



DISTINGUISHED TEACHERS AWARDS
Celebrating Excellence

THE DISTINGUISHED TEACHERS
AWARDS CEREMONY



THURSDAY, MAY 5, 2022

4:30 - 6:00 P.M.

CENTRAL MIDDLE SCHOOL AUDITORIUM



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.

DISTINGUISHED TEACHERS AWARDS PROGRAM

PROCESSION

Welcome

Thomas C. Healy, Principal, Central Middle School

National Anthem

Dr. Benjamin Markus Coordinator, ELA and SS K-8

PROGRAM INTRODUCTION AND MASTER OF CEREMONIES

Marlene Gilbert

Chair, Distinguished Teachers Awards Committee

COMMENTS

Fred Camillo

First Selectman of Greenwich

Kathleen Stowe

Chair, Board of Education

Dr. Toni Jones

Superintendent of Schools

Lillian Perone

President, Greenwich Education Association

PRESENTATION OF 2022 DISTINGUISHED TEACHERS

Nominators of Recipients

*Please join the Distinguished Teachers in the Foyer
after the ceremony for a reception in their honor.*

2021-2022
DISTINGUISHED TEACHERS AWARDS
COMMITTEE

Marlene Gilbert, *Chair, Community*
Stacy Loveless, *Vice-Chair, Community*
Leslee Spadone, *Secretary, PTAC*

Cathy Brunetti, *Community*
Maureen Bonanno, *PTAC*
Vikki Cappielli*, *GEA*
Patricia Carey, *Community*
Lindsey Eisenstein, *Vice-Chair, GOSA*
Alejandra Fajardo, *Community*
Crystal Kitselman*, *GEA*
Laura Kostin, *BOE*
Stacy Loveless, *Community*
Maria Merrill, *Community*
Lora Parisi, *GOSA*
Valerie Rimmer *Community*
Linda Shirley, *Community*
De Sorese, *Community*
Carol Sutton*, *GEA*

Jonathan Supranowitz, *Ex-Officio*

* Previous Recipients of the Distinguished Teachers Award

DISTINGUISHED TEACHERS 2022

LIBBY CRAIG

International School at Dundee
Advanced Learning Program

RYAN JONES

Greenwich High School
Social Studies

ALISON KISTLER

North Mianus School
Kindergarten

TYLER MECOZZI

Western Middle School
Science

WILLIAM RONK

Riverside School
Grade 4

DARCEY ZYGMONT

North Street School
Grade 3

NOMINATORS OF RECIPIENTS

ALEXIS KWON

NOMINATED LIBBY CRAIG

JAVIER SERRA

NOMINATED RYAN JONES

ANDREA FALCO

NOMINATED ALISON KISTLER

MICHELE GIORLANDO DEROSA

NOMINATED TYLER MECOZZI

MICHELLE CRAWFORD

NOMINATED WILLIAM RONK

ANNE ROCKEL

NOMINATED DARCEY ZYGMONT



LIBBY CRAIG

INTERNATIONAL SCHOOL AT DUNDEE ADVANCED LEARNING PROGRAM

Ms. Libby Craig teaches Grades 2-5 Advanced Learning Program (math, language arts, science, and social studies) at the International School at Dundee. She has been teaching in Greenwich Public Schools for 21 years including five years at Old Greenwich School and 16 years at ISD.

Ms. Craig is a powerful advocate for strong mastery of subject matter. She does not believe teaching students to calculate correct answers is the end goal, but rather pushes them to go further.

In her own words, “The push for deeper understanding is critical if students are to develop real ownership of concepts upon which they can build and extend their learning; without it, they simply wait to be shown how to do the next thing.”

As stated by a colleague and former DTA recipient, “Libby’s approach is one of my litmus tests when making curricular decisions impacting students. ‘How would Libby see this?’”

Parents appreciate her teaching style, which cultivates lifelong learners. A grateful parent notes, “Libby doesn’t give them the fish, rather she teaches them how to fish.”

Everything about her encourages enthusiasm and optimism about the day ahead. Upon completion of each class, students are charged with the daily task to reflect on the academic and social emotional goal of the day.

Her nominator points out, “This practice of daily mindful reflection helps students cultivate critical thinking skills and understand the value of being responsible, not only for their learning, but for all the choices they make.”

She is committed to providing students with feedback on every assignment or lesson activity, a testament to her attention to details, which motivates her students to put forth their best effort resulting in an upward trajectory in their individual achievement. She sets out crystal clear and concise expectations and encourages each student

to work at their own pace, recognizing and building on their diverse abilities.

She also illustrates why it is important for them to learn the challenge set before them. In her search for the best ways to make learning meaningful, she rigorously explores new approaches through research, reading, professional development, collaboration with colleagues and frequent reflection “to avoid slipping into patterns of how I have always done it.”

Her administrator remarked on her impressive communication skills, which foster positive discussions for families regarding IB Learner Profile attributes, District Norms, discussion starters, and big ideas students are exploring. He also highlights her natural teaching instincts and how insightful she is on every individual student’s style of learning, pace, and future direction.

As noted by her nominator, “Her involvement in school-wide initiatives creates a more connected, nurturing school community. The staff charity event she spearheaded, models our values inspiring students to become productive, responsible, ethical, creative and compassionate members of society as set forth in the district mission statement. Libby’s own thirst for knowledge, connection and positive impact serves not only as an example of a Distinguished Teacher, but is also evident in her students, as these skills and values have become her hallmark.”

In addition to her ongoing professional development as a member of the Connecticut Association for the Gifted, Libby participates in ongoing training with the International Baccalaureate Primary Years Program and has been involved with many ISD committees such as SEL, School Scheduling and the Social Committee to facilitate faculty community building. District-wide, she has served on the Professional Learning Steering Committee and Advanced Learning Program Review Committee. She is the Program Coordinator of “Hammer and a Nail,” a summer service travel program for high school students with which she has been involved since 2008. Additionally, she has published research writing.

Ms. Craig received a bachelor’s degree in Geography and Education from Dartmouth College, a master’s degree in Educational Administration, Planning and Social Policy from Harvard Graduate School of Education. She continued studies on Advanced Topics in Teaching and Leadership to complete her 6th year certification from the University of Laverne.





RYAN JONES

GREENWICH HIGH SCHOOL SOCIAL STUDIES

Mr. Ryan Jones teaches social studies in the 10th through 12th grades at Greenwich High School. His courses include AP US Government & Politics, AP Comparative Government & Politics, AP US History and Honors American History 213. Mr. Jones has been teaching for 10 years, and all of those years in Greenwich Public Schools.

In Mr. Jones' own words, "I am hopelessly enthusiastic and head over heels in love with my subject matter."

This devotion to his subject matter as well as his students is reflected in the workload he takes on at GHS. This year, Mr. Jones is an advisor of three independent studies, club advisor to four clubs, and the teacher of five classes, including three AP Courses. His passion shines through in his creative, exciting and rigorous lessons, which often incorporate teachable moments inspired by real world events. Mr. Jones' success in connecting with his students, and subsequently their interest in social studies, is a direct result of his enthusiasm.

In addition to teaching at GHS, Mr. Jones attends seminars and professional development workshops in his continuous pursuit to learn something new to enhance his students' experience in the classroom. Mr. Jones is a regular attendee at events at the New York Historical Society, Gilder Lehrman Institute of American History, National Constitution Center, and New York University. He has attended the Case Study Workshop at Harvard University, bringing his knowledge back to GHS and sharing it with colleagues to enrich not just his classroom, but the whole social studies department. Mr. Jones is a voracious reader and also keeps up with multiple, topical podcasts. His eagerness to enrich his own knowledge is a big part of why he is such an inspirational teacher.

Mr. Jones emerged as a leader in the social studies department early on in his career, which began at Western Middle School. Through the years, Mr. Jones has made significant contributions as a social studies learning facilitator, a contributor to the new seventh and eighth grade social studies curriculum, and an AVID elective teacher. In addition, he was a member of the curriculum development team for the newly redesigned AP US Government Curriculum. He is also currently

building a website for the GHS social studies department which will contain helpful writing resources for students and teachers.

Mr. Jones recently joined the curriculum team that plans on reviewing the curriculum guide of the new state-mandated course, “African American//Black and Puerto Rican/Latino Studies.”

Ms. Arecco, Bella House and social studies program administrator says, “Ryan has been an asset to our collaboration and is continually thinking about ways our department can improve to bring the best social studies instruction to our students.”

At GHS, Mr. Jones is club adviser to four clubs: Quiz Bowl Team, Student Policy Initiative, Asian Heritage Club, and Screenagers, which represent the wide variety of interests of the diverse students that admire Mr. Jones.

He has also been an Assistant Coach for the “We the People” team since 2012 and currently leads three independent studies, which have all inspired students to make a difference.

In the words of Mr. Jones nominator and Independent Study Student Javi Serra, “Mr. Jones has created an environment for highly motivated students to advocate for change.”

His faculty leadership of the Student Policy Initiative (SPI) Club is a perfect example of how Mr. Jones has motivated students to advocate for policy changes that affect them the most. Students remain engaged, even after they graduate, in the dialogue started during their time in SPI under Mr. Jones’ leadership.

Students mentored by Mr. Jones have developed projects that earn concurrent enrollment credit in college, won awards and created opportunities at elite universities that may profoundly impact our society going forward.

Mr. Jones’ military training and leadership experience, first in the Army Reserves Officers’ Training Corps, and then as an Infantry Second Lieutenant, no doubt contribute to his unique knowledge and strength as a teacher, mentor and lifelong learner.

Mr. Jones received a bachelor’s degree in History, a master’s degree in Secondary Education/Social Studies.





ALISON KISTLER

NORTH MIANUS SCHOOL KINDERGARTEN

Mrs. Alison Kistler has been teaching at Greenwich Public Schools for the past 28 years, all of which she has spent at North Mianus School teaching both kindergarten and first grade.

Compassionate, loving, confident, and devotion are words spoken by parents, colleagues, and administrators to describe Mrs. Kistler. She believes kindergarten is where the foundation of education begins and her most important role is connecting with each child. Her goal for her students is for them to become well-rounded individuals who are eager to learn. She creates a safe and positive environment. At the start of school, she develops specific goals and pays special attention to their unique abilities. Mrs. Kistler has an extraordinary way of understanding children and helping them to achieve their absolute best.

High expectations, personal goals, and self-reflection are what Mrs. Kistler expects from all her students. The children are in a setting which allows them to grow and feel secure and supported at the same time.

A parent shared, “Alison’s experience, knowledge and passion inspire parents to let their chicks fly and, in the end, in June, each parent is rewarded with strong birds who soar.”

Equivalent to empowering her students, one of her colleagues noted, “Alison has an innate understanding of what will help students to learn.”

She taps into the students’ interests, which helps them learn in their own way. A grateful parent shared, “She helped weed out my son’s talent and affinity for music.”

When describing Mrs. Kistler, one of her administrators said, “Alison exudes confidence and a true love of her craft. Her students treat each other with mutual respect, not an easy skill for any kindergartner and

over the course of the year, through some magic - I can only imagine - her students become independent, collaborative and caring.”

In addition to being a strong teacher, Mrs. Kistler is always at the forefront of projects like serving as co-captain of the Positive Behavioral Interventions and Supports team.

“This program has helped shape my teaching by inspiring me to reinforce specific goals for my children,” Mrs. Kistler said.

She has also been instrumental in helping other teachers develop best practices in their classrooms. She is a TEAM mentor for the State of Connecticut, which helps mentor new teachers and student teachers.

Her student teacher commented, “Mrs. Kistler showed me the same kindness and patience that she shows all her students. Her management skills and attention to detail have really inspired me in my academic studies.”

Mrs. Kistler’s love for teaching and mentoring goes beyond the classroom. She chaperoned Greenwich High School students from the AVID program to South Dakota (2014) and Oaxaca, Mexico (2020). These trips were set up a missionary to build orphanages for children who were currently homeless.

Mrs. Kistler received a bachelor’s degree in Elementary Education from Southern Connecticut State University and a master’s degree in Special Education from Sacred Heart University. She also received a special education service award, in recognition of integrity, vision, leadership and advocacy for children with special needs.





TYLER MECOZZI

WESTERN MIDDLE SCHOOL SCIENCE

Mrs. Tyler Mecozzi has been a science teacher at Western Middle School (WMS) for the past 11 years. During her tenure at WMS, she has taught seventh and eighth grade science, seventh grade STEM electives as well as mathematics support classes. Over the past nine years, Mrs. Mecozzi has been the science department learning facilitator, taking the lead in developing and implementing the District curricula.

It is evident that Mrs. Mecozzi values being a lifelong learner and frequently spends her time working with her colleagues. Oftentimes she is running new and innovative ideas by her colleagues and asking them for their feedback on the implementation of her lessons. Every day she works with her curriculum partner to “address learning gaps and provide opportunities for enrichment with each other’s students.” In addition, Mrs. Mecozzi values collaboration between the science teachers at the other middle schools which allows them to create lessons, develop formative assessments, and share valuable resources.

Mrs. Mecozzi is constantly in pursuit of professional knowledge, attending conferences, completing continuing education credits in the areas of special education, autism and behavior disorders, advanced learning programs, and increasing student motivation. In addition, Mrs. Mecozzi examines different ways to further students’ learning. Mrs. Mecozzi and one of her colleagues were recipients of the Greenwich Alliance Reaching Out Grant. They used this funding to create an interdisciplinary science and English class that focused on climate change. They were able to use this research project-based learning methodology to foster student engagement, while expanding their own content knowledge.

Beyond her role as a teacher, Mrs. Mecozzi values contributing to the WMS community. From coaching numerous sports (soccer, basketball, and softball), to developing the first annual Advisor Base Olympics, to being the Saturday academic coordinator and teacher, Mrs. Mecozzi’s passion for her students and dedication to WMS is

evident in everything she does on a daily basis.

As one of her colleague's stated, "Tyler is the heart of Western. She involves herself in all events and because of her participation, events are inevitably richer. Her energy, enthusiasm, and genuine love for elevating WMS has inspired countless colleagues. She always shows up, and her presence makes students want to do better."

Mrs. Mecozzi creates a welcoming environment where all students feel included and are able to experience academic success. She is able to accomplish this by encouraging her students to come for extra help in order to preview or review previously learned concepts.

One of Mrs. Mecozzi's administrators shared, "At Western, it is a point of pride that we believe in a growth mindset and therefore, all students can achieve success. Tyler uses a variety of tools to assess student growth and progress towards mastery of learning objectives and to inform her subsequent pacing and planning. Throughout the process, Tyler's focus is on 'Who needs what when?' This is a perfect example of how Mrs. Mecozzi is always putting the needs of her students first above anything else."

It is truly impressive to see the everlasting impact Mrs. Mecozzi has had on her students, both inside and outside of the classroom. One student shared, "We respect Mrs. Mecozzi because she is always there to inspire anyone to pursue their passions. She has inspired me to strive for my goals by always being motivating and never doubting anything that I have set for myself. She has earned my trust by creating a bond with me, like she does with each and every one of her students. I trust Mrs. Mecozzi because she has always validated my feelings and lets me express how I may feel about anything that may be going on with things other than school." This is just one of the many examples where Mrs. Mecozzi has consistently been a resource to her students.

Mrs. Mecozzi received her bachelor's degree in Science, Mathematics & Reading Education from Miami (OH) University and her master's in Teacher Leadership from Quinnipiac University. Beyond her role as the Science Department Learning Facilitator and Safety Officer, she has participated in a number of projects such as environmental club facilitator, Grade 8 trip coordinator, student teacher basketball game coordinator, career day organizer, STEMinar course author & teacher, AVID site team member, student council coordinator, and data team member.





