

**Educational Planning: Instruction, Assessment, & Classroom Management**  
**5500:360**  
**Classroom Management Plan**  
**Submitted by Jennifer Hoerger**

### **Introduction**

In order to establish a classroom environment that promotes learning for my students, I will need to have my own classroom management plan that enforces classroom discipline. Classroom discipline refers to the efforts of a teacher to help students learn to conduct themselves in a responsible manner (Charles, 2011). A classroom management plan is necessary in every classroom so that teachers have predetermined plans for keeping misbehavior from occurring and intervening when misbehavior occurs so that it does not interfere with teaching and learning. If misbehavior is not addressed in the classroom, then it will be a chaotic environment that hinders learning, harms social interaction with others, and encourages inappropriate habits and behaviors. My behavior management plan focuses on theorists and their contributions to our current understanding of classroom management. I describe diversity and how it will affect my interactions with students. Finally, I describe my own philosophy of discipline and how I will put my beliefs into practice in my classroom through classroom rules, disruption plans, and communication techniques to inform the parents of my students about the expectations I have for their children.

### **Theorists**

#### **Background**

The following section describes theorists whose ideas and works have influenced classroom discipline practices. Their contributions influence the type of discipline plans that are enacted in schools today. Prior to 1950, classroom discipline practices were authoritarian in nature. Teachers often used such controlling practices as beating children and humiliating them in front of their peers. Teachers would make students comply to the rules or else they were severely punished. Teachers could act as parents and discipline students using corporal punishment. After 1950, corporal punishment began to be seen as a form of abuse. Previously children had been viewed as useless and evil by society. However, children began to be viewed as human beings, not as objects of disgust. Corporal punishment has now been banned throughout the state of Ohio, and teachers now recognize cultural influences on discipline and students' rights.

- **Fritz Redl and William Wattenberg: Discipline through Influencing Group Behavior**

Redl and Wattenberg believe that students behave differently when they are in a group than they would individually. Behavior is influenced through group dynamics and peer pressure. Because of this, teachers need to manipulate the whole group of students, not just individuals. Redl and Wattenberg believe that in order for teachers to be effective in disciplining students, they must use encouragement and use punishment

sparingly. Any punishment that is used should be pre-planned and mildly unpleasant. Students should know the consequences of inappropriate behaviors and quietly adhere to the outcomes of their actions (Charles, 2011).

The most useful part of Redl and Wattenberg's theory is that group dynamics do have an impact on students. Teachers need to assess group dynamics and peer pressure and design appropriate behavior plans to deal with inappropriate behaviors. On the other hand, this theory addresses the behaviors of the entire group, but not individual behavior. Students still need to be held responsible for their own behavior. The teacher cannot control the entire class through manipulating peer behavior. Individual students will need to be disciplined for their misbehavior as well.

- **B. F. Skinner: Discipline through Shaping Desired Behavior**

Theorist B. F. Skinner believed that behavioral choices are determined by the environmental conditions in which we live. Humans respond to reinforcements that satisfy their basic needs. Thus, teachers should use external stimuli, such as rewards or verbal reinforcement to encourage desired behaviors. Skinner did not believe in the use of punishment because it makes students avoid punishment, not the behavior. Skinner believed that punishment would encourage students to be sly in order to avoid the consequences for their misbehavior (Charles, 2011).

The most useful part of Skinner's theory is that it is simple to use and results are immediate. Many students will feel successful when they obtain reinforcements for their behavior. This will encourage them to behave in order to gain rewards. The least useful part of Skinner's theory is that the definition of reinforcements is generalized. Many reinforcements will not encourage students to behave. Also, this way of managing behavior seems like bribery. The theory does not encourage students to govern their behavior in a responsible way, but rather to behave in order to receive extrinsic rewards.

- **Lawrence Kohlberg: Stages of Moral Development**

Kohlberg argued that people progress through stages of moral reasoning, with each stage requiring more complex reasoning. Individuals in the preconventional morality level behave primarily based on consequences of behavior. Individuals in the conventional morality level accept society's laws and expectations, which help govern behavior. In the postconventional morality level, behavioral decisions are more abstract, and may be based on principles like human rights and personal beliefs of right and wrong. Kohlberg believes that individuals will learn self-discipline as they move through the moral stages and develop better reasoning skills that will aid them in acting responsibly. At first, students will behave in order to avoid discipline. As they grow and mature, they will recognize the importance of rules and adhere to them. Eventually, students will develop higher reasoning that will help them to make moral decisions (Ormrod, 2009).

The most useful part of Kohlberg's theory is that the stages of moral development

are consistent with Piaget's stages of cognitive development. The early stages of Kohlberg's theory are based on the belief that young children are egocentric. As students progress through the moral stages, they move from egocentric thinking to logical thinking. Eventually some students achieve higher-level moral reasoning requiring analytical thinking. This moral development of students is consistent with Piaget's stages of cognitive development (Ormrod, 2009). The least useful part of Kohlberg's theory is that it does not describe how teachers should discipline students. The theory describes how students are expected to behave based on their stages of moral reasoning. However, individualized methods of encouraging positive behavior are not described or stated in the theory.

- **Jacob Kounin: Improving Discipline through Lesson Management**

Jacob Kounin believes that classroom management is influenced by teacher control. Students will pay attention in class and behave if the teacher has engaging lessons with smooth transitions between interesting activities. Exciting lessons will engage students and keep them from misbehaving. Kounin also believes that "withitness" plays a role in classroom management. The teacher's ability to be aware of everything that is going on in the classroom and to act in control will encourage students to behave. Kounin believes that classroom management and discipline go hand-in-hand. When teachers have smooth transitions, overlapping activities, and exciting presentations during lessons, students will behave. When students do misbehave, the teacher should quickly address the problem, and then continue teaching so that the lesson keeps flowing and other students are not given time to misbehave (Charles, 2011).

The most useful parts of Kounin's theory are the concepts of "withitness" and smooth transitions between activities in lessons. Knowing what is going on in the classroom at all times will help teachers to identify and deal with misbehaviors quickly before they escalate into more severe problems. Having smooth transitions between lessons will also help students to stay focused on learning and will leave little time for misbehavior to occur. The least useful part of Kounin's theory is that it does not address what the teacher should do when a student does misbehave. Misbehavior in classrooms will occur, despite engaging lessons and smooth transitions. Kounin's theory addresses how to avoid discipline problems, but not how to solve serious difficulties that may arise.

- **Haim Ginott: Discipline through Congruent Communication**

Ginott believes that students' behavior is greatly influenced by communication between the teacher and students. The way in which a teacher communicates with students will influence the way that they react under specific circumstances. Ginott believes that teachers should not use evaluative praise with students, but should talk about how the behavior influences and affects others so that students will realize that their actions affect those around them. Ginott believes that punishment should not be used because it can cause the student to be hostile and angry, leading to more misbehavior and little resolution for negative behaviors. Rather, teachers should positively communicate with students and avoid characterizing them (Charles, 2011).

The most useful part of Ginott's theory is that the communication between teacher and students will encourage students to learn to talk and interact with others in an acceptable and appropriate way that avoids characterization of individuals. This is important, since characterization can hurt others' self-esteem. Students will learn that what they say has a powerful influence on others. On the other hand, this method of disciplining through communication is not as effective because sometimes teachers need to deal with inappropriate behaviors right away regardless of whether or not students' feelings will be hurt in the process. At times, teachers will need to hastily quell misbehavior to keep all the students safe, even if it injures the self-esteem of a student.

- **Rudolf Dreikurs: Discipline through Democratic Teaching**

Theorist Rudolf Dreikurs believed that the way that students behave is based on social status. Students will behave in order to get attention, gain power and control, exercise revenge, or display their feelings of inadequacy. Dreikurs believed that inappropriate behaviors can be avoided by helping students find ways to satisfy their needs. Discipline can be established in the classroom through democratic teaching that encourages students to be responsible for their actions and make decisions. Rather than punishing students for mistakes, teachers should focus on the students' strengths and how they can grow and learn from their mistakes. Penalties for misbehavior should be appropriate for the misbehavior, not more or less severe (Charles, 2011).

The most useful part of Dreikurs' theory is the idea of disciplining students through democratic teaching. This method of discipline will encourage students to learn self-discipline, which will help them be more responsible individuals capable of learning from mistakes. The least useful part of Dreikurs' theory is that disciplining students through democratic teaching may be too time-consuming. It might take teachers too long to find the underlying cause for misbehaviors so that students' needs can be satisfied to promote appropriate behaviors.

- **Lee and Marlene Canter: Discipline through Assertive Tactics**

Lee and Marlene Canter believe that students choose to conduct themselves properly or improperly. Regardless of how students choose to behave, they are expected to adhere to the rules so that students can learn and the teacher can teach without interruptions. Teachers can use positive reinforcements such as verbal praise to encourage good behavior in the classroom. Lee and Marlene Canter believe that assertive discipline should be used in the classroom to encourage students to refrain from bad behavior. Teachers should intervene and deal with misbehavior in a calm, consistent manner that uses consequences for students who break the rules (Charles, 2011).

