



DISTINGUISHED TEACHERS AWARDS
Celebrating Excellence

THE 2020 & 2021
DISTINGUISHED TEACHERS
AWARDS





DISTINGUISHED TEACHERS AWARDS

The Distinguished Teachers Awards Committee, Inc. is a nonprofit organization established to recognize and celebrate excellence among the dedicated teaching staff of the Greenwich Public Schools. The Distinguished Teachers Awards Committee has worked on the selection process for this year's recipients for the last eight months. The committee selects the Distinguished Teacher recipients from nominations made by colleagues, administrators, parents, students and/or community members. The committee reviews the nominations and selects a maximum of six Distinguished Teachers based on the criteria outlined in the Nomination Packet. To be eligible, a nominee must be a full-time Greenwich Public Schools staff member who is a certified teacher. A nominee must have completed at least five years of teaching, three of them in Greenwich. The criteria for identifying a distinguished teacher include, among others, that he/she inspires enthusiasm for learning and academic excellence, elicits a high level of achievement from students in relation to their individual abilities, encourages students to take responsibility for their own learning and demonstrates and continues to pursue a high mastery of subject matter and best practices for instruction. The six teachers selected this year personify the criteria of a Distinguished Teacher.

PROGRAM

PROGRAM INTRODUCTION AND MASTER OF CEREMONIES

Cathy Brunetti

Chair, Distinguished Teachers Awards Committee

COMMENTS

Dr. Toni Jones

Superintendent of Schools

COMMENTS

Fred Camillo

First Selectman of Greenwich

PRESENTATION OF 2020 DISTINGUISHED TEACHERS

DTAC Vice Chair Patricia Carey

Nominators of Recipients

PRESENTATION OF 2021 DISTINGUISHED TEACHERS

Nominators of Recipients

CLOSING COMMENTS

Peter Bernstein

Chair, Board of Education

2020-2021
DISTINGUISHED TEACHERS AWARDS
COMMITTEE

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De Sorese, *Community*
Carol Sutton*, *GEA*
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Crystal Kitselman*, *GEA*
Vicki Capielli*, *GEA*
Leslee Spadone, *PTAC*
Linda Shirley, *Community*

Sasha Houlihan, *Ex-Officio*

* Previous Recipients of the Distinguished Teachers Award

DISTINGUISHED TEACHERS 2020

DACE ASHCRAFT

North Mianus School

Advanced Learning Program

Nominated by Norah Mendelsohn

BARBARA BARTLETT

Eastern Middle School

Health

Nominated by Kathleen Janssen

COLLEEN DRUMM

Western Middle School

English, Humanities

Nominated by Melissa Santangelo

JESSICA KELLER

Greenwich High School

Social Studies

Nominated by Isabelle Abbasi

ERIN MONTAGUE

Western Middle School

Guidance Counselor

Nominated by Ann Marie Bulis

LORI MULLIGAN

Greenwich High School

Mathematics

Nominated by Nevan Burke

DISTINGUISHED TEACHERS 2021

JENNIFER BRESLER

Greenwich Public Schools

District Secondary Instructional Coach

Nominated by Katherine Bruzinski

JENNIFER DUNN

North Mianus School

Fourth Grade

Nominated by Christine Erensen

ALLISON FALLON

Central Middle School

English Language Arts

Nominated by Doris Meinelt

BRUCE JOHNSON

Eastern Middle School

Science and Mathematics

Nominated by Ambika Grover

JANE MARTELLINO

International School at Dundee

Library Media Specialist

Nominated by Angie Hartofilis

SUSAN ZERMAN

North Street School

Third Grade

Nominated by Kara Philbin

JENNIFER BRESLER

GREENWICH PUBLIC SCHOOLS DISTRICT SECONDARY INSTRUCTIONAL COACH

Ms. Jennifer Bresler is a District Secondary Instructional Science Coach, a former seventh and eighth grade science teacher at Central Middle School (CMS), and has been working in Greenwich Public Schools (GPS) for 21 years. She has also spent summers teaching in Uganda, Haiti and Tanzania. According to colleagues, students and administrators, Ms. Bresler is much more than any job title can encapsulate. She is boundless energy wrapped up in a coach, collaborator, teacher and eager learner. In her words, “teaching is all about relationships; and we build them by regarding failures as opportunities to learn, by having clear and high expectations for every student, and by providing students with the tools and skills to guide their own learning.”

