

BARBARA TORRE VELTRI, ED. D
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EDUCATION:

ARIZONA STATE UNIVERSITY TEMPE, AZ

Ed. D. Major: Curriculum & Instruction: Curriculum Studies
Dissertation: *Learning on Other People's Kids: Becoming a Teach For America Teacher*
Chair: David C. Berliner, Ph. D.

MANHATTANTVILLE COLLEGE, PURCHASE, NY

M.A.T. Master of Arts in Teaching Major: Education Major/ Minor (Psychology)
Certification: N-6 (CT & NY); 7-12 Social Studies (NY)

IONA COLLEGE, NEW ROCHELLE, NY

B. A. Bachelor of Arts
(Double Major) Political Science & History; Economics, Minor

UNIVERSITY APPOINTMENTS:

NORTHERN ARIZONA UNIVERSITY, FLAGSTAFF, ARIZONA

ASSOCIATE PROFESSOR (Emerita) August 2007- July 2021

Teaching: Undergraduate/Graduate courses, including Doctoral Students

International Collaboration:

Selected as **Faculty Scholar (NAU China/US International Exchange Program) to share innovative teaching with university teacher educators in China.**

NAU COE Faculty Expert Teacher: Music Education Professor (Elementary/China) observed and participated in my virtual Social Studies Methods class offered weekly via Synchronous/Virtual Delivery.

Taught, mentored, conducted on-line and live zoom classes for 18 Doctoral cohort members from Tinahua University

Developed on-line modules to teach doctoral students with MP4 videos uploaded to course shell (to substitute for CNN/ videos not available to Chinese audiences).

Taught Undergraduate and Graduate Students for 15 years; recruited and mentored career-change teacher candidates who were working for years as classroom aides/support staff in schools;
Initiated and Directed Education Study Abroad - Italy

LEADERSHIP: LEAD FACULTY EXTENDED CAMPUS (2010-2021)

Director for NAU Teacher Education Programs held at four Maricopa Community College locations.
University Liaison and Director for Grow-Your-Own Teacher Education Programs (Three Districts)
Placement and rotations for students in practicum settings/schools/literacy night enrichment
Recruited, hired, trained, and mentored adjunct education faculty to teach non-traditional candidates.
Coordinated meetings with administrators/teachers at practicum sites.
Created and presented orientation for NT teacher candidates and mentored them through their program
Created syllabi, facilitated logistical meetings with NAU administration and district administrators/MOU's

INTERNATIONAL LEADERSHIP

Directed and Initiated Education Abroad Siena, Italy for teacher candidates through a collaboration with on-site partner, **The Siena School for the Liberal Arts** over a five-month semester.

Recruited and advised education candidates who joined me in teaching English to children in elementary schools in Siena, Italy, during the semester, while we learned Italian language.

Created team teaching approach to English Language Instruction through placement of candidates across all classrooms in our host city for support, depth of knowledge and skill integration of language learning into real life learning settings (lunch, recess, physical education).

Initiated a collaborative lesson with Italian middle school history and geography teacher who uses iPads and Web instruction and serves as Tuscan Region Technology Specialist for the Italian Ministry of Education. (See attached flyer)

Initiated a partnership with **The University of Oregon (GEO) Global Education/Oregon** and Northern Arizona University's Center for International Education to serve as site-provider for Siena, Italy 2019 education study abroad. Lead Faculty, Education Study Abroad, May-June 2018 & 2019. (2020 & 2021) program canceled due to global pandemic.

Collaborated with a middle school History and Geography teacher on my original action research strategy examining **students' visual art**. Findings compared visual art from three countries, presented at ECER (European Conference on Educational Research) in Copenhagen, 2017 and expanded to include cross-grade level samples as a comparison for 2019 presentation at the 19th International Conference on Diversity in Organizations, Communities and Nations, Patras, Greece.

Fulbright Education Expert Roster (2016-2020)

COURSES TAUGHT: NORTHERN ARIZONA UNIVERSITY

ECI 710 – Contexts of Schooling (Doctoral)

ECI 706 – Readings in Curriculum (Doctoral)

ECI 696 – Professional Problems of Teachers (Graduate)

ECI 644 – Modern Elementary School Social Science (Graduate)

ECI 577 – Teaching Practicum (Graduate)

ECI 574 – Integrated Science/Social Studies Methods (Graduate)

ECI 407 – Social Studies/Evidence-Based Practices in Elementary Grades

ECI 408 – Evidence-based practices (Practicum – Early Childhood)

ECI 330 – Evaluation of Learning

ECI 321 – Elementary Curriculum

ECI 308 – Evidence-based practices (Practicum- Elementary)

ECI 309 – Integrated Literacy I: Developmental Literacy/ Language Arts in Elementary School

ECI 310 – Integrated Literacy II: Balanced Literacy Theory/Practice in Elementary School

I viewed my student-focused professor/researcher role at Northern Arizona University as one who encouraged and mentored students to publish their work. Here are two examples (2019, 2021)

(1) Mentored undergraduate student Zahal Turkmeni to turn a class assignment into an article published in Childhood Explorer <https://www.childhoodexplorer.org/afghanistan-teacher>

(2) Mentored Doctoral student, Wanqui Meng, from Tinajua University, China on-line cohort to turn class assignment into an article. <https://www.childhoodexplorer.org/anjkindergarten?rq=China>

Social Studies Elementary Education Program Chair- Led team of social studies faculty to examine master syllabi for NCSS and CAEP standards alignment. Supported and provided instructional zoom presentations that shared sample projects for Social Studies Methods to adjunct faculty state-wide.

