

## SUBSTITUTE GUIDE

WELCOME to Boundary County School District 101! This guide is meant to give you general information needed to be a successful substitute in our district. Many more resources can be found on our website:

[www.bcsd101.com](http://www.bcsd101.com)

### Absence Management (formerly AESOP) by Frontline Education

BCSD is using an automated program for all substitute placements known as ABSENCE MANAGEMENT. Shortly after being hired as a substitute, you will receive a letter or email with your login ID and PIN.

#### ⇒ Getting Started ⇐

- Begin by clicking on “**TIME & ATTENDANCE**” under the Frontline Sub-tracking section on the left side of the BCSD101 homepage.
- Or you can go directly to the Absence Management website:  
(<https://https://www.frontlineeducation.com/signin/>)  
Then select “**Sign In**” under **ABSENCE MANAGEMENT** on the left of the lower screen.
- Here you will enter your login ID and PIN.
- Have some questions? Click on the **QUESTIONS & TRAINING** tab under the Time & Attendance Section of the BCSD101 homepage located on the left side of the screen.

#### Substitute Assignments

**Online access:** To access your account online, click the ABSENCE MANAGEMENT link located on the BCSD101 website (see address above) or go directly to [www.aesoponline.com](http://www.aesoponline.com).

**Login ID:** Use your login ID and PIN to access your account.

**Phone Access:** No online access? You can also dial 1-800-942-3767 and follow the voice prompts.

**Absence Management:** This program allows you to select placements, identify buildings that you do or don't prefer to work, calendar the days that you are not available and personalize your voice message.

- Absence Management will call in the evenings and early mornings as needed. The majority of substitute placements will be done through substitutes going online and accepting placements.
- The “start time” in this platform is the *instructional* start time, so  
**PLEASE ARRIVE ½ HOUR BEFORE the start time posted in your notification.**
- When staff members hire their own substitutes, the following needs to be done:
  - a. BEFORE accepting their offer, please make sure that you have not been scheduled for the same day(s) elsewhere.
  - b. Confirm with the staff member that you accept the placement.
    - If the staff member hasn’t entered the absence into Absence Management, the staff member will enter the absence and assign you as the substitute. You will get a confirmation email and you don’t need to do anything else. You will want to verify this placement on your calendar in Absence Management.
    - If the staff member has already entered the absence into Absence Management, you will have to go into Absence Management and accept the placement. If someone else has already accepted the placement, it won’t be available to you.
    - Please follow through with your placements.

**Inactive Substitute Teacher?** If you are no longer able to be a substitute or need to take a break, please contact the district office to change your status.

**Profile changes:** For phone number, address or email changes, please contact the district office.

**Account Preferences:** Click on the Preference tab in your account profile to identify building preferences and days/times you may not be available.

**Absence Management calls:** The system may contact substitutes via phone for jobs in the evening and early mornings as needed. Substitutes may also accept assignments online at any time.

**Cancellations:** If you must cancel your assignment at the last minute (for example, 1 hour or less prior to start time), please notify the **school** directly!

**Substitute Pay:** Boundary County School District hires substitutes for certificated staff and special education paraprofessionals. **Classified** substitutes are paid **\$9.82** per hour. Substitute teachers are paid **\$9.82, \$10.50, or \$12.00** per hour depending on education/certification. Substitute custodians and food service workers are needed at all schools and are paid **\$9.82** per hour. Substitute bus drivers are paid **\$13.56** per hour.

**Getting Paid:** In order to be paid accurately, you MUST CLOCK IN to SKYWARD via computer/digital device at the beginning of your shift. At the end of the day you MUST CLOCK OUT of SKYWARD. A link to the SKYWARD website can be found on the BCSD101 homepage.

**Timesheets:** Your SKYWARD timesheets must be submitted online by each Thursday and no later than 12th of each month. Please be sure your timesheets are accurate when submitting them. Please contact Teri Hinrichs or Marianne Hale at the district office with any questions regarding your timesheets or pay.