WILLIAM RONK

RIVERSIDE SCHOOL GRADE 4

Mr. William Ronk has been a fixture at Riverside School for the past 26 years where he has taught fourth and fifth grade. Mr. Ronk strives to increase his ability to improve overall student achievement. For 26 years, he has been asking his students to get better and better every day. “That is the goal, and I want them to love the challenge as much as I do,” he stated. “I believe that each learning experience is different and unique, so I approach every lesson as a new lesson.”

Mr. Ronk has a genuine enthusiasm for teaching, and loves to explore new ways to make learning easier, more efficient, and more accessible. Mr. Ronk is a believer in positive momentum. He explains, “When a student experiences success, they feel joy and satisfaction. They also gain confidence and look for additional opportunities to show what they have learned. They become bolder and welcome greater challenges and are more likely to seek out new and different opportunities to test their abilities.”

Mr. Ronk makes strong connections with his students in many ways. On the first day of school, students arrive to find a rock on their desk with their name painted on it. It sounds like a small gesture, but as one parent said, “It immediately makes them feel welcome and special and as if they belonged in their new classroom from day one.”

His students have coined the phrase, “Mr. Ronk Rocks,” and one parent shared that all three of her children had Mr. Ronk as their teacher, and they still proudly display their painted rocks on their desks at home. During recess, Mr. Ronk can be found playing football, not only with his students, but anyone who is outside at the time. He encourages everyone to play and promotes an inclusive environment for all Riverside students. Students develop a true camaraderie with Mr. Ronk from these experiences.

Outside of his classroom, Mr. Ronk makes significant contributions to Riverside School. He has served on the Riverside School data team/school Improvement team for the past nine years, helping to

develop goals for the School Improvement Plan, and coordinating staff development opportunities. He is an instructor in digital photography and photo editing at Riverside School's Arts Field Day, and has also taught an afterschool class in iMovie and photography for many years.

Mr. Ronk keeps up to date with the latest advancements in technology for the classroom. He attended a graduate course on Universal Design for Learning (UDL) at the Harvard Graduate School for Education. The UDL principles formalized his approach as a teacher. He states, "The digital age and advancements in technology provided so many new and exciting tools to help meet the needs of individual students. It also begins with the with the fundamental belief that every student is capable, and my challenge was to make learning objectives and content accessible to all."

He served on the Greenwich Public Schools Digital Learning Advisory Committee, advising on best practices, software and device selection, and also on the Riverside School Technology Committee, a joint committee of staff and parents to review practices and policies regarding the implementation of technology, and has been a Riverside School technology coach, providing instructional support and resources to classroom teachers. Mr. Ronk has been a trail blazer when it comes to implementing technology that engages and inspires learners.

"Bill showcases his students' talents by encouraging them to dig deeper and express their understanding of the content in a variety of ways," states one of his colleagues. "His students shine as a result of being given the opportunity to select his or her own modality of learning and expression. He fosters a learning environment that empowers students to ask and answer higher-order thinking questions. Creativity and out-of-the-box thinking are celebrated and revered in his classroom. Anyone who walks into Bill's classroom quickly learns that his students' achievements are centered around their journey toward success."

Mr. Ronk holds a Bachelor of Science Degree in Physical Education, and a master's degree in Elementary Education.





DARCEY ZYGMONT

NORTH STREET SCHOOL GRADE 3

Mrs. Darcey Zygmunt has been a staff member of the Greenwich Public Schools for 27 years including 24 of them in third and fourth grade at North Street School. After graduating magna cum laude from Saint Joseph's College in Maine, Mrs. Zygmunt completed her master's in Education at Long Island University. Her studies did not end there. As a life-long learner, she continued her professional experiences at Teacher's College and various professional learning seminars. She holds a lifetime membership to the Delta Epsilon Honor Society, which demonstrates her commitment and dedication to intellectual activity and community service. She was also nominated for, and attended, the Universal Design for Learning study at Harvard University. Darcey's passion for learning and thirst for knowledge are wonderful traits of a role model and are a tremendous asset and inspiration for her students.

