

VQB5 LOCAL CLASS[®] OBSERVER GUIDE 2026-2027

Purpose

- ✓ Provide guidance on observer requirements, procedures, and policies.
- ✓ Review guidance on writing CLASS[®] reports.
- ✓ Describe how to use Smartsheet to receive CLASS[®] Observation Assignments and track progress. Review process for maintaining observer profile information.
- ✓ Detail CLASS[®] score entry in LinkB5.
- ✓ Describe professional development support and participation requirements for observers.



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Requirements for CLASS® Observers

There are three categories of Ready Region Capital Area (RRCA) local observers: county staff, internal/peer (who work within sites they observe), and contracted observers. Contracted observers must complete additional onboarding steps. All RRCA local observers have an RRCA Point of Contact/Supervisor (RRCA POC/Supervisor).

Ready Region Capital Area Staff and Contracted Observers must:

- Create/set up Smartsheet account using the same email address used to communicate with RRCA. This email is tied to the Observer Portal and assignments.
- Complete Child Abuse and Neglect Training and upload certificate into Smartsheet.
- Complete Orientation and required professional learning prior to receiving assignments.
- Upload certificates into the Observer Portal in Smartsheet for all CLASS® tools for which they are reliable.
- Upload Calibration Reports into the Observer Portal in Smartsheet
- Complete ongoing required professional development as needed.
- Accept email invitation to create an account in LinkB5 and set up a password.

Contracted Observers- in addition to above requirements, the following must be complete prior to being assigned observations:

- Complete background checks.
- Complete CLASS® Contractor Survey.
- Complete Scope of Work, sign Confidentiality Agreement and any other requested forms/documents.
- Complete [Child Abuse and Neglect Training](#) and upload certificate into Smartsheet.

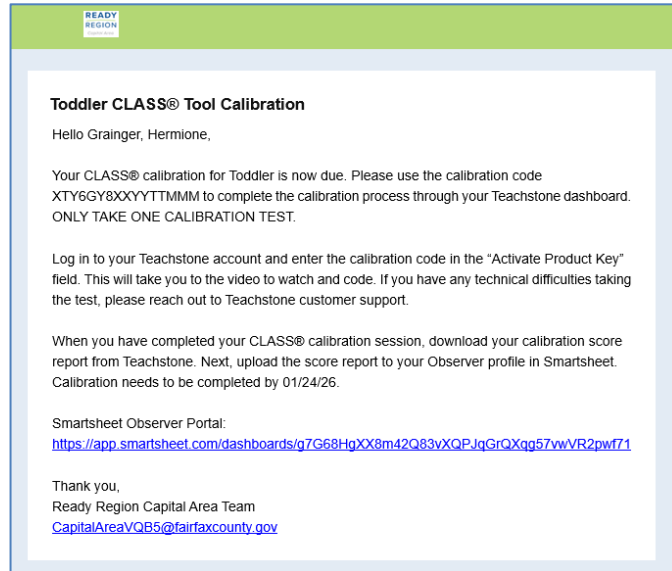
Internal/Peer Observers (Staff who observe within their own sites):

- Create/set up Smartsheet account using the same email address used to communicate with RRCA. This email is tied to the Observer Portal and assignments.
- Upload current certificates for all CLASS® tools into Smartsheet.
- Upload most recent calibration report to Smartsheet.
- Complete Orientation and required professional learning prior to receiving assignments.
- Complete ongoing required professional development as assigned.
- Accept email invitation to create an account in LinkB5 and set up a password.

All Observers- Annual Calibration Requirement

All observers must complete calibration six months after certification or re-certification in all tools for which the observer is certified. Additional calibration may also be required to inform professional development.

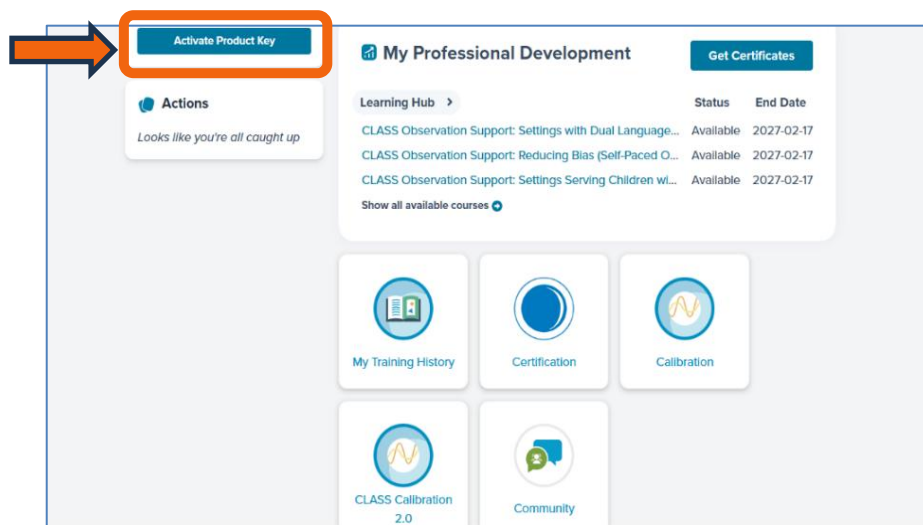
- When your calibration is due, a code will be placed in Smartsheet and you will receive a notification from Smartsheet. You can access your code in the Observer Portal once you receive the notification. A sample notification is below:



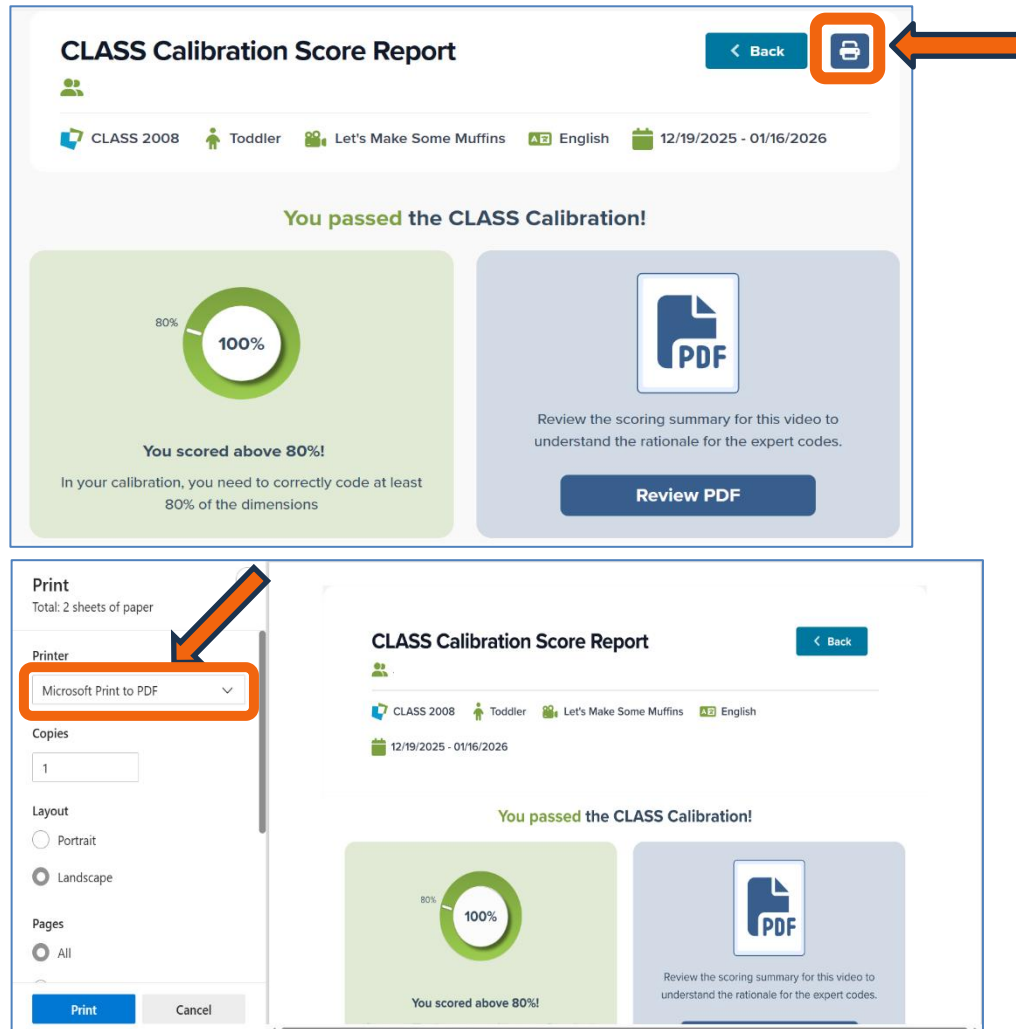
- Calibration codes are provided at no cost to you although there is a cost to RRCA each time the code is used. Only calibrate when you are notified by Smartsheet and **only activate one video even if you do not pass with a score of 80%. If you activate calibrations by mistake, do not take the test you activated inadvertently.** **Please contact your lead immediately to avoid extra charges.**

- **Fairfax County Contractors-** Please email: CapitalAreaVQB5@fairfaxcounty.gov
- **City of Alexandria-** Please contact Tabitha Beck with questions: tabitha.beck@alexandriava.gov.
- **Arlington County-** Please email: ArlingtonVQB5@arlingtonva.us.
- If you experience technical difficulties on the Teachstone dashboard, reach out to Teachstone customer service for technical support (including videos without audio or sound).

