

02/01/2019

**PETER FRANCIS HALPIN**

UNC-CH School of Education  
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## ACADEMIC APPOINTMENTS

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University of North Carolina-Chapel Hill School of Education

Associate Professor of Quantitative Methods (tenured) *July 2018 - Present*

NYU Steinhardt, Department of Applied Statistics, Social Sciences, and Humanities

Associate Professor of Applied Statistics (tenured) *April 2018 - Aug 2018*

Assistant Professor of Applied Statistics (tenure-track) *Sept 2012 - April 2018*

University of Amsterdam, Psychological Methods

Postdoctoral Researcher *Feb 2010 - April 2012*

## EDUCATION

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Simon Fraser University

Ph.D., Psychology (Theory and Methods) *April 2010*

University of Calgary

M.Sc., Psychology (History and Theory) *April 2005*

B.A., Psychology (History and Theory) *April 2002*

## JOURNAL ARTICLES

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[\* denotes student author]

1. **Halpin, P. F.**, Wolf, S., Yoshikawa, H., \*Rojas, N., \*Kabay, S., Pisani, L., & Dowd, A. J. (2019) Measuring Early Learning and Development across Cultures: Invariance of the IDELA across Five Countries. *Developmental Psychology*, 55, 23-37. [dx.doi.org/10.1037/dev0000626](https://doi.org/10.1037/dev0000626)
2. **Halpin, P. F.** & Bergner, Y. (2018). Psychometric models of small group collaborations. *Psychometrika*, 83, 941-962. [dx.doi.org/10.1007/s11336-018-9631-z](https://doi.org/10.1007/s11336-018-9631-z).
3. Seidman, E., Kim, S., Raza, M., \*Ishihara, M., **Halpin, P. F.** (2018). Assessment of pedagogical practices and processes in low and middle income countries: Findings from secondary school classrooms in Uganda. *Teaching and Teacher Education*, 71, 283-296. [doi.org/10.1016/j.tate.2017.12.017](https://doi.org/10.1016/j.tate.2017.12.017)
4. Wolf, S., **Halpin, P. F.**, Yoshikawa, H., Dowd, A., Pisani, L., & Borisova, I. (2017) Measuring school readiness globally: Assessing the construct validity and measurement invariance of the International Development and Early Learning Assessment (IDELA) in Ethiopia. *Early Childhood Research Quarterly*, 41, 21-36. [dx.doi.org/10.1016/j.ecresq.2017.05.001](https://doi.org/10.1016/j.ecresq.2017.05.001)

