



DISTINGUISHED TEACHERS AWARDS
Celebrating Excellence

THE DISTINGUISHED TEACHERS
AWARDS CEREMONY



TUESDAY, MAY 3, 2016

4:00 - 5:30 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 SELECTION FROM *ANYTHING GOES*

Performed by GHS senior Abigail Brazier and junior Jack Ulrich

Directed by Patricia Cirigliano

PROGRAM INTRODUCTION AND MASTER OF CEREMONIES

Sue Rogers

Chair, Distinguished Teachers Awards Committee

COMMENTS

William S. McKersie

Superintendent of Schools

COMMENTS

Peter Tesei

First Selectman of Greenwich

PRESENTATION OF 2016 DISTINGUISHED TEACHERS

Nominators of Recipients

CLOSING COMMENTS

Laura Erickson

Chair, Board of Education

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

2015-2016
DISTINGUISHED TEACHERS AWARDS
COMMITTEE

Sue Rogers, *Chair, Community & Alliance*
Barbara Oppedisano, *Vice-Chair, Community*
Charill Pierce*, *Secretary, GEA*
Lauren Rabin, *Treasurer, BOE*

Debbie Appelbaum, *BOE*
Elinor Carr*, *Community*
Trudi Durrell, *GOSA*
Christine Edwards, *Community - Kiwanis*
John Grasso, *Community*
Cindy Lyall, *PTAC*
Victoria Newman, *Community*
Anne Pfetsch, *PTAC*
Angela Schmidt, *GOSA*
Cynthia Sherwin*, *Community*
Blakely Stinebaugh, *Community*
Janet Stroble*, *Community*
Carol Sutton*, *GEA*
Rosemary Thibeault, *Community*
Judy Wren*, *Community*

Kim Eves, *Ex-Officio*

* Previous Recipients of the Distinguished Teachers Award

DISTINGUISHED TEACHERS 2016

ANA CHEJIN-DANIELSEN

New Lebanon School
TESOL-Bilingual

JULIE COFONE

North Mianus School
Grade 5

SARAH GOLDIN

Greenwich High School
Science-AVID-Innovation Lab

SARAH HARRIS

North Mianus School
Kindergarten

JEANNINE MADOFF

International School at Dundee
Media

IAN TIEDEMANN

Greenwich High School
Social Studies

NOMINATORS OF RECIPIENTS

EMILIA RIVERA

NOMINATED ANA CHEJIN-DANIELSEN

MEGHAN GARDNER

NOMINATED JULIE COFONE

JULIE FARYNIARZ

NOMINATED SARAH GOLDIN

MEREDITH VARTULI

NOMINATED SARAH HARRIS

ESRA MURRAY

NOMINATED JEANNINE MADOFF

JEREMY SHORE FERTIG

NOMINATED IAN TIEDEMANN



ANA CHEJIN-DANIELSEN

NEW LEBANON SCHOOL TESOL-BILINGUAL

“Ana Chejin is the quiet, devoted Teachers of English to Speakers of Other Languages (TESOL) teacher at New Lebanon School. Her public service and instructional practices inspire and transform the lives of her students.” For 14 years she has had significant impact not only on the lives of her students, but on their families and on the entire community. She has done so through her passion for bilingual education, her belief in her students’ capabilities, and her tireless efforts to serve both the student and their parents. In 2012, “Ana was approached by the program coordinator to implement a bilingual program. She single-handedly implemented the bilingual program at New Lebanon; selecting students, doing extensive research, attending conferences, and conducting parent meetings to establish clear program expectations and full parental cooperation and participation.”

Ana is passionate about the importance and impact of a bilingual education. As she explains, “often times our English Language Learners (ELLs) and bilingual students feel that they are at a disadvantage because they may not speak English well. Society often encourages them to immerse themselves in English and dismiss their native or home language. This, in turn, sends a negative message about their potential bilingualism. In our class, I aim to get our students to embrace their heritage and home language and to reap all the rewards and benefits of functioning in two worlds and seeing the world from a different perspective.”

