

Classroom Leadership Plan

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TLED 640: The Management of Learning and Instruction

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Classroom Leadership Plan

Classroom leadership is about cultivating a supportive community where students feel empowered to learn collaboratively and develop into successful dental hygienists and dental assistants who serve their communities (Montessori Minds Consulting, 2023). As an educator, my goal is not to control my students, but rather to provide them with meaningful learning opportunities that foster growth and engagement (Milner et al., 2019). To ensure students can fully benefit from these opportunities, I must implement a clear classroom leadership plan and consistently uphold the rules and norms that support a positive and productive learning environment (Marzano et al., 2003). My paper will be about developing the rules, norms, consequences, and procedures that I will implement with my students, along with the artifacts that will support consistent disciplinary actions.

Rules/Norms, Consequences, and Procedures

Rules/Norms

As an instructor, I plan to create rules/norms based on past students' actions that are disruptive or distracting in didactic settings and incorporate co-created rules/norms with students. Within higher education, I have a "Simple Syllabus" on Canvas, which I will use to outline the rules and norms for my students. At the beginning of the semester, a simple syllabus is printed out for my students and reviewed on the first day of class (Milner et al., 2019). By examining the syllabus on the first day of class, students are informed of the expectations.

According to Milner et al. (2019), "having students sign a document listing the classroom norms and agreeing to honor them" (p. 102) helps ensure that my students and I are on the same page regarding classroom management. I would implement a quiz that has one question for the

student to read and sign, stating " By signing below, you confirm that you have read and understood the syllabus for DNH 235. You acknowledge awareness of the course requirements, grading policies, classroom and clinical rules and norms, consequences, and available student resources as outlined in the syllabus. If you have any questions or need clarification, you agree to seek assistance promptly. Please write your full name below to indicate your acknowledgment and consent," and require the student to sign electronically.

Artifact: Syllabus Quiz with Consent

Syllabus Quiz

Please be sure to review the syllabus carefully and wait until after class to complete the syllabus quiz. This will ensure that any questions or concerns you may have can be addressed beforehand, helping you feel confident about what is being asked of you.

1 Essay 1 point 🔗

By signing below, you confirm that you have read and understood the syllabus for DNH 235. You acknowledge awareness of the course requirements, grading policies, classroom and clinical rules and norms, consequences, and available student resources as outlined in the syllabus. If you have any questions or need clarification, you agree to seek assistance promptly.

Please write your full name below to indicate your acknowledgment and consent.

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I would use the first day of class to co-create with the students any additional rules or norms that they would like me to include in the Simple Syllabus for all students to follow before taking the quiz. Milner et al. (2019) explained that the classroom is both the instructors' and the students' environment, and every voice should be heard; rules and norms should apply to everyone. I would allow the students to come up with rules/norms, which I would allow them to

collaborate on their own and come up and write on the board. Once all students have expressed their thoughts, I would have the entire class agree with the norms and rules.

Consequences

According to Milner et al. (2019), “Classroom management is about restorative discipline” (p. 133). I plan to implement restorative discipline in my classroom by making it clear to students that while mistakes are inevitable, they also present opportunities for growth and learning. My approach to consequences is grounded in the philosophy of natural consequences, where a student’s actions lead to outcomes that occur naturally, without adult or parental intervention (University of Washington, n.d.). As a higher education instructor, I am also required to follow the Family Educational Rights and Privacy Act (FERPA), which means I cannot discuss a student’s behavior or consequences with their parents without the student’s consent, as they are legally considered adults at 18 or older (Department of Education, 2008). These consequences will be independent of the students, as a dental program establishes a process for handling consequences.

Syllabus Policies

In my syllabus, I include an AI policy stating that if 10% or more AI-generated content is detected in an assignment, the student will receive a grade of zero for that submission. I will then meet with the student to discuss the assignment and provide an opportunity to resubmit it. A late penalty will be applied to the second attempt, and the score from the second attempt will be averaged with the original zero to determine the final grade.

My late work policy states that assignments will be accepted up to five calendar days after the original due date, with an automatic 10-point deduction. Late submissions of extra credit assignments will not be accepted.

