

VQB5: UNDERSTANDING AND USING YOUR EXTERNAL FEEDBACK REPORT

This slide deck provides information to support the use of VQB5 External CLASS Observation Feedback reports.

Please refer to the [2024-2025 VQB5 Participation Handbook for Program Leaders](#) and short [Overview Video \(15 min\)](#) for additional information about the purpose and frequency of local and external observations.



CLASS Observations in VQB5: Providing Feedback



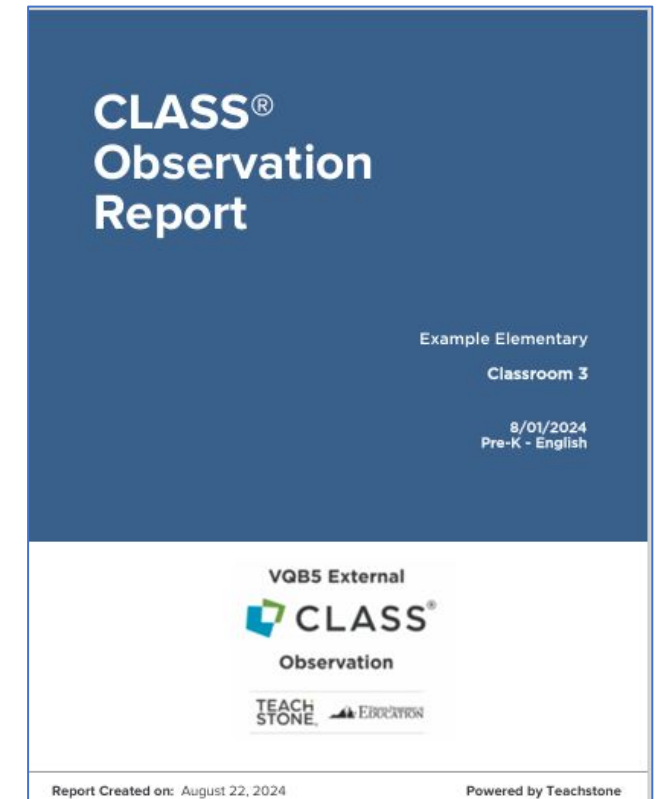
- In VQB5, all site leaders and teachers benefit from receiving frequent and specific feedback provided through local and external CLASS observations conducted throughout the year.
- Providing leaders and teachers with quality feedback regarding their local **and** external CLASS observation is a critical component of VQB5 improvement supports.

External CLASS Observation Feedback

Feedback from external observations is shared via a written report.

- ✓ The report is emailed to the primary site administrator 10 days after the external observation.
- ✓ The primary site administrator is identified based on information listed in LinkB5 as of registration.
- ✓ The primary site administrator should share the report with the teacher, other program leaders, Ready Regions and those who support quality improvement.

Sample External Observation Reports are available to view on the [External Observations in Virginia website](#).



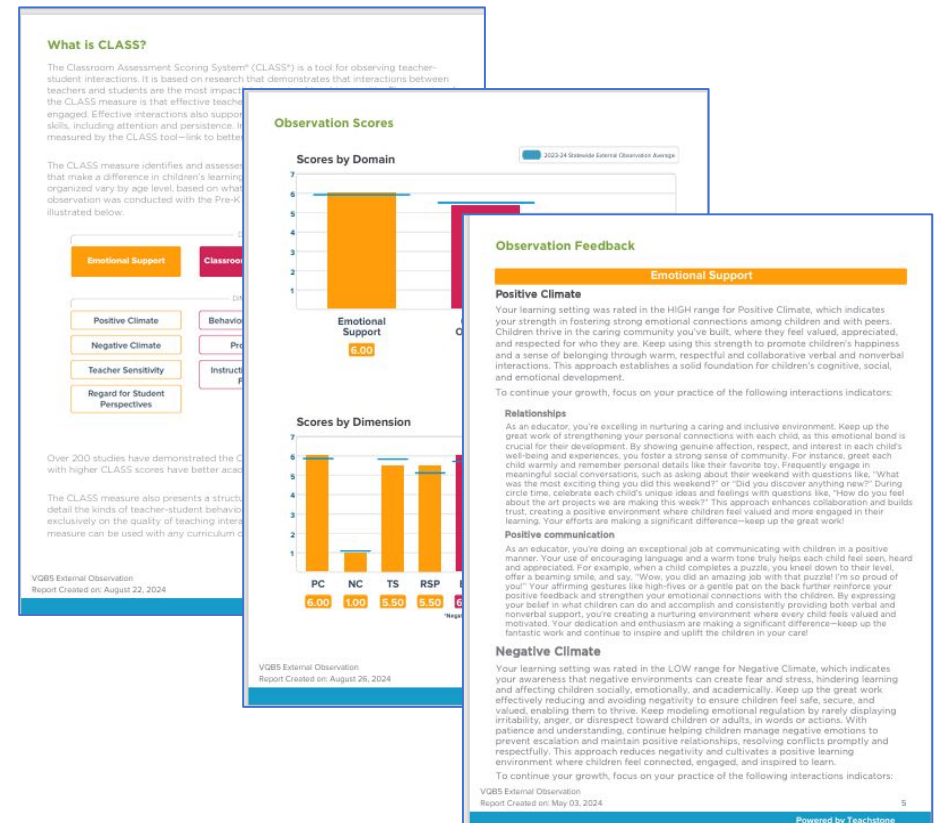
External Feedback Report Information

The external feedback reports have been standardized to ensure feedback is being provided in a consistent and timely manner statewide.

The report includes three sections:

- **Section 1** - Overview of the CLASS tool and external CLASS observations in VQB5.
- **Section 2** - Observation scores by domain and dimensions.
- **Section 3** – Observation Feedback for each dimension to highlight individualized strengths and strategies that can be used to improve interactions.

The external feedback report should be used **along with** the more individualized local observation feedback reports.



Feedback Report Section 1: **Overview of VQB5 External CLASS Observations**

CLASS Overview

The first section of your external observation feedback report contains important information to help you understand what the CLASS tool is, how and why external CLASS observations are used in VQB5, and how CLASS score ranges can be used to guide improvement.

On the **first page** of your report, you will find a list of the specific domains and dimensions for the age-level tool used during your external observation.

What is CLASS?

The Classroom Assessment Scoring System® (CLASS®) is a tool for observing teacher-student interactions. It is based on research that demonstrates that interactions between teachers and students are the most impactful elements of teaching quality. The premise of the CLASS measure is that effective teachers draw children into learning and keep them engaged. Effective interactions also support the development of children's learning-to-learn skills, including attention and persistence. In these ways, effective interactions—as measured by the CLASS tool—link to better early learning outcomes.

