

Glory Tobiason

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Education

PhD, Social Research Methodology University of California, Los Angeles, CA	2017
TESOL Certification LanguageCorps, Phnom Penh, Cambodia	2008
MS, Pure Mathematics Western Washington University, Bellingham, WA	2003
BS, Pure Mathematics Western Washington University, Bellingham, WA	2002
GED Certificate Washington State Board for Community and Technical Colleges, Olympia, WA	1999

Research

Project and Research Lead. Center for the Advancement of Teaching at UCLA . Project: " Holistic Evaluation of Teaching "	2021-present
Lead Researcher. National Center for Research on Evaluation, Standards, & Student Testing (CRESST) . Project: " Peer Assisted Reflections on Student Learning (PAROSL) : A program for supporting faculty in remote / online teaching"	2018-present
Lead Qualitative Researcher. <i>CRESST</i> . Project: " Magnet Schools Assistance Program "	2017-2018
Research Assistant. <i>CRESST</i> . Project: "Literacy Design Collaborative"	2017-2018
Research Assistant. <i>CRESST</i> . Project: "Excellence for All"	2013
Research Assistant. <i>CRESST</i> . Project: "Mathematics Design Collaborative"	2013

Teaching Positions

University

Clinical Faculty , Department of Education University of California, Los Angeles, CA	2021-present
Lecturer , Department of Education University of California, Los Angeles, CA	2018-2021
Graduate Teaching Assistant , Department of Education University of California, Los Angeles, CA	2015-2017
Graduate Teaching Assistant , Department of Mathematics Western Washington University, Bellingham, WA	2002-2003
<i>K-12</i>	
ESL Specialist / Instructional Coach Center City Public Charter Schools, Washington, DC	2010-2012
Kindergarten EFL Teacher Terakki Vakfi Okulları, Istanbul, Turkey	2009-2010
Pre-School EFL Teacher American Pacific School, Phnom Penh, Cambodia	2008-2009
High School Math / ESL Teacher The Next Step Public Charter School, Washington, DC	2006-2008
High School Math Teacher Umbwe Secondary School, Moshi, Tanzania	2003-2005

Courses Taught

Graduate

Introduction to Research Design and Statistics (F2F)
Multiple Regression Analysis (F2F; Teaching Assistant)
Analysis of Designed Experiments (F2F; Teaching Assistant)
Teaching Preparation in Education (Online and F2F)

Undergraduate

Introduction to Inquiry and Research in Education (Online and F2F)
Introduction to Quantitative Research in Education: Claims and Evidence (Online)
Pre-Calculus and Trigonometry (F2F; Teaching Assistant)

Publications

Peer-Reviewed

Tobiason, G. A. (2022). Going small, going carefully, with a friend: Helping faculty adopt lesson-level constructive alignment (CA) through non-evaluative peer observation. *Active*

Learning in Higher Education. Advance online publication.
<https://doi.org/10.1177/14697874221092977>

Tobiason, G. A. (2021). From content-centered logic to student-centered logic: Can peer observation shift how faculty think about their teaching? *International Journal for Academic Development*. Advance online publication.
<https://doi.org/10.1080/1360144X.2021.2015691>

Tobiason, G. A. (2021). Faculty supporting faculty... supporting students: Peer observation and responsive teaching innovations. *Change: The Magazine of Higher Learning*, 53(6). doi: 10.1080/00091383.2021.1987791

Tobiason, G. A. (2019). Talking our way around expert caution: A rhetorical analysis of VAM. *Educational Researcher*, 48(1), 19-30. doi: 10.3102/0013189X18797618

Tobiason, G. A. (2019). Countering expert uncertainty: Rhetorical strategies from the case of value-added modeling in teacher evaluation. *Minerva*, 57(1), 109-126. doi: 10.1007/s11024-018-9359-z

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. doi: 10.1177/0270467615582106

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. doi: 10.1007/s00285-003-0195-9

Practitioner-Oriented

Herman, J. L., **Tobiason, G.**, & Wang, J. (2020). "What makes your school work?" A qualitative study of eight magnet schools (CRESST Report 866). University of California, Los Angeles, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Jones, B., Chang, S. M., Heritage, M., & **Tobiason, G.** (2014). *Supporting students in close reading*. Retrieved from <https://www.csai-online.org/resource/335>

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 <https://www.csai-online.org/resource/581>

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 <https://www.csai-online.org/resource/703>

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 <https://www.csai-online.org/resource/578>

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

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/>

Professional Development Programs

Co-Facilitator. Pedagogy workshops administered by the Center for the Advancement of Teaching at UCLA	2020
Co-Facilitator. Pedagogy workshops offered by the School of Education at UCLA	2020
Lead Developer. “Building effective instructional teams: An Orientation for Faculty Working with TAs in Education.”	2020
Lead Developer. Peer Assisted Reflections on Student Learning (PAROSL): A program for supporting faculty in remote / online teaching. Overview here https://teaching.ucla.edu/faculty-programs/parosl/#overview	2018-present
Co-Developer. <i>Student agency in assessment and learning: A classroom-embedded professional learning experience for teachers</i> . Overview here https://fa-insights.wested.org/saal/	2016

Co-Developer. *Formative assessment insights: A digital professional learning experience for teachers.* Overview here <https://fa-insights.wested.org/> 2015-2016

Co-Developer. *Colorado Assessment Literacy Program.* Overview here: <https://www.cde.state.co.us/apps/assessmentlit/> 2015

Presentations

Tobiason, G. A. (2019). *Value-added modeling: An introduction.* Presented at the Beijing Normal University workshop at Los Angeles: University of California, Los Angeles, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

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.

Honors and Funding

Distinguished Teaching Assistant / Special Reader Award 2017
Department of Education, University of California, Los Angeles, CA

Dissertation Year Fellowship 2016
Graduate Division, University of California, Los Angeles, CA

Merit Scholarship 2015
Department of Education, University of California, Los Angeles, CA

Merit Scholarship 2014
Department of Education, University of California, Los Angeles, CA

Graduate Summer Research Mentorship Award 2014
Graduate Division, University of California, Los Angeles, CA

Merit Scholarship 2013
Department of Education, University of California, Los Angeles, CA

Louise Tyler Fellowship 2013
University of California, Los Angeles, CA

 Service Activities

Member Working group developing university-wide teaching resources and recommendations for fall 2021 return to campus	2021
Member Working group developing undergraduate quantitative methods series in the UCLA School of Education	2019-present
Member Cross-campus Teaching Innovations Group at UCLA	2018-present
Member Working group developing undergraduate qualitative methods series in the UCLA School of Education	2020
Ad Hoc Reviewer <i>Education Policy Analysis Archives, Minerva, National Science Foundation</i>	2015-2020
Peace Corps Volunteer US Peace Corps, Dar es Salaam, Tanzania	2003-2005