Academic Integrity

As an instructor, I uphold and promote the principle of academic integrity. I expect all students to complete assignments and examinations honestly and independently. Any student found guilty of cheating, plagiarism, or other forms of academic dishonesty will be subject to my consequences and the college's disciplinary procedures.

My syllabus outlines specific examples of academic dishonesty, including using material verbatim without proper citation, paraphrasing without crediting the source, failing to cite internet sources, submitting another person's work as one's own, copying from another student's paper, test, or homework, and allowing another individual to copy or use your work.

Enforcing Consequences

My plan to enforce consequences will be escalating steps with the student to provide growth opportunities. For the first offense, I will meet with the student one-on-one to discuss the rules and norms that were broken and work with the student to find solutions to continue forward. For a second offense, I will meet with the student and the program director to discuss the original plan and have the program director assist with any necessary corrections. For a third offense, the program director and I will contact the student and schedule a meeting with the Dean of Health Technologies. During the second and third offenses, I will encourage the students to invite someone they feel comfortable with (parent or guardian) to the meeting for additional support. I will continue to track our meetings in our student software "Navigate," which helps alert other faculty about the conversations that have been held with the student.

Procedures

According to Milner et al. (2019), an instructor who is a "Warm Demander" gives their attention to the emotional details of the student and does not give up on them. I want to be a

warm demander because I expect a great deal from my students, but I want them to know that I foster a caring environment. My students are entering the dental field, where they treat patients to save lives, which can be a very demanding and disciplined profession. The procedures and routines I will establish in didactic and clinical environments will be constant and encouraging for the students.

The first procedure I will establish in my classroom is the method for students to submit assignments. Some students will submit assignments in formats that I am unable to open on my end, which creates a hardship between the student and me. I will provide specific instructions on the format for submitting Word documents, PowerPoint presentations, and videos through Canvas, a student learning management system (LMS; Canvas, 2025). The procedure will be posted, along with instructions and details for each assignment, in the simple syllabus. By following this procedure, the students will not develop anxiety because I have emailed them to inform them that the document they submitted is incorrect.

Artifact: Submission Requirements for Assignments

Submission Instructions:

- One classmate will be chosen to submit the final, compiled policy manual for the class. They must inform the instructor of their role. (I would recommend using Google Docs as a main document for everyone to add their parts.)
- Each group will assign one person to submit their training video.
- Every student must submit their Classmate Feedback Form individually.

Example Submission Breakdown:


- Stephanie is chosen to submit the policy manual and her group's training video. She will submit:
 1. Full Team Policy Manual
 2. Her Group's Training Video
 3. Her Classmate Feedback Form (all in one submission)
- Tracey, Stephanie's classmate, will only submit her Classmate Feedback Form, since Stephanie submitted the group video.

Submission Requirements:

- Word Documents:
 - File format: .doc or .docx
 - File Naming: LastName_FirstName_Assignment Title
 - Example: Bettis_Stephanie_InfectionControlProject.docx
 - PowerPoint Presentation
 - File format: .ppt or .pptx
 - File Naming: LastName_FirstName_Assignment Title
 - Example: Bettis_Stephanie_InfectionControlProject.ppt
 - Videos
 - File format: MP4 file or Shareable link (Youtube, Canva, or Vimeo)
 - File Naming: LastName_FirstName_Assignment Title
 - Example: Bettis_Stephanie_InfectionControlProject.mp4
-



The second procedure I will establish in the clinic is the morning entry. Some students struggle to know what to do when they enter the clinic, resulting in points being deducted from their daily grade sheets. I will provide detailed instructions, including an announcement on the times when they should wear clinical attire, complete room setup, and review patient charts, as well as arrive promptly at the morning huddle. The first week of class, I will have the students participate in a trial run with me, during which I will inform them whether they are on time or running behind. After they are in the morning huddle, I will have the dentist visit each operatory and inspect their setups. The announcement will be posted in the first week by itself; however, in subsequent weeks, it will be included in the weekly announcement. By posting weekly, it will help keep students accountable and maintain consistency in procedure.

Artifact: Announcement Morning Clinic Procedure



Stephanie Bettis AUTHOR | TEACHER

Created Jul 20 5:14pm | Posted Jul 20 5:14pm

Morning Clinic Entry Procedure – IMPORTANT ANNOUNCEMENT

Dear Students,

To ensure a smooth and professional start to our clinic days, please follow the **morning entry procedure** outlined below. Adhering to these expectations will help you avoid unnecessary point deductions on your daily grade sheet and promote responsibility and preparedness.

🕒 Arrival Time:
You are expected to arrive at the clinic by 9:00 am. This allows sufficient time to prepare before the morning huddle.

👕 Clinical Attire:
You must arrive wearing your scrubs. You will don on and off your scrub cap, resistant fluid jacket, and shoes at the clinic. Please be dressed and ready by 9:15 am.

🧼 Room Set-Up:
Upon completion of clinical attire, immediately begin setting up your operatory. Room setup should be completed by 9:30 am.

📄 Patient Chart Review:
After setting up, you are responsible for reviewing your patient's chart and being ready to discuss the case by 9:50 am.

👥 Morning Huddle:
Our morning huddle will begin promptly at 9:50 am. You must be fully prepared and present at that time. During morning huddle, I will have Dr. Pryor, observe your operatories to make sure they are set-up and ready to go.

📅 Trial Run - Week 1:
During the first week, we will conduct a trial run together. I will provide feedback on whether you are on time or falling behind. This practice is designed to set you up for success and eliminate confusion moving forward.

🔥 Real-Life Application:
In a dental office, **having your operatory fully set up, chart reviewed, and being ready for the morning huddle** is expected of all professionals. Being late or unprepared affects not only your workflow but the entire dental team and patient experience. Practicing this routine now will help build the professional habits that employers value and expect.

Thank you for your attention and commitment to professionalism!

- Ms. Bettis and Dr. Pryor

Reply

Documentation of Behavior or Events

Instructors can feel overwhelmed by the documentation of behavior or events due to the volume of paperwork involved (Bender, 2024). However, documenting behavior and events will help to observe patterns and keep open communication amongst multiple instructors. Observing patterns of behavior can help determine if there is an actual situation causing it or if there might be a behavioral issue. Maintaining open communication about students' behavioral concerns and events can foster consistency among instructors.

When a student displays poor behavior or an incident occurs, I will record it in our Navigate system, which will display the student's history. According to the Commission on Dental Accreditation (CODA) standards (2025), section 1-2 state that our program must have a stated commitment to a humanistic culture and learning environment that is regularly evaluated.

An example of evidence demonstrating compliance is the documentation of ethical or non-ethical behavior for students, which is regularly reviewed and readily available to those who need it.

Artifact: Documentation of Not Submitting Assignments on Time

Appointment Details	Summary Details For
Care Unit Dental Department	Assignments Discussed Multiple Late Assignments - Zero Given
Location Lloyd F. Moss Free Clinic	Objectives of the Session 5 - Week Advisory Session
Service CURRENT DA STUDENT ADVISING CURRENT DA STUDENT CLINICAL ADVISING Select Service	Study Skills Used None
Course DNA-119 Dental Therapeutics	Goals for Next Session 1. Planner will be bought for Time Management 2. Will plan time slots for bigger assignments.
Meeting Type IN-PERSON Select Meeting Type	Student arrived on time and was ready to begin our session. <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A Student was prepared (attended class, read lesson, had notes, etc.)? <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A Student asked for explanation of material not understood? <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A Student responded positively to instruction (as you suggested)? <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A Student was aware of future assignments? <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A Student shows a better understanding of the material since our last session. <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Date of visit 07/18/2025	Appointment Summary Paragraph
Meeting Start Time 3:30pm	During our 5-week advisory meeting, the student and I discussed her current progress and goals. The student identified her strengths as strong test-taking skills and building excellent rapport with patients. She shared that she is highly motivated to graduate and secure a dental assisting position, ideally in a pediatric dental office, as she enjoys working with children. We also addressed areas of improvement. The student acknowledged that she struggles with completing assignments on time due to poor time management. I emphasized the importance of punctuality, relating it to real-world expectations in a dental office setting. She appreciated the real-life perspective and its connection to her future work ethic. We reviewed her late assignments, noting that while some received a -10 point deduction, others submitted past the 7-day late window received a zero per the syllabus policy. I recommended that she purchase a planner to help organize and dedicate specific time slots for her coursework. I demonstrated this using my own graduate-level planner. The student expressed financial limitations that prevent her from purchasing a planner at this time. I informed her that I would provide a planner by our Thursday class, which she gratefully accepted. She is eager to improve her time management and prioritize her remaining assignments for the semester. We scheduled our next advisory session in five weeks. I reminded her that she is welcome to reach out before then if she needs additional support. The student confirmed she had no further questions or concerns at this time.
Meeting End Time 4:00pm	
All times listed are in Eastern Time (US & Canada).	
Attendees Stephanie Bettis Professor, Student <input checked="" type="checkbox"/> Attended	
Personal Satisfaction <input checked="" type="checkbox"/> Attended	

Communication with Families

According to Milner et al. (2019), when instructors understand the family and community aspects of their students, they can provide more realistic experiences for those students. As I fully understand and support the inclusion of family and community aspects, as a higher education instructor, FERPA protects our students' academic records from being obtained or discussed with family members. Students have the right to bring parents or guardians into a meeting when academic or behavioral issues are being discussed.

If a student requests to bring a parent or guardian to the meeting, I must be aware of the student's parent or guardian's availability and schedule the meeting accordingly. Before the meeting takes place, I will need to obtain written or verbal consent from the students, stating that academic information will be discussed, and confirming their approval of the parent or guardian's presence. If the meeting is on Zoom or in-person, I need to ensure that I introduce myself to the parent or guardian to establish a humanized relationship with them (Milner et al., 2019). At the end of the meeting, I will ensure that I obtain the parents' or guardians' email address so that I can send a follow-up report with detailed information about what we discussed.

After the meeting has ended, I will write up the main points discussed, and any action plans or future goals formulated during the meeting. I will document the communication in the students' Navigate system and develop an email (Outlook) to send to the student and their parent/guardian. I will ensure that both the student and their parent/guardian are notified if another meeting is required in the future.

Artifact: After-Report Email to Student and Parent/Guardian



Stephanie D. Bettis

To: Stephanie D. Bettis

🗨️ Reply 🗨️ Reply all ➔ Forward 📧

Sun 7/20/2025 3:04

Dear Mrs. Guzek and Ms. Bettis,

Thank you both for taking the time to meet with me on July 18th, 2025 regarding classroom behavior. I truly appreciate your willingness to partner together in supporting Stephanie Bettis and ensuring her success in the classroom.

It was a pleasure meeting you, Barbara Guzek, and having the opportunity to connect over Zoom. Building relationships with families is an important part of creating a strong and supportive learning environment for Stephanie, as the dental programs are not concerned as easy subject.

As discussed, here is a brief summary of the key points from our meeting:

- Classroom behavior - Getting up and walking around the classroom, coming in and out of the classroom multiple times, and wanting me to go back to what she missed.
- Agreed Action Items -
 - Can stand or walk in the back of the classroom so it's not distracting for other students
 - Limit to 1-2 times on exiting and entering classroom, unless emergency
 - Record lecture so it can be listened to at another time instead of asking me to go back.

At any point, if you feel we need to amend any of these agreed upon action items, please don't hesitate to reach out to me. I've added your email to my records so I can continue to keep you updated as needed per Stephanie's request.

Again, thank you both for your time and support. I look forward to working together to help Stephanie grow and succeed in her amazing academic journey.

Thank you,
Stephanie Bettis

Conclusion

In creating this classroom leadership plan, my goal is to foster a structured yet respectful, student-centered learning environment that promotes a sense of community. I am committed to preparing future dental professionals for the real-world expectations, where they will be entrusted with the health and lives of their patients. By clearly outlining rules, norms, consequences, and procedures, I aim to establish consistent expectations while building mutual respect, trust, and opportunities for my students' personal and professional growth.

The artifacts I have developed will support the maintenance of high professional standards while also empowering students to take ownership of their education. I recognize the importance of collaborating with colleagues to ensure open communication and continuous improvement, which ultimately enhances the safety and effectiveness of the learning environment. By implementing these strategies and tools, I will help students achieve their academic and clinical goals in a supportive environment, equipping them with the experience and confidence necessary to succeed in their future careers.

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