The CLASS measure identifies and assesses different dimensions of classroom interactions that make a difference in children's learning. These dimensions and the way they are organized vary by age level, based on what is developmentally appropriate. This observation was conducted with the Toddler CLASS tool. The framework of this tool is illustrated below.

The diagram illustrates the CLASS framework. It is divided into two main sections: DOMAINS and DIMENSIONS. The DOMAINS section includes two boxes: 'Emotional & Behavioral Support' (orange) and 'Engaged Support for Learning' (red). The DIMENSIONS section includes two columns of boxes. The left column, under 'Emotional & Behavioral Support', includes 'Positive Climate', 'Negative Climate', 'Teacher Sensitivity', 'Behavior Guidance', and 'Regard for Child Perspectives'. The right column, under 'Engaged Support for Learning', includes 'Facilitation of Learning & Development', 'Quality of Feedback', and 'Language Modeling'.

Over 200 studies have demonstrated the CLASS measure's impact. Students in classrooms with higher CLASS scores have better academic and social outcomes.

The CLASS measure also presents a structure for improving interactions by describing in detail the kinds of teacher-student behaviors that matter most. Because it focuses exclusively on the quality of teaching interactions rather than the content, the CLASS measure can be used with any curriculum or subject area.

VQB5 External Observation
Report Created on: September 06, 2024

Powered by Teachstone

Purpose of External Observations

VQB5 primarily relies on local observations and local feedback to produce site quality ratings and drive quality improvement across all of Virginia's publicly-funded classroom settings.

Considering VQB5 includes thousands of observers who observe 11,000+ classrooms across diverse age groups and settings, the VDOE must ensure the consistency, reliability, and accuracy of these local observations.

This includes using external observations statewide to:



- 1) Confirm the accuracy of local observers by providing an impartial, external comparison point,
- 2) Provide professional development to local observers to identify issues of “drift” as they continue to strengthen in their practice of the CLASS tool, and
- 3) **Provide additional feedback to educators.**
 - **External Feedback reports are intended to be used along with the more individualized local observation feedback reports.**

Using CLASS to Guide Improvement

The chart below provides guidance on how you can use the results from both local and external CLASS observations to guide improvement.

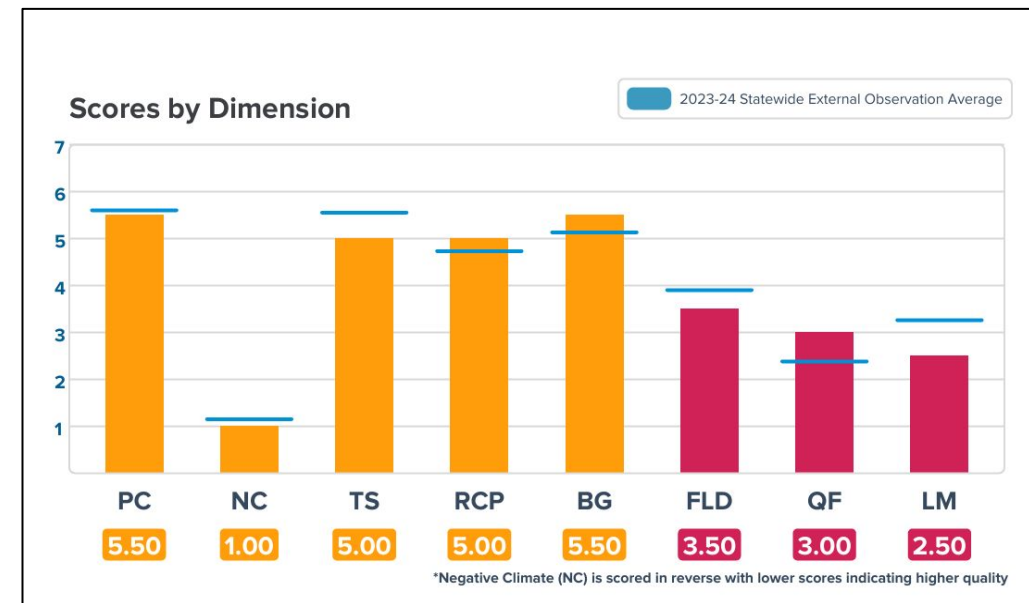
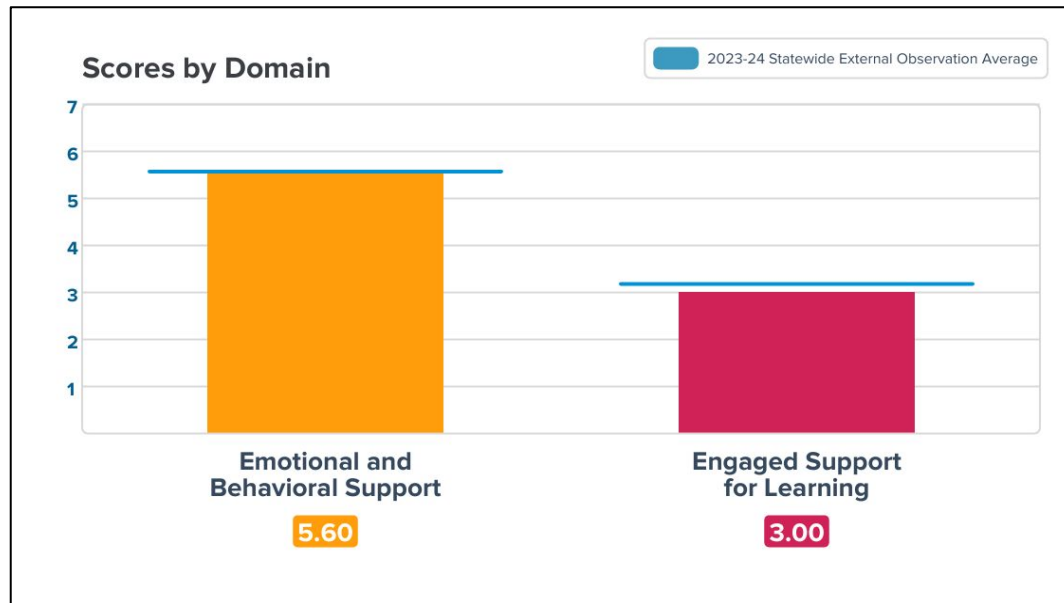
CLASS Score Ranges	What do these CLASS scores indicate?	What can we do to improve?
High Range 6-7	Area of Strength	Share effective teaching practices with peers.
Mid Range 3-5	Area to Build Upon	Work on strengthening existing teaching practices.
Low Range 1-2	Area for Improvement	Learn more about effective teaching practices and participate in state/regional improvement supports.

