WELCOME PD PROVIDERS!

POLL - Which of the following best describes your professional development role/s in Virginia's early childhood system? (*select all that apply*)

- ❑ Coordinator/Administrator
- ❑ Trainer/Workshop Presenter
- ❑ Mentor/Coach
- ❑ Facilitator
- ❑ Consultant
- ❑ Technical Assistance Provider/Specialist
- ❑ Higher Education Faculty/Professor
- ❑ Evaluator/Researcher
- ❑ Other PD Role *(tell us more in the follow up survey!)*

OBJECTIVES AND AGENDA

Objectives: As a result of this presentation, Improvement Partners will:
1) Increase understanding about how Improvement Partners can support VQB5 programs with using VQB5 data to support site and classroom growth in the 2023-2024 program year.
2) Receive VQB5 data to help inform improvement supports.
3) Have an opportunity to reflect on improvement efforts.

Agenda:
- Virginia's Unified VQB5 System
- Using Fall CLASS Data to Guide Improvement
- Understanding the VQB5 Score Replacement Protocol
- Using Fall Curriculum Data to Guide Improvement
- Improvement Partner Spotlight – Training and Technical Assistance Centers
- Update on VQB5 Quality Profile Development
- Next Steps

Our Shared Vision

We envision a Virginia where *all* children have the opportunity to enter school ready.

- All families have affordable access to and support to choose the option that meets their unique needs.

- All early childhood programs that take public funds benefit from measurement and supports for improvement, ensuring quality choices are available for all families.

- Programs are rewarded for continual improvement and educators are adequately compensated.

- Overall Virginia's early childhood system is unified, data-driven, and resource-effective so families can work, go to school, or pursue employment and children have every opportunity to be successful.
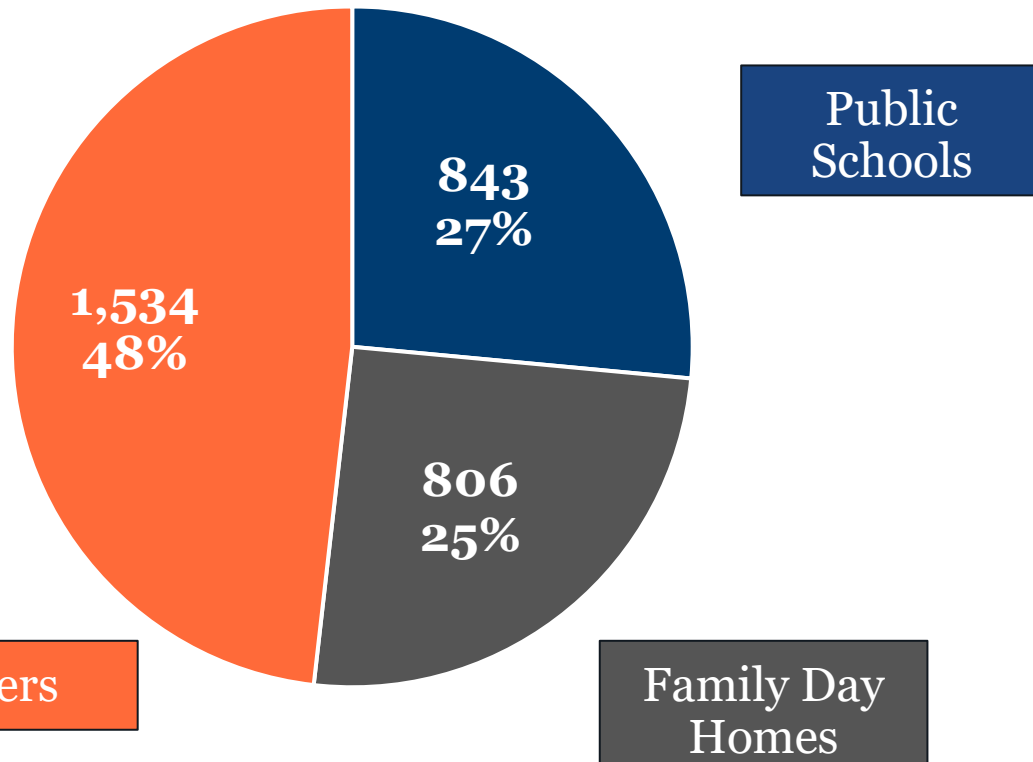
Four out of ten Virginia children enter school without the key literacy, math, and social-emotional skills needed. *(VKRP fall 2022)*
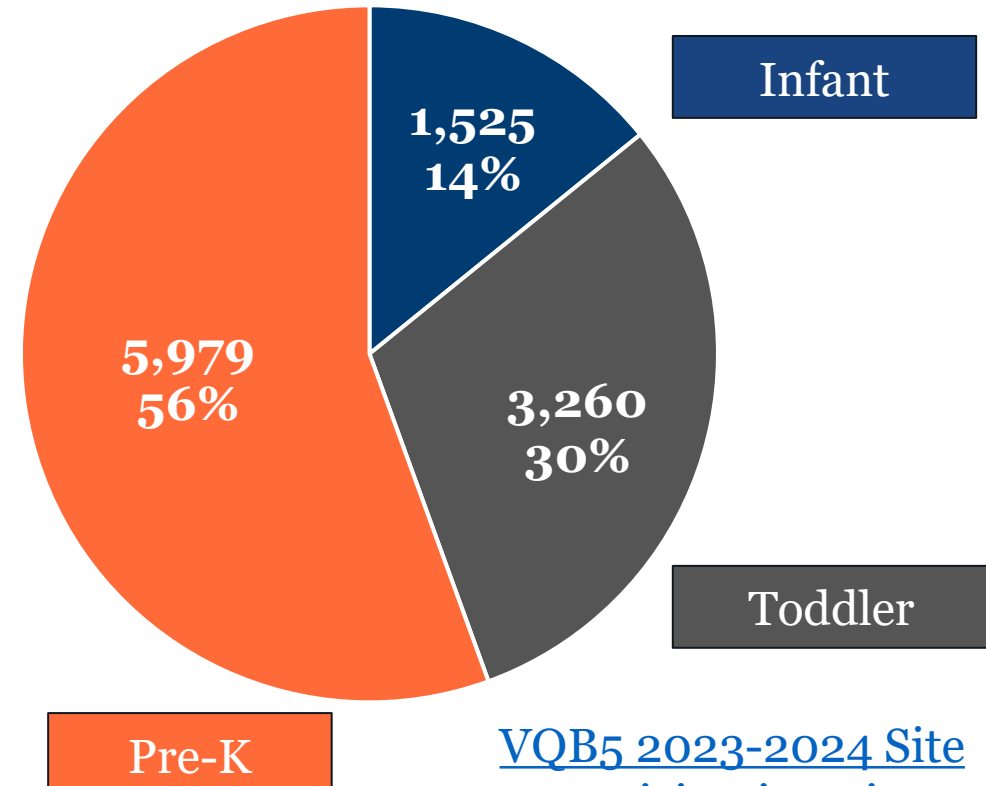
VQB5 2023-2024 PARTICIPATION BY TYPE AND AGE