The most useful aspect of the Canters' theory is that clear expectations for behaviors are given and modeled for students in the classroom rules. Students have a clear understanding of why there are rules and what the consequences will be if they misbehave. Therefore, students have no excuse for misbehavior if they know how they

are expected to behave. The least useful aspect of this theory is that it fails to deal with the underlying causes of students' behavior. Sometimes students might misbehave because their basic needs are not being met. The Canters' theory fails to address how teachers should deal with misbehavior that is a direct result of the need for survival, safety, and belonging.

- **William Glasser: Discipline Guided by Choice Theory**

William Glasser believes that students' behavior is controlled by student choice. Teachers cannot control students' behavior, but they can influence them to do things leading to better behavior. Teachers can encourage good behavior by providing activities and experiences that will satisfy students' basic needs of security, belonging, power, fun, and freedom and that will motivate them to keep working in order to fulfill those needs. Teachers can accomplish this through meaningful lessons. Glasser believes in noncoercive discipline, in which the teacher helps students to make choices that lead to success and fulfillment. Encouraging students to make responsible choices will help them to develop inner discipline (Charles, 2011).

The most useful aspect of Glasser's choice theory is his belief that teachers should provide meaningful experiences and lessons that will motivate students to learn. It is important for teachers to use this lead teaching, which will establish a learning environment that is conducive to student learning and encourage students to learn as much as possible. The least useful aspect of Glasser's choice theory is that it can be time consuming to help each individual student satisfy his needs all the time. Also, by encouraging students to satisfy their need for power, teachers may threaten the control that they have in the classroom.

- **Barbara Coloroso: Responsibility and Inner Discipline**

Barbara Coloroso believes that behavior is shaped by freedom of choice. Students learn to conduct themselves in an acceptable manner through opportunities in which they can make decisions and deal with the outcomes of those decisions. This promotes students' responsibility and self-control. Coloroso believes that punishment should be used sparingly because it often causes students to feel resentment. However, Coloroso thinks that discipline can be very effective for students. When teachers show students what they have done wrong and help them solve their problems, the students' dignity will remain intact and they will develop responsibility and inner discipline. Students will be encouraged to deal with problems in a mature manner that will help them to be responsible, disciplined citizens (Charles, 2011).

The most useful part of Coloroso's idea is that students will develop responsibility through problem solving rather than punishing. This will encourage students to learn to deal with their problems in a successful manner. The least useful part of Coloroso's idea is that it does not address what teachers should do for students who are not interested in restitution. If students are not interested in solving their problems or correcting misbehaviors, then some sort of punishment or consequence may need to be used.

- **Thomas Gordon: Discipline Through Inner Self Control**

Theorist Thomas Gordon believes that behavior is shaped by relationships with others. Gordon believes that healthy relationships help solve problems and encourage students to manage their own behavior. Gordon believes that when teachers use appropriately constructed I-messages, they will encourage students to behave. I-messages inform the students about how their behavior is affecting the teacher. They help teachers communicate their needs to students so that the students can appreciate how their behavior affects others. Gordon believes that when students misbehave, it is their problem. Teachers should teach students coping mechanisms to control their emotions. This will promote student responsibility and encourage them to exercise inner self-control as they deal with their own behavior (Charles, 2011).

The most useful part of Gordon's theory is that it encourages students to establish values. When students make their own choices, they are controlling their behavior because they think it is right. This promotes self-control. The least useful part of Gordon's theory is the belief that teachers should use I-statements. Some students will not care how their behavior is impacting the teacher and others. I-messages may encourage some mischievous students to continue misbehaving in order to annoy the teacher and others in the classroom.

- **Alfie Kohn: Beyond Discipline**

Kohn believes that classrooms should be supportive communities that encourage students to learn in a meaningful way that promotes problem-solving and perspective taking. He thinks that traditional instruction is meaningless, and students often forget information that they have learned after they take tests to demonstrate their learning. Kohn proposes that teachers should allow their students to learn about what interests them. Learning should be made meaningful for students so that they feel free to make mistakes and learn from them. Students should be encouraged to solve problems and learn within a classroom that promotes ideas and learning from mistakes. Kohn believes that teachers should respect students, and in return, the students will respect the teacher. Classroom management should focus on helping students become caring, responsible problem-solvers who will make wise decisions (Charles, 2011).

The most useful aspect of Kohn's theory is that students will learn how to be responsible citizens who are capable of solving problems. Kohn's ideas about respecting students and making learning meaningful will help students to remember what they learned in years to come as well. One weakness of Kohn's theory is that it does not address what to do when students misbehave. Teachers are simply expected to respect students and in return, they will be respected. This is not always the case, however. The theory needs to address how teachers should react when students' behavior interrupts teaching and learning.

## **Diversity: Ethnic, Cultural, and Economic Background**

When I teach, I will need to make sure that I meet the needs of the diverse students in my classroom. I will need to have an understanding of the ethnicity, culture, race, socioeconomic status, gender, exceptionalities, language, religion, and sexual orientation of my students in order to work effectively with them (Moore, 2012). I will need to consider the unique identities of the students in my classroom and plan my instruction and classroom environment to meet their needs. By doing this, I will model respect for diversity and promote an environment conducive to student learning.

When I teach, I will make sure that I hold high yet realistic expectations for all my students (Moore, 2012). I will make sure that I do not allow my own stereotypes and opinions to get in the way of providing a high-quality education for my students. When I teach, I will make sure that I have high standards for everyone regardless of their culture, ethnicity, race, social status, or ability. I will scaffold students' learning to help them achieve success. I also will help my students to set achievable goals and encourage them to put forth effort in order to do well. To encourage struggling students and students with disabilities to develop self-esteem in their abilities, I will help them see their improvements in mastering skills. I will make sure that I treat each child with respect and give everyone positive feedback so that they will feel good about their efforts to learn.

As a teacher, I will also make sure that I differentiate instruction for students to help them learn (Moore, 2012). I will present my lessons in a variety of different ways and make sure that my instructional activities lie in the cognitive, affective, and psychomotor domains so that all students will flourish in the classroom. I will make sure that I provide accommodations for students as well. I will provide accommodations and modifications specified in the IEPs of students with disabilities. I will create accelerated projects and tiered activities for the gifted students in my classroom. I will make sure that students from low-income families have plenty of time to complete assignments requiring the use of technology since they may not have technological appliances at home to use. I will also provide bilingual books for English language learners in my classroom. These are just some examples of how I will accommodate the learning needs of the students in my classroom.

In order to create a classroom environment that is conducive to student learning, I will create an environment that motivates students to learn. I will take "interest surveys" to find out what my students want to learn about and how they learn best. I will provide interest centers for students to explore different topics so that they are learning about what interests them. I will provide multicultural literature and cultural diversity activities so that students of different ethnicities and cultures will be able to see themselves represented in the curriculum. To encourage my students to learn about different cultures and customs, I will invite guest speakers to come talk to the class. To promote cultural identity in the classroom, I will encourage students to share their own backgrounds and experiences with their peers as well. I will try to make my lessons relevant to students' own experiences so that the information and activities will be more meaningful for the diverse students in my classroom.

One last way that I will work effectively with the diverse students in my classroom is by respecting their beliefs, cultures, and needs. One way that I will respect students is by providing a quiet area for Muslim students to pray during the day, since this is their religious custom. I will also not force students from certain cultures to look me in the eyes when I am talking to them since this is a sign of disrespect in some cultures. In order to learn more about the unique students in my classroom, I will research different religions, cultures, and ethnicities so that I am more culturally aware. I will communicate with the families of my students as well so that they will see that I respect their unique cultural identities. I plan to mail personalized letters to my students' parents and invite parents to the classroom so that they can offer suggestions about how to provide an effective education for their children. This collaboration and respect will promote healthy relationships that contribute to a better education for my diverse students (Moore, 2012).

### **Personal Philosophy of Discipline**

My name is Jennifer Hoerger and I am attending the University of Akron to major in early childhood education and early childhood intervention specialist. As a teacher, it will be important for me to establish a classroom that encourages learning. To do this, I will need to have a classroom management plan. Before I decide what rules I will establish in my classroom and how I will discipline students, I must explore my own beliefs about discipline. Following is my personal philosophy of discipline and how it will shape the way that I manage behavior in my classroom.

I believe that every student should be held responsible for his own behavior. Every individual has the ability to make decisions regarding how he will behave. Although a person may be influenced by group dynamics, each individual still makes his own decisions. Because of this, I will not allow students to make excuses for their behavior. I will make sure that students know the consequences for not following classroom rules. When students choose to misbehave, I will hold them accountable for their actions by consistently using consequences for misbehavior.

