

005-RFP-1695-2025 - Stefane Beddard/ImpactEdu - Technical Proposal

Exhibit 1 - Transmittal Letter

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Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319

Dear Review Committee,

On behalf of ImpactEdu, I am pleased to submit our application to be considered as a Leadership Grant Support Provider for the Iowa Comprehensive Literacy State Development Grant. As the founder and senior consultant of ImpactEdu, I bring over 20 years of experience in instructional leadership, literacy improvement, and capacity-building at the school and district levels.

ImpactEdu is committed to supporting districts in Iowa through high-quality professional services that align with the goals and expectations of the Iowa Comprehensive Literacy State Development Grant, including:

- Leadership coaching and capacity-building within a Multi-Tiered System of Supports
- Literacy training aligned with the Iowa Comprehensive Literacy State Plan
- Collaborative development and implementation of District Literacy Plans

Our mission is to partner with educational systems to ensure equitable access to high-impact literacy instruction for all learners. We are honored by the opportunity to support Iowa school districts as they work to accelerate student achievement and strengthen literacy instruction through this important grant initiative.

Please feel free to contact me should you have any questions or require additional documentation.

Thank you for your time and consideration.

Sincerely,



Stefane Beddard
Founder and Senior Consultant
ImpactEdu

Exhibit 2 - Executive Summary

Understanding of the RFP and Contract Terms

ImpactEdu Consulting affirms that we have reviewed and understand the terms and conditions outlined in the RFP for the Leadership Grant Support Providers under the Iowa Comprehensive Literacy State Development Grant, including the contract provisions set forth in Section 6. We recognize the importance of aligning all services with the goals of the Iowa CLSD Grant—specifically building school and district leadership capacity, implementing evidence-based literacy instruction grounded in the Science of Reading, and supporting high-quality instructional material implementation through a strong MTSS framework. We are committed to meeting all contractual expectations, timelines, deliverables, and reporting requirements associated with this opportunity.

Overview of Services and Plan for Complying with RFP Specifications

Led by Senior Consultant Stefane Beddard, ImpactEdu brings a highly experienced team of leadership, literacy, and MTSS consultants dedicated to supporting Iowa districts in advancing comprehensive literacy and instructional improvement. Our team's expertise spans leadership coaching, evidence-based literacy instruction, MTSS framework design, HQIM implementation, and systems-level strategic planning. Together, we offer a collaborative, capacity-building approach tailored to the unique needs of each district—ensuring sustainable growth aligned with the Iowa Comprehensive Literacy State Plan.

Our plan for supporting Iowa districts include:

1. Leadership Coaching and Capacity Building

- One-on-one and team-based coaching for school leaders, instructional coaches, and district administrators.
- Strategic planning aligned to district literacy plans, MTSS frameworks, and school improvement goals.
- Coaching cycles structured around each district's instructional leadership priorities, using customized action plans, data tools, and progress monitoring systems.
- Support for leaders in implementing HQIM and transitioning to Science of Reading-aligned instruction.

2. Professional Learning Aligned to CLSD Priorities

- Design and facilitation of differentiated professional learning experiences focused on:
 - Science of Reading (phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and listening and speaking)
 - Evidence-based instructional routines and Tier I improvements
 - High-quality instructional materials and fidelity of implementation
 - Data literacy, progress monitoring, and intervention alignment
- Sessions are tailored to district needs and are available in-person, virtually, or through hybrid formats.

3. MTSS Design and Implementation Support

- Technical assistance for developing and refining MTSS frameworks, including:
 - Selection and implementation of universal screeners

- Creation of progress monitoring and intervention decision-making protocols
- MTSS team training and facilitation at both district and school levels
- Integration of academic and behavioral supports to ensure a comprehensive system
- Support includes development of MTSS communication structures, equity-focused tools, and family engagement protocols.

4. Curriculum Review and HQIM Implementation

- Guidance for evaluating, selecting, and implementing HQIM aligned to the Science of Reading.
- Facilitation of curriculum committees and review teams using EdReports, Knowledge Matters Campaign rubrics, and locally customized tools.
- On-site and virtual coaching to support rollout, observation tools, and fidelity checks.
- Long-term support to embed HQIM into daily practice, leadership observation, and PLC structures.

5. Systems-Level Strategic Planning

- Facilitation of multi-year literacy action planning with alignment to the Iowa Comprehensive Literacy State Plan.
- Needs assessments to inform district decision-making.
- Implementation monitoring with measurable outcomes, coaching support, and ongoing formative feedback.
- Embedded support for instructional leadership teams, data teams, and literacy committees.