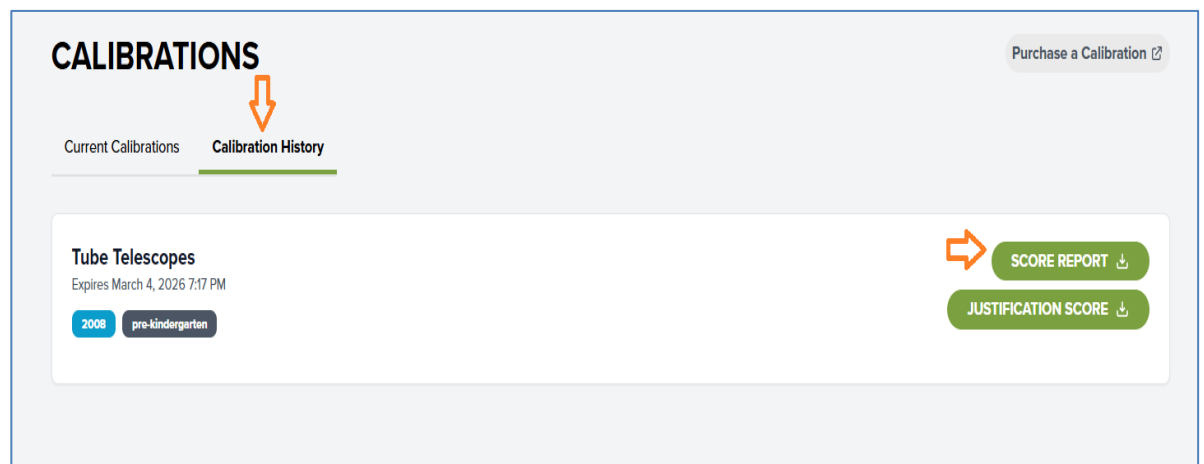
1. Open Teachstone dashboard by logging into your Teachstone account, enter the code in *Activate Product Key*. Watch the video and follow the NICE code process to code the calibration video.



2. After completion of calibration, download the report by clicking **Printer icon**. Select **Print to PDF** and save it on your computer.



3. Another option for accessing report is to click the Calibration 2.0 tile on the Teachstone dashboard and select the Calibration History tab to download your report and save to your computer.



4. Once saved to a device, **upload the calibration score report to Smartsheet**.

CLASS® Observation Policies and Procedures

While there are state deadlines for observation windows as listed below, each Ready Region has discretion to set their own deadlines to allow for any emergency rescheduling.

Deadlines

VDOE Deadlines:

Fall: August 15 - December 22

Spring: January 20 - May 31

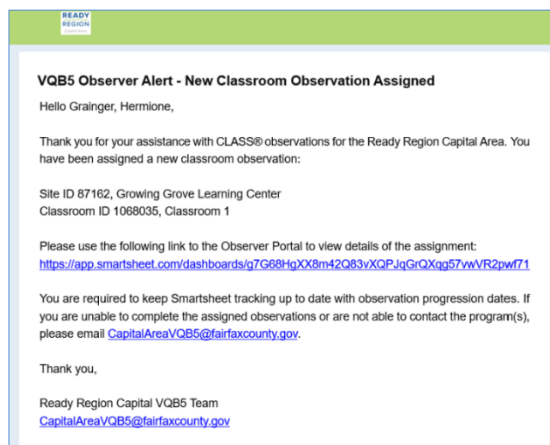
RRCA Deadlines:

Fall: August 15 – December 4

Spring: January 20 – May 7

Observation Assignment and Scheduling Process

1. All observations will be conducted in person, unless the observer is an **approved** virtual observer.
2. Observers will be notified when the assignments can be accessed in Smartsheet. Observers can then log in to the Observer Portal to view their assignments. Observers will also receive a notification from Smartsheet when a new assignment is created. Below is an example of the notification email:



NOTE: If an observer is observing within his/her own site, the observer will be assigned to all classroom(s) in the site for which s/he is reliable. Please review the [Smartsheet Observer Portal Overview video](#) for additional information on accessing assignments.

3. Contact site(s)/educators within 3 days of receiving assignment(s) to schedule observation. When scheduling the observation, the scheduled time should include unstructured and structured activities, transitions, routines, snacks and meals. Observations should typically be scheduled in the mornings. When scheduling your observation ask the following questions:
 - What date and time works best to begin the observation?
 - Number of children enrolled in the classroom on day of visit to ensure 50% of enrollment is present day of observation. If enrollment is 3 children or less, then 1 child present may be observed.
 - What are the ages of all children enrolled in the classroom?

- What activities are included in their regular schedule?
 - a. What time does the majority of the children arrive in the classroom?
 - b. Will there be specials on the date of the scheduled observation? Music, Outdoor time...
 - c. What time do children go outside and take naps? Do they eat in the classroom?
- What is the language of instruction? (Verify language is correct in Observer Portal)
- Will the lead educator be present?
- Is the educator new? If so, how long have they been working with the children in that classroom? (needs to be at least 2 weeks prior to observation)
- Will other adults be present during the observation (parent, occupational therapist...)? What is their schedule?
- Are there any requirements for visitors to adhere to?

For example:

- a. Where is the location of the program entrance?
 - b. Are shoes allowed in the classroom or are shoe covers required?
 - c. Is there designated parking?
 - d. Will you be going on a walk or will you be walking to the playground?
- Do they have any pets (dogs, cats, birds, ...) in the classroom? If you have allergies, please contact your RRCA POC/Supervisor to be reassigned.
4. Enter date of scheduled observation in the Observer Portal in Smartsheet. If observation is rescheduled, update the Scheduled Date in Smartsheet within 1 business day.
 5. It may be necessary to use different methods to reach the site (call, email, text, site visit). If you have made three attempts to reach a site through different methods, please send a message in writing (email or text) to the Site Administrator letting them know you will be visiting the site on XX day to complete the observation. If the Site Administrator refuses to proceed with the observation, contact your Ready Region Capital Area Point of Contact/ Supervisor immediately to let them know and note the dates and methods of your contact attempts. Email [this article](#) to Site Administrator/educators with information to prepare for observation.
 6. Call the site the day before scheduled observation to confirm lead educator will be present. Verify that they anticipate at least half of the enrolled children will be in attendance during the time of the scheduled observation. If enrollment is 3 children or less, then 1 child present may be observed.
 7. Approved virtual observers should share the link to access the virtual meeting with the educator prior to the day of the observation and log in early to ensure the site was able to log in and if not online, call site to assist.
 8. Verify the tool to be used for the observation via Smartsheet (should be same tool for fall and spring). For Home-based child care (family child care), use the Toddler Tool unless noted otherwise in Smartsheet. If you have any questions, contact your RRCA POC/Supervisor immediately and prior to observing.
 9. For spring observations, observers should log into Smartsheet and use the tool that was used in the fall. In the rare situation that the typical age/level of the children in the classroom is significantly different, contact your RRCA POC/Supervisor immediately and prior to observing.

There are key differences between the observation protocols provided by Teachstone and that of VDOE (for VQB5 observations). VDOE guidelines should be followed for all observations. Please see [Appendix A](#) for details.

Day of Observation

If the observer is not an employee of the site, the observer should arrive early to introduce themselves and let the Site Administrators know they are the Local CLASS® Observer for classroom(s).

Bring the following RRCA provided materials:

- RRCA lanyard with Local Observer Name Tag and picture ID.
- All manuals, and CLASS® Assessment Scoring Booklets (CLASS® Scoring Booklets) for which observer is CLASS® reliable.
- RRCA Observation/Feedback Session card to leave with the educator.

CLASS® observation should be completed per CLASS® tool and VDOE protocols (see [Appendix A](#)).

CLASS® Scoring Booklet

RRCA is responsible for auditing the CLASS® Scoring Booklet to ensure all protocols are followed. Audit results will be used to provide local observers with individualized feedback to help strengthen their application of CLASS scoring and note-taking protocols. Refer to [VDOE Local CLASS Observation Best Practices Guidebook](#) for details about local observer support activities.

The CLASS® Scoring Booklet must be filled out completely and accurately.

1. Complete an RRCA label with Classroom ID and affix to the front (cover page) of the CLASS® Scoring Booklet.

The image shows a form for the CLASS® Scoring Booklet cover page. It includes sections for Observer's Name, Site Information, Observation Information, and Documents to Upload. The form is titled 'READY REGION Capital Area'.

OBSERVER'S NAME: _____

SITE INFORMATION

Site Name *(found in Smartsheet):* _____

Classroom ID # *(found in Smartsheet)* _____ Classroom Name *(found in Smartsheet)* _____

Classroom type in LinkB5: ☐ Infant ☐ Toddler ☐ PreK

Lead Educator Name *(first and last):* _____

Assistant Educator(s) Name(s) *(first and last):* _____

OBSERVATION INFORMATION

Date of CLASS Observation: _____ Observation format: ☐ In-person ☐ Virtual

Date Scores entered in LinkB5: _____ Completed Date of Feedback Session: _____

DOCUMENTS TO UPLOAD IN SMARTSHEET: ☒ Entire scanned score booklet (pdf) ☒ Report (Word doc)

File naming convention (examples color coded for clarity only): ClassroomID_Spring/F(all)Year_REPORT/BOOKLET

EXAMPLES: CLASS Report file name: 12345_F2026_REPORT
CLASS Score Booklet file name: 12345_F2026_BOOKLET

2. Four full observation cycles must be completed on the same day. Start and end time of each cycle must be documented on the observation sheets within the CLASS® Scoring Booklet. Refer to CLASS® Manual Chapter 2.
 - Infant tool: 15 minutes to observe, 10 minutes to code.
 - Toddler and PreK tool: 20 minutes to observe, 10 minutes to code.
 - If an observation cycle is interrupted by an emergency (fire drill) after 10 minutes, the observation cycle is considered complete. It is required to note the reason cycle ended early at the top of observation sheet.
3. Each cycle observation sheet in the CLASS® Scoring Booklet should have a complete header* that includes:
 - The names of **all** adults in the classroom during that cycle.
 - Observer name along with the date, start and end time of the observation. If you do not begin a cycle directly after coding previous cycle due to recess or special, please note this reason for late start on top of observation sheet.

*Note that the header may be different for each tool and you are required to complete all information.

- Notes page must be filled out with additional evidence sorted/labelled with acronyms for each dimension next to specific examples (PC, TS) ... and highlighted by dimension/domain. Please make sure you label your notes page with the corresponding cycle number.

Example to the left shows notes sorted on observation sheet as H/M/L and on Notes page separated (by line) for each domain and labelled multiple examples for each dimension using acronyms.

For more note taking information, review [Teachstone Note-Taking Resource](#), the [NICE Coding Process document](#) and watch the brief video [Notetaking Tips and Strategies](#).

Observation Wrap Up

- At the end of the observation, thank the educator and schedule an **in-person** feedback session within 10 business days after observation. Observers should leave the completed appointment card with observer information even if feedback session is not scheduled so the educator has:
 - Observation details (observer contact information and visit date).
 - QR code that leads to additional resources on the RRCA website.

READY VIRGINIA QUALITY BIRTH - FIVE (VQB5) REGION
Capital Area Fairfax County Neighborhood & Community Services

LOCAL CLASS OBSERVER

Name: _____

Email: _____

Phone: _____

Observation Date: _____

FEEDBACK VISIT

Date: _____

Time: _____



Visit the Ready Region Capital Area website, scan here.

This is the date and time that I will return to provide feedback from today's CLASS observation.

- Before leaving the site, speak with the Site Administrator and confirm that the lead and assistant educators are in VACconnects LinkB5 and are assigned to the classroom. If not, the Site Administrator must add Lead Teacher into LinkB5. Provide Site Administrator with the instructions on the Resources tab of LinkB5.
- If you discover the classroom no longer has any children ages 0-5 enrolled, the classroom has closed, or there is another **reason the observation cannot be completed as required**, please email your RRCA POC/Supervisor immediately and include the Classroom ID and a detailed account of the situation.

Post Observation Tasks

1. Complete scoring summary sheet with header, dimension scores for each cycle, average calculations in both average column and domain average boxes. Complete the summary sheet at the end of the CLASS® Scoring Booklet, including filling out Averages column and Domain Averages. **Electronic CLASS® Scoring Booklets are not permitted without written approved ADA accommodation.**
2. Enter Completed Observation Date and Scheduled Feedback Date in Smartsheet.
3. Enter scores in VAConnects/LinkB5 within 48 hours, or 2 business days of the observation. The lead educator must be in LinkB5 for the observation to be entered. Notify Site Administrator and ask them to add Assistant Educators and or/update Lead Educator in LinkB5 if needed. **Do not wait until assistant educators are added to enter scores into LinkB5.**
4. Scan entire booklet with scoring summary sheet and all note pages (including blank pages) as one pdf.
 - Email one set of observations documents at a time to RRCA POC/Supervisor for review, feedback, and edits. Apply this feedback from RRCA POC/Supervisor to additional observations documents prior to sending for review. One set includes the **CLASS® Scoring Booklet** and **CLASS® Observation Report**. Submit for **review within 48 hours**, or within 2 business days of the observation date. Wait for feedback from your RRCA POC/Supervisor prior to sending additional observations documents for review. Follow this process at the start of each observation window and continue until your RRCA POC/Supervisor informs you that you may upload documents directly to Smartsheet without prior review.

CLASS® Observation Reports

1. Download report templates from the [Observer Padlet](#) to ensure that you are using the most up-to-date report. Reports submitted on older version of the template will be returned for revision.
2. Write strengths-based CLASS® Observation Report (see [CLASS® Observation Report Section](#)).

CLASS® SCORING SUMMARY SHEET

Teacher: Karen Flower Observer: Milagro Plant
 Center ID: 12345 Date: 11/14/20
 Start time: 9:00 am End time: 11:00 am

DIRECTIONS
 Copy scores from observation sheets. Compute average scores for each dimension by adding cycle scores and then dividing by the number of cycles completed.
 Finally, compute domain scores as indicated.

	Cycle 1	Cycle 2	Cycle 3	Average
Number of students	5	6	6	
Number of adults	1	1	1	
Academic content (circle all check majority)	LS/Lang Arts Math Science Art	LS/Lang Arts Math Science Art	LS/Lang Arts Math Science Art	
Format (circle all check majority)	Free choice/centers Individual time Small groups	Free choice/centers Individual time Small groups	Free choice/centers Individual time Small groups	
Start time	9:00	9:30	10:00	
End time	9:30	9:50	10:50	
PD	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	6.25
NC	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1.0
TS	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	6.0
RSP	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	5.25
BP	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	5.25
PD	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	5.50
SLP	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	4.75
CD	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	2.9
GF	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	4.0
LM	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	4.0

Emotional Support
 $6.25 \cdot 7 \cdot 6.0$
 $\cdot 5.25 = 5.17$
 To reverse NC, subtract average score from 8.

Classroom Organization
 $5.25 \cdot 5.50 \cdot 4.75$
 $\cdot 3.83$

Instructional Support
 $3.5 \cdot 4.0 \cdot 4.0$
 $\cdot 3.83$

Report Writing

Follow the steps below when completing CLASS® Observation Report. Report templates and sample CLASS® Observation Reports for all three tools can be found and downloaded from the [Observer Padlet](#).

1. Complete the header with Date of Observation, Observer Name, Site Name, LinkB5 Classroom Name, Language of Instruction, Classroom ID and **all** Educator(s)/ Adults Name(s) in the classroom.
2. Use the word educator instead of teacher as best practice.
3. Enter the range (Low, Mid, High) for each dimension.
4. *Negative Climate* is the only dimension that “not observed” is an acceptable description.
5. Use **key words** when describing the range of the score in the area of strengths and growth examples.

CLASS® Observation Report Key Words

Low Range	Mid-Range	High Range
No	Sometimes	Most of the time
Does not	Inconsistently	Often
Seldom	Occasionally	Many
Rarely, if ever	Some	Several
Never	Limited	Frequently
Little, if any	At times	Consistently
Few	Generally	Fully
Absent	Intermittently	Clear
Barely	Mildly	Effective
Unclear		Always
Ineffective		Depth
Absent		Quality

6. In the Areas of Strengths example sections include one to two indicators minimum. Provide detailed examples for each of the indicators selected indicators from the observation that demonstrate the interactions that are in the mid-to-high range, including behavior indicators and direct quotes for each dimension. If any Behavior Indicator(s) are not observed, provide detailed example(s) of what was observed instead. If you did not see evidence or not enough depth, duration or frequency, write what you did observe.
 - **Depth** – The quality or effectiveness of an interaction and impact on the child
 - **Frequency** – How often the behavior occurs. Frequency includes number and percentage of times the behavior occurs throughout the observation
 - **Duration** – The length of time an interaction lasts.
 - Note: Brief but effective interactions can occur.



