

# Glory Tobiason

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## Education

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- 2017      PhD, Social Research Methodology, University of California, Los Angeles, CA
- Dissertation: "Talking our way around expert caution: A rhetorical analysis of value-added modeling in teacher evaluation"
  - Committee: Mark Hansen (chair), University of California Los Angeles (UCLA); Leah Ceccarelli, University of Washington; Aaron Panofsky, UCLA; Mike Seltzer, UCLA; Noreen Webb, UCLA
- 2008      TESOL Certification, LanguageCorps, Phnom Penh, Cambodia
- 2003      MS, Pure Mathematics, Western Washington University, Bellingham, WA
- 2002      BS, Mathematics/French, Western Washington University, Bellingham, WA

## Research

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All projects described below carried out at the National Center for Research on Evaluation, Standards, & Student Testing (CRESST) – UCLA Graduate School of Education & Information Studies, Los Angeles, CA.

2017-present      **Project: Evaluation of Magnet Schools Assistance Program (MSAP)**

*I am directing the qualitative branch of this evaluation, which seeks to identify distinguishing features of high-performing magnet schools.*

- Directing qualitative research team;
- Analyzing interview data (i.e., developing and applying iterative coding schemes, interpreting patterns, identifying themes);
- Communicating results to multiple stakeholder audiences (e.g., academic researchers, practitioners, federal grant officials).

2012-2015      **Projects: Center on Standards & Assessment Implementation; Colorado Assessment Literacy; Nevada Educator Performance Framework**

*My work on these projects analyzed the intersection between formative*

*assessment and College and Career Ready Standards, with a particular emphasis on teacher-level processes for implementation of the Common Core State Standards for Mathematics (Content and Practice).*

- Evaluating existing formative assessment materials at the student, teacher, and teacher-leader levels;
- Developing formative assessment planning tools, materials, lessons, and probes;
- Creating formative assessment resources and professional development for teachers and teacher leaders;
- Creating online learning experiences for teachers (including course design, content development, collaboration with State Departments of Education and other clients);
- Developing and analyzing student- and teacher-level surveys;
- Synthesizing research reports, conducting literature reviews, and developing conference presentation materials.

2013

**Project: Mathematics Design Collaborative**

*My role in this project was to create, pilot, refine, and apply instruments for analyzing formative assessment tasks aligned to Mathematics College and Career Ready Standards.*

- Reviewing mathematics formative assessment tasks;
- Developing rubrics to rate multiple dimensions of student understanding, knowledge, and skills;
- Applying developed rubrics to evaluate assessment artifacts and student work.

2013

**Project: “Excellence for All” Evaluation (for the National Center for Education and the Economy)**

*My role in this project was to develop instruments for rating existing mathematics assessment items.*

- Analyzing PARCC’s “Cognitive Complexity” framework, Webb’s “Depth of Knowledge” framework;
- Synthesizing above frameworks and developing new rating rubric, aligned with Mathematics College and Career Ready Standards;
- Piloting and refining developed rubric.

## **Publications**

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### *Peer-Reviewed Publications*

Tobiason, G. A. (2016). *Audacious use of an information tool: Introduction with examples from genetic testing and teacher evaluation*. Manuscript submitted for publication.

Tobiason, G. A. (2015). Expertise gaps in value-added modeling: Are we consulting the right experts? *Bulletin of Science, Technology and Society*, 34(5-6), 183-191. Retrieved from <http://bst.sagepub.com/content/34/5-6/183>

Tobiason, G. A. (2014). *The semantics of measuring teacher effectiveness: How word choice shapes public perception, policy, and practice*. *InterActions: UCLA Journal of Education and Information Studies*, 10(1).

Scheriber, S. J. & Tobiason, G. A. (2003). The evolution of resource use. *Journal of Mathematical Biology*, 47(1), 56-78. Retrieved from <http://link.springer.com/article/10.1007/s00285-003-0195-9>

### ***Practitioner-Oriented Publications***

Heritage, M., Gerzon, N., & Tobiason, G. (2016). *Student agency in assessment and learning: A classroom-embedded professional learning experience for teachers*. Overview here <http://www.assessmentforlearningproject.org/grantees-wested>

Heritage, M., Gerzon, N., & Tobiason, G. (2015-2016). *Formative assessment insights: A digital professional learning experience for teachers*. Overview here <https://fa-insights.wested.org/>

Heritage, M., Chang, S., Jones, B., Lozano, M., Mancevice, N., & Tobiason, G. (2015). *Colorado Assessment Literacy Program*. Overview here: <https://www.cde.state.co.us/apps/assessmentlit/>

Jones, B., Chang, S. M., Heritage, M., & Tobiason, G. (2014). *Supporting students in close reading*. Retrieved from <http://csai-online.org/sites/default/files/resource/38/Supporting%20Students%20in%20Close%20Reading.pdf>

