



VQB5 CLASS® Observer Guide

Purpose:

- Provide guidance on observer requirements, procedures, and policies.
- Review guidance on writing CLASS® reports and provide report samples.
- Describe process for receiving and tracking *progress (dates)* of classroom observations and CLASS® observer profile information in Smartsheet.
- Detail CLASS® score entry in LinkB5.

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Requirements for CLASS® Observers

There are two types of local Observers. There are county staff/ internal observers and contracted observers that are not county employees. Contracted observers must complete additional onboarding steps.

Fairfax County Staff and Contracted Observers must:

1. Create/ set up Smartsheet account (where observation assignments will be managed).
2. Complete Child Abuse and Neglect Training and upload certificate into Smartsheet.
3. Upload certificates for all CLASS® tools for which they are reliable into Smartsheet.
4. Create / set up account in LinkB5.

Contracted Observers: Prior to observations, must:

1. Complete background checks.
2. Complete Scope of Work and sign confidentiality Agreement.
3. Create/ set up Smartsheet account (where observation assignments will be managed).
4. Upload certificates for all CLASS® tools for which they are reliable into Smartsheet.
5. Complete [Child Abuse and Neglect Training](#) and upload certificate into Smartsheet.
6. Create/ set up account in LinkB5.

All Observers- Bi -Annual Calibration Requirement

1. All observers must complete Calibration in August and January.
2. Calibration certificates are uploaded to Smartsheet.
3. Calibration codes are found in the observer portal in Smartsheet.
4. Open Teachstone dashboard, enter in the code, and watch/code the video.
5. Observers need to calibrate on all tools for which they are reliable.

CLASS® Observation Policies and Procedures

CLASS® Observation Windows

CLASS® observations are required to occur during two windows each year:

Fall: August 15 - December 22

Spring: January 20 - May 31

Observation Assignment and Scheduling Process

1. Observers can log in to observer portal when the assignments have been set to view their assignments. Observers will also receive an email from Smartsheet when a new assignment is set. If an observer is observing within his/her own program, the observer will be assigned all classroom(s) for which s/he is reliable. The process for logging into Smartsheet and entering information is detailed [here](#).
2. Contact program(s) / educators within 3 days of receiving assignment(s) to schedule observation.
3. It may be necessary to use different methods to reach the program (call, email, text, site visit). If you have made three attempts to reach a program through different methods, contact your Ready Region Capital Area (RRCA) Point of Contact immediately to let them know.
4. Provide program or educators with information to prepare for observation:
<https://info.teachstone.com/blog/how-can-i-prepare-my-staff-for-CLASS®-observations>.
5. Call program the day before scheduled observation to confirm educator will be present. Verify that they anticipate at least half of the children will be in attendance during the time of the scheduled observation. If you are observing a program with only 3 children enrolled, you can observe if only one child is present.
 - a. *For virtual observations*, observers should share the link to access the virtual meeting with the educator prior to the day of the observation.

Date of Observation

1. If the observer does not work in the program, the observer should introduce themselves and let the Site Administrators know they are the local CLASS® Observer for classroom(s).
2. On the day of an in-person observation, observers should bring:
 - ✓ Teachstone Observer Certification card and RRCA lanyard.
 - ✓ Picture ID.
 - ✓ All manuals, and CLASS® Score Booklets for which observer is CLASS® reliable.
 - ✓ Ready Region Capital Area Observation/ Feedback Session card to leave with the educator.
3. CLASS® observation should be completed per CLASS® tool protocols.
4. Four observation cycles must be completed on the same day.
 - Infant tool: 15 minutes to observe, 10 minutes to code (4 cycles).
 - Toddler and PreK tool: 20 minutes to observe, 10 minutes to code (4 cycles)

- At the end of the observation, observers should thank the educator and schedule a feedback session for no longer than 10 business days after observation. Observers should leave the completed appointment card with the educator.

The image shows two forms side-by-side. The left form is titled 'LOCAL CLASS OBSERVER' and is part of the 'READY REGION VIRGINIA QUALITY BIRTH - FIVE (VQB5)' program. It includes fields for Name, Email, Phone, and Observation Date. The right form is titled 'FEEDBACK VISIT' and includes fields for Date and Time, a QR code, and a statement: 'This is the date and time that I will return to provide feedback from today's CLASS observation.'

- Before leaving the program, observer must speak with the Site Administrator and confirm that the correct educator is in LinkB5 and connected to the correct classroom.
- If when you contact or show up for the observation and discover the classroom no longer has children 0-5 enrolled, the classroom has closed or any other **reason why the observation cannot be completed as required**, please email the RRCA team at NCSOFCVQB5@fairfaxcounty.gov immediately and detail the situation.

CLASS® Report and Feedback Session Overview

After the observation is completed, observers must:

- ✓ Write CLASS® strengths-based report.
- ✓ Email CLASS® report to Early Childhood Program and Services (formerly Office for Children) at NCSOFCVQB5@fairfaxcounty.gov for approval and ensure all edits are made prior to providing feedback.
**Observers doing the observation within their own programs can skip this step.*
- ✓ Schedule* and return to program for feedback session with educator. If need be, the feedback session can be virtual.
**Please note: feedback sessions should be completed before scores are entered into LinkB5 if possible but scores must be entered into LinkB5 within 10 days of the observation (even if feedback cannot be scheduled within this time frame – for example a teacher is ill).*
- ✓ Reference resources during the feedback session. Refer educators to the CLASS® modules on the RRCA webpage: https://www.fairfaxcounty.gov/office-for-children/readyregion/CLASS®_sessions.
- ✓ Leave a copy of the CLASS® report with the educator.

Saving and Uploading CLASS® Reports and Score Booklets

After the feedback session is completed, observers must:

- ✓ Enter CLASS® scores into LinkB5 (after feedback session or no longer than 10 days after observation). Details in section [Enter CLASS® scores](#).
- ✓ Save CLASS® report and entire CLASS® Scoring Booklet [as PDFs](#) with following file nomenclatures:
[CLASSROOMID]#_S[PRING]2024_REPORT
[CLASSROOMID]#_S[PRING]2024_BOOKLET
10123_S2024_BOOKLET
10123_S2024_REPORT

- ✓ Upload CLASS® report and entire CLASS® Scoring Booklet (summary sheet and all notes pages) to Smartsheet within 10 days of observation. Detailed instructions on how to do this can be found in [Upload and Verifying Documents](#) section. All pages of the electronic documents must be legible.
- ✓ *Contractors only:* Send an invoice to Early Childhood Program and Services on the 5th of each month to FXCOINVOICES@fairfaxcounty.gov.

CLASS® Reports

After observation is completed, observers will write a CLASS® report. Follow the steps below in completing CLASS® report. Sample reports for each tool are provided in the [appendices](#).