5. **Halpin, P. F.**, von Davier A. A., Hao, J., & Liu, L. (2017). Measuring student engagement during collaboration. *Journal of Educational Measurement*, *51*(1), 70 - 84 dx.doi.org/10.1111/jedm.12133
6. Aber, J.L., Torrente, C., Johnston, B., \*Starkey, L., Seidman, E., **Halpin, P. F.**, Shivshanker, A., Weisenhorn, N., Annan, & J. (2017) Impacts of “Healing Classroom” on children’s reading and math skills in DRC. *Journal of Research on Educational Effectiveness*, *10*(3), 507-529. dx.doi.org/10.1080/19345747.2016.1236160
7. Aber, J.L., \*Tubbs, C., Torrente, C., **Halpin, P.F.**, Johnston, B., \*Starkey, L., Shivshanker, A., Annan, J., Seidman, E., & Wolf, S. (2017). Promoting children’s learning in conflict-affected countries: Evidence for multilevel change processes in a school-based universal social-emotional learning program in the Democratic Republic of Congo. *Development and Psychopathology*, *29*(1), 53-67. doi.org/10.1017/S0954579416001139
8. Cherng, H. S., & **Halpin, P.F.** (2016). The importance of minority teachers: Student perceptions of minority versus White teachers. *Educational Researcher*, *45* (7), 407-420. doi.org/10.3102/0013189X16671718
9. McAllister Byun, T., Harel, D., **Halpin, P. F.**, & Szeredi, D. (2016) Deriving gradient measures of child speech from crowdsourced ratings. *Journal of Communication Disorders*, *64*, 91-102. dx.doi.org/10.1016/j.jcomdis.2016.07.001
10. McAllister Byun, T., Swartz, M. T., **Halpin, P. F.**, Szeredi, D., & Mass, E. (2016) Direction of attentional focus in biofeedback treatment for /r/ misarticulation. *International Journal of Language & Communication Disorders*, *51*, 385-401. dx.doi.org/10.1111/1460-6984.12215
11. **Halpin, P. F.** & Kieffer, M. J. (2015). Describing profiles of instructional practice: A new approach to analyzing classroom observation data. *Educational Researcher*, *44*, 263 - 277. dx.doi.org/10.3102/0013189X15590804
12. McAllister Byun, T., **Halpin, P. F.**, & Szeredi, D. (2015). Online crowdsourcing for efficient rating of speech: A validation study. *Journal of Communication Disorders*, *53*, 70 - 83. dx.doi.org/10.1016/j.jcomdis.2014.11.003
13. **Halpin, P. F.**, da-Silva, C., & De Boeck, P. (2014). A confirmatory factor analysis approach to test anxiety. *Structural Equation Modeling*, *21*, 455-467. dx.doi.org/10.1080/10705511.2014.915377
14. **Halpin, P. F.** & De Boeck, P. (2013). Modelling dyadic interaction with Hawkes processes. *Psychometrika*, *78*, 793–814. dx.doi.org/10.1007/s11336-013-9329-1
15. Spiegel, A. N. McQuillan, J., **Halpin, P. F.**, Matuk, C., & Diamond, J. (2013). Engaging teenagers with science through comics. *Research in Science Education*, *43*, 2309-2326. dx.doi.org/10.1007/s11165-013-9358-x
16. Bungay, V., Halpin, M. A., & **Halpin, P. F.** (2012). Violence in the massage parlour industry: Experience of Canadian-born and immigrant women. *Healthcare for Women International*, *33*, 262-284. dx.doi.org/10.1080/07399332.2011.603868
17. **Halpin, P. F.**, Dolan, C. V., Grasman, R. P. P. P. & De Boeck, P. (2011). On the relation between the linear factor model and the latent profile model. *Psychometrika*, *76*, 564-583. dx.doi.org/10.1007/S11336-011-9230-8
18. **Halpin, P. F.** & Maraun, M. D. (2010). Selection between linear factor models and latent profile models. *Multivariate Behavioral Research*, *46*, 910-934. dx.doi.org/10.1080/00273171.2010.532361

19. Lovato, C.Y., Pullman, A.W., **Halpin, P. F.**, Zeisser, C., Nykiforuk, C.I.J., Best, F., Diener, A., & Manske, S. (2010). Adolescent smoking: Effect of school and community characteristics. *Preventing Chronic Disease, 7*, 1-10.
20. Lovato, C. Y., Zeisser, C., Campbell, S. H., Watts, A. W., **Halpin, P. F.**, Thompson, M., Eyles, J., Adlaf, E., & Brown S. K. (2010). Individual, school, and community predictors of adolescent smoking behaviors. *American Journal of Preventative Medicine, 39*, 507-514. [dx.doi.org/10.1016/j.amepre.2010.08.019](https://doi.org/10.1016/j.amepre.2010.08.019)
21. **Halpin, P. F.** & Stam, H. J. (2006). Inductive inference or inductive behavior: Fisher and Neyman-Pearson approaches to statistical testing in psychological research (1940-1960). *American Journal of Psychology, 119*, 625-653.

