

Sarah Kiran Manchanda, Ph.D.

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CURRENT POSITION

Assistant Professor— Los Angeles, CA

August 2024- Present

School Psychology Program

Department of Special Education and Counseling

California State University Los Angeles

EDUCATION

Ph.D. University of California, Berkeley-

Field: Education with a specialization in School Psychology

Awarded: August 2024

Dissertation Committee: Dr. Elliot Turiel (chair), Dr. Chunyan Yang, and Dr. Sophia Rabe-Hesketh

M.Ed. George Mason University

Field: Education with a specialization in Special Education

Awarded: May 2013

B.A. University of Southern California

Major: Communication Minor: International Relations

Awarded: May 2011

PUBLICATIONS

Peer-Reviewed Journal Articles

Manchanda, S., Bristol, T. J., & Moss, C. (2023). Getting Black Men to the Blackboard: Pre-teacher education factors that promote Black male teachers' entry into the teaching profession. *Equity & Excellence in Education*.

Healy, H., **Manchanda, S.,** & Nelson, K. (accepted). Implementing Universal Design for Learning Principles in a Graduate-level Environmental Engineering Course. *Advances in Engineering Education*.

Yang, C., **Manchanda, S.,** & Golshirazi, G. (accepted). Teachers' Social and Emotional Learning (SEL) Competencies, Compassion Fatigue and Compassion Satisfaction: Exploring the Roles of Collective Efficacy and Demographic Factors across Teacher and School Levels. *Journal of School Psychology*.

Bristol, T. J., Johnson, P., & **Manchanda, S.,** (2023). Culturally responsive professional development: One teacher union's professional learning community for Black male teachers. *Journal of Negro Education*.

- Ilten-Gee, R., & **Manchanda, S.** (2021). Using social domain theory to seek critical consciousness with young children. *Theory and Research in Education*, 19(3), 235–260.
<https://doi.org/10.1177/14778785211057485>
- Yang, C., **Manchanda, S.**, Lin, X., & Teng, Z. (2021). An intersectional examination of the effects of race/ethnicity and immigrant status on school victimization in predominantly Hispanic/Latinx high schools. *School Psychology Review*, 50(2–3), 303–315.
<https://doi.org/10.1080/2372966x.2020.1840262>
- Yang, C., **Manchanda, S.**, & Greenstein, J. (2021). Educators’ online teaching self-efficacy and compassion fatigue during the COVID-19 pandemic: The dual roles of “Connect.” *School Psychology*, 36(6), 504–515. <https://doi.org/10.1037/spq0000475>
- Cruz, R., **Manchanda S.**, Firestone, A., & Rodl, J. (2020). An examination of teachers’ culturally responsive teaching self-efficacy. *Teacher Education and Special Education*. 43(3), 197–214.
<https://doi.org/10.1177/0888406419875194>
- Bristol, T. Wallace, D., **Manchanda, S.**, & Rodriguez, A. (2020). Supporting Black male preservice teachers: Evidence from an alternative teacher certification program. *Peabody Journal of Education*, 95(5), 484–497. <https://doi.org/10.1080/0161956x.2020.1828690>
- Rodl, J. E., Bonifay, W., Cruz, R. A., & **Manchanda, S.** (2018). A survey of school administrators' training and support related to evaluating Special Education teachers. *Journal of School Administration Research and Development*, 3(1), 19–31. <https://doi.org/10.32674/jsard.v3i1.1929>

Book Chapters

- Manchanda, S.** (2024). In Denise, Eric Joy, and Bertin M. Louis, Jr., 2024. The institutional othering of disability: A graduate student’s perspective on inequity in higher education. In E. J. Denise & B. M. Louis, Jr. (Eds.), *Navigating higher education from the margins*. University of Texas Press.
- Bristol, T. J. & **Manchanda, S.** (accepted). A historical examination of teacher certification exams. In M. T. Winn & L. T. Winn (Eds.), *The encyclopedia of social justice in education*. Bloomsbury 27.
- McKerracher, A., Zapata, M., & **Manchanda, S.** (accepted). Counseling blind and visually impaired children. In J. Park-Taylor & M. Keitel (Eds.) *An intersectional approach to counseling children and adolescents with health conditions*. Information Age Publishing.
- Yang, C., Greenstein, J. E., **Manchanda, S.**, Golshirazi, M., & Yabiku, T. (2023). Preventing compassion fatigue among educators: An educator resiliency study during the COVID-19 pandemic. In T.W. Miller (Ed.), *School violence and primary prevention* (pp. 653–686). Springer International Publishing. https://doi.org/10.1007/978-3-031-13134-9_26
- Bristol, T. J. & **Manchanda, S.** (2022). An examination of U.S. Black teachers’ school-based experiences and impact: Policy implications for the international community. In S. Steinsdorff & M. Rüdiger (Eds.) *Teacher education in a global community* (pp. #–#). Publisher.