- ✓ Complete the header with Date of Observation, Observer Name, Program Name, LinkB5 Classroom Name, Language of Instruction, LinkB5 Classroom ID and Teacher Name(s).
- ✓ Enter in the range for each dimension.
- ✓ In the shaded areas of each report, give **feedback on the behavior indicators** the educator IS doing that aligns with the CLASS® tool.
- ✓ Add **areas of growth** to the report. Pull an example from the observation, showing the interactions that are in the low to mid-range. Refrain from giving suggestions and recommendations.
- ✓ Use **key words** when describing the range of the score.
- ✓ Save the report as a PDF. If you need instructions on how to do so, please [click here](#).
- ✓ Save reports with the following name:
[CLASSROOMID]#_S[PRING]2024_BOOKLET or [CLASSROOMID]#_F[ALL]2024_BOOKLET .
Change the F to S based on observation cycle.
Example: 10123_S2024_REPORT

Example 1: Toddler CLASS® Report



VQB5 Local CLASS® Observation Report for Toddler

Date: Date of Observation
Program Name: Kiddie Land
Language of Instruction: English
Teacher Name: Jane Doe
Teacher 3 Name: (or "N/A"): N/A

Observer: Your Name
LinkB5 Classroom Name: Sheep
LinkB5 Classroom ID: 99999999
Teacher 2 Name (or "N/A"): Don Jones

Dimension	Range	Strengths Examples from Observations
Positive Climate	High	Teachers were often within proximity to the children. They sat with children on the floor and sat at the table with children. There were ongoing episodes of teachers and children smiling and laughing together. Teachers consistently used respectful language and encouraged the children to use such language. During snack, a teacher said to a child who requested help, "Please. Please and thank you."
Negative Climate	Low	No elements of negative climate were observed in this classroom during the observation period.
Teacher Sensitivity	Mid	Teachers were consistently aware of children throughout the classroom. Teachers noticed when children were upset. Teachers responded to children's bids for attention. The teacher joined child in dancing. The teacher asked the child "Are you ok?" after child falls. (Providing comfort).

Positive Climate: The average of the scores is between 6.00-7.00, therefore in the high range.

Negative Climate: This is the raw data. This educator had an average of less than 2.99 or lower and is therefore in the low range.

Educator Sensitivity: The average of the scores were between 3.00-5.99, therefore in the mid-range.

Example 2: Areas of Growth from a Toddler CLASS® Report

Area(s) of Growth – Examples from Observation

Teachers often sat passively monitoring children's activities. Few, if any, questions were asked to facilitate children's involvement. As the teacher walked between tables, she paused and asked, "What are you making over here?"

CLASS® Report Key Words

Below are key words that can be used when describing the interactions for each range in CLASS® reports:

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	Frequent
Little, if any	At times	Consistently
Few		Depth
		Quality

*This chart can also be found in [Appendix C: Key Words](#).

There are sample reports for all three tools in the Appendices D, E and F.

[Appendix D: Infant CLASS® Observation Report Sample](#)

[Appendix E: Toddler CLASS® Observation Report Sample](#)

[Appendix F: PreK CLASS® Observation Report Sample](#)

Feedback

Prior to Feedback Session:

- ✓ Read over the Observation Report. Specific details will make the feedback meaningful.
 - 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?
- ✓ Prepare to share strengths, reflective questions, specific examples, etc.
- ✓ Plan at least 30 minutes for feedback session.
- ✓ Schedule feedback meeting within 10 days of the observation.
- ✓ Call and verify feedback session one day in advance and verify who will be attending.
- ✓ Review **Resources:**
 - Teachstone webinar, “[Give it to me Straight; Providing CLASS Observation Feedback with Teachers](#)” (20 minutes).
 - [A Coaching Guide to Asking Reflective Questions](#)
 - Teachstone e-book: [Building a Foundation for Effective Coaching](#)
 - Teachstone e-book: [Coaching Tips for Sticky Situations](#)
 - Teachstone e-book: [The ABC's of the Parallel Process](#)
 - ECLKC’s [Top 10 Tips for Coaches](#)
 - CLASS Dimension Guides
- ✓ Ensure familiarity with the Parallel Process as a guide for listening and responding to educators during the session:
 - Prompt thought process.
 - Give specific feedback to their responses.
 - Make connections to the real world or integrate past activities.
 - Facilitate predictions and encourage evaluations.
 - Scaffold questions to help teachers think deeper.

During Feedback session:

- ✓ Develop a relationship with the teacher. Help them feel comfortable with the process.
- ✓ Find out how familiar the educator is with CLASS. If the educator is not familiar with CLASS, explain CLASS and describe the purpose of CLASS observation. Help the educator understand what the CLASS scores mean.
- ✓ Be specific to the VQB5 CLASS observation—use examples and quotes.
- ✓ Use a CLASS observer lens in feedback—Objective, specific, and CLASS language.
- ✓ **Be strength based:** Start with a dimension/indicator the teacher does mid-range to show they do demonstrate CLASS behaviors and discuss how to extend.
- ✓ Use parallel process in coaching.
- ✓ Focus on ranges vs number they received for dimension score.
- ✓ If you talk to a resistant teacher, go to Know, See, Do method.
- ✓ Reflect on how interactions effects/impacts children’s academic and social growth.
- ✓ Talk about increasing behaviors in low range.

- ✓ **Share resources to learn more about CLASS including:**
 - Observation Report
 - [Why CLASS?](#)
 - CLASS modules on RRCA website: https://www.fairfaxcounty.gov/office-for-children/readyregion/CLASS®_sessions
- ✓ **Ask reflective questions that help teachers** analyze their interactions and think about ways to increase CLASS Behaviors to see the impact it has on the children. Knowledge/experience level of teacher 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 play 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?
- ✓ Brainstorm with teacher on their ideas of what they could do to increase the frequency of the dimension's behavior markers.
- ✓ Ask teachers for their reflections on the interactions during observation and report.
- ✓ End session by letting teachers know next steps...scores will be put into LinkB5 and verified by program administrator.

Mandated Reporting

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** as mandated by law.

Observers must report observed health and safety concerns to NCSOFCVQB5@fairfaxcounty.gov for other observed issues that significantly impact the health and safety of the children in care, observers can report concerns to [VDOE state licensing](#) as well.

Additional details can be found in the [VDOE Mandated Reporter Guidance document](#).

Incident Reporting

If an incident occurs that does not rise to the level of mandated reporting, please email NCSOFCVQB5@fairfaxcounty.gov with information regarding the incident. A staff member will contact you for next steps.

Smartsheet

Access to Smartsheet:

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

- ✓ Complete all steps described in [CLASS® Observation Policies and Procedures](#).
- ✓ Submit CLASS® reliability certificates to NCSOFCVQB5@fairfaxcounty.gov.

Observer Portal

Once assignments are completed, you will be given access to your [Observer Portal](#). The Observer Portal is where you will find:

- ✓ CLASS® Observation assignments (classrooms).
- ✓ Observer demographic profile information.
- ✓ Documentation capture for Certifications and CLASS® reports and CLASS® Score Booklets.

You will be notified by email once the portal is open and you can access your assignments. If new assignments are added, you will receive a notification via Smartsheet to check your portal.

There are two sections to the Observer Portal:

1. Classroom Assignments
2. Observer Information

Classroom Assignments

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

- ✓ Your classrooms assigned by the Ready Region Capital Area will be listed here. Each row is a classroom.