Planned and Facilitated Literacy Nights at three Title 1 schools for ELL students and their families who participated in the original interactive projects created and presented by teacher candidates.

Recruited, supported and advised adjunct faculty on teaching non-traditional candidates, course development, setting up electronic management systems, CAEP Rubrics, and Data Analysis.

Created master syllabi and course shells for Social Studies and Curriculum.

Created virtual community-building, welcome and orientation for incoming first-generation university students transferring from community colleges.

Mentored community college transfer students, especially single mothers, to keep talented candidates in the cohort through graduation with 100% success.

Conducted Annual Education Forum on Curriculum in Context for teacher candidates presented by alumni and practicing educators, administrators (2017-2021).

Secured practicum placements for Elementary, Early Childhood and Special Education and developed relationships with districts and school administrators.

Dissertation Advisors for (4 students whose work included the following:)

- (1) *Early Childhood Literacy Acquisition Case Study of Spanish First Language Students*
- (2) *International Research (Indonesian Curriculum);*
- (3) *Teacher Thinking, Curriculum SPED Practicum.*
- (4) *Committee Member: Personalized Learning, Professional Competencies*

Observed and facilitated students in literacy practicum across three different SES districts.

Reviewed data for M.Ed. with cert and BSED with cert for CAEP accreditation narrative

Wrote internally funded grants for support of Non-traditional teacher candidates' professional development on the following: (1) **School Law**, (2) **Technology Integration**, (3) **Guest Speaker, Ernest Michel, Holocaust Survivor and Chronicler of the Nuremberg Trials**, and (4) **Dr. Seemi Aziz, Guest Speaker on Islam**.

UNIVERSITY PARTNERSHIPS

Initiated, facilitated, and introduced Paradise Valley Unified School District and Scottsdale Unified School District to College Administration and developed core course sequence to align with Grow-Your-Own goals of districts to transition and prepare current support staff employees to teach. Organized practicum placement for teacher candidates in Dual Certificate Programs at their schools with accommodations for full time district employees. Goal: retain staff who understand the culture of the school/community and have history with district.

Initiated a partnership with Phoenix Art Museum Docent Outreach and League of Women Voters for presentation to candidates to integrate ART HISTORY and CIVICS into Social Studies Courses,

Created initial on-line doctoral course, *Contexts of Schooling* to include video lectures that develop student's understanding of concepts, policies, and class structures across schools and educational institutions.

Offered detailed feedback and suggested lines of questioning for doctoral students to examine concepts related to schooling/unschooling/ and alternative methods of discovery.

Collaborated with doctoral students to submit their work for publication and conferences.

Revised and created new syllabi for all courses to align with InTasc, ACEI, CC3r, and SPA Standards.

UNIVERSITY OF TEXAS AT ARLINGTON, ARLINGTON, TEXAS

VISITING ASSISTANT PROFESSOR August 2006-May 2007

Taught and mentored Middle-level (4-8th) teachers through practicum across five districts.

COURSES: UNIVERSITY OF TEXAS at ARLINGTON

Adolescent Growth and Development (undergraduate and graduate)

Social Studies Methods and Assessment (undergraduate)

Practicum Seminars (Topics covered: School Law, Portfolio Preparation. Accommodations for Exceptional Students), TAKS (Texas Assessment of Knowledge and Skills), and NCATE Standards

ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA

FACULTY ASSOCIATE/LECTURER August 1999 – May 2005

UNIVERSITY INSTRUCTOR/LIASON TEACH FOR AMERICA

Co-DIRECTOR NATIVE AMERICAN APPRENTICE TEACHERS

Co-developed the initial program used by Arizona State University as a teacher training and sequential course instructional model of alternative pathways to teaching for hundreds of Teach For America teachers in high poverty, urban classrooms in the Phoenix metro area public schools. Met with school district personnel, principals, team leaders, mentors, and TFA directors. I observed, coached, instructed, modeled lessons, and fine-tuned classroom management applications of consecutive cohorts of TFA teachers assigned to K-8 and Special Education placements in nine urban high poverty districts. Observed, coached, instructed, mentored, and placed Native American Apprentice Teachers in academic practicum placements on three Native American Indian Communities including (Sacaton, Salt River, and Tempe).

