



Center for
Family Math



NAFSCE
NATIONAL ASSOCIATION
FOR FAMILY, SCHOOL, AND
COMMUNITY ENGAGEMENT

**Erikson
Institute**

District Math Reflection Tool

Evaluating Mathematics Curricula for Family Engagement

Purpose

This tool invites district curriculum committees, family engagement coordinators, administrators, and teachers to reflect on how well a mathematics curriculum supports meaningful family engagement, rather than simply checking whether a feature exists. It is organized around four practices that research shows are central to strong family-school partnerships: Reflect, Connect, Collaborate, and Lead.

The reflective questions draw on the seven themes identified in *Family Engagement in Mathematics Curricula: An Initiative Brief* (Center for Family Math, 2026) and are grounded in NAFSCE's Family Engagement Core Competencies and [Family Math Core Competencies](#).

How to Use this Tool

1. The first column poses a reflective question for your team to discuss together, with prompts to guide the conversation.
2. The second column asks your team to rate the curriculum's current strength in an area, from 1 to 5.

Rating	Label	Description
1	Not in place	No evidence this exists in the curriculum. The team found nothing addressing this in materials, training, or publisher conversations.
2	Minimally present	Exists in a limited, inconsistent, or hard-to-find way. May require significant teacher effort to use or locate.
3	Developing	Partially in place. The foundation exists but has real gaps — in language access, ease of use, alignment to instruction, or consistency across grade levels.
4	Strong	Well implemented and would meet most of our district's needs with little extra support. Minor gaps only.
5	Fully realized	A model example of this practice — accessible, embedded, and sustainable without heavy lifting from teachers or families.

3. The third column has space to record the evidence behind your rating and to name concrete next steps or follow-up questions for the publisher.
4. After rating the reflective questions, complete the summary reflection.

Curriculum Name:

Publisher:

Grade Level(s)

Date:

Reviewer(s):

Reflect

Understanding families and demystifying math

Reflective Question	Rating	Evidence, Notes, Questions
How well does this curriculum help families understand and feel confident about current approaches to math instruction? <i>Ask yourself:</i> • Do family materials position caregivers as capable learning partners rather than homework monitors? • Would a caregiver who feels anxious about math feel welcomed rather than judged by these materials? • How well do family-facing materials acknowledge the different ways families use math in daily life, work, caregiving, culture, community, and problem-solving? • Are there videos, visual models, or walkthroughs that build family confidence with unfamiliar strategies? • Does the curriculum support families with varying levels of math confidence and literacy?	1 2 3 4 5	
How well does this curriculum ensure every family in our community — regardless of language, technology access, or prior math experience — can access family engagement supports? <i>Ask yourself:</i> • Are resources available in the languages our families speak? • Do materials reflect the cultural and linguistic diversity of our community? • Are resources available in multiple formats, including print, digital, video, and mobile-friendly options?	1 2 3 4 5	

• Can families access meaningful supports without needing a login, paid subscription, or educator gatekeeper?		
---	--	--

Connect		
<i>Building trusting relationships and reducing communication burdens</i>		
Reflective Question	Rating	Evidence, Notes, Questions
How well does this curriculum help teachers build trusting, two-way communication with families about math learning? <i>Ask yourself:</i> • Does it provide ready-made communication templates, unit letters, or family workshop materials, so teachers aren't building these from scratch? • Do family communications invite dialogue, or do they mainly push information from school to home? • Do family-facing materials already align with classroom instruction, or would teachers need to translate and reexplain? • Do communications explain the purpose of math strategies in ways that build trust and confidence? • Does the curriculum help teachers communicate about student progress in ways that are understandable, timely, and actionable?	1 2 3 4 5	
How well does this curriculum give families a clear, welcoming entry point to find support when they need it? <i>Ask yourself:</i> • Is there a centralized family hub or resource center? • Can caregivers access it independently, without waiting on a teacher to share a link or send a login? • Is the entry point organized in a way that feels intuitive to a busy caregiver, not just to educators who already know the curriculum? • Does the curriculum include resources that families can use independently to understand unit goals, vocabulary, models, and strategies? • Does the curriculum include guidance for family math nights, workshops, or classroom	1 2 3 4 5	

connections that are interactive rather than presentation-only?		
---	--	--

Collaborate		
<i>Co-constructing learning opportunities with families</i>		
Reflective Question	Rating	Evidence, Notes, Questions
How well does this curriculum position families as partners in their child's math learning, rather than passive recipients of information? <i>Ask yourself:</i> • Do materials encourage students to explain their thinking to caregivers at home? • Are families given questions they can ask children that promote reasoning, explanation, and confidence? • Do the materials help families know what to do next when their child is struggling, ready for more challenge, or showing math anxiety? • Were families involved in developing, testing, or reviewing the family-facing resources? • Does the publisher provide evidence that family feedback has shaped the design of these materials?	1 2 3 4 5	
How well does this curriculum help families see and support their child's actual progress in math? <i>Ask yourself:</i> • Are progress reports or benchmark data translated into family-friendly language, not just data tables? • Do unit-by-unit or lesson-by-lesson resources align clearly with what's happening in the classroom that week? • Do materials help families understand contemporary math approaches, including visual models, conceptual understanding, discussion, and multiple strategies? • Is there evidence the publisher's family engagement features actually improve outcomes, or is that untested?	1 2 3 4 5	

Lead		
<i>Sustaining implementation and advancing equity</i>		
Reflective Question	Rating	Evidence, Notes, Questions
How well does this curriculum equip our teachers and schools to sustain family engagement over time, not just launch it in year one? <i>Ask yourself:</i> • Does the curriculum include professional development on how to use and communicate family resources? • Are there rollout or onboarding guides for introducing resources at the start of the year? • Does the publisher offer ongoing support, such as webinars or an account representative, once initial training ends? • Are resources embedded in teacher-facing materials so family engagement becomes part of instruction rather than another add-on? • Are there tools for monitoring whether families know about, access, and use the resources?	1 2 3 4 5	
How well does this curriculum align with — and help us advance — our district's own equity and family engagement goals, processes, and routines? <i>Ask yourself:</i> • Does the curriculum help the district move from family engagement as occasional outreach to family engagement as a core part of math teaching and learning? • Are there district-level customization options for local languages, communication channels, or partners? • Does the curriculum's approach reflect the specific needs and assets of our community? • Could adopting this curriculum help us build a stronger case for family engagement infrastructure and staffing districtwide? • Does the curriculum provide data or tools that help the district evaluate the	1 2 3 4 5	

<i>effectiveness of family engagement in mathematics?</i>		
---	--	--

Summary Reflection

Overall Strengths

- *Where does this curriculum most strongly support meaningful family engagement in mathematics?*
- *What resources or design features would be especially useful for families in our district?*
- *What aspects of the curriculum could help build trust, confidence, and shared understanding around math learning?*

--

Equity and Access Concerns

- *Which families are most likely to benefit from these resources as currently designed?*
- *Which families may still face barriers to access or use?*
- *What language, technology, cultural, disability-related, or scheduling barriers would our district need to address?*

--

Family and Community Voice

- *How have families been involved in reviewing this curriculum?*
- *What additional feedback should we gather from families before adoption or implementation?*
- *How will families continue to shape how these resources are used after adoption?*

--

Implementation Considerations

- *What would teachers need to know or be able to do to use these family engagement resources well?*
- *What would school leaders need to plan, communicate, or monitor?*
- *What district-level systems would be needed to make these resources visible and consistently used?*

Unanswered Questions

- *What follow-up questions should we bring back to the publisher or to our own district team before making a decision?*