As a collaborative member of the Greenwich Public Schools' community and her desire to contribute at the District level, Mrs. Zygmunt has been a valuable participant in curriculum development work and District improvements. She was chosen to be a leader when determining the new math program. She worked on the town-wide Language Arts, Writing, Social Studies and Science Curriculum Writing Committee over several summers. She helped develop curricula that required authentication of materials, resources, and the creation of rubrics/assessments for GPS third and fourth grades. Thus, creating high quality resources for all. Beyond GPS, Mrs. Zygmunt worked with an educational docent from the Guggenheim to research and implement a unique museum experience for students with visual impairments. Always going above and beyond, Mrs. Zygmunt seeks to make each experience and every student know they are important.

Mrs. Zygmunt expects students to take responsibility for their learning, and elicits a high level of achievement from each and every one of them. She does this while providing the connections to real life experiences using the curriculum as her springboard.

Her lessons are interactive and provide the opportunity for problem solving and inquiry.

"I take risks and reimagine the curriculum to present it in tangible ways," Mrs. Zygmunt said. "Throwing on a wig and lab coat like

Sir Isaac Newton while dropping an egg from the top of a ladder captures students' imaginations to introduce force and motion. Students also extend the study of force and motion by using creativity and scientific principles to build a Rube Goldberg machine, and they have opportunities to consider outcomes and make predictions when an egg is left in vinegar. The students are engaged as they watch in amazement when the result is a 'bouncy egg'."

What really exemplifies her status as a Distinguished Teacher is her ability to connect with students, families and colleagues.

Students from her class express gratitude through quotes of praise and appreciation:

"She liked me for who I am, not for who she thought I should be."

"I was lucky enough to feel the positivity and goodness of Mrs. Zygmunt. She has impacted my life for the better and has made me a better person."

Teachers have shared:

"Darcey is the awe-inspiring, one-of-a-kind, heart of gold human and teacher that I look up to and aspire to be."

"Everyone agrees, Darcey is an educator that comes along once in a lifetime!"

Parents clamor for their child to have a seat in 3Z and feel like they have "won the lottery" when placed in the class that focuses on "the essential 3 Cs - Care, Communication and Challenge."

One family shared, "She knows the value of relationships and maintains these bonds and deep respect with parents and students through the years."

Darcey understands the power of connection, and that communication is the critical key to bringing people together. Her passion and love for her career and school family, intrinsically impels her to go above and beyond. She tailors constant communication to the diverse needs of all her students and families. She exceeds expectations by "welcoming partnerships," "encouraging participation," and "practicing transparency."

These social-emotional connections are critical now more than ever, and her connections will be everlasting.

Mrs. Zygmunt lives by example, and believes that teaching is a calling that she absolutely loves and could never imagine doing anything else!



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)
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 AVENUE 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

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RITA BAKER	KATE MISEROCCHI
ROSANNE BERMAN	LORI MULLIGAN
KIM AND DAVID BLANK	ALICE NEAL
SUE MORETTI BODSON	BARBARA O'NEILL
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SARAH GOLDIN	PAIGE AND RYAN SHOCKLEY
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BETH HUGHES	CAROL SUTTON
MARJ KLAR	CAROLE TIERNEY
HARRY B. KROPP	MRS. KARRIE VALE
CINDY LYALL	JUDITH WREN

DISTINGUISHED TEACHERS 1985 - 2022

2022

Libby Craig
Ryan Jones
Alison Kistler
Tyler Mecozzi
William Ronk
Darcey Zygmunt

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 Misericochi
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
Bridgett 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

2008

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

2007

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

2006

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

2005

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

2004

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

2003

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

2002

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

2001

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

2000

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

1999

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

1998

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

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

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

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