Revised 6/2026

VQB5 Local CLASS® Observation Report Toddler Classroom

Date: 8/20/2026
Program Name: Mister Rodgers' Neighborhood
Language of Instruction: English
Educator Name: Fred Rodgers
Educator 3 Name: (or "N/A"): N/A

Observer: Daniel Tiger
Classroom Name: Trolley
Classroom ID: 6789
Educator 2 Name: (or "N/A"): Henrietta Cat

Domain: Emotional & Behavioral Support (The degree of warmth, respect, and evidence of supportive relationships; sensitivity and responsiveness to children's needs; support for children's autonomy; lack of negativity).

*Range Scale: Low: 1-2; Mid: 3-5; High: 6-7

Dimension	Range	Strengths Examples from Observations
Positive Climate	High	There are many indications that the teacher and children enjoy warm supportive relationships with one another. For example, the teacher matched the children's affect, during a whole group math game by smiling after the children smiled while counting. The teacher also showed excitement by varying her intonation. The teacher was consistently near the children. During breakfast the children were sitting at the table and one teacher sat beside the children and the other teacher was kneeling at the table next to the children.
Negative Climate	Low	The educator did not display negative affect such as harsh tone, anger, or punitive language throughout most of the observation. The educator maintained a calm tone and respectful interactions with children during routines and activities. There was a brief instance of mild negativity when the educator asked a child if she wanted to go to the crib to address behavior after the child hit another child while playing with blocks. This interaction was isolated, and no additional negative behaviors were observed.
Teacher Sensitivity	MID	The educator demonstrated awareness of children's needs and responded to them at times during the observation. The educator noticed when children required assistance and provided support during activities and routines. For example, when a child had trouble, the educator responded by saying, "It broke, there is no problem, I will help you," and assisted the child. During activities, the educator observed children and responded to their needs. For example, during an art activity, the educator noticed a child had paint on her face and was rubbing it. She showed the child her reflection in a picture to help her see it, and asked, "Do you want to wash your face?" before assisting her. During snack, the educator noticed that a child was not interested in the option that was given to the child and provided an alternative.
Regard for Child Perspectives	MID	The educator provided some opportunities for children to make choices and participate in activities. For example, the educator asked questions such as "What colors do you want to paint with?" and "Do you want this one?" during snack. Children were able to move around the classroom, explore materials, and engage in activities such as playing with dinosaurs, balloons, and dramatic play materials. At times, the educator followed children's participation by joining their play and responding to their actions.

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- **Positive Climate:** The average of these scores for all 4 cycles is in the high range (between 6.00 and 7.00).
- **Negative Climate:** The average of these scores for all 4 cycles is in the low range (between 1 and 2.99).
- **Teacher Sensitivity/Regard for Child Perspectives:** The average of these scores for all 4 cycles is in the mid-range (between 3.00-5.99).

Identify **Areas of Growth** (1-2 examples for each domain). Provide a detailed example from the observation, demonstrating the interactions that are in the low to mid-range. When possible, use direct quotes. *Refrain from giving suggestions and recommendations.* For additional tips and examples on writing areas of growth, visit the [Observer Padlet](#). If any Behavior Indicator(s) are not observed, provide detailed example(s) of what was observed instead. If you did not see evidence or not enough depth, duration or frequency, write what you did observe.

- **Depth** – The quality or effectiveness of an interaction and impact on the child
- **Frequency** – How often the behavior occurs. Frequency includes Number and percentage of times the behavior occurs throughout the observation
- **Duration** – The length of time an interaction lasts.
 - Note: Brief but effective interactions can occur.

Areas of Growth Example from a Toddler CLASS® Observation Report

Area(s) for Growth
Dimension: Language Modeling Examples from Observations: The educators occasionally labeled objects to help increase children’s vocabulary and expose them to advanced language. While reading a book, the educator labeled objects in a book’s illustration, “white shoes, brown shoes, street, and puddle”. However, during center time, the educator rarely spoke to the children or labeled the materials they used within the centers. The educator observed the children and asked some questions such as “What are you doing?” and “What are you going to use to cook?”

After the Report is Written

1. Save the report as a **Word** document with the correct name. Save reports with the following name:
 [CLASSROOM ID]#_F[ALL]2026_SCORING BOOKLET or [CLASSROOM ID]#_S[PRING]2027_SCORING BOOKLET.
 - Example: 123456_F2026_REPORT (Change the F to S based on observation cycle)
2. Email one set of observations documents at a time to RRCA POC/Supervisor for review, feedback, and edits. Apply this feedback from RRCA POC/Supervisor to additional observations documents prior to sending for review. One set includes the CLASS® Scoring Booklet and CLASS® Observation Report. Submit for review within 48 hours, or within 2 business days of the observation date. Follow this process at the start of each observation window and continue until your RRCA POC/Supervisor informs you that you may upload documents directly to Smartsheet without prior review.
3. If requested, make edits and return to RRCA POC/Supervisor for review again.
4. Once the report has been approved, review with educator during feedback session.
5. Save and upload report and CLASS® Scoring Booklet to Smartsheet. Detailed instructions on how to do this can be found in [Upload Observation Documents](#) section. All pages of the electronic documents must be legible.
 - Upload CLASS® Observation Report as a Word document.
 - Upload entire CLASS® Scoring Booklet (scoring summary sheet and all note pages, including blank pages) as one file.
 - If you do not immediately see the uploaded documents in the Observer Portal, press refresh or log out and log back in to confirm documents are there before uploading again.
 - **Observers do not have the ability to delete attachments uploaded in error. To request deletion, you must email the Classroom Name, Classroom ID, and Document Title to CapitalAreaVQB5@fairfaxcounty.gov.** Once you receive confirmation that has been done, you can upload the correct document.
6. Email approved CLASS® Observation Report to educator/site administrator.

Feedback Sessions

Prepare for Feedback Session

1. Schedule in-person feedback meeting within 10 days of the observation (plan minimum of 30 minutes for feedback session). Virtual feedback sessions may only be scheduled at the request of the educator or site administrator.
2. It may be necessary to use different methods to reach the site (call, email, text, site visit). If you have made three attempts to reach a site through different methods and have been unable to schedule feedback, please contact your RRCA POC/Supervisor to let them know.
3. Enter Scheduled Feedback Date in Smartsheet. If feedback is rescheduled, update the Scheduled Feedback Date in Smartsheet within 1 business day.
4. Email electronic report to each educator observed and/or Director and print copies of the report if possible.
5. Review your CLASS® Observation Report. Prepare to share strengths, reflective questions, specific examples, etc. to make the feedback meaningful. Recall:
 - What were the activities/schedule/time of day?
 - Was there consistency between cycles?
 - Was there a cycle that had a higher/lower score—what was the academic content/format during that cycle?
 - This information can be captured on the optional [Feedback Form](#) that can be referenced during the feedback session. NOTE: This form is not a substitution for the CLASS Report- it is a tool to help organize feedback.
6. Review resources, including:
 - Feedback Session Exemplar Videos in the [Observer Padlet](#)
 - [A Coaching Guide to Asking Reflective Questions](#)
 - Teachstone e-book: [Coaching Fundamentals](#)
 - Teachstone e-book, [Quality of Feedback: the Hows and Whys](#)
 - Teachstone e-book: [Building a Foundation for Effective Coaching](#)
 - Teachstone e-book: [Coaching Tips for Sticky Situations](#)
 - ECLKC's [Top 10 Tips for Coaches](#)
7. Teachstone e-book: [The ABC's of the Parallel Process](#)
 - Ensure familiarity with the Parallel Process as a guide for listening and responding to educators during the session:
 - Prompt thought process.
 - Give specific feedback on their responses.
 - Make connections to the real world or integrate past activities.
 - Facilitate predictions and encourage evaluations.
 - Scaffold questions to help educators think deeper.