## BOOK CHAPTERS, PROCEEDINGS, AND COMMENTARY

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1. **Halpin, P. F.** (2017). How can we improve the measurement of “non-academic” competencies? (Invited commentary). *Measurement: Interdisciplinary Research and Perspectives, 15*, 70-72. [dx.doi.org/10.1080/15366367.2017.1367245](https://doi.org/10.1080/15366367.2017.1367245)
2. **Halpin, P. F.**, & von Davier, A. A. (2016). Modeling collaboration using point processes. In A. A. von Davier, M. Zhu, & P. C. Kyllonen. *Innovative Assessment of Collaboration* (pp. 233-247). New York: Springer. [dx.doi.org/10.1007/978-3-319-33261-1](https://doi.org/10.1007/978-3-319-33261-1)
3. McAllister Byun, T., **Halpin, P. F.**, & Harel, D. (2015). Crowdsourcing for gradient ratings of child speech: Comparing three methods of response aggregation. *Proceedings of the 18th International Conference of Phonetic Sciences*. London: International Phonetic Association.
4. **Halpin, P. F.** (2013). A scalable EM algorithm for Hawkes processes. In Millsap, van der Ark, Bolt, and Woods (Eds.) *New Developments in Quantitative Psychology: Proceedings of the 79th International Meeting of the Psychometric Society* (pp. 403-415). New York: Springer. [dx.doi.org/10.1007/978-1-4614-9348-8\\_\\_26](https://doi.org/10.1007/978-1-4614-9348-8__26)
5. Maraun, M. D. & **Halpin, P. F.** (2008). Manifest and latent variates (Invited commentary). *Measurement: Interdisciplinary Research and Perspectives, 6*, 113-117. [dx.doi.org/10.1080/15366360802035596](https://doi.org/10.1080/15366360802035596)

## TECHNICAL REPORTS

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1. **Halpin, P. F.**, Turk, D., Bonaparte, M., & McDonald, J. P. (2018). New York University Embedded Master of Arts in Teaching (EMAT) Program Evaluation Plan. Technical Report prepared for the Walton Family Foundation
2. **Halpin, P. F.** (2017). Revising the Early Childhood Development Index for use as SDG indicator 4.2.1. Technical Report prepared for UNICEF Division of Data, Research and Policy.
3. Wolf, S., **Halpin, P. F.**, Yoshikawa, H., (2017). Evaluating the factor structure and measurement invariance of the International Development and Early Learning Assessment (IDELA) across five countries. Technical report prepared for The World Bank SIEF.
4. **Halpin, P. F.** (2016). Psychometric analysis of the Child Functioning Module: Comparisons between Serbia and Mexico. Technical Report prepared for UNICEF Division of Data, Research and Policy.
5. **Halpin, P. F.** (2016). Preliminary psychometric analysis of the Early Childhood Development Index. Technical Report prepared for UNICEF Division of Data, Research and Policy.

6. Wolf, S., **Halpin, P. F.**, Yoshikawa, H., Pisani, L. Dowd, A. J., & Borisova, I. (2016). Assessing the construct validity of Save the Children's International Development and Early Learning Assessment (IDELA). Technical report prepared for Save the Children / Global TIES for Children. ([Link to report.](#))
7. **Halpin, P. F.**, Torrente, C., & Aber, J.L. (2015). The Early Grade Reading Assessment: Its internal structure and use in impact evaluation. Working Paper presented at World Bank SIEF Educational Outcomes Measurement Workshop, May 12 - May 13.
8. von Davier, A. A. & **Halpin, P. F.** (2013). Collaborative problem solving and the assessment of cognitive skills: Psychometric considerations. *Education Testing Service Research Report # RR-13-41*. [dx.doi.org/10.1002/j.2333-8504.2013.tb02348.x](https://doi.org/10.1002/j.2333-8504.2013.tb02348.x)

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## UNDER REVIEW

1. Cherng, H. S. & **Halpin, P. F.** Relations between teaching quality and classroom demographic composition. *Sociology of Education*. Manuscript ID # SOE-18-0208.
2. \*Mohan, K., Bergner, Y. & **Halpin, P. F.** Predicting group performance using process data in a collaborative assessment. *Technology, Knowledge, Learning*. Manuscript ID # TKNL-D-18-00174.
3. **Halpin, P. F.**, Ou, L., & Lamar, M. Time series and stochastic processes. In (Eds.) J. Hao, von Davier, A. A., & Mislevy, R. *Computational Psychometrics*.

