



Election 2018
School Board Candidate Survey
Tempe Union High

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Tempe Union High School District

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Which of the following art forms do you have personal experience (training and/or participation) in?
(Check all that apply)

<input checked="" type="checkbox"/>	Instrumental Music
<input checked="" type="checkbox"/>	Vocal Music
<input type="checkbox"/>	Visual Arts
<input type="checkbox"/>	Dance
<input checked="" type="checkbox"/>	Theatre
<input type="checkbox"/>	Photography
<input checked="" type="checkbox"/>	Creative Writing
<input checked="" type="checkbox"/>	Film

In which arts activities have your children participated in school? (Check all that apply)



Music

Theatre



Visual Arts

Dance

I have no children.



Other (please specify): Film

Until 2017, the Arizona Administrative Code required the teaching of music and visual arts in Arizona K-8 schools. Current policy now requires schools offer two of five artistic disciplines (music, theatre, dance, visual arts and media arts). According to the 2018 Arizona Arts Data Project (based on 2015-16 enrollment), under the previous requirement, only 65 percent of Arizona K-8 students had access to music and arts.

As a school board member, would you support a district policy that requires that all K-8 students in your district have access to at least two of the five disciplines, per the new state administrative code?

I am a candidate in a high school district

As a high school governing board member my intention is to work closely with our elementary school districts to ensure that we build programs in the arts that have the ability to begin at the elementary level and continue throughout their high school experience.

As member of the school board, will you support district-level policies that insure your district schools properly report all data to the Arizona Department of Education about arts education course offerings and student enrollment so that equity and access to arts education can be evaluated and parents are aware of whether their children are receiving a quality arts education?

Yes

With a background in Statistics and Economics, I believe in the collection of data to be able to explicitly layout goals and evaluate successes. Having data strengthens the argument for more arts programs in schools.

Would you support a comprehensive district-wide assessment of the degree to which arts education is being offered in your schools, including enrollment, instructional minutes, teacher qualifications, resources and materials, and adequacy of student assessments?

Yes

As a member of the Community Diversity and Advisory Committee with the school district we believe student clubs and arts programs are essential to creating an inclusive campus environment. A big part of understanding our arts programs is to take assessment of how we are performing so we can adjust and grow.

If elected, will you promote a policy of including arts education stakeholders in the annual required district needs assessment with arts educators appropriately represented on planning teams, etc.?

Yes

We have to ensure that educators and members of the community are representative to discussions that help formulate policies and programs. To build a strong school district, we all have to feel invested in the growth and successes of our schools. We all take pride in those successes when we feel we were a valued part of that growth.

The state A-F Report card for K-8 schools does not currently give a school ANY credit for student achievement in arts education because students often are not evaluated by grades, or “satisfactory” or “unsatisfactory” measurements. If valid assessments existed, the State Board of Education likely would give credit for student achievement in arts, thereby creating a greater incentive for quality arts education.

As a member of the school board will you promote the adoption of a process to develop valid student assessments of achievement in arts education, based on the Arizona Arts Education Standards?

I am a candidate in a high school district.

If the elementary school districts seek to develop assessments for arts programs, the high school district should work with the elementary districts to develop the assessment so it has the potential to allow students to advance in coursework for all arts programs at the high school level rather than start back at the beginning for many programs.

Currently, the 9-12 A-F school report card only gives credit for student achievement in AP Arts Classes (as part of the College and Career Ready point formula). However, Arizona’s arts standards are sequential with increasing conceptual learning and proficiency to either the junior or senior level. Would you advocate the expansion of the College and Career Ready point formula to include credit for successful completion of study in an arts discipline (e.g., visual arts, theatre, music) to the senior level as is done for other academic and CTE courses?

Yes

A big portion of my platform for school board is to strengthen student arts programs that are in place and work to expand opportunities for students to be honored for their efforts. That includes working to extend educational credit.

Arts Education advocates are working to develop a Fine Arts Seal -- similar to the Civics and Biliteracy Seals-- to be affixed to the diplomas and noted in transcripts of graduating students with advanced achievement in high school Fine Arts.

If the state adopts the Fine Arts Seal, will you support the adoption of the seal in your school district?

Yes

I believe it would be a great addition to our district. Graduations are a moment of pride and celebration and I believe we should celebrate individual achievements that derive within that journey.

Please take this opportunity to provide any additional comments about your views on arts education in our K-12 schools, or any other education issue you consider a priority as you seek a position on your district school board.

On every measure, data continues to show that students who participate in arts programs at school have elevated rates of attendance, community involvement and academic performance. It is therefore essential to educational performance levels that we grow opportunities in the arts and not be complacent about successes.

From elementary school to college, arts programs have allowed me to express myself creatively without the explicitness of boundaries that traditional instruction brings. That artistic creativeness, supported by my educators, gave me the opportunity to express my identity to my peers, but more importantly, helped me understand myself so that I may grow as a more worldly, well-rounded individual. We must support and grow artistic opportunities and programs for our children and ensure that our educators are at the forefront of developing that mission. I look forward to working with them side-by-side. Reach out to my campaign and please share your thoughts. BarrazaForTempe.com