View: [Using CLASS Scores to Guide Improvement Resource](#)

Feedback Report Section 2: **External Observation** **CLASS Scores**

External Observation CLASS Scores

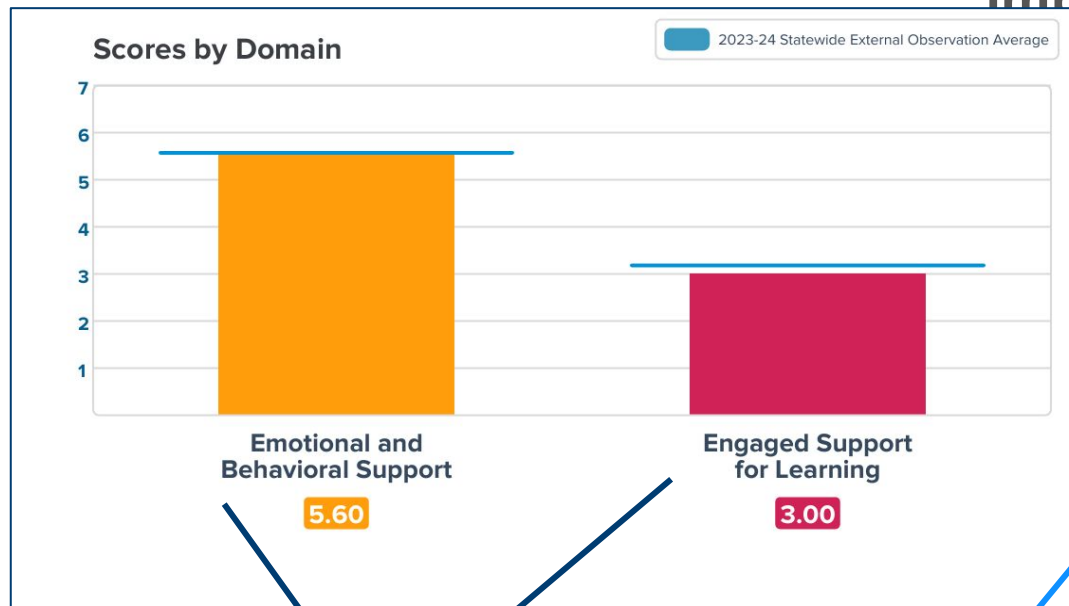
Section 2 provides the external observation scores by domains and dimensions, as shown in this example from a Toddler CLASS report.



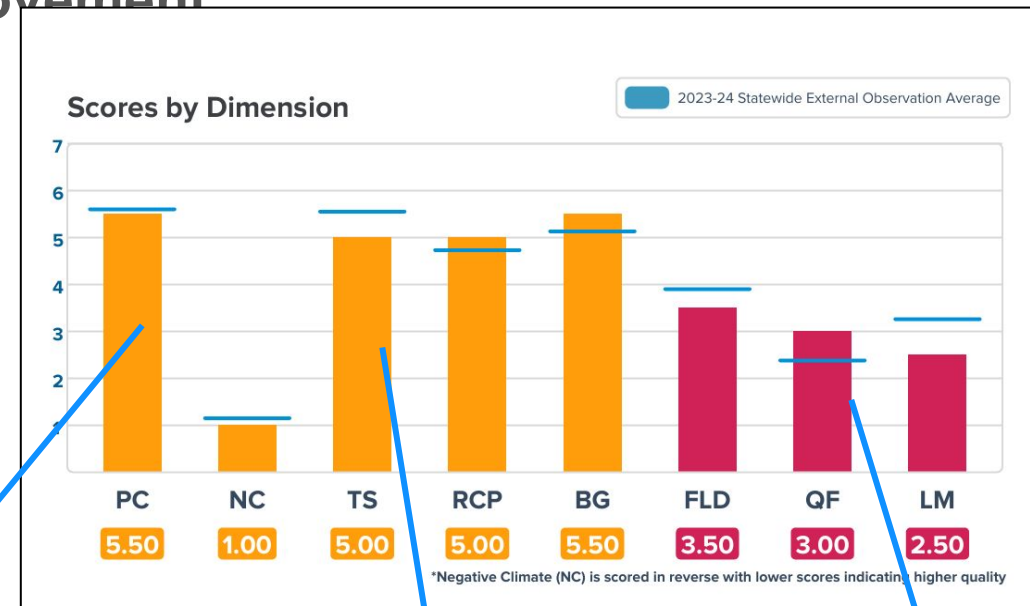
This year, **external CLASS score averages** have been included in the external feedback report so that educators can compare their domain and dimension level scores to Virginia statewide results.

Using External Score Averages

Comparing your external scores to the statewide averages can help you understand typical score ranges and can help you identify additional areas of strength and opportunities for improvement



Both domains (EBS and ESL) are similar to the Virginia averages.



The score for positive climate (PC) is similar to the Virginia average.

The score for teacher sensitivity (TS) is below the Virginia average.

The score for quality of feedback (QF) is above the Virginia average.

Feedback Report Section 3: **Dimension Level Feedback**

Dimension Feedback

Dimension and indicator-level feedback is provided in Section 3 of the external observation feedback report.

- For each dimension, there will be a description of the score range (Low-Mid-High), followed by information on two specific indicators within the dimension.
- Each feedback paragraph is meant to meet educators where they are and help foster continuous improvement.

Regard for Child Perspectives

Your learning setting was rated in the MID range for Regard for Child Perspective, indicating room for growth in nurturing and valuing each child's emerging sense of self. When children understand that their ideas and interests are important, this enhances their emerging independence and mastery of skills. To strengthen this, look for ways to consistently integrate children's perspectives and interests across various learning activities. Focus on providing opportunities for children to share their ideas, learn from peers, make meaningful decisions, and actively contribute to lessons. This flexible approach fosters a child-centered and motivating learning environment where every child feels valued and engaged.

To continue your growth, focus on your practice of the following interactions indicators:

Child Comfort

As an educator, you're making progress on asking for and including children's thoughts, interests, and ideas during daily activities. When children are encouraged to make choices and share their views, they feel more involved and valued. For example, during a group activity, you might let the children vote on which song to sing. When they choose between "The Wheels on the Bus" or "Old MacDonald Had a Farm" for a sing-along, they feel like they're in charge of the activity. To build on this, focus on being more consistent in allowing children to lead conversations and play, such as deciding what topic to discuss or showing you how to play a game their way. Continue to regularly give children chances to take on an active role in their learning, which boosts their confidence and enthusiasm. This approach makes them more motivated, excited to participate, and eager to explore new ideas. Keep refining these strategies—your efforts are making a difference.