# SCHOOL TIMES

<u>School</u>	<u>Start Time</u>	<u>End Instruction</u>
Bonnors Ferry High School	7:50	4:05
Boundary County Middle School	7:55	4:00
Valley View Elementary School	8:05	3:52
Mt. Hall Elementary School	7:55	3:55
Naples Elementary School	7:45	3:25

## BOUNDARY COUNTY SCHOOL DISTRICT 101

### **District Office 7188 Oak Street, Bonnors Ferry, Idaho 83805 Phone 208-267-3146**

Jan Bayer, Superintendent	Cal Bateman, Business Manager
Julie Trombley, Administrative Assistant	Kristi Wilson, Accounts Payable
Teri Hinrichs, ISEE, Skyward, & PowerSchool	Rob Kent, Technology
Marianne Hale, Payroll & Personnel	Wendy Manville, Bus. Mngr. Assistant/Board Clerk

### **Bonnors Ferry High School 6485 Tamarack Lane, Bonnors Ferry, Idaho 83805 Phone (208)267-3149**

LaGina Brown, Principal  
Nathan Williams, Assistant Principal/Athletic Director  
Teri Hinrichs, Office Secretary  
Lisa Carle, Bookkeeper

### **Boundary County Middle School 6577 Main Street, Bonnors Ferry, Idaho 83805 Phone (208)267-5852**

Kevin Dinning, Principal  
Val Sorensen, Office Secretary  
Lori Plato, Secretary/Bookkeeper

### **Valley View Elementary School 6750 Augusta Street, Bonnors Ferry, Idaho 83805 Phone (208)267-5519**

Harmon Newhouse, Principal  
Pam Copeland, Office Secretary  
Sarah Binnall, Office Secretary  
Sara Yoder, Special Education Director

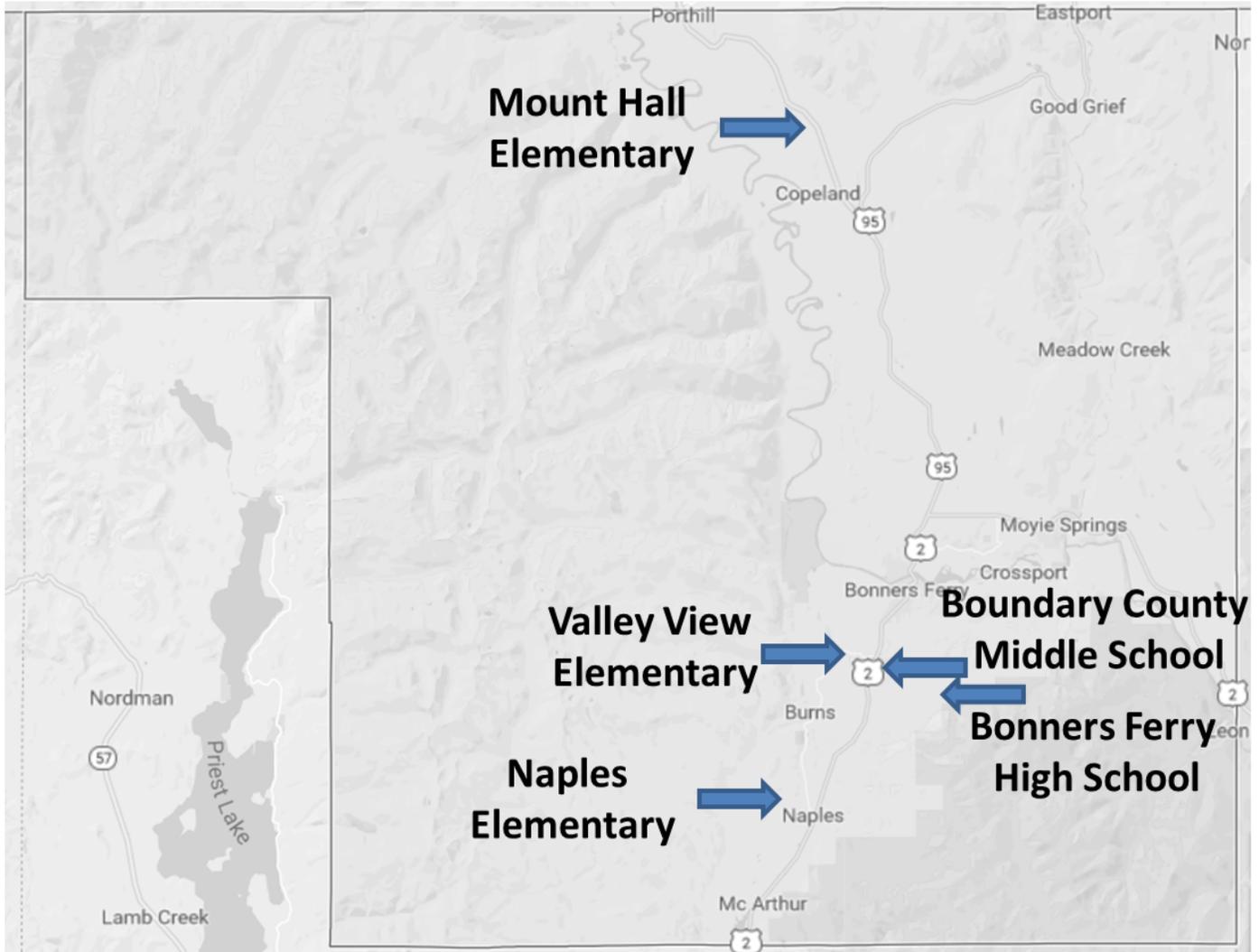
### **Mt. Hall Elementary School 1275 Highway 1, Bonnors Ferry, Idaho 83805 Phone (208)267-5276**

Lisa Iverson, Principal/Migrant/Title One Director  
Maria Martinez, Office Secretary

### **Naples Elementary School 145 Schoolhouse Road, Naples, Idaho 83847 Phone (208)267-2956**

Robin Merrifield, Principal  
Amanda Gardner, Office Secretary

# BCSD 101 SCHOOLS



## **Bonners Ferry High School**

6485 Tamarack Lane, Bonners Ferry, Idaho 83805 Phone (208)267-3149

## **Boundary County Middle School**

6577 Main Street, Bonners Ferry, Idaho 83805 Phone (208)267-5852

## **Valley View Elementary School**

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1275 Highway 1, Bonners Ferry, Idaho 83805 Phone (208)267-5276

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145 Schoolhouse Road, Naples, Idaho 83847 Phone (208)267-2956

# DISTRICT EXPECTATIONS FOR SUBSTITUTE TEACHERS

When you substitute, always check in at the office before going to a classroom. You might get last minute instructions and each school will give you a Substitute Notebook for the day. This notebook contains important information and **should be returned to the office at the end of the day**. It is expected that you will devote your work time to your assigned job. It is also expected that you will defer personal conversations or issues until after the workday has ended. Please use cell phones and/or personal internet access **only** for emergencies or during authorized breaks, **not** during class time.

Arrive early enough to do the following:

- Introduce yourself to the office staff, neighboring staff, etc.
- Ask the office staff if you have any students on medications.
- Read through the building's handbook.
- Locate important areas (emergency exits, restrooms, mailbox, exits, lounge, etc.).
- Learn to use the classroom phone to call the office.
- Learn to use the classroom technology if needed.
- Research the building's approach to discipline problems.
- Put your name on the board.
- Review the lesson plans.
- Put instructions/plans on the board.
- Identify papers/books/etc. that will be used.
- Locate the seating chart, if applicable.

## CLASSROOM MANAGEMENT

Remember, it is important for substitute teachers to establish their classroom expectations and consequences at the *beginning* of the day. It is essential for teachers to be perceived by students as confident, in charge, and fair. Specific classroom expectations need to be communicated to the students. Make sure your expectations are clearly understood by all.

**Seating Charts:** The ability to call students by name is a very powerful tool in classroom management. The use of a seating chart can be invaluable in helping the substitute teacher to call students by their names.

**Staying In Control:** It is extremely important for the teacher not to lose their temper or control of their emotions. Teachers should model appropriate behavior even under highly stressful situations. When teachers lose self control, it becomes more difficult to make proper decisions and to retain the respect of students. When teachers lose self control, their behavior often becomes the focus of attention rather than the student's behavior.

**Proximity:** There is a direct correlation between distance from teacher to student and student behavior. The closer a teacher is to a student, normally, the better the student's behavior. Teachers who walk around the classroom and monitor student conduct usually maintain much better classroom control. Most discipline problems will cease when an adult is nearby.

**Supervising Students from the Back of the Classroom:** Supervising students from the *back* of the classroom is a highly effective classroom management tool.

**Eye Contact:** Direct eye contact and non-verbal communication are effective classroom management tools, provided that the non-verbal communication doesn't become threatening or intimidating to students.

**Raising Your Voice:** Using different voice inflections in the classroom is appropriate only if it has a legitimate educational purpose, doesn't result in yelling (which is ineffective and abusive), and doesn't demean students.

**Positive Reinforcement:** Students, like adults, respond to positive reinforcement better than to sarcasm or use of negativity. Praising desired behavior is much more effective than punishing undesired behavior. Preventive discipline is more effective than reactive discipline. Remain positive! For every one thing you say negative to a student, you need to follow up with nine or more positive statements. (See 101 ways to say "Good Job!" at the end of this document.)

**Praise:** At the elementary level, it is generally acceptable to praise a particular student in front of other students. At the middle school and high school levels, individual praise normally needs to be done privately, while group praise is done publicly. Praise should always be quick, genuine, and never contrived. It is always best to praise *effort*.

**Respecting Students:** Remember that each individual student is a person who deserves to be treated with respect regardless of their intellectual abilities, primary language, social training, cultural background, or personal circumstance. Students respect adults who respect them. Act appropriately with *all* students.

**Dignifying Students:** Students will generally accept fair and reasonable rules and consequences when they know the teacher is genuinely concerned about their well-being. Students should not be singled out or used as an example. When a teacher has had to repeatedly or strongly correct a student, it is important that before the student leaves for the day, that the teacher reinforces with the student that they care about them, believe in them, and sincerely want what is best for them. Teachers need to model the use of terms such as please, thank you, excuse me, etc.

## PROFESSIONAL POLICIES

**Disabilities and Special Education:** Public Law 94-142 IDEA entitles all students with disabilities between ages 3 and 21 to free public education. It also provides that these students have the right to be served in the least restrictive environment – this means that they must be educated and treated in a manner similar to their peers without disabilities. You may need to modify and adjust for their participation. Don't hesitate to ask the principal or neighboring teacher for assistance if you have concerns or questions.

**Harassment:** Harassment is illegal. Don't do it and don't tolerate it! The district will not retaliate against an individual who makes a report of harassment, nor will it permit any district employee or volunteer to do so. Any employee, substitute, or volunteer who is made aware of an alleged incident of harassment shall take action to bring the matter to the attention of the most appropriate administrative authority who shall, in turn, take appropriate action. Sexual harassment is unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly as a condition of a person's employment or a student's academic success;
- submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals.
- conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or learning environment.

Check with the school office or District Administrative Office for Board policy and reporting form.

**Student Abuse Reporting:** Any school district employee or volunteer having reason to believe that any child under the age of eighteen (18) has been abused, abandoned or neglected, or observes a child being subjected to conditions or circumstances which would reasonably result in abuse, abandonment or neglect, shall report or cause to be reported within twenty-four (24) hours such conditions or circumstances to the proper law enforcement agency or the Department of Health and Welfare. Failure to report abuse, abandonment or neglect is a misdemeanor. Review your findings with a school official and review policy. Check with the school office or district office for board policy and reporting form.

**Touching Students:** It is against policy to use any type of physical punishment with students. Staff should exercise extreme caution in touching students. Hugging, putting your arms around students, patting, or touching students in any way can easily be misunderstood and can place a teacher at legal and professional risk. Never use physical touch as a disciplinary tool!

**Accuracy in Record Keeping and Reporting:** As a public school substitute, you are expected to be a good steward of taxpayer dollars. It is expected that you will provide complete and accurate information on any district record, report, or document you prepare. This is vital to maintaining the integrity of the district and your record as a substitute teacher.

**Maintain Confidentiality at All Times:** Confidentiality is not only a legal responsibility, it is essential for the protection of students and families. As a substitute, you have access to important, detailed information regarding students, staff, parents, etc. Keep all information about students/parents/staff/etc. confidential. Disclosure of such information is governed by federal and state laws. Only speak about this information with those who have a professional need-to-know. If you have questions about what is confidential or who has a need-to-know, talk privately with the building principal or counselor. If there is an immediate and serious concern, school administrators need to be notified right away.

## GENERAL CHARACTERISTICS OF PROFESSIONAL SUBS

**Desired Teacher Characteristics:** Teachers should conduct themselves as authority figures and student role models. Teachers should be viewed as caring, dedicated, skillful, sensitive, flexible, and responsive.

**Always Respond To The Substitute Teacher Caller:** Substitute teacher callers have a difficult job. If you frequently do **not** respond to sub requests, the callers may assume that you are no longer interested in subbing. Remember that these callers are working under a very tight time frame. It is better to politely refuse a substitute teaching assignment than not respond to their calls.

**Ability to Relate to Others:** The ability to work successfully with others is essential. Substitute teachers should treat students, parents, secretaries, classified staff, teachers, administrators, and all others with whom they come into contact in a friendly, courteous and respectful manner. Negativity, absence of a sense of humor, or an unwillingness to be flexible, cooperative, or helpful, may result in not being invited back as a substitute teacher.

**Maintain a Positive Manner in All Interactions and Communications:** As a member of the BCSD 101 team, you may have frequent interactions with students, staff, parents, visitors, and/or vendors. These interactions offer opportunities for you to interact positively and respectfully. If you encounter situations of conflict or disagreement, treat others with respect at all times and remain in control of your emotions. If you disagree with an issue, speak with a building administrator in a private and professional manner.

**Negativity:** Substitute teachers should avoid speaking negatively about students, other teachers, a class, or school. Negativity is almost never appreciated. The result is often damaging and frequently results in the substitute teacher developing a negative reputation and not being invited back.

**Look & Act Like a Teacher:** Substitute teachers are expected to dress appropriately and serve as role models for students and other staff. Your attire should present a positive and professional image. All employees shall refrain from jewelry in tongues, lips, noses, eyebrows, etc. Avoid clothes with tears or tatters, short shorts, shirts that reveal midriffs, etc. Clothing is to be clean and free of logos that would refer to alcohol or drugs or be deemed as offensive. (Offensive examples include swastikas, swear words, nudity, sexual innuendos, etc.)

**Language:** As a role model for students and other staff, your language must be positive and professional. Be careful not to use words that are abusive, violent, sexual, or could have a negative connotation. A safe approach is to act as if you are in front of a camera and use language that would be viewed as professional and acceptable by the most conservative group.

## IN THE CLASSROOM

**Greeting Students:** When the bell rings, stand at the doorway and greet the students as they enter. Direct them to a task immediately. Be professional, friendly, and enthusiastic. First impressions count!

**Taking Roll:** It is the professional and legal responsibility of teachers to ensure accurate student attendance accounting each class period. Missing students should be reported to the school office immediately.

