

- "Dr. K is an amazing observer, and noticed a lot of things I needed to change that I wasn't even aware of. She has a great, very constructive style when it comes to building up a new teacher." That testimonial was taken from a **Student Evaluation of University Student Teaching Supervisor** (Sacramento State) of Elaine Kasimatis. (Most of this citation, including that sentence, is quoted directly from students' and colleagues' testimonials.)



AMAZING!!



- "To say that Dr. Kasimatis is the hardest worker I have ever known is still an understatement. She plans for hours on the questions, focusing on pedagogy, planning every detail and anticipating our responses all to give the best education possible."



- "She always suggested teaching strategies that would address students who are immersing themselves in the English language, students with special needs, and students with limited academic language."



EDUCATION IS THE KINDLING OF A FLAME AND NOT THE FILLING OF A VESSEL - SOCRATES

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➤ "Yes yes yes! She is the most detailed, thoughtful, and kind when discussing areas of improvement. I would argue her expertise in the field of teaching mathematics is unmatched. She cares for her students. She cares for the students of her students. She loves mathematics and wants to see everyone achieve within the field -- especially educators of this discipline."

Elaine Kasimatis earned a B.S. in mathematics in 1976, an M.A.T. Mathematics in 1979, an M.A. in mathematics in 1983, a single-subject teaching credential (mathematics and German) in 1986, and a Ph.D. in mathematics in 1986, all from the University of California, Davis. She has been a faculty member at California State University, Sacramento, since 1986, with visiting positions at CSU Northridge and UC Davis.

For a dozen years before Elaine was hired at Sacramento State in 1986, the department had attempted to hire a faculty member with a strong mathematics background (holding a Ph.D. in mathematics or statistics) and extensive experience in mathematics education. This person would be expected to be an outstanding teacher and to model effective instructional techniques for the department, to modify and develop the mathematics curriculum for elementary and secondary teachers, and to mentor elementary and secondary teachers. In 1986 the department struck gold.

That Elaine had earned an MAT, as well as had completed the requirements for a teaching credential, made her a rare find among people with doctorates in mathematics. Not only was this an indication of her long-standing, deep interest in mathematics education, but it also gave her the tools to begin her adventure in innovative curriculum for effectively preparing future teachers. From Day One, Elaine displayed her outstanding teaching ability and commitment to student learning. Her students were introduced to problem solving strategies through in-class group activities, and both student evaluations and classroom visitations by colleagues confirmed her success. By her second year, Elaine was presenting seminars to the faculty on her course design and teaching methods. Moreover, around this time the department took on the responsibility for supervising high school mathematics student teachers, and Elaine naturally took the primary role in this supervision to the great benefit of the students.

You're a
★ star ★
bursting
with knowledge

It's good
a day
to have
a good
day

We give some examples of Elaine's many accomplishments. From the start, she challenged her future elementary school teachers to explore, conjecture, and prove---extending what she had begun as a graduate student with Sherman Stein---and, in so doing, set a very high standard for mathematics instruction in the department. Together with Scott Farrand, Elaine also designed a course to support students in their teaching and tutoring roles on campus. Together with colleagues, she designed a capstone course that directly related the real analysis and abstract algebra curriculum to the public school curriculum that their future teachers would encounter. Elaine also worked with colleagues to develop the first blended teacher program in California. In the 1990s, Elaine was a co-creator of the College Preparatory Mathematics (CPM) program with Tom Sallee and Judy Kysh. But not to be confined to impacting only the U.S., Elaine even took a sabbatical leave in 2008 to devote a year to help to establish the Rwamagana Lutheran School in Rwanda. And the list of Elaine's accomplishments goes on and on.

We are proud to present this year's Section Award for Distinguished College or University Teaching of Mathematics to Elaine Kasamatis, an extraordinarily effective and inspiring teacher.

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