Support of Independence

As an educator, you're making good progress at helping children become more independent in their learning. Continue to give them meaningful tasks and responsibilities, and providing opportunities for them to engage in self-help. For instance, when children are learning to clean up after themselves, you could say, "I'm excited to see you put your toys away by yourself. I know you can do it!" Ensure you increase their independence by keeping learning materials at their eye level, so they can easily get what they need without asking for help. When peer conflicts come up, continue to guide them in understanding others' feelings by asking, "How do you think your friend feels right now?" or suggesting, "Let's find a way for them to join in too." This approach helps young children develop problem-solving skills, build self-confidence, and learn to work well with others. By focusing on their independence and guiding them through social situations, you can create a nurturing environment where they feel capable and valued. Keep refining these strategies—your efforts are making a difference.

Indicator Feedback

All indicator descriptions are tailored to give feedback based on the **indicator's average range** measured in the observation.

They outline **WHAT** the indicator behavior involves, suggest **HOW** to apply it in the learning setting, and explain **WHY** it is essential for children's development.

To continue your growth, focus on your practice of the following interactions indicators:

Child Comfort

What it is

As an educator, you're making progress on asking for and including children's thoughts, interests, and ideas during daily activities. When children are encouraged to make choices and share their views, they feel more involved and valued. For example, during a group activity, you might let the children vote on which song to sing. When they choose between "The Wheels on the Bus" or "Old MacDonald Had a Farm" for a sing-along, they feel like they're in charge of the activity. To build on this, focus on being more consistent in allowing children to lead conversations and play, such as deciding what topic to discuss or showing you how to play a game their way. Continue to regularly give children chances to take on an active role in their learning, which boosts their confidence and enthusiasm. This approach makes them more motivated, excited to participate, and eager to explore new ideas. Keep refining these strategies—your efforts are making a difference.

How to apply it

Why it's important

Types of Indicators Used in External Reports

To help educators use the External Observation Report more effectively for improvement, the automated feedback now highlights two types of indicators for each dimension.

Type of Indicator	Description	Use in External Reports
Anchor Indicator	A foundational area for dimension improvement that can significantly impact children's experiences.	The first anchor indicator will be the same in every external report, with descriptions that vary based on your observation results. <i>(See list of anchor indicators in Appendix slides.)</i>
Individualized Focus Indicator	A personalized area for dimension improvement that can also impact children's experiences in your classroom.	Every report will include feedback on an additional individualized focus indicator. This second indicator selected will vary based on your observation results.

Using Your Dimension Feedback Toddler CLASS Example

Regard for Child Perspectives

Your learning setting was rated in the MID range for Regard for Child Perspective, indicating room for growth in nurturing and valuing each child's growing sense of self. When children understand that their ideas and interests are important, their emerging independence and mastery of skills. To strengthen this, consistently integrate children's perspectives and interests into all activities. Focus on providing opportunities for children to share their ideas with peers, make meaningful decisions, and actively contribute to learning. This approach fosters a child-centered and motivating learning environment where every child feels valued and engaged.

To continue your growth, focus on your practice of the following interactions indicators:

Child Comfort

As an educator, you're making progress on asking for and including children's thoughts, interests, and ideas during daily activities. When children are encouraged to make choices and share their views, they feel more involved and valued. For example, during a group activity, you might let the children choose a song to sing. When they choose between "The Wheels on the Bus" and "Old MacDonald Had a Farm" for a sing-along, they feel like they're in charge. To continue this, focus on being more consistent in allowing children to make choices during play, such as deciding what topic to discuss or showing you're listening to their way. Continue to regularly give children chances to take an active role in their learning, which boosts their confidence and enthusiasm. This approach makes them more motivated, excited to participate, and eager to explore new ideas. Keep refining these strategies—your efforts are making a difference.

Support of Independence

As an educator, you're making good progress at helping children become more independent in their learning. Continue to give them meaningful tasks and responsibilities, and providing opportunities for them to engage in self-help. For instance, when children are learning to clean up after themselves, you could say, "I'm excited to see you put your toys away by yourself. I know you can do it!" Ensure you increase their independence by keeping learning at an appropriate level, so they can easily get what they need without asking for help. When conflicts come up, continue to guide them in understanding and resolving them. For example, asking, "How do you think your friend feels right now?" or "What's another way for them to join in too." This approach helps young children develop problem-solving skills, build self-confidence, and learn to work well with others. Focus on their independence and guiding them through social situations. This approach fosters a nurturing environment where they feel capable and valued. Keep refining these strategies—your efforts are making a difference.

**Dimension Score Description
(Mid Range)**

**Anchor Indicator
Feedback**

**Individualized Focus
Indicator Feedback**

As you read your dimension and indicator feedback, reflect on how to apply this information in your classroom:

- Are some of these examples new strategies that you can try?*
- Are some of these examples similar to what you are already doing?*
- Which strategies could you try to do more often?*
- How could you adapt these strategies to meet the specific needs in your classroom?*

Using Your Dimension Feedback

Infant CLASS Example

Relational Climate

Your learning setting was rated in the MID range for Relational Climate, which indicates room for growth in this area. While moments of warmth and connection are essential to consistently create a space where infants feel safe and secure, this, show affection and respect through gentle and respectful interactions. Actively share smiles, laughter, and enthusiasm to further support and engagement. This approach nurtures secure relationships in a responsive environment where infants feel valued and develop a sense of belonging, fostering their emotional and developmental growth.

To continue your growth, focus on your practice of the following interactions indicators:

Relational behaviors

As an educator, you're doing an excellent job connecting with infants in ways that build positive, healthy relationships. By staying close, making eye contact, and showing affection, you create warm connections with infants. For example, when an infant is playing with colorful stacking rings, you place a hand on their back, and say, "I see you're having fun!" This helps maintain eye contact, smiling, and stacking a ring on top of theirs, mirroring their actions. This helps strengthen your bond and build trust. Keep nurturing these meaningful interactions; your thoughtful approach not only enhances their sense of security but also lays the groundwork for their lifelong social and emotional development, inspiring them to explore the world with confidence!

Respect for infants' state

As an educator, you're making progress in building relationships with infants through respect and gentle care. Keep focusing on using a calm tone and kind words, and always let the children know what will happen next. For example, when feeding, you calmly say, "Let's have some yummy food!" while gently holding the child in a comfortable position. This calm and soothing approach makes feeding time pleasant. You also call children by their names and respectfully explain what you are doing before physically moving them. Your calm and thoughtful approach is making a real difference—by nurturing these connections, you're creating a safe space where infants can thrive, helping them develop a sense of security that will benefit them throughout their lives!