I have been in some classes throughout life in which the lessons were boring. The teacher would lecture during the entire class and students were expected to sit and take notes. During these classes, my mind would wander and I would doodle in my notebook. Classes like this promote misbehavior. Theorist Jacob Kounin believes that teachers can ensure that their students will behave by providing stimulating lessons with smooth transitions between activities so that misbehavior will not occur (Charles, 2011). I partially agree with Kounin's ideas. As a teacher, I will try to create meaningful lessons that maintain my students' attention. I will provide a variety of grouping strategies so that my students do not have to listen to me lecture all the time, but can collaborate with peers and discuss issues as well. I will also have smooth transitions between activities and topics so that students will not have as much time to misbehave. Although these practices will help keep my students focused on learning, I will still need to have a plan for when misbehavior does occur. I will pay close attention to the students in my classroom so that I will identify problems and deal with them quickly.

When I was in elementary school, I had a teacher who punished me for talking to my neighbor during group work. The teacher had me stay after class and yelled at me for fifteen



minutes about following the rules. When I left his room in tears, I still had no idea what I had done wrong. This experience has influenced how I will discipline my students someday. I believe that it is important to have classroom rules and consequences. As a teacher, I will model these classroom rules and make sure that students understand that if they misbehave, there will be consequences for their actions. I will consistently discipline my students so that they realize that misbehavior is unacceptable. However, I will discipline my students in a kind, fair manner. I will make sure that my elementary students know why they are being punished. I will encourage my students to think about how they could have or should have acted in order to promote problem solving and reflection on behavior. When I teach, I will follow part of Rudolph Dreikurs' theory of democratic teaching. I will encourage my students to make responsible decisions to promote learning. When students misbehave, I will make sure that the punishment for misbehavior is appropriate for the misbehavior (Charles, 2011). In this way I will be fair in the way that I discipline students.

Occasionally in my classroom, I will need to make decisions about whether or not to ignore behaviors or deal with them. As a teacher, I will ignore subtle behaviors that do not interrupt my teaching or the students' learning. I believe that if I ignore small misbehaviors that eventually the student will stop the misbehavior since he will not be getting any attention. However, if a student's behavior is affecting my teaching or my other students' learning, then I will deal with the behavior quickly and efficiently so that learning can continue.

As a teacher, I will exercise presence in my classroom. I will act in a calm, confident manner at all times. I will deal with misbehavior quickly so that students understand that rules should be followed. This presence will show my students that I am in control. When a student severely misbehaves, I will make sure that all my other students are safe before dealing with the student. As an intervention specialist, this will be especially important since some students with disabilities like emotional disturbances can become physically violent.

As a teacher, I will try to be fair in the way that I discipline students. I will treat all students fairly in my classroom. If two students are misbehaving, then I will make sure that both are punished for their actions. I will not spend so much time assigning blame or trying to figure out who started a problem that I do not fix the problem. I will punish both students the same way since both made poor decisions when they knew the consequences for misbehavior. I will encourage the students to think of more productive ways to deal with their problems in the future.

One last way that I will promote positive behavior in my classroom is by being a positive role model. I will treat my students and colleagues with respect and kindness. I will show my students that I care about them while still maintaining control of the classroom. I will show students that I love to teach, and I will encourage them to put forth their best effort to learn. By modeling positive character qualities, I will be showing my students how they should behave and act to promote a positive learning environment.

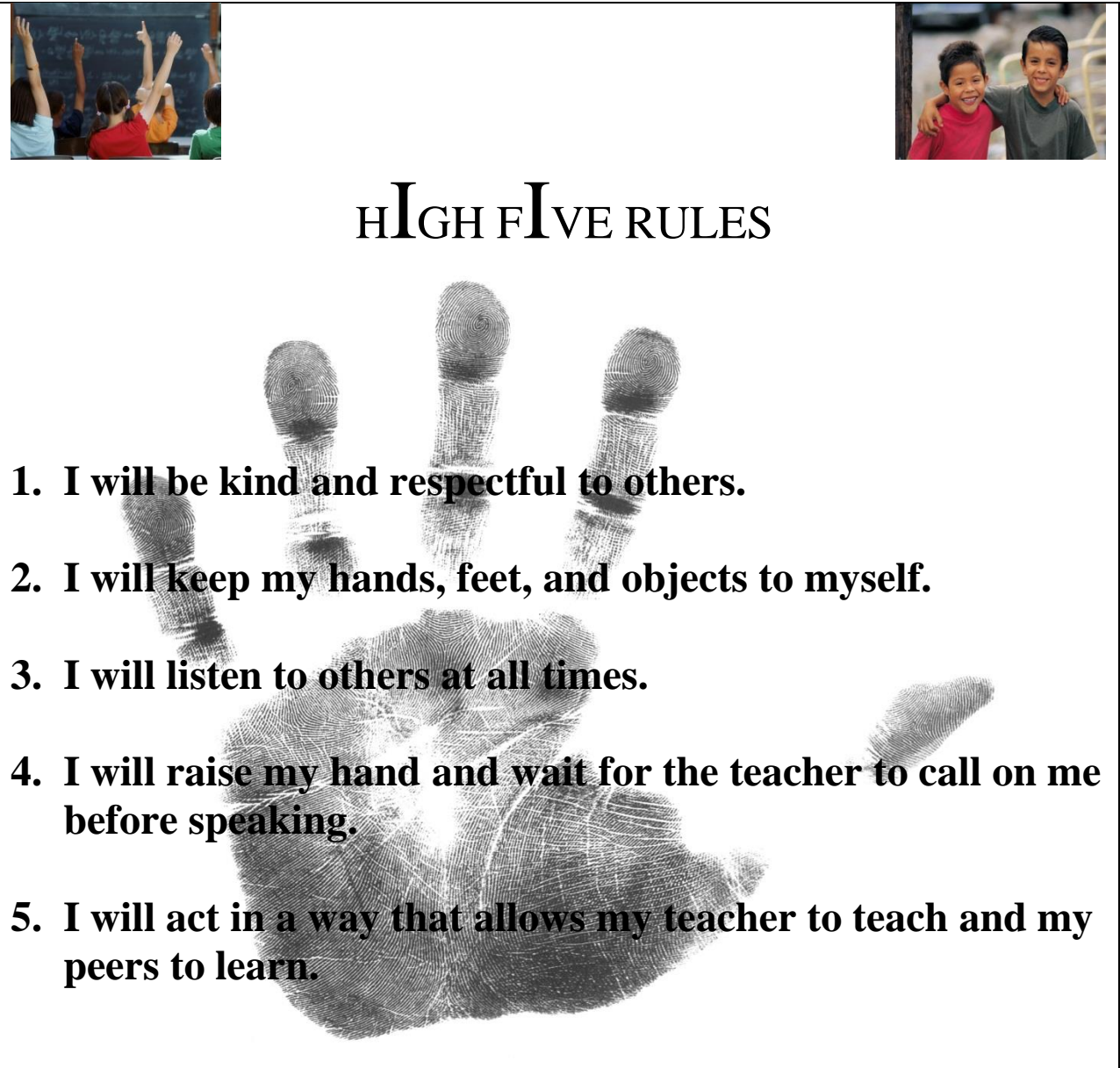
### **Policies**

Based on my philosophy, I will establish classroom rules and consequences that are fair

and that encourage learning to take place. I will provide a copy of the rules for each second grade student. On the first day of school, I will go over the rules thoroughly. I will model how students should behave and make sure that students understand why it is important to have classroom rules and consequences. These rules will be prominently displayed in the classroom so that students will be reminded of how they should behave. To build a sense of community in the classroom, I will discuss with my students how they can create a classroom environment that promotes learning and fun. I will accomplish this through describing how obeying the rules will make the classroom a more enjoyable place that allows teaching and learning to occur. I also will ask my second grade students what other rules they think are important for our classroom. I will add some of these rules to our classroom rules so that students know that I respect their ideas. This will make students feel important and will motivate them to reflect about how they can be responsible students in our classroom.

## Classroom Rules and Consequences

- **Rules**



**HIGH FIVE RULES**

- 1. I will be kind and respectful to others.**
- 2. I will keep my hands, feet, and objects to myself.**
- 3. I will listen to others at all times.**
- 4. I will raise my hand and wait for the teacher to call on me before speaking.**
- 5. I will act in a way that allows my teacher to teach and my peers to learn.**

- **Positive Consequences**

To encourage good behavior in my classroom, I will use verbal reinforcement to let students know that I appreciate the way that they are behaving. I will use positive feedback and encouraging statements about students' behavior to encourage students to behave. I will occasionally use rewards such as snacks, pencils, colorful erasers, or stickers to show students that I appreciate their good behavior. I will use extrinsic rewards every couple of months. I do not want my students to behave in order to receive

rewards, however. I want students to value responsible behavior and behave in order to create a classroom environment that encourages respect and learning. Thus, I will only use extrinsic rewards occasionally. I also will make it a practice to send notes home with students informing their parents about situations in which their children acted responsibly or obeyed the rules. This will encourage students' good behavior and will promote positive relationships with parents. When I teach, I also will implement individualized behavior plans for students with disabilities that are specified in their IEPs.

- **Negative Consequences**

In my classroom, I will use a behavior traffic light system. The traffic light will have three sections. Students will have their names written on clips that will be moved up the traffic light when they misbehave. I will move a student onto the green light when he needs to think about his behavior. This is a warning of sorts that will encourage students to think about their behavior and what they should be doing. Hopefully it will redirect the student and remind him of the classroom rules. If the student's misbehavior continues, then I will move him to the yellow light. The student will receive a verbal warning. If the student's misbehavior continues, then he will be moved to the red light on the traffic light, and he will be disciplined. He will have to talk with the teacher about his misbehavior and complete a writing assignment. When I talk to students about their misbehavior, I will have them identify what they were doing wrong and how they should have behaved. In the writing assignment, the student will write about which rule he broke and what he could have or should have done instead. This will encourage students to reflect upon their behavior and take responsibility for their actions. This system will be used daily in my classroom.



Red Light: Talk with the teacher after class and writing assignment

Yellow Light: Verbal warning

Green Light: Make wise choices

Note: I reserve the right to skip following this procedure and proceed with an office referral depending on the behavior circumstances.

- **Rational**

I created five simple classroom rules that I will implement in my classroom. I chose these rules because they are simply stated so that my second grade students will easily be able to read and understand them. Some of the rules are also vague, such as the one that states "I will be kind and respectful to others." I made some of the rules vague

so that I will have flexibility in determining which behaviors are kind and respectful. This allows me to exercise more control in my classroom. I chose these rules because they are able to be achieved. Students can easily adhere to the rules, and the rules will promote an environment that allows teaching and learning to take place. I stated the rules in a positive way that will encourage students to be responsible for their actions as well. I only created five rules because I plan to have my students help determine more classroom rules that they think are important in order to promote a classroom environment that encourages community and collaboration.

I plan to use positive feedback and verbal praise in my classroom. I will use these as positive consequences in my classroom because I think that often students misbehave in order to get attention. If I praise students for their good behavior, then I think this will encourage them to continue to behave. I will also write positive feedback about students' behavior in group projects so that they realize that I notice their attempts to get along and collaborate with others. I will occasionally use external rewards in my classroom. I believe that if I occasionally reward students with something that they can use, that I will show them that I appreciate their good behavior. I will not use extrinsic rewards a lot, however, because I believe that students should be responsible for their behavior. I want students to be intrinsically motivated to behave. I want my students to know that they are expected to behave at all times. I do not think that students should behave just to receive rewards. However, occasional rewards will show students that I notice their attempts and success at obeying classroom rules. One last way that I will encourage positive behaviors in my classroom is by sending notes home to parents. I think that occasional notes and telephone calls informing parents about their child's personal growth and positive behaviors will help students to feel proud, thus encouraging good behavior. Also, this will help me to establish positive relationships with parents. By using phone calls and notes, I will show parents and students that I truly care about their progress and growth in school.

I plan to use the traffic light system as a negative consequence for behavior. I will use this system because I have seen it implemented in many elementary school classrooms that I have been to for field experiences and observations. This system and variations of this system were quite effective in the classrooms in which they were used. The students usually took heed of the first warning and changed their behavior. I think that this behavior system will be effective in my second grade classroom. I will use the traffic light system because it will show students that I notice their misbehavior and that I will not tolerate it. Students will learn that they are expected to behave, and if they misbehave, they will have to face the consequences for their decisions. The discussion that I will have with the students and the writing assignment that students will have to complete will help them to reflect upon their misbehavior and replacement behaviors that they should have used. This will encourage student reflection and responsibility. I made it clear that I have the right to skip the traffic light procedure under certain behavioral circumstances as well. I made this part of my behavior plan because it will give me more authority and flexibility during situations warranting immediate action. This will allow me to deal with severe disruptions quickly so that my students will stay safe.

