

Table 3 also indicates that at least two-thirds of the respondents thought that administrators, supervisors, teachers, students, the board of education,

parents, and community representatives should be involved in curriculum development. About half thought that independent consultants should be in-

involved, and about one-third that college professors should participate. While there appears to be support for some degree of involvement by a wide range of constituencies, the degree of involvement supported by administrators remains undetermined.

All constituencies—teachers, students, parents, community representatives, and boards of education—showed higher rates of participation in districts that supported such involvement. Respondents' rather high support for parent involvement may be attributed to their need to obtain community support for curriculum revision and requires further study.

The universal involvement of teachers in curriculum development is significant, although the survey does not reveal the actual quality of their involvement. We found no relationship between the extent of teacher involvement in curriculum development and the size of the school system, the type of educational setting, the percentage of minority students, or dollars spent per student.

5. *Preferred strategies for curriculum change.* We asked the districts to rank the effectiveness of five different ways of bringing about curriculum change. Table 4 indicates that the highest mean ranking (4.2 out of a possible 5.0) was assigned to "do it yourself." "Use a curriculum that was tried in another school district" and "hire a consultant" were ranked moderately high as effective change strategies (3.2 and 3.1, respectively). "Buy a curriculum from a commercial company" was ranked relatively low (2.3), as was "ask a college professor of curriculum to do it" (2.1). However, these last two responses indicate that a large minority of respondents do favor curriculum adoption using the work of some outside agency.

Respondents were asked if they favored national, state, or local curriculums (we asked about national curriculum to find out whether the respondents favored development of a national curriculum, although none exists now); 84 percent chose local. This choice is consistent with "do it yourself" as the favored strategy for effecting curriculum change. Nearly 25 percent of the respondents favored a state curriculum, but only 1 percent favored a national curriculum.

Curriculum Development at The Center for Learning

TAP, Teachers/Authors/Publishers, is a 15-year-old network of master teachers and professional writers who team up at annual workshops to create high-quality curriculum materials. TAP publications are used widely throughout the United States, Canada, and Australia.

TAP is sponsored by The Center for Learning, a nonprofit corporation funded largely by grants, donations, and sales. Providing fellowships and secretarial and editorial assistance, the Center brings together approximately 40 teacher-authors each summer at John Carroll University in Cleveland, Ohio. TAP's primary goal is to enable practicing teachers to become published authors of exemplary curriculums that overcome textbook limitations and enable teachers to become more effective. The Center's board of directors is ecumenical, and the TAP materials are appropriate for public as well as private schools.

The Center's philosophy, integral both to the process and product, is that a classroom cannot be a values vacuum. The TAP teacher-authors endorse this philosophy and express specific values throughout the five published series. These values reflect the diversity of the United States, and the Center network exemplifies that unity amid diversity is not only possible but made stronger when universals are probed respectfully.

The TAP language arts curriculum for grades 9-12 comprises 25 units, including, for instance, *Experiencing Shakespeare I and II*; *Speech*; *American Literature I and II*, *English*, and *World Literature*; *Tools of Nonfiction*; and *Advanced Placement Composition*. Social studies for junior high include two units in U.S. History for grade eight and one *Geography/World Cultures* unit for grade seven. High school social studies include from two to four units each of *Advanced Placement U.S. History*, *Economics*, *U.S. Government*, *U.S. History*, and *World History*.

The Center is currently involved in a two-year project to develop basic skills units. Aided by grants from the Cleveland Foundation and the George Gund Foundation, the Center is piloting the units and an inservice program in 20 Cleveland public schools. To be refined by the TAP teacher-authors, these materials are scheduled for publication in 1988.¹

Plans for the future include additional units, cyclical revisions of all series, and inservice programs. Last fall the Center started a *Social Studies Newsletter*, and is being followed this autumn by an *English Newsletter*.

Through these formal means of communication and participation in the annual workshops, TAP teachers are able to use their own knowledge and experiences to create a grass-roots organization that is dedicated to the development of exemplary curriculum materials. □

1. Materials that are written for use in all schools, public and private, are distributed by W. C. Brown Publishers, 2460 Kerper Blvd., Dubuque, IA 52001 (phone: 1-800-922-7696). Other materials, written specifically for Catholic schools and parishes, are available directly from the Center for Learning.

—By Rose Schaffer, H. M., Executive Director, The Center for Learning, 20770 Hilliard Rd., Rocky River, OH 44116.

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