DISTINGUISHED TEACHERS AWARDS

Celebrating Excellence

The Distinguished Teachers Awards Ceremony



Tuesday, May 1, 2018

4:30 - 6:00 p.m.

Greenwich High School Performing Arts Center



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

Welcome

Chris Winters

Headmaster, Greenwich High School

Musical Selections

Performed by Greenwich High School Madrigals

Directed by Patrick Taylor

Program Introduction and Master of Ceremonies

Cynthia Sherwin

Chair, Distinguished Teachers Awards Committee

Comments

Jill Gildea

Superintendent of Schools

Comments

Peter Tesei

First Selectman of Greenwich

Presentation of 2018 Distinguished Teachers

Nominators of Recipients

Closing Comments

Peter Bernstein

Chair, Board of Education

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

2017-2018
Distinguished Teachers Awards Committee

Cynthia Sherwin*, *Chair, Community*
Blakely Stinebaugh, *Vice-Chair, Community - Alliance*
Judy Wren*, *Secretary, Community*
Rosemary Thibeault, *Treasurer, Community*

Patricia Carey, *PTAC*
Trudi Durrell, *GOSA*
Christine Edwards, *Community - Kiwanis*
Sarah Harris*, *GEA*
Cindy Lyall, *Community*
Victoria Newman, *Community*
Meghan Olsson, *BOE*
Anne Pfetsch, *Community*
Lauren Rabin, *BOE*
Allison Radzin, *Community*
Gene Schmidt*, *GOSA*
De Sorese, *Community*
Janet Stroble*, *Community*
Carol Sutton*, *GEA*
Mike Trogni, *Community*
Kathy Walker, *PTAC*
John Whalen*, *Community*

Kim Eves, Ex-Officio

* Previous Recipients of the Distinguished Teachers Award

Distinguished Teachers 2018

MEAGAN WHITE
Greenwich Public Schools
Grades PK-12/Hearing Impaired/Special Education

ELEANOR RITCH
Greenwich High School
Grades 9-12/English

FRANK KOVAC
Greenwich High School
Grades 9-12/AVID/Social Studies

MICHELE GIORLANDO DeROSA
Western Middle School
Grades 7-8/English/AVID/STEMinar

LISA GIOMETTI
North Mianus School
Grade 3

KAREN BALL
Eastern Middle School
Grades 6-8/Media

Nominators of Recipients

LINDA BAILEY

Nominated Meagan White

DEBORAH SMITH

Nominated Eleanor Ritch

JULIE FARYNIARZ

Nominated Frank Kovac

GENE NIEUWOUDT

Nominated Michele Giorlando DeRosa

AIMEE MUTH

Nominated Lisa Giometti

MAGGIE BOUND

Nominated Karen Ball



Karen Ball

Eastern Middle School
Grades 6-8/Media

When he first arrived at Eastern Middle School (EMS) as principal, Mr. Ralph Mayo recalled that the Media Center was always empty… rarely used by staff or students, and the collections were extremely old an out-of-date. Today, thanks to the creativity and passion of Ms. Karen Ball, the Media Center is the "hub" of the school: it is a vibrant, engaging space where the staff and students will find constantly updated resources and a safe space to socialize before and after school. This is because Ms. Ball works day and night to transform the space and add resources, and change the climate of the Media Center into a positive one. When the School District began preparing for implementation of the Digital Learning Environment, Ms. Ball was a leader in the pilot program for the Grade Six rollout. Recognizing that there could be many hiccups in this process, Ms. Ball created "Digital Boot Camp", a series of lessons preparing students to make good decisions using their Chromebooks both in and out of the school building. These lessons were shared with Central Middle School (CMS) and Western Middle School (WMS) during the District roll out. Her nominator recalled that during the two-year Chromebook pilot and rollout, Ms. Ball was known for carrying her laptop around her home on the weekend, answering concerns from panicked students, parents, and faculty! In the classroom, in the hallway, and openly in the media center Ms. Ball is troubleshooting, educating, guiding, refining and cultivating inquiry-driven learners.

Her Language Arts colleagues know how difficult it is to keep up with the latest releases of Young Adult literature, yet they say Ms. Ball always seems to have read that one book you just heard about. They have called her a literary magician, who is able to ensure that all students go home with a book in their hands that they are excited to read. She is known for her tantalizing book talks, and one of her students said it best, "whenever she introduces new books, I get hooked." New this year, Ms. Ball is launching the "Nutmeg Book Bowl", a trivia competition for students to demonstrate their literary expertise. Inspiring a passion for reading is a rare and sacred gift only the best teachers possess, and her colleagues feel so lucky to have Ms. Ball share her gifts with students, faculty, and parents of EMS.

An educator for 23 years, Ms. Ball started teaching at Eastern Middle School in 1995, handling duties as a Special Education aide and an English as a Second Language teacher. She taught sixth grade Language Arts and Social Studies from 1995-2002. After earning a double master's degree, she transferred to Central Middle School as a Media Specialist and Computer Skills teacher, returning to Eastern in 2006. In 2014 and 2015, Ms. Ball participated in the CT Google Summit, and in 2015, she was a co-presenter at the Connecticut Association of School Librarians/Connecticut Educators Computer Association conference for Sustaining and Succeeding with a 1:1 Digital Transition: The Library Media Specialist as a Critical Instructional Leader. Based on her experience with reading, reviewing, and blogging about children's and young adult books, she was a first round judge for the Cybils Annual Book Awards (a national organization) from 2010-2016. The Children's and Young Adult Nonfiction category required reading 60-110 books in six weeks, and participating in online collaborative reviews and spirited discussions with the five other panelists to choose five finalists to send onto the second round judges. Ms. Ball was appointed to the Greenwich Reads Together Selection Committee in 2012, and chairs the related events for EMS. She has been a TEAM mentor teacher for new teachers and student teachers. Over the past four years, she has worked tirelessly from piloting the Chromebook for Grade Six at EMS, to training and collaborating with media specialists at CMS and WMS in support of the digital rollout, to managing the training and support of the full Chromebook Rollout for staff, students and parents at EMS.

Ms. Ball received bachelor' degrees in English and secondary education from Central Connecticut State University, New Britain, CT in 1995, and master's degrees in library science and instructional technology from Southern Connecticut State University, New Haven, CT in 2000.



Frank Kovac

Greenwich High School
Grades 9-12/AVID/Social Studies

Mr. Frank Kovac cannot wait to get to class every day! His students start their day being serenaded with his original "Daily Planner Song", and may respond to attendance by answering to an imaginative nickname he has created based on something they have accomplished. Mr. Kovac knows the value of getting to know his students as "the whole child"—learning their interests and challenges, weaknesses and strengths. Taking the time to carefully build a foundation of trust and understanding, Mr. Kovac knows enthusiasm for content and skills will follow. He rewards curiosity with praise, and isn't afraid to dip into his coveted "prize box" to celebrate a risk his student has taken. Although these small trinkets are given out in a lighthearted way, highlighting the moment of a student's learning means a great deal to his kids. Mr. Kovac recognizes that ultimately, he must be willing and open to failure, which is so important for a growth mindset he strives to instill in his students, and he often says he takes what he does seriously, but he does not take himself too seriously. He believes this protects his ego when he tries something new, that ends in what his students are happy to point out, is an "epic fail"! Mr. Kovac spends a great deal of energy creating an achievement-oriented classroom as opposed to a competitive one. One of his first jobs at Greenwich High School (GHS) was working in what is now the Comprehensive Support Program. It was a program in which the staff consistently shared strategies, techniques, and lessons with a systemic goal in mind, student improvement. He internalized this important strategy, and continues this collaborative practice by attempting to know the many adults who are involved with a student. Through conversations and collaboration, plans can be put into place to differentiate how a student reads, or how s/he can display his/her learning, paving the way to a higher degree of engagement. The end result is a truly team approach to increasing student achievement.

Mr. Kovac's colleague commented that he is a master at relationship building. Nowhere is this more evident than in the relationships he nurtures in the work he does for his AVID students. Whether it is attending their wrestling meets, high school club special events, or visiting students at their jobs, Mr. Kovac shows his

students how much he values them. His colleagues agree Mr. Kovac is a consummate professional who never loses sight of the essential purpose of teacher, which is to help and guide students to achieving their potential. As one of Mr. Kovac's former AVID students stated, "I can say his enthusiasm never ceased to inspire and motivate me and our class. Mr. Kovac called out our achievements and inspired us to do more. Without a doubt, Mr. Kovac is a teacher with an infectious enthusiasm who embodies the AVID program's mission of Advancement Via Individual Determination. I would not be in a four year university, on a full scholarship, without him."

Mr. Kovac began his tenure at GHS in 1994 as an Instructional Assistant, moving on to holding the position of Instructional Aide before joining the teaching staff in 2000 as a part time teacher of Social Studies, American History, Sociology, and Law in America. A full time teacher since 2001, he has taught Social Studies for all grades, AVID, Global Studies, and AP Psychology. He was the Learning Facilitator within the GHS Social Studies Department 2006-2016. From 2002-2004 he was Standards Chairman for The New England Association of Schools and Colleges (NEASC). He served on the Negotiating Committee for the Greenwich Education Association from 2006-2015. He has been an Assistant Freshman football coach, an Assistant and Head Freshman Lacrosse Coach, Head Coach for Greenwich Flag Football, and an Assistant Coach for BANC youth football. He is a co-founder of Kovac Brothers and Formative Music, as well as New Brown Hat, Inc. and Big Horn Records.

Mr. Kovac received a bachelor's degree in history from the University of Rhode Island, South Kingstown, RI in 1994, a master's degree in teaching at Sacred Heart University, Fairfield, CT in 2001, and a has earned additional post-graduate credits through The University of New England.



Lisa Giometti

North Mianus School
Grade 3

If asked to give advice to a former student considering a career in teaching, Ms. Lisa Giometti would answer with a number of questions: Are you flexible? Passionate? Organized? Can you dedicate yourself wholly and completely? Are you a pioneer? She would ask whether you are a risk taker, and able to create new pathways for children? Ms. Giometti would ask these questions because she believes these are characteristics you must possess to become an effective teacher. She finds herself thinking of amazing ideas in the shower, and losing sleep over how to reach a child. She knows one of the most important lessons she teaches is how she is not afraid to make mistakes in front of her class, modeling how you need to believe in your mistakes, and how struggles lead to new learning. She encourages her kids to never to be satisfied with "good enough", but to strive for excellence! Her final question to this potential new teacher, and her answer, gives you a peek into the passion that inspires Ms. Giometti every day. "Do you love children? This may seem like a silly question, but is the most important. Your love for children will get you out of bed every morning and drive you to work. It will keep you shining through those stormy days of data deadlines, evaluations, and messy paperwork with which you truly cannot be bothered. It will keep you young at heart and in spirit, even when you go home so emotionally drained you wish you could will the day to be Friday instead of Tuesday. It keeps you coming back every day, because there is absolutely nothing more rewarding than witnessing the amazing transformation education provides. You should know that one of the best parts of teaching is it really matters, and one of the most challenging parts is you have to make every moment matter."

Parents of Ms. Giometti's students feel she is a truly gifted educator who pours her heart and soul into it. One parent shared that when Ms. Giometti noticed a group of students already knew the spelling curriculum, she asked them if they would like to learn Latin instead! It was a challenge for them, kept them engaged, and brought their vocabulary and spelling to a much higher level. Another parent said by Ms. Giometti sharing with her class how she struggled as a late reader, and sharing effective reading strategies, she helped her son

improve, and despite the struggle, he likes to read again. She lauds Ms. Giometti as an excellent teacher across all disciplines, and praised her math playbooks for being constructed in such a way that allows a child to pick the one way of learning that uniquely caters to him/her specifically and is most conducive to deeply understanding the material.

Ms. Giometti began her career teaching Kindergarten in Westhaven Elementary School in Memphis, TN from 1992-1997. From 1997-1999 she was hired by the University of Memphis as a facilitator and consultant in the Mid-South Region for Success for All, a specialized reading program developed by Johns Hopkins University to boost language skills in students of low performing schools. She spent one year as an interim second grade teacher in 1999 at Jefferson Elementary School in New Rochelle, NY, before coming to Greenwich. Joining North Mianus School (NMS) in 1999, she has been teaching third grade ever since, and teaching summer school since 2013. Ms. Giometti was nominated for and completed the Connecticut Writing Project at Fairfield University. She has created personalized instruction for math as a participant in the District's Personalized Learning Math pilot program. She was selected by her peers to serve on the District Word Study curriculum review team, as well as on the Facilitators' Training of Closing the Achievement Gap, returning to train the NMS staff afterwards. She was also selected to aid in the development of the Elementary School Language Arts Curriculum Assessments. Ms. Giometti has served as the PTA parent-teacher liaison, and she has launched her school wide Spelling Superstars program.

Ms. Giometti received a bachelor's degree in elementary education from Spring Hill College, Mobile, AL in 1992 and a master's degree in early childhood education from the University of Memphis, Memphis, TN in 1997.



Michele Giorlando DeRosa

Western Middle School
Grades 7-8/English/AVID/ STEMinar

At last year's eighth grade graduation, Ms. Michele Giorlando DeRosa's students gave her a homemade t -shirt that proclaimed her class slogan, "Grades Don't Matter". When new students hear this is her slogan, they are initially confused, and at first they argue with their teacher. Then she explains that the statement is not entirely true, grades DO matter, but NOT as much as LEARNING, and that is the message Ms. Giorlando DeRosa instills in her students! When her ALP students, accustomed to easily earning A's, see a B on their first paper, they frequently get upset. Ms. Giorlando DeRosa explains that, "your paper needs to get me thinking. THEN you'll get an A." She loves presenting a variety of lessons that keep her students enthusiastic, engaged, and thinking for themselves. Sometimes students enter her room to music playing, or pictures or numbers hanging from the ceiling. Other times they will find themselves using a paintbrush instead of a pencil. They know that it will all tie together…they just need to think it out! She does not settle for stagnant thinking, or settle for good. She demands excellence and has found that her student's rise to her challenge.

Ms. Giorlando DeRosa is also a risk taker. Her colleague and nomination seconder says Ms. Giorlando DeRosa's expectations are high, instruction is personalized, and relationships are important. Whipping up a batch of blueberry muffins last winter in her kitchen, she was not sure any students would show up the next morning before school to join her for breakfast and a movie. Ms. Giorlando DeRosa had spent the previous summer in Europe with educators, and returned with wonderful materials that she was having trouble fitting into regular class time. So a breakfast club was born, and before long a large community of learners (not all of them from her classes!) was enjoying movies, stories, and lively conversations beyond the curriculum…. all before school! As a result, by the time they leave Western Middle School (WMS) her students have come to see Ms. Giorlando DeRosa as more than just a dedicated and creative teacher; they see her as a mentor.

Ms. Giorlando DeRosa came to Western Middle School in

2012, teaching seventh and eighth grade ALP and on-level English, as well as a seventh grade STEMinar Elective and seventh grade AVID elective. She has coached the Modified Girls Soccer team since 2012 and has been the Greenwich High School Freshman Tennis Coach since 2013. She has coached the Quiz Bowl team to the National Quiz Bowl Tournaments in each of the last three years! Since 2012, she has been both the lead organizer for the eighth grade Capstone Project, and the West Wind Literary Magazine editor and teacher liaison. To increase parental involvement among the Hispanic student population, Ms. Giorlando DeRosa helped design, coordinate, and implement a morning program. She also co-designed and implemented a Saturday morning program for students.

Ms. Giorlando DeRosa epitomizes the concept of a life-long learner: Together with a science teacher colleague, she created a new interdisciplinary STEMinar class at WMS, receiving funding from a Greenwich Alliance Reaching Out Grant. To enhance her science knowledge, she enrolled in an American Museum of Natural History Climate Change class. After co-teaching an ELL class, and realizing her differentiating skills needed improvement, she sought out a summer professional development experience teaching English to students in Nanjing, China, an experience that equipped her with new strategies for ELL and regular instruction.

Awarded a Fund for Teachers Fellowship Grant in 2016, she self-designed a course, traveling to meet teachers in Europe, to better understand how content relevant to her eighth grade English unit was taught globally and provide her with hands on research experience. She received another fellowship to attend a Lincoln Center Aesthetic Immersion Program to discover new ways of delivering instruction by integrating the arts.

Ms. Michele Giorlando DeRosa received a bachelor's degree in writing with a math minor from Oswego State, Oswego, NY in 2008. She was on the Presidential Scholar and Dean's List all four years, and at graduation was honored with the 2008 Helen Buckley Creative Writing Award. She received a master's degree in teaching of English at Columbia University Teacher's College, New York, NY in 2010.



Eleanor Ritch

Greenwich High School
Grades 9-12/English

Ms. Eleanor Ritch brings to life many of the classics that might challenge any normal high school student… Charles Dickens' Great Expectations, Jane Austen's Pride and Prejudice, and Shakespeare's sonnets. Offering choices as to how they will respond to these works, her students might choose to memorize and present a Shakespearean sonnet that can later be presented in the Poetry Out Loud contest in the spring, or write an original sonnet for publication in the Greenwich High School (GHS) literary magazine, the Greenwitch. Ms. Ritch's enthusiasm and warmth build confidence in students to complete rigorous learning activities, and her students know she sets the academic expectation bar high. One of her students expressed gratitude for the way Ms. Ritch encouraged him to experiment with "unconventional approaches to assignments" and in the process supported the development of his unique literary voice. Ten years after completing her undergraduate work, and while teaching full time, she went back to school for a master's degree in English. Ms. Ritch brought back to her classroom strategies that her graduate professors at Columbia University used in her graduate classes: now her high school students are asked to send brief emails to their entire class about what they found interesting in an assigned reading. She also instituted "You Teach units" in some of her seminars. Her students find out pretty quickly that you really have to understand a concept if you are going to teach it to a classroom of peers! Her colleagues recognize how her remarkably high level of professionalism elevates the level of discourse in the classroom and leads students to put forth their best effort. Ms. Ritch encourages her students to reflect upon and take ownership of their writing, as she expects them to identify areas of strength and weakness in their writing, and set goals for their next written responses. Another of her students quipped, "If you get a B from Ms. Ritch, that essay could be published". "Freshman English with Ms. Ritch was the most challenging and most rewarding class I took at GHS", wrote Ms. Ritch's nomination seconder and former student. "She successfully replaced the habit of 'going through the motions' with one built on dedication and a vested interest in the work we turned in. She taught me that essays can be creative and

original as much as they abide by rigid forms, and these are lessons that I find meaningful in the essays I've written to this day. Ms. Ritch is the reason I have the nerve to study English in college."

Ms. Ritch began her teaching career at Carmel Valley Middle School in Del Mar, CA and has been teaching English at GHS since 2006. In 2008, she received the John Rogers Memorial Award, as part of the Connecticut Education Association Human and Civil Rights Awards, for creating and teaching a collaborative high school summer course on slavery, resistance, and abolition in conjunction with the Greenwich Historical Society and the Gilder Lehrman Center at Yale University. Ms. Ritch serves as a member of the Board of Directors of Abilis, a non-profit organization that supports people with developmental disabilities in lower Fairfield County. She served for years as the Advisor to the Hand in Hand Club (a club designed to socially integrate students with developmental disabilities into the larger school community at GHS) and is currently serving on the National Honor Society Committee. Ms. Ritch continues to enrich herself and her teaching, having enrolled in rigorous summer programs at Oxford University, Columbia University, and Yale University. She recognizes the value of collaboration with GHS colleagues, which yields many instructional strategies that improve student achievement. Ms. Ritch also values the sort of informal collaboration that continues outside of the walls of GHS. She is a member of two different book clubs with GHS teachers, and has brought discussion questions from these clubs back into her classroom to stimulate debates and improve student achievement in her classes.

Ms. Ritch received a bachelor's degree in English from Stanford University, Stanford, CA in 2002, a master's degree in education with a literacy specialization from the University of San Diego, San Diego, CA in 2005, and a master's degree in English from Columbia University, New York, NY in 2012.



Meagan White

Greenwich Public Schools
Grades PK-12/Hearing Impaired/
Special Education

If Ms. Mary Forde, Director of Pupil Personnel Services, was to summarize the one characteristic that distinguishes Ms. Meagan White from the rest of the talented staff of the Greenwich Public Schools, it is that she is not a "Teacher of the Deaf and Hearing Impaired," she is a teacher of children who have hearing impairments. Ms. White finds the unique talents and strengths of each of her students and then uses her skills to make sure that their disabilities do not present barriers to the full expression of those gifts. She not only teaches students, but also their teachers, and their parents, giving each member of a child's teaching team strategies to help the student succeed in school and at home. She understands that what may seem like just another battery or earpiece is actually the doorway into the instructional world for students with hearing impairments. She will do whatever it takes to make sure her students have whatever they need to be successful, participating members of their school communities.

The world of hearing loss is constantly changing and evolving. Technology is improving drastically in her field as well, and Ms. White works tirelessly to stay abreast of the best practices and curriculum, to benefit her students ranging from PreK to 12th grade.