Tobiason, G., Chang, S., Heritage, M., & Jones, B. (2014). *Building blocks, learning goals, and success criteria: Planning instruction and formative assessment for math standards*. Los Angeles: University of California, National Center for Research on Evaluation, Standards and Student Testing. Retrieved from [http://csaionline.org/sites/default/files/resource/1743/BuildingBlocks\\_0.pdf](http://csaionline.org/sites/default/files/resource/1743/BuildingBlocks_0.pdf)

Tobiason, G., Chang, S., Heritage, M., & Jones, B. (2014). *What's learned first, what's learned together? Developing a yearlong plan from the K-8 College and Career Ready Standards for mathematical content*. Los Angeles: University of California, National Center for Research on Evaluation, Standards and Student Testing. Retrieved from [http://csai-online.org/sites/default/files/resource/1743/Yearlong%20Planning\\_0.pdf](http://csai-online.org/sites/default/files/resource/1743/Yearlong%20Planning_0.pdf)

Tobiason, G., Heritage, M., Chang, S., & Jones, B. (2014). *Developing and refining lessons: Planning learning and formative assessment for math College and Career Ready Standards*. Los Angeles: University of California, National Center for Research on Evaluation, Standards and Student Testing. Retrieved from <http://csai-online.org/sites/default/files/resource/1743/LessonPlanning.pdf>

Heritage, M., Chang, S. M., Jones, B., & Tobiason, G. (2013). *Literature review for the five high-leverage instructional principles*. Prepared for the Nevada Teachers and Leaders Council Joint Task Force. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

### ***Public-Facing Publications***

Tobiason, G. A. (2016, June 2). *A look at the EdReports reviews*. The Center on Standards and Assessment Implementation: Notes from the Field. Retrieved from <http://www.csai-online.org/spotlight/notes-field/#a-look-at-edreports-reviews>

Tobiason, G. A. (2013, October 24). A cautionary lesson in ‘raising the stakes’ for young students. *Washington Post*. Retrieved from <https://www.washingtonpost.com/news/answer-sheet/wp/2013/10/24/a-cautionary-lesson-in-raising-the-stakes-for-young-students/>

## **Presentations**

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Tobiason, G. A. (2015, May). *The semantics of measuring teacher effectiveness: How words shape public perception, policy, and research*. Poster presented at the 2015 Research and Inquiry Conference of the UCLA Graduate School of Education and Information Studies, Los Angeles, CA.

Heritage, M., Jones, B., and Tobiason, G. A. (2015, February). *The assessment literacy module prototype, as developed by the National Center for Research on Evaluation, Standards and Student Testing*. Presentation to the Content Collaboratives of the Colorado Department of Education, Denver CO.

## **Teaching Experience: K-12**

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2010-2012	<i>ESL Specialist, Center City Public Charter Schools, Washington, DC</i>
2009-2010	<i>Kindergarten EFL Teacher, Terakki Vakfi Okulları, Istanbul, Turkey</i>
2008-2009	<i>Pre-School EFL Teacher, American Pacific School, Phnom Penh, Cambodia</i>
2006-2008	<i>High School Math/ESL Teacher, The Next Step Public Charter School, Washington, DC</i>
2003-2005	<i>High School Math Teacher, Umbwe Secondary School, Moshi, Tanzania</i>

## **Teaching Experience: Adult Learners**

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- 2015-2017      *Graduate Teaching Assistant*, Department of Education, University of California Los Angeles, Los Angeles, CA
- 2014-2016      *Contract Content Developer / Course Facilitator*, WestEd, San Francisco, CA
- 2002-2003      *Graduate Teaching Assistant*, Department of Mathematics, Western Washington University, Bellingham, WA

## **Honors and Funding**

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- 2016              Dissertation Year Fellowship, UCLA Graduate Division
- 2015              Merit Scholarship, UCLA Graduate School of Education and Information Studies
- 2014              Merit Scholarship, UCLA Graduate School of Education and Information Studies
- Graduate Summer Research Mentorship Program, UCLA Graduate Division
- 2013              Merit Scholarship, UCLA Graduate School of Education and Information Studies
- Louise Tyler Fellowship, UCLA
- 2012              Merit Scholarship, UCLA Graduate School of Education and Information Studies

## **Professional Service**

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- 2015-2017      Ad Hoc Reviewer, Article Manuscripts – *Education Policy Analysis Archives*
- 2016-2017      Ad Hoc Reviewer, Grant Proposals – *National Science Foundation*

## **Peace Corps Service**

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- 2003-2005      Teacher / Community Development Specialist – US Peace Corps, Dar es Salaam, Tanzania
- Full-time classroom teacher at Umbwe Secondary School (Moshi, Tanzania) and Msalato Girls School (Dodoma, Tanzania);
  - Board member and administrative assistant at Good Hope Trust Fund, a community-based AIDS NGO (Umbwe Village, Tanzania);

- Founder of Juhudi Women's Group, an income-generating, pig-husbandry project.