Additional Summary Information

ImpactEdu brings a proven record of success in transforming literacy instruction and building sustainable leadership structures across districts of varied sizes and contexts. The following highlights reflect our alignment with the Iowa CLSD Grant priorities:

- **Statewide and National Expertise:** ImpactEdu has led initiatives aligned to both state literacy frameworks (e.g., the Illinois Comprehensive Literacy Plan) and national mandates (e.g., ESSA, Read to Achieve).
- **Science of Reading Alignment:** Founder Stefane Beddard is LETRS-trained, a former EdReports curriculum reviewer, and a national curriculum writer focused on explicit foundational skills instruction.
- **MTSS Leadership:** ImpactEdu has guided districts in developing MTSS frameworks from the ground up, integrating academic and SEL supports, and refining intervention and progress monitoring systems.
- **Sustained Coaching Partnerships:** Our coaching model is grounded in implementation science and Jim Knight's partnership principles—focused on collaborative leadership development and contextualized support.
- **Evidence of Impact:** As evidence of our effectiveness, we have included letters of reference from

district partners that highlight sustained improvements in instructional practices, fidelity of MTSS implementation, use of HQIM, and positive student outcomes. In addition to the three required letters of reference, you will find several additional letters in Exhibit 11 – Supporting Documentation, which further illustrate our long-term impact and successful partnerships across diverse educational settings.

ImpactEdu is committed to delivering personalized, high-impact support that empowers Iowa school and district leaders to meet and exceed the goals of the CLSD Grant. Our flexible coaching model, deep literacy expertise, and focus on sustainable systems make us a strong candidate to serve as a Leadership Grant Support Provider. We look forward to the opportunity to support Iowa's statewide literacy efforts through this important initiative.

Exhibit 3 - Experience

As the founder and senior consultant of ImpactEdu, I bring over 24 years of experience in education, with more than 15 years specifically focused on literacy coaching, curriculum development, program evaluation, and leadership support. My professional background includes a broad range of services directly aligned with the goals of this Leadership Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant.

- Coaching teachers, instructional coaches, and administrators to improve literacy instruction and leadership capacity
- Supporting the design and implementation of district and school improvement plans
- Providing training and ongoing support within the MTSS framework
- Serving as a literacy curriculum writer, content editor, and curriculum reviewer with a focus on evidence-based practices aligned to the Science of Reading
- Designing and leading professional learning aligned with strategic state and district priorities such as the Illinois Comprehensive Literacy Plan throughout the state of Illinois

Prior to founding ImpactEdu, I served as a district-level supervisor in a public school district serving more than 25,000 students. During my tenure I:

- Led district-wide professional development in literacy and assessment
- Designed and implemented district literacy plans and instructional frameworks
- Created a district-wide instructional coaching program, growing the initiative to include two instructional coaches in each elementary school and one coach in each middle and high school.
- Co-developed the district's MTSS model beginning in 2014, and provided training and implementation support to district and school based MTSS teams
- Guided schools in preparing for and responding to state accountability and high-stakes testing requirements

I have extensive experience in designing and delivering professional services that lead to measurable improvements in literacy outcomes and system effectiveness. Areas of specialization include:

- **Literacy Coaching:**
 - Development of comprehensive literacy frameworks aligned to the Science of Reading

- Structured routines and protocols to improve Tier I instruction
- Support for adoption and implementation of high-quality instructional materials
- Embedded coaching aligned to instructional walkthroughs and district goals
- **MTSS Implementation:**
 - Use of assessment systems to inform core, targeted, and intensive instruction
 - MTSS fidelity tools, team protocols, and decision-making guides
 - Development of progress monitoring tools and alignment of interventions to student need
- **Leadership Coaching:**
 - Individual and team-based coaching for school and district leaders
 - Strategic planning facilitation and implementation support
 - Professional Learning Community design, implementation, and monitoring
 - Coaching aligned to school improvement plans and leadership evaluation frameworks

I, along with ImpactEdu's consultants, work collaboratively with clients to customize services based on context, goals, and existing capacity, ensuring that all support is aligned with school and district improvement priorities, evidence-based practices, and relevant state or national frameworks. This includes alignment with the Iowa Comprehensive Literacy State Plan and support for the development and implementation of district literacy plans.

In Exhibit 11, letters of reference are linked from current district and school partners familiar with ImpactEdu's scope of work, quality of service, and impact on teaching and learning. These letters reflect long-term partnerships and a range of services directly related to the goals of the Iowa Comprehensive Literacy State Development Grant.

Exhibit 4 - Relevant Experience

Professional Overview:

As the founder and senior consultant of ImpactEdu, I bring over 24 years of experience in education with extensive expertise in literacy development, the Science of Reading, instructional leadership, and coaching. I hold a Master of Arts in Language and Literacy (2003), a second Master of Arts in Curriculum, Instruction, and Supervision (2004), and earned National Board Certification in Reading-Language Arts for Early and Middle Grades in 2009. These academic and professional milestones laid the foundation for my transition from classroom teacher to school, district, state, level leadership roles as well as a national and international educational consultant.

Relevant Literacy and Coaching Experience:

My work is grounded in the principles of the Science of Reading, which I began studying in 2013 during a national standards collaboration with the writers of the Common Core State Standards. That collaboration emphasized the importance of foundational skills and knowledge-building curricula, which shaped the direction of my instructional leadership.

As an independent contractor with EdReports, I deepened my expertise in evaluating the design and alignment

of K–12 instructional resources, particularly in explicit and systematic phonics programs and materials aligned to both academic standards and Science of Reading principles. Following this work, I served as an independent curriculum writer for two national publishing companies, developing foundational skills lessons grounded in research-based practices.

In addition, I received training in Implementation Science through Carnegie Mellon University, where I studied best practices for rolling out initiatives at both the school and district levels. I have since designed, implemented, and led training on structured literacy programs and regularly support districts through curriculum audits, professional learning, and implementation support. As a LETRS-trained educator, I draw on current research and best practices to help build district-wide capacity for aligned, high-impact literacy instruction.

At the district level, I served as the Literacy and Instructional Coach Supervisor for a large district of 25,000+ students (PreK–12), overseeing:

- Literacy training for teachers, coaches, and administrators
- MTSS implementation, monitoring, and evaluation of Tier I, Tier II, and Tier III
- Designing and training a variety of district and school coaching models
- Support for state testing preparation and legislation initiatives (Read to Achieve)
- District-wide instructional material audit, review, adoption, and implementation

Leadership Coaching and Strategic Planning

I have provided leadership coaching to school and district leaders for over 15 years, using a combination of large group presentations, cohort training based on grade bands (elementary, middle, and high school) and one-on-one in-person and virtual formats. My coaching approach is grounded in relationship-building, contextual awareness, and collaborative expertise. Each session is tailored to the specific needs and goals of the administrators I support—ranging from regional district leaders to school-based instructional leadership teams.

Currently, I coach educational leaders across a range of districts, providing services that include:

- One-on-one coaching (virtual and in-person)
- Leadership team development
- Strategic planning aligned with district and school improvement goals
- Data-informed action planning, progress monitoring, and evaluation
- Support in building teacher capacity and ensuring successful implementation of district and school initiatives
- Facilitation and strengthening of Professional Learning Communities

These services are fully customized to reflect district priorities, timelines, and capacity. Virtual sessions are frequently used for follow-up support, progress monitoring, or collaborative planning in between in-person sessions.

School Improvement and Literacy Leadership Outcomes

As the founder and senior consultant at ImpactEdu I have a strong track record of school and district improvement success, including:

- Leading the adoption and implementation of knowledge-building and foundational skills-aligned curricula
- Supporting MTSS design and rollout in multiple districts
- Shifting district-level leadership practices around universal screeners, progress monitoring, and targeted and intensive interventions
- Conducting curriculum reviews, adoption planning, and instructional material selection
- Coaching school leaders to use multiple data sources to align goals, design targeted professional development plans, and establish monitoring and evaluation processes to support continuous improvement.

My team and I provide a comprehensive range of educational services to support district and school improvement efforts. Our expertise includes literacy and math professional development, leadership coaching for administrators, and the effective implementation of MTSS. We support schools in strategic planning, the development and training of SEL programs, and the adoption and implementation of high-quality instructional materials. We also offer guidance in evidence-based strategies for teaching English learners and partner with schools and districts to design high-impact coaching models.

We have partnered with diverse school systems across the U.S. and internationally to provide evidence-based, capacity-building support for instructional and leadership growth. The letters of reference demonstrate the positive outcomes of these partnerships and highlight the flexibility and effectiveness of our approach in meeting the goals of the Iowa Comprehensive Literacy State Development Grant.

Exhibit 5 - Mandatory Specifications

5.1.1 Yes, I, along with the ImpactEdu team of consultants, will comply and have the demonstrated capacity to deliver coaching, professional learning, and large-scale training to schools and districts. Our collective experience as classroom teachers, instructional coaches, administrators, and educational consultants has equipped us with the knowledge and skills to effectively deliver training across a variety of settings and formats—including in-person, virtual, small group, and large scale professional development sessions. We are experienced in designing responsive, high quality professional learning aligned to district goals and instructional priorities.

5.1.2 Yes, I, along with the consultants at ImpactEdu, will comply and bring extensive experience in evidence-based leadership practices, strategic planning, and implementation of MTSS frameworks. Each member of our team has held leadership roles in public education—including positions such as District Literacy Supervisor, Director of Teaching and Learning, and MTSS Coordinator—where we were responsible for designing, implementing, and monitoring district-wide academic and leadership initiatives. In addition to our public education leadership experience, we have provided consulting and coaching support to schools and districts across the U.S. and internationally, guiding leaders through improvement planning, professional learning, and sustainable systems of change.

5.1.3 Yes, I, along with the ImpactEdu consultants, will comply and are fully committed to serving all students in diverse district contexts, including urban, rural, and suburban communities. Our team takes pride in its ability to adapt to each district's unique needs and cultural contexts from districts within the same state, from state to state, and even in urban and rural districts in other countries. This breadth of experience strengthens our ability to deliver equitable, inclusive, and impactful support to schools and districts of all sizes and demographics.

For further documentation, please refer to the letters of reference for myself and our team's ability, content knowledge, and the diverse districts we serve.

Exhibit 6 - Knowledge Areas

As a trained instructional coach, I tailor my leadership development work to the specific context, goals, and

capacity of the district and school leaders I support. My coaching approach is grounded in Jim Knight's *partnership principles*, emphasizing mutual respect, trust, and shared learning. I begin every new engagement as a listener and learner, seeking to understand the school or district's culture, current initiatives, and leadership strengths and challenges. This foundation allows me to build authentic relationships and leverage administrators' existing expertise while guiding them toward systems-level change and continuous improvement.

Throughout my career, both as a district supervisor and consultant, I have coached school and district leaders across a wide range of initiatives, including implementation of state and federal mandates (e.g., Read to Achieve, ESSA, Illinois Comprehensive Literacy Plan), MTSS frameworks, and shifts to evidence-based literacy practices. Whether coaching individuals or leadership teams, I focus on aligning our work to strategic goals and increasing leaders' capacity to implement and sustain instructional change.

One of the most powerful insights from my experience is that leadership coaching—even when teacher development is the primary focus—dramatically improves the impact and sustainability of any initiative. When administrators are engaged as instructional leaders and supported with ongoing coaching, implementation quality increases across the system.

Here are four recent examples of how I've supported and enhanced school leadership capacity:

- **District 1:** Over the past four years, I have worked closely with administrators to build a comprehensive MTSS program. This included developing intervention structures, selecting and training interventionists, providing professional development on progress monitoring, and ensuring that families were integrated into the process. Alongside this, I supported administrators in transitioning from balanced literacy to evidence-based practices aligned to the Science of Reading—guiding them through curriculum review, adoption, and implementation.
- **District 2:** I supported the rollout of a new, rigorous literacy curriculum. Working collaboratively with administrators, we developed a targeted walk-through tool to focus classroom observations on specific instructional practices introduced during training. I facilitated professional development, coached instructional coaches on in-class implementation, and worked with school leaders to reinforce and monitor fidelity—ensuring consistent messaging and support across all levels of the system.
- **District 3:** In this district, my role was to help both teachers and administrators maximize the use of their existing literacy resources. We used PLC structures to unpack standards, identify common formative assessments, analyze student work samples, and revise rubrics. I coached administrators on using this data to inform instructional decisions and support differentiated instruction.
- **District 4:** I worked with district leaders to strengthen their MTSS infrastructure by advocating for the adoption of a foundational skills universal screener with automated data collection and progress monitoring features. This shift enabled the district to make more timely and targeted instructional decisions and laid the groundwork for improved Tier 1 and intervention practices.

Across all of these partnerships, my goal has been to build sustainable leadership capacity—helping leaders develop the tools, systems, and confidence they need to drive instructional improvement in their schools.

Approach, Experience, and Successes in Guiding Strategic Literacy Shifts

My approach to strategic planning and implementation with principals and superintendents always begins with understanding the district's context—its current goals, initiatives, resources, and challenges. I begin each partnership by listening, reviewing available data, and mapping what is already in place. From there, I identify potential gaps—whether in assessments, instructional materials, professional learning, or system-wide processes—and collaborate with district and school leaders to develop a tailored action plan. This typically includes aligned training, implementation support, and structures for ongoing monitoring and evaluation.

Across all districts I support, the common goals include:

- Improving literacy outcomes
- Ensuring high-quality implementation of instructional resources
- Building leadership and teacher capacity
- Strengthening MTSS structures
- Aligning practices to the Science of Reading

Below is one example that illustrates how I've supported a district through a successful literacy transformation:

Shifting to Science of Reading-Aligned Literacy Practices

When I began working with this district, they had recently adopted a core balanced literacy program. While the intent was positive, the materials and practices were not aligned with the Science of Reading. I recognized the need to simultaneously support teachers with the existing resource while preparing district leaders to understand and lead a shift toward evidence-based instruction.

Over four years, I helped build the leadership team's capacity—starting with the superintendent and director of curriculum and instruction—through regular strategy sessions, classroom walkthroughs, and research-based conversations. With leadership aligned, we co-developed a three-year strategic plan focused on:

- Building foundational knowledge of the Science of Reading
- Designing and implementing a district-wide MTSS framework
- Supporting teachers through a shift in instructional mindset and practices
- Reviewing, selecting, and implementing new high-quality instructional materials

Leadership Capacity-Building

In Year 1, we focused on the leadership team. Principals and instructional coaches engaged in book studies using *Shifting the Balance* (K–2 and 3–5), reviewed current literacy research, and explored podcast episodes that complemented our learning. This built a unified understanding of why a shift was necessary and how to lead it with purpose and clarity.

Teacher Engagement and Instructional Shift

In Year 2, the focus shifted to supporting teachers. Using PLCs as a structure for adult learning, teachers also read *Shifting the Balance*, engaged in collaborative dialogue, and began reflecting on and questioning long-held practices. The release of the Illinois Comprehensive Literacy Plan at the same time further validated and accelerated the shift in practice.

HQIM Review and Curriculum Adoption

With the leadership and instructional foundation in place, we began the process of reviewing core literacy materials. I facilitated the curriculum committee and supported the development of a customized review rubric that reflected district goals, educator priorities, and alignment to the Science of Reading. We integrated guidance from EdReports and the Knowledge Matters Campaign to select and narrow HQIM choices.

The final phase included the adoption of a new, rigorous, standards-aligned resource and the creation of a three-year rollout and implementation plan—designed collaboratively with district leaders and school principals

to ensure system-wide coherence and sustainability.

This model of collaborative strategic planning, grounded in research and built around the unique strengths and needs of each district, has led to sustainable literacy improvements and greater instructional coherence across multiple school systems.

I, along with the ImpactEdu consulting team, have supported district and school leaders in navigating and managing instructional change through collaborative planning, professional learning, and strategic resource development. The following presentations and documents represent a sample of the customized tools and support I've provided to superintendents, district leadership teams, principals, curriculum committees, and school-based teams. These materials reflect the breadth of services delivered and demonstrate alignment with the goals and components of the Iowa Comprehensive Literacy State Development Grant.

These examples highlight my approach to building leadership capacity, supporting instructional shifts, and driving sustainable systems change aligned to evidence-based practices in literacy:

- **Presentation: [Illinois Comprehensive Literacy Plan, Science of Reading, & Shifting the Balance](#)**
Audience: District curriculum committee including the superintendent, director of curriculum and instruction, K–8 principals, interventionists, and classroom teacher representatives
Purpose: To support leadership understanding of the state literacy plan, evidence-based instructional shifts, and how to lead change across stakeholder groups.
- **Document: [District MTSS Implementation Timeline](#)**
Purpose: A phased plan co-developed with district leaders outlining steps to build and implement a sustainable MTSS, including leadership development and training sequences.
- **Document: [Proposal to Standardize Use of FastBridge Screeners for ELA Assessments](#)**
Purpose: Created in collaboration with district administrators to guide decisions around universal screening practices, data system alignment, and foundational literacy assessment strategies.
- **Document: [Small Group Lesson Planning Template](#)**
Purpose: Designed for principals and coaches to support teachers in delivering differentiated, data-informed instruction within a structured literacy model and using the district's approved foundational skills resource.
- **Presentation: [District Review of MTSS](#)**
Audience: Delivered during a District Institute Day for district and school-based administrators
Purpose: To review MTSS implementation progress, calibrate leadership understanding, and align next steps with instructional priorities.
- **Presentation: [Book Study and Curriculum Review](#)**
Audience: Director of curriculum and instruction, director of student services, school principals, teacher leaders, specialists, interventionists, and instructional coaches
Purpose: To guide the leadership team through a research-based shift in literacy practices and the structured adoption of high-quality instructional materials (HQIM).
- **Document: [District-Created Curriculum Resource Review Rubric](#)**
Purpose: Developed collaboratively with district leaders to guide curriculum selection aligned to district priorities, the Science of Reading, and the Illinois Comprehensive Literacy Plan.
- **Document: [K–5 Vision for Learning](#)**
Purpose: A shared vision document co-written with district leaders to articulate the instructional priorities and define aligned practices across grade levels.

These resources are part of the ongoing support to districts across the country, each tailored to the unique needs of the system while maintaining fidelity to evidence-based literacy practices and sustainable leadership development.

Summary of MTSS Knowledge, Experience, and Leadership Support – Literacy Focus

Since 2014, I have supported schools and districts in designing and implementing MTSS, with a primary focus on literacy. While I also have experience with math and SEL components of MTSS, the majority of my work has centered on developing strong, sustainable MTSS frameworks for literacy. My approach is grounded in system-building, leadership collaboration, and data-driven decision-making to improve student outcomes.

Through my work as a consultant, I have helped district and school leaders assess current practices, identify gaps, and co-develop comprehensive MTSS implementation plans tailored to their goals, resources, and timelines. I've found that successful MTSS implementation typically requires a three-year phased approach and is most effective when district and school leaders are engaged early and consistently throughout the process. Key components of a successful rollout include:

- Establishing and training district and school based MTSS teams
- Selecting and aligning universal screeners and progress monitoring tools
- Strengthening core Tier I literacy instruction
- Designing and delivering targeted Tier II and intensive Tier III interventions
- Integrating professional learning, staffing, and scheduling supports
- Engaging families in the MTSS process, especially at Tier III

Below are examples of how I've supported different districts at various stages of MTSS development:

District 1: Building an MTSS Framework from the Ground Up

Starting point: No formal MTSS structure

- **Year 1:** Trained district and school leaders in MTSS foundations; supported the creation of interventionist roles and the adoption of a universal literacy screener.
- **Year 2:** Co-developed district-wide MTSS structures, protocols, and timelines. Focused on aligning processes across schools and training interventionists.
- **Year 3:** Shifted focus to Tier I instruction and data use. Supported teachers in using screener data to inform small group instruction and align interventions with progress monitoring.
- **Year 4:** Refined practices (e.g., tier transitions), expanded the MTSS framework to ELs, implemented family communication plans, and began scaling the model to include math and SEL.

District 2: Integrating Academic MTSS into a Behavior-Only Framework

Starting point: Three years of behavior-focused MTSS; no academic integration

- Guided district and building leaders in adjusting MTSS structures to accommodate academic interventions alongside behavioral ones.
- Helped reframe Tier II academic interventions as classroom-based (vs. behavior interventions, which were pull-out).
- Supported master schedule adjustments to embed intervention blocks and streamline access to support services.
- Collaborated with leaders to create communication systems and documentation protocols for multi-domain MTSS planning and family engagement.

District 3: Strengthening Assessment Alignment and Foundational Literacy Support

Starting point: MTSS structure in place, but limited by comprehension-based screener

- Identified critical gaps in foundational literacy data that hindered effective Tier II/Tier III intervention and progress monitoring.
- Collaborated with district leadership over the course of a year to analyze assessment options and build consensus around the need for a foundational skills screener with progress monitoring features.

- Co-developed a formal proposal to adopt a new screener aligned with foundational reading skills, which was approved and will launch in the 2025–2026 school year.

These examples reflect my strategic and collaborative approach to MTSS implementation: building from existing strengths, guiding leadership through systemic change, and ensuring alignment between assessment, instruction, and intervention. The success of this work has been driven by my ability to listen, build trust with educational leaders, and co-create systems that promote instructional equity and improved literacy outcomes for all learners.

Exhibit 7 - Coaching Philosophy and Approach

Philosophy and Approach to Leadership Coaching

My leadership coaching philosophy is grounded in a partnership approach, a model that prioritizes trust, collaboration, and mutual respect. I believe that sustained leadership growth begins with listening and learning. I take time to understand the unique context of each district, school, and community, including their current initiatives, previous efforts, and areas of strength. This understanding allows me to honor and build on the work already in motion while identifying opportunities for growth or alignment.

Rather than approaching coaching as directive or evaluative, I see myself as a thought partner and collaborator. I bring my expertise, national and international experience, and an outside perspective, while elevating the experience and insight of the educational leaders I support. Together, we co-construct actionable plans designed to promote instructional leadership, build capacity, and ensure the successful implementation of initiatives such as MTSS or state comprehensive literacy plans.

Promoting Sustained Leadership Growth

My coaching approach is both strategic and responsive, and includes the following methods to promote sustained growth, adaptability, and resilience among school leaders:

- **Consistent, Structured Coaching Cycles:** I use a blend of in-person sessions and virtual one-on-one check-ins to maintain continuity. These meetings include structured agendas, reflective conversations, and space for responsive planning.
- **Goal-Oriented Action Planning:** Each partnership begins with a set of agreed-upon goals and measurable outcomes. Between in-person and virtual sessions, leaders are supported in gathering data, monitoring progress, and taking next steps.
- **Customized Tools and Resources:** I develop district-specific tools, such as leadership planning guides, implementation timelines, or observation forms aligned to goals. This is a sample [Instructional Action Planning Tool](#) created for one district.
- **Adaptive Support:** Virtual coaching allows for real-time responsiveness—whether it’s problem-solving a challenge, adjusting the implementation plan, or offering clarification during the work. These just-in-time supports are especially valuable in sustaining momentum.
- **Leadership Mindset and Capacity Building:** I help leaders reflect on their own beliefs, instructional leadership habits, and change management strategies. Through coaching, they grow more confident in leading complex instructional shifts and supporting their staff through transitions.

Ultimately, leadership coaching is not a one-size-fits-all process. My role is to build the capacity of leaders to confidently and competently lead change, aligned to the school or district vision, and responsive to their local context.

Exhibit 8 - Personnel

If awarded the contract, I, Stefane Beddard, will serve as the main point of contact and lead consultant for this project. As the founder and Senior Leadership, Literacy, and MTSS Consultant at ImpactEdu, I plan to deliver the majority of the professional development sessions. My direct involvement ensures high-quality, customized support aligned to the goals of the district(s) we serve.

However, depending on the size and number of participating districts, I have identified a team of ImpactEdu consultants who may support implementation alongside me. Each consultant brings extensive experience and demonstrated expertise in leadership development, literacy instruction, and MTSS implementation.

Resumes for myself and all proposed consultants are included below. Each resume outlines relevant background information, including education, certifications, professional experience, areas of specialization, and prior project work directly aligned with the goals of the Iowa Comprehensive Literacy State Plan—specifically in the areas of leadership, literacy, and MTSS.

Should you need customer service or support at any stage of the project, I will be the primary contact and will ensure timely and responsive communication throughout the duration of the contract.

[Stefane Beddard](#)

[Jakki Jethro](#)

[Makenze West](#)

[Carrie Herstine](#)

Exhibit 9 - Geographical Locations Served

I, along with the ImpactEdu Consulting team, am available to travel and provide services across all geographical areas of Iowa. Our consultants are flexible, committed to equitable access, and prepared to support rural, suburban, and urban districts participating in the Iowa Comprehensive Literacy State Development Grant.

Exhibit 10 - Professional/Organizational Services Overview

Mission & Experience

ImpactEdu empowers educational leaders and educators through personalized consulting and professional learning, helping implement research-driven literacy and instructional practices across schools, districts, and summer programs. With a team of specialists such as ELA consultants, MTSS coaches, gifted-education experts, and multilingual-learners specialists, ImpactEdu brings deep experience in evaluating literacy initiatives, diagnosing learning gaps, and facilitating sustainable instructional improvements.

Leadership-Focused Coaching & Support Services

1. Targeted Leadership Coaching

- One-on-one and team-based coaching aligned with evidence-based leadership and MTSS frameworks.
- Supports school and district leaders in strategic planning, implementing Science of Reading-aligned practices, and leading systemic school change.

2. Customized Professional Learning

- Interactive workshops and training sessions on:
 - Literacy leadership and instructional rigor
 - High-quality instructional materials
 - MTSS frameworks
 - Coaching for coherence and change management
- Sessions are differentiated to meet the unique needs of leadership teams—novice and veteran, facilitated by experienced consultants/coaches.

3. On-Site Coaching & Embedded Support

- Scheduled school visits where consultants/coaches observe instructional practices, provide feedback, co-plan lessons, and build capacity within teams.
- Ongoing embedded coaching ensures fidelity of implementation for instructional materials and supports within MTSS.

4. Retreats & Leadership Intensives

- Immersive off-site retreats or onsite leadership intensives to foster shared vision, leadership cohesion, and deep dives into data-informed instructional strategies.
- These events support leaders in aligning curriculum, data use, and literacy strategies across the school community.

5. Strategic Planning & Change Management

- Facilitation of leadership teams in developing literacy action plans.
- Leadership support in data systems development, progress monitoring, and use of instructional leadership tools to drive equitable outcomes.

6. Summer Impact: Building Educator Capacity and Student Success

- Through Summer Impact, ImpactEdu provides a unique structure designed to sustain high-quality literacy instruction and educator professional learning beyond the regular school year. Unlike traditional summer school programs, Summer Impact is not solely focused on student remediation—it is intentionally designed as a professional learning experience that integrates student instruction with job-embedded educator development.
- We prioritize professional growth through in-classroom coaching, co-planning sessions with experienced coaches or consultants, and structured opportunities for reflective conversation. All activities are aligned to each school or district's professional development goals, ensuring that the learning is relevant, actionable, and sustainable.
- Summer Impact leverages the district's existing instructional materials and curriculum to deepen teacher understanding and build instructional capacity. This ensures consistency with school-year expectations and maximizes the impact of summer learning. The dual focus on student achievement and educator development makes Summer Impact a powerful model for year-round improvement.

Alignment with Iowa's Grant Requirements

ImpactEdu's services directly address the Iowa Literacy Comprehensive Literacy State Plan:

- Develop strong school literacy leadership teams
- Implement Science of Reading-aligned practices (phonemic awareness, phonics, fluency, comprehension, speaking & listening, and writing)
- Build capacity through coaching, evidence-based workshops, and embedded professional learning
- Leverage MTSS frameworks systemically
- Equip leaders to support, monitor, and evaluate implementation of high-quality curriculum and instructional materials.

ImpactEdu is uniquely positioned to serve as a Leadership Grant Support Provider for the Iowa Comprehensive Literacy State Development Grant by offering both strategic leadership development and hands-on instructional coaching, all rooted in evidence-based literacy practices.

Exhibit 11 - Supporting Documentation

I have included a range of work products and supporting documentation that highlight the depth and impact of my previous leadership, literacy, and MTSS coaching engagements. These materials demonstrate both the

quality of services provided and the outcomes achieved in partnership with districts and schools.

Included in this submission are:

- Letters of reference and testimonials from district leaders that speak to sustained improvements in instructional practice, leadership development, and MTSS implementation.
 - [Linda Esposito, Director of Curriculum and Instruction](#)
 - [Carly Gates, Director of Teaching and Learning Supports](#)
 - [Dr. Phil Robb, Superintendent](#)
 - [Dr. Ana Fuhrer, Chief Academic Officer](#)
 - [Dr. Maureen Eichstaedt, Assistant Director of Student Services](#)
 - [Shannon Fisher, Lead Instructional Interventionist](#)
- Student data from school districts demonstrating progress in student outcomes, educator capacity, and system-wide implementation of MTSS.
 - [IAR district and school ELA growth data - grades 3-8](#)
 - [Foundational Skills Reading Data](#)
 - This data reflects the district's first use of a universal screener, revealing a previously unrecognized need to address foundational reading skills. In response, the district has prioritized professional learning, invested in aligned resources, and allocated dedicated instructional time for foundational skills in all school schedules.
- Slide decks from professional development sessions focused on instructional coaching, literacy leadership, and implementation of evidence-based practices aligned with the Science of Reading and the Illinois Comprehensive Literacy Plan.
 - [Maximizing the Impact of Instructional Coaches \(District and School-Based Leaders\)](#)
 - [ICLP, SoR, Shifting the Balance \(District Curriculum Committee\)](#)
 - [Introduction to Academic MTSS \(District Leadership Team\)](#)
- A multi-year implementation timeline outlining stages of development, key actions, and recommended actions. This timeline is designed to support strategic planning, guide data-based decision-making, and build consistent MTSS structures districtwide.
 - [MTSS Implementation Timeline](#)
 - [Small Group Guidance document to support data based small group instruction](#)
- A collection of MTSS process documents designed to support implementation and promote transparency with families, including:
 - [Teacher MTSS Checklist](#) - A step-by-step guide for identifying student needs and implementing interventions with fidelity
 - [Beginning of the Year MTSS Family Letter](#) -A template to introduce families to the MTSS framework and how it supports their child's academic growth
 - [Checklist for Tier 2 to Tier 3 Consideration](#) - A structured tool to support data-informed decisions about intensifying student support

Exhibit 12 - Additional Services

ImpactEdu offers a suite of services designed to build instructional coherence, enhance system-level supports, and address the evolving needs of districts and schools. All services are customizable and aligned with district priorities and state initiatives.

1. Instructional Support Document Creation

- Development of instructional guides, pacing tools, lesson frameworks, and implementation supports based on currently adopted HQIMs.
- Examples include: unit planning templates, core instructional look-fors, and scaffolding guides aligned to Science of Reading or research-based math practices.

2. MTSS Document Development

- Creation or refinement of Tier II and Tier III forms, including:

- Intervention documentation tools
- Student progress monitoring templates
- Family communication letters
- Problem-solving team agenda templates
- Data review protocols
- All documents can be customized and tailored to reflect district-specific language and processes.

3. Social Emotional Learning Program Support

- Development or Refinement of SEL Frameworks: Alignment of SEL competencies with instructional practices, behavioral supports, and district culture goals.
- Professional Learning for Administrators and Educators: Training sessions that include implementation guidance, classroom integration, and monitoring SEL outcomes using aligned tools.

4. Math Professional Learning

- Training and coaching for teachers and instructional leaders in:
 - Research-based math instruction aligned to Iowa's Mathematical Content and Practice Standards
 - Student discourse and number sense routines
 - Conceptual fluency and productive struggle
 - Use of HQIMs in mathematics instruction

5. English Learner Program Support

- Program Design or Refinement: Support with EL program structure, service models, and alignment with federal and state requirements.
- Training for EL Specialists and General Education Teachers: Practical strategies for scaffolding grade-level content, integrating language development into instruction, and building inclusive classroom environments.

To explore these services further or to learn about the experienced educators and consultants who make up our team, please visit www.impactedu.com. There, you'll find detailed profiles, district and school success stories, and additional information about our approach to partnering with schools and districts.