COURSES: ARIZONA STATE UNIVERSITY

Reading Methods, Management and Assessment in the Elementary School

(graduate) Social Studies Methods and Assessment (undergraduate)

Teaching Social Studies Through Literature (graduate)

Curriculum Unit Design and Assessment (graduate) DCI 598

B.E.S.T. (Beginning Educator Support & Teaching) Planning Instruction I, (graduate)

B.E.S.T. Managing and Refining Instruction II (graduate)

Curriculum Theory (doctoral level) DCI 701

Principles of Curriculum (doctoral level) DCI 699

Power Hitter® Classroom: Integrate, Remediate, Enrich with Baseball Curriculum (graduate)

MANHATTANVILLE COLLEGE, PURCHASE, NEW YORK

ADJUNCT FACULTY

March 1990-1999 and 2005 (summer).

Faculty Educator with the JUMP START M.A.T. (Master of Arts in Teaching) program focused on career-change professionals entering teaching who are placed in high needs schools as they complete their program of study towards certification.

Directed cultural immersion field studies among Native American communities in Oklahoma/Arizona.

COURSES (Graduate) MANHATTANVILLE COLLEGE

Childhood Social Studies Methods and Assessment (graduate)

Multicultural Education (graduate)

Curriculum Unit Design and Assessment (graduate)

Teaching Native American Cultures

Experiencing Native American Cultures (field study/cultural immersion in Arizona and Oklahoma)

Power Hitter® Classroom: Enrich, Remediate, Integrate Math and Literacy (Gen.Edu & SPED course)

PUBLICATIONS

BOOK

Veltri, B. T. (2010). **Learning on Other People's Kids: Becoming a Teach For America Teacher.** Information Age Publishers: Charlotte, North Carolina. This book offers insiders' views of corps members' experiences in two U.S. regions, over a seven-year period with analysis of supporting documents.

Diane Ravitch noted, "**Learning on Other People's Kids, "One of the Top Three Books on Education Reform" in Sunday, Washington Post column, August 22, 2010.** Alumni Scholarship Award, Manhattanville College, 2010. Best Scholarly Work, Northern Arizona University, 2011; AERA (Nominated by Linda Darling-Hammond) Division K, Outstanding Book Award 2011.

BOOK CHAPTERS (Invited and peer-reviewed)

Veltri, B.T. (2020) (foreword). In C. *Carpenter's Born with a Spirit of Protest: Giving Children a Voice of Importance.* Lanham, MD: Rowman & Littlefield Publishing Group, pps. ix-xii.

Veltri, B.T. (2017) **Seek and Hide: Teach For America and the Strategies of Education Reform:** in G. Senese and F. Mizkaci, (Eds.) *Academic Freedom and the Teacher's Authority: A Critical Comparison of Turkish and U.S. Teacher's Colleges,* Lanham, MD: Rowman & Littlefield Publishing Group, pp. 129-141.

Veltri, B.T. (2016) **Teach For America's Mission and Manipulation of Public Good Initiatives in Education,** in J. Horn's (author) *Work Hard, Be Hard: Journeys through "No Excuses" Teaching,* Lanham, MD: Rowman & Littlefield, (pp. 143-152).

Veltri, B.T. (2015). **Voices of Revitalization: Challenging the Singularity of Teach For America's 'Echo Chamber'** in K. De Marrais and T.J. Brewer (Eds.) *Teach For America Counter Narratives: Alumni Speak Up and Speak Out.* (pp. 191-204), New York, Peter Lang, Inc.

Veltri, B. T. (2015). **Social Studies Teaching for Learners Who Engage,** in R. Papa (Ed.) *Media Rich Instruction* (pp. 153-167), Basel, Switzerland: Springer International Publishing.

ARTICLES IN PROFESSIONAL AND REFEREED JOURNALS

Veltri, B.T. & Brewer T.J. (2020) **Comply, Cope, Counter-Crusade, Subvert: Teach For America Corps Members Respond to External Mandates.** *Education and Urban Society.* <https://doi.org/10.1177/0013124519883628>.

Veltri, B.T. (2015) **Impariamo Insieme (Learning Together) in Italy: Cambiare d'instruzione via (instructional exchange).** *The Journal of International Social Studies,* 185-194.

Veltri, B.T. (2015) **Education in Italy: 10 lessons learned from a semester immersion in schools.** *Childhood Explorer.* Washington, D.C.: Association of Childhood Education International, 27-31.

Veltri, B.T. (2012) **Teach for America: It's More About Leading, Than Teaching.** *Educational Leadership,* 69 (8) pp. 62-66.

Veltri, B. T. (2012) **Educator Abroad: Teaching (Insegnare) and Learning (Imparare) with Italian Children.** *Social Studies and The Younger Learner* 24 (4) pp. 23-26.

Veltri, B.T. & Singh, N. (2011). **A Tale of Two Countries: Globalized Education for the 'Public Good?'** (pp. 61-84) *Sutra, The Thread,* Delhi, India, (Vol. 10).