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## OPEN-SOURCE SOFTWARE PROJECTS

1. CPSX: An Xblock for realtime chat in OpenEdx. Demo: [collaborative-assessment.org](http://collaborative-assessment.org)  
Code: [github.com/peterhalpin/cpsx](https://github.com/peterhalpin/cpsx)
2. **scirt**: An R package accompanying "Psychometric models of small group collaborations."  
Code: [github.com/peterhalpin/scirt](https://github.com/peterhalpin/scirt)
3. **hawkes**: An R package for estimation of multivariate Hawkes processes.  
Code: [github.com/peterhalpin/hawkes](https://github.com/peterhalpin/hawkes)

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## EXTRAMURAL RESEARCH GRANTS

1. Institute of Education Sciences. (Pending decision). Curriculum-based assessments of student collaboration (Goal 5). Role: PI. Amount: \$1.4 million.
2. Walton Family Foundation. (2018 - 2020). NYU Steinhardt Teacher Residency program: New York City expansion grant. Role: Statistical Advisor (PI Turk, NYU Steinhardt). Amount: \$481,727.
3. The STiR Education Fund. (2017-2020). STiR Education Uganda Project - RCT phase Role: Investigator. (PI Seidman, NYU Steinhardt). Amount: \$349,855.
4. Ministry of Education of Peru (2017-2018). Measuring and Analyzing Quality and Child Outcomes. Role: Investigator (PI Yoshikawa, NYU Steinhardt). Amount: \$50,000.
5. Walton Family Foundation. (2017 - 2018). Evaluation of NYU's Embedded Master of Arts in Teaching program. Role: Co-PI (PI Turk, NYU Steinhardt). Amount: \$440,934.
6. Institute of Education Sciences. (2015 - 2018). Educational media supports for low-income preschoolers' vocabulary development. Role: Investigator (PI Neuman, NYU Steinhardt). Amount: \$1.06 million

7. Economic and Social Research Council. (2015 - 2017). Toward the development of a rigorous and practical classroom observation tool: the Uganda Secondary School project. Role: Co-PI (PI Seidman, NYU Steinhardt). Amount: \$250,306.
8. Institute of Education Sciences. (2014 - 2015). Psychometric models of in-classroom observational measures of teaching with applications to value-Added modeling (Early Career Grant). Role: PI. Amount: \$199,917.
9. Educational Testing Services. (2014). IRT in the style of collaborative filtering. Role: PI. Amount: \$8,369.
10. National Academy of Education Measures of Teaching Effectiveness Early Career Grant Program. (2013 - 2014). Teaching practices to accommodate individual differences in middle school English language arts. Role: PI. Amount: \$25,000.

### **INTRAMURAL RESEARCH GRANTS**

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1. Moore Sloane Data Science Environment Seed Grant. (2017 - 2018). Bringing real-time collaboration into online education. Role: PI. Amount \$25,000.
2. NYU Steinhardt Cross-Department Collaborative Award. (2017 - 2018). Developing a tablet-based clinical assessment tool for visual motor integration skills of school-age children. Amount \$15,000. Role: Co-PI (PI Howe).
3. NYU Steinhardt Technology Grant (2015 - 2016). Using educational technology to support inferences about collaborative problem solving. Role: PI. Amount \$15,000.