### **Severe Disruption Plan**

A severe disruption is a situation or action that endangers the safety of students. If a severe disruption occurs in my classroom, then I will react quickly and calmly. If possible, I will have the child who is misbehaving go directly to the principal's office, or I will call the principal on the intercom system to come escort the child to the office. However, if the disruption is very severe, this may not be possible. For example, if one of my students has a tantrum and begins throwing objects such as chairs and books, I will get all of my other students in the hallway so that they will be safe. The safety of my students is my first concern. Then I will have one of my students go to the principal's office to inform the principal about what is going on. I will have another student alert another teacher down the hall about the problem as well. If the school has an intercom system, then I may be able to inform the principal and another teacher about the problem in a faster, more efficient manner. I will make sure that the child having a behavioral outburst does not harm himself or others. Once the principal arrives and takes the child to the office, then I will proceed with teaching my other students.

### **Communication with Parents**

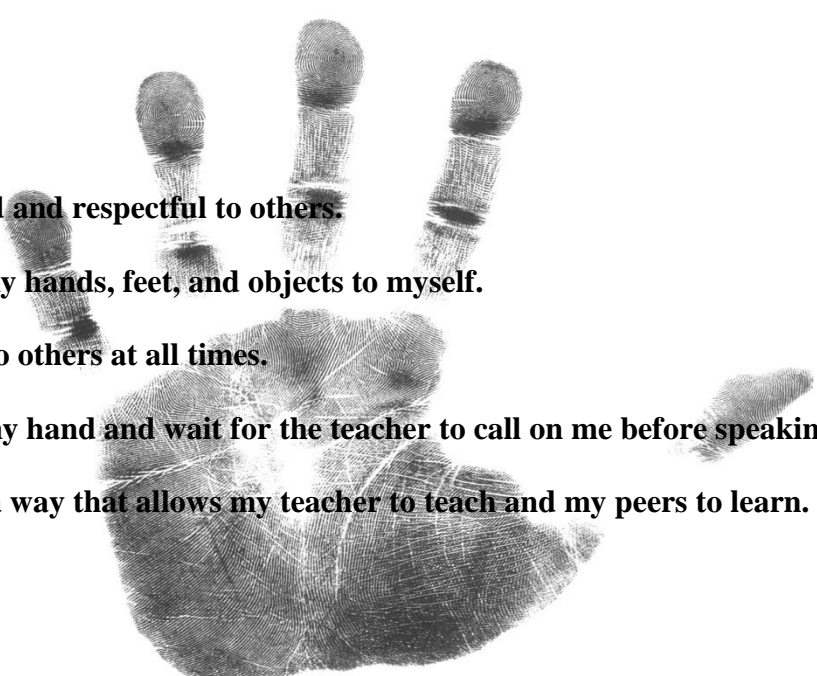
Communication with parents is very important. As a teacher, I will need to inform parents about the behavior management plan that I will use in my classroom. To accomplish this, I will mail letters to parents informing them about the class rules and consequences. The letter that I have written below is an example of how I will inform parents of my behavior management plan. I will not address the recipients of the letters as I have done in the example below. I will use their last names (ex. Dear Ms. and Mr. Smith) because I think that this will make the letter more personal and will show parents that I am interested in getting to know them better.



Dear Parents or Guardians,

I welcome your child to 2<sup>nd</sup> grade! I am delighted to have the privilege of teaching your child this school year. I am excited about the opportunity to get to know you as well. It is my desire to establish a classroom community that will encourage each child to strive to his/her full potential academically. In order to establish a classroom environment that is conducive to teaching and learning, it is important to have clear rules and consequences for behavior. Below are our class “High Five Rules.” Additional rules will be discussed and determined by the whole class on the first day of school to encourage active participation in establishing classroom rules.

### HIGH FIVE RULES

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- 1. I will be kind and respectful to others.**
  - 2. I will keep my hands, feet, and objects to myself.**
  - 3. I will listen to others at all times.**
  - 4. I will raise my hand and wait for the teacher to call on me before speaking.**
  - 5. I will act in a way that allows my teacher to teach and my peers to learn.**

It is my desire to help your child develop responsibility for behavior. In order to do this, I will implement these classroom rules. When students do not follow the rules, there will be negative consequences for behavior. Following is the “traffic light system” that will be implemented in the classroom. I reserve the right to skip the following procedure and proceed with an office referral depending on the behavioral circumstance.



Red Light: Talk with the teacher after class  
and writing assignment

Yellow Light: Verbal warning

Green Light: Make wise choices

I am looking forward to meeting you and your child at orientation! Please feel free to contact me via my school e-mail ([sampleletter@gmail.com](mailto:sampleletter@gmail.com)) if you have any questions or concerns. I look forward to helping your child learn and grow during the school year!

Sincerely,

Miss Jennifer Hoerger



## References

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