

Curriculum Vitae
RANZA VELTRI TORRES
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Education

Ph.D., University of Wisconsin-Madison, Madison, WI <i>Curriculum & Instruction, Mathematics Education</i> Minor: Educational Psychology Advisor: Maxine McKinney de Royston	2023
M.A., University of San Francisco, San Francisco, CA <i>Teaching</i>	2007
B.S., University of San Francisco, San Francisco, CA <i>Mathematics</i> Minor: General Business Honors: <i>Magna cum laude</i>	2006

Licensures

California Single Subject Teaching Credential in Mathematics grades PreK-12+adult ed [clear renewable (highest level) with ELA1 authorization], California Commission on Teacher Credentialing. (Licensure/Certification Number: 220277623)	2007 - Present
Georgia Clear Renewable Educator Certification in Mathematics grades 6-12, Georgia Professional Standards Commission. (Licensure/Certification Number: 1132527)	2011 – 2016

Employment

University of Minnesota, Twin Cities College of Education and Human Development, Curriculum and Instruction Assistant Professor of Mathematics Education <i>Courses Taught:</i> CI 5822: Teaching Mathematics in the Elementary School	2023 - Present
University of Wisconsin-Madison School of Education, Graduate Instructor (TA) and Student Teaching Supervisor <i>Courses Taught:</i> CURRIC 319: Pedagogical Content Knowledge for Teaching Elementary Mathematics CURRIC 361: Practicum in Mathematics in the Secondary	2017 - 2021

<p>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</p>	
<p>Wisconsin Center for Education Research Research Assistant: Project LEAP (Learning through an Early Algebra Progression)</p>	<p>2016 - 2021</p>
<p>International Society for the Learning Sciences (ISLS) Wallace Grant Emerging Scholars Graduate Assistant</p>	
<p>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.</p>	<p>2021 - 2023</p>
<p>St. Joan of Arc School, Boca Raton, FL</p>	
<p>Grades 3-5: Teacher Math Club moderator</p> <p><i>Courses Taught:</i> Long-term Sub, Grade 4 Study Skills, grades 3-5</p>	<p>2014 - 2015</p>
<p>Tucson Country Day School, Tucson, AZ</p>	
<p>Grades 5-8: Math Teacher Math-a-thon director Math Lab moderator National Junior Honor Society chapter advisor</p> <p><i>Courses Taught:</i> 5th-7th grade Math 8th grade Algebra</p>	<p>2013 - 2014</p>
<p>Holy Spirit Preparatory School, Atlanta, GA</p>	
<p>Grades 5-8: Math Teacher Elders’ Friends Club moderator Math Mentors moderator (peer tutoring group)</p> <p><i>Courses Taught:</i> Algebra 1 Algebra 2 Geometry Honors Geometry</p>	<p>2011 - 2013</p>
<p>Sacred Heart Cathedral Preparatory, San Francisco, CA</p>	
<p>Grades 9-12: Math Teacher Completed Beginning Teacher Support and Assessment (BTSA),</p>	<p>2008 - 2011</p>

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

American Educational Research Association (AERA)

2019 - Present

Society for Text and Discourse

2017 - Present

National Council of Teachers of Mathematics (NCTM)

2013 - Present

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Publications

Peer-Reviewed Journal Articles

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)

Conference Proceedings

- 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 tuition remission and benefits, for one year of doctoral study.

Education Graduate Research Scholars Fellowship 2015-16; 2021-22
University of Wisconsin-Madison, School of Education
Full funding, including 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
 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

CURRICULUM DEVELOPMENT ACTIVITIES

Collaborative Efforts and Activities

CI5822:	Fall 2023
Collaborated weekly with Lesa Clarkson and Terry Wyberg to modify the Math Methods course for elementary teachers, with special attention to incorporating elements of Culturally Relevant Pedagogy and centering student identity and equity within the mathematics classroom.	

PROFESSIONAL DEVELOPMENT ACTIVITIES

Conference/Professional Meeting Attendance

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 2021 - 2023
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.

Reviewer

PMENA - North American Chapter of the International Group for the Psychology of Mathematics Education 2017 - 2022

AERA - American Educational Research Association 2018 - 2019

Volunteer

Honolulu Community College, Honolulu, HI 2023
Data Analysis for College Achievement and Retention Experience (C.A.R.E.)

Service to the University/College/Department

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