During Feedback Session

During the feedback session, observers must:

1. Share printed copies of CLASS® Observation Report or share your screen to review with educator.
2. Describe the purpose of the feedback session and encourage questions to help the educator feel comfortable with the process.
 - Find out how familiar the educator is with CLASS®. If the educator is not familiar with CLASS®, provide brief overview. Help the educator understand what the CLASS® scores mean and the structure of the CLASS® Observation Report.
 - Use CLASS® language and be objective and specific.
 - **Be strength based.** Start with a dimension/indicator where the educator scored in the mid-to-high range to show they already demonstrate CLASS® behavior indicator and discuss how to extend.
 - Use parallel process.
 - Focus on ranges versus the number they received for dimension score.
 - If you talk to a resistant educator, go to [Know, See, Do](#).
 - Reflect on how interactions affect/impact children's academic and social growth.
 - For **Areas of Growth**, discuss examples from observation and ask **reflective questions** to prompt educators to analyze their interactions and think about ways to increase CLASS® behaviors to see the impact it has on children. Knowledge/experience level of educator can determine how to lead reflective questions. Examples of [reflective questions](#) include:
 - What did you feel went well during the observation?
 - What are the activities in your classroom that children enjoy playing with each other?
 - When you join the children in the activities how do the children react to your enthusiasm?
 - When do you find the most opportunity to have social conversations with children?
 - How do you plan the learning objectives of an activity? How do you know if children understood the learning objective?
 - When you ask questions that let the children predict what might happen, what do you notice about their responses?
 - What might happen if you integrate the things that make children laugh and smile into everyday activities and lessons?
 - How can you encourage social conversations and relationship building during lessons and structured activities?

3. Brainstorm with the educator on their ideas of what they could do to increase the frequency, depth and duration of the dimension's behavior markers and provide strategies to support educator.
 - Share resources so educators can learn more about CLASS® including:
 - a. CLASS® Observation Report
 - b. Provide 1 copy of the bilingual *Enhancing Learning by Asking Questions: Aligning with The CLASS Framework* flip book **(during fall cycle only)**. Review video on [Observer Padlet](#) for instructions on how to use the book as a resource during a feedback session.
 - Utilize the flip book during your feedback session to discuss how it relates to your observed instances and how they can use the questions in the book throughout daily activities to align with CLASS dimensions. An electronic copy of the flip book is on the [Observer Padlet](#) (use for virtual feedback sessions).
 - Point to questions and tips related to the area of growth and area of strengths you discuss.
 - Review tips and ask educators for other open-ended questions they may ask or ideas.
 - Ways that they can use materials already in the classroom to extend positive interactions
 - [Why CLASS? ¿Por qué CLASS?](#)
 - CLASS® modules on RRCA website: [CLASS® Recorded Sessions](#)
4. When feedback session is completed, check in with Site Administrator to thank them and ask them to verify scores in LinkB5 if they have not already done so.
5. Enter Completed Feedback Date into in Smartsheet.

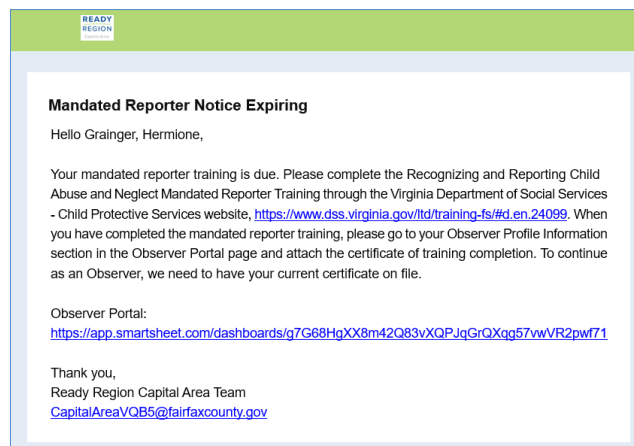
Mandated Reporter

As a mandated reporter, in the unusual circumstance of any suspected abuse or neglect observed at the time of the observation, the observer must report the observed behaviors to **Child Protective Services**. This is required by law.

Observers must report observed health and safety concerns to CapitalAreaVQB5@fairfaxcounty.gov for other observed issues that significantly impact the health and safety of the children in care. Observers can report concerns to the Virginia Department of Social Services Licensing Office using the [VDSS Licensing Office Complaint Form](#).

Additional details can be found in [Appendix B: VDOE Mandated Reporter Guidance](#).

Your mandated reporter training must be kept current. If it is about to expire, you will receive a notification from Smartsheet to complete the training. Please complete the training and upload your certificate to stay in compliance. A sample notification email is below:



Incident Reporting

If an incident occurs that does not rise to the level of mandated reporting, please email CapitalAreaVQB5@fairfaxcounty.gov with information regarding the incident. A staff member will contact you for next steps.

Smartsheet

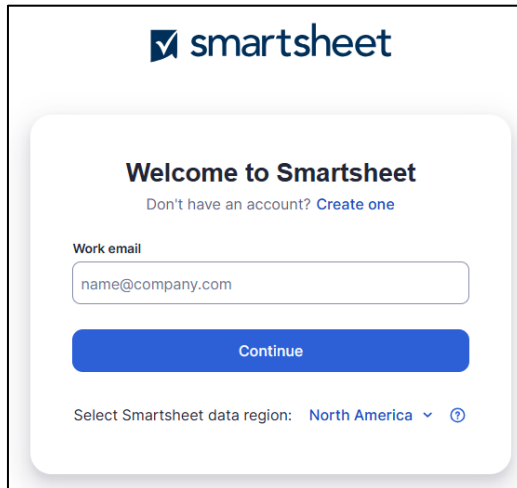
Access to Smartsheet/Observer Portal

The Smartsheet Observer Portal contains observer profile and classroom assignment details. RRCA Staff will add you to the RRCA Observer Inventory in Smartsheet and grant you access to the Observer Portal once you:

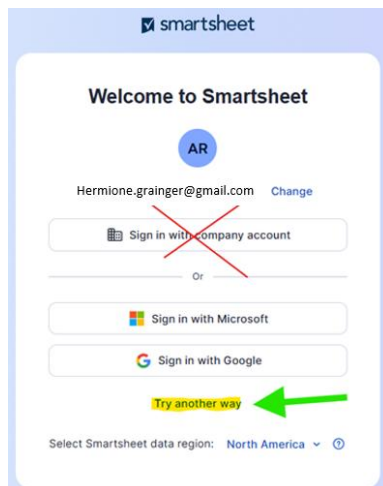
- Complete all steps described in [CLASS® Observation Policies and Procedures](#).
- Submit CLASS® reliability certificates to CapitalAreaVQB5@fairfaxcounty.gov.

In the beginning of the observation window, you will be given access to the [Observer Portal](#) in Smartsheet. If you have not already done so, you will need to create a free Smartsheet account and use the same email you provided to RRCA as your primary email. To do so:

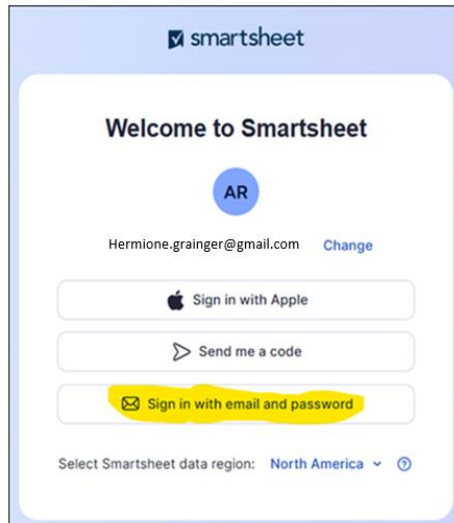
1. Log into Smartsheet: [Home - Smartsheet.com](https://home.smartsheet.com). Where it says, “Don’t have an account? Create one”, click on **Create one** to create a new account.

The image shows the Smartsheet 'Welcome to Smartsheet' login page. At the top is the Smartsheet logo. Below it, the text 'Welcome to Smartsheet' is displayed, followed by a link 'Don't have an account? Create one'. There is a 'Work email' input field with the placeholder 'name@company.com' and a blue 'Continue' button. At the bottom, there is a dropdown menu for 'Select Smartsheet data region' currently set to 'North America'.

2. Type in the email that you provided to RRCA when confirming your work as an observer. Create a password that you will remember.
3. Next time you log in, you will need to enter your email address and then click **Try another way**.