The screenshot shows the 'CLASS Observer Portal' interface. At the top, there's a green header with 'Observer Portal' and a star icon. Below this, the 'READY REGION Capital Area' logo is on the left, and 'CLASS® Observer Portal' is on the right. A welcome message states: 'Welcome to the Ready Region Capital Area Observer Portal. Here you will find information about your observation assignments and your personal observer profile. Please utilize this portal to review and enter details of your assigned observations as well as your personal contact information.' It also provides an email address: NCSOFCVQB5@fairfaxcounty.gov and a reminder: 'Please remember scores need to be entered into LinkB5 within 10 days of the observation.' A link for 'LinkB5 - Login (virginia.edu)' is also present.

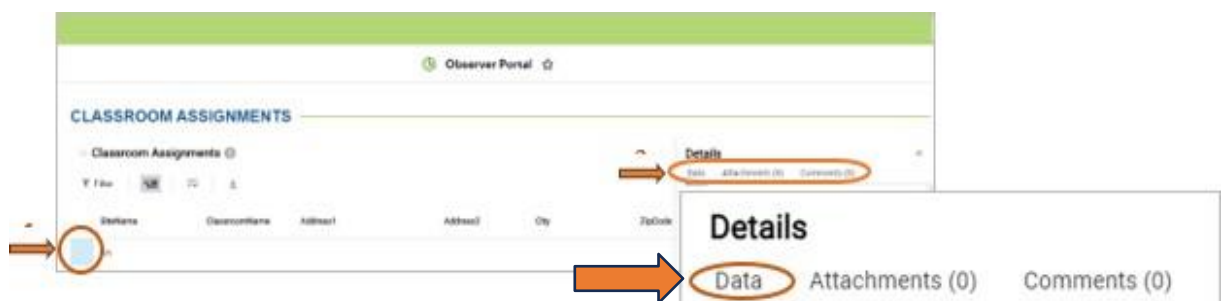
CLASSROOM ASSIGNMENTS

☆ Classroom Assignments ⓘ

Filter [icon] [icon] [icon]

SiteName	ClassroomName	Address1	Address2	City	ZipCode	Program Phone Number	Email Address	P
ABC Child Care	Pandas	XX Street		Falls Church	XXXXX	XXXXXXXXXXXX	ABC@email.com	

Click on the left side of the program name to view **Details** fly out box with Data and Attachments.



On Data tab, enter in dates **as they occur** and **Save**. Some fields in gray cannot be edited.

- ✓ Observation Scheduled Date- *enter in date when observation is scheduled.*
- ✓ Observation Completed Date- *enter in the date when observation occurred- **do not enter future dates***
- ✓ Date of Feedback Session - *enter in the date when feedback session occurred- **do not enter future dates***
- ✓ Date of Scores Entered into LinkB5 - *enter in the date when scores entered into LinkB5-- **do not enter future dates***

Observer Information

Click on your name or anywhere on the line to bring up the fly out where you will be able to update data or add attachments.

OBSERVER INFORMATION									
☆ CLASS® Observer Profile Information ⓘ									
Filter  									
Name of Observer	Supervisor Name	Observer Email	Contact Number	PreK CLASS Certified (Yes/No)	PreK CLASS Expiration Date	PreK Reliab... Code	PreK Fall Calibrati... Complet... Date	PreK Spri... Call... Co... Date	
Smith, John		John.Smith@fairfaxcounty.gov	703-123-4567	Yes	05/20/24				

Click on **Data** tab to enter in demographic data.

OBSERVER INFORMATION

☆ CLASS® Observer Profile Information ⓘ

Filter  

Name of Observer	Supervisor Name	Observer Email	Contact Number	PreK CLASS Certified (Yes/No)	PreK Expi... Date
Smith, John		John.Smith@fairfaxcounty.gov	703-123-4567	Yes	05/21

Details

Data

Attachments (2)

Comments (8)

Name of Observer

Cartledge, Lynn

Observer Email

Lynn.Cartledge@fairfaxcounty.gov

Contact Number

703-324-7429

PreK CLASS Certified (Yes/No)

Yes

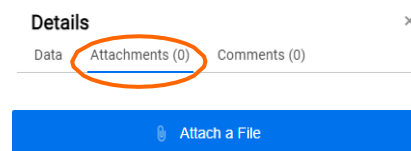
The fields you may edit as an Observer include:

- ✓ Contact Number
- ✓ Observation Localities
- ✓ Certification and Calibration Upload Checkboxes (dates cannot be updated by observers)
- ✓ Languages Spoken
- ✓ Observers' Race/Ethnicity
- ✓ Special Education/Inclusion Experience
- ✓ Experience with Family Day Homes
- ✓ Other Specializations
- ✓ Additional Info

Update your demographic data and **Click Save**. The fields in gray cannot be edited. To have any other data updated for your demographic profile, you must email NCSOFCVQB5@fairfaxcounty.gov with specific information/ request.

Upload Documents to Smartsheet

1. To upload documents, on the Details Pop Up: Click on **Attachments** tab.
2. Select **Attach a File** at the bottom of the tab.
3. Select and add file(s) as necessary.
4. You are unable to delete attachments once they are uploaded.



Upload Observer Documents: Observer Certifications

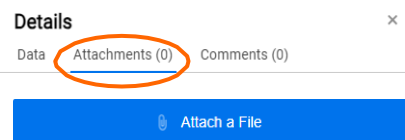
The following documents must be uploaded in observer information section:

- ✓ CLASS® Certificates and/or Calibration Certificates
- ✓ Required Training Certificates
- ✓ Mandated Reporter
- ✓ Any other required documentation for Observers

Upload Observation Documentation

The following documents need to be uploaded in Classroom assignments for ***each classroom where an observation was completed***:

5. On the Details Pop Up: Click on **Attachments** tab to upload.
6. Select **Attach a File** at the bottom of the tab.
7. Select and add file(s) as necessary. Verify you are uploading correct attachment as you will not be able to delete it once uploaded.
8. Please be sure the file names are as follows:
 - ✓ CLASS® Score Booklet: `CLASSROOMID]#_S[PRING]2024_REPORT`
 - ✓ CLASS® Report: `[CLASSROOMID]#_S[PRING]2024_BOOKLET`
9. Check appropriate documents boxes to note that documents have been uploaded.
10. 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.



Spring 2024 CLASS® Score Booklet uploaded to SS	Spring 2024 CLASS® Report uploaded to Smartsheet
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Observers do not have the ability to delete attachments uploaded in error. To request deletion, you will need to email the Classroom Name, Classroom ID, and Document title to NCSOFCVQB5@fairfaxcounty.gov.

Smartsheet Notifications and Communications:

Notification Examples-See [Appendix A](#)

Notifications:

Notifications from Smartsheet will come via email address automation@app.smartsheet.com. Please ensure your email account(s) does not send these messages to Spam. Please do not reply to the automated Smartsheet notices. Any questions should be directed to NCSOFCVQB5@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
 - Calibrations
 - August
 - January

Important Reminders:

Observation Status

- **Not Started**- No dates or Observation Scheduled Date only entered.
- **In Progress**- Observation Completed date and/or Date of Feedback Session entered
- **Complete**- Date Score Entered into LinkB5 entered.
 - This box will be grayed out until Date of Feedback Session has been entered. Once Date of Feedback is entered, the Date Score Entered into LinkB5 field will be available to update.

Smartsheet Resources:

Please review this [Smartsheet Overview video](#) for additional information. There are also many free resources available on the [Smartsheet website](#).

Contact:

Name	Role	Email
RRCA VQB5 Team	General VQB5 Inbox	NCSOFCVQB5@fairfaxcounty.gov

LinkB5

LinkB5 is the Virginia Department of Education (VDOE) database that captures program/ classroom data, including CLASS® scores.

You will receive an invitation email to create a LinkB5 account. Follow email instructions to create your account.

Manage Observations

Log in to LinkB5.

Click on **the Observations** tab to be taken to the Observation Dashboard. From your dashboard, click on the 'Manage Classroom Observations' icon under the Actions column to the right of the classroom name.

Observations Dashboard

Classrooms

Filter by Community Name... Filter by Site Name... Filter by Primary Site Admin Name...
Filter by Classroom Name... Filter by Primary Teacher Name... Filter by Observation Status...

☐ Show only classrooms with no observers assigned ☐ Show only classrooms where I'm assigned as observer ☐ Show only classrooms where site access has been granted

[Clear Filters](#) ☐ Enable Batch Assign [Batch Assign Observations](#)

Community Name #	Site Name #	Primary Site Administrator #	Classroom Name #	Classroom Type #	Primary Teacher #	Assigned Observers #	Number Of Observations #	Observation Status #	Actions
Fairfax			Infant A	Infant (0-15 mo.) Classroom	Not Assigned	1	0	Not Started	Manage Classroom Observations
Fairfax			Infant B	Infant (0-15 mo.) Classroom	Not Assigned	1	0	Not Started	Manage Classroom Observations
Fairfax			Infant C	Infant (0-15 mo.) Classroom	Not Assigned	1	0	Not Started	Manage Classroom Observations
Fairfax			Infant D	Infant (0-15 mo.) Classroom	Not Assigned	1	0	Not Started	Manage Classroom Observations

Enter CLASS® scores

Reminder: CLASS® scores should be entered into LinkB5 within 10 days of the observation.

Click 'Start New Observation' button.

LinkB5

Welcome, Ariana Gratesterson

Home Observations LinkB5 Resources Teacher, Observer

Observations Dashboard > Classroom Observations

Classroom Observations: adterminal

Region Name: Region 8 - North Central Site Name: sternberg Elementary (Testing Schools) Primary Teacher: Not Assigned
Assigned Observers: Ariana Gratesterson
Current School Year: 2022 - 2023

[Start New Observation](#)

Observation Type #	Observation Status #	Term #	Observation Entered By #	Observation Date #	Date Completed/Last Saved #	Primary Teacher Observed #	Actions
--------------------	----------------------	--------	--------------------------	--------------------	-----------------------------	----------------------------	---------

Enter required fields:

- ✓ Select the type of Observation (Infant, Toddler, Pre-K)
- ✓ Name of Primary Educator
- ✓ Additional Educators Name
- ✓ Observation Date
- ✓ Observation Start Time and End Time
- ✓ Answer “Did you also conduct this Observation?”
- ✓ Answer “How was this Observation conducted?” (In Person or Virtual)
- ✓ Click ‘Save and Next’ to begin score entry.

- ✓ Enter information from each cycle in order.
- ✓ Complete all fields and use the help icons marked with a ‘?’ for additional information.
- ✓ Notice: “Negative Climate” should be entered as a raw score and not reversed.
- ✓ When finished, click Save* & Next.

**The form will not save unless all fields are filled out.*

Dimension	Dimension Score
Positive Climate (PC)	1 2 3 4 5 6 7
Negative Climate (NQ)	1 2 3 4 5 6 7
Teacher Sensitivity (TS)	1 2 3 4 5 6 7
Regard for Child Perspectives (RCP)	1 2 3 4 5 6 7
Behavior Guidance (BG)	1 2 3 4 5 6 7

Dimension	Dimension Score
Facilitation of Learning and Development (FLD)	1 2 3 4 5 6 7
Quality of Feedback (QF)	1 2 3 4 5 6 7
Language Modeling (LM)	1 2 3 4 5 6 7

After cycle 4, you will see a summary of observation scores. Verify scores are accurate and press submit.

Confirmation

You are about to submit the CLASS scores for this classroom. Please confirm that you have reviewed and entered scores for four cycles.

Cancel
Submit

Observation Cycle 3 *

Observation Cycle 4 *

Observation Scores
Domain and Dimension Scores

Domain	Emotional & Behavioral Support					Engaged Support for Learning		
Dimension	Positive Climate (PC)	Negative Climate (NC)	Teacher Sensitivity (TS)	Regard for Child Perspectives (RCP)	Behavior Guidance (BG)	Facilitation of Learning and Development (FLD)	Quality of Feedback (QF)	Language Modeling (LM)
Dimension Total	22	9	25	21	20	22	21	22
Dimension Avg. (Total Cycles 4)	5.50	2.25	6.25	5.25	5.00	5.50	5.25	5.50
Domain Avg. (Total Cycles 4)	5.55					5.42		

Cancel
Back
Submit

- ✓ A Confirmation box will appear- Click **Submit**. This submits score and an email is sent to the Primary Site Admin notifying them that an observation has been submitted for verification. The observation status is now “Pending Approval.”
- ✓ Once the program’s Site Admin has verified the score in LinkB5, you will receive an email.

LinkB5 Resources:

Video Tutorials:

[LinkB5 Overview for Observers](#)

[How To Enter CLASS® Scores in LinkB5](#)

Dictionary of LinkB5 Icons

[LinkB5 Icon Dictionary](#)

Contacts

Name	Email
Email	linkb5support@virginia.edu
Phone	1-833-554-6525
Website	https://linkb5.virginia.edu/

Appendices

[Appendix A: Notification Examples](#)

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

[Appendix C: Key Words – Determining Ranges for CLASS® Observation](#)

[Appendix D: Infant CLASS® Observation Report Sample](#)


[Appendix E: Toddler CLASS® Observation Report Sample](#)

[Appendix F: PreK CLASS® Observation Report Sample](#)

[Appendix G: CLASS® Observation Feedback Meeting Planning Form](#)

Appendix A: Notification Examples:

New Classroom Assignment




Hello Megan McClafferty,

Thank you for your assistance with CLASS® observations for the Ready Region Capital Area. You have been assigned new classroom observations. Please use the link below to view details of the assignment.

<https://app.smartsheet.com/dashboards/g7G68HgXX8m42Q83vXQPJqGrQXqg57vwVR2pwf71>

Thank you,
Ready Region Capital Area Team
NCSOFCVQB5@fairfaxcounty.gov

Reminders/ Expiration Notices



Hello Withrow, Jody,

Your CLASS® calibration for Infant is now due. Please use the calibration code H97D9JRY5YYAKX144 to complete your calibration session. When you have completed your CLASS® calibration session, please go to your Observer Information page to view your completion date and attach the calibration certificate. To continue as an Observer, we need to have your current certificate on file.

<https://app.smartsheet.com/dashboards/g7G68HgXX8m42Q83vXQPJqGrQXqg57vwVR2pwf71>

Thank you,
Ready Region Capital Area Team
NCSOFCVQB5@fairfaxcounty.gov

Hello

Your Central Registry is expiring on 10/04/23. The documents are being sent to you via email. Please check your email inbox. To continue as an Observer, we need to have your current results on file.

<https://app.smartsheet.com/dashboards/g7G68HgXX8m42Q83vXQPJqGrQXqg57vwVR2pwf71>

Thank you,
Ready Region Capital Area Team
NCSOFCVQB5@fairfaxcounty.gov



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>.

May 2023



- 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.

Key Words – Determining Ranges for CLASS® Observation

Low	Mid	High
No	Sometimes	Most of the time
Does not	Inconsistently	Often
Seldom	Occasionally	Many
Rarely, if ever	Some	Several
Never	Limited	Frequent
Little, if any	At times	Consistently
Few		Depth
		Quality

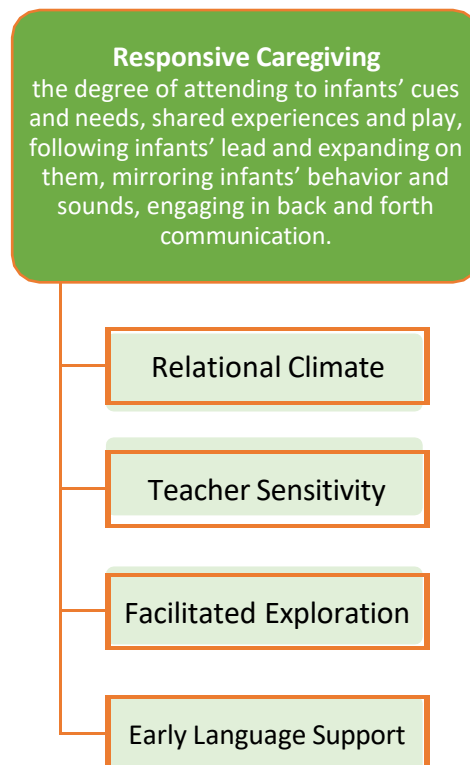
Appendix D: Infant CLASS® Observation Report
VQB5 Local CLASS® Observation Report for Infant

Date: Date of Observation
Program Name: Kiddie Land
Educator Name: Jane Doe
Educator 3 Name (or “N/A”): N/A

Observer: Your Name
Classroom Name (as it appears in LinkB5): Kittens
Educator 2 Name (or “N/A”): Jon Smith
Language of Instruction: English

You were recently observed using the Classroom Assessment Scoring System (CLASS®)® as part of your participation in the VQB5. CLASS® is a measure of educator-child interactions. While using CLASS®, observers take note of the evidence of warmth, engagement, and cognitive stimulation in each Classroom, and use their observations to assign scores.

CLASS® Infant assesses educator-child interactions in one domain: **Responsive Caregiving**. This domain is broken down into 4 different dimensions of educator-child interactions (see below).



Understanding your CLASS® Infant Scores

Dimensions are scored on a seven-point scale, with higher scores indicating more effective interactions. Each dimension is given a score, and a range for each Domain is calculated.

All educators have areas of strength, and areas that show room for growth. The purpose of this report is to highlight key areas of strength and an area for growth in the CLASS® Infant domain. This report includes selected specific examples from observations taken in your Classroom for each dimension.

VQB5 Local CLASS® Observation Report for Infant

Date: Date of Observation
Program Name: Kiddie Land
Language of Instruction: Spanish
Teacher Name: Jane Doe
Teacher 3 Name: (or "N/A"): N/A

Observer: Your Name
LinkB5 Classroom Name: Kittens
LinkB5 Classroom ID: 111111
Teacher 2 Name (or "N/A"): Jon Smith

Domain: Responsive Caregiving the degree of attending to infants' cues and needs, shared experiences and play, following infants' lead and expanding on them, mirroring infants' behavior and sounds, engaging in back-and-forth communication.

Dimension	Range	Strengths Examples from Observations
Relational Climate	High	There were often examples of educators showing respect by talking to infants and calling them by their first name. The educators regularly smiled and used polite language by saying "Hello" and "Thank you" to the infants and the other educators in the room.
Educator Sensitivity	High	The educators were consistently responsive to infants. They promptly attended to children and named emotions when infants were upset. A educator responded to a crying infant crawling to a chair, "You are feeling mad" as she helped him sit in his chair. A educator supported a crying child while he played with toys on the rug and said, "You are frustrated, would you like your truck back?"
Facilitated Exploration	High	There were many times that educators followed infants' leads for exploration. An infant watched and laughed as a educator turned on a bubble machine in the room. The experience was extended as infants and adults laughed, clapped, and patted the bubbles. Educators used expressive voices saying "Look, how many bubbles, and what do you think?" Infants laughed and played with the bubbles floating around them.
Early Language Support	Mid	The educators often repeated the sounds or words that the infants said and made. On occasion the educators spoke in complete sentences, such as "The little blue truck came down the road." "We will finish reading this book after lunch." At times the educators labeled the objects in the room, "highchair", "window", and "giraffe".

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

Area(s) for Growth- Examples from Observations: Early Language Support

A few times, educators responded to infants in a back-and-forth exchange to model having a conversation.

Educators seldom described their actions or the children's actions.

VQB5 Local CLASS® Observation Report for Infant

Date: Date of Observation
Program Name: Kiddie Land
Language of Instruction: Spanish
Teacher Name: Jane Doe
Teacher 3 Name: (or "N/A"): N/A

Observer: Your Name
LinkB5 Classroom Name: Kittens
LinkB5 Classroom ID: XXXXX
Teacher 2 Name (or "N/A"): Jon Smith

Dimensions are scored on a seven-point scale, with higher scores indicating more effective interactions. Each dimension is given a score, and a range for each Domain is calculated. Scores of 1-2 are in the *Low range*; scores from 3 - 5 are in the *Mid-range*; scores from 6 - 7 are in the *High range*.

Domain	Dimension	Score*	Range**
Responsive Caregiving The degree of attending to infants' cues and needs, shared experiences, and play, following infants' lead and expanding on them, mirroring infants' behavior and sounds, engaging in back-and-forth communication.	Relational Climate	6.00	High
	Educator Sensitivity	7.00	High
	Facilitated Exploration	6.50	High
	Early Language Support	5.75	Mid

