

**Curriculum Vitae**  
**Ranza Veltri Torres**  
**rvtorres@umn.edu**

**Education**

Ph.D., University of Wisconsin-Madison, Madison, WI 2023  
*Curriculum & Instruction, Mathematics Education*  
Minor: Educational Psychology  
Advisor: Maxine McKinney de Royston

M.A., University of San Francisco, San Francisco, CA 2007  
*Teaching*

B.S., University of San Francisco, San Francisco, CA 2006  
*Mathematics*  
Minor: General Business  
Honors: *Magna cum laude*

**Licensures**

California Single Subject Teaching Credential in Mathematics 2007 - Present  
grades PreK-12+adult ed [clear renewable (highest level) with  
ELA1 authorization],  
California Commission on Teacher Credentialing.  
(Licensure/Certification Number: 220277623)

Georgia Clear Renewable Educator Certification in Mathematics 2011 – 2016  
grades 6-12, Georgia Professional Standards Commission.  
(Licensure/Certification Number: 1132527)

**Employment**

University of Minnesota, Twin Cities 2023 - Present  
College of Education and Human Development,  
Curriculum and Instruction  
Assistant Professor of Mathematics Education

*Courses Taught:*  
CI 5822: Teaching Mathematics in the Elementary School  
CI 8571: Equity, Policy, and Social Justice in STEM  
Education  
MthE 3102: Mathematics and Pedagogy for Elementary  
Teachers II

University of Wisconsin-Madison School of Education, Graduate Instructor (TA) and Student Teaching Supervisor	2017 - 2021
<i>Courses Taught:</i> CURRIC 319: Pedagogical Content Knowledge for Teaching Elementary Mathematics CURRIC 361: Practicum in Mathematics in the Secondary School CURRIC 367: Elementary Education Practicum II CURRIC 373: Elementary Teaching Practicum III CURRIC 454: Student Teaching in the Middle School CURRIC 463: Seminar in Elementary Education CURRIC 464: Student Teaching in the Elementary School CURRIC 494: Student Teaching in the High School CURRIC 747: Master's Capstone in Secondary Education: Mathematics	
Wisconsin Center for Education Research Research Assistant: Project LEAP (Learning through an Early Algebra Progression)	2016 - 2021
International Society for the Learning Sciences (ISLS) Wallace Grant Emerging Scholars Graduate Assistant Graduate assistant supporting the International Society of the Learning Sciences (ISLS) Wallace Emerging Scholars Grant, which funds Learning Sciences research of marginalized/underrepresented scholars conducting research in support of marginalized/underrepresented communities of learners.	2021 - 2023
St. Joan of Arc School, Boca Raton, FL Grades 3-5: Teacher Math Club moderator	2014 - 2015
<i>Courses Taught:</i> Long-term Sub, Grade 4 Study Skills, grades 3-5	
Tucson Country Day School, Tucson, AZ Grades 5-8: Math Teacher Math-a-thon director Math Lab moderator National Junior Honor Society chapter advisor	2013 - 2014
<i>Courses Taught:</i> 5th-7th grade Math 8th grade Algebra	

**Holy Spirit Preparatory School, Atlanta, GA**

Grades 5-8: Math Teacher

2011 - 2013

Elders' Friends Club moderator

Math Mentors moderator (peer tutoring group)

*Courses Taught:*

Algebra 1

Algebra 2

Geometry

Honors Geometry

**Sacred Heart Cathedral Preparatory, San Francisco, CA**

Grades 9-12: Math Teacher

2008 - 2011

Completed Beginning Teacher Support and Assessment (BTSA),  
California's teacher induction program.*Courses Taught:*

Visual Geometry

Geometry

AP Statistics

Probability and Statistics

**Milpitas High School, Milpitas, CA**

Grades 9-11: Math Teacher

2007 - 2008

Participated in Beginning Teacher Support and Assessment (BTSA),  
California's teacher induction program.*Courses Taught:*

Algebra 1

Geometry

**Willow Glen Middle School, San Jose, CA**

Grades 6-7: Math Teacher

2006 - 2007

*Courses Taught:*

6th Grade Math

7th Grade Pre-Algebra

**Membership in Professional Organizations**

National Council of Teachers of Mathematics (NCTM)

2013 - Present

North American Chapter of the International Group for the  
Psychology of Mathematics Education (PMENA)

2017 - Present

Society for Text and Discourse

2017 - Present

American Educational Research Association (AERA)

