

CI3T Using Tickets at the High School Level

My name is Michelle Salmans. I work at _____. I teach different art classes, graphic design, drawing, and photography. So I've been having some good successes giving out CI3T ticket. Mainly, whenever I see certain habits happening that I want to avoid in the classroom. So some things in my classes I do is a weekly journal assignment with a graphic designer drawing. Usually, predictable times in the semester I end up getting lots of them in late or just not being done in general and then they bring them in late. So I will when I'm grading my journal assignment each week right there just start writing down tickets for everyone who turned in on time at week. So usually on a bad month that can be like a third of the class right that's when I really start to do it is when I started noticing that I'm like this is a big. So I start giving up the tickets probably two to three weeks in a row and then sure enough I start seeing them being turned in on time. So that's right perfect and then so I don't do it every week I've heard of some people always thought about this that the semester maybe I'm going to start off right away giving them so I might be giving out lots and lots of tickets but it makes it worth it in the long run because they start turning them in time. So usually I put responsibility for that our paths and also the best effort because you're turning your working on top and I like to be really authentic with some of my praises too. I like them to understand why I'm giving it not just because their like Ok, I did something I'm supposed to do You're also making my job more efficient too. I usually will accept late work with in an appropriate amount of time. So if you turn in your work on time you are saving me time later going back in. I really do appreciate you doing this. Not only are you being responsible and you're learning good habits but you're making my job easier and so that I think they understand that too. They're like "oh... okay. Alright, I can help you with that". The other thing that I do giving tickets out because again I like my praise to be authentic, it feels weird if I'm like you know...if i don't really appreciate what they're doing it right if I'm trying so manners and being polite is something that I give tickets out for being respectful and also giving best effort when they thank me or just greet me every day, when they say thank you. Just having manners being polite and especially again there certain times in the semester like December was it really big one. I just started noticing a lot of attitudes you know and so forgiving those and I've heard this from a lot of staff members that like they've had more thank you at the end of classes than they've ever seen I know that's true for me. I have more kids thank me at the end of class as they're leaving and just being polite, having manners, using...you know a tone but you know usually nice to be used throughout the classroom, not demanding and things like that. So that's one thing that I've been you know and I can go and I'm like really meant a lot that you were just thoughtful and kind to me I needed that today and so I and then again I start to know this more thoughtfulness more politeness in the classroom not just to me but to one another. So those are my two, I would say successes within giving out CI3T tickets that I plan on continuing doing and that are easy ways of incorporating it every day. So just mainly noticing whenever I notice certain behaviors or habits that are starting to happen that I want to avoid, I make a mental note like I'm going to start giving tickets specifically for this and within a week I start to see it curve. So that's what works for me. It's just ingrained in me when I see behaviors I want to have repeated I comment. I bring that out. Thank you for doing that that's exactly right that's exactly what we should be doing right and so I may communicate that that is an expectation we want to continue meeting. So anything if it's like the beginning of the semester we haven't gotten much but we played like a name game last week and some people really didn't want to do it. Right and so I gave her some of my first tickets last week where the kids who really didn't want to do it but they did it anyway and that added effort really makes a difference and that's going to make our class

successful this semester is you know you're doing something that you really don't want to do but you know it's going to make the class will run more efficiently. So you help out plus you see other people doing it so you're joining in. Right, you're being a part of the team. So usually, I never give out the tickets without saying something exactly like what it is that I'm giving them a ticket for as we start to add more I'm just trying to start to. Right now the semester kind of start taking notes on what is it that they want to-do that I don't let them do. Can start using the tickets. I always remind them of the raffle items the parking spots because that's a big one, the things they can get on Fridays for them. So at the beginning of the year we go over those expectations which is nice because those were very similar to expectations I had before. So they're not really far off we had a discussion what does that look like feel like sound like within our classroom. So that's where we stuck it there because again not always I didn't go into like the bathroom or the commons or anything like that we did in the beginning of the year. I mainly just stuck it in he is in our classroom and so I had them think, pair, share right. Share out something similar that they said or another comment said just again what does that look, what does it look, and what would it look like to be respectful? "To not talk while you're talking" Yeah, absolutely! and so we just had a basic discussion of what that would be spent probably a little over five minutes talking about it so again they got to know it and I bring it and but I found myself bringing it up just every single day. So each day you know I do demonstrations in the talk. I'll say "oh man, I just noticed so-and-so turn off their screen so they can really make sure they're paying attention to me that they are going to be responsible". Right or whenever I tell them this is what I expect and why I'm expecting it and I'll point back to the matrix you review over that. So all the kids seemed like we know what you're talking about and I personally made the video. So I kind of hype up the video to their like that was really cheesy. I was like it kind of supposed to be. Right...I didn't get it like how I want it you know? And there was drama. So, I always tell them "we can watch that video if we need to review", we haven't watched it I probably should make them want to mainly because we do graphics and so sometimes with my beginning class we don't do animation but with advanced we can start talking about doing animations. So now I have minimum three kids per class say 'thank you' or at least like say something when they leave the classroom I mean and that's more than three. When they're leaving you can hear at least a third of them you know like "have a good day", thank you, and what not. So that's one thing I've noticed within beyond that and I need to go to more sporting events things like that. In the hallways, (maybe I don't know maybe this is me looking for things) I do see like kids throwing away trash a little bit more often. Since I'm right outside the Commons, I don't see nearly as much trash being left out at the end. So again, I've given a few tickets when I actually noticed like someone. Especially, If i notice when someone throw something away that's not theirs tickets away for that cause again I just stand outside my room I always have people outside.