Efficacy Study of Sadlier's *From Phonics to Reading* Program in Grades 1-3: Year 2

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EXECUTIVE SUMMARY

In this mixed-methods study, we examined the efficacy and implementation of the *From Phonics to Reading* (*FPR*) supplemental foundational skills program in a large northeastern parochial school district. Primary focuses were program impacts on reading performance and teacher perceptions of the program. This study focused on Year 2 of *FPR* implementation with the school district.

- The study used a retrospective quasi-experimental design with mixed methods to evaluate program implementation and impacts of *From Phonics to Reading*, and determine the perceptions of teachers who implemented the program.
- Seven schools implemented the program in Grades 1-3 during the 2024-25 school year.
- Data sources included student achievement data on the NWEA MAP Reading assessment, as well as teacher focus group response data.
- Impact analyses showed a significant impact of *FPR* on NWEA MAP Reading scores, with treatment students significantly outperforming comparison students by 1.4 points ($p < .05$; ES = .08 SDs)
- Subgroup analyses showed a significant positive impact of *FPR* for Grade 1 students, with *FPR* students outscoring comparison students by more than 3 points ($p < .05$; ES = .26 SDs)
- Focus group feedback conveyed high overall satisfaction with the program. Teachers believed student phonics and reading skills improved from *FPR* use. They also provided recommendations for improvement, particularly with the user experience of the workbook.

INTRODUCTION

Overview of *From Phonics to Reading*[1]

Sadlier's *From Phonics to Reading* K-3 ©2020, by Wiley Blevins, is a supplemental foundational skills program built on the Science of Reading and years of author-conducted classroom application research. The systematic Scope & Sequence, when carefully implemented using direct and explicit instruction with a built-in review and repetition cycle, enables teachers and students to maximize and accelerate learning. Students apply phonics skills to real reading and writing with decodable texts that help teachers assess progress and personalize instruction for foundational skills growth. Ongoing Professional Development is provided in the form of videos, guides, white papers, webinars, and master classes.

Overview of the Evaluation

Sadlier contracted with the Center for Research and Reform in Education (CRRE) at Johns Hopkins University to conduct a Year 2 mixed-methods efficacy study of Sadlier's supplemental foundational skills program *From Phonics to Reading* (*FPR*) during the 2024-25 school year. The context was a large parochial school district in the northeast. In an initial study that examined program impacts in Year 1 of program usage (2023-24), impact analyses showed no significant differences in achievement gains between program users and matched comparison students. This report focuses on quantitative and qualitative findings from a follow-up (Year 2) mixed-methods study in the same district.

Research questions addressed were:

1. What is the impact of *FPR* on student achievement as measured by NWEA MAP reading assessment?
    a. How do the impacts of *FPR* vary by student characteristics (e.g., gender, ethnicity, baseline achievement, and grade level)?
2. What are the perceptions of teachers regarding:
    a. Preparedness for using the program?
    b. The quality of program implementation?
    c. The quality and types of professional development?
    d. Impacts on students' achievement and interest in reading?
    e. Recommendations for program improvement?

[1] *Information from Sadlier, https://www.sadlier.com/school/from-phonics-to-reading*

METHOD

Research Design

During the 2024-25 school year, seven treatment schools participating in this quasi-experimental design (QED) study implemented *FPR* in Grade K-3[2] classrooms, whereas three comparison schools continued their normal (e.g., "business as usual") phonics programming. Quantitative data (e.g., achievement data) were collected to study the efficacy of *FPR*, with EOY NWEA MAP Growth RIT scores from spring of 2025 being the primary outcome variable in impact analyses. Qualitative data from a teacher focus group were collected to supplement and explain quantitative outcomes.

Participants

Details about study participants are presented below.

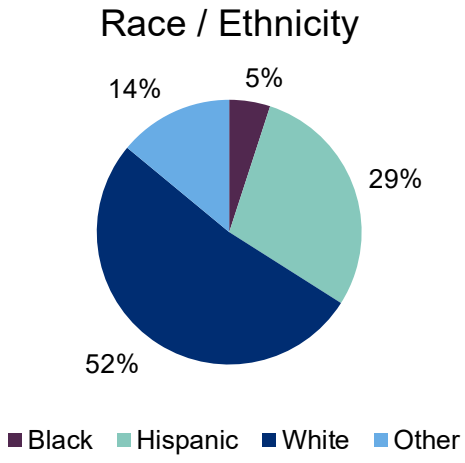
7 treatment schools

815 treatment students

3 comparison schools

266 comparison students

Demographic snapshot of student participants[3]



[2] *The main impact analyses only examined Grades 1-3, as no pretest data were available for Grade K students.*

[3] *Data provided by the district.*

The study took place across 10 elementary schools in a large parochial school district in the northeast United States. Table 1 shows available student demographic data by condition.

Table 1
Demographics of Analytic Sample

	Treatment %	Comparison (weighted)%	Comparison (unweighted) %
White	55.33	54.91	39.66*
Hispanic	28.21	27.89	32.76
Asian	6.33	9.39	17.24*
Black	5.61	2.13	1.15
Other race	4.52	5.67	9.20*
Female	52.44	57.66	56.32
N	553	174	174

*Note. * p < .05; only students with non-missing EOY NWEA MAP scores from Spring 2024 and Spring 2025 were included in these calculations.*

Several significant demographic differences were found when comparing treatment and unweighted comparison samples of students. The comparison group contained significantly larger proportions of Asian and Other Race students and a significantly smaller proportion of White students. To adjust for these demographic differences, propensity-score weighting (PSW; discussed in more detail below) was used. After weights were applied to the comparison group, no significant differences in demographics were observed across conditions.

Focus group sample. A focus group was conducted with district teachers in November of 2025 to supplement the quantitative information provided by achievement data. The focus group was conducted in-person by a JHU researcher during a diocese-wide conference for district elementary teachers. The focus group was presented as one of several options for professional development during morning breakout sessions, but open only to teachers who had been using *FPR* in their classroom during the 2024-25 school year. Teachers who attended the focus group were offered a $50 stipend for completing the session. Seven teachers attended, six of whom had extensive experience implementing the *FPR* program – four were in their third year of implementation, while two others were in their second. One participant was an ESL teacher with no previous implementation experience who had come to the focus group to learn more about how the classroom teachers were using *FPR*. Of the six regular classroom teachers in attendance, three were Kindergarten teachers, two were second-grade teachers, and one was a first-grade teacher.

Measures

To address the research questions, the study team gathered and analyzed achievement and teacher focus group data.

Table 2
Research Questions with Data Sources and Measures

Research questions	Student achievement data	Teacher focus group
1. What is the impact of *FPR* on student achievement as measured by NWEA MAP Growth RIT scores?	✓	
2. What are teachers' perceptions of their experiences using *FPR*?		✓

NWEA MAP Growth reading. NWEA MAP Growth reading assessment scores were obtained for all Grades K-3 students in the 2024-25 school year. We obtained spring 2025 MAP scores and used spring 2024 scores as a prior achievement control in our main achievement analyses. As Spring 2024 grades were used as the prior achievement control variable, the analytic sample consisted of Grades 1-3 students, as Grade K students in 2024-25 had no pretest scores from Spring 2024. NWEA MAP Growth RIT scores are vertically scaled and nationally normed across grades, meaning that scores can be directly compared to each other, regardless of a student's current grade level. Unadjusted descriptive MAP reading scores can be found in Appendix A, while full subgroup regression tables can be found in Appendix B.

Focus group protocol. Presented in Appendix C of this report, the focus group was conducted during the 2025-26 school year with district elementary teachers currently implementing *FPR*. It took place in person with seven teachers and lasted approximately one hour. The focus group instrument was co-designed by the JHU CRRE research team in conjunction with Sadlier program developers and employed open-ended questions to assess teachers' impressions and experiences using *FPR*. In specific, topics addressed through the survey included:

- Preparedness for using the program
- The quality of program implementation
- Impacts on students' achievement and interest in reading
- Recommendations for program improvement

During the focus group, the researcher created audio recordings, which were later transcribed to aid in accurate quoting and reporting of feedback.

Analytical Approach

Data for Grades 1-3 students were analyzed descriptively by examining patterns in NWEA MAP reading scores. Hierarchical Linear Modeling (HLM) with students nested within schools was used to determine *FPR* impacts on NWEA MAP reading score gains. Demographic variables such as gender and race/ethnicity were included in all analytic models, as well as dummy variables for student grade levels.

FPR was used in seven elementary schools in the 2024-25 school year, while data from three comparison schools were provided by the district. Initial analyses showed that baseline equivalence, as measured by the spring 2024 (EOY 23-24) reading assessment, was met. However, to account for considerable demographic (race/ethnicity) differences, as well as to minimize baseline achievement differences, propensity-score weighting (PSW) was used to create a comparison group that was as similar as possible to the treatment group. In the analytic sample, treatment students were given a weight of one, and comparison students were each given a weight of:

$$Weight_i = \frac{Probability_i}{1 - Probability_i}$$

To contextualize this weighting, consider a comparison student who is relatively similar to a treatment student. This student might have a probability of .75; thus, their weight would be equal to 3 $(\frac{.75}{1-.75} = \frac{.75}{.25} = 3)$. Thus, the higher a student's probability (the more similar a comparison student is to treatment students), the higher the student's weight, meaning the student has more influence in the analysis. Students with weights greater than 10 were dropped from analyses, as weights of these magnitudes are indicative of students who would have undue influence on analytic results. This occurred with only a small number of students and did not change the makeup of the comparison sample.

The result of the PSW procedure was that comparison students who were more similar to treatment students in prior reading achievement and demographic variables were weighted more heavily in analyses. After these weights were applied to comparison students, baseline equivalence was achieved, with a very small standardized mean difference of .02 SDs (see Table 3).

Table 3
Demographics of Analytic Sample

All students	Treatment			Comparison			Standardized mean difference
n	*n*	*M*	*SD*	*n*	*M*	*SD*	*M*
727	553	178.90	18.39	174	178.56	18.83	0.02

Qualitative data from the teacher focus group were analyzed using the constant

comparison approach described by Miles et al. (2020). Data were first coded by segmenting and then assigning labels to passages of text. Following this initial coding, similar codes were combined to develop themes.

RESULTS

This section of the report begins with findings related to *FPR* impacts on NWEA MAP Growth reading scores. It is followed by a summary of teachers' overall perceptions of *FPR* as expressed through a focus group.

FPR Year 2 Achievement Impacts

What is the impact of *FPR* on student achievement as measured by the NWEA MAP reading assessment in Year 2 of program implementation?

Key Findings

- The main impact analyses showed that treatment students significantly outgained comparison students by 1.4 points (p = .004; ES = .08 SDs).
- Subgroup analyses showed that Grade 1 treatment students significantly outgained comparison students by 3.1 points (p = .027; ES = .26 SDs)
- All other subgroup analyses showed directionally positive, though statistically nonsignificant, impacts of *FPR* on student reading achievement.

Impact Analysis

This analysis examined the impact of *FPR* on spring 2025 NWEA MAP reading scores, using hierarchical linear modeling (HLM). Table 4 shows the results of this analysis. The analysis was grand-mean centered to facilitate interpretation of the intercept. Unadjusted descriptive MAP reading scores can be found in Appendix A.

Table 4
Impact Analysis of FPR on Spring 2025 NWEA MAP Reading Overall Scale Scores

Variable	Estimate	Standard error	*p* value	Effect size
FPR	1.358**	0.477	.004	.08
Constant	193.160***	0.256	<.001	
Variance of constant	<.001			
Residual	58.781			
Student n	727			
School n	10			

*Note: ** p < .01; *** p < .001.*

FPR was found to have a significant positive impact on NWEA MAP reading scores gains from spring 2024 to spring 2025. The regression estimate (*FPR*) can be interpreted as the difference in MAP reading scores for treatment students in relation to the weighted sample of comparison students. Thus, the results show that *FPR* students outscored weighted comparison students by 1.4 points. The effect size of .08 SDs is indicative of a medium-sized practical impact of *FPR* on MAP reading scores in Year 2 of implementation. Another interpretation of this result is that the median (50th percentile) comparison student who received *FPR* would be expected to move to the 53rd percentile of reading achievement, indicative of a small but meaningful increase in reading achievement if extended to the entire district's student population.

We also conducted subgroup analyses that examined *FPR* impacts by grade level and for Hispanic and female students, as these were the only two subgroups with sufficient sample sizes for analysis. Subgroup analyses were conducted by constructing product terms between each subgroup indicator variable and the treatment variable. Wald tests, which test whether an impact is significantly different from zero, were then performed on the sum of each treatment and treatment-by-subgroup estimate. Results are summarized in Table 5. Full subgroup regression tables can be found in Appendix B.

Table 5
Subgroup Analysis Results, Year 2 FPR Impacts on NWEA MAP Reading Scores

Subgroup	Estimate	*p* value	*n*
Grade 1	3.142*	.027	239
Grade 2	0.167	.729	243
Grade 3	0.787	.575	245
Hispanic	0.825	.639	213
Female	2.021	.070	390

*Note: * p < .05.*

A significant positive impact of *FPR* was observed in Grade 1, with *FPR* students outscoring weighted comparison students by more than three points (p = .027; ES = .26 SDs). No other significant program impacts were observed across other grade levels or subgroups, though program impacts were consistently directionally positive across all subgroups.

Participant Experiences with *FPR*

This section of the report summarizes teachers' overall perceptions of *FPR* as expressed through a 2025 focus group. Seven teachers attended, six of whom had extensive experience implementing the *FPR* program – four were in their third year of implementation, while two others were in their second. One participant was an ESL teacher with no previous implementation experience who wanted to learn more about how the classroom teachers were using *FPR*. Of the six regular classroom teachers in attendance, three were Kindergarten teachers, two were second-grade teachers, and one was a first-grade teacher.

What are teachers' perceptions of their experiences using *FPR*?

Key Findings

- During the 2025 focus group, teachers expressed high overall program satisfaction. Participants believed students increased their phonics and reading skills with *FPR* use.
- Participants provided recommendations for improvement that included offering more robust digital resources, redesigning the workbook, and modifying professional development offerings.

Implementation Context

Focus group participants reported employing *FPR* in multiple classroom contexts, and most frequently for whole-group instruction. Teachers especially enjoyed using *FPR* in small group instruction and center-based work, and none reported using the program for homework. Three Kindergarten teachers described how whole-group work could be difficult due to their students' age and reading level, and thus whole-group work was usually reserved just for reading stories and short passages. Small-group work and center-based work were reported to be especially valuable at this grade level, since it allowed teachers to work more directly with students and to monitor progress.

Professional Development

Professional development on *FPR* was initially provided by Sadlier in the summer of 2023 at the start of the district's first year of program implementation. Focus group

participants did not recall receiving any subsequent training at the start of the 2024-25 school year. At the time of the focus group, teachers were beginning their third year of implementation. Two of the four participants who had been implementing *FPR* for three years recalled that they did receive a short Zoom-based training at the start of their first implementation year, but technical issues with the sound prevented them from any significant learning. One of these teachers recalled meeting the curriculum's author, Wiley Blevins, and remarked positively on that experience. Regardless of their training, all focus group participants remarked that continuing to use the program with new students was "pretty easy."

Teachers were also asked about using Sadlier Connect as an additional training resource. Two teachers reported heavily relying on these online resources in the initial implementation year, but found them harder to navigate in subsequent years because the material often didn't match the written material in the workbook. All teachers agreed that they would find Sadlier Connect more helpful as a training and instructional tool if the pictures were copied over exactly from the worktext. Teachers also wanted to have additional digital tools at their disposal, which are covered in a later Recommendations section of this report.

Perceived Impacts

During the focus group, participants were asked to describe their impressions of the curriculum's impact on students' phonics and reading skills, and all reported positive results. As an initial reaction, one participant stated that "we all feel like the kids are making progress," before looking around the room at colleagues who each nodded their heads in agreement. One teacher elaborated that students' "foundational skills [were] much stronger" thanks to *FPR* use. Multiple teachers also credited *FPR* with an increase in reading fluency. The "focus on phonics and science of reading is beautiful," observed one participant, "and they become better readers with the purposeful and structured routine."

In regard to *FPR*'s impact on student engagement and enjoyment of reading, feedback was mixed. Teachers were quick to point out that students looked forward to certain routine activities and often "[had] favorites," including the tear-out story pages, word-building activities with cut letters, and blank pages dedicated to drawing or illustrating their understanding of passages. One teacher described how *FPR* provided opportunity for "healthy competition," by having students work together in small groups to see who could build the most words in a set amount of time. However, teachers did feel that the activities could start to feel repetitive, especially for second graders, and thus required some modification. "I try to change it up a bit if [the students look] too bored," said one second-grade teacher, who described sometimes using the text to review sounds and letters that would then inspire a writing activity from outside the curriculum. A Kindergarten teacher felt that engagement dropped if activities failed to hit the sweet spot for student ability. This educator felt that "sometimes it's either too easy or too hard – there's not a lot of happy medium…" for their emergent Kindergarten readers.

Program Strengths

Teachers were prompted to share what they liked most about *FPR*. All teachers agreed that the curriculum was easy to implement and was a critical supplement to their core reading curriculum. The program gave students crucial practice in phonics skills and letter sounds that they would not have had through other curricula. One teacher noted that education in general has "so many new curriculums, [and the] wording is so specific to each curriculum, we're having too much thrown at us," but that *FPR* "hasn't felt like that, it's been easier." Teachers frequently mentioned their appreciation for the well-organized scope and sequence of the curriculum, as well as the educational approach backed by the science of reading.

When asked about specific activities that they particularly liked, focus group participants often pointed to the same components that they previously mentioned as most engaging for students – specifically the tear-out stories and word-building activities. The blending lines and decodables were also appreciated as particularly fun and effective activities. Multiple teachers also valued the worktext's visually appealing illustrations and colors.

Challenges

Focus group participants were also prompted to share any challenges that they experienced during their implementation of *FPR*. Much of the insight revolved around the tactile user experience relating to the worktext. For students who were still developing penmanship skills and proper letter formation, especially at the Kindergarten level, teachers felt that the blank space allotted for writing was inadequate. Teachers also reported that younger students didn't have the manual dexterity to use the tear-outs properly and thus ended up losing pages or missing crucial information on them. One teacher who expressed dissatisfaction with the difficulty of tearing out pages also felt that the workbook was too heavy for students to carry between home and school. Students also struggled to navigate between multiple pages in the book, such as when they were asked to reference the back index and then ended up losing their spot at the front of the book. These tactile difficulties resulted in lost time for teachers, which one educator described in a comical New York accent – "Flipping a page? Fuhgeddaboudit…there goes your day!" More in-depth descriptions of challenges in using the worktext were then provided by colleagues:

> *In [Kindergarten], the mechanics of the book are difficult…The lesson is mostly managing the behaviors of how to use the workbook – going to the back of the workbook, they don't know how to find their page again. [The] book could be designed and integrated better – the workbook strip on the side of the same page causes problems.*
>
> *Because the strips in the back are like a four, I think it's four or five, maybe, like a few of them together. Once you cut one, [you miss] other sections…If you sorted M and B today, guess what? You're never getting to S, N, and L, because half of*

the S, N, L pictures are gone.

Recommendations for Improvement

To close the focus group, teachers were asked to provide their recommendations for improving the *FPR* curriculum. In discussing ideas, one teacher emphasized that these suggestions were provided not because of dissatisfaction with the curriculum, but rather out of a desire for it to be even more effective in the future. These sentiments were echoed by colleagues and provided a rich discussion on possible changes for the curriculum that included:

- **Add more digital resources.** The most common recommendation revolved around a desire for digital resources on Sadlier Connect. This included a need for a short slide deck that would create visual structure for students and give teachers the ability to move around the room for assistance instead of being tied to their teacher's edition or document camera. Interactive digital components like videos were especially desired, both to introduce the lesson objective or learning target, and to present pronunciations of letter sounds that also allow kids to view mouth positioning and facial movements. Additionally, teachers wanted all lessons to be available in a digital format that exactly mirrors the images and formatting in the workbook.

- **Improve professional development.** Teachers expressed a need for yearly training, regardless of how many years they had been implementing *FPR*. Multiple educators felt that current or former teachers who had used the curriculum in their own classrooms would be the most effective trainers. They also wanted to see real teacher modeling videos, grade-specific sessions or recommendations, and a stronger focus on digital resources.

- **Redesign the workbooks.** Teachers wanted a simpler and lighter workbook that required less flipping between front and back pages. Students would also benefit from design changes that made page tearing easier or unnecessary, and provided more blank space for writing.

- **Provide more chances for hands-on learning.** Teachers wanted to give students more interactive or tactile experiences, and many felt that a kit or folder for literacy stations would be useful.

- **Add more review and dictation practice.** Though teachers liked most of the activities included in the curriculum, some felt that more review and scaffolding was needed overall. Additional blending lines and fluency pyramids would also aid in dictation practice.

DISCUSSION

The purpose of the present study was to examine the impact of the *From Phonics to Reading* program on Grades 1-3 students in selected elementary schools in a large parochial school district. To address the primary research questions, we used hierarchical linear modeling to estimate *FPR* impacts on end-of-year NWEA MAP reading scores from the 2023-24 and 2024-25 school years. We conducted subgroup analyses to examine additional impacts of *FPR* on student sub-populations of interest, based on data availability. Additionally, we analyzed teachers' perceptions of the *FPR* program in a focus group conducted in November of 2025.

Year 2 Achievement Impacts

Results showed a significant positive impact of *FPR* on NWEA MAP reading scores, with treatment students outgaining weighted comparison students by nearly 1.4 points. The observed effect size of .08 SDs was indicative of a small-to-medium practical effect of *FPR* on student reading achievement. Subgroup analyses showed an additional significant impact of *FPR* on reading achievement for Grade 1 students, with *FPR* students outscoring comparison students by more than 3 points, and the effect size of .26 SDs indicating a large practical effect of *FPR* on reading achievement for this lowest grade level examined. This outcome suggests, as would be expected based on Science of Reading research and theory, that early intervention involving application of phonics skills to reading and writing is especially important and impactful for beginning readers. Although the Grades 2 and 3 FPR students showed directional benefits from the program, in comparison to their younger first-grade counterparts, some might have already acquired some of the phonics skills taught while others might have acquired skill deficits that were difficult to overcome.

Teacher Experiences

Information on teachers' perceptions of the *FPR* program was collected during a 2025 focus group. The seven teacher participants expressed a high satisfaction with the program overall. Teachers specifically appreciated the observed improvements in students' reading fluency and phonics skills, engaging activities like tear-out stories and word building exercises, and well-organized scope and sequence. Most teachers found their biggest challenge in the physical workbook, which was sometimes too heavy for young students to manage or properly manipulate the pages. Regardless, teachers felt that the workbook could be re-designed and improved upon to better meet the needs of students. Participants also felt that yearly professional development conducted by former *FPR* users and added digital resources like slides and videos would improve the curriculum. Importantly, focus group participants had multiple years of implementation experience with *FPR*, and felt that it continued to be a valuable resource for supplementary reading instruction.

APPENDIX A: Descriptive Analyses

Table A1
Unadjusted NWEA MAP Overall Reading Scores, by Grade Level

Group	EOY 23-24	EOY 24-25	Change
Grade 1			
Treatment (*n* = 172)	159.65	179.96	20.31
Weighted comparison (*n* = 67)	159.20	176.86	17.66
Grade 2			
Treatment (*n* = 191)	181.46	196.05	15.59
Weighted comparison (*n* = 52)	181.46	195.83	14.37
Grade 3			
Treatment (*n* = 190)	193.75	206.43	12.68
Weighted comparison (*n* = 55)	193.19	205.43	12.24
All Students			
Treatment (*n* = 553)	178.90	194.61	15.71
Weighted comparison (*n* = 174)	178.56	193.22	14.66

APPENDIX B: Subgroup Regression Tables

Table B1

Subgroup Analysis of FPR on Spring 2025 MAP Reading Overall Scores, by Grade Level

Variable	Estimate	Standard error	*p* value
FPR (Grade 1)	3.142*	1.425	.027
FPR * Grade 2	-2.975*	1.387	.032
FPR * Grade 3	-2.355	2.009	.241
Constant	193.074***	0.453	<.001
N	727		

*Note: * p < .05; *** p < .001.*

Table B2

Subgroup Analysis of FPR on Spring 2025 MAP Reading Overall Scores, Hispanic Students

Variable	Estimate	Standard error	*p* value
FPR	1.568***	0.217	<.001
FPR * Hispanic	-0.744	1.816	.682
Constant	193.165***	0.323	<.001
N	727		

*Note: *** p < .001.*

Table B3

Subgroup Analysis of FPR on Spring 2025 MAP Reading Overall Scores, Female Students

Variable	Estimate	Standard error	*p* value
FPR	1.686	1.210	.163
FPR * Female	0.335	1.402	.811
Constant	192.542***	0.795	<.001
N	727		

*Note: *** p < .001.*

APPENDIX C: Teacher Focus Group Protocol

Implementation experience:

1. Could you describe in a couple of sentences what it's like for you to implement the *FPR* curriculum?
   a. Do you modify or supplement the *FPR* curriculum at all?
2. How do you use *FPR* in your classroom? (whole group, small group, independent work, etc.)

Impact:

3. Thinking about your students overall, how would you describe the impact of *FPR* on student learning? (alphabetic knowledge, phonemic awareness, decoding skills, sight word recognition, fluency, etc.)
4. How would you describe the impact of *FPR* on student engagement and student enjoyment of reading?

Training:

5. Did the initial training from Sadlier effectively prepare you to effectively teach *FPR* in your classroom?
6. Did you access or use the teacher resources available online at Sadlier Connect?
7. How can *FPR* training be improved to better meet teachers' needs?

Benefits:

8. What do you see as the most significant benefits or strengths of the curriculum?

Limitations:

9. What do you see as the most significant limitations or weaknesses of the curriculum?

Overall:

10. Overall, how satisfied are you with *FPR*?
11. Do you have any recommendations for further strengthening the curriculum?