*Score is on a scale of 1 to 7

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

Domain Score





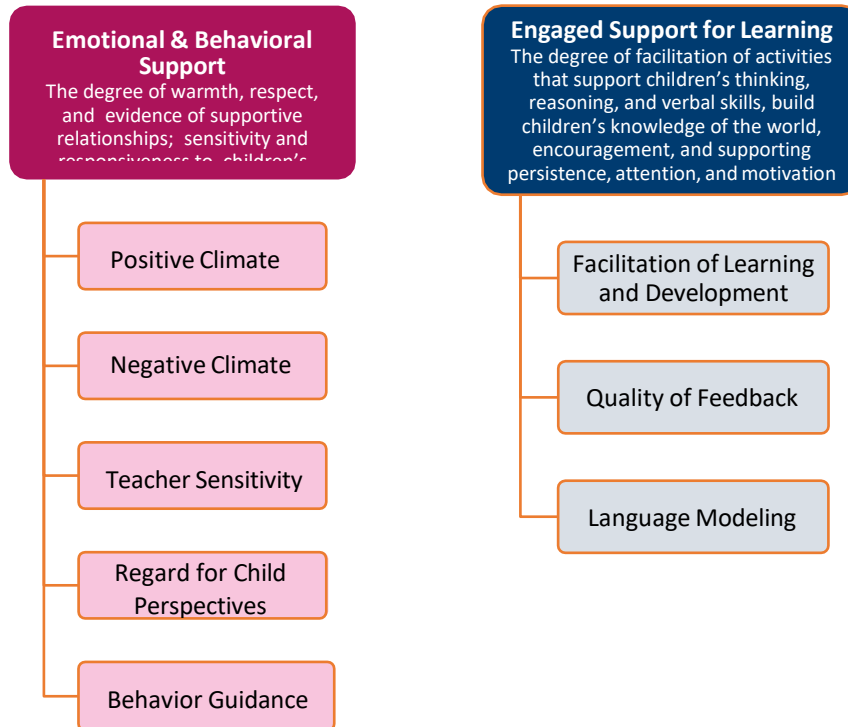
VQB5 Local CLASS® Observation Report for Toddler

Date: Date of Observation
Program Name: Kiddie Land
Language of Instruction: English
Teacher Name: Jane Doe
Teacher 3 Name: (or “N/A”): N/A

Observer: Your Name
LinkB5 Classroom Name: Sheep
LinkB5 Classroom ID: 99999999
Teacher 2 Name (or “N/A”): Don Jones

You were recently observed using the Classroom Assessment Scoring System (CLASS®)® as part of your participation in VQB5. CLASS® is a measure of educator-child interactions. While using CLASS®, observers take note of the evidence of warmth, engagement, and cognitive stimulation in each Classroom, and use their observations to assign scores.

CLASS® Toddler assesses educator-child interactions in two domains: **Emotional and Behavioral Support (EBS)**, **Engaged Support for Learning (ESL)**. These domains are broken down into 8 different dimensions of educator-child interactions (see below).



Understanding your CLASS® Toddler Scores

Dimensions are scored on a seven-point scale, with higher scores indicating more effective interactions (The exception is Negative Climate, for which lower scores indicate more effective interactions). Each dimension is given a score, and a range for each Domain is calculated.

All educators have areas of strength, and areas that show room for growth. The purpose of this report is to highlight key areas of strength and an area for growth in each CLASS® Toddler domain. This report includes selected specific examples from observations taken in your Classroom for each dimension.

VQB5 Local CLASS® Observation Report for Toddler

Date: Date of Observation
Program Name: Kiddie Land
Language of Instruction: English
Teacher Name: Jane Doe
Teacher 3 Name: (or "N/A"): N/A

Observer: Your Name
LinkB5 Classroom Name: Sheep
LinkB5 Classroom ID: 99999999
Teacher 2 Name (or "N/A"): Don Jones

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).

Dimension	Range	Strengths Examples from Observations
Positive Climate	High	Educators were often within proximity to the children. They sat with children on the floor and sat at the table with children. There were ongoing episodes of educators and children smiling and laughing together. Educators consistently used respectful language and encouraged the children to use such language. During snack, a educator said to a child who requested help, "Please. Please and thank you."
Negative Climate	Low	No elements of negative climate were observed in this Classroom during the observation period.
Educator Sensitivity	Mid	Educators were consistently aware of children throughout the Classroom. Educators noticed when children were upset and at times responded to children's bids for attention. The educator asked a child "Are you ok?" after the child fell and the child was comforted by sitting on the educator's lap. Some of the children looked to the educator if they were having a problem or needed help.
Regard for Child Perspectives	Mid	Educators occasionally followed the children's lead. Educators followed the children's lead around during house play when asked to knock on the house door, peek in the windows and play peek-a-boo, the educators followed what the children suggested. There was some flexibility in play, children could self-select books, doctor materials and other manipulatives from the shelves. There was consistent support of self-care, children were encouraged to wash hands and clean up after snack time at their own pace.
Behavior Guidance	Mid	The educators consistently monitored children's behavior. Expectations were clearly stated. "Let's clean up before we go outside", and "If you are done with snack, please push in your chair". At times the educator redirected problem behavior. When a child was kicking his feet on the walls during story time the educator said, "Can you please come here and show us where the kangaroo is?" On a few occasions the educator reinforced positive behavior by saying "Thank you for helping put the blocks away" or "I can see that you are ready for snack because you are sitting on your chair at the table."

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

Area(s) for Growth- Examples from Observations: Regard for Child Perspective

At times children were asked to participate in activities they were not interested in. A child did not want to participate in the bear song but was asked to join multiple times even when he was not interested. Educators led all the activities and chose all the songs and books during circle time.

VQB5 Local CLASS® Observation Report for Toddler

Date: Date of Observation
Program Name: Kiddie Land
Language of Instruction: English
Teacher Name: Jane Doe
Teacher 3 Name: (or "N/A"): N/A

Observer: Your Name
LinkB5 Classroom Name: Sheep
LinkB5 Classroom ID: 99999999
Teacher 2 Name (or "N/A"): Don Jones

Domain: Engaged Support for Learning (The degree of facilitation of activities that support children's thinking, reasoning, and verbal skills, build children's knowledge of the world, encouragement, and supporting persistence, attention, and motivation).

Dimension	Range*	Strengths Examples from Observations
Facilitation of Learning & Development	Mid	Educators sometimes provided opportunities for learning and exploration. Educators brought out the painted house and participated in the play. The educator embedded learning in the play by asking "Do you think I can go inside?" and "What do you see through the windows?" Educators played the bear hunt song and children were encouraged to act out the movements, educators related the song to the bear hunt book they read earlier.
Quality of Feedback	Mid	Educators read stories to the children. The educator scaffolded the children's learning by asking questions. "What do you think happened next?" When a child was unsure the educator said, "Look at the picture, where does it look like she is going?" The educators occasionally offer specific praise to the children for their efforts. After a child picked up her own napkin for snack the educator said, "Thank you for getting your own napkin". The educator clarified for a child when she asked for a drink "Would you like water or milk to drink today?"
Language Modeling	Mid	There were some back and forth conversations between the educators and children. The educator asks a child "Are you happy now?" During doctor play, the educator had an exchange with a child about shots T(educator)- "Go ahead and give me another shot" C(child) -"Why", T-" I have many boo boos". Educators sometimes narrated what they or the children were doing. "You washed your hands with soap and water" and "I am getting our snack ready now."

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

Area(s) for Growth- Examples from Observations: Language Modeling

The educators repeated or extended the children's language on a few occasions. Some of the children made attempts at language that were not acknowledged.

