

Integration Specialist

Paxton Rienbolt

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East Central Kansas
**Cooperative
in Education**

Support at a Glance



Integrating Evidence-Based Practices into Daily Teaching

I help teachers implement proven instructional and behavioral strategies through the BST model and provide support in training and guiding paraprofessionals to do the same.



Supporting Ongoing Professional Growth

Using a coaching model, I provide individualized support through goal-setting, reflection, and feedback. I also work in collaboration with other ECKCE staff members to lead PD to build confidence and effectiveness over time.



Collaborative Problem Solving & Support

I walk alongside teachers to support collaboration with district teams and ECKCE staff members to communicate classroom needs, navigate systems, and build confidence in meeting the demands of the role.



IEP Development and Support

I provide support as needed for the full IEP process — including meeting preparation, goal development, classroom implementation, data collection, progress monitoring, and WebKIDSS navigation.

With a focus on coaching, I provide non-evaluative support to both new and experienced teachers by building confidence, strengthening practice, and empowering you to grow in your role to promote student success.

Ways I Provide Support

- Support teacher reflection through coaching
- Model instructional strategies
- Support data collection
- Lead/assist with professional development
- Assist with coaching paraprofessionals
- Support in IEP meetings as appropriate
- Assist with IEP development and implementation
- Facilitate staff collaboration and communication
- Assist with material and resource preparation
- Assist with creating student and staff schedules
- Assist with curriculum and resource selection and implementation

I meet regularly with ECKCE teachers during their first through fourth years and am also available by request to support other teachers and team members as needed.

Year 1	Year 2	Year 3	Year 4
Teachers in their 1st year with ECKCE or 1st year teaching	Teachers in their 2nd year with ECKCE or 2nd year teaching	3rd-year teachers OR those new to a different teaching role in ECKCE	Teachers in their 4th year or 2nd year in a new role
Weekly or Bi-weekly meetings depending on years of teaching experience	Bi-weekly meetings	Monthly meetings	Quarterly meetings
Comprehensive Support: coaching, ECKCE/District policy, Instruction	Ongoing support focused on refinement and reflection	Continued coaching with gradual release of support	Targeted check-ins and optional support based on need