Ms. Bresler has proven to be an instrumental resource, encouraging teachers to really know their students’ passions, strengths and weaknesses to inspire their personal goals. She exudes enthusiasm toward building student-centered classrooms and is a trusted partner to teachers and students. A former student shared invaluable lessons she learned by “being expected to take responsibility, try my hardest, make it my own and to ask her for guidance anytime...and she was always within arm’s reach as my Capstone project mentor. She always went the extra mile for me and motivated me to be the best student I could be.”

Equal to empowering students with self-awareness, her colleague notes that Ms. Bresler is exploring opportunities for students to experience and engage in regular cycles of critique and revision. Her colleague emphasizes, “This process exposes them to a variety of thinking, opens them up to feedback and thereby produces an even higher quality product.”

When presented with challenges caused by the pandemic, Ms. Bresler and her partner teachers found a new way to celebrate student achievement by focusing on connectedness and increased engagement rather than solely on test scores and academic behaviors. In her

words, they approached the year from this angle: “to help students feel successful at school so they could be successful at school.” Ms. Bresler checked in with teachers on a regular basis to see how things were going and to offer support through weekly Google Meets, updated materials in the newly designed website and feedback on lessons.

Ms. Bresler is constantly in pursuit of professional knowledge, attending conferences, hosting and participating in book groups and collaborating with educational professionals. Upon her return from a Deeper Learning Conference, her experience sparked multiple ideas for new opportunities at CMS, including exhibition night, book groups, discussions of equity in education and professional development opportunities throughout the District.

Ms. Bresler is equally influential outside the classroom as an avid rower, environmentalist and advocate for equitable access for all students. She initiated a partnership between Greenwich Crew and the AVID program at WMS for students to have access to a new sporting opportunity. Interested participants were invited to swim and row for a week and several have proceeded to join the team thanks to Ms. Bresler’s commitment to GPS students and opening doors through equitable opportunities.

Ms. Bresler is constantly working to improve the Middle School Science Curriculum, which has led to improvements in student success driven by their ability to obtain and evaluate information. Colleagues say her dedication to the curriculum and AVID strategies is unparalleled. Her administrator says, “Jen Bresler is a transformational educator. When one considers her endless amounts of energy, extraordinary optimism, innovative approach, genuine care for others and total commitment to the achievement and success of all students, I cannot think of a better title for her than ‘Distinguished Teacher.’”



JENNIFER DUNN

NORTH MIANUS SCHOOL FOURTH GRADE

Mrs. Jennifer Dunn has been teaching in Greenwich Public Schools for the past 11 years, all of which she has spent at North Mianus School (NMS) teaching both third and fourth grades.

Mrs. Dunn's goal every school year is to inspire her students to become the best versions of themselves. She is able to achieve this goal through her greatest strength, to create strong bonds with each of her students. She makes time to catch up with her students during recess or by heading to one of their sporting events on the weekend with her family. She knows her students beyond data points, fosters positive relationships, finds new and innovative ways to personalize learning, inspires them to take risks to ultimately become independent learners and experience success.