VQB5 Local CLASS® Observation Report for Toddler

Date: Date of Observation
Program Name: Kiddie Land
Language of Instruction: English
Teacher Name: Jane Doe
Teacher 3 Name: (or "N/A"): N/A

Observer: Your Name
LinkB5 Classroom Name: Sheep
LinkB5 Classroom ID: 99999999
Teacher 2 Name (or "N/A"): Don Jones

Understanding your CLASS® Toddler Scores

Dimensions are scored on a seven-point scale, with higher scores indicating more effective interactions (The exception is Negative Climate, for which lower scores indicate more effective interactions). Each dimension is given a score, and a range for each Domain is calculated. Scores of 1-2 are in the Low range; scores from 3 - 5 are in the Mid-range; scores from 6 - 7 are in the High range.

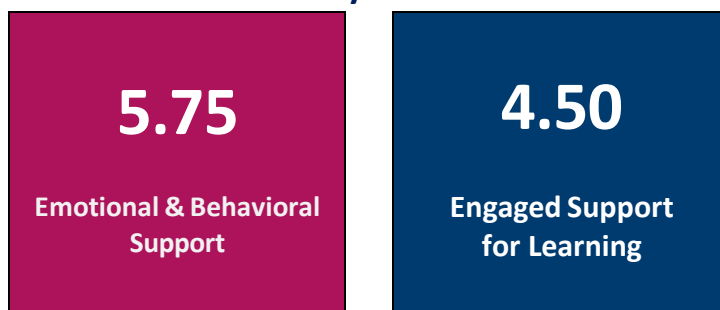
Domain	Dimension	Score*	Range**
Emotional Support The degree of warmth, respect, and evidence of supportive relationships; sensitivity and responsiveness to children's needs; support for children's autonomy; lack of negativity.	Positive Climate	6.00	High
	Negative Climate	1.00	Low
	Educator Sensitivity	5.50	Mid
	Regard for Child Perspectives	4.75	Mid
	Behavior Guidance	5.50	Mid

Domain	Dimension	Score*	Range**
Engaged Support for Learning The degree of facilitation of activities that support children's thinking, reasoning, and verbal skills, build children's knowledge of the world, encouragement, and supporting persistence, attention, and motivation.	Facilitation of Learning & Development	4.75	Mid
	Quality of Feedback	4.50	Mid
	Language Modeling	4.25	Mid

*Score is on a scale of 1 to 7

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

Scores by Domain





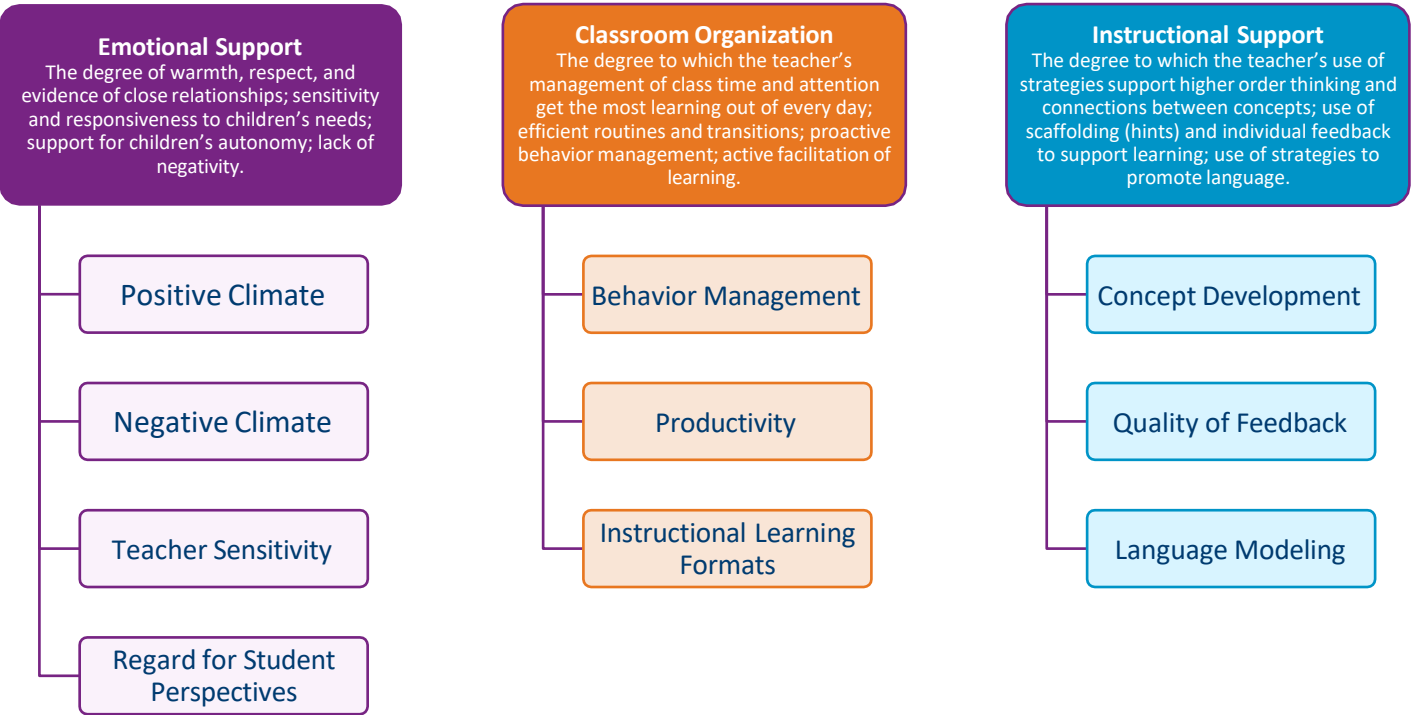
VQB5 Local CLASS® Observation
Report for Pre-K

Date: Date of Observation
Program Name: Make Believe Preschool
Language of Instruction: Spanish
Teacher Name: Joan Smith
Teacher 3 Name: (or “N/A”): N/A

Observer: Your Name
LinkB5 Classroom Name: Sheep
LinkB5 Classroom ID: 777777
Teacher 2 Name (or “N/A”): James Doe

You were recently observed using the Classroom Assessment Scoring System (CLASS®)® as part of your participation in VQB5. CLASS® is a measure of educator-child interactions. While using CLASS®, observers take note of the evidence of warmth, engagement, and cognitive stimulation in each Classroom, and use their observations to assign scores.

CLASS® Pre-K assesses educator-child interactions in three domains: **Emotional Support (ES)**, **Classroom Organization (CO)**, **Instructional Support (IS)**. These domains are broken down into 10 different dimensions of educator-child interactions (see below).



Understanding your CLASS® Pre-K Scores

Dimensions are scored on a seven-point scale, with higher scores indicating more effective interactions. (The exception is Negative Climate, for which lower scores indicate more effective interactions). Each dimension is given a score, and a range for each Domain is calculated.

All educators have areas of strength, and areas that show room for growth. The purpose of this report is to highlight key areas of strength and an area for growth in each CLASS® Pre-K domain. This report includes selected specific examples from observations taken in your Classroom for each dimension.