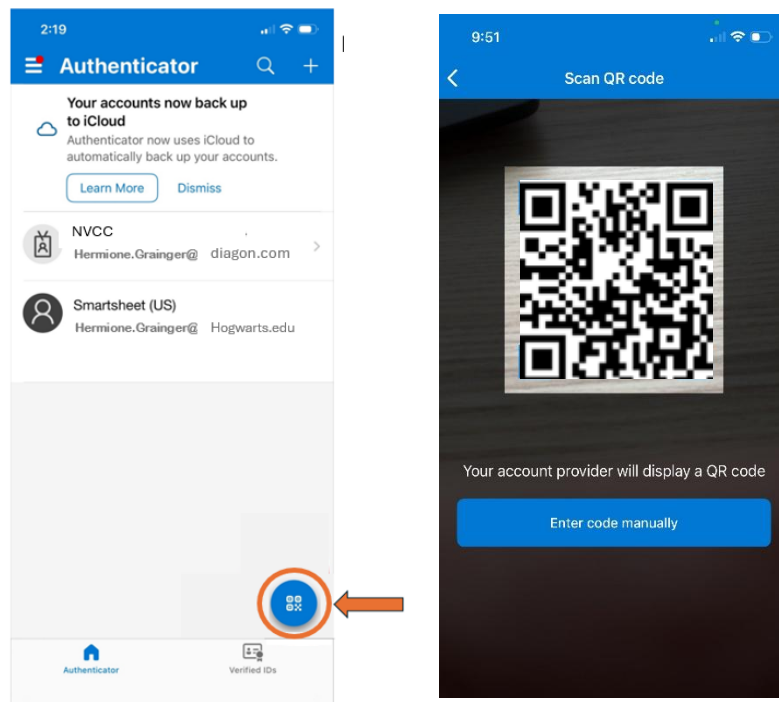
The image shows the Smartsheet 'Welcome to Smartsheet' login page with a user already logged in. The user's profile is shown with the initials 'AR' and the email 'Hermione.grainger@gmail.com' with a 'Change' link. Below the email, there are three sign-in options: 'Sign in with company account' (which is crossed out with a red X), 'Sign in with Microsoft', and 'Sign in with Google'. At the bottom, there is a yellow link 'Try another way' with a green arrow pointing to it. The 'Select Smartsheet data region' dropdown is also visible at the bottom, set to 'North America'.

4. Click **Sign in with email and password**.

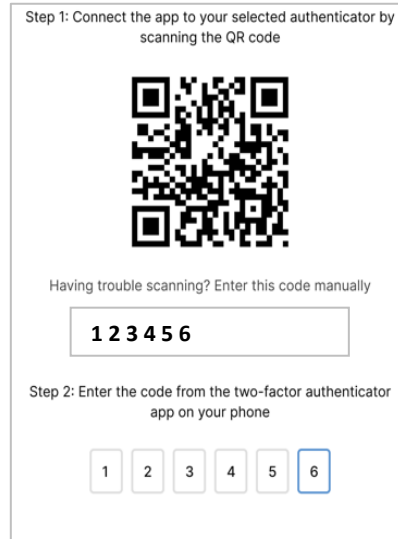
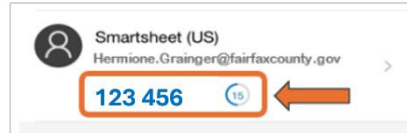


You will also need to set up an authenticator on your phone. Smartsheet will require secondary authentication each time you log into the Observer Portal. If you are a new observer, please follow the steps below to set up the authenticator:

1. **Download Google Authenticator or Microsoft Authenticator** (free on iOS and Android) and click set up. *You may already have this app on our phone. If so, no need to add it again.*
2. **Open the authenticator app on your phone to scan the QR code.** Click the blue circle at the bottom right corner as pictured below to access the QR code.
3. Select **Scan a QR code** and use your phone's camera to scan the QR code that displays on your Smartsheet sign-in screen.



- If you cannot scan the QR code, select **Enter a setup key** in your authenticator app and manually type the code provided on the Smartsheet screen.



- Verify with a one-time code:** Your authenticator app generates a six-digit code. Enter this code into the Smartsheet sign-in screen.
- Complete sign-in:** Once verified, your sign-in is completed and your authenticator app is successfully linked to your Smartsheet account.
- The next time you log into Smartsheet, open the authenticator app on your phone. If you have more than one account linked to the authenticator app, ensure you open the one labelled Smartsheet. Note the 6-digit code and enter it into Smartsheet to authenticate. This code will change every 30 seconds.

Observer Portal

The [Observer Portal](#) contains:

- CLASS® Observation assignments (classrooms)
- Observer demographic profile information
- Locations to upload documents such as CLASS® Certification(s), Calibration report(s), CLASS® Scoring Booklets and CLASS® Observation Reports.

Classroom Assignments

At the top of your Smartsheet Observer Portal you will see **Classroom Assignments**.

Your current classroom observations assigned by the RRCA will be listed here. Each row is a separate classroom and will update as new assignments are assigned.

CLASSROOM ASSIGNMENTS								
☆ Classroom Assignments ⓘ								
Filter [Icons] [Icons]								
Site ID	Site Name	Classroom ID	Classroom Name	Classroom Type	Language of Instruction for Observation	Program Contact Name	Program Phone Number	Email Address
87012	Maren Caldwell	1064928	Little Starfish Room	Toddler	English	Maren Caldwell	555-102-8479	marencaldwell87@mailhub.com
87088	Cozy Corner Kids Hub	1061487	Rainbow Seedlings Space	Preschool	English	Jonah Reddick	555-883-5402	jreddick221@loopmail.org

1. Click on the left side of the site name to view the Details fly out box with Data and Attachments tabs.
2. On Data tab, enter in dates as shown below and Save. Some fields in gray cannot be edited:

- ✓ Scheduled Date of Observation – *enter the date when observation is scheduled (update in Smartsheet within 1 day if date changes).*
- ✓ Completed Date of Observation - *enter the date when observation occurred- do not enter future dates.*
- ✓ Date Scores Entered into LinkB5 - *enter the date when you enter scores into LinkB5- scores must be entered in LinkB5 within 48 hours of observation.*
- ✓ Scheduled Date of Feedback Session - *enter the date of scheduled feedback session (update in Smartsheet within 1 day if date changes).*
- ✓ Completed Date of Feedback Session - *enter the date of completed feedback session.*

NOTE: If any scheduled dates change, update Smartsheet within 24 hours.

Observation Status: The observation status will automatically update based on data entered into Smartsheet. See below for details:

- **Not Started**- No dates or Scheduled Date of Observation only is entered.
- **In Progress**- Completed Date of Observation and/or Completed Date of Feedback Session entered
- **Complete**- Scores entered into LinkB5 AND all dates entered into Smartsheet.

Upload Observation Documents

The following documents must be uploaded for **each classroom where an observation was completed**:

1. Click on a classroom assignment or anywhere on the line to bring up the fly out box where you will be able to update data or add attachments.
2. On the Details fly out box: Click on **Attachments** tab to upload.
3. Select **Attach a File** at the bottom of the tab.

4. Select and add file(s) as necessary. Verify you are uploading correct attachment as you will not be able to delete it once uploaded.
5. Please be sure the file names are as follows:
 - CLASS® Scoring Booklet: [CLASSROOM ID]#_F[ALL]2026_SCORING BOOKLET
 - CLASS® Observation Report: [CLASSROOM ID]#_F[ALL]2026_REPORT
6. Check appropriate boxes to note that documents have been uploaded.
7. If you have a Complete or Pending Observation in LinkB5 but do not have documents uploaded in Smartsheet, you will receive a notification from Smartsheet to upload your missing documents.
8. **Observers do not have the ability to delete attachments uploaded in error. To request deletion, you must email the Classroom Name, Classroom ID, and Document Title to CapitalAreaVQB5@fairfaxcounty.gov.** Once you receive confirmation that has been done, you can upload the correct document.
9. Your RRCA POC/Supervisor will be monitoring timely date and data entry into Smartsheet and may contact you if there are any questions or delays.

Details	
Data	Attachments (0)
FALL CLASS® Scoring Booklet uploaded Smartsheet	
☒	
FALL CLASS® Report uploaded to Smartsheet	
☒	

Observer Information

1. Click on your name or anywhere on the line to bring up the fly out box where you will be able to update data or add attachments. You can also view your Certification Renewal Reliability Code and Calibration Codes here. *Do not use calibration codes until you receive notification that your calibration is due and only take one calibration.*

OBSERVER INFORMATION									
☆ CLASS® Observer Profile Information ⓘ									
Filter									
Name of Observer Last Name, First Name	Supervisor Name/ RRCA POC Name	Observer Email	Contact Number	PreK CLASS Certified (Yes/No/Pending)	PreK Reliability Code	PreK CLASS Expiration Date	PreK Calibration Code	PreK Calibration Due Date	
Grainger, Hermione	Morgan Reeves	hermione.grainger@gmail.com	(555)482-9175	Yes	VPPJB22Y	07/24/27	XTY6GY8XXYYTTMM	01/24/27	

2. Click on your name so the fly out box appears. Then click on **Data** tab to enter demographic data.

OBSERVER INFORMATION					
☆ CLASS® Observer Profile Information ⓘ					
Filter					
Name of Observer Last Name, First Name	Supervisor Name/ RRCA POC Name	Observer Email	Contact Number	PreK CLASS Certified (Yes/No/Pending)	PreK Reliability Code
Grainger, Hermione	Morgan Reeves	hermione.grainger@gmail.com	(555)482-9175	Yes	VPPJB22Y

Details ×

Data Attachments (2)

Name of Observer Last Name, First Name

Grainger, Hermione

Observer Email

Contact your POC if you need to update your email address.

hermione.grainger@gmail.com

Contact Number

(555)482-9175

PreK CLASS Certified (Yes/No/Pending)

Yes

- The fields you may edit as an Observer include:

- Contact Number
- Languages Spoken
- Observers' Race/Ethnicity
- Montessori Classroom Experience
- Special Education/Inclusion Experience
- Experience with Family Day Homes
- Other Specializations
- Additional Info

3. Review and update your demographic data at the beginning of the observation window in August and again by January 25th so this data can be sent to VDOE. Click Save after making any updates. The fields in gray cannot be edited. If any other demographic data (such as mailing address) changes, you must email CapitalAreaVQB5@fairfaxcounty.gov with specific information.

