

For Teachers: Please have the students read the sentences one at a time and correct their pronunciation of each sentence then have them repeat after you. Wait until after they read the sentence (use the number in place of the missing word) to have the students choose the correct answer to fill in the blank. When the students finish the article, move on to the further questions.

日本語訳なしタイプ B もございます。スクロールダウンするとございますので好きな方をご利用下さい。

3[B] – New York’s Teacher Trap

Version3 G1 10-2

1. New York City pays about \$65 million annually for hundreds of teachers to sit in rooms with no students, where they sleep, play games, and read—during the school day. In some cases, these teachers have been removed from schools due to charges ranging from criminal behavior to incompetence; in others, removal has been for reasons never 漏(も)らす divulged to the teacher.
2. To the New York City Department of Education, paying teachers to sit idle in these Temporary Reassignment Centers (TRCs) is hardly ideal. At present, however, this seems to be the only way it can keep children safe and maintain educational standards while upholding legal obligations to teachers until a 審査委員会(しんさいいんかい) review board determines whether they will be terminated or 復職(ふくしょく)させる reinstated. Critics of TRCs say the system is deeply flawed, with cases against teachers often taking years to be resolved.

Further Questions

*Ask student to answer the question on their own at first. If the student can't answer correctly, have him look at the last page and read the "example answer" for the question. Have the student try to memorize the answer, if it's too long or difficult, you should divide the sentence into 2 or 3 parts to make it easier to remember. Once they have memorized the answer, the teacher should ask the question one last time so that the student can practice answering. Also if you find any mistakes, please mark the page and let me know ASAP.

3. 1) What is New York City paying \$65 million annually for hundreds of teachers to do?
4. ニューヨーク市は年間6500万ドルを、し おんかん まん なんびやくにん せうごう せん何百人もの教師に何をさせるために払っているのですか。
5. 2) Why does New York City pay teachers to sit idle in the TRCs?
6. ニューヨーク市はなぜ、TRCで何もせずにいる教師に対して支払いをするのですか。
7. 1) *It is paying them to sit in rooms with no students, where they sleep, play games, and read.*
8. 2) *This seems to be the only way it can keep children safe and maintain educational standards while upholding legal obligations to teachers.*

9. 問題(もんだい) となっているのは 身分保障(みぶんほしょう) At issue is tenure, which New York City teachers routinely receive after three years. Tenure does not guarantee lifetime employment, but it does protect teachers against summary 解雇(かいこ) dismissal, which was the reason it was instituted in the early 1900s. At that time, teachers were often fired for political reasons or ~の気(き)まぐれで at the whim of a principal. Tenure protects those “whose job it is to teach critical thinking and intellectual inquiry, both of which require the free exchange of what are often 物議(ぶつぎ)をかもす controversial ideas,” writes teacher Christina J. Johns.
10. Some Department of Education administrators, however, would like to do away with the current tenure system. They say it makes the process of dismissing

teachers too costly and too complicated—as evidenced by TRCs—and relieves teachers of ^{責任 (せきにん)} accountability for job performance. They want job security and teacher pay to be based on student test scores. Teachers' unions ^{～の妨 (さまた) げになる} stand in the way of this effort—even though it is clear some teachers lack competence. One principal, discussing his difficulty firing teachers, remarked that the unions “would protect a dead body in the classroom.”

Further Questions

11. **3)** What was happening in the early 1900s for tenure to be instituted?
12. 1900年代の初め、身分保障の制度が制定されるにあたりどんなことが起こっていましたか。
13. **4)** What do Department of Education administrators want job security and teacher pay to be based on?
14. 教育省の役人たちは、職務保障と教師の給与について、何をもとにしたいと考えていますか。
-
15. **3)** *Teachers were often fired for political reasons or at the whim of a principal.*
16. **4)** *They want job security and teacher pay to be based on student test scores.*
-
17. Clearly, tenure is not a ^{白黒 (しろくろ) はっきりした} black-and-white issue. Some teachers are ^{不向 (ふむ) きで} unfit to hold their positions, yet unions fight their termination. Others are sent to TRCs based on unfounded accusations by their principals, thereby depriving students of good teachers. Finding a satisfactory solution could prove difficult.
18. By attempting to link job security and salaries to student test scores, administrators are making teachers solely accountable for student performance, which avoids addressing ^{無数 (むすう) の} myriad other factors affecting education, such as state and local school-board policies, insufficient funding, ^{課外 (かがい) の} parental involvement, and extracurricular activities. “If we are to improve student performance, it behooves us to make a few changes outside the classroom before...dedicated teachers are ^{中傷 (ちゅうしょう) された} defamed and ^{やる気 (き) をなくした} demoralized,” said one veteran teacher.

Further Questions

19. **5)** Why are teachers assigned to TRCs?
20. 教師たちが TRC に配属されているのはなぜですか。
21. **6)** What does attempting to link job security and salaries to student test scores do?
22. 職業保障と給与を生徒のテストの成績と結びつけるという試みにより、どのようなことが起こりますか。
-
23. **5)** *Some teachers are unfit to hold their positions while others are sent to TRCs based on unfounded accusations by their principals.*
24. **6)** *It avoids addressing myriad other factors affecting education.*
-
25. To New York City teachers, demoralization is part and parcel of being assigned to TRCs, where long hours of inactivity take a huge mental toll. “Some people get divorced, some go on medication...I’ve seen people’s whole ^{士気喪失 (しきそうしつ)} morale and ^{要点 (ようてん)} focus destroyed.”

lives destroy,” said one teacher. As no one appears to benefit from the current state of affairs, perhaps the city’s money and efforts would be better spent on trying to find a more effective way to ^{監督 (かんとく) する} oversee its educators.

Further Questions

26. 7) What do the long hours of inactivity do to teachers?
27. ^{ながいあいだなに}長い間何もせずにいることにより、^{きょうし}教師たちには何が起きていますか。
28. 8) What would the city’s money and effort be better spent on?
29. ^し市のお金やその^{どりよく}努力は何に^{なに}注がれたほうが良いと言われていますか。
-
30. 7) *They take a huge mental toll.*
31. 8) *It would be better spent on trying to find a more effective way to oversee its educators.*

*Choose the correct answer from these choices.

32. (32) What is the New York City Department of Education’s opinion regarding Temporary Reassignment Centers?
33. ^{かん}TRCに関する^{しきょういくしやう}ニューヨーク市教育省の^{いけん}意見はどのようなものですか。
34. 1. They should be made less comfortable in order to ^{阻止 (そし) する}deter teachers from committing acts that would result in them being sent to one again.
35. 2. They provide a way to ensure that students can study in an environment free from harm while charges against teachers are being investigated.
36. 3. They may not be perfect, but they provide an opportunity for teachers to undergo training to improve their skills before returning to the classroom.
37. 4. They are not the most practical place to send teachers who have been proven incompetent by a review board but have yet to be officially stripped of their jobs.
38. (33) What argument is given in support of the system of teacher tenure?
39. ^{きょうし}教師の^{みぶんほしやう}身分保障システムを^{しじ}支持する^{ろん}論としてどのようなものがありますか。
40. 1. It plays a valuable role as it guarantees that only competent and skilled teachers are allowed to work in school classrooms.
41. 2. Teaching has become more demanding over the last century which has led to the need for tenure as it provides an ^{動機 (どうき)}incentive to young people to enter the profession.
42. 3. It has been shown that those teachers who receive tenure deliver better-planned and more effective lessons than those who do not.
43. 4. Without it, teachers would lack job security as they may face criticism from superiors for teaching students to question what they learn.
44. (34) The author of the passage suggests that placing the responsibility for student performance on teachers
45. このパッセージの^{ちやうじや}著者は、^{せいと}生徒の^{でき}出来の^{せきにん}責任を^{きょうし}教師に^{てんか}転嫁することは～と言っている。
46. 1. has led to a split between those union members who support reform in New York City’s education system and those who are opposed to it.

選抜 (せんばつ) する

47. 2. unfairly singles them out while ignoring the other influences that may contribute to a decline in the quality of education students receive.
48. 3. will affect the quality of their lessons by forcing them to concentrate on teaching students how to pass exams rather than on providing stimulating lesson content.
49. 4. is likely to be well received by parents, who have been forced to get more involved in their children's education because they feel today's teachers lack dedication.

Answers for "Further Questions"

50. 1) What is New York City paying \$65 million annually for hundreds of teachers to do?
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54. 3) What was happening in the early 1900s for tenure to be instituted?
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56. 4) What do Department of Education administrators want job security and teacher pay to be based on?
57. *They want job security and teacher pay to be based on student test scores.*
58. 5) Why are teachers assigned to TRCs?
59. *Some teachers are unfit to hold their positions while others are sent to TRCs based on unfounded accusations by their principals.*
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66. 解答: (32)2 (33)4 (34) 2

Type B 日本語訳なし

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