100% of eligible publicly-funded sites are now participating in VQB5. Site types and age-levels of children served are similar to practice year participation trends.

% Breakdown by Setting

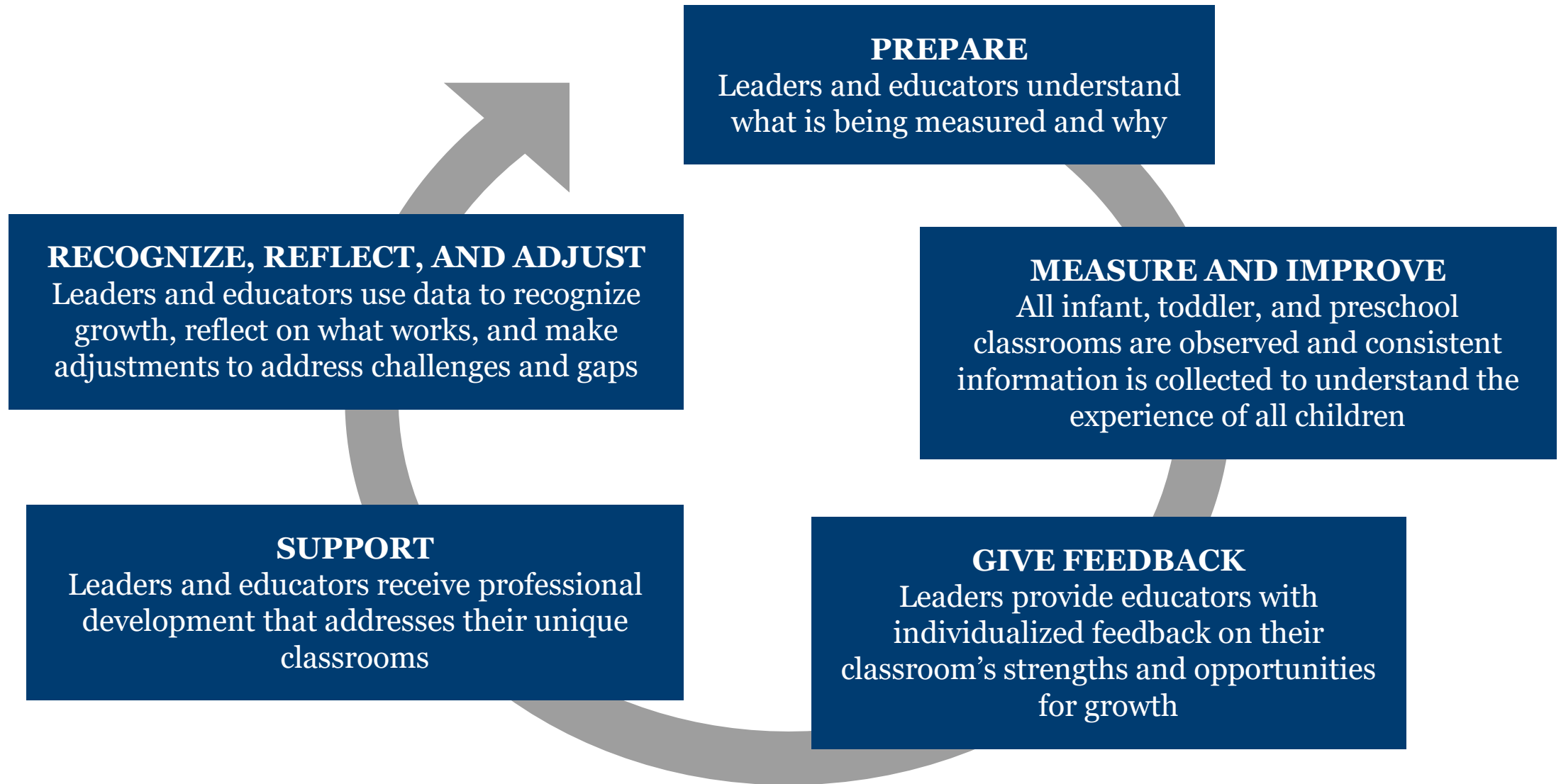- Public Schools: 843 — 27%
- Family Day Homes: 806 — 25%
- Centers: 1,534 — 48%

% Breakdown by Age

- Infant: 1,525 — 14%
- Toddler: 3,260 — 30%
- Pre-K: 5,979 — 56%

[VQB5 2023-2024 Site Participation List](#)

As of January 2024

MEASURING QUALITY

VQB5 measures the quality of infant, toddler, and preschool teaching and learning based on two nationally-recognized quality indicators.

Interactions	Curriculum
Measure teacher-child interactions and instruction in a developmentally-appropriate way using the Classroom Assessment Scoring System (CLASS)	Measure the use of approved curricula that are aligned with Virginia's Early Learning and Development Standards

Research shows that stimulating and supportive interactions between teachers and children and effective use of quality curricula promote children's holistic learning and development, *resulting in improved school readiness.*

Continuous Quality Improvement

PREPARE
Leaders and educators understand what is being measured and why

MEASURE AND IMPROVE
All infant, toddler, and preschool classrooms are observed and consistent information is collected to understand the experience of all children

GIVE FEEDBACK
Leaders provide educators with individualized feedback on their classroom's strengths and opportunities for growth

SUPPORT
Leaders and educators receive professional development that addresses their unique classrooms

RECOGNIZE, REFLECT, AND ADJUST
Leaders and educators use data to recognize growth, reflect on what works, and make adjustments to address challenges and gaps

Using Fall CLASS Data to Guide Improvement

STATEWIDE CLASS COMPLETION — FALL 2023

99% of all VQB5 participating classrooms completed their local observations and received feedback this fall!

External observations were also completed in some classrooms for additional feedback in the fall!

10,674 Local
+ 2,821 External
13,495 TOTAL

as of December 22, 2023

With over 13,000 CLASS observations completed this fall, we are gaining valuable insights into what children are experiencing in Virginia's publicly-funded programs.