POPULAR PRESS PUBLICATIONS

- Manchanda, S.** (2020). Through a deficit lens. *Inside Higher Ed*.
<https://www.insidehighered.com/advice/2020/07/17/how-race-and-gender-intersect-disability-academe-opinion>
- Manchanda, S.** (2019). I started talking about disability in my classroom. It changed both me and my students. *Chalkbeat*. <https://www.chalkbeat.org/2019/8/12/21108612/i-started-talking-about-disability-in-my-classroom-it-changed-both-me-and-my-students>

SELECTION OF PEER- REVIEWED CONFERENCE PRESENTATIONS

International Conference Presentations

- Manchanda, S.,** Ballard, A., & Golshirazi, M. (2023, March). *An Analysis of Preservice STEM Teachers' Beliefs about SEL* [Paper presentation]. Society for Research in Child Development Biennial Meeting.
- Manchanda, S.** (2023, March). *Examining patterns in youths' reasoning about social inclusion* [Paper presentation]. Society for Research in Child Development Biennial Meeting.
- Manchanda, S.** (2022, June). *Context, goals, and norms in children and adolescents' reasoning about social inclusion*. [Paper presentation]. International Society for the Study of Behavioral Development Annual Meeting.
- Manchanda, S.** (2019, June). *Unpacking social exclusion based on disability*. [Paper presentation]. Jean Piaget Society's Annual Conference.

National Conference Presentations

- Manchanda, S.** (2022, April). *A phenomenological study of the development of teachers' self-efficacy in culturally responsive teaching*. [Paper presentation]. American Educational Research Association Annual Meeting.
- Manchanda, S.,** & Yang, C. (2022, April). *Analyzing elementary students' differences in peer victimization by race and disability*. [Paper presentation]. American Educational Research Association Annual Meeting.
- Sablo Sutton, S., Nguyen, V., & **Manchanda, S.** (2022, April). *Developing leadership coach capacity: A key ingredient to the continuum of support*. [Paper presentation]. American Educational Research Association Annual Meeting.
- Manchanda, S.,** Dong, Q., Yang, C., & Yee, C. (2022, February). *Understanding sources of educators' compassion fatigue during the COVID-19 pandemic*. [Poster presentation]. National Association of School Psychologists Annual Conference.
- Manchanda, S.** (2021, August). *Disability and race-related differences in elementary school students' peer victimization experiences*. [Poster presentation]. American Psychological Association Annual Meeting (online).
- Bristol, T., Johnson, P., & **Manchanda, S. K.** (2021, April). *Culturally responsive professional development: One teachers union's professional learning community for Black teachers*. [Paper presentation]. American Educational Research Association Annual Meeting (online).
- Manchanda, S. K.** (2021, April). *Examining the effects of race/ethnicity and immigration status on school victimization in predominantly Hispanic/ Latino schools*. [Poster presentation]. American Educational Research Association Annual Meeting (online).
- Yang, C., Greenstein, J., & **Manchanda, S. K.** (2021, April). *Finding resilience during the COVID-19 pandemic: Perspectives from different stakeholders in schools*. [Paper presentation]. American Educational Research Association Annual Meeting (online).
- Manchanda, S.,** & Yang, C. (2021, February). *Teacher support and U.S. immigrant students' school violence experiences*. [Poster presentation]. National Association of School Psychologists Annual Conference.
- Manchanda, S.,** Yang, C., & Chen, C. (2020, August). *An intersectional examination of the effects of immigration status and ethnoracial identity on bullying victimization*. [Poster presentation]. American Psychological Association Annual Conference.
- Manchanda, S.,** Yang, C., & Chen, C. (2020, August). *The role of teacher support in addressing the school violence experiences of immigrant students*. [Poster presentation]. American Psychological Association Annual Conference.

- Manchanda, S. K.** (2020, Apr 17–21) *A developmental analysis of disability-based social exclusion as a moral issue*. [Poster presentation]. American Educational Research Association Annual Meeting San Francisco, CA <http://tinyurl.com/tvndxf7> (Conference Canceled)
- Manchanda, S.** (2019, August). *A secondary data analysis of the attitudes towards disabled persons scale*. [Poster presentation]. American Psychological Association Annual Conference.
- Manchanda, S., & Cruz, R.** (2018, February). *How teachers' self-efficacy beliefs impact culturally responsive teaching practices*. [Paper presentation]. National Council for Exceptional Children Annual Conference.

UNIVERSITY RESEARCH EXPERIENCE

Principal Investigator—California State University Los Angeles

December 2024- Present

Collaborative Research in Educational Equity and Wellbeing (CREW) Lab

- Recruited and offering ongoing mentorship in research to 8 school psychology graduate research assistants
- Initiated four qualitative, quantitative, and mixed methods research studies
- Actively applying for two competitive grants from external funding agencies

Graduate Research Assistant—University of California, Berkeley

May 2018 –August 2024

Social and Moral Development Lab, Principal Investigator: Elliot Turiel PhD

- Designed and implemented research study investigating children and adolescents' reasoning about the social exclusion of peers with disabilities
- Conducted 110 clinical interviews
- Recruited and trained 15 undergraduate research assistants
- Mentored one undergraduate psychology student in completing her Honors Thesis using secondary data from this project

Graduate Research Assistant—University of California, Berkeley

February 2022–May 2023

Principal Investigator: Soraya Sablo Sutton PhD

- Qualitatively analyzed interview data and multiple other data sources (e.g., observation notes and written reflections)
- Contributed to writing conference paper for AERA annual conference 2022

Graduate Research Assistant—University of California, Berkeley

September 2016–December 2017

Principal Investigator: Bruce Fuller PhD

- Collected qualitative data through individual interviews, observations, and focus groups with members of the Community Coalition
- Quantitatively analyzed census data from 1870-2010 to support historical analysis of Los Angeles educational reform

UNIVERSITY LEADERSHIP IN TEACHING

Teaching Consultant: Graduate Student Instructor Teaching and Resource Center—University of California, Berkeley

January 2022–July 2024

- Conducted workshops on assessment techniques, inclusive education, and universal design for learning for over 150 graduate student instructors
- Developed a curriculum and series of workshops on inclusive pedagogy and instruction in line with principles of Universal Design for Learning
- Secured \$75,000 in funding to support graduate student instructors in developing inclusive pedagogical techniques
- Facilitated five working groups of 75 graduate student instructors and 30 full time faculty members to study and implement principles of Universal Design for Learning in higher education

UNIVERSITY TEACHING EXPERIENCE

Lead Instructor Teaching Experience—California State University Los Angeles

COUN 5360: School-Based Consultation

- Developed a new assignment to offer students more opportunity to observe and practice consultation skills
- Applied for IRA funding to respond to student feedback related to a desire for video content on best practices in consultation

COUN 585: Seminars in School Psychology

- Restructured course to remove textbook and offer free accessible peer reviewed journal articles instead in response to student feedback about the high cost of the previously required textbook

COUN 370: Practicum in School Psychology

- Supervised 12 school psychology students and liaised with field supervisors

COUN 5004: Disability in Schools and Society

- Developed a course that embeds disability studies and disability justice principles into discussions of legislation, service delivery, and access for 115 counseling and special education students

Guest Lectures

- “Utilizing Mixed Methods Research in School Psychology” course: Research Methods University of Maryland college Park –December 2024

CLINICAL EXPERIENCE

Psychological Associate—Institute for Girls’ Development, Pasadena, CA

January 2025- Present

- Working towards required hours for licensure as a clinical psychologist in the state of California (10 hours/ week)
- Developing a research-practice partnership to study effects of summer bullying intervention program

Pre-Doctoral Psychology Intern—Berkeley Psychology Internship Consortium, Piedmont, CA

August 2023–May 2024

- Satisfied requirements of APA accredited internship program
- Managed a caseload of 15 adolescents including assessment, treatment planning, and psychotherapy treatment delivery

Practicum Experiences

Mental Health Intervention Trainee—RAMS Inc., San Francisco, CA

August 2022–May 2023

- Managed a caseload of 15 adolescents including assessment, treatment planning, and treatment delivery

Psycho-educational Assessment Trainee—Piedmont Unified School District, Piedmont, CA

September 2021–May 2022

- Conducted 5 complete psychoeducational assessments with children and adolescents ages 5-18

School-Based Mental Health Consultant—Piedmont Unified School District, Piedmont, CA

September 2021–May 2022

- Independently facilitated consultee-centered consultation with two teachers during weekly visits.
- Collaborated with teachers to develop targeted intervention plans for academic and behavioral support for two focus students.

Volunteer and Work Experiences

Alameda County Crisis Support Services Volunteer— Berkeley, CA

January 2021–August 2022

- Completed didactic training in suicide assessment and counseling
- Served over 100 hours on the crisis line counseling callers in crisis

Co-Director of Social Skills Track Blue Summer Camp—University of California, Berkeley

June 2018–August 2019

- Conducted professional development and ongoing coaching of seven group leaders serving 14 campers with disabilities integrated into the camp program
- Collaborated with parents, coaches and outside service providers to establish and support the achievement of individualized social skills goals for 14 campers with disabilities through analyzing behavioral data and weekly check in meetings with team members

ADDITIONAL PROFESSIONAL EXPERIENCE

American India Foundation Clinton Fellow — Rishi Valley, India

September 2014–June 2016

- Developed and trained teachers in implementing research-based curriculum in mathematics and English as a Second Language (ESL)
- Spearheaded efforts to plan the first ever International Conference, bringing together 150 leading academics, practitioners and government officials working with Multi-Grade Multi-Level Education from South Asia, Europe and the United States

Special Education Teacher—Washington D.C. Public Schools

September 2011–June 2014

- Taught English language arts and mathematics to students in grades K-5 in a resource pull out setting
- Served as a District of Columbia Public School Flamboyant Family Engagement Fellow and Embassy Adoption Program lead teacher

PROFESSIONAL MEMBERSHIPS:

American Psychological Association

December 2019–Present

National Association of School Psychologists

February 2022–Present

American Educational Research Association

December 2019–Present

Society for Research in Child Development

January 2021–Present

UNIVERSITY AND PROFESSIONAL SERVICE AND LEADERSHIP

Cal State LA Mental and Behavioral Health Conference Planning Committee

August 2024–Present

Cal State LA School Psychology Program Admissions Committee

August 2024–Present

Cal State LA School Psychology Program Comprehensive Exam Review Committee

August 2024–Present

School Psychology Review Journal Reviewer

August 2023–Present

Diversity, Equity, Inclusion, and Belonging Council Member—Piedmont Unified School District

August 2023–May 2024

Graduate Student Representative UC Berkeley School of Education Dean's Search Committee

March 2023- April 2023

UC Berkeley Graduate Peer Support Provider

August 2022- May 2023

American Educational Research Association Graduate Student Reviewer

August 2020–August 2022

External Review Coordinator: *Berkeley Review of Education*

August 2018–December 2021

Lead Editor: *Berkeley Review of Education*

October 2016–December 2018

Doctoral Advisory Council: University of California Center for Research on Special Education, Disabilities and Developmental Risk- Berkeley, CA

May 2019–May 2022

HONORS, AWARDS, AND GRANTS

Center for Health Equity Research Summer Fellow

National Institute of Health Funded (Competitive training program)

October 2024

World Anti-Bullying Forum Graduate Student Fellowship

National Institute of Child Health and Human Development (Grant 1-R13-HD112131-01)

Award amount: \$1,000

October 2023

Barbara White Bequest Grant

University of California, Berkeley

Award amount: \$4,125

August 2021

Schwab Dyslexia and Cognitive Diversity Center Innovation Fund

University of California, Berkeley and San Francisco

Award amount: \$5,000

August 2020

Chancellor's Doctoral Incentive Program

San Francisco State University

June 2020–May 2024

Graduate Remote Instruction Innovation Fellows Program

University of California Berkeley

June–August 2020

Graduate School of Education Continuing Student Fellowship

University of California Berkeley

August 2017, 2018, 2019, 2020

Foreign Language Area Studies Fellowship

University of California Berkeley

March 2017, August 2019

Dale M. Schoettler Scholarship

San Francisco State University

October 2016, 2017, 2018, 2019

Emerging Equity Leadership Fellowship

Leadership for Educational Equity

September 2017–March 2018

Patricia K. Cross Collaborative Scholarship

University of California Berkeley

Award amount: \$6,000

October 2016

PROFESSIONAL LICENSE:

Pupil Personnel Services, California

June 2024

Non-Categorical Special Education (K-12), Washington D.C. Teaching license

June 2013