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 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.