Based on fall CLASS data, we know the following:

- Many children in Virginia's publicly-funded classrooms are experiencing responsive and engaging interactions with their teachers and peers.

- However, children's experiences vary greatly across Virginia's publicly-funded programs.

- 10% of local observations completed in Virginia received a total CLASS score of 3.99 or lower. These publicly-funded classrooms are being prioritized for state coaching services.

UNDERSTANDING AND USING VQB5 CLASS SCORES

Dimension level information helps teachers become more aware and reflective of their daily practices, to recognize their strengths, and identify areas for improvement.

Pre-K Room	PC	NC*	TS	RSP	BM	PR	ILF	CD	QF	LM	Total CLASS Score*
Dimension Scores	6.00	1.25* (reversed score 6.75)	5.00	3.50	4.75	4.50	3.75	1.75	2.00	3.25	**4.13* Mid-Range**

The total CLASS score is calculated in the fall and then again in the spring. This provides leaders with an opportunity to recognize growth and provides a complete reflection of what children are experiencing throughout the year.

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

LOOKING AT GROWTH FROM FALL TO SPRING

To support ongoing improvement site leaders should review spring local observation scores with teachers to identify growth from fall observations, as well as to identify additional areas for improvement.

Pre-K Room	PC	NC*	TS	RSP	BM	PR	ILF	CD	QF	LM	Total CLASS Score*
Fall Dimension Scores	6.00	1.25* (reversed score 6.75)	5.00	3.50	4.75	4.50	3.75	1.75	2.00	3.25	**4.13* Mid-Range**
Spring Dimension Scores	6.25	1.00* (reversed s core 7.00)	5.50	4.00	4.75	4.50	4.00	2.00	2.50	3.50	**4.40* Mid-Range**

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

The CLASS tool used in the spring should match the tool used in the fall, so leaders and teachers can identify growth and opportunities for additional improvement. See Local Observation FAQ – January 2024 document for additional details.

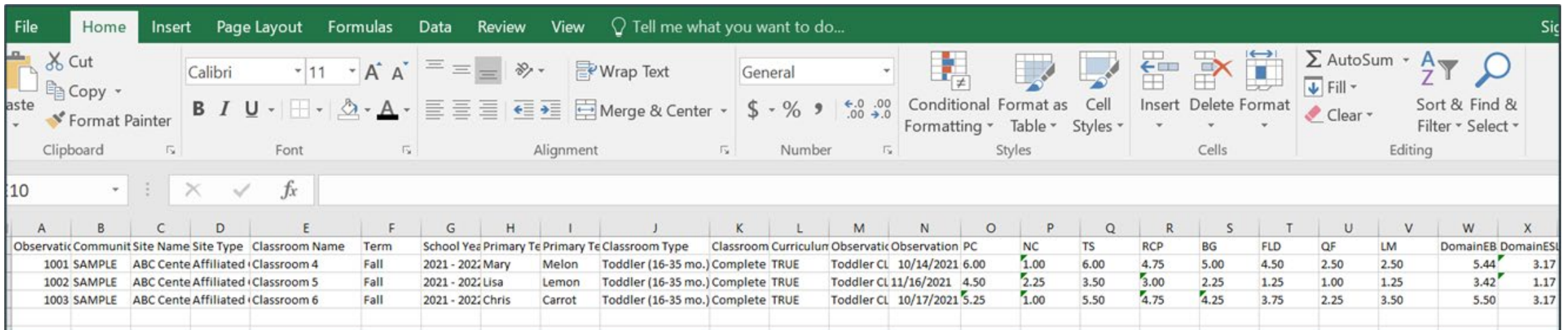# VIRGINIA FALL 2023 LOCAL CLASS SCORE SUMMARY

This is a summary of local CLASS observations completed during the fall observation window - between August 15, 2023, and December 22, 2023.

Virginia Fall 2023	N – Fall 2023 Completed Local Observations	Total Fall 2023 CLASS Average	Total Fall 2023 CLASS Range	# of classrooms 3.99 or lower (Fall 2023)
Infant	1,505	5.23	2.00-7.00	169
Toddler	3,386	4.97	2.18-7.00	462
Pre-K	5,994	5.12	1.90-7.00	492

10% of local CLASS observations completed during the fall observation window had a total CLASS score of 3.99 or lower. These classrooms are prioritized for state coaching services.

ACCESSING LOCAL CLASS SCORES

Scores from Local CLASS observations are available to Site Administrators **in LinkB5 via the Reports tab** