

**ERIC NADELSTERN**

**SUMMARY OF SIGNIFICANT CONCERNS:**

1. **Mr. Nadelstern is a middle level manager with no superintendent experience.**
  - No large district budget experience
  - No experience passing bonds
  - No experience working with an elected board
  - No experience working with a state legislature
  - No experience in contract negotiations with labor unions
  - His current school responsibilities are significantly less than a region superintendent in the CCSD.
  - Mr. Nadelstern has a small slice of responsibility in a very large district.
  - Mr. Nadelstern has not demonstrated the required skill set to become the superintendent in the 5<sup>th</sup> largest district.
2. **In his interview, Mr. Nadelstern stipulated that he hires individuals that have never been principals before to run his small schools.**
  - This past week, three UNR researchers testifying before the Nevada Legislative Committee on Education spoke repeatedly of the importance of the school principal having experience, leadership and vision.
  - Veteran New York City principals opine that Mr. Nadelstern's small school principals lack necessary experience and do not know enough to even ask the right questions.
  - Mr. Nadelstern values compliance and hires individuals who will do what they are told.
  - Mr. Nadelstern's employment practices will create employee unrest.
3. **Jill Levy, Executive Director of the School Administrators Association in New York City, states that Mr. Nadelstern hires principals who grow to "depend" upon him and that he sometimes forgets the importance of collaborating with others.**
  - Subordinates should not have "to depend" on a supervisor if a healthy and professional relationship exists.
  - Collaboration is the key to a trusting and successful working relationship – it appears to be lacking for some who work with Mr. Nadelstern.
4. **Mr. Nadelstern supports a decentralized approach and proposes to give his "inexperienced" principals additional authority and autonomy related to budget, hiring of staff and curriculum development. Failure to meet stated goals will result in termination.**
  - Curriculum in the small schools will be determined by the teachers working with their students under the umbrella of a theme / offerings will be limited to what teachers are certified to teach.
  - How will advanced course work such as Physics II, Chemistry II, Spanish IV, forensics, debate, multiple music and fine arts classes, calculus, etc. be offered in a school with 500 or less students?
  - Mr. Nadelstern has stated that students will get their fine arts experiences elsewhere and on their own. These programs are at the discretion of the principal. This will not be acceptable to the community.
  - How will a common educational experience characterized by high standards be accessed by all students in a transient district if every school determines its own curriculum?
  - Enrollment of special student populations (ELL and Special Education) is limited in the small schools due to limited resources associated with the small schools.
  - Athletic programs in the small schools will be limited to intramurals. This is not acceptable to the community.
5. **Mr. Nadelstern stated in his interview with the board, that his loyalty will be to the board.**
  - Maureen Peckman recently stated, "We will have expectations of Mr. Nadelstern."
  - Mr. Nadelstern has been recruited, courted, and already empowered by the business community.
  - Mr. Nadelstern has been anointed by the politicians who are supported by the business community.
  - Mr. Nadelstern, on his own, invited others to accompany the board visit to NYC. These individuals sat in on the meetings, while others were excluded.
  - It is clear who his allegiance will be to.
6. **After visiting three schools (Foothill, Sawyer, and Fitzgerald) for a brief period, the Las Vegas Weekly quotes Mr. Nadelstern as saying, "I would be happy to teach there and be principal there. BUT I'M HONESTLY NOT PREPARED TO SEND MY KIDS THERE."**
  - An arrogant statement to make after seeing a school for such a brief period of time.
  - Is the genesis of this statement due to his empowerment and anointing by the business community?
  - Is Mr. Nadelstern saying what the business community wants him to say?

7. **Mr. Nadelstern is a frequent critic of standardized testing even though there is a clear mandate for testing and accountability from the Nevada legislature.**
  - Mr. Nadelstern has worked diligently to avoid testing requirements as evidenced by the flip flopping status of his charter school.
  - New York City newspapers report Mr. Nadelstern has been a frequent critic of standardized testing.
  - This criticism will not be well received by the legislature, nor by a community which demands accountability for ALL students.
  - Achievement scores and data from his schools are not always available.
  
7. **Mr. Nadelstern still adheres to the whole language approach even though that approach has been discontinued in CCSD for some time.**
  - This approach is consistent with his stance on standardized testing.
  
8. **Numerous articles in the New York City news report that test scores are not rising and other indicators report that the small schools are not successful as Mr. Nadelstern has asserted.**
  - A public opinion poll in March 2005 reported that nearly 60% of New Yorkers surveyed think that the city's public schools are headed in the wrong direction.
  - Recent news articles report that the "jury is still out on small school success".
  - Current NYC stats in Mr. Nadelstern's schools are not good and are reflective of a screened student admittance process.
  
9. **Mr. Nadelstern reports that he will begin by creating small schools by first reconfiguring poorly performing high schools and new schools.**
  - How will students and parents react at high schools that did not make Adequate Yearly Progress last year (Green Valley High School, Sierra Vista High School, Shadow Ridge High School, Rancho High School, and Las Vegas High School, for example) when these schools are reformed into 4-6 small schools of 500 or less students?
  - How will the community react when curriculum offerings are restricted and interscholastic athletics and fine arts programs are discontinued?
  
10. **If Mr. Nadelstern is hired, will the current deputy superintendents remain on board? If they leave, a great deal of experience related to budget, legislation, passing bonds, new school construction, and instructional improvement will evaporate.**
  
11. **Desperate times call for desperate measures.**
  - Maybe so in New York, but not in Clark County.
  - The stats are deplorable in New York. Results are headed in the right direction in CCSD.
  - Adjectives such as crumbling, disintegrating, deplorable, and dysfunctional are used by the New York media to describe the school system there / those adjectives are not used by CCSD's harshest critics.
  
12. **The majority of CCSD board members have been on the board for 10-12 years. The hiring of Mr. Nadelstern will be a direct repudiation of all that the board has attempted to initiate over a decade of service to children, parents and employees.**
  - Mr. Nadelstern clearly supports the mandate for change and disruption being advocated by politicians and certain members of the business community.
  - The CCSD does not need a "grand" experiment or for someone to tinker with the lives of students, their families, and employees in such a cavalier and arrogant manner – especially when that kind of tinkering in New York City has not yet demonstrated the same achievement levels that already exist in the CCSD.

**IN SUMMARY, THE CLARK COUNTY ASSOCIATION OF SCHOOL ADMINISTRATORS AND PROFESSIONAL-TECHNICAL EMPLOYEES BELIEVES THAT MR. NADELSTERN IS NOT THE KIND OF INDIVIDUAL WHO SHOULD BE ENTRUSTED TO LEAD AND GUIDE THE CLARK COUNTY SCHOOL DISTRICT.**

**THESE COMMENTS ARE MADE KNOWING THEY WILL BE CRITIZED BY THOSE WHO ARE QUICK TO DISMISS THE OPINIONS OF EDUCATORS OR WORSE, LABEL THESE OPINIONS AS A STATUS QUO PERSPECTIVE.**