DISTINGUISHED TEACHERS AWARDS

Celebrating Excellence

The Distinguished Teachers Awards Ceremony

Thursday, May 7, 2026

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

Greenwich High School Modern Band Students

Welcome

Thomas C. Healy, Principal, Central Middle School

National Anthem

Greenwich High School Modern Band Students

Program Introduction And Master Of Ceremonies

Angie Hartofilis

Chair, Distinguished Teachers Awards Committee

Comments

Fred Camillo

First Selectman of Greenwich

Dr. Michael Joseph Mercanti-Anthony

Chair, Board of Education

Dr. Toni Jones

Superintendent of Schools

Margaret Jackins

President, Greenwich Education Association

Presentation of 2026 Distinguished Teachers

Nominators of Recipients

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

2025-2026
Distinguished Teachers Awards Committee

Angie Hartofilis, *Chair, Community*
Judy Soto, *Vice-Chair, Community*
Carolina Ahumada, *Secretary, Community*
Robert Moore, *Treasurer, Community*
Otis Bellamy, *Community*
Beth Acerbo, *PTAC*
Jen Behette, *Kiwanis*
Lissa Bentley*, *GEA*
Veronica Chiavaroli, *BOE*
Katie Hohl DeCarlo, *Community*
Margaret Jackins, *GEA*
Lynn Keeshan, *Community*
Terry Lamantia, *Community*
Marie-Elena Liotta, *Community*
Julie Marek, *Community*
Tyler Mecozzi*, *GEA*
Anita O'Sullivan, *Community*
Linda Shirley, *Community*
Cara Vitolo, *GOSA*
Johnna Yeskey, *Community*

Jonathan Supranowitz, Ex-Officio

* Previous recipient of the Distinguished Teachers Award

Special thanks to DTAC members Margaret Jackins, Johnna Yeskey, Veronica Chiavaroli, Tyler Mecozzi, Cara Vitolo, and Marie-Elena Liotta for the honoree profiles.

Distinguished Teachers 2026

LAURA BURDICK
Greenwich High School
English

PJ CONNOLLY
North Street School
First Grade

JOHN EHLINGER
Julian Curtiss School
Advanced Learning Program

CODY LUDVINSKY
Western Middle School
Science

MICHELLE O'BRIEN
Parkway School
Third Grade

SARRA ROTH
Riverside School
Art

Nominators of Recipients

KARA PETERS

Nominated Laura Burdick

ADELE MUTHUKUMAR

Nominated PJ Connolly

STEPHANIE KRUPA

Nominated John Ehlinger

MEGAN FINA

Nominated Cody Ludvinsky

LAURA MARDYKS

(REPRESENTED BY GABY DUNCAN)

Nominated Michelle O'Brien

BRIELLE DiCARLO

Nominated Sarra Roth



Laura Burdick

Greenwich High School
English

Laura Burdick has spent all of her 21 teaching years in Greenwich Public Schools, specifically as an English teacher at Greenwich High School. Ms. Burdick holds a bachelor's degree in English, a master's degree in English Education, and has recently acquired her School Counselor Certification for Veteran Teachers. Her writing expertise is not limited to teaching; she has worked as a copy editor, manuscript editor and editorial assistant for various companies.

Ms. Burdick is a passionate teacher who prides herself on being "the real deal." She holds high expectations for both herself and her students, and students of all levels respond to her rigorous standards. The one-on-one time she spends with each student helps them bring their thinking and writing to the next level, whether that is helping a freshman understand high school expectations, guiding an AP student through their exam preparation, or helping a senior with skill improvement in order to meet college level writing standards. Her teaching style is effective with both highly motivated learners as well as those who present considerable behavioral challenges. Collaboration and interdependence are key components in Ms. Burdick's classes. She gives students voice and choice in their work. She is known for her creative approach to class projects through which students demonstrate their mastery of the material being studied. Well over 100 of Ms. Burdick's students have been recognized in national, state and town writing competitions.

One of her students described Ms. Burdick as, "a true teacher who effectively communicates with students recognizing that everyone is unique and may be at different points in their academic journey." She looks for teachable moments in and out of class to help her students with stress management, study skills, executive functioning and other non-English-specific skills that set them up

for comprehensive success at GHS. For Ms. Burdick, clear, honest, sensitive communication is everything. You may never know the impact of your words and actions, so choose wisely.

Ms. Burdick is always looking for ways to expand her knowledge and grow her tool kit. To that end, she has participated in programs that have taken her far from Greenwich. She has attended workshops at Bard College and the University of Chicago where she received an award as Outstanding Educator. She earned a TLab Scholarship to attend the Scottish Universities' International Summer School at the University of Edinburgh and was chosen to participate in the 2025 U.S. Educators Program to Japan. These experiences have given her a global perspective that she has been able to implement in her classroom, enabling her to give her students the best possible learning experience.

Outreach beyond her classroom is one of Ms. Burdick's fortes. She served as a learning facilitator for seven years, was a TEAM mentor for two new teachers, has been an advisor for three clubs, and was a member of the National Honor Society selection committee. She has mentored students pursuing independent study work in poetry, presented workshops for staff development, and organized department award ceremonies, in addition to many other contributions to the GHS community.

Ms. Burdick is well respected by those around her, and that is a direct result of the respect she shows them. She treats her students as mature individuals with the potential to uncover deep insights into powerful texts. Her colleagues point to her sincere and supportive mentorship providing guidance on curriculum and managing challenging students. She is seen as an enthusiastic collaborator who elevates morale and enriches the culture of her department.



PJ Connolly

North Street School
First Grade

For the past 30 years, PJ Connolly's first grade classroom has been a place of "Joyful Learning." It is a place where difficult math feels manageable, big words are broken down so children can read independently, and a sense of calmness helps children focus and learn. Children take ownership of their learning, persevere through challenges, and understand that growth comes from effort, not perfection. Ms. Connolly's strives to create a classroom where curiosity is nurtured, confidence is built, and every child feels empowered and inspired to reach their full potential.

In the words of Jill Flood, North Street School Principal, Ms. Connolly was born to teach. She grew up knowing her destiny was to teach, and this love of teaching only grew stronger over the years. She has an unwavering dedication to reach each and every child, each and every year, no matter what the challenge. It is pure magic to witness the joy she brings to her classroom, and the fire she lights in her students to be their very best.

Ms. Connolly is an educator who seamlessly integrates exceptional instruction, school leadership, and student advocacy. She is recognized at the school and district level for exceptional understanding of early literacy and pedagogical knowledge. She drives academic growth through her data-driven decision making, yet serves as a fierce advocate for inclusion showing compassion for families navigating the complexities of special education. Ms. Connolly is a cornerstone of our school community.

Ms. Connolly was well prepared to begin her journey as an educator 35 years ago. She holds a Bachelor's Degree in Early Childhood Education, a Master's Degree in Elementary Education, and completed a 6th Year area of study in Elementary Education with a Concentration in Literacy and SEL. Ms. Connolly's professional development resume, and contributions to the district's academic and cultural infrastructure, are extensive. Involvement in the Teacher's College Reading and Writing Project, Teacher's College Phonics

Workshop Preview, Orton-Gillingham Training, Units of Study Curriculum Writing, numerous math institutes and workshops, and committee work with Safe School Climates, School Data Team, and the Classroom Library Refresh Initiative present only a partial list of her continued involvement to support her profession. Ms. Connolly was awarded Greenwich Public Schools Difference Maker recognition in March, 2025.

These words written by a parent clearly articulate Ms. Connolly's impact on her students.

"Mrs. Connolly has a gift for seeing what a child is capable of before the child can see it themselves. She then creates the conditions for them to discover it themselves."



John Ehlinger

Julian Curtiss School
Advanced Learning Program

John Ehlinger has been a dedicated educator in Greenwich Public Schools since 2012, bringing more than a decade of experience, innovation, and commitment to his students and colleagues. Currently, Mr. Ehlinger is a fifth-grade Advanced Learning Program (ALP) teacher at Julian Curtiss School, where he teaches math, science, and language arts. His teaching style can be defined by intellectual rigor, creativity, and a strong emphasis on student independence.

At the heart of Mr. Ehlinger's work is a clear and purposeful philosophy of education, that students learn best when they are active participants in their own growth. He views his role not simply as an instructor, but as a facilitator who empowers students to take ownership of their learning, a belief that is evident in every aspect of his teaching. Through goal setting, individualized feedback, and thoughtful integration of supplemental materials and tools, he creates an environment where students are both supported and challenged to consistently reach their full potential.

A defining characteristic of Mr. Ehlinger is his ability to cultivate curiosity and independence. His lessons routinely extend beyond traditional classroom boundaries, engaging students in meaningful, real-world applications. Student goals include calculating the height of the school using geometry and shadows, modeling rocket trajectories through quadratic equations, and early analysis of microeconomic curves. His commitment to student initiative and engagement is further exemplified through his work with the stage crew for the end of the year production, which fosters collaboration, confidence, and a sense of community among learners.

One of Mr. Ehlinger's most impactful contributions is his capstone project, in which students spend a week becoming "their own teacher" by researching and presenting on a topic of personal interest. This experience not only reinforces independence and creativity, but also leaves a lasting impression as former students consistently identify it as one of the most meaningful parts of their educational journey. As

Mr. Ehlinger describes, "students leave my class not only academically advanced but also having developed independence and responsibility for becoming capable, curious, lifelong learners."

Beyond the classroom, Mr. Ehlinger has made significant contributions to both Julian Curtiss and the broader district. He has played an active role in curriculum development across multiple grade levels, helping to design and refine science units, interdisciplinary projects, and assessments that promote depth of understanding and alignment. His leadership extends to his work supporting twice-exceptional (2E) learners, where he has pursued specialized training and helped draft the guidebook "containing best practices for both identifying and supporting students who have high ability with additional exceptionalities." Through his involvement on the district's 2E committee, he has helped improve the identification processes and instructional support for these students.

Mr. Ehlinger also contributes to the school community through leadership outside of the classroom, serving as a technical director for school productions and mentoring students in extracurricular programs such as Odyssey of the Mind. These experiences provide students with opportunities to develop teamwork, creativity, and problem-solving skills in authentic and engaging settings.

Through his years of service, Mr. Ehlinger has distinguished himself as an educator who not only delivers exceptional instruction, but also inspires students to become confident, curious, and self-directed learners. His dedication, innovation, and lasting impact make him a truly deserving recipient of the Distinguished Teacher Award.



Cody Ludvinsky

Western Middle School Science

Cody Ludvinsky teaches eighth grade science at Western Middle School and has been an educator in Greenwich Public Schools for nearly a decade. Over the course of his career, he has taught at both the elementary and secondary levels. Before transitioning to science instruction, he taught Spanish across the on-level, advanced, and native language programs. His diverse teaching experience reflects both strong content knowledge and a deep understanding of how students learn.

Mr. Ludvinsky came to education through an unconventional path and was the first in his family to attend college. He earned his undergraduate degree, graduating summa cum laude from Western Connecticut State University, and went on to complete a Master's degree in Teaching at Sacred Heart University. He has also completed post-graduate coursework at Fairfield University and participated in international studies in Spain and at the Universidad del Salvador in Buenos Aires, Argentina. These experiences helped shape both his academic background and his perspective as an educator.

Mr. Ludvinsky designs science instruction around inquiry, analysis, and real-world application. Students are expected to engage actively with content—asking questions, conducting investigations, and supporting their thinking with evidence. His classroom emphasizes both rigor and support, ensuring that all students are challenged while also recognizing them as individuals and meeting them where they are. As one administrator noted, "Cody's presence goes a long way… he is a voice of reason who keeps the focus on what is best for students," reflecting both his instructional approach and his influence within the school community.

Previously, in the eighth grade native Spanish program, Mr. Ludvinsky expanded the range and diversity of texts used in the curriculum and incorporated structured Socratic seminars to promote student-led discussion and critical thinking. Across disciplines, his teaching reflects a consistent belief that students learn best when they are active participants in the classroom.

At the core of Mr. Ludvinsky's philosophy is the belief that education is fundamentally about people. He recognizes that students enter the classroom with a wide range of experiences and needs, and he works to create an environment where students feel welcome and encouraged. As Mr. Ludvinsky explains, "When students feel safe, supported, and valued, they are better able to engage with the work of learning." He believes that academic success is important not only for achievement, but because it gives students agency over their futures.

Mr. Ludvinsky is deeply involved in the broader school community. He serves on the Behavior Committee, Safe School Climate Committee, and AVID Site Team, and has contributed to curriculum writing and restorative practice initiatives. As a Learning Facilitator, he supported colleagues in curriculum implementation and instructional practices.

Beyond the classroom, Mr. Ludvinsky is known for consistently showing up for students. He regularly volunteers at school events, advises student clubs, and chaperones trips. He also founded the Western Middle School Care Closet to ensure students have access to essential items, reinforcing his belief that student well-being is closely connected to academic success. He launched a fundraising and awareness campaign to support a student with medical challenges and provides Spanish interpretation to support meaningful communication with multilingual families.

Mr. Ludvinsky's commitment to professional development includes presenting at the national level through the American Council on the Teaching of Foreign Languages, where he shared his work on the intersection of science and world language instruction. He has secured several grants, enhancing student learning and wellness across multiple schools. Mr. Ludvinsky has also been recognized as a Greenwich Public Schools Difference Maker and as a Greenwich Town Party Hero–honors that reflect the impact he has had on students, colleagues, and the broader community.

Ultimately, Mr. Ludvinsky views teaching as both a responsibility and a privilege. He approaches his work with the understanding that education is not only about what students learn, but who they become in the process.



Michelle O'Brien

Parkway School
Third Grade

Michelle O'Brien has dedicated 29 years to Greenwich Public Schools and currently serves as a third-grade teacher. She brings a wealth of experience in both special and general education, having worked across elementary grades 3–5, special education (K–5), preschool, kindergarten, and as a math interventionist. These diverse roles have strengthened her ability to meet students where they are and support a wide range of academic and developmental needs with skill and empathy.

Ms. O'Brien maintains high expectations for every student, recognizing that achievement looks different depending on each child's starting point. She values growth that reflects individual progress, persistence, and effort over time. Deeply committed to her students and their families, she works to ensure strong academic outcomes while also fostering confidence, independence, and a genuine love of learning. Her goal is that every student leaves third grade believing in their ability to think critically, solve problems, and take ownership of their learning.

Ms. O'Brien believes that strong, trusting relationships are the foundation of student success and takes great pride in the meaningful connections she builds with students, families, and colleagues. Ms. Mary Grandville, Principal of Parkway School, shared, "Shelly consistently asks, 'What can I do?'—and then follows through. Her leadership, service, and compassion make her not only an exceptional teacher, but a true treasure to our school." Nominator Ms. Laura Mardyks noted that former students describe Ms. O'Brien as a teacher who emphasizes growth rather than mistakes. They recall a classroom defined by patience, encouragement, and fairness—one where every child feels seen, valued, and capable. Parents also appreciate her thoughtful "Good News from School" notes, which spark meaningful family conversations and celebrate student progress, strengthening the home-school connection.

Ms. Grandville also highlighted Ms. O'Brien's students' strong performance and growth, attributing it to her intentional planning, high expectations, and "relentless belief in every child's potential." Ms. O'Brien empowers students to set meaningful goals and monitor their own progress, fostering a sense of ownership and pride in their achievements. As grade-level colleague Ms. Gaby Duncan shared, "Shelly connects instruction to authentic experiences that reinforce important skills." This was evident when she organized a grade-level field trip inspired by her students' interest in pickleball. Through this experience, students developed teamwork, communication, perseverance, and sportsmanship—skills that extend well beyond the classroom and support both academic and personal growth. Ms. O'Brien consistently seeks out opportunities to make learning relevant, engaging, and memorable.

Beyond the classroom, Ms. O'Brien has made significant and lasting contributions to the Parkway community. She is an active member of the school's instructional data team and serves on the Crisis Team, social committee, and several additional initiatives that support both students and staff. As a Kids with a Purpose facilitator, she leads student service projects and community engagement efforts, helping students understand the importance of empathy, leadership, and civic responsibility. She also serves on the Character Education Committee, supporting programs that promote respect, responsibility, and kindness throughout the school. In addition, Ms. O'Brien coordinates writing and math family nights and teaches both before- and after-school enrichment programs, consistently going above and beyond to enrich student experiences.

Ms. O'Brien is deeply invested in the academic and social success of Parkway School. A recognized GPS Difference Maker, she exemplifies what it means to truly make a difference through her dedication, compassion, and unwavering commitment to students. As the parent of AJ, a Parkway graduate, she brings a meaningful personal connection to the school community, further strengthening her commitment to its continued success.



Sarra Roth

Riverside School
Art

The motto in Sarra Roth's classroom is "There is no such thing as a mistake, just an unexpected opportunity." This is where confidence is built and creativity begins. It is a classroom where the value is placed on experimentation over perfection, courage over control and growth over getting it "right." This is truly philosophy in motion.

Ms. Roth's love for the students is quite evident. Ms. DiCarlo, Riverside parent, remarked, "Ms. Roth has a sixth sense for what each child needs, whether it's an excited high-five to get them energized about the day, a sweet compliment to a shy student, or offering a seat next to her to an anxious child." Her ability to seamlessly integrate love, compassion, and art quite naturally led Sarra to organize a fundraiser for a student "with a rare and visible disease which makes her skin as fragile as a butterfly's wings. Ms. Roth led students to create their own image of a butterfly, concentrating on how special and unique butterfly wings are. This helped students better understand their classmate while raising money for research."

To showcase the talents of students, promote inclusivity and interconnectedness while enhancing school pride, Ms. Roth and her students collaboratively designed a dress that she wears! This dress is a treasure and, quite literally, an interwoven archive of love and dedication to all students.

Her contributions to the school community extend even further to include a partnership with the PTA to design a new school mascot as well as create a Riverside cookbook!

Ms. Roth also profoundly impacts the staff at Riverside. Her colleague, Ms. Mozer states, "I have seen firsthand how generous she is with both her time and her expertise in supporting the work of other teachers. She does not see art as separate from the rest of the curriculum, but as an important part of the learning process."

Assistant Principal Dolan-Collette sums up the essence of Ms. Roth by saying, "Through her leadership, creativity, and dedication, Sarra Roth has enriched Riverside's culture and strengthened its sense of pride and unity. Through her unwavering commitment to students, meaningful engagement with families, and collaborative spirit

among peers, Sarra has earned the admiration and trust of the entire Riverside Community."

Ms. Roth earned a Bachelor's Degree in Visual Arts Education and a Master's Degree in Special Education. She holds membership in several professional organizations, among them the National Art Education Association, the Connecticut Art Education Association, and the New York State Art Teachers Association, all of which provide for professional growth, networking opportunities, and the latest research in arts education demonstrating a dedication to continuous growth, always looking for ways to better support her students.

Sarra's journey in Greenwich began nine years ago as an art teacher at Riverside Elementary School, teaching all students in grades K through 5. She states, "I have the privilege of working with every student, every parent, and every teacher, creating opportunities to strengthen our school community in meaningful ways." And that she does, from serving as PTA liaison to leading professional development workshops for the faculty. She transformed which was once a fifth-grade end of the year showcase that now includes all students. This massive undertaking displays the artwork of all the students. Each piece is mounted and labeled with the assistance of parent volunteers. As a tradition, Ms. Roth wears a custom-made dress adorned with illustrations from every student.

Ms. Roth has not only distinguished herself in the classroom but also as a published author of a children's book. Her passion for nurturing imagination and creativity in her students is reflected in her book, "Not the Quitting Kind," which she reads annually to reinforce resilience and perseverance.

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)
Greenwich Alliance for Education (GAE)
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Greenwich PTA Council
Greenwich High School PTA
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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:

Beth Acerbo
Amena Ali
Rita Baker
Lissa Bentley
Rosanne Berman
Jason Boyea
Pecora Bros
Victoria Cappiali
Tom Cassazone
Urso Family
Soto Family
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Janet Stone McGuigan
Georgia Tedla
Carole Tierney
Caralliene Westbrook
Judith Wren
Julie Ybarra
Joanne Zammit

Distinguished Teachers 1985 - 2026

2026
Laura Burdick
PJ Connolly
John Ehlinger
Cody Ludvinsky
Michelle O'Brien
Sarra Roth

2025
Frances Bittman
Robin Chenot
Bethany Fuscaldo*
Julia Haas-Godsil
Ralph Marmor
Dr. Beena Ramachandran

2024
AnaMaria Fals*
Johanna Kolar
Lian Lam
Audrey Maurer
Ilene Rietsch
Alyssa Stack

2023
Erin John*
Gaspare Lipari
Aaron Lofaro
Joan O'Day
Carol Pugliano-Martin
Maria Woodward

2022
Libby Craig
Ryan Jones
Alison Kistler
Tyler Mecozzi*
William Ronk
Darcey Zygmont

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 Miserocchi
Megan Ostruzka
Chris Anne Powers
Karrie Vale

2018
Karen Ball
Lisa Giometti
Michele Giorlando DeRosa*
Frank Kovac
Eleanor Ritch
Meagan White

2017
Stephen Babyak
Victoria Cappiali
Michael Galatioto
Erin Randall
Bridget Suvansri*
Diane Taylor

2016
Ana Chejin-Danielsen
Julie Cofone
Sarah Goldin*
Sarah Harris
Jeannine Madoff
Ian Tiedemann

2015
Cathy Byrne
Richard Crawford
Luz Desrouilleres
Maryann Franchella*
Maryann Jagodzinski
Diana Willie

^ *In Memoriam*
** GPS Connecticut Teacher of the Year Representative (2002-2025)*
 # National Teacher of the Year (2002-2025)

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

^ In Memoriam
** GPS Connecticut Teacher of the Year Representative (2002-2025)*
 # National Teacher of the Year (2002-2025)

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

^ In Memoriam
** GPS Connecticut Teacher of the Year Representative (2002-2025)*
 # National Teacher of the Year (2002-2025)

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



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Celebrating Excellence