Dimension Score Description
5.50 (Mid Range)

Anchor Indicator Feedback

Individualized Focus Indicator Feedback

As you read your dimension and indicator feedback, reflect on how to apply this information in your classroom:

- *Are some of these examples new strategies that you can try?*
- *Are some of these examples similar to what you are already doing?*
- *Which strategies could you try to do more often?*
- *How could you adapt these strategies to meet the specific needs in your classroom?*

Using Your Dimension Feedback

PreK CLASS Example

Language Modeling

Your learning setting was rated in the LOW range for Language Modeling, indicating a need for improvement in your ability to strengthen children's communication skills. It is important to know that it's critical for children to be able to understand language and communicate their thoughts, wants and needs. To improve, work on fostering the use of frequent and varied language, and promoting children's use of language through frequent conversations, vocabulary building interactions, and activities that encourage them to express their thoughts and ideas. This approach helps build language and comprehension skills, paving the way for future social and academic success.

To continue your growth, focus on your practice of the following interaction indicators:

Frequent Conversations

As a busy educator, it can be challenging to engage children in rich and meaningful conversations, which is essential to their language development. To make progress, focus on incorporating a variety of topics that reflect their interests and experiences into your discussions. For example, if a child talks about their pet, you might extend the conversation with questions like, "That's a great story! Can you tell us how you and your pet spend time together?" Encourage peer interactions by having children work in pairs, asking them to "turn to a partner" and share answers to a question. Use group activities. Focus on fostering these engaging conversations to enhance their language development and make their learning experience more lively and enjoyable. This approach promotes self-expression and provides plenty of opportunities for each child to practice and develop their communication skills. Keep going—these strategies will make a difference, and even small steps can lead to valuable improvements. You've got this!

Open Ended Questions

As an educator, giving children chances to think about and share their ideas is key for their language development. You're making progress by asking open-ended questions, which helps them express their thoughts and have meaningful conversations, making them feel empowered. For example, if a child builds a tall tower with blocks, you might say, "Your tower is so tall! What made you decide to build it this way?" This kind of open invitation helps them think more deeply and feel confident about their ideas. Focus on showing genuine interest in their thoughts and discoveries. This not only boosts their confidence but also makes conversations more enjoyable. This approach helps improve children's participation and encourages their thinking and communication skills. Stay committed—you're on the right path, and continuing to develop these strategies can lead to significant improvements.

Dimension Score Description
2.75 (Low Range)

Anchor Indicator
Feedback

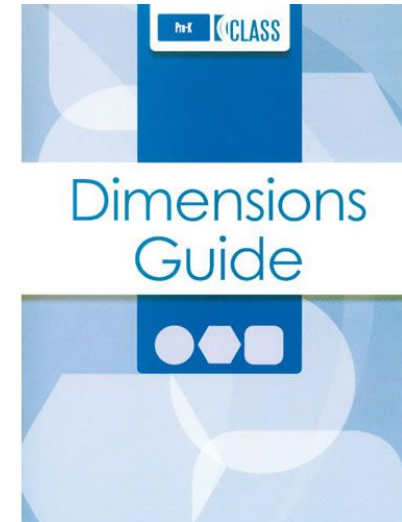
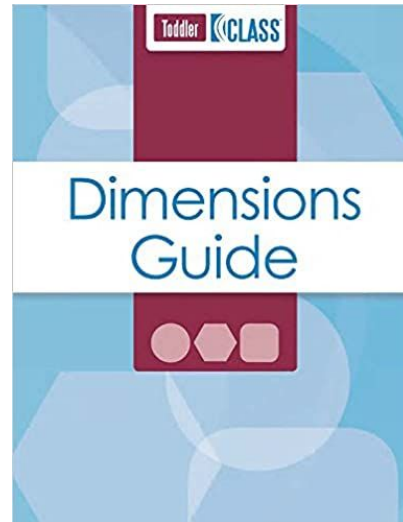
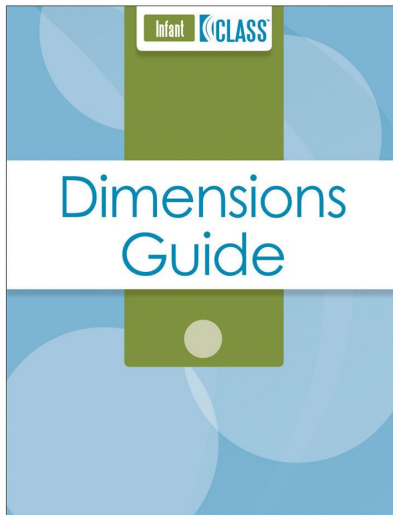
Individualized Focus
Indicator Feedback

As you read your dimension and indicator feedback, reflect on how to apply this information in your classroom:

- *Are some of these examples new strategies that you can try?*
- *Are some of these examples similar to what you are already doing?*
- *Which strategies could you try to do more often?*
- *How could you adapt these strategies to meet the specific needs in your classroom?*

Dimension Guides

Age-Specific CLASS Dimension Guides are a great resource to have on hand when reviewing your external CLASS report.



Dimension Guides are available from Teachstone in English and Spanish. If you do not yet have a Dimension Guide for each age-level in your program, reach out to your Ready Region for assistance.

Language Modeling

Supporting Language Use	Repetition and Extension	Self- and Parallel Talk	Advanced Language
• Back-and-forth exchanges • Contingent responding • Open-ended questioning	• Repeats • Extends/elaborates	• Describes own actions with language • Narrates children's action with language	• Variety of words and/or vocabulary • Labeling • Connections to familiar words and ideas

What is it?

Language Modeling describes how teachers intentionally encourage, respond to, and expand on children's language. Teachers model language when they have meaningful conversations with their children, repeat children's words and extend their communication attempts, ask follow-up questions, label objects, and describe unfamiliar words teachers

The left side of the page provides **dimension** and **indicator** information and explains why the dimension is important for learning and development.

As you review your external CLASS score ranges, you can use this page to better understand the types of behaviors observers look for during classroom observations.

How can I improve language modeling in my classroom?

Engage in conversations with children.

Conversations with young children may involve verbal exchanges, nonverbal communication attempts, or a combination of the two. Teachers can encourage children to engage by asking open-ended questions, by responding to children's communicative attempts, and by extending back-and-forth responses over several attempts. Talk with children about their lives outside of school, family members, and activities. Listen carefully when they approach you with something exciting to share; respond with follow-up questions to continue building the conversation.

Provide children time to respond.

Teachers demonstrate that they value children as conversational partners when they listen attentively to what children say. Wait for children to respond rather than jumping in with another question or comment right away.

Repeat and extend children's responses.

Focus on children's attempts to communicate and then build upon their contribution. Honor their attempts by repeating back what they have said. For example, if a child says, "Shoe!" respond by saying, "Shoe! You found Am

Use words to describe actions.

Expose children to language in a way that links actions to words. Use self-talk to describe actions, such as "Now I will add the flour to comment on children's actions, such as "firefighter's hat and coat."

Use a variety of words.