**Following Classroom Lesson Plans:** Most regular classroom teachers leave detailed substitute teacher lesson plans. Classroom teachers expect substitute teachers to follow their lesson plans closely.

**Document Your Day:** Regular classroom teachers want to know how the day went. The names of helpful students, the names of students who may have been a particular challenge, information about the tasks completed, and any other relevant information needs to be shared with the regular classroom teacher.

**Grading Student Papers:** Substitute teachers should follow the direction of the classroom teacher when it comes to grading student papers. If there are no specific grading instructions from the regular classroom teacher, and the substitute teacher sufficiently understands the work to be graded, then the substitute teacher should grade the student papers prior to leaving for the day, if possible. As a minimum, student papers should be organized, so the classroom teachers can more readily grade them upon their return.

**Dismissing Students Early:** The district is liable for all students until they get off the bus or leave the district's property. Do not let them leave early, unless they have a note from the office.

**End of Day/Period:** Challenge students to recall what they studied that day and remind them of their homework. Have students return all classroom materials and straighten up. Leave the room neater and cleaner than you found it at the beginning of the day.

**Checking Out at the End of the Day:** Remember to turn in your classroom keys and Substitute Folder to the office and to find out if your services are needed the following day.

**Medications:** Refrain from giving any students medication. Building secretaries are, typically, the only staff member who is authorized to dispense medications to students. Make sure to keep an eye on any students who are on medications and report any concerns to the office ASAP.

**Emergency Exits & Procedures:** Substitute teachers should identify emergency exits, routes, and procedures for any student emergency, evacuation or drill. In an emergency situation, always remain calm, follow directions, and be prepared to evacuate the classroom with an accurate class list.

**Use of Controversial Materials:** Substitute teachers must obtain prior approval from school administration before showing private or commercial videos to students. Usually, only "G" or "PG" rated videos will be allowed. Videos need to serve a legitimate educational purpose and should be closely related to the school curriculum. If there is any question regarding the use of particular materials, administrative approval should be obtained prior to substitute teachers using the materials in the classroom.

**Student use of Computers and the Internet:** The Internet contains material which is inappropriate for classroom use. Substitute teachers should be familiar with the district's Student Internet Agreement prior to allowing students to use the Internet. Substitute teachers need to closely monitor student use of computers to ensure proper educational use.

**Language Barriers:** When it is difficult to communicate with a student due to a language barrier, if possible, identify an instructional aide or a student who can serve as an interpreter.

## CLASSROOM EXPECTATIONS AND DISCIPLINE

**Establishing Standards of Conduct:** Letting the entire class know what your expectations are is key to having a successful educational day. "Establishing standards" should be done **as early as possible**. Teachers need to be firm, fair, and consistent. Setting reasonable standards and consequences and enforcing them consistently is essential in maintaining a safe and orderly learning environment.

**Classroom Rules:** Typical elementary and middle school classroom rules include the following: (a) Keep your feet, hands and objects to yourself; (b) You may talk when you have raised your hand and been given permission to do so by the teacher; (c) Students are to remain in their seats unless given permission to be out of their seats; (d) No "put-downs;" and (e) No student will stop another student from learning. Severe violations resulting in instant referrals to the principal's office include fighting, possession of drugs or weapons, physical threats, constant disruption and defiance, etc. Typically, high school rules will vary from elementary and middle rules only slightly. High school students need classroom rules to be stated in such a way that they reflect the increased level of maturity of the students.

**Predictability:** Students need and expect clear direction and predictability. These provide a safer and more secure learning environment for students. A disciplinary surprise is usually not only ineffective, it often results in the students perceiving the teacher as being unfair and unreasonable.

**Unoccupied Student Time:** Unoccupied and non-directed student time often results in classroom management difficulties. Teachers should provide learning activities immediately upon entering the classroom and expect students to work until the end of class.

**Number Of Students Out Of Their Seats:** Unless the educational activity dictates, generally no more than two students should be out of their seats at one time. Normally, students are not allowed out of their seats when the teacher is doing large group instruction or is working directly with the student's assigned group.

**"I understand":** These two words can stop most student protests and let you take control of the situation.

- If a student says, "I hate you!" **with empathy**, you can say, "I understand, however, I am the teacher today and you are expected to follow my directions."

- If a student says, "This assignment is stupid," you can say, "I understand, nevertheless, you will need to have it completed for class tomorrow."
- If a student says, "But that's not fair!" you can say, "I understand, however, that's the way it is."

**Logical Consequences for Student Behavior:** Students need to understand that if they choose to follow or violate classroom expectations, a correlation exists between their choice and the consequence. Negative student consequences should be logical and proportionate to the severity of the violation. Generally, substitute teachers should plan on utilizing the normal classroom rules and consequences. Usual disciplinary consequences include: name on the board, loss of a privilege, loss of free time, or office referral. A referral to the office usually comes *only* after other disciplinary strategies have failed to bring about the desired change in behavior.

**Rewards for Good Conduct:** Rewards should also be proportionate to good behavior. Rewards should have a legitimate educational purpose and motivate students to continue making good choices. Avoid candy as a reward.

**Correction:** It is more powerful and appropriate to correct students one-on-one at every grade level. Students who are corrected in front of their peers often respond by acting out even more. Often the student who is being publicly disciplined will have their peer group rush to their support at the expense of the teacher. A general guideline at the elementary level is "to correct privately and to praise publicly."

**Extinction:** Minor unacceptable student behaviors are often best dealt with by using a technique known as extinction (ignoring minor negative behavior so it is not reinforced by providing desired attention). This technique usually results in eliminating the behavior. If the undesired behavior persists, the teacher will need to use more direct and forceful disciplinary intervention strategies.

**Student Use of the Restroom & Drinking Fountains:** Students are expected to get their drinks and to use the restroom during their breaks. When a student needs to use the restroom during class time, unless unusual circumstances exist, they should *not* be sent to the restroom with another student.

**Isolating Students:** It may be appropriate to isolate a student from other students, due to a pattern of consistent disruptive behavior. Remember that the teacher needs to maintain visual contact and the ability to directly supervise all students.

**Arguing with Students:** Students who disagree with what the teacher is requiring or doing should be encouraged to discuss those concerns privately with the teacher. Students should not be allowed to argue with the teacher in front of other students or to publicly challenge the teacher's authority.

**Use of Threats:** Teachers should never threaten students with consequences that they are unable or unwilling to deliver. Teachers who make these types of threats are setting themselves up for frustration and failure. Teachers should clearly spell out consequences of student choices and then be prepared to back up their words by consistently enforcing the consequences.

**Listen Before You Discipline:** It is important to listen carefully to students and to consider their point of view before disciplinary action is taken. Listening to students is particularly important when there is a situation where the teacher may not have all the information. The process of listening will not only assist the teacher in making proper decisions, but will often result in a teachable moment for that student.

## MISCELLANEOUS INFORMATION & SUGGESTIONS

**Avoid Being Alone with Students:** Unfortunately, in today's society, teachers should avoid situations where they are left alone with an individual student as it places them in "harm's way". If you find yourself in this situation, it is best to move to an open area immediately. If a student comes to you with a difficult personal issue, accompany them to the building counselor or administrator.

**Communicable Diseases/Blood Borne Pathogens:** All blood/bodily fluids should be considered infectious regardless of the perceived status of the individual. **Call for custodial help to clean up in this situation.** If this is *not* possible, make sure that you use clean, disposable gloves while assisting the student and disinfecting any soiled surfaces. Any clothes with blood should be handled as little as possible, put into a plastic bag, and sent home with the individual. Discard used gloves in designated containers when done and then thoroughly wash your hands 10 seconds with soap and warm water.

**Principal Observation of Substitute Teachers:** Many substitute teachers desire a regular teaching position. Remember that the principal is very busy with many responsibilities. Given the time, opportunity, and when requested, most principals will consider observing a substitute teacher who is pursuing employment.

**Sub Pack:** Some substitute teachers choose to put together a "Sub Pack". This is NOT required but might help in a pinch. Here are some suggestions.

### Everyday Stuff

- Crayons
- Rubber bands
- Colored markers or pencils
- Ballpoint pens
- Pencils and sharpener
- Tape
- White board markers & eraser
- Chalk
- Scissors
- Paper clips, small stapler
- Post-it note pads
- Ruler
- File folders
- Calculator
- Lined and blank paper

### Personal/Professional

- Clipboard
- A coffee mug or water bottle
- A whistle (P.E./playground duty)
- A small package of tissues
- Small sewing kit with safety pins
- Snack, but avoid peanuts
- Your own individualized Hall Pass
- Band aids
- Headache meds (for you only)

### Rewards

- Tickets
- Stickers
- Certificates, bookmarks
- **AVOID** candy as a reward!

### Activity Materials

- Brain Teasers
- Picture books
- Dice &/or timer for games
- Estimation jar



## 101 Ways to Say "Good Job!"

Everyone knows that a little praise goes a long way in a classroom. Whether it is spoken or written at the top of a student's paper, praise reinforces good behavior and encourages quality work. But the same traditional phrases used over and over can sound rehearsed and become ineffective. Here are 101 ways to give praise, show interest, and offer encouragement.

1. You've got it made!
2. That's better.
3. Good for you!
4. Super!
5. Excellent!
6. Well done!
7. That's right!
8. That was first class work.
9. You remembered!
10. That's good!
11. That's the best ever.
12. That's really nice.
13. You are very good at that.
14. You've just about mastered that.
15. Love it!
16. Good work!
17. Perfect!
18. What neat work.
19. Exactly right!
20. That's better than ever.
21. That's "A" work.
22. You've just about got it.
23. Much better!
24. That's clever.
25. You are doing a great job!
26. Wonderful!
27. Very interesting.
28. That's it!
29. You must have been practicing.
30. You make it look easy.
31. Now you've figured it out.
32. You did that very well.
33. Good thinking.
34. Great!
35. Fine work!
36. Muy Bien! (Spanish)
37. I knew you could do it.
38. Nice going.
39. That's a good point.
40. Congratulations!
41. Outstanding!
42. Superior work.
43. Not bad.
44. Fantastic!
45. Nice going.
46. Keep working - you're improving.
47. Now that's what I call a fine job.
48. That looks like it is going to be great.
49. Couldn't have done it better myself.
50. Now you have it.
51. Tremendous!
52. I knew you could do it.
53. You are learning fast.
54. That's great.
55. That's coming along nicely.
56. Good for you!
57. You're really improving.
58. That is interesting!
59. Superb!
60. Out of sight.
61. Good memory!
62. Great effort!!
63. You've got that down pat.
64. Right on!
65. Beautiful!
66. You certainly did well!
67. Congratulations, you only missed ...
68. Almost there!
69. Keep it up!
70. That's the right way to do it.
71. Congrats, you got it right!
72. Super - Duper!
73. You're getting better & better.
74. It's a classic.
75. You did it that time!
76. That's it!
77. I'm impressed!
78. You worked hard today.
79. Marvelous!
80. You're on the right track.
81. I like that.
82. Nice going.
83. Cool!
84. Good thinking.
85. Way to go.
86. Wow!
87. You've got the hang of it!
88. That's the way.
89. You're doing just fine.
90. Keep up the good work.
91. You haven't missed a thing.
92. Terrific!
93. You are learning a lot.
94. Nothing can stop you!
95. Good going.
96. That's the way to do it.
97. I've never seen anyone do it better!
98. Sensational!
99. That's a real work of art.
100. Keep on trying!
101. Fabulous!



Even a big smile  
goes a long way!