

Influential Women Highlights Reba Clarke-Wedderburn, Ed.D.: Advancing Educational Equity Through Coaching And Advocacy

GALLATIN, TN, UNITED STATES, August 14, 2026 /EINPresswire.com/ -- Educator, Instructional Consultant, and Nonprofit Founder. Combines More Than Two Decades of Experience With Specialized Work in Education, Teacher Development, Family Advocacy, and Strategic Improvement for Special Education Systems

Reba Clarke-Wedderburn, Ed.D., is an educator and nonprofit founder based in Gallatin, Tennessee, with more than 21 years of experience in education. Her work centers on improving access to meaningful educational programs for students with disabilities and helping families and institutions understand, examine, and strengthen the systems that shape those programs.



Dr. Clarke-Wedderburn is the Founder and Executive Director of EDquity at the Margins, a Tennessee nonprofit corporation and IRS-recognized 501(c)(3) public charity. The organization is dedicated to empowering marginalized families to advocate for their children's federally guaranteed educational rights while advancing stronger, more accountable special education practices.

Through EDquity at the Margins, Dr. Clarke-Wedderburn provides free, independent IEP audits, findings-report walkthroughs, parent workshops, webinars, and practical advocacy tools for families of students with disabilities. The organization's work is grounded in the belief that an Individualized Education Program should be more than a completed form. It should function as an individualized, understandable, and usable plan for a student's instruction, services,

accommodations, and progress.

EDquity's independent audit process examines family-provided IEP records for document-level compliance indicators and substantive quality. The organization's proprietary methodology assesses whether the written program includes the required components and whether those components are sufficiently individualized, measurable, coherent, readable, and implementable.

The audit does not provide legal representation, make final legal determinations, or replace clinical, instructional, or school-based services. Instead, it provides an independent educational review of the written program. Each audit identifies what the available documents demonstrate, what they do not demonstrate, what is unclear, and what may require additional clarification or discussion with the school team.

Families receive a written findings report that explains the basis for the audit findings and connects those findings to questions, records, and possible follow-up actions. The purpose is not to direct a parent's decisions; it is to equip families with usable information about the educational program written for their child.

The organization also provides parent education through workshops, webinars, and the IEP Advocacy Toolkit, a 22-page set of parent instruments. Dr. Clarke-Wedderburn has developed a menu of workshops tied to substantive IEP indicators, in addition to monthly Know Your Rights webinars. These resources help families prepare for meetings, organize records, examine progress information, and identify questions connected to their child's IEP.

Dr. Clarke-Wedderburn is developing EDquity's next phase of family-facing work: the Educational Access and IEP Audit with Follow-Through Kit. This model will pair each audit with a findings walkthrough and a customized set of practical family tools.

The Follow-Through Kit will help families organize information, prepare for school conversations, track progress, maintain records, and follow up on matters identified through the audit process. It will include a universal foundation as well as need-specific resources related to areas such as literacy, access to mathematics, language and communication, written expression, executive function, accommodations, accessibility, and transition planning.

Dr. Clarke-Wedderburn's work recognizes that disability-related access barriers can affect both students and the adults supporting them. Students may have learning, language, mathematics, communication, executive-function, sensory, or other needs that are not immediately visible. At the same time, parents and caregivers may have disabilities or learning differences of their own that make lengthy, technical educational documents difficult to interpret and operationalize.

EDquity's approach is designed to make information more usable through family-facing resources, accessible formats, defined school terms, practical tools, and multiple pathways for

families to engage with the educational information affecting their children.

In addition to its free family-facing services, EDquity at the Margins offers a fee-for-service institutional model through its IEP Quality Improvement Program. Schools, districts, educator-preparation programs, and other institutional partners may engage EDquity for independent review, reporting, and quality-improvement support related to written IEP practices.

The IEP Quality Improvement Program helps institutional partners identify patterns in IEP quality, strengthen staff learning, and develop more intentional systems for IEP development, review, and implementation. EDquity maintains independent standards in this work and protects confidential family information.

Revenue from institutional partnerships supports EDquity's long-term sustainability and advances its commitment to free family access. A portion of institutional revenue is designated for the Family Audit Fund, helping ensure that families can continue to receive independent IEP audits, findings walkthroughs, workshops, and practical advocacy tools without cost.

Dr. Clarke-Wedderburn is also preparing to launch the EDquity Leader Fellowship, a selective, year-long program in learning systems and strategic change for special education and exceptional learners leaders.

The fellowship is designed for special education coordinators and directors, department chairs, case-management leads, instructional coaches with special education oversight, principals, program directors, and other professionals who manage, supervise, support, or set direction for the people responsible for authoring and implementing IEPs.

The fellowship is built on the understanding that IEP quality is not created by one teacher or one meeting. It is shaped by the systems surrounding the document: how staff use evaluation data, how IEPs are developed and reviewed, how teams connect student needs, goals, accommodations, services, and progress measures, how implementation is monitored, and how leaders respond when recurring patterns appear.

Through an extended cohort-based experience, Fellows will use independent IEP-quality data to guide strategy, professional learning, and school-based improvement. The fellowship includes leadership learning, independent evaluation, coaching, collaborative strategy work, and a structured Impact Project through which each Fellow applies learning within their own institution.

The program is designed to help leaders move beyond isolated document review and strengthen the learning systems, staff practices, decision-making structures, and accountability processes that influence how IEPs are authored, implemented, reviewed, and improved over time.

Upon successful completion of fellowship requirements, Fellows will receive the Certified IEP

Quality Improvement Leader credential issued by EDquity at the Margins. The credential recognizes the Fellow's completion of EDquity's year-long learning-systems and strategic-change program; it is not state educator licensure, legal certification, or a determination that an individual, school, district, or IEP complies with any law.

Dr. Clarke-Wedderburn's professional philosophy is rooted in integrity, lifelong learning, and the belief that meaningful change happens through intentional, focused work. She encourages women entering educational entrepreneurship to identify a clear niche, build strategically, and scale thoughtfully over time rather than attempting to do everything at once.

She attributes her success in large part to having a strong family. Although her parents divorced, both remained very present in her life, and she describes herself as having been completely loved. Her mother passed away in 2020, while her father remains an important part of her life. As his only child, and with her children being his only grandchildren, Dr. Clarke-Wedderburn recognizes the importance of the support system her family has provided throughout her life.

Dr. Clarke-Wedderburn advises young women entering her industry to find something they are passionate about and identify a small niche. Reflecting on her own experience, she recognizes that she initially tried to do everything. Today, she is intentionally scaling down her service line to focus on one area, to offer services over a series of months and potentially through year-long contracts so clients can observe trends and changes over time. She encourages others not to try to do everything at once, but instead to start small and focus on making a real impact.

Integrity remains central to how Dr. Clarke-Wedderburn approaches both her work and personal life. She strives to make decisions that allow her to remain true to her values and who she is as a person. She believes that doing one's best is essential and recognizes that solutions do not always unfold as originally expected. In her view, an outcome may ultimately take a different direction than anticipated while proving to be better suited to the circumstances.

Guided by strong family support and a passion for dismantling educational gaps, Dr. Reba Clarke-Wedderburn remains committed to helping families examine the educational programs written for their children while supporting institutions in improving the systems that shape special education practice. Through free independent family audits, parent education, workshops, Follow-Through Kits, fee-for-service institutional quality-improvement services, and the EDquity Leader Fellowship, she brings together educational expertise, independent evaluation, strategic systems change, integrity, and a commitment to sustainable, student-centered improvement.

Learn More about Dr. Reba Clarke-Wedderburn:

Through her Influential Women profile, <https://influentialwomen.com/connect/reba-clarke>, through her profile on EDquity at the Margins, <https://www.edquityatthemargins.org/about>, or through her website, <https://rebacw.com/>

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