A colleague of Ms. White shared that she is honest with students as to why they need accommodations, and she does not allow students to use their hearing loss as an excuse. She will go the extra mile with a student and his or her teachers to accommodate a child's interests and to eliminate any barriers that may interfere with successes. Ms. White's parent nominator shared that she communicates with compassion and understanding, gaining the trust of parents and students. She empowers parents by teaching best practices for managing hearing loss in daily life at home as well as in the classroom. She equips her students to embrace their challenges and strive to reach their highest potential. Her abundant faith in her students and their ability to succeed teaches them to believe that their disability does not define them or limit their capacity for outstanding achievement in any area of their lives. Ms. Forde summarized that Ms. White is one of the most talented, hardworking, and knowledgeable teachers with whom

she has had the privilege to work. She stated, "Although (Ms. White) is patient, she does not allow mistakes to persist, although she is empathetic, she is firm and has high expectations, although she is hard working and persistent, she expects her students to strive for self-sufficiency and increased independence."

Ms. White began her teaching career as a Special Educator for Kindergarten and 1st grade at Glenville School in 2010. The following year she became the Teacher of the Hearing Impaired (Pre K-High School) for the Greenwich Public Schools (GPS). She is a Certified Listening and Spoken Language Therapist (LSLS Cert. AVEd), and the Listening/Spoken Language Coach for the District. She is also Teacher of the Hearing Impaired for the Extended School Year. She has presented on topics including Helping Students Self-Advocate for Their Needs and Managing Hearing Impairment at Home at the Parents-As-Partners Special Education Conference, and conceived and coordinated a community-wide event co-sponsored by AG Bell and the GPS featuring nationally renowned pediatric audiologist, Jane Madell. Ms. White is the former President of the University of Hartford chapter of Kappa Delta Pi, the International Honor Society in Education. She presented at the KDP International Convocation on the topic of "Health and Wellness: Caring for Yourself While Caring for Others". She is also a former Vice President of the University of Hartford chapter of Alpha Chi, a National College Honors Society whose membership is limited to the top 10% of the university's junior, seniors, and graduates.

Ms. White received a bachelor's degree in elementary/special education (with minors in sociology and behavioral studies) in 2009, a master's degree in aural habilitation/deaf education in 2010 from the University of Hartford, West Hartford, CT, and a Sixth Year Certificate in listening and spoken language therapy at The A.G. Bell Academy and University of LaVerne, LaVerne, CA in 2016.

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
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

INDIVIDUALS:

Anonymous
Cecelia Aita
Sue Moretti Bodson
Esther S. Bushell
Jennifer Dayton
Dr. Jo Frame
Harry Kropp
Dr. Elizabeth Manning
Marilyn Maxwell
Barbara O'Neill
Barbara Classon Oppedisano
Barbara Brennan Oxer
Judy Petersen
Marcie Schoenfeld
Ardith Williams
Joanne Zammit

Special thanks to DTAC Chair Cynthia Sherwin
for the honoree profiles.

Distinguished Teachers 1985 - 2018

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

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

1997
Emma Oberheuser
Susan Valenzi
Dwight Wall
Erica Wiberg
Joanne Zammit
Robert Zapor

1996
Christine Anderson
Joan Beiser
William Dinnean
Carolyn Gilbert
Barbara Gotch
Carol Sutton

1995
Daniel Barrett
Anne Gilhuly
Chris Kazanas
Susan Lickwar
Judith Petersen
Caralliene Westbrook

1994
Frank Arnone
Lissa Bentley
Victor Mazmanian
Paul Rosenblum
Marcie Schoenfeld
Jerry Snyder

1993
Jory Lockwood
Gail Montgomery
Philip Nobile
Sara Reilly
Candace Robinson
Janet Stroble

1992
John Boyton
Jane Carlin
Susan Hart
Dena Phelps
Carmel Signa
Martha Taylor

1991
Brigid Barry
William Bechem
Elinor Carr
Richard Kohn
Jane Kahn
Camilla Rogers

1990
Joan Lowe
Terrence Lowe
Julie Machen
Mary Seitzer
Lee Spong
Steve Wallerstein

1989
Joel Adelberg
Dolores Kenny
Ralph Pettie
Richard Piotrzkowski
Carol Rosenberg
Ardith Williams

1988
Martha Awdziewicz
Carmelita Brooks
Marjorie Klar
Harry Kropp
Kenneth Lyon
Lorraine Termini

1987
Esther Bushell
Christine Gunn
Jeanette Hotchkiss
George Mathes
Anne Modugno
Harold Trachtenberg

1986
Elizabeth Hughes
Shirle Jankowich
Mary Livezey
Marilyn Maxwell
David Ross
Lynn Washington

1985
Ellwood Autuori
Kathy Barnes
Josephine Frame
Lois Hebert
Barbara Lewis
Betsy Perna-Smith

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