### **HONOURS, AWARDS, AND FELLOWSHIPS**

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| 1. NYU Steinhardt, Departmental (ASH) High Merit Distinction in Research              | 2017 |
| 2. National Academy of Education / Spencer Foundation Postdoctoral Fellowship         | 2015 |
| 3. NYU Steinhardt Goddard Fellowship  | 2015 |
| 4. NYU Steinhardt, Departmental (HMSS) High Merit Distinction in Research             | 2014 |
| 5. Natural Science and Engineering Research Council of Canada Postdoctoral Fellowship | 2010 |
| 6. Simon Fraser University Lorne M. Kendall Memorial Scholarship                      | 2010 |
| 7. American Psychological Association, Div 24 Student Paper Prize (honorable mention) | 2009 |
| 8. Psychometric Society / Education Testing Service Student Travel Award              | 2008 |
| 9. Simon Fraser University Graduate Fellowship  | 2006 |
| 10. Simon Fraser University Special Entrance Scholarship                              | 2005 |
| 11. Social Science and Humanities Research Council of Canada Doctoral Fellowship      | 2005 |
| 12. Social Science and Humanities Research Council of Canada Graduate Scholarship     | 2004 |
| 13. Province of Alberta Graduate Scholarship (monetary award declined)                | 2004 |
| 14. University of Calgary Dean's Research Excellence Award                            | 2004 |
| 15. Louise McKinney Scholarship   | 2001 |

## INVITED SEMINARS AND WORKSHOPS

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1. UNICEF Technical Meeting on Measurement of SDG 4.2.1. (Jan 18, 2018). Revising UNICEF's Early Childhood Development Index for use as SDG indicator 4.2.1
2. ACTNext Educational Technology and Computational Psychometrics Symposium. (Nov 15, 2017). Psychometric models of small group collaborations.
3. National Academy of Education Fall Meeting. (Nov 18, 2016). Using educational technology to support inferences about student collaborations.
4. National Center for Educational Statistics: NAEP Innovations Symposium. (Oct 16, 2016). Panel discussion on statistical methods for analyzing process data.
5. UNICEF Technical Meeting on Revising the Early Childhood Development Index. (Sept 14, 2016). Reliability and validity analyses of the ECDI.
6. UC Berkeley GSE Methodology Postdoctoral Training Program. (April 18–21, 2016).
  - Seminar: Assessing the outcomes and processes of student collaborations.
  - Workshop 1: Item design for assessments involving collaboration.
  - Workshop 2: Modeling the effects of collaboration on student performance.
  - Workshop 3: Measuring student engagement during collaboration.
7. NYU / Global TIES for Children Summer Training Institute. (June 17, 2015). Multilevel mediation with structural equation modeling.
8. World Bank (SIEF) Educational Outcomes Measurement Workshop. (May 12-13, 2015)
  - Seminar 1: Analytic concerns in designing and assessing child outcomes (with C. Tubbs).
  - Seminar 2: Teacher observations using multilevel latent class analysis.
9. Columbia University Statistics Seminar. (April 1, 2015). Scoring teacher observations using multilevel latent class analysis.
10. Educational Testing Service Innovative Assessment of Collaboration Workshop. (Nov 3, 2014). Modeling complex assessment data.
11. Teachers' College Learning Analytics Seminar Series. (May 30, 2014). Statistical models for collaboration.
12. New York City Department of Education, Data Analytics Seminar. (May 28, 2014). Approaches to analyzing classroom observation data.
13. Ohio State University Quantitative Psychology Colloquium Series. (March 24, 2014). Statistical models for collaboration.
14. Fordham Council on Applied Psychometrics Seminar Series. (Oct 30, 2013). Modeling and scoring collaborative problem solving tasks.
15. Carnegie Mellon University Department of Statistics Seminar Series. (March 27, 2013). Collaborative problem solving: definitions, psychometric models, and assessment (with A. von Davier).
16. Education Testing Service Invited Speaker. (Oct 26, 2012). Time series analysis of computer-mediated human interaction.

## CONFERENCE PRESENTATIONS

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[\* denotes student]

### Psychometric Society

1. **Halpin, P. F.** (2019). Designing and modeling “new” item types for assessments involving small groups. Part of the invited symposium "Modeling small group collaborations" (Chair: Halpin).
2. **Halpin, P. F.** (2019). Estimation and prediction of the Hawkes process with random effects.
3. **Halpin, P. F.** & van Rijn, P. (2018). Psychometric models of small group collaborations: towards a general theory.
4. **Halpin, P. F.** (2017). A random effects extension of the Hawkes process.
5. \*Shi, Y. & **Halpin, P. F.** (2016). Measurement invariance of the Behavior-Based Feeding Questionnaire in the United States and Taiwan.
6. **Halpin, P. F.** (2016). Measuring student engagement during collaboration.
7. **Halpin, P. F.** (2014). Classification consistency for latent class models.
8. **Halpin, P. F.** (2013). Psychometric models for collaborative problem solving Tasks.
9. **Halpin, P. F.** & Grasman, R. P. (2012). An EM algorithm for Hawkes processes
10. **Halpin, P. F.** , Grasman, R. P. (2011). Models of dyadic dependence for event sampling data .
11. **Halpin, P. F.** & De Boeck, P. (2010). A geometric approach to diagnosing local item dependence.
12. **Halpin, P. F.** (2008). Empirical criteria for model selection: linear factor and finite mixture models.

### National Council on Measurement in Education

13. **Halpin, P. F.** & Bergner, Y. (2017). IRT-based models for online tasks that involve student collaboration.
14. **Halpin, P. F.** & Bergner, Y. (2015). Modeling the effects of collaboration on mathematics performance.
15. **Halpin, P. F.** (2014). Models for scoring individual performance in team collaboration.
16. **Halpin, P. F.** (2013). Evaluating the roles of individual members in team interactions.

### Society for Research on Educational Effectiveness

17. **Halpin, P. F.**, Wolf, S. & Yoshikawa, H. (2017). Measurement invariance of the IDELA across five countries.
18. **Halpin, P. F.** (2016). Latent class models for teacher observation data.
19. **Halpin, P. F.** & \*Torrente, C. (2014, Spring). Measuring critical education processes and outcomes.
20. **Halpin, P. F.**, \*Torrente, C. & Aber, J. L. (2013, Fall). Approaches for the use of EGRA and EGMA.

## Other Organizations

21. Wolf, S., **Halpin, P. F.**, Yoshikawa, H., \*Rojas, N., \*Kabay, S., Dowd A., Pisani, L. (2018). Evaluating the Factor Structure and Measurement Invariance of Social-emotional Development across Five Countries. Comparative International Education Society Conference.
22. Cherng, H.-Y. S. & **Halpin, P. F.** (2017). Teaching bias? Relations between teaching quality and classroom demographic composition. Annual meeting of the International Sociological Association.
23. \*Shi, Y., Hsu, T. S., & **Halpin, P. F.** (2017). Confirmatory factor analysis of the Behavior-Based Feeding Questionnaire (BBFQ) for Taiwanese mothers of preterm infants. Poster presented at the American Occupational Therapy Association Annual Conference & Expo.
24. Seidman, E., \*Kim, S., Raza, M., & **Halpin, P. F.** (2017). Measuring classroom quality in secondary classrooms in Uganda: Evidence from the Teacher Instructional Practices and Processes System. Hawaii International Conference on Education.
25. Seidman, E., \*Kim, S., Raza, M., & **Halpin, P. F.** (2016). Classroom observations: How they help us think about policy and practice. STiR Education Workshop.
26. Wolf, S., \*Weurmler, A., **Halpin, P. F.**, Yoshikawa, H., Borisova, I., Dowd, A. & Pisani, L. (2016). Measuring social-emotional skills with Save the Children's IDELA tool: evidence from Ethiopia and Bhutan. Comparative International Education Society.
27. \*Wuermler, A., Wolf, S., **Halpin, P. F.**, Yoshikawa, H., Borisova, I. & Dowd A.J. (2016). Measurement Properties of the International Development and Early Learning Assessment (IDELA) in Bhutan. International Society for the Study of Behavioral Development.
28. \*Tubbs, C., Aber, J. L., \*Torrente, C., **Halpin, P. F.**, Johnston, B., \*Starkey, L., Seidman, E., Shivshanker, A., Wolf, S., & Annan, J. (2015). Can 'Learning in a Healing Classroom' enhance the academic and psychosocial development of children in conflict-affected countries? Lessons from the Democratic Republic of Congo. Biannual Meeting of the Society for Research on Child Development.
29. McAllister Byun, T., **Halpin, P. F.** & Harel, D. (2015). Crowdsourcing for gradient ratings of child speech: Comparing three methods of response aggregation. Talk presented at the 18th International Congress of Phonetic Sciences.
30. Kieffer, M. J. & **Halpin, P. F.** (2014). Toward a better approach to analyzing and interpreting observational data from ELA classrooms. Literacy Research Association.
31. McAllister Byun, T., **Halpin, P. F.**, & Szeredi, D. (2014). Validity of crowdsourced ratings of disordered speech. Second Annual Workshop on Crowdsourcing and Online Behavioral Experiments, 2014 ACM Conference on Economics and Computation.
32. McAllister Byun, T., **Halpin, P. F.**, & Szeredi, D. (2014). Assessing the validity of a crowdsourcing approach to speech data rating. 2014 Conference on Motor Speech.
33. **Halpin, P. F.** (2010). Model selection for categorical data. Joint Meeting of the European Association of Methodology and the Society for Multivariate Analysis in the Behavioral Sciences.
34. **Halpin, P. F.** & Maraun, M. D. (2009). The problem of model selection in item response theory. Annual meeting of American Psychological Association.
35. **Halpin, P. F.** (2008). A theory of psychological measurement for latent variable models. Annual conference of the Canadian Psychological Association.



36. **Halpin, P. F.** & Maraun, M. D. (2008). Detection theory: An approach to latent variable model selection. Fordham Conference on Applied Psychometrics.
37. **Halpin, P. F.** (2005). The Fisher and Neyman-Pearson controversy in statistical testing and its relevance to experimental psychology: 1940-1960. Annual conference of the Canadian Psychological Association.
38. **Halpin, P. F.** (2004). The Fisher and Neyman-Pearson controversy and the teaching of psychological statistics. Annual Western Canadian Theoretical Psychology Conference.

## TEACHING

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### Current

Analysis of Education Data I & II (graduate, UNC)

### Previous

Factor Analysis and Structural Equation Modeling (graduate, NYU)

Factor Scoring and Practical Issues in Scaling (graduate, NYU)

Introduction to Data Analysis in Psychology (undergraduate, SFU)

Introduction to Psychometrics (graduate, NYU)

Psychometric Theory and Applications (graduate, NYU)

Statistical Mysteries and How to Solve Them (undergraduate, NYU)

Statistics for the Behavioral and Social Sciences 2 (graduate, NYU)

Statistics for the Behavioral and Social Sciences 3 (graduate, NYU)

Topics in Multivariate Analyses (graduate, NYU)

## STUDENT ADVISEMENT

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### Current

Molly Ewing (UNC, Ph.D. in Learning Sciences, Dissertation Committee)

Slki Lim (UNC, Ph.D. in Learning Sciences, Program Advisory Committee)

Robert Plumbly (UNC, Ph.D. in Learning Sciences, Program Advisory Committee)

Yun Shi (NYU, Ph.D. in Occupational Therapy, Dissertation Committee)

Emily Toutkoushian (UNC, Ph.D. in Learning Sciences, Dissertation Committee)

### Previous

Alexander Belser (2018, NYU, Ph.D. in Clinical Psychology, Dissertation Committee)

Alyssa Pintar-Breen (2018, NYU, Ph.D. in Applied Psychology, Dissertation Committee)

Alyssa T. G. Anderson (2017, NYU, Ph.D. in Teaching and Learning, Dissertation Committee)

Lieghann Starkey (2016, CUNY, Ph.D. in Psychology, Dissertation Committee)

## SERVICE

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### Editorial boards

Journal of Educational Psychology (2018-present)

American Educational Research Journal (2016-present)

## Ad Hoc Review

American Educational Research Journal | Applied Psychological Measurement | British Journal of Mathematical and Statistical Psychology | Computers and Education | Educational Measurement: Issues and Practice | Intelligence | Journal of Computational and Graphical Statistics | Journal of Educational Data Mining | Journal of Educational Measurement | Journal of Educational Psychology | Journal of Intelligence | Journal of Learning Analytics | Journal of Research on Educational Effectiveness | Measurement: Interdisciplinary Research and Perspectives | Multivariate Behavioral Research | Psychological Methods | Psychometrika | Teachers and Teacher Education | Scientific Studies of Reading

## Research Grant Review

Institute of Education Sciences (IES) Social and Behavioral Program (panelist, 2015)  
IES Basic Processes Program (panelist: 2016; principal member: 2017-2019)  
National Science Foundation (REESE panelist: 2013; MMS ad hoc reviewer: 2016)

## Research Grant Advisory Boards

IES R305A170304. Teaching and Learning 21st Century Skills in Community Colleges: A Study of the New World of Work Program. Project lead: MDRC

## Conference Organization and Review

International Objective Measurement Workshop, organization committee (2018)  
Psychometric Society student award (poster/travel) committee (2014, 2015, 2017, 2018)  
Psychometric Society panel chair (2014, 2017, 2018)  
Society for Research on Educational Effectiveness conference program reviewer (2015-2017)

## Statistical Consulting

Educational Testing Service | MDRC | Save the Children | UNICEF | World Bank Strategic Impact Evaluation Fund

## School / Departmental

UNC SOE Quantitative methods planning committee (2018 - present)  
UNC SOE Math education search committee (2018)

NYU Center for Global TIES research scientist search committee (2017)  
NYU Center for Data Science, 9th Data Science Showcase, organizer and moderator (2017)  
NYU PRIISM / Center for Data Science faculty search committee (2015, 2016)  
A3SR master's program admissions committee (2015-2018)  
Teacher evaluation steering committee (2016-2018)  
CAEP accreditation task force (2017-2018)  
HMSS (now ASH) Middle States assessment committee (2014)  
NYU Steinhardt online student evaluation committee (2013 - 2018)  
NYU Steinhardt student challenge grants reviewer (2013, 2014)

## MEMBERSHIPS AND AFFILIATIONS

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American Educational Research Association (Member, Division D; 2014 - present)  
National Council on Measurement in Education (Member; 2014 - present)  
NYU Center for Global TIES (Affiliated faculty; 2016-present))  
NYU Center for Data Science (Affiliated faculty; 2015 - 2018)

NYU PRIISM Center for Applied Statistics (Core faculty; 2012 - 2018)  
Psychometric Society (Member; 2008-present)  
Society for Research on Educational Effectiveness (Member; 2014 - 2017)

## PRESS

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Jacqueline Howard (Oct. 14, 2016). Students of All Races Favor Teacher Diversity, and Here's Why. *CNN*. ([Link to article.](#))

Sayer Devlin (Oct. 12, 2016). Study Points to Greater Faculty Diversity. *Washington Square News*. ([Link to article.](#))

Tim Walker (Oct. 8, 2016). US Schoolchildren Prefer Teachers of Colour Regardless of Their Own Race or Ethnicity, Study Finds. *The Independent*. ([Link to article.](#))

Tessa Berenson (Oct. 7, 2016). Students of All Races Prefer Teachers of Color, Study Finds. *Time*. ([Link to article.](#))

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