When interacting with children, use a variety of descriptive language in conversations with

Provide children with language to use.

While the range of language used by children reflects their understanding and use of language, teachers can provide language. For example, a teacher might encourage a child who pointed to say, "I want a ball, please."

Label or name objects.

To help children learn new words, label or name objects that they are exploring. Describe events in ways that children can easily understand. For example, when a child is playing with cars, a teacher might say, "You are driving the green truck." When the child holds up another car, the teacher continues, saying, "And you have a red car! You have two vehicles—a green truck and a red car."

The right side of the page provides practical strategies that teachers can use to improve interactions with children.

As a starting point, we recommend that you review the "How Can I" pages for dimensions that received a Low or Mid Range score.

Score Replacement Protocol

Purpose of Score Replacement

- To ensure the consistency, quality, and credibility of ratings and performance profiles, VQB5 will use a score replacement protocol to address comparable observations with significantly different scores.
- Throughout the fall and spring observation windows, the VDOE will compare all local and external observations that are completed in the same classroom during the same observation window (e.g., fall observation window or spring observation window).



VQB5 Guidelines Section 4.7

Score Replacement Protocol

VDOE will use the following score replacement protocol to address comparable local and external observations with significantly different domain scores.

- **CLASS Domain** scores that are within one point are considered consistent, and there would be no replacement.
- **CLASS Domains** where the scores differ by more than one point will be replaced.
 - The external domain score will be used in place of the local domain score for purposes of calculating the quality rating for the site.
 - This will only impact domains where the score is off by more than one point. All other consistent domains will use the local observation score.

Pre-K Classroom Example with One Domain-Level Score Replacement

Below is an example of a local and external observation comparison. Both observations were conducted in the spring and in the same Pre-K classroom.

Dimensions are averaged to determine domain scores; then, domain scores for local and external observations are compared.

Dimensions	PC	NC*	TS	RSP	BM	PR	ILF	CD	QF	LM
Spring Local	6.25	1.25* (reversed score 6.75)	6.00	4.50	5.75	5.50	4.75	5.00	4.75	5.25
Spring External	6.00	1.00* (reversed score 7.00)	6.00	4.25	5.00	5.00	4.25	1.75	2.50	3.25
Domains	Emotional Support (ES)			Classroom Organization (CO)				Instructional Support (IS)		
Spring Local	5.88			5.33				5.00		
Spring External	5.81			4.75				2.50		

Domain scores with a difference of more than 1 point will prompt score replacement for the dimensions within that domain.

*The Negative Climate score is reversed when calculating the total dimension average, by subtracting the NC dimension score from 8.

Score Replacement Calculator

Download the [VQB5 Score Replacement calculator](#) to input and compare your local and external observation scores from the fall or spring window.



VQB5 Score Replacement Calculator for Site Leaders

In VQB5, sites are required to complete two types of CLASS observations: local and external. These observations have different purposes and frequencies during the annual measurement and improvement cycle. To ensure the consistency, quality, and credibility of ratings and performance profiles which will be shared publicly each year in the fall, beginning in 2024, VQB5 will use a score replacement protocol to address comparable observations with significantly different scores. (VQB5 Guidelines, Section 4.7)

What is the Score Replacement Protocol?

VQB5 primarily relies on local observations and local feedback to p... settings. Considering VQB5 includes thousands of observers who o... reliability, and accuracy of these local observations.

Throughout the fall and spring CLASS observation windows, the VD... same observation window (e.g., fall observation window or spring

- CLASS Domain scores that are **within one point** are considered
 - The local domain score would be used for the purposes of ca
- CLASS Domains where the **scores differ by more than one point**
 - The external domain score would be used in place of the loca
 - This will only impact domains where the score is off by more

If score replacement is necessary in one or more domains, observa... (VQB5 Guidelines, Section 6.2.1). When domain scores are replaced... observation cycles.

How can this tool help me understand more about my CLASS scores?

To help participants understand score replacement, VDOE created

Pre-K Scores

** Use reversed Negative Climate score by subtracting the raw score from 8*

Enter your LOCAL observation scores below.

	PC	NC*	TS	RSP	Domain - ES	BM	P	ILF	Domain - CO	CD	QF	LM	Domain - IS
Pre-K	6	7	5.25	6	6.06	5.5	6	5	5.50	4	4.25	4.75	4.33

Enter your EXTERNAL observation scores below.

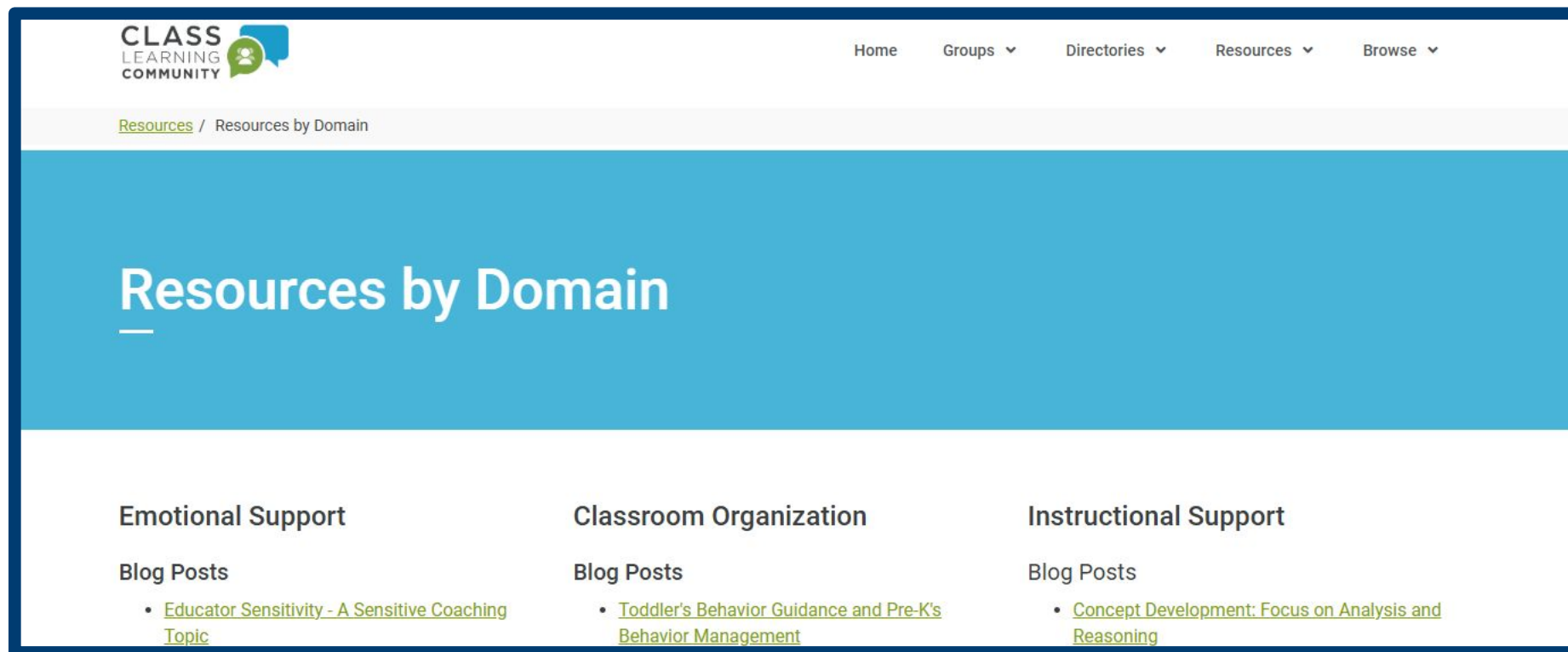
	PC	NC	TS	RSP	Domain - ES	BM	P	ILF	Domain - CO	CD	QF	LM	Domain - IS
Pre-K	5	7	6.25	5.5	5.94	7	6	5.25	6.08	2.75	2.25	4.25	3.08

Difference in Domains

	ES	CO	IS
Pre-K	0.13	-0.58	1.25

Using Domain-Level Score Replacement Results

As you review your **domain**-level score replacement results, consider utilizing the [Resources by Domain webpage](#) to help access helpful information and resources for the **domain(s)** where there was a replacement.



The screenshot shows the 'Resources by Domain' webpage of the CLASS Learning Community. The page has a blue header with the CLASS Learning Community logo and navigation links: Home, Groups, Directories, Resources, and Browse. Below the header, a breadcrumb trail reads 'Resources / Resources by Domain'. The main content area has a large blue banner with the title 'Resources by Domain'. Below this banner, the page is organized into three columns, each with a domain-specific heading and a list of blog posts:

Emotional Support	Classroom Organization	Instructional Support
Blog Posts • Educator Sensitivity - A Sensitive Coaching Topic	Blog Posts • Toddler's Behavior Guidance and Pre-K's Behavior Management	Blog Posts • Concept Development: Focus on Analysis and Reasoning

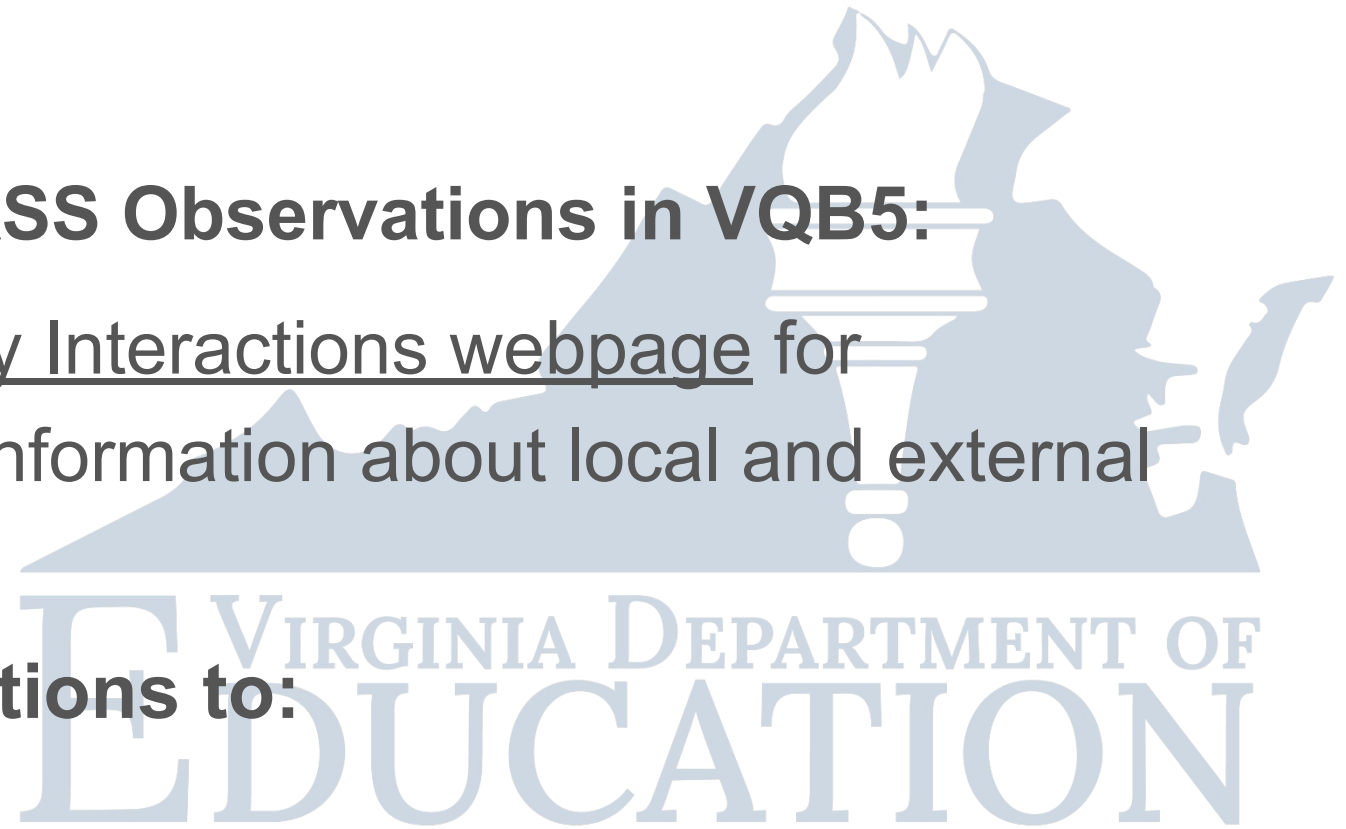
Thank you for viewing these slides and taking the time to better understand how to use your external feedback report.

To learn more about CLASS Observations in VQB5:

Visit the Measuring Quality Interactions webpage for additional resources and information about local and external CLASS observations.

Send Feedback or Questions to:

vqb5@doe.virginia.gov.



Appendix Slides

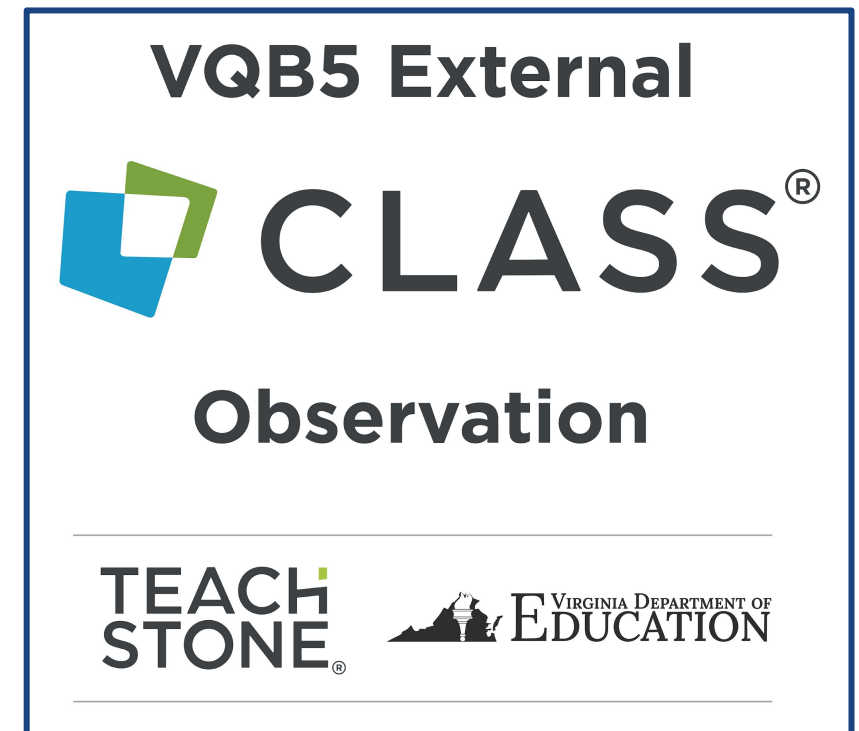
External Observer Requirements

In VQB5, external observations are conducted by a certified CLASS observer who is not employed by the program and has no relationship to the school, program, or classroom.

- This reduces the risk of actual or perceived observer bias.

In addition, external observers participate in additional rigorous training to maintain their observation skills that go above and beyond what is expected of local observers

- These requirements help ensure external classroom observations are conducted reliably and consistently statewide for compatibility.



VQB5 Guidelines Section 4.6.1

Infant CLASS Anchor Indicators

Anchor Indicators are key behaviors in each dimension that significantly influence the learning community, fostering interaction, clarity, and impact.

They are foundational, coachable, and lead to improved educator effectiveness and student outcomes with minimal support.

Infant CLASS Dimension	Anchor Indicator
Relational Climate	Relational Behaviors
Teacher Sensitivity	Awareness and Cue Detection
Facilitated Exploration	Involvement
Early Language Support	Teacher Talk

Toddler CLASS Anchor Indicators

Anchor Indicators are key behaviors in each dimension that significantly influence the learning community, fostering interaction, clarity, and impact.

They are foundational, coachable, and lead to improved educator effectiveness and student outcomes with minimal support.

Dimension	Anchor Indicator
Positive Climate	Relationships
Negative Climate	Negative Affect
Teacher Sensitivity	Awareness
Regard for Child Perspectives	Child Focus
Behavior Guidance	Proactive
Facilitation of Learning and Development	Effective Facilitation
Quality of Feedback	Scaffolding
Language Modeling	Supporting Language

Pre-K CLASS Anchor Indicators

Anchor Indicators are key behaviors in each dimension that significantly influence the learning community, fostering interaction, clarity, and impact. They are foundational, coachable, and lead to improved educator effectiveness and student outcomes with minimal support.

Dimension	Anchor Indicator
Positive Climate	Relationships
Negative Climate	Negative Affect
Teacher Sensitivity	Awareness
Regard for Student Perspectives	Flexibility and Student Focus
Behavior Management	Clear Behavior Expectations
Productivity	Maximizing Learning Time
Instructional Learning Formats	Effective Facilitation
Concept Development	Analysis and Reasoning
Quality of Feedback	Feedback Loops
Language Modeling	Frequent Conversations

Supporting Improvement

The following resources and strategies can be used by site leaders and teachers to help improve the quality of teacher-child interactions as measured by the CLASS tool.

Resource/Strategy	How to Use	Example/More Info
CLASS Dimension Guide	Refer to guide for practical strategies to improve interactions for each dimension	Dimension Guides available online or from Ready Regions
Informal "Walk-Throughs" (or) "Focused Observations"	Conduct short (10-15 min) observations in-between official fall/spring local observations.	Informal Observation form and instructions
Teacher Self-Assessments	Reflect on interactions in-between fall/spring local CLASS observations	Infant , Toddler , and Pre-K
Peer-to-Peer Learning	Share and discuss teacher-tips blog, or podcasts about CLASS during staff meetings	Teacher-Tips ; Teaching With CLASS Podcasts ; Resources by Domain
Video Exemplars	Watch videos from real classrooms for specific CLASS dimensions	LA-Piccard Center CLASS Video Library
Curriculum and CLASS Connections	Refer to curriculum materials for lesson plans and guidance that support CLASS dimensions	ECE Resource Hub and VDOE Early Childhood Curriculum Website

Contact your [Ready Region](#) for additional information about supports available to VQB5 sites³³

Pre-K Classroom Example: Calculating Interaction Points with a Score Replacement

In VQB5, interaction points are determined by using an overall CLASS average score for the site. This site score is calculated using the average CLASS scores from every eligible classroom including both fall and spring results, based on classroom registration information

If score replacement is necessary in one or more domains, observation scores for each dimension within the replaced domain will be used when calculating the interactions points for the site level quality rating.
(Guidelines Section 6.2.1)

The Pre-K CLASS tool has 10 dimensions. All of the dimension scores for the Pre-K observation are added together and then divided by 10.

Pre-K Room	PC	NC*	TS	RSP	BM	PR	ILF	CD	QF	LM	Total CLASS Score*
Local Scores	6.25	1.25* (reversed score 6.75)	6.00	4.50	5.75	5.50	4.75	Local and external IS scores differed by more than one point, so external IS dimension scores are used			4.70* Mid-Range
External Scores	Local and external domain scores for ES and CO were within one point, so local ES and CO dimension scores are used							1.75	2.50	3.25	

**The Negative Climate score is reversed when calculating the total dimension average, by subtracting the NC dimension score from 8.*

What Should I Do If I Have a Concern About My CLASS Observation Results?

In VQB5, CLASS observation protocols and procedures can be found in the following locations:

- Guidelines for Local Observations can be found on the [VQB5 Website](#)
- Protocols and FAQs about External Observations can be found on the [VA External Observation Website](#)

If your site has a concern about their local or external observation results sites may request a formal observation review by VDOE by emailing vqb5@doe.virginia.gov.

The 2024-2025 VQB5 Guidelines are available on the VQB5 website. These Guidelines provide specific details about the formal CLASS Observation Review Process. (See Section 4.9)