Additionally, Mrs. Dunn continually collaborates and makes contributions to improve overall student achievement. She worked in partnership with her colleague to pilot and launch Genius Hour, a set time each week where students explore their own passion. Genius Hour allowed her students to excel in surprising ways; not only did students improve research, writing and presentation skills, students who were apprehensive about participating were now leading "think tanks". Her colleague shared that, "it was Mrs. Dunn's enthusiasm for each student and their project that drove kids to delve deeper, explore further and push themselves just a little harder than they were accustomed. It is about encouraging her students to go beyond their preconceived capabilities." A special education teacher acknowledged, "One of Jenn's best qualities is that she sees the child first, she understands the importance of academics, but is aware that a child needs to be mentally and emotionally present...and inspires a love of learning regardless of the student's abilities."

A grateful parent shared, "Mrs. Dunn consistently goes above and beyond." She is repeatedly labeled as an exceptional communicator and uses technology as a wonderful tool; which proved invaluable when school became virtual. A former student shared, "Mrs. Dunn

made everyone feel special by making personalized care packages based upon what she thought each student would like during remote learning.” She often reached out to students struggling with virtual learning by making phone calls on weekends, and constantly seeking the “better way” to engage every student. It was during this challenging time that she wanted to provide structure and consistency, creating videos for every lesson to mirror the learning they would have done in the classroom. Several of her lessons were shared at the District level as exemplary models of virtual instruction for other teachers. In fact, Mrs. Dunn’s lesson plans being shared across the District has become a regular occurrence. The M.A.T.H. rotation model that she designed during the personalized learning pilot was also quickly adopted at NMS and published in the District’s Personalized Learning Playbook, receiving Districtwide accolades for her work.

When describing Mrs. Dunn, her administrator said, “Caring, dynamic, creative and passionate. Her leadership, passion and commitment to the best education for every student is evident in everything she does. The passion for knowing every child’s story is what drives Jenn’s success. This is why meeting with every student every day ensures no stone is left unturned in pursuing the best learning path for every child.”

Mrs. Dunn received her BA in Psychology and her MA in Elementary Education. She has served as a TEAM Mentor and a pilot teacher in the District Math Pilot program, as well as participating in numerous committees including: NMS PTA, NMS Building Scheduling Committee, NMS School Data Team, District Digital Literacy Advisory Committee, and Student Council Advisor. Mrs. Dunn is the NMS representative ECRISST trainer, a Google Certified Educator, a NMS “super user” for LinkIt, a facilitator for new Social Emotional Learning school-wide learning events and has led both parent and Staff Development Workshops.



ALLISON FALLON

CENTRAL MIDDLE SCHOOL ENGLISH LANGUAGE ARTS

Ms. Allison Fallon is an eighth grade English Language Arts teacher at Central Middle School (CMS), and has held this role for eight years.

One of Ms. Fallon’s favorite aspects of being a teacher is the wide range of students she interacts with daily, building connections in order to guide them to achieve their full potential. “As a teacher, I expect a high level of achievement, responsibility and accountability from all my students, regardless of their past and present; because who am I to judge? I hold every single one of my students to their fullest potential because if I show any sign that they cannot rise to this level, I’m just showing them that I don’t believe in them.” To build their capabilities, she gives her students time-sensitive feedback and continuous encouragement, letting them explore new texts or outside-of-the box ideas. “Yes, we need to let students be their amazing, individual selves. And foster that with texts and writing opportunities that show their curiosity, their quirkiness, and their superhero powers.”

Ms. Fallon also establishes clear communication with parents. She sends emails to parents at the beginning of each instructional unit, outlining the skills and content covered, a description of the learning process, and tips for parents to talk to their children about their English class. She welcomes parents into her classroom as guest speakers, or as an audience with whom her students share their learning. This gives parents insight and firsthand knowledge of what school is like for their child.

In addition, Ms. Fallon collaborates with other teachers to improve the curriculum and find new ways to help students achieve. She shared, “it is without question that building a curriculum is my absolute favorite part of my career. Maybe it is because I enjoy being a student, learning as I build lessons and assessments and challenges that evolve each year. I find that our world is ever-changing, and the obstacles our students face are evolving, my curriculum needs to match the world our students see.” Her curriculum writing partner

said, “Each day without fail, Ms. Fallon brings a new idea for a new unit, or a new idea to make an existing unit better.”