VQB5 Local CLASS® Observation Report for Pre-K

Date: Date of Observation
Program Name: Make Believe Preschool
Language of Instruction: Spanish
Teacher Name: Joan Smith
Teacher 3 Name: (or "N/A"): N/A

Observer: Your Name
LinkB5 Classroom Name: Sheep
LinkB5 Classroom ID: 777777
Teacher 2 Name (or "N/A"): James Doe

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

Dimension	Range	Strengths Examples from Observations
Positive Climate	Mid	At times, the educator's affect matched the children's affect with smiles and laughter. Sometimes the educator was in close physical proximity to the children. The children had positive interactions with each other throughout the morning activities.
Negative Climate	Low	The educator used a calm voice when talking with the children. The educator did not yell or make threats to establish control. No negative climate was observed.
Educator Sensitivity	Mid	Occasionally the educator responded to the child's emotional needs. While working on his math booklet, the child broke his pencil and began to cry; the educator said, "Are you upset because your pencil broke? C (Child)- Nodded yes. T (Educator) – "Would you like to get a new one or I can give you another pencil." Some of the children approached the educator when they needed assistance.
Regard for Student Perspectives	Mid	Children were able to share their ideas and lead the lessons during circle time. The educator asked the children "What do you think we could use to build a bridge?" At times the children were given responsibility in the Classroom. At snack one child gave out the plates, another the cups. Each child used a spoon to put how much cereal they wanted on their plate.

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

Area(s) for Growth- Examples from Observations: Regard for Student Perspective

At times, the Classroom activities were educator-directed. While children were working in small groups, the educator gave specific directions on what to build or how to complete each activity. Children were required to stay at their tables until all the children had completed the tasks.

VQB5 Local CLASS® Observation Report for Pre-K

Date: Date of Observation
Program Name: Make Believe Preschool
Language of Instruction: Spanish
Teacher Name: Joan Smith
Teacher 3 Name: (or "N/A"): N/A

Observer: Your Name
LinkB5 Classroom Name: Sheep
LinkB5 Classroom ID: 777777
Teacher 2 Name (or "N/A"): James Doe

Domain: Classroom Organization (The degree to which the educator's management of CLASS® time and attention get the most learning out of every day; efficient routines and transitions; proactive behavior management; active facilitation of learning).

Dimension	Range*	Strengths Examples from Observations
Behavior Management	Mid	At times, the educator used clear behavior expectations telling the children, "We will need to walk out to the playground quietly, so we do not disturb the children who are sleeping." The educator often looked around, monitoring the children. There were a few instances of misbehavior but they did not escalate. At circle time one child moved to another child's spot, the educator calmly asked the child to move back to his spot and the child complied.
Productivity	Mid	The educator gave clear instructions when the children had to move between the Classroom to the playground. Most of the transitions were brief and sometimes the educator played a game when transitioning like dismissing children by the first letter of their name.
Instructional Learning Formats	Mid	There was some use of a variety of modalities during instructional times. The educator used summary statement to reorient children toward learning; "What did we talk about yesterday" as children responded "Beats!" The educator continues by asking who can make a beat with a pattern?

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

Area(s) for Growth- Examples from Observations: Productivity

At times, not enough materials were ready for students to use. While making xylophones some of the children had to wait for a long time for the materials. There was little choice after children finished their activities and often had to wait for all the children at the table to finish.

**VQB5 Local CLASS® Observation
Report for Pre-K**

Date: Date of Observation
Program Name: Make Believe Preschool
Language of Instruction: Spanish
Teacher Name: Joan Smith
Teacher 3 Name: (or "N/A"): N/A

Observer: Your Name
LinkB5 Classroom Name: Sheep
LinkB5 Classroom ID: 777777
Teacher 2 Name (or "N/A"): James Doe

Domain: Instructional Support (The degree to which the educator's use of strategies support higher order thinking and connections between concepts; use of scaffolding [hints] and individual feedback to support learning; use of strategies to promote language).

Dimension	Range*	Strengths Examples from Observations
Concept Development	Low	Seldom do educators facilitate children's broader, deeper understanding of concepts and ideas by challenging children to think about the how and why of learning. While working on the math booklet the educator asked, "Let's name the shape, how many sides does it have?"
Quality of Feedback	Mid	At times the educator gave specific feedback "Thanks for picking up the books" Occasionally the educator asked the children to explain their thinking when talking about ice, the educator asked "What happens when I add heat to ice?"
Language Modeling	Low	No instances of self and parallel talk were observed where the educator could map out her actions or the actions of the children. On occasion the educator used some advanced vocabulary as she described and discussed different instruments.

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

Area(s) for Growth- Examples from Observations: Language Modeling

The educator rarely repeated or extended the students' responses to promote higher level order of thinking and expand and deepen skills and knowledge. There were very few peer conversations. The educator encouraged children to be quiet much of the time.

VQB5 Local CLASS® Observation Report for Pre-K

Date: Date of Observation
Program Name: Make Believe Preschool
Language of Instruction: Spanish
Teacher Name: Joan Smith
Teacher 3 Name: (or "N/A"): N/A

Observer: Your Name
LinkB5 Classroom Name: Sheep
LinkB5 Classroom ID: 777777
Teacher 2 Name (or "N/A"): James Doe

Understanding your CLASS® Pre-K Scores

Dimensions are scored on a seven-point scale, with higher scores indicating more effective interactions. (The exception is Negative Climate, for which lower scores indicate more effective interactions). Each dimension is given a score, and a range for each Domain is calculated. Scores of 1-2 *are in the Low range*; scores from 3 - 5 *are in the Mid range*; scores from 6 - 7 *are in the High range*.

Domain	Dimension	Score*	Range**
Emotional Support The degree of warmth, respect, and evidence of close relationships; sensitivity and responsiveness to children's needs; support for children's autonomy; lack of negativity.	Positive Climate	4.25	Mid
	Negative Climate	1.25	Low
	Educator Sensitivity	4.30	Mid
	Regard for Student Perspectives	4.50	Mid

Domain	Dimension	Score*	Range**
Classroom Organization The degree to which the educator's management of CLASS® time and attention get the most learning out of every day; efficient routines and transitions; proactive behavior management; active facilitation of learning.	Behavior Management	4.25	Mid
	Productivity	4.50	Mid
	Instructional Learning Formats	3.50	Mid

Domain	Dimension	Score*	Range**
Instructional Support The degree to which the educator's use of strategies support higher order thinking and connections between concepts; use of scaffolding [hints] and individual feedback to support learning; use of strategies to promote language.	Concept Development	2.75	Low
	Quality of Feedback	3.00	Mid
	Language Modeling	2.25	Low

*Score is on a scale of 1 to 7

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

4.94
Emotional
Support

4.08
Classroom
Organization

2.67
Instructional
Support

CLASS® Observation Feedback Meeting Planning Form

Center Name:	Meeting Date/Time:
Educator(s) Name(s):	

CLASS® Dimension focus/Indicator:
Educator's Successes: <i>Specific examples from observation</i>
Educator's Challenges: <i>Specific examples from observation</i>
Open-Ended Reflection Questions:

Additional Notes:

CLASS® Dimension focus/Indicator:
Educator's Successes: <i>Specific examples from observation</i>
Educator's Challenges: <i>Specific examples from observation</i>
Open-Ended Reflection Questions:

Additional Notes: