

讀後心得：

1. 教師評鑑不僅會讓被評鑑者搞的人仰馬翻，就算是評鑑者如校長等更是浪費時間，被綁在文書資料和教室觀課上，反而荒廢其他校務。評鑑讓人們耗費許多工作成本。
2. 教師評鑑破壞校園和諧氣氛，課堂觀課對老師來說是一種侮辱。校長如何做教室觀課，但他卻從來沒有教過這門課。
3. 以數學變量複雜公式來科學化教師教學效能，根本是無稽之談。而且看起來像一個方程，只有在電影“心靈捕手”的馬特·達蒙是能夠解決的這麼難的計算方式。
4. 教師評鑑歸罪於不信任：不信任校長判斷教師，不信任老師教育而兒童。
5. 教師評鑑讓每個人都處在壓力下，讓教育團隊分裂，從教室中帶走快樂。“我必須讓我的學校變得更好是十分簡單的。”他說：“我要讓每個人都快樂。如果他們快樂，他們將會把工作做的更好。”

## 美國田納西州的教師評鑑----讓人掉入萬丈深淵的教師評鑑

[http://www.nytimes.com/2011/11/07/education/tennessees-rules-on-teacher-evaluations-bring-frustration.html?\\_r=1&ref=education](http://www.nytimes.com/2011/11/07/education/tennessees-rules-on-teacher-evaluations-bring-frustration.html?_r=1&ref=education)

In Tennessee, Following the Rules for Evaluations Off a Cliff

By [MICHAEL WINERIP](#)

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1. MURFREESBORO, Tenn. — Last year, when Tennessee was named one of the first two states to win a federal Race to The Top grant, worth \$501 million, there was great joy all around.

莫夫里斯波洛，田納西州 - 去年，美國田納西州被評為贏得了州競賽“頂尖”獎金的兩個州之一，獲得 5.01 億美元的獎金，整個州圍繞著喜悅。

2. Education Secretary Arne Duncan, who has the job of implementing President Obama's signature education program, praised Tennessee officials for having “the courage, capacity and commitment to turn their ideas into practices that can improve outcomes for students.”

教育部長斯阿恩·鄧肯（Arne Duncan），執行美國總統歐巴馬簽名的教育計劃工作，讚揚田納西州官員“的勇氣，能力和承諾，把自己的想法付諸實踐，可以提高學生的成果。”

3. Gov. Bill Haslam, a Republican, called his state “the focal point of education reform in the nation.” Tennessee’s new motto is “First to the Top.”

一個共和黨州長比爾·哈斯拉姆，談到自己的州是“全國教育改革的焦點。”田納西州的新的座右銘是“第一個達到頂尖。”

4. So you would think that educators like Will Shelton, principal of [Blackman Middle School](#) here, would be delighted. The state requires that teachers be evaluated by their students’ test scores, and that principals get into classrooms regularly to observe teachers.

所以，你可能會認為，像布萊克曼中學校長威爾·謝爾頓這樣的教育工作者會很高興，國家要求教師依學生的考試成績來被評鑑，且校長進入教室定期觀察教師。

5. Mr. Shelton is a big believer in both.

謝爾頓先生則是這兩項的信仰者。

6. But not this. “I’ve never seen such nonsense,” he said. “In the five years I’ve been principal here, I’ve never known so little about what’s going on in my own building.” Mr. Shelton has to spend so much time filling out paperwork **that he’s stuck in his office for long stretches.**

但事實上不是這樣。“我從來沒有見過這樣的胡說八道”他說。“在這五年內，我在這裡當校長，我從來不知道發生了什麼事情，對我的自己的大樓內，我竟然知道的這麼少。”謝爾頓先生花了這麼多時間填寫文書工作，**以至於他許多時間是被綁在辦公室的。**

7. The new rules, enacted at the start of the school year, require Mr. Shelton to do **as many** observations for his strongest teachers — **four a year** — as for his weakest. “It’s an insult to my best teachers,” he said, “but it’s also a terrible waste of time.”

新規則在學年開始制定，要求謝爾頓先生**一年四次盡可能多多**來教室觀課，對他自己校內最好的老師和最差的老師。“對學校最好的老師來說，這是一種侮辱。”他說“而且也是相當浪費時間。”

8. Because there are no student test scores with which to evaluate over half of Tennessee’s teachers — kindergarten to third-grade teachers; art, music and vocational teachers — the state has created a bewildering set of assessment rules. Math specialists can be evaluated by their school’s English scores, music teachers by the school’s writing scores.

因為有沒有學生的考試分數來評鑑超過一半田納西州的教師，例如幼兒園到小學三年級的教師、藝術音樂和職業教育教師。州政府設計了一套令人眼花繚亂的評鑑規則。數學專長的老師可以用他們在校的英語成績來被評鑑，音樂教師則可由在校的英文分數來被評。

9. “One of my teachers came to me six weeks ago and said, ‘ Will, **morale is in the toilet,**’ ” Mr. Shelton recalled. “This destroys any possibility of building a family atmosphere. It causes so much distrust.”

“我的一位老師在六個星期前來找我，他說：‘ 威爾，士氣鬥志都被丟到茅坑了。’謝爾頓先生回應。“這破壞任何可能建立家庭的氣氛。它導致很多的不信任感。”

10. **If ever proof were needed for the notion that it’s a good idea to look before you leap, it’s the implementation of Race to the Top in Tennessee.** “I don’t know why they felt they had to rush,” said Tim Tackett, a member of the [school board here](#) who was a teacher and principal for 32 years. “Clearly this wasn’t well thought out.”

如果以往任何時候都需要證明這一概念，那就是三思而後行是一個好主意，這對在美國田納西州的實施的頂尖競賽來說。“我不知道為什麼他們覺得他們不得不匆匆忙忙” 蒂姆 Tackett 說，她是一個經歷過教師和校長 32 年的學校董事會成員之一。“顯然這並沒有經過深思熟慮。”

11. Federal officials said that they did not pressure Tennessee to rush, and that the other 10 states that won grants, as well as the District of Columbia, **have routinely been given time extensions.** Kelli Gauthier, a spokeswoman for the [state’s Education Department](#), wrote in an e-mail that the state spent a year developing the evaluation system after consulting administrators and teachers around the state. At meetings in Nashville last week, state officials seemed to be giving ground and spoke about tweaking the requirements.

聯邦官員表示，他們沒有給田納西州壓力，和其他贏得了補助金的 10 個州，以及哥倫比亞特區，經常性給予時間擴展。凱利戈捷，州教育部門的一位女發言人在一封電子郵件中寫道，州政府花了一年，在諮詢管理人員和教師之後，研發整個州的評鑑系統，。上週在納什維爾召開了一次會議，州政府官員似乎立場動搖，並談到要調整要求。

12. On Friday, Tennessee’s education commissioner, Kevin S. Huffman, asked the State Board of Education for modifications to the evaluation rules that are intended to reduce the amount of time principals must spend on them.

上週五，美國田納西州的教育局長，凱文·S·霍夫曼，要求州教育委員會修改評鑑規則，目的是讓校長減少大量耗費在評鑑上的時間。

13. “We have said from the beginning that we will listen and respond to feedback from educators on this evaluation model, and that is exactly what we’re doing,” Mr. Huffman told state legislators.

“This adjustment made sense, and if approved, our evaluation system will be stronger because of it.”

“從一開始，我們就已經說過，我們將聽取和反應從教育工作者對評鑑模式的回饋，這也是我們正在做的。”霍夫曼先生告訴州立法委員們“這種調整是有道理的，如獲批准，我們的評鑑體系，會變得更強健。”

14. But tweaking the rules may not be nearly enough. [A recent article in Education Week](#) said essentially that things were so bad in Tennessee, there was a danger that the grant program would be undermined elsewhere.

但調整規則是遠遠不夠的。教育周刊最近的一篇文章中說，本質上，美國田納西州的教師評鑑是如此糟糕，造成一種危機，那就是會削弱其他地方的補助計劃。

15. **The state is micromanaging principals to a degree never seen before here, and perhaps anywhere.** For example, Mr. Shelton is required to have a pre-observation conference with each teacher (which takes 20 minutes), observe the teacher for a period (50 minutes), conduct a post-observation conference (20 minutes), and fill out a rubric with 19 variables and give teachers a score from 1 to 5 (40 minutes).

從未見過州政府在這樣微小的細節上婆婆媽媽管校長這麼多。例如，謝爾頓需要有一個觀察前會議和每名教師（需時 20 分鐘），觀察一節教師上課（50 分鐘），進行觀察後的會議（20 分鐘），以及填寫一個有 19 個變量的報告，並給教師打分數從 1 到 5（40 分鐘）。

16. He must have copies of his evaluations ready for any visit by a county evaluator, who evaluates whether Mr. Shelton has properly evaluated the teachers.

他還必須準備好評鑑副本，為的是應付任何來訪的縣市政府的校務評鑑官員，這些官員是來評鑑評鑑謝爾頓先生是否已正確評鑑校內教師。

17. He is required to do at least four observations a year for the 65 teachers at his school, **although the changes suggested last week would save paperwork by allowing two of the observations to be done back to back.**

他需要做至少一年的四次觀察，對在他的學校的 65 名教師。雖然上週的修改建議，允許對兩分觀察記錄做文書的備份。???

18. Teachers have it worse. **Half of their assessment is based on their students' results on state test scores, a serious problem for those who teach subjects with no state test.**

教師情況變得更糟。一半教師的評鑑是根據學生在州考試成績結果。另一個嚴重的問題，那些沒有州考測試學生成績的任教科目老師，該如何評鑑？

19. To solve that, the state is requiring teachers without test results to be evaluated based on the scores of teachers at their school with test results. So Emily Mitchell, a first-grade teacher at David Youree Elementary, will be evaluated using the school's fifth-grade writing scores.

要解決這個問題，州政府要求那些沒有州考試成績的老師，必須根據他們自己在學校的考試成績來被評鑑。所以，愛蜜麗·米切爾是大衛 Youree 小學一年級的老師，將被依據她學校五年級寫作分數來被評鑑。

20. "How stupid is that?" said Michelle Pheneger, who teaches ACT math prep at Blackman High and is also being evaluated in part based on writing scores. "My job can be at risk, and I'm not even being evaluated by my own work."

“這是多麼愚蠢的事？”米歇爾 Pheneger說，他是在布萊克曼高中教 ACT 數學預備課程，他也正在被評鑑依據基礎寫作部分。“我的工作處於風險，我甚至不被評鑑自己相關的工作。”

21. For 15 percent of their testing evaluation, teachers without scores are permitted to choose which subject test they want to be judged on. Few pick something related to their expertise; instead, they try to anticipate the subject that their school is likely to score well on in the state exams next spring.

教師評鑑考試分數的百分之 15，沒有學生州考成績的教師，可以選擇自己要受評鑑的考試科目。很少人挑些自己的專長。相反，他們試圖預測他們的學校明年春天很可能取得良好州考試的成績科目。

22. Several teachers without scores at Oakland Middle School conferred. "The P. E. teacher got information that the writing score was the best to pick," said Jeff Jennings, the art teacher. "He informed the home ec teacher, who passed it on to me, and I told the career development teacher."

有幾個沒有學生州考成績的奧克蘭中學的老師談論到：“體育教師得到的消息，寫作成績是最好選擇”美術老師傑夫·詹寧斯談到。“體育老師通知了家政老師，而家政老師告訴了我，我再轉告教職業發展的老師。”

23. It's a bit like Vegas, and if you pick the wrong academic subject, you lose and get a bad evaluation. While this may have nothing to do with academic performance, it does measure a teacher's ability to play the odds. There's also the question of how a principal can do a classroom observation of someone who doesn't teach a classroom subject.

這有點像拉斯維加斯的賭博，如果你選擇了錯誤的學科，你就失去機會，得不到好的評鑑分數。雖然這樣無關學術性，但教師評鑑確實是為了衡量一個教師的能力及發揮的可能性。還有一個問題，校長如何做教室觀課，但他卻從來沒有教過這門課。

24. The answer is, the principal still has to observe them teaching something. Erin Alvarado, a librarian at Central Magnet, a combined middle and high school, picked eighth-grade descriptive writing. **One of the rubric variables is how well the teacher knows her students.** There are 938 students at Central, and she knew few in that class by name. “Fortunately, the teacher put all the names on index cards for me,” Ms. Alvarado said. “I’d take a quick peek down at the card, pick a name, look around and hope the student was there.”

答案是，校長仍然得要觀察教師所教的東西。艾琳·阿爾瓦拉多是中央·瑪格特高中的圖書管理員，一所初中和高中合併後的學校，教八年級的描述寫作。**教師評鑑的許多變量性評鑑指標之一是老師如何來認識他自己的學生。**阿爾瓦拉多在中央高中共有 938 名學生，她在課堂中僅認得少數學生的名字。“很幸運，老師為了我，把所有學生的名字印在索引卡上了”，阿爾瓦拉多女士說。“我快速瞄一下索引卡片，挑出一個名字，然後環顧四周，希望被挑出的學生有在那裡。”

25. This would all be hilarious, except these evaluations can cost people their jobs.

這實在是滑稽可笑。此外，評鑑讓人們耗費許多工作成本。

26. In September, the school board here sent a letter to the education commissioner requesting that these state policies be “reviewed immediately.”

9 月份時，學校董事會發函給教育專員，要求這些州政策“立刻檢討。”

27. “Doesn’t seem to make a lot of sense, does it?” said Mr. Tackett, who drafted the letter.

Tackett 先生，起草了一封信說：“這些評鑑似乎並沒有很大的意義？”

28. State officials have said that by next year, they will develop ways to assess teachers in subjects with no state test.

州政府官員曾表示明年年底，他們將開發方法來評鑑沒有州考測試科目的教師。

29. Mr. Tackett is skeptical. “I’ll be interested to see how they evaluate a band director,” he said.

Tackett 先生是持懷疑態度。“我會感興趣，看看他們如何評鑑一個樂隊指揮。”他說。

30. **In the end, it’s all about distrust: not trusting principals to judge teachers, not trusting teachers to educate children.**

總之，教師評鑑歸罪於不信任：不信任校長判斷教師，不信任老師教育而兒童。

31. Like a lot of principals, Mr. Shelton has always done “pop-ins,” quick, unannounced visits that can be as short as two minutes, as long as 15. He says he used to get into every classroom several times a week, every day if a teacher was having problems. After 23 years as an educator, he said, **it doesn't take him long to spot trouble.**

像很多校長，謝爾頓先生一直在做“順道查堂”快速、暗訪，可以是短短兩分鐘，最長 15 分鐘。他說他經常進入每個教室一個星期許多次，假如老師有問題的話，則是每天。從事 23 年的教育工作，**他不會花太久時間去找出麻煩問題。**

32. He says the new state policies **put everyone under stress, are divisive and suck the joy out of a building.** “What I need to make my school better is pretty simple,” he said. “I want everybody to be happy. If they're happy, they will do a better job.”

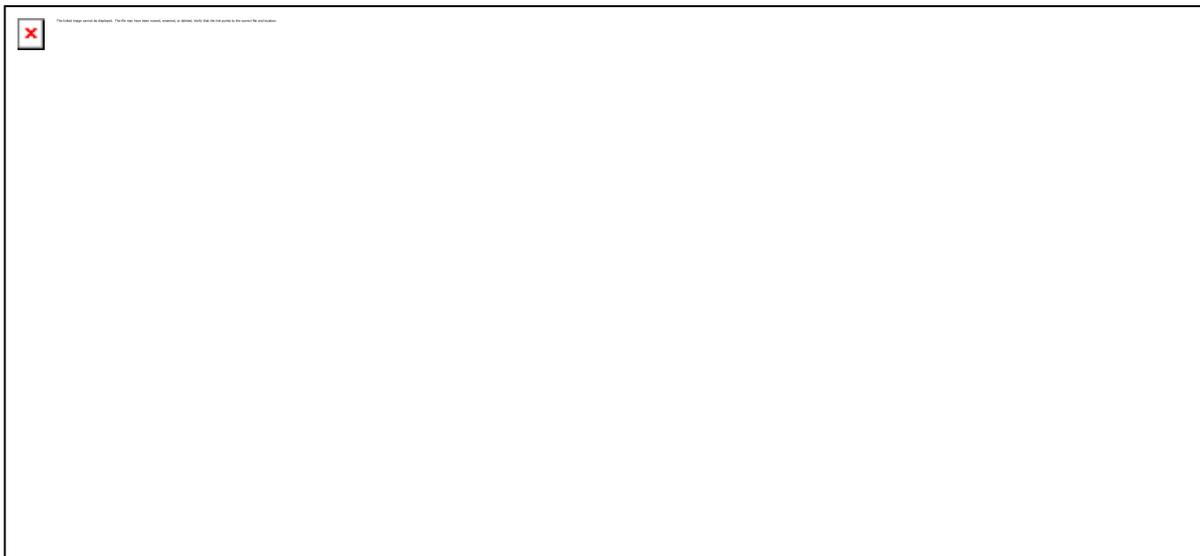
他說，新的州政策讓每個人都處在壓力下，讓教育團隊分裂，從教室中帶走快樂。“我必須讓我的學校變得更好是十分簡單的。”他說：“我要讓每個人都快樂。如果他們快樂，他們將會把工作做的更好。”

## 紐約教師評鑑-----數字會說謊：

[http://www.nytimes.com/2011/03/07/education/07winerip.html?pagewanted=1&ref=us&src=me&\\_r=1](http://www.nytimes.com/2011/03/07/education/07winerip.html?pagewanted=1&ref=us&src=me&_r=1)

Evaluating New York Teachers, Perhaps the Numbers Do Lie

紐約教師評鑑，也許數字說謊



A statistical model the school system uses in calculating the effectiveness of teachers.

學校系統的統計模型的使用，在估算教師的工作效能。

By [MICHAEL WINERIP](#)

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1. No one at the [Lab Middle School for Collaborative Studies](#) works harder than Stacey Isaacson, a seventh-grade English and social studies teacher. She is out the door of her Queens home by 6:15 a.m., takes the E train into Manhattan and **is standing out front when the school doors are unlocked, at 7. Nights, she leaves her classroom at 5:30.**

在實驗中學合作研究，沒有人比斯泰西·艾薩克森，七年級的英語和社會研究教師更努力工作。她早上 6 時 15 分從皇后區的家出門，搭乘的 E 火車到曼哈頓上班，**趁學校的大門在晚上 7 點還未鎖，她已經站在前面。她通常離開教室大約 5:30。**

2. “She’s very dedicated,” said Tejal Bahtt, a fellow teacher. “She works way harder than I work. Yesterday I punched in at 7:10 and her time card was already there.”

“她很敬業” Tejal Bahtt 是她的同系同事談到。“她比我認真工作。我昨天 7 點 10 分打卡，而她的時間卡已經在那裡了”。

3. Last year, when Ms. Isaacson was on maternity leave, **she came in one full day a week for the entire school year for no pay and taught a peer leadership class.**

去年，當艾薩克森女士休產假時，**她還整個學年一週一天無支薪來指導同行的領導階層研習班。**

4. Her principal, Megan Adams, has given her terrific reviews during the two and a half years Ms. Isaacson has been a teacher. “I know that this year had its moments of challenge — you always handled it with grace and presence,” the principal wrote on May 4, 2009. “You are a wonderful teacher.”

在艾薩克森這兩年半當老師期間，她的校長梅根·亞當斯給了她了不起的評論。“我知道今年是個挑戰，你總是能很不慌忙面對處理。”，2009 年 5 月 4 日她的校長寫到“你是一個很棒的老師。”

5. On the first day of this school year, the principal wrote, “I look forward to being in your classroom and seeing all the great work you do with your students,” and signed it with a smiley face.

在本學年的第一天，校長寫著“我期待到您的課堂上，看您和學生一起做的偉大工作”，並簽署了一個笑臉。

6. The Lab School has selective admissions, and Ms. Isaacson’s students have excelled. Her first year teaching, **65 of 66 scored proficient on the state language arts test, meaning they got 3’s or 4’s;** only one scored below grade level with a 2. More than two dozen students from her first two years teaching have gone on to [Stuyvesant High School](#) or [Bronx High School of Science](#), the city’s most competitive high schools.

實驗學校有選擇性招生，艾薩克森女士的學生有出色表現。她第一年的教學，從滿分 66 級分中的 65 級分，拿下精通藝術語言州測驗，這意味著他們得到了 3 級或 4 級的，只有一個得分低於 2 級水平。她前兩年教書的學生，已經有超過 24 個繼續就讀於史岱文森高中或 Bronx 科學高中，這兩所高中是這個城市最具有競爭力的高中。

7. “Definitely one of a kind,” said Isabelle St. Clair, now a sophomore at Bard, another **selective high school**. “I’ve had lots of good teachers, but she stood out — I learned so much from her.”

“絕對是令人感激的一個。”伊莎貝爾·聖克萊爾說，現在是一個二年級的學生在 Bard，另一個**選擇性的高中**。“我有很多的好老師，但她最優秀。我從她那裡學到了很多東西。”

8. You would think the Department of Education would want to replicate Ms. Isaacson — who has degrees from the University of Pennsylvania and Columbia — and sprinkle Ms. Isaacsons all over town. Instead, the department’s accountability experts have developed a complex formula to calculate how much academic progress a teacher’s students make in a year — the teacher’s value-added score — and that formula indicates that Ms. Isaacson is one of the city’s worst teachers.

你可能會認為教育部將要複製和推廣擁有賓夕法尼亞大學和哥倫比亞大學雙學位的艾薩克森女士教學經驗到整個城市。然而，一個責任制專家部門開發了一種複雜的公式來計算學生在一年內達成多少學習進步，做為老師的附加價值分數。但該公式卻指示出艾薩克森女士是這個城市的最糟糕的教師之一。

9. According to the formula, **Ms. Isaacson ranks in the 7th percentile among her teaching peers — meaning 93 per cent are better.**

根據公式，艾薩克森女士排行在第 7 個百分點比起其他同行老師，這意味著 93% 可以是更好的。

10. This may seem disconnected from reality, but it has real ramifications. Because of her 7th percentile, Ms. Isaacson was told in February that it was virtually certain that she would not be getting tenure this year. “My principal said that given the opportunity, she would advocate for me,” Ms. Isaacson said. “But she said don’t get your hopes up, with a 7th percentile, there wasn’t much she could do.”

這看起來似乎與現實脫節，但它具有真正的影響。因為她的 7 個百分艾薩克森女士在今年 2 月被通知，今年她不會得到續聘。艾薩克森女士說：“校長說若有機會，她會為我翻案”。“但她說不敢讓您抱著太大的希望，僅有七個百分點，她能夠做的有限。”

11. That’s not the only problem Ms. Isaacson’s 7th percentile has caused. If the mayor and governor have their way, and layoffs are no longer based on seniority but instead are based on

the city's formulas that scientifically identify good teachers, Ms. Isaacson is pretty sure she'd be cooked.

這不是艾薩克森女士 7 個百分點所引起的唯一問題。如果市長，州長有自己的方式，裁員不再論資排輩，但取而代之的是城市公式基礎來以科學的方法確認好的老師，艾薩克森女士非常相信她被犧牲了。

She may leave anyway. She is 33 and had a successful career in advertising and finance before taking the teaching job, at half the pay.

無論如何她得要離開教育工作。她現在 33 歲，在她從事半薪教書工作以前，曾在廣告業和金融業有過成功的職業生涯。

12. "I love teaching," she said. "I love my principal, I feel so lucky to work for her. But the people at the Department of Education — you feel demoralized."

“我熱愛教學，”她說“我愛我的校長，我感到很幸運，能夠為她工作。但是，教育部官僚令人感到很沮喪。”

13. How could this happen to Ms. Isaacson? It took a lot of hard work by the accountability experts.

這怎麼會發生在艾薩克森女士身上？這可是那些搞責任制專家花許多努力設計出的公式（請看本文最上方公式）。

14. Everyone who teaches math or English has received a [teacher data report](#). On the surface the report seems straightforward. Ms. Isaacson's students had a prior proficiency score of 3.57. Her students were predicted to get a 3.69 — based on the scores of comparable students around the city. Her students actually scored 3.63. So Ms. Isaacson's value added is 3.63-3.69.

教數學或英語的人都已經接收到的一個教師數據報告。從表面上看，該報告似乎很簡單。艾薩克森女士學生有一個課前精熟得分為 3.57。她的學生們進行了預測，得到 3.69，這是根據這個城市周圍可比較的學生分數。她的學生取得了 3.63。所以女士艾薩克森的增加值,3.63-3.69。

15. What you would think this means is that Ms. Isaacson's students averaged 3.57 on the test the year before; they were predicted to average 3.69 this year; they actually averaged 3.63, giving her a value added of 0.06 below zero.

你認為這意味著艾薩克森女士的學生平均 3.57 依據前一年的測試，今年他們進行了預測，平均 3.69 年，實際平均 3.63，給了她一個價值增加 0.06。

Wrong.

錯！

16. These are not averages. For example, the department defines Ms. Isaacson's 3.57 prior proficiency as "the average prior year proficiency rating of the students who contribute to a teacher's value added score."

這些都不是平均水平。例如，我們定義艾薩克森女士的學生前測精熟能力為 3.57 如同“前一年學生的平均精熟等級有助於教師的增值得分。”

Right.

正確！

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17. The calculation for Ms. Isaacson's 3.69 predicted score is even more daunting. It is based on 32 variables — including whether a student was "retained in grade before pretest year" and whether a student is "new to city in pretest or post-test year."

艾薩克森女士 3.69 預測分數的計算甚至更加艱鉅。它是基於 32 個變量，包括學生是否是“保留在年級在年前測之前”，以及一個學生是否是“新的對於城市來說在年前測或年後測。”

18. Those 32 variables are plugged into a statistical model that looks like one of those equations that in "Good Will Hunting" only Matt Damon was capable of solving.

這些 32 個變量插入一個統計模型，看起來像一個方程，在電影“心靈捕手”只有馬特·達蒙是能夠解決的。

19. The process appears transparent, but it is clear as mud, even for smart lay people like teachers, principals and — I hesitate to say this — journalists.

這個過程看起來是透明的，但它其實是和稀泥，甚至是聰明外行人，如教師、校長和記者一樣都搞不清楚，我毫不猶豫地這樣說。

20. Ms. Isaacson may have two Ivy League degrees, but she is lost. "I find this impossible to understand," she said.

艾薩克森女士可以有兩個常春藤聯盟的學位，但她失去了。“我覺得這無法理解，”她說。

21. In plain English, Ms. Isaacson's best guess about what the department is trying to tell her is: Even though 65 of her 66 students scored proficient on the state test, more of her 3s should have been 4s.

簡單說，艾薩克森女士最好的猜測哪個部門是想告訴她的是：即使她的 66 名學生中的 65 個取得了精熟的州測試，更多的她的 3S，應該是 4S。

But that is only a guess.

但是，這只是一種猜測。

22. Moreover, as the city indicates on the data reports, there is a large margin of error. So Ms. Isaacson's 7th percentile could actually be as low as zero or as high as the 52nd percentile — a score that could have earned her tenure.

此外，隨著城市的數據報告顯示，有一個很大的誤差幅度。所以，艾薩克森女士的第 7 個百分點實際上可能低至零或高於 52 個百分位，而這個分數能夠讓她贏得教學聘約的任期。

23. Teachers are eligible for tenure in their third year. To qualify, a teacher must be rated “effective” in three categories: instructional practices, including observations by the principal; contribution to the school community; and student achievement, including the [teacher data report](#). Ms. Isaacson was rated effective on the first two.

教師可在教書的第三年取得合格的聘期。為了獲得資格，教師必須在三個有效的項目被評鑑：教學實踐，包括校長的觀課，對學校的貢獻和學生的學習成績，包括教師數據報告。“有效”。艾薩克森女士的前兩項被評為有效合格。

24. The past chancellor, [Joel I. Klein](#), [imposed new policies to make tenure harder to earn](#).

過去的校長，喬爾一克萊因，強迫實施新的政策，使的教師聘任期更難獲得。

25. In an e-mail, Matthew Mittenhal, a department spokesman said: “We are saying that a teacher’s tenure decision should simply be delayed (not denied) until that teacher has demonstrated effective practice for consecutive years in all three categories. The alternative is what we’ve had in the past — 90-plus percent of teachers who are up for tenure receive it. Do you think journalists deserve lifetime jobs after their third year in the business?”

在一封電子郵件中，馬修 Mittenhal，該系發言人說：“我們是說教師的任期的決定應該簡單地被延遲（不是拒絕），直到老師連續兩年在所有三個項目能證明採取有效做法。另一種方法是，我們過去已有的，讓超過 90% 以上的教師是可以繼續續聘的。你認為記者應該在他們的第三年的業務後，得到終身職嗎？”

26. The view seems to be gaining support.

該觀點似乎得到支持。

27. However, the number of years that it should take to earn tenure does not get to the heart of the problem.

然而，教師應該教學多少年以便獲得任期，這並沒有解決問題的核心。

28. The tougher question, says Ms. Isaacson, is how to create a system that will fairly evaluate teachers, whether it is used to grant tenure or lay off teachers. “I don’t have a problem looking at teachers based on merit,” she said. “Every job I had, I was evaluated based on merit.”

更困難的問題，艾薩克森女士說，是如何建立一個系統，能公正地評鑑教師，無論是用於授予聘任期或解僱教師。“在審視教師的功績上，我是沒有問題的。”她說。“我的每一項工作，我被評鑑為優點。”

29. Marya Friedman, a sophomore at Bronx Science, describes Ms. Isaacson as brimming over with merit. “I really liked how she’d incorporate what we were doing in history with what we did in English,” Marya said. “It was much easier to learn” — which, of course, is what great teachers strive for.

瑪麗亞·弗里德曼，在布朗克斯科學的大二學生，描述艾薩克森女士許許多多的優點。“我真的很喜歡，我們在學習英語時，她會結合已經學過的歷史來融合教學。”瑪麗亞說。“這讓課程更容易學習”當然這是偉大的教師努力。

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