When Ms. Fallon returned to school after February break in 2018, her students were dejected by the Parkland shooting. They wanted to know what they could do to stop this from happening again. She felt their frustration and brainstormed with them. “The more I brainstormed with students about what we could do to understand and ultimately become active members of our community, the more I realized that empathy was the answer.” Ms. Fallon did some research, and reached out to #UNLOAD, an organization in Connecticut whose goal is to use arts to illuminate, educate, and engage a broader coalition of people so we can end gun violence. This ultimately led to a collaboration between Central Middle School, #UNLOAD, Fairfield University and the CT Writing Project. “The next thing I knew my students were building the foundation of community activism and the Empathy Unit.” All CMS eighth grade students traveled to Fairfield University for a day of writing, reflecting and art. Some students presented poems they authored at the opening of the Guns in the Hands of Artists exhibit at the gallery at Fairfield University. Her administrator shared, “Allison Fallon has inspired her students to speak out against injustice and empowered them with effective communication and presentation skills to make their voices heard and valued in the school and wider community.” This is also evident in how her students describe her, “Mrs. Fallon left an indelible imprint on me and, I believe, I owe her a debt of gratitude. As a CMS 8th grader, I was one of a few students she took to Fairfield University, not once but twice, where we shared our poetry inspired by our advocacy for gun control. She taught me the importance of social activism and encouraged me to go beyond thinking outside the box. She taught me to use my own voice to forge my own path, which I strive to do every day.”

Ms. Fallon received her BA in Literature from American University, her MA in Humanities from Wesleyan University, and her MAT from Sacred Heart University.



BRUCE JOHNSON

EASTERN MIDDLE SCHOOL SCIENCE AND MATHEMATICS

Mr. Bruce Johnson teaches Math and Science at Eastern Middle School (EMS), and has been a teacher for 30 years, 20 of which he has spent in the Greenwich Public Schools.

Patient, kind, engaging, and passionate are words spoken and repeated by students, parents, colleagues and administrators to describe Mr. Johnson inside and outside of the classroom. He fosters a supportive environment, creating a safe place for students to eagerly explore the possibilities ahead. As noted by his administrator, “his treatment of students with respect and empathy empowers them to grow both as a student and a person.” He understands the value of establishing and maintaining connections with all of his students, which is why his colleagues are not surprised to see former students return to visit him 20 years after their graduation.

A colleague shared, “Mr. Johnson is a master of enabling students to take ownership of their learning. He has a certain knack for framing real-world challenges for students to hypothesize, experiment and analyze and he encourages each student to work through at a highly individualized pace and manner. His classroom discussions are so exciting and enthusiastic that student conversations are often heard carrying over into the hallways, the cafeteria and bus dismissal lines.”

Mr. Johnson is truly a leader amongst his teacher colleagues. Not only does he help students find individual success, he also helps teachers in other classrooms, mentors student-teachers, and has been a great resource for new teachers, providing feedback on practice and offering collaboration on planning and instruction. While always making time to help others, he also continues to challenge himself and to refine his own practices. For instance, last year, Mr. Johnson had a group of students who were struggling. Instead of finding fault in the students’ study habits, he sent them a survey to better understand their interests and preferred learning styles to develop individual lesson plans to meet their diverse needs. Mr. Johnson continues to improve his craft, setting a stellar example of opportunities for growth even as a model,

veteran teacher.

Additionally, Mr. Johnson has served as the debate coach at EMS since 2010. His colleagues note that when most teachers are leaving for the day, Mr. Johnson is just getting started to help debaters tackle issues from colonizing Mars to eliminating executive pardons, in preparation for statewide tournaments. The Debate Team members appreciate the time he pours into preparing as a coach, organizing event logistics and collaborating with parents and the community.

