as part of Relations among Diverse Adolescents' ERI, National Identities, and Their Attitudes Towards Intergroup Contact Paper symposium at the Society for Research in Child Development 2019 Biennial Meeting, Baltimore, MD.

**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 at American Montessori Society - The Montessori Event, Washington, D.C.

**Satterthwaite Freiman, M.**, Han, D., Melvin, R., & Blauw, M. (2018). "Embracing Equity." Interactive session presented at the Alumni of Color Conference at the Harvard Graduate School of Education, Cambridge, MA.

**Satterthwaite, M.** (2017). "Mentor Characteristics and Youth Ethnic and Racial Identity Processes." Poster presented at the Student Research Conference at the Harvard Graduate School of Education, Cambridge, MA.

**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 at the American Educational Research Association Conference, Washington, D.C.

**Satterthwaite, M.** (2013). "How can one teach students to think critically about their lives and communities? An Experiment in Culturally Responsive Pedagogy." Presented as part of Teacher Development through Inquiry, Collaboration, and Reflection (Practitioner Research) Session at the University of Pennsylvania's Ethnography in Education Research Forum, Philadelphia, PA.

## **Teaching**

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

"Statistical and Psychometric Methods for Educational Measurement" (Spring 2024)

Guest Lecture, "Investigating the 2<sup>nd</sup> C: Cognitive Validity"

(Grad Level; *N* ~ 30)

"Translating Ethnic-Racial Identity Theory and Research into Practice" (Fall 2023)

Guest Lecture, "White Racial Identity Development"

(Grad Level; *N* ~ 10)

"Preserving Privilege, Contesting Exclusion: Parents' Roles in Educational Inequality" (Fall 2022)

Guest Lecture, "White Comprehensive Racial Learning"

(Grad Level; *N* ~ 15)

“Translating Ethnic-Racial Identity Theory and Research into Practice” (Fall 2022)

Teaching Fellow

Guest Lecture, “White Racial Identity Development”

(Grad Level;  $N \sim 40$ )

“Research Practicum (Fall 2022)

Teaching Fellow

(Grad Level;  $N \sim 20$ )

“Adolescent Development” (Fall 2021)

Teaching Fellow

(Grad Level;  $N \sim 30$ )

“Preserving Privilege, Contesting Exclusion: Parents' Roles in Educational Inequality” (Fall 2021)

Teaching Fellow

Guest Lecture, “White Comprehensive Racial Learning”

(Grad Level;  $N \sim 15$ )

“Developmental Insights” (Year 2021-2022)

Teaching Fellow

Section Leader

(Grad Level;  $N \sim 180$ )

“Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism” (Spring 2021)

Guest Lecture, “White Anti-Racists from an Early Age”; “Socialization of White Youth”

(Grad Level;  $N \sim 40$ )

“Educating to Transform Society: Preparing Students to Disrupt and Dismantle Racism” (Spring 2020)

Teaching Fellow

Guest Lecture, “What do we know about White Racial Identity Development?”

(Grad Level;  $N \sim 40$ )

“Adolescent Development” (Fall 2018)

Teaching Fellow

Guest Lecture, “Navigating Ethnic-Racial ‘Minority’ Identity Development”

(Grad Level;  $N \sim 30$ )

“Research Experience in Prevention Science and Practice Practicum” (Year 2017-2018)

Teaching Fellow

(Grad Level;  $N = 6$ )

### ***Georgetown University***

“Ethnic Racial Identity Development” (Spring 2024)

Guest Lecture, “White Ethnic-Racial Identity Development”

(Undergrad Level;  $N = 12$ )

### ***K-12 Teaching***

Roxbury Preparatory Charter School - Uncommon Schools (2013-2015)  
Middle School History Teacher

Teach for America – Camden City Accelerated Academy (2011-2013)  
High School History Teacher

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### **Research Experience**

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Adolescent Ethnic-Racial Identity Development (AERID) Lab  
Qualitative Coding Team Lead (2022-2023)  
Program Manager of Identity Project Fellowship (2021-2022)  
Research Assistant (2019-Current)  
Cambridge, MA

ACT/NRCCUA, Eduventures Research  
Quantitative Research Analyst  
Boston, MA  
2017-2019

Research-Practice Partnership  
Quantitative Research Intern  
Cambridge, MA  
2016-2017

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### **Service**

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#### **Ad Hoc Reviewer**

*Cultural Diversity & Ethnic Minority Psychology (Mentored Review)*  
*Penn GSE Perspectives on Urban Education*

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

Human Development and Education Program Guide (2022-2023)  
Participation in Anti-Racist Teaching and Advising initiative Feedback Sessions (2022)  
Human Development and Education Advisor (2021-2022)  
HGSE Doctoral ‘Buddy’ (2020-2021)

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### **Professional Memberships/Affiliations**

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Society for Research in Adolescence (SRA) 2021 – Present  
Society for Research in Child Development (SRCD) 2021 - Present  
Association for Psychological Science (APS) 2019-2020  
American Psychological Association – Division 7 2023-Present  
American Psychological Association – Division 45 2023-Present

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### **Non-Academic Work**

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Curriculum Designer and Facilitator, Embracing Equity