

**Ami L. Alderman, Teacher, Lancaster Central School District**

No one would argue that higher standards for students are bad or that more rigor is a terrible thing for our children. What we can argue is the implementation and timeline of the standards. The assumption that all students from one grade started with one set of expectations and then the following year they and the teachers were supposed to have made this unrealistic leap in both knowledge of the new standards but also how to best implement them into their teaching practices. Making changes that are knee-jerk at best is not what's best for kids or the profession at large.