

# Ci3T at High School Getting Started

My name is Jason Springer. I teach at \_\_\_\_\_ and this is our first year of implementation of it and it's going in my opinion quite well. I've already seen quite a change of students in their behavior and their attitudes. I know it sounds minuscule one of the first things come to mind is the amount of thank yous I get from students. Just day in and day out. Being able to use the tickets have really seen it kind of helped the students not only help themselves with us to reach out to others students. Whereby, though they will there will actually start helping other students, not anticipating a ticket or just doing it for a ticket. They just do it because they're beginning to understand it actually feels good help other people and that's really a neat thing to see and I'll hand out tickets, but like I said I'm helping students I'll hand out tickets when they are making good choices for themselves when they have 5-10 minutes of class maybe the end of the period and I'll tell them the hour is theirs and they can do whatever they wish for the last five minutes of class and inevitably you'll see students break out their phones and just go into silent mode, but then you'll see some students who will break out the textbook and they'll just start reading the textbook and that is a ticket right there because that means someone made a good choice and I reward them for that and they very much appreciate that. And that's something else I picked up on that I really appreciate is, initially it used to be in the beginning of the program you give the ticket to the student and then the student would be kind of shy and say thank you, and now when you give them one they say thank you and they're very proud and very honored to get it and so that's really needed as well. I will explain exactly why I gave him the ticket. I'll tell them here you get this because you know you asked a question or I saw you get your textbook out or I saw you help out this student or I saw you do this before an exam or whatever but I will always explain why a student gets a ticket because number one it is only fair they should know why I'm giving you this number one and number two they need to know why they're basically they're being rewarded and they need to know why they are being recognized. They need to know why I'm recognizing things they're doing instead of just handing them a slip of paper and so besides just the marks explain you know here yes I give you this because you are responsible or respectful. I would do it just in the middle of the teaching in just nice and easy you know usually the student once the student does whatever I'm going to recognize then I give them the ticket immediately so they can clue in to what I did. without me having to explain but then there are times where I'll stop the class and I'll ask them you know why I just gave them the ticket then maybe two students get it and the others don't and I will explain why and everybody goes oh I didn't even think of that. So I kind of use the recognition of behavior as a teachable moment, not just for that one student but for the entire class. We went through that [setting expectations] hourly then one day we had every hour was set for one hour is the hallway and one hour in the classroom etcetera So we went through that and then you know that was something that I reinforced. We talked about that every day. It doesn't necessarily have to be contained just within my classroom but it's just seems to me that the students seem to be more responsible and taking ownership and they're just making better choices it seems to be and it's a slow process but you can just kind of feel a little bit.