Upload Observer Certifications/Reports

Upload attachments by clicking your name and when the fly out box appears, click *Attachments* tab. The following documents must be uploaded in observer information section:

- CLASS® Certification(s) and Calibration Reports(s)
- Training Certificates, as required
- Mandated Reporter training certificate
- Any other required documentation

Smartsheet Notifications

Notifications from Smartsheet will come via email address automation@app.smartsheet.com. Please save this email address in your contacts to ensure these messages do not go to Spam. Please do not reply to the automated Smartsheet notices. Any questions should be directed to CapitalAreaVQB5@fairfaxcounty.gov.

Observers will receive email notification through Smartsheet for the following:

- New Classroom assignment(s)
- Reminders at 60, 30 and 14 days prior to expiration/due date for:
 - Tool Certification for each CLASS® tool certified
 - Mandated Reporter
 - Background Checks
- Reminders at 30 and 14 days prior to due date for:
 - Calibrations (due 6 months after certification/recertification for all tools for which the observer is certified).

Smartsheet Resources

Please review the [Smartsheet Observer Portal Overview video](#) for information on how to:

- Access assignments
- Enter dates
- Upload documents
- Update demographic information

Contact Us

Please email CapitalAreaVQB5@fairfaxcounty.gov for guidance with any Smartsheet issues.

VA Connects/LinkB5

LinkB5 is the Virginia Department of Education (VDOE) database that captures site/classroom data, including CLASS® scores on the VA Connects website.

Enter CLASS® Scores

Reminder: CLASS® scores should be entered into LinkB5 within 48 hours of observation. For information on how to enter scores, visit [VAConnects Resources](#) and search for **Enter CLASS Observation Information Guide**.

All local observers are responsible for ensuring the accuracy of their scores before submitting in LinkB5. Review your scores to ensure your observation sheet scores match your scoring summary sheet scores for each cycle and you have entered them correctly into LinkB5 before submission.

Note: Toddler and Pre-K Negative Climate score should be entered in LinkB5 as the raw score (not reversed).

For example, if you scored a 1 in negative climate on your scoring summary sheet enter 1 into LinkB5.

Professional Development Opportunities and Participation Requirements

RRCA offers several Professional Development (PD) supports to ensure the quality and consistency of observations across the region. Some supports will be offered to observers for voluntary participation; others may be required to continue to receive observation assignments for RRCA.

Instances when an observer may be required to complete additional PD opportunities include:

- **Low calibration scores-** Observers that show a pattern of low calibration scores in one or more tools may be asked to complete some additional PD to help further their understanding of the CLASS® tools and the scoring process.
- **Local-External Score Comparison and Replacement Protocol-** This score comparison occurs for both the Fall and Spring Observation Windows. For more information, please refer to the **Local-External Score Comparison and Replacement Protocol** section of the VDOE Local CLASS Observation Best Practices Guidebook and the VQB5 Guidelines. RRCA will review score comparisons and may ask observers to complete PD based on frequency, difference in points, or unusual scoring patterns in score comparison data.

- **Number of observation assignments**- Observers with high numbers of observation assignments may be asked to complete PD opportunities. This is determined on an individual basis.
- **Other instances**- Based on feedback or observer monitoring identified by the RRCA POC/Supervisor, mentoring and/or other PD may be recommended.

PD Offerings include (but are not limited to):

- Asynchronous learning modules based on individual needs
- Additional calibration sessions
- Double coding with a peer or anchor coder
- Communities of practice based on observer needs
- One-on-one meetings with RRCA VQB5 Specialists

Appendices

[Appendix A: Observation Guideline differences between VDOE and Teachstone](#)

[Appendix B: Mandated Training and Reporting Requirements](#)

[Appendix C: Checklist for Ready Region Capital Area Local CLASS® Observers](#)

Appendix A: Observation Guideline differences between VDOE and Teachstone

NOTE: VDOE guidelines supersede guidance from Teachstone Manuals. **RRCA Local CLASS Observers follow VDOE Guidelines (Column 1).** *RRCA note: When quoting educator or child's words in a foreign language, it must be followed with translation to English in parenthesis.

	COLUMN 1: VDOE Guidelines- Used by RRCA Observers	COLUMN 2: Teachstone®
Length of observation cycle	15 minutes for Infants 20 minutes for Toddlers 20 minutes for PreK ALL TOOLS: 10 minutes of coding per cycle Observation cannot be conducted during the coding sessions (VDOE pg.11,12).	15 minutes for Infant 15-20 minutes for Toddler , 20 minutes for PreK with 10 minutes of coding (CLASS manual Chapter 2).
Starting date	- At least 2 weeks after the first day of school for the fall observation period (VDOE pg.11). - At least 2 weeks after the first day of the lead educators assigned to the classroom; (VDOE pg.11) Lead educator must be present. - The interval gap between the fall and the spring observations is at least 60 calendar days (RRCA pg.2).	N/A
Child Attendance	- At least 50% of the children enrolled are present. - For a site with only 3 children enrolled, observation can start if only one child is present (VDOE pg.12).	No requirement for the minimum number of children presenting in the room.
Tool to use in the classroom	- The CLASS tool matches the classroom type listed in LinkB5; it will show on the Smartsheet (RRCA pg.2). - Use the Toddler tool with Mixed age home-based child care classrooms (VDOE pg.9). - ECSE self-contained Pre-K classrooms may be allowed to use the Toddler CLASS tool based on the children's developmental age and IEP goals with requested permission (VDOE pg.9). - Use the same tools in the Fall and Spring observation window. - If the age difference between fall and the spring is significant (from Infant to PreK, or PreK to Infant) with a typical enrollment, or permanent classroom change, observe with the appropriate tool for the new enrollment and notify RRCA POC/Supervisor immediately (RRCA pg. 2-3).	For Mixed age classroom and Home-based child care: APPROACH ONE: MAJORITY AGE ENROLLED OR PRESENT: observers select the CLASS tool that corresponds to the majority of children (birth to age 5) enrolled or present. APPROACH TWO: TODDLER CLASS TOOL observers use Toddler CLASS regardless of the composition of the children present. APPROACH THREE: ALTERNATE BETWEEN CLASS TOOLS: observers alternate between CLASS tools, aiming for two or three cycles at each age level.
Activities NOT to observe	The "specials" with a different educator(s); cafeteria meals sitting with peers from different classrooms; unstructured recess or outdoor play for PreK as defined by the educator (VDOE pg.11).	Recess and outdoor free time in PreK . When all children are sleeping, do not observe for any age group (CLASS manual Chapter 2).

Appendix B: Mandated Training and Reporting Requirements



Mandated Training and Reporting Requirements for VDOE Improvement Subgrantees

The following guidance is to be disseminated annually by the Virginia Department of Education to any subcontracted or subgrantee party that completes themselves, or subcontracts out, services within Virginia's early childhood care and education settings. All subgrantees should review the requirements below, and take measures necessary to comply with the expectations.

1) Annually Review Guidance for Recognizing and Reporting Child Abuse and Neglect

Subcontracted and subrecipient partners of the Division of Early Childhood Care and Education that have staff/contractors that work within early childhood settings must receive a [VDSS Guide For Mandated Reporters In Recognizing And Reporting Child Abuse And Neglect](#). Lead agency staff should review this information with staff/contractors at least once a year.

2) Complete Mandated Reporter Training

Staff/contractors who work in early childhood classrooms are required to go through the *Recognizing and Reporting Child Abuse and Neglect* Mandated Reporter Training through the [Virginia Department of Social Services - Child Protective Services](#). Initial certification should be kept on file by the lead agency. It is recommended that this training be completed every two years.

In the unusual circumstance where any suspected abuse or neglect is observed, or where other concerning behaviors are observed, subcontracted/subgrantee partners must take the following action steps.

Mandated Reporting for Suspected Child Abuse

In the unusual circumstance of any suspected abuse or neglect observed while working in an early childhood classroom, the staff member/contractor must report the observed behaviors as mandated by law.

