

CLASSROOM MANAGEMENT + ROUTINES

ENTRY

When students enter my classroom, I expect them to walk in at level zero (silent), calmly sit on the carpet, and wait for the rest of the class to arrive. I typically have the first slide of the lesson projected so students can immediately start thinking about what we will be learning. During this time, I take a quick “temperature check” of the room, have a student pass out class folders, and begin transitioning into the lesson.

ATTENTION SIGNALS

I prioritize consistency by using school-wide attention signals so students experience the same expectations across classrooms. Some effective call-and-response strategies we use at Brosnahan include:

- “Show me the Mona Lisa” (followed by a reminder: “that means you are looking and listening”)
- “Flat tire... shhh”
- “Class, class” / “Yes, yes”

I also incorporate interactive cues that engages students’ focus, such as “clap once if you can hear me... touch your nose if you can hear me... put your pencil up if you can hear me.”

These strategies help students actively listen and refocus. Overall, I keep attention signals simple, consistent, and engaging.

MATERIAL DISTRIBUTION

Having materials prepared before class is essential for a smooth and efficient art room. I rely heavily on table leaders to support this process. Table leaders help pass out supplies, set up materials, and assist with clean-up at the end of class.

Each class also has a designated student responsible for retrieving and returning the class bucket, which contains table folders. Table folders help keep artwork organized, and students are responsible for placing their work in the correct colored folder. This system builds accountability while keeping the classroom organized.

CLEAN-UP ROUTINES

I begin clean-up with an attention signal and remind students they need to be listening for directions. Clean-up follows a structured routine:

- Table leaders collect artwork and place it in the correct folder
- Other students return supplies in the proper place
- The designated student returns the class bucket

Once students finish, they place their heads down at their table to show they are ready. I then call tables to line up based on readiness. This allows me to quickly assess who is ready and who may need additional time or support.