2019 - Present

Association of Mathematics Teacher Educators (AMTE)	2024-Present
Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education (SIGMAA on RUME)	2025-Present

## RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

### Publications

#### *Peer-Reviewed Journal Articles*

- Sung, Y., Stephens, A. C., **Veltri Torres, R.**, Strachota, S., Blanton, M., Murphy Gardiner, A., Stroud, R., & Knuth, E. (2024). Teacher use of multimodal signs to support kindergarten students' developing understanding of mathematical equivalence. *Mathematics Education Research Journal*. <https://doi.org/10.1007/s13394-024-00508-x>
- Strachota, S., Stephens, A., Morton, K., **Veltri Torres, R.**, Blanton, M., Gardiner, A. M., . . . Knuth, E. (2023). How tools mediate elementary students' algebraic reasoning about evens and odds. *Mathematics Education Research Journal*. [doi: 10.1007/s13394-023-00457-x](https://doi.org/10.1007/s13394-023-00457-x)
- Stephens, A., Sung, Y., Strachota, S., **Veltri Torres, R.**, Morton, K., Gardiner, A. M., . . . Stroud, R. (2022). The role of balance scales in supporting productive thinking about equations among diverse learners. *Mathematical Thinking and Learning*, 24(1), 1-18. [doi: 10.1080/10986065.2020.1793055](https://doi.org/10.1080/10986065.2020.1793055)
- Stephens, A., **Veltri Torres, R.**, Sung, Y., Strachota, S., Murphy Gardiner, A., Blanton, M., . . . Knuth, E. (2021). From "You have to have three numbers and a plus sign" to "It's the exact same thing": K-1 students learn to think relationally about equations. *The Journal of Mathematical Behavior*, 62, 100871. [doi: 10.1016/j.jmathb.2021.100871](https://doi.org/10.1016/j.jmathb.2021.100871)

#### *Peer-Reviewed Conference Proceedings*

- Veltri Torres, R.** (2025). *"I don't really use math anymore:" Fostering positive narratives about mathematics for historically minoritized learners*. Reno, NV: Association of Mathematics Teacher Educators. (Twenty-Ninth Annual Conference of the Association of Mathematics Teacher Educators. 2025. Reno, NV.) *Peer-reviewed/refereed*.
- Veltri Torres, R.** (2025). *(Re)humanizing mathematics for historically minoritized learners: narratives of community college students in noncredit bearing developmental math*. Alexandria, VA: Mathematical Association of America. (Twenty-Seventh Annual Conference on Research in Undergraduate Mathematics Education. 2025. Alexandria, VA.) *Peer-reviewed/refereed*.
- Veltri Torres, R.** (2025). *"...Because I'm not good at it:" Narratives to (re)humanize mathematics for historically minoritized learners*. Proceedings of the 2025 AERA Annual Meeting. Denver, CO: American Education Research Association. *Peer-reviewed/refereed*.
- Veltri Torres, R.** (2025). *Everyone, Everywhere, All at Once: Balancing Mothering, Scholaring*

*and Personhood as a Mother-Scholar of Color*. Proceedings of the 2025 Faculty Women of Color in the Academy Annual Conference. *Peer-reviewed/refereed*.

**Veltri Torres, R.** (2022). *Math as a gatekeeper: Narrative identity of one community college student in non-credit bearing remedial math..* Nashville, TN: North American Chapter of the International Group for the Psychology of Mathematics Education. (Forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. 2022. Nashville, TN.) *Peer-reviewed/refereed*.

Sung, Y., Stephens, A., **Veltri Torres, R.**, Strachota, S., Blanton, M., Gardiner, A. M., . . . Stroud, R. (2022). *Teacher language and gesture in an intervention focused on developing kindergarteners' understandings of the equal sign..* Nashville, TN: North American Chapter of the International Group for the Psychology of Mathematics Education. (Forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. 2022. Nashville, TN: Middle Tennessee State University.) *Peer-reviewed/refereed*.

Strachota, S., Morton, K., **Veltri Torres, R.**, Stephens, A., Sung, Y., Gardiner, A. M., . . . Knuth, E. (2021). *Generalizing about even and odd numbers*. Shanghai: International Congress on Mathematical Education. (14th Annual Conference of the International Congress on Mathematical Education. 2021. Shanghai, China.) *Peer-reviewed/refereed*.

**Veltri Torres, R.**, Prough, S., Strachota, S., University of Wisconsin-Madison, A., Sung, Y., Gardiner, A., . . . Knuth, E. (2019). *Describing the Unknown: Moving Toward Variable Notation and Algebraic Thinking in Kindergarten*. Proceedings of the 2019 AERA Annual Meeting. Toronto: American Education Research Association. [doi: 10.3102/1434601](https://doi.org/10.3102/1434601) *Peer-reviewed/refereed*.

Stephens, A., Stroud, R., Strachota, S., Blanton, M., Stylianou, D., Knuth, E., **Veltri Torres, R.**, Gardiner, A. M., Sung, Y. (2019). *Sixth-grade students' retention of early algebra understandings after an elementary grades intervention* 147-156. St. Louis, MO: University of Missouri. (forty-first annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. 2019. St. Louis, MO.) <http://www.pmena.org/pmenaproceedings/PMENA%2041%202019%20Proceedings.pdf> *Peer-reviewed/refereed*.

Prough, S., Strachota, S., **Veltri, R.**, Isler, I., Blanton, M., Gardiner, A., . . . Stephens, A. (2017). *Fostering generalizations: A classroom discourse analysis* 287-298. Indianapolis, IN: North American Chapter of the International Group for the Psychology of Mathematics Education: Hoosier Association of Mathematics Teacher Educators. (Thirty-ninth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. 2017. Indianapolis, IN.) <http://www.pmena.org/pmenaproceedings/PMENA%2039%202017%20Proceedings.pdf> *Peer-reviewed/refereed*.

## **Presentations, Posters, and Exhibits**

### ***Posters***

**Veltri Torres, R.**, Sung, Y., Strachota, S., Stephens, A., Blanton, M., Gardiner, A., Stroud, R., Knuth, E., Stylianou, D. "An Early Algebra Intervention Develops K–1 Students' Relational

Understanding of the Equal Sign," Wisconsin Center for Education Research Poster Fair Wisconsin Center for Education Research, Madison, WI (2021).

Stephens, A., Sung, Y., Strachota, S., **Veltri Torres, R.**, Morton, K., Gardiner, A. M., Blanton, M., Knuth, E., Stroud, R. "How do balance scales shape K–2 students' understandings of equations?," Annual Conference of the Society for Research on Educational Effectiveness Society for Research on Educational Effectiveness, Washington, D.C. (2020). *Peer-reviewed/refereed.*

**Veltri Torres, R.**, Sung, Y., Strachota, S., Stephens, A., Blanton, M., Gardiner, A., Stroud, R., Knuth, E., Stylianou, D. "Does early algebra matter? Results from a large-scale longitudinal intervention," Wisconsin Center for Education Research Poster Fair Wisconsin Center for Education Research, Madison, WI. (2019).

**Veltri Torres, R.**, Prough, S., Strachota, S., Sung, Y., Stephens, A., Knuth, E., Stylianou, D., Blanton, M., Stroud, R., Gardiner, A. "The Impact of a Teacher-Led Early Algebra Intervention," Wisconsin Center for Education Research Poster Fair Wisconsin Center for Education Research, Madison, WI. (2018).

**Veltri, R.**, Prough, S., Strachota, S. "Supporting student generalizing: An analysis of classroom discourse," 27th Society for Text and Discourse Conference Society for Text and Discourse, Philadelphia, PA. (2017). *Peer-reviewed/refereed.*

**Veltri Torres, R.**, Prough, S., Strachota, S., Knuth, E., Stephens, A., Stylianou, D., Blanton, M., Stroud, R., Gardiner, A. "The Impact of a Teacher-Led Early Algebra Intervention," Thirty-ninth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics North American Chapter of the International Group for the Psychology of Mathematics, Indianapolis, IN. (2017). *Peer-reviewed/refereed.*

**Veltri, R.**, Prough, S., Blanton, M., Demers, L., Stroud, R., Knuth, E., Stephens, A. "Project LEAP: Learning through an Early Algebra Intervention," Wisconsin Center for Education Research Poster Fair Wisconsin Center for Education Research, Madison, WI. (2017).