- In this case, the staff member/contractor should stop their work and immediately report the instance to the site administrator and the Virginia Child Abuse and Neglect Hotline. Before leaving the site, the staff member/contractor should notify the lead agency and/or supervisor.
- In the case of clear and imminent danger, the staff member/contractor may step in to protect the child(ren).
- Suspected abuse and neglect must be reported through one of the below required channels:
 - o Virginia Child Abuse and Neglect Hotline: 1-800-552-7096;
 - o Local Department of Social Service Office ([click here for a map and contact information for local offices](#)); or
 - o File report online via the Mandated Report Portal at <https://vacps.dss.virginia.gov/VACPSWeb/faces/landingPage.xhtml>.

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- After reporting the suspected child abuse through one of the above mandated reporter channels, the staff member/contractor must also:
 - o Report the suspected child abuse to the Virginia Department of Education by filing a complaint with the Office of Child Care Health and Safety.
 - [Detailed instructions for 'Filing A Complaint' can be found HERE on the ChildCareVA.com website](#)
 - o The lead agency must also notify their VDOE contract program manager in writing that a complaint has been placed within 3 business days.

Reporting Concerns Not Constituting Suspected Child Abuse or Neglect

If a staff member/contractor believes that the health and safety of children are at risk or observes other concerning behaviors, they must report those concerns to the Virginia Department of Education.

- To report other concerns related to health and safety within early childhood facilities:
 - o Report the concerns to the Virginia Department of Education by filing a complaint with the Office of Child Care Health and Safety.
 - [Detailed instructions for 'Filing A Complaint' can be found HERE on the ChildCareVA.com website](#)
 - o The VDOE contract program manager should also be notified in writing within 3 business days that a complaint has been placed.

Questions about the VDOE Mandated Reporting Requirements should be sent to vqb5@doe.virginia.gov.

Appendix C: Checklist for Ready Region Capital Area Local CLASS Observers

CHECKLIST FOR READY REGION CAPITAL AREA LOCAL CLASS® OBSERVERS

Observations

Enter Dates in Observer Portal in Smartsheet:

- ☐ Observation Scheduled
- ☐ Observation Completed

CLASS® Scoring Booklets

- ☐ Teachstone CLASS® Scoring Booklet and correct age level used.
- ☐ All CLASS® Scoring Booklet headings complete and include all Educators /Adults in classroom for each cycle.
- ☐ All observation cycles and coding complete. If cycle was terminated prior to cycle completion, it is noted on the observation sheet.
 - o Infant (4 cycles): 15-minutes of observing, 10-minutes of coding
 - o Toddler/PreK (4 cycles): 20-minutes of observing, 10-minutes of coding
- ☐ Soft ranges included for each cycle. All dimension notes for each dimension observed completed.

Observation Sheet - Example

The example observation sheet is a table with dimensions listed on the left and scores on the right. A blue arrow points to the 'Range H/M/L' column. The dimensions and their scores are:

Dimension	Range H/M/L	Score
Positive Climate (PC)	- Relationship - Positive affect - Positive communication - Respect	7
Negative Climate (NC)	- Negative affect - Conflict - Discipline/Management - Stress/negativity	0
Teacher Sensitivity (TS)	- Reciprocity - Responsiveness - Addressing problems - Student comfort	6
Support for Student Perspectives (SP)	- Flexibility and student voice - Support for autonomy and leadership - Student expression - Redirection of misbehavior	4

Notes are provided for each dimension, such as 'T sets up group, shares matching activity' for PC and 'T walks around during matching activity' for TS.

- ☐ Notes are legible, detailed and include quotes and activities. When using additional Notes pages, notes should be sorted/ labelled by dimension acronyms (for example, PC, TS). Notes pages have cycle numbers written at top.

The handwritten notes page shows a list of observations. A blue arrow points to the top right corner where the 'Cycle Number' is written as '1'. Another blue arrow points to the middle of the page where the notes are 'Labelled by Dimension' with acronyms like PC, TS, and SP.

- ❑ Scoring summary sheet is completed with header, dimension scores for each cycle, average calculations in both average column and domain average boxes.

- ❑ Full CLASS® Scoring Booklet including RRCA label, cover page, notes pages (including blank pages) and scoring summary sheet are scanned as one document and is legible.
- ❑ CLASS® Scoring Booklet saved with proper protocol (ClassroomID_F2026_BOOKLET) and uploaded to Smartsheet once approved by RRCA POC/Supervisor.
- ❑ Scores entered in VAConnects/Link85 within 48 hours.

CLASS® Observation Report:

- ❑ Current template was used (*Revised 06/2026* )

- ❑ Heading information is complete.
- ❑ Detailed examples align with dimensions and include quotes and activities.
- ❑ Grammar is accurate and past tense is used for observed instances.
- ❑ Children and educator's names are replaced with C1, C2, E1, E2.
- ❑ Areas of growth are written as observed instances. If indicators are not present, examples provided of what occurred, not tips, suggestions or 'why' statements.
- ❑ Scores and ranges match throughout the CLASS® Observation Report and are calculated properly.
- ❑ Proofread report to include grammar and spell check.
- ❑ CLASS® Observation Report is saved in Word using proper protocol (ClassroomID_F2026_REPORT) and submitted to RRCA POC/Supervisor for review.
- ❑ CLASS® Observation Report and CLASS® Scoring Booklet emailed to RRCA POC/Supervisor within 48 hours or 2 business days of observation. Email one set of observation documents and wait for feedback from your RRCA POC/Supervisor prior to sending documents from additional observations.
- ❑ Upload RRCA POC/Supervisor approved report and booklet to Observer Portal. Check the boxes in the portal:
 - CLASS® Observation Report Uploaded
 - CLASS® Scoring Booklet Uploaded
- ❑ When/if you are notified that RRCA POC/Supervisor review is no longer required, upload documents directly to the Observer Portal in Smartsheet.

Feedback Session:

Scheduling:

- ☐ Scheduled in-person feedback meeting within 10 days of the observation. Updated Observer Portal with the *Scheduled Date of Feedback* date.
- ☐ Planned at least 30 minutes for feedback session.
- ☐ Made at least three attempts to reach a program through different methods and if unable to schedule feedback, contacted RRCA POC/Supervisor to let them know.

Preparation:

- ☐ Reviewed feedback resources on the Padlet prior to providing feedback.
- ☐ Reviewed CLASS® Scoring Booklet and CLASS® Observation Report in preparation for sharing strengths, reflective questions, specific examples... to make the feedback meaningful.
- ☐ Printed and emailed copies of the CLASS® Observation Report or plan to share screen with the educator to review.
- ☐ Have materials/resources/links to share with the educator:
 - o Provide 1 copy of the bilingual Enhancing Learning by Asking Questions: Aligning with The CLASS Framework Flip Book (during fall cycle only).

After Feedback Session:

- ☐ Entered Completed Date of Feedback session field into Observer Portal in Smartsheet once feedback is complete.

Observer Portal -Smartsheet/ LinkB5 Data Entry:

- ☐ Entered Dates for:
 - o Observation Scheduled
 - o Observation Completed
 - o Scores Entered into LinkB5 (must be within 48 hrs. of observation)
 - o Scheduled Feedback Session (is not the same as observation date)
 - o Feedback Session Completed
- ☐ Checked boxes for:
 - o CLASS® Observation Report Uploaded
 - o CLASS® Scoring Booklet Uploaded

Observer Resources:

Observer Padlet: <https://bit.ly/RRCA-Local-CLASS-Observer-Padlet>. Resource library of documents, guides, CLASS® Observation Report templates, videos, and links to external resources, such as Teachstone Observer Village including:

- 2026-2027 RRCA VQB5 CLASS Observer Guide: Detailed requirements for Report Writing, CLASS® Scoring Booklet, Feedback session and Resources
- VDOE Local CLASS® Observations Best Practices Guidebook

Reminders:

Fall Observation Window: August 15 – December 22, 2026

Regional Deadline: All observations must be completed by December 4, 2026

- Spring Observation Window: January 20 - May 31
 - o Regional Deadline: All observations must be completed by May 7
- Feedback sessions may not occur on the same day as an observation
- Each observed educator receives a copy of the CLASS® Observation Report
- Scores must be entered into LinkB5 within 48 hours of observation
 - o Scores entered past the VDOE 10-day deadline will flag as an unusual scoring pattern, and may trigger an additional external observation

- Ensure 1 hard copy of *Enhancing Learning by Asking Questions: Aligning with The CLASS Framework* flip book is shared during each feedback session in the fall. If the program requests a virtual feedback session, please share with the educator you will drop off the book after the virtual feedback session occurs. If you are a virtual-only observer, share the pdf version of the book during the feedback session and review with the educator. Staff from RRCA team will deliver a book to the program after your *Feedback Session Completed Date* is entered into Smartsheet.
- Invoices for contract observers will be auto generated when all observation tasks have been successfully completed. Contractors will receive a copy of the invoice for their records.