Ana’s impact extends far beyond the classroom. She ensures that her students’ parents are deeply involved in their children’s education. Starting in 2006, Ana created and facilitated Seguimos Adelante and Passport to Learning, parent-child Saturday and evening programs for kindergarten/first grade students and upper grade ELLs to help bring parents of ELLs into the educational process. “Ana understands that to transform her students’ lives, she must also educate the parents.” As one set of parents commented, Ana is “constantly updating us regarding what the students are learning and what they are going to learn in the next semester as well as homework and classwork. She also keeps us informed about our sons’ progress and difficulties,

giving us advice and recommendations on how to help at home. We would like to recognize and show our gratitude for her great work as a professional and as a person.” A colleague adds that “with a gentle, but firm, hand, she expects that her students and their parents will engage in the learning process with their children to foster their success in a new and different culture.”

While Ana has her Master’s in education and has done Advanced Certificate work in TESOL and bilingual education, she continues to seek to expand her knowledge of the domain. She is involved in both Connecticut based and national TESOL associations. She has attended a variety of seminars and programs across the United States and in Costa Rica. Her nominator notes that “Ana is always in pursuit of mastery and learning of best practices for instruction”. Ana comments that “I consider myself a life-long learner. I believe you must truly connect and have a deep appreciation and understanding of the subject area you teach.”

In the end what drives Ana’s tireless effort, her work on the weekends and evenings, is her belief in her students’ ability to succeed. As a colleague states, “Her own commitment to labor beyond working hours has meant that she has sacrificed a great deal of her own personal time for the benefit of her students. Ana’s students rise to high levels of achievement not only in her program, but long after they exit. This is evidenced by the number of students who go on to meet the exiting criteria for the ELL program, and by the number of students, and parents, who come back to visit Mrs. Chejin and thank her.”

An administrator sums Ana up as follows, “Ana Chejin embodies enthusiasm from the tip of her toes to the top of the crown of her head (which she literally should be wearing every day). Her enthusiasm stems, most of all, from her love of life, as evidenced by her devotion to family, dedication to her career, and her sense of responsibility to the children that she lovingly serves daily. Ana does not just check in from ‘9 to 5’ everyday, but inhabits a place in the hearts and minds of her students, their parents, and the staff of New Lebanon.” In a quiet way, Ana truly has impacted the students, their parents, and her colleagues in a manner that will last a lifetime.





JULIE COFONE

NORTH MIANUS SCHOOL GRADE 5

After attending an International Society for Education in Technology conference in Philadelphia last summer, Julie Cofone was so inspired that she started re-examining not only her teaching approach and programs but the learning environment in her own classroom. She decided that she needed to redesign the entire classroom and wasn't deterred upon finding out there were no school funds available to do so. She spent the summer collecting the needed furniture from tag sales, Goodwill, and family members. She then decided that ample white board space was needed to unleash the creativity and collaborative skills of her students so she and her father started resurfacing various desktops to create that space. In the end she saw increased focus and risk-taking in her pupils as well as improved group efforts.

Extraordinary? For some maybe, but not for this extraordinary teacher that will fearlessly try anything to challenge her students and expand their understanding of the world around them. Want to teach students about the challenges of living in areas where landmines and war are the norm? Use monthly Skype calls with students in Yemen, Iraq and Bosnia to give students the opportunity to ask questions and listen to their fellow students' stories. Once they have learned about living in such an environment, the students are given an opportunity to take part in activities to raise funds for Children Against Mines Program (CHAMPS), a charity supporting mine-detecting dogs. She has been so successful in her efforts that she was recognized as the CHAMPS Teacher of the Year for 2015. Want to challenge students to raise their science knowledge? How about a "Are You Smarter than a 5th Grader?" contest on science for 5th grade students. How about non-fiction reading? Easy, start a debate team contest.

All are examples of how Julie is innovative in her approach to teaching but more importantly how she constantly challenges her students to perform at the highest level possible. As she explains, "every student walks away from my 5th grade class with the self esteem in knowing they can do whatever is given to them despite obstacles or challenges they may face. I set a high bar for all my students regardless of their background or educational ability. I don't

allow students to make excuses for themselves. I reassure students that they should feel challenged, that a good challenge feels good, and not be frustrated when things don't go well."

Julie's efforts and impact are praised by her colleagues and by parents and students alike. One colleague noted that "Julie's unwavering commitment to the success of her students goes far beyond the classroom walls. Julie's efforts never stop. She has one focus and does not stray from it: challenge her students appropriately and comply with district and national standards." Words like "fearless", "tenacity", "exceptional" are constants in describing Julie. "She continuously moves up entire classes of individuals whom she transforms from nervous and unsure children into confident, capable, responsible young ladies and gentlemen." Another colleague shares that "Julie Cofone is inspiring. Her passion, dedication, and enthusiasm transcend the classroom and command the respect of anyone she interacts with including parents, teachers, and students."

In her 10 years of teaching at North Mianus School, after two years in Philadelphia where she won Excellence in Education awards both years, Julie has contributed in multiple ways. She has been on the technology team, School Data team, TEAM mentor, Afters teacher, talent show director, math committee and student council leader. Julie explains "learning is limited when it is done in isolation, so I work together with all of the teachers who work with my students."

The impact that Julie has on her students is often profound. Julie shares that "for my students, I don't care who you are, you will be successful in my class because I will motivate you to work hard." She recounted the challenges she faced with one "goofy, outspoken, looking-for-attention 10 year old with a reputation for being a class clown" who consistently underperformed in the classroom. Throughout the school year she challenged the student to raise his own sense of self-worth, of meeting the challenges before him and to work through a difficult at-home situation. Through the year the student gradually improved, became self-motivated and finally met and exceeded all expectations. At the end of the year he proudly stood up and read an essay about learning to believe in himself. "As I sat my desk listening to him read his essay, unable to hold back the tears, he looked me and he said 'Mrs. Cofone taught me that even when no one else believes in you, you can believe in yourself.'

No greater praise could be given to a teacher.





SARAH GOLDIN

GREENWICH HIGH SCHOOL SCIENCE-AVID-INNOVATION LAB

Dr. Sarah Goldin did not start out her career as a teacher. She spent 11 years in primary science, culminating in a doctoral degree in genetics and development from Columbia University, including seven years working as a full-time laboratory research scientist during which she published eight articles in peer-reviewed scientific journals. This all followed her graduating summa cum laude, Phi Beta Kappa and Sigma Xi from Princeton University with a Bachelor of Arts degree in molecular biology, where she also won the George Khoury Senior Prize for Academic Excellence. A Master of Science in biotechnology from University of Witwatersrand in Johannesburg, South Africa was followed by Master of Arts and Master of Philosophy in Genetics and Development and then her Doctorate from Columbia. In 2009, Greenwich High School (GHS) was fortunate enough to welcome her as a Science teacher. From day one, her talents, passion, energy and love of students has simply had an incredible impact on students of every level at the high school.

GHS Headmaster Chris Winters sums up the myriad ways in which Sarah has changed the high school for the better. “Sarah is a consummate professional who not only wears many hats, she wears them with distinction. In each of her major endeavors at GHS—Bio-Chemistry, Advancement Via Individual Determination (AVID), Innovation Lab, the Robotics Club—Sarah has transformed GHS. She works countless hours on behalf of students: They know that and they love her deeply.”

That is what Sarah is all about. As she writes, “To me, there are two non-negotiables to a teacher’s ability to inspire enthusiasm in students; the first is an abiding, all consuming, and almost irrational love for the subject matter itself. If a teacher isn’t inspired, provoked by her content area, there is no possible way the students will be.” So, let’s start with her love of science. Sarah has taught Biology and Honors Biology and her impact is most seen in the creation of the Honors Biochemistry course. Her co-creator, John DeLuca, commented that “taking on the bulk of this challenging task herself, she developed Honors Biochemistry, a course that I believe is second to none in our department. The class is immensely innovative and thoughtful.

Sarah masterfully connected the science concepts together into a way that teaches comprehensively and logically.” In order to prepare herself for the course, Sarah independently prepared and obtained her teaching certificate in chemistry. As a former student explained, “Dr. Goldin is better at explaining difficult concepts than any teacher I’ve had. She is so smart, but is able to teach in a way that anyone can understand.”

Most recently Sarah was the driver behind the creation and implementation of the Innovation Lab. Sarah wrote and obtained two grants from the Greenwich Alliance for Education after spending countless hours designing the program and then communicating about it to teachers, parents, administrators, and Board of Education members. Describing it as “the single most rewarding, challenging, and transformative experience of my teaching career,” Innovation Lab presents interdisciplinary, project-based learning that engages students of all ability levels in collaborative problem-solving around real world issues as supported by relationships with, and presentations to, experts and professionals in the community. Sarah describes that while observing an entire classroom of students working collaboratively, with one group “using their understanding to explain the dehydration synthesis reaction by which lactic acid monomers are joined to create poly-lactic acid polymer,” her greatest feeling was that she had become “superfluous” as they were all deeply immersed in learning without her needing to assist them.

Sarah’s second non-negotiable is “an even fiercer love for the art of teaching. Teaching is a most peculiar profession in that the people you work for are NOT the people that hire, pay, or evaluate you. The people we work for are our students. It is to them that we are accountable and responsible and we must never forget that truth.” A founding member of the AVID program, Sarah’s work with the AVID class of 2015 enabled 24 students to earn admittance to 100 colleges and more than \$2.6 million in merit scholarships. Her work with the class of 2016 has so far helped 18 students earn 78 acceptances and \$2.3 million in scholarships. “Because of her natural ability to balance compassion with rigor, Sarah Goldin inspires enthusiasm and elicits a high level of achievement from her students.”

In summary, “there are few teachers that can connect to students the way Dr. Goldin can. Dr. Goldin makes learning dynamic and fascinating. But most of all, she makes it comfortable. Students feel safe, understood, and respected, and because of this, they are willing to work hard.”





SARAH HARRIS

NORTH MIANUS SCHOOL KINDERGARTEN

“She’s a magician!” “She’s Mary Poppins!” “She’s a Jedi!” “Both an artist and a scientist in her role as an educator!” “Sarah Harris stands head and shoulders above as one of the best educators I have ever had the chance to work with!” From parents, administrators, or fellow teacher, the words to describe Sarah Harris are consistent in their praise for this consummate educator. Sarah states, “the job of a kindergarten teacher is nothing short of that of a magician. From day one of kindergarten, my magic wand needs to be in constant use! My job is to set a tone of wonder, inquiry, and excitement in the classroom — tempered with respect and kindness. Joy must be at the heart of my classroom: joy in teaching, joy in learning, and the simple but deep joy of watching kindergartners encounter the world in new ways each and every day.”

Sarah did not follow a straight road to Greenwich; she is an expatriate from Great Britain. After receiving her bachelor’s degree in French and German and a Masters of Education in French and German Literature, Sarah started her teaching career in the United Kingdom where she taught for a total of 12 years. She then moved to Akron, Ohio where she taught for three years, but luckily her travels brought her to Greenwich in 2008. Even in her early years of teaching, Sarah’s talents were evidenced by her achieving Threshold Teaching Status in England which recognizes teachers whose students achieve over and above the government designated expectations as measured by national standardized tests.

Sarah is seen as someone who always seeks to pursue mastery of subject matter and teaching practices. Her most recent endeavors include the Digital Literacy Professional Development Program at Columbia University. But she cites her work at Ohio State University in the Reading Recovery program as changing her life. It was back in 2005 and Sarah was working in Akron as a Title 1 teacher. When challenged by an eminent reading teacher to look into the program, she was initially skeptical given her past successes in the field, but she nevertheless took the plunge. During an intense one-year program having to deal with constant assessments by fellow teachers, Sarah learned that she could “impact the lives of the many children I taught

in the most dramatic ways.” She credits her background in Reading Recovery for dramatically changing her expectations of student achievement. Sarah recounts how she was able to work with one student who was about to be placed in the Special Education program, but through Sarah’s work with him he went from severely lagging to surpassing his fellow students in reading and went on to win the school’s spelling bee. His change was described by his mother as “miraculous.” She would not be the last parent who raved about Sarah.

Sarah gives back to the District in a variety of ways including involvement in Early Adopters Committee, Greenwich District Data Team Reaching Subcommittee, Social Studies District Committee and others including mentoring new teachers. A colleague explains, “she has gained the trust and respect of her colleagues. They view her as a leader and are comfortable seeking her professional advice. Her team is drawn to Sarah’s positive attitude and strong work ethic.”

It is in the classroom where Sarah’s gifts and passion are on display. One parent explains, “her classroom looks like every other classroom at North Mianus, but the joyful, passionate, and enthusiastic atmosphere is what sets her classroom apart from others.” A Curriculum Coordinator in the District explained that she was struck by the difference in Sarah’s classroom the first time she observed it; “I was immediately struck by the tone in her kindergarten classroom. Students were engaged in very high levels of thinking as evidenced by the conversations they were having. There aren’t too many elementary classrooms, let alone kindergarten, where students are discussing their ‘schema’ about stories.” “She teaches learners and meets them where they are to help them grow, encouraging them to hold themselves to the same high standards as she has for them. And they rise to those high expectations.” “So many languages are celebrated in Ms. Harris’ classroom, leading any visitor to believe it is a United Nations outreach class.” However, possibly the most important comment about Sarah was from a colleague: “The impact she has on children will carry students long past their time in a classroom.”





JEANNINE MADOFF

INTERNATIONAL SCHOOL AT DUNDEE MEDIA

“Since I became a teacher in 1994, I have always expected a lot from my students. I’ve wanted to see them take control of their lives, to be risk-takers and to self-reflect.” In fact, Jeannine Madoff’s description of her teaching philosophy could just have easily been describing her own teaching career. First as a fifth-grade teacher and most recently playing the dual role of Library Media Specialist and International Baccalaureate (IB) Coordinator at the International School at Dundee (ISD), she has brought creativity, passion, a strong sense of collaboration, and a willingness to stretch the boundaries of education to her roles.

Whether it was putting on a Shakespeare play or an IB Exhibition or acquiring a 3D printer for the school or converting the Media Center into a “Learning Commons area”, Jeannine has always brought new thinking into her role and therefore new experiences to her students. A fellow teacher writes “Jeannine embodies a no-boundaries, no limited-expectations, no one-size-fits-all kind of attitude for raising the bar for every single student.”

Jeannine started teaching a decade after graduating from Connecticut College with an English and art double major and having spent time in the magazine and art world in New York City. She came to Greenwich in 1997 initially as an Advanced Learning Program and grades 3-5 teacher. A former student explains, “Mrs. Madoff was somehow able to be fun, engaging, patient, kind, just the right amount of strict, and a great teacher of complicated lessons all at the same time.” The student went on to describe the “Student of the Week” wherein a different student was randomly selected and their peers would all need to say something nice about them. “It taught us students to be kind and supportive, while improving self-esteem and confidence. This was just one of the many creative activities Mrs. Madoff implemented that fostered educational and personal growth.”

For the past seven years she has been the Library Media Specialist at ISD while also being the IB Steering Committee Chair since 2008. She was the IB Library Coordinator since 2009, TEAM Mentor and Advisor since 2008, and IB Workshop Leader and Site Visitor since 2010, among other activities. She has presented at a variety of IB

related conferences and workshops.

It may be as her role as the Library Media Specialist where Jeannine's creativity and passion for involving technology in the classroom allowed her to have the greatest and broadest impact. Combining her work in IB with her understanding of Media and Technology, Jeannine proposed a new, collaborative approach where she taught side-by-side with the classroom teacher. Beyond providing teachers additional support it "more importantly, (allowed her to) be with students when they were researching, evaluating sources, creating citations, designing projects, and presentation and asking lots and lots of questions." As Jeannine explains it, "what sticks with most students are experiences where they were asked to rise to the occasion... and despite struggles or anxieties, they did!"

Most recently, and, as described by a fellow teacher, "continuing with the pioneer spirit", Jeannine recognized the need to infuse aspects of STEM into the Learning Commons. And what better way to do so than by introducing students to theories of engineering through the use of 3D printers. A newly designed "Makerspace" allows students to explore designing objects using mathematical formulas and computer coding, among other skills. Her Principal notes "it allows students to reach beyond their creative limits in an environment, that is not only safe in trying out new things, but also encourages thinking 'outside the box', all hallmarks of Mrs. Madoff's teaching."

"Educational Innovator." "Risk-taker." "Makes learning enticing." "Inspiring." "Every school needs a Jeannine in our collective goal to personalize instruction and achieve excellence in ALL learners." Those capacities that Jeannine supports her students in achieving are, in fact, exactly what she expects in herself and has successfully achieved throughout her career.





IAN TIEDEMANN

GREENWICH HIGH SCHOOL SOCIAL STUDIES

The teacher as a learner. In his eleven years in the district, Ian has taught six different and varied classes; Global Studies, AP Economics, China Today, Civics, Psychology, and Intro to Economics. As a matter of fact, he not only taught, but he designed and implemented the course curriculum for Global Studies, China Today and Intro to Economics. Colleague Karen Boyea calls him the “Father” and “James Madison” of the courses and their curriculum. His student nominator states “he loves designing lessons that are engaging and require the students to be responsible for their learning. He has designed numerous simulations that are entirely student centered, from the questions to be discussed to the primary sources to be used. As a result of Ian’s creative approach to teaching, students love being in his class.”

“I fell in love with history when I realized that the deeper I pried into a subject the messier it became. There are no straight lines or simple answers, so I make it my goal to design learning activities that challenge students of all levels with real applications of the subject matter,” describes Ian. To do so means a teacher must constantly expand their knowledge and inquiry of a variety of subject matters; something that Ian takes on with passion and boundless energy. After graduating with a BS in history from Lafayette College and a MS in education from University of Connecticut, Ian’s studying didn’t stop. He has attended programs by Yale University’s Programs in International Education Resource, the Gilder Lehrman Institute of American History, and the National Consortium for Teaching about Asia, to name just a few, to advance his knowledge of content and curriculum materials.

He also managed a fair amount of travelling into his schedule but he explains, “I have pursued extensive international travel that aligns with my teaching assignments. Every adventure includes a tour of history: Normandy Beach! The E.U. Parliament! The Berlin Wall! Napoleon’s Tomb! Anne Frank’s House!... My classroom has become a kaleidoscope of decorations and educational materials that I hope will encourage students to go out and see the world.” A fellow teacher states “he challenges himself as assiduously as he does his students

by undertaking a self-initiated regimen of reading in the content area along with extensive participation in outside development programs and courses.” “Ian role models how to be a student for his student because he is always learning”.

Why do this? Because “what makes Ian such an inspirational and exceptional teacher is that he looks at each unit of study and every lesson within it as a puzzle and struggles with each to achieve the maximum fit that will best engender student achievement..... Ian is essentially putting his students through the paces he underwent in creating the lesson, namely how to fit the pieces together to come to a clear understanding of the matter under scrutiny.” Per Ian, “How better to teach about global industry than to have my ninth graders look for threads that tie together their own favorite product? A chocolate bar, for instance, connects resources, labor, and machines from several continents to meet our ever-changing tastes.” A parent highlighted that “an ongoing Statecraft project combines technology, sociopolitical events, defense issues, and diplomacy.”

Ian is the Academic Coach for the GHS Social Studies Department, advisor for two student teachers, and Team Advisor for new teachers. He comments about his role as Academic Coach that “I have already learned so much from my colleagues!” He is Faculty Advisor for GHS Model UN Club, the Economic Club and, the Ultimate Frisbee Club/Intramural.

Ultimately it simply comes down to how Ian connects with his students. Colleague and 2011 Distinguished Teacher Karen Boyea explains that “Students thrive under his instruction.” “Ian is the embodiment of a student-centered teacher.” “I have seen him spend countless hours working with a student who is struggling in AP Economics this year, and she is not even in his class.” “Most importantly, though, these students know that Ian cares about their success and will work tirelessly to help them achieve their goals.”

“Ian is an innovative and collaborative teacher who selflessly gives his time and energy to improving student and teacher achievement,” Boyea continues. “Ian is one of the most outstanding teachers I know and I am lucky to have him as a colleague and friend.” And for those students in his class, they are lucky to have him as their teacher, role model, and friend.



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

GREENWICH EDUCATION ASSOCIATION (GEA)

GREENWICH ORGANIZATION OF SCHOOL ADMINISTRATORS (GOSA)

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WESTERN MIDDLE SCHOOL PTA

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JULIAN CURTISS SCHOL PTA

NEW LEBANON SCHOOL PTA

NORTH MIANUS SCHOOL PTA

NORTH STREET SCHOOL PTA

OLD GREENWICH SCHOOL PTA

PARKWAY SCHOOL PTA

RIVERSIDE SCHOOL PTA

DISTINGUISHED TEACHERS 1985 - 2015

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

2000

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

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

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

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

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

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

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 Piotrkowski
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