### ***Presentations***

Prough, S., **Veltri, R.**, Blanton, M., Gardiner, A., Stroud, R., Knuth, E., Stylianou, D., Stephens, A. "Preparing Elementary Students for Algebra: Results of a Grade 3 – 5 Early Algebra Intervention," National Science Foundation STEM Video Showcase National Science Foundation. (2018).  
URL: <https://stemforall2018.videohall.com/presentations/1196>

Prough, S., **Veltri, R.**, Strachota, S., Stephens, A., Knuth, E., Blanton, M. "Supporting students' algebraic reasoning in the early grades," Wisconsin Mathematics Council Annual Conference Wisconsin Mathematics Council (National Council of Teachers of Mathematics-Affiliate), Green Lake, WI. (2017). *Peer-reviewed/refereed.*

### **Fellowships**

Thomas A. Romberg Fellowship 2022 - 2023  
 University of Wisconsin-Madison,  
 Curriculum & Instruction: Mathematics Education  
 Full funding, including stipend, tuition remission and benefits, for one year of doctoral study in mathematics education.

Education Graduate Research Scholars Fellowship 2015-16; 2021-22  
 University of Wisconsin-Madison, School of Education  
 Full funding, including stipend, tuition remission and benefits, for two years of doctoral study.

### **Other Grants, Awards, Gifts, or Endowment Earnings (Internal Sources)**

#### **Award: Student Research Grants Competition**

Status: Funded  
 Sponsoring Organization: The Graduate School  
 Institution: University of Wisconsin-Madison  
 Date Proposal Submitted: 2022  
 Award Dates: 2022-2023  
 Funded Amount: \$1,500.00

#### **Award: University Scholars Four-Year Undergraduate Scholarship**

Status: Funded  
 Sponsoring Organization: University of San Francisco  
 Institution: University of San Francisco  
 Award Dates: 2002 – 2006  
 Funded Amount: \$60,000.00

### **Grants submitted but not funded (awaiting outcome)**

#### **Co-Principal Investigator**

PI Katie Hessen (Twin Cities Public Television)  
 Co-PIs **R. Veltri Torres**, K. Pederson (TPT) & C. Scharber (UMN)  
 Funding agency: National Science Foundation, ITEST *Developing and Testing Innovations: STEM Academies: Building Tomorrow's Workforce Through Community-Informed Afterschool Engagement* (August, 2024).  
 Total request: \$1,287,229

### **PROFESSIONAL DEVELOPMENT ACTIVITIES**

#### **Conference/Professional Meeting Attendance**

National Council of Teachers of Mathematics Annual Meeting	2024
Faculty Women of Color in the Academy National Conference	2024
North American Chapter of the International Group for the Psychology of Mathematics Education (PMENA), Nashville, TN	2022

American Educational Research Association (AERA), Toronto, Canada	2019
North American Chapter of the International Group for the Psychology of Mathematics Education (PMENA), Indianapolis, IN	2017
Society for Text and Discourse Annual Conference, Philadelphia, PA	2017
Wisconsin Mathematics Council Annual Conference, Green Lake, WI	2017
National Council of Teachers of Mathematics (NCTM) Annual Meeting Denver, CO	2013
California Math Council Annual Conference, Asilomar, CA	2006

### **Continuing Education Programs**

The College Board AP Statistics Seminars at Stanford University, Stanford, CA	2009
Continuing Education Program, California Beginning Teacher Support and Assessment (BTSA) Program, Milpitas/San Francisco, CA	2007 – 2009

## **SERVICE**

### **Service to the Discipline/Profession/Interdisciplinary Area(s)**

#### ***Coordinator***

International Society of the Learning Sciences Wallace Grant Continued work to support the International Society of the Learning Sciences (ISLS) Wallace Emerging Scholars Grant, which funds Learning Sciences research of marginalized/underrepresented scholars conducting research in support of marginalized/underrepresented communities of learners.	2021 - 2023
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#### ***Reviewer***

AMTE - Association of Mathematics Teacher Educators	2024
RUME - Research in Undergraduate Mathematics Education	2024
PMENA - North American Chapter of the International Group for the Psychology of Mathematics Education	2017 - 2022
AERA - American Educational Research Association	2018 - 2019

#### ***Disciplinary Work in Communities***

Academia Cesar Chavez, St. Paul, MN Designed and implemented end of year Math Circles with entire teaching staff (K-8 teachers)	2024
Honolulu Community College, Honolulu, HI Data Analysis for College Achievement and Retention Experience (C.A.R.E.)	2023

### **Service to the University/College/Department**

University of Minnesota Member, Learning Technologies Search Committee - Assistant Professor	Fall 2023 – Spring 2024
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