He has enthusiastically chaperoned the eighth grade trip to Washington, D.C., since 2002. A colleague share, “it was a pleasure to witness Mr. Johnson connect with his students outside the classroom and impart on them the importance of being active and responsible citizens. As a United States veteran, Mr. Johnson has been able to offer a unique perspective to our students as they explore our nation’s history and government.”

Whether on the debate team or in the classroom, students find deeper understanding when they learn to formulate questions, voice those questions and search for answers. Mr. Johnson helps students understand their story, places value in their narratives and sees confident, good citizens move confidently onto high school and into the world.

As a member of a number of science teaching associations, Mr. Johnson works hard to stay current with the best, instructional practices, in addition to staying knowledgeable on any changes in science and content. He is a longtime member of the American Society of Curriculum Development, American Association for the Advancement of Science, National Science Teaching Association, Greenwich Education Association and is the founding vice president of the Connecticut Middle School Debate League.

Mr. Johnson received a Bachelor’s Degree in Philosophy and Math from St. Johns College in Santa Fe, NM, and a Master’s Degree in Educational Leadership from the University of New Mexico. He continued his studies on Educational Leadership at UConn to complete his 6th year certification.



JANE MARTELLINO

INTERNATIONAL SCHOOL AT DUNDEE LIBRARY MEDIA SPECIALIST

Mrs. Jane Martellino has been working as a Library Media Specialist for 23 years, the past five of which have been at the International School at Dundee (ISD). Following a career in accounting, Mrs. Martellino pursued a Master's degree in Librarian Science after becoming a mother. Her honors and awards are too many to list in full but include "Shining Star" awards, a "Teacher of the Year" award, a summer Fellowship with the Lincoln Center through the Dalia Foundation and the "Hall of Fame" award from the New England Library Association. In addition, this past fall, a group of staff and parents at ISD worked together to submit a nomination for the "I Love My Librarian" Award, given to only ten librarians each year in the United States. Mrs. Martellino was one of the ten chosen among almost 1,800 entries.

Mrs. Martellino is a firm believer that the role of the Library Media Specialist is to grow independent lifelong readers. Through reading, children discover the world and their place in it. Her lessons, which support content areas, are always grounded in story. She believes that stories pull us in and then connect us to ideas and concepts. Stories empower students to grow into their best selves inspiring them to take responsibility for their learning. She incorporates books into instruction in order to showcase how all individuals face challenges as part of their life journey on their road to discovering and accentuating one's strengths while minimizing one's weaknesses.

Her nominator describes Mrs. Martellino as a, "gift to our community." She shared that, "Mrs. Martellino leads by example as she herself is an inspiration and her passion for learning and books is contagious. She has devised numerous creative challenges and programs throughout the year which pull students in, encouraging them to read more and to read books that might not be in their zone of interest; in doing so expanding the filter which they see the world through. She challenges them to be thinkers, risk takers, inquirers."

Mrs. Martellino has created numerous programs to enhance the learning of students at ISD and throughout the District. At ISD, students and

families enjoy the Annual Great Pumpkin Book Character Showcase (where the school transforms into a literary pumpkin patch); the Charter Oak Book Award for K-3, which has a statewide impact; a Lunch and Learn Video Conference series; the One Book/One School program; and Mr. Wiggles – a Kindergarten reading stuffed bookworm for all kindergarten students. Additionally, Mrs. Martellino started the Battle of the Books program for all fifth grade students in GPS, as well as a March Madness Reading Program for K-5, that has been shared with all District librarians. Her colleague shared that, “Each of the Library Media Specialists has learned from Jane’s pursuit of excellence and firm belief in a strong Media program that we brought most of her initiatives into our schools.” Her colleague also noted that collaborating with Jane, “you come to realize you’re standing next to a GOAT.” “When she openly invites you to ‘try something out,’ she is actually quietly coaching you, she is actively guiding you.”

Very early on in the pandemic when schools began to switch to full remote teaching, Mrs. Martellino shifted focus from academic needs to the social emotional needs not only of the students but the family unit and even the staff. This experience pushed her to create instruction that served the “whole child.” It was during this time that “Maggie” the talking virtual library dog, who focused on SEL, was born. Parents and students watched daily video messages from “Maggie.” A parent shared, “Maggie became a friend who provided empathy, support, suggestions, and humor during a time our community was struggling.”

While library programming has shifted and expanded over the years, Mrs. Martellino hopes that we never lose sight of the power of story to transform lives... to comfort when we are fearful... to show us courage when we need to be brave....and to spotlight the incredible resiliency of the human spirit.



SUSAN ZERMAN

NORTH STREET SCHOOL THIRD GRADE

Mrs. Zerman is a third grade teacher at North Street School. She has been teaching in Greenwich for the past 20 years, after a long and successful career in the business world.

Mrs. Zerman does not just focus on academics in her classroom. She helps her students set goals to improve character, to be better people, live principled lives and treat each other like family. “Leading by example, I show my students how success in life is inextricably linked to the character trait of persistence and resilience, then present challenges that require grit and perseverance. In 3Z, we measure success by the ways we embrace failures, not test scores. I’ve learned that students derive a deeper understanding of their ability from reflecting on obstacles.” To achieve these goals, she connects learning to real world situations. Lessons are interactive and work is choice based. Mrs. Zerman’s activities in her classroom “cultivate enthusiasm and engagement, while providing students with the opportunity to use their problem solving, inquiry reading, writing and speaking skills to support their results and point of view, write persuasively and speak convincingly.”

However, it is not just her students who are learning. Mrs. Zerman is constantly taking advantage of professional development opportunities beyond what is required. “My dedication to my students and my love of learning has led me to high mastery in all subjects. I have carefully chosen my courses and professional development to develop best practices for instruction to ensure students are active and engaged. With the constant advancement of technology and changes to curriculum and teaching methods, there is always something new and exciting to learn.” She brings this training back to her school and shares her knowledge with her colleagues. “Of the hundred workshops and training courses that I have completed as a tenured teacher in the Greenwich Public Schools, I was one of only a few selected to participate in these workshops and then lead Professional Development to colleagues.” Mrs. Zerman has also served as a mentor to aspiring teachers, and is a member of several professional organizations and community groups. During her

summers and weekends, she gives her time to others and works with adults and children in Greenwich and Westchester, in addition to her fundraising efforts for the Breast Cancer Alliance in Greenwich.

Mrs. Zerman believes in the value of promoting Social and Emotional Learning (SEL) and health. She was asked to collaborate with a select team of educators to research, develop and introduce SEL programs to the Greenwich Public Schools as well as pilot SEL programs in her classroom. According to her administrator, “as part of the original SEL committee, Mrs. Zerman helped lead the charge to embed Character Education within school SEL programs. She helped devise and launch the School Norms and led an interactive school-wide Assembly Program in which students took on leadership and public speaking roles in skits modeling examples of following/not following the norms. Laughter often filled the room.” She has assisted the Student Council in organizing holiday gift drives for Greenwich families in need, and organized student visitation to The Greens Retirement Home for adults with memory issues. In doing this work, she is teaching the students how small gestures can have a large impact in the community.

In the spring of 2020, the Greenwich Public Schools moved to remote learning. Mrs. Zerman quickly transformed her home into 3Z and mastered the technology needed to teach from home. In-person learning returned in the fall, but when her class went into quarantine, a colleague noted, “She was ready and did a phenomenal job keeping her students engaged, enthusiastic and feeling connected not only with her but with their class learning community as they gathered online each day for their live instruction.” A former administrator said of Mrs. Zerman, “Susan is an outstanding teacher. I continue to be impressed by her ability to take new learning, embrace the techniques and strategies and make the delivery her own. Her lessons are an outstanding example of flawless teaching with new techniques implemented the next day, and sophisticated concepts made to look easy. Thank you, Susan, for the opportunity to observe a pro at work.”

Mrs. Zerman received a BA in Business Administration from the University of Massachusetts, and studied Economics and International Relations at the London School of Economics. She received a dual Master’s Degree in Elementary and Special Education from Manhattanville College.



The Distinguished Teachers Awards Committee wishes to thank the following for their generous contributions:

ORGANIZATIONS:

Greenwich Education Association (GEA)
Greenwich Organization of School Administrators (GOSA)
Kiwanis Club of Greenwich
Greenwich Alliance for Education
Members of the Distinguished Teachers Awards Committee
Greenwich PTA Council
Greenwich High School PTA
Central Middle School PTA
Eastern Middle School PTA
Western Middle School PTA
Cos Cob School PTA
Glenville School PTA
Hamilton Ave School PTA
International School at Dundee PTA
Julian Curtiss School PTA
New Lebanon School PTA
North Mianus School PTA
North Street School PTA
Old Greenwich School PTA
Parkway School PTA
Riverside School PTA

INDIVIDUALS:

Cecilia Aita	Ann D. Modugno
Martha Awdziewkz	Lori Mulligan
Barbara Bartlett	Alice Neal
Karen Boyea	Barbara O'Neill
Esther S. Bushell	Judy Petersen
Jean DiVincenzo	Charill Pierce
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Beth Hughes	Janet Stroble
Marj Klar	Diane Taylor
Harry B. Kropp	Rosemary Thibeault
Jory Lockwood	Carole Tierney
Jeannine Madoff	Karrie Vale
Kara Mendelsohn	Caralliene Westbrook
Anne and Andy Miller	Ardith Williams
Kate Misericchi	Judith Wren
	Joanne Zammit

DISTINGUISHED TEACHERS 1985 - 2021

2021

Jennifer Bresler
Jennifer Dunn
Allison Fallon
Bruce Johnson
Jane Martellino
Susan Zerman

2020

Dace Ashcraft
Barbara Bartlett
Colleen Drumm
Jessica Keller
Erin Montague
Lori Mulligan

2019

Sean Harriman
Crystal Kitselman
Katharine Miserochchi
Megan Ostruzka
Chris Anne Powers
Karrie Vale

2018

Karen Ball
Lisa Giometti
Michele Giorlando DeRosa
Frank Kovac
Eleanor Ritch
Meagan White

2017

Stephen Babyak
Victoria Cappiali
Michael Galatioto
Erin Randall
Bridget Suvansri
Diane Taylor

2016

Ana Chejin-Danielsen
Julie Cofone
Sarah Goldin
Sarah Harris
Jeannine Madoff
Ian Tiedemann

2015

Cathy Byrne
Richard Crawford
Luz Desrouilleres
Maryann Franchella
Maryann Jagodzinski
Diana Willie

2014

Mara Adelsberg
Cheryl Iozzo
Sheri McGowan
James M. Micik
Robert Walsh
Lin Yuan Young

2013

Cecilia Aita
Jennifer Benoit
Melissa Macchio Brown
Stephen Kinner
Esra Murray
Mary Beth Smith

2012

Christine Begole
Andrew Bramante
Richard Kurtzman
Elizabeth Manning
Barbara Brennan Oxer
Cynthia Sherwin

2011

Karen Boyea
Meredith Daniels
Laura Donnelly
Karen Foster
Nan Nelson
Jennifer Preli

2010

Alison Allerton
Jessica Baker
Rita Baker
Charill Pierce
Kathleen Steiner
Sheri Lyn Wollard

2009

Gretchen Crandall
 Kathleen Harbort
 Anne Haymon
 Aaron Hull
 Susan Tracey
 Judith Wren

2006

Nan Barrett
 Liz Black
 William Bogardus
 Charles DiSapio
 Karen Harris
 Robert Wilson

2003

Donna Conway
 Mark Epstein
 Courtney Hawes
 Brenda Macri
 Karen Riordan
 Medard Thomas

2000

Susan Batcheller
 Valerie Bolling
 Barbara O'Neill
 Francis Pierce II
 Susan Striker
 Louise Williamson

2008

Karen Anderson
 Rita Clair
 Camille Fusco
 Arianne Haley-Banez
 Christine Kovac
 Anthony Mullen

2005

Mary Fike
 Diane Garofalo
 Cathy Mayo
 Gene Schmidt
 Patrick Taylor
 Julie Wang

2002

Margot Bittenbender
 Jean Di Vincenzo
 Mariko Iwai
 Georgia Tedla
 Curtis Tipton
 John Whalen

1999

Kenneth Alcorn
 A. Ray Hamilton
 Patricia Kohn
 Frederic Stewart
 Carole Tierney
 Doreen Zahn

2007

Phyllis Dale
 Karen Maher-Cochran
 Mary Ann Murray
 Christina Shaw
 Gloria Sprigg
 Dana Tulotta

2004

Andrea Abbott
 Rae Baczek
 Elaine Casale
 Karen Nagy
 Alice Neal
 Jonathan Smith

2001

Michael Batcheller
 Alisa Lewis
 Jane Niwa
 Kathryn Onofrio
 Susan Whalen
 John Yoon

1998

Nancy-Anne Fitzgibbons
 Ledell Mulvaney
 Mary Pierce
 Barbara Schutzman
 Steve Rosenberg
 Judith Fell Woods

1997

Emma Oberheuser
Susan Valenzi
Dwight Wall
Erica Wiberg
Joanne Zammit
Robert Zapor

1994

Frank Arnone
Lissa Bentley
Victor Mazmanian
Paul Rosenblum
Marcie Schoenfeld
Jerry Snyder

1991

Brigid Barry
William Bechem
Elinor Carr
Richard Kohn
Jane Kahn
Camilla Rogers

1988

Martha Awdziejewicz
Carmelita Brooks
Marjorie Klar
Harry Kropp
Kenneth Lyon
Lorraine Termini

1985

Ellwood Autuori
Kathy Barnes
Josephine Frame
Lois Hebert
Barbara Lewis
Betsy Perna-Smith

1996

Christine Anderson
Joan Beiser
William Dinnean
Carolyn Gilbert
Barbara Gotch
Carol Sutton

1993

Jory Lockwood
Gail Montgomery
Philip Nobile
Sara Reilly
Candace Robinson
Janet Stroble

1990

Joan Lowe
Terrence Lowe
Julie Machen
Mary Seitzer
Lee Spong
Steve Wallerstein

1987

Esther Bushell
Christine Gunn
Jeanette Hotchkiss
George Mathes
Anne Modugno
Harold Trachtenberg

1995

Daniel Barrett
Anne Gilhuly
Chris Kazanas
Susan Lickwar
Judith Petersen
Caralliene Westbrook

1992

John Boyton
Jane Carlin
Susan Hart
Dena Phelps
Carmel Signa
Martha Taylor

1989

Joel Adelberg
Dolores Kenny
Ralph Pettie
Richard Piotrkowski
Carol Rosenberg
Ardith Williams

1986

Elizabeth Hughes
Shirle Jankowich
Mary Livezey
Marilyn Maxwell
David Ross
Lynn Washington

CRITERIA FOR IDENTIFYING DISTINGUISHED TEACHERS

- Inspires enthusiasm, expects students to take responsibility for their own learning and elicits a high level of achievement from students in relation to their individual abilities
- Demonstrates and continues to pursue a high mastery of subject matter and best practices for instruction
- Earns the respect of students, parents and colleagues
- Communicates effectively with parents and students
- Collaborates and makes contributions to improve overall student achievement within the classroom
- Makes contributions to improve the school and/or the District beyond the classroom



DISTINGUISHED TEACHERS AWARDS

Celebrating Excellence