

## **Nancy P. Autin, Ph.D.**

**Title** Assistant Professor  
**Department** Educational Foundations and Leadership  
**Office Number** 258, Picard Center  
**Extension** 482-1331  
**Email Address** [nautin@louisiana.edu](mailto:nautin@louisiana.edu)

**Education** Ph.D., Curriculum and Instruction, University of New Orleans, New Orleans, LA  
M.S., Curriculum and Instruction, University of New Orleans  
New Orleans, LA.  
B.S., Loyola University, Mathematics, New Orleans, LA

### Professional Certifications

AdvancEd Accreditation – National Lead Evaluator for Quality  
Assurance Review Team

Effective Learning Environments Observation Tool (ELEOT)

Intel Essentials: Using 21st Century Technology Tools, Region 4 TLTC

Understanding by Design – A Curriculum Model for Instruction and Assessment  
Implementing a Standards Based Curriculum Model – Benchmark One

Educational Program Evaluator Courses, State of Louisiana, University of New Orleans

LeadTech Program for Principals, Department of Education, State of Louisiana

### **Teaching Philosophy**

In the footsteps of Socrates, I uphold the belief that “knowledge is virtue.” When contemplating the nature of virtue, I think of goodness, quality, and truth. My philosophy of education is deeply rooted in the conviction that the more we know, the deeper we search—for in our search we realize that there is always a new dimension and new knowledge unfolding in ways that were previously unimaginable, all contributing to arriving at truth. In this ongoing process, substantive issues unfold offering the opportunity for me to be creative, to solve problems, and to use my own knowledge and skills in making a difference in the life of others.

I believe that being educated means having the knowledge and skills to make good decisions. Emanating from this belief is my on-going and deliberate decision to constantly ensure that the learning environment includes supportive structures and strategies for working independently, engaging in self-reflection, as well as developing team skills through collaboration and problem solving. As a constructivist, I value that an individual’s experience contributes uniquely to building new and lasting learning. As an educator, I believe that helping students develop a love of learning is critical at all stages. However, inspiring students to become better persons through my interactions

with them is what really matters. In this context, students will gain the confidence and competency to make good decisions throughout life for themselves and others. My goal is to help each student adapt to the present while preparing for their tomorrow with hope, resiliency, and inner strength to lead a successful, happy, and productive life.

**Bio**

Dr. Nancy Pellerin Autin joined the Educational Foundations and Leadership faculty at the University of Louisiana at Lafayette August 2011 as an assistant professor. After graduating magna cum laude from Loyola University in New Orleans, LA with a B.S. in Mathematics, Dr. Autin earned a M.Ed. in Curriculum and Instruction from the University of the New Orleans, LA, with a concentration in secondary mathematics education. She completed her Ph.D. from the University of New Orleans in Curriculum and Instruction, with an emphasis in teaching and learning mathematics. Prior to teaching at the university, Dr. Autin served in various capacities in K-12 education: Principal, Academic Assistant Principal, Supervisor of Instruction, Mathematics Department Chair, and classroom teacher. As a teacher, Dr. Autin has taught mathematics courses at all levels, from Algebra I to Advanced Placement Calculus. She designed special mathematics courses for students whose skills needed improvement in order to meet college entrance requirements.

As a school administrator, Dr. Autin initiated programs to help both teachers and students achieve maximal success. She planned and conducted numerous workshops for teachers. The workshops spanned a variety of topics: cooperative learning strategies, transitioning from middle school to high school mathematics, issues and concerns related to homework, and improving performance on standardized tests, particularly the ACT. On-going professional learning for teachers continues to be differentiated for those new and experienced in the teaching profession.

Serving as a Lead Evaluator for schools seeking accreditation each year, Dr. Autin engages External Review Team members in a challenging process of reviewing school documents, conducting on site visits, and making recommendations as the final step of the accreditation process.

Serving as Faculty Course Coordinator *Classroom Assessment*, Dr. Autin currently prepares teacher candidates of all majors and subject areas to become assessment literate. She facilitates the understanding, development, and use of a variety of assessment strategies for monitoring student learning and continuous school improvement.

**Courses Taught**

EDFL 456 Classroom Assessment

**Advising**

20-25 students per semester

**Graduate  
Committees**

M.Ed. Faculty Committee  
Faculty Senate  
Student Evaluation of Instruction  
College of Education Commencement Committee

**Research  
Interests**

School accreditation, single gender education, K-12 teacher preparation, single-gender education and classroom assessment.

**Teaching  
Experience**

2007 – 2011 Assistant Principal/Academics  
St. Thomas More Catholic High School, Lafayette, LA  
2001 – 2007 Principal, St. Mary's Dominican High School,  
New Orleans, LA

2003 Summer Adjunct Instructor, University of New Orleans, *Using Technology in Secondary Mathematics Teaching*

1977 – 2001

Academic Assistant Principal  
Curriculum Supervisor  
Staff Development Director  
Academic Advisory Chair  
Mathematics Department Chair  
Advanced Placement Calculus Teacher

Brother Martin High School, New Orleans, LA

1996-1997 Adjunct Instructor, University of New Orleans,  
*Secondary Mathematics Methods*

1976 – 1977 Mathematics Teacher, Catholic High School,  
Baton Rouge, LA

1974 – 1976 Mathematics Department Chair, Teacher  
Holy Rosary Institute, Lafayette, LA

1971 – 1974 Mathematics Department Chair, Teacher  
Opelousas Catholic High School, Opelousas, LA

Autin , N.P. (2013). *Single-sex Schools*. EBSCO: Research Starters, Electronic Database, EBSCO Publishing, Ipswich, MA. [Golson Media](#).

## Publications

- Autin, N.P. (2013). *Single-sex Schools: Solution or Dilemma*. Published Conference Proceeding: 2013 National Social Science Association, New Orleans, La. October 6-8, 2013.
- Autin, N. P. (2013). *Advanc ED External Review Abbeville High School Vermillion Parish School System*. Advance Education, Inc. Retrieved March 14, 2013, from [www.advanc\\_ed.org](http://www.advanc_ed.org)
- Autin, N., Oescher, J. and Hancock, R. (2010). The Teaching of Abstract Concepts through Concrete Examples: The Scaffolding Impact of Using Graphing Calculators in High School Trigonometry Classes. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 2150-2155). Chesapeake, VA: AACE.
- Fossey, R., & Autin, N. (2013). "Every Day is a New Beginning:" Lela Gordon Mouton and Saint Katherine Drexel's Rural School at Prairie Basse, Louisiana." *Catholic Southwest A Journal of History and Culture* 24 (2013): 48-59.
- Briggs, C., Trahan, M.P., & Autin, N. M. (2013). *New teacher accountability: Challenges for Higher Education faculty*. Published Conference Proceeding: 2013 National Social Science Association, New Orleans, La. October 6-8, 2013.

## Presentations

- Autin, N.P. (2013): *Single-sex Schools: Solution or Dilemma*. National Social Science Association. New Orleans, LA, October 6-8, 2013.
- Briggs, C., Trahan, M.P., & Autin, N. M. (2013). *New teacher accountability: Challenges for higher education faculty*. National Social Science Association. New Orleans, LA, October 6-8, 2013.
- Briggs, C., Trahan, M.P., & Autin, N. M. (2013). *An assessment of faculty readiness to prepare teachers for a different tomorrow*. Accepted Proposal 2013 Academy for Educational Studies CQE Conference. San Antonio, TX, October 14-15, 2013.
- Autin, N., Myers, B., & Dore, R. (2013). *On the Road...Destination COMPASS*. Louisiana Education Research Association. Lafayette, LA, March 8, 2013
- Autin, N., Oescher, J. (2005). *The Effects of Using Graphing Calculators on Students' Understanding of the Inverse Trigonometric Functions*. American Educational Research Association. Montreal, Canada, April 2005.

**Professional Memberships**

Advance Education International Accreditation (AdvancED)  
Association for Supervision and Curriculum Development  
National Council of Teachers of Mathematics  
American Educational Research Association  
National Social Science Association  
Louisiana Education Research Association  
Phi Delta Kappan

**Additional Skills**

Designing formative assessments strategies for a variety of subjects and topics; designing summative and performance assessments for a variety of subjects and topics; proof-reading and editing; conducting workshops on Servant Leadership

**Dissertation**

**The Effects of Graphing Calculators on Secondary Students' Understanding of the Inverse Trigonometric Functions**

The purpose of this study was to determine if using the graphing calculator in trigonometry enhanced high school students' understanding of the inverse trigonometric functions. The sample, consisting of students enrolled in trigonometry courses, was equally divided into two groups: the graphing calculator group, and the non-calculator group. ANCOVA results indicated that students using the graphing calculator performed better than students not using graphing calculators on application and extension problems. Significant results also indicated that students using the graphing calculator achieved overall higher posttest scores than students not using the graphing calculator. Results were not found to be significant in terms of students' basic understanding of the inverse trigonometric functions. Analysis of the qualitative data indicated several major differences in problem-solving approaches between the two groups. Also, differences between the two groups were found in the types of questions and concerns generated when studying this topic. This study confirmed that the graphing calculator is a highly effective tool in helping high school students understand more complex functions. Additionally, the graphing calculator provides flexibility and supports exploration and problem solving.

**Other Professional Experience**

Mathematics Delegate to Russia for the United States  
Assist public and private schools in preparing for the accreditation team visit by reviewing standards' reports, school data, and school improvement plans.

**Service**

Lead Evaluator for AdvancED Accreditation of both public and private schools in Louisiana : Responsible for preparing, conducting, leading the External Review Team Process—preparing school visit documents, organizing team meetings and work sessions, presenting Oral Exit Report, writing and submitting the final report to the accreditation agency.

Proposal Reviewer: University Council for Educational Administration Conference 2013

Session Chair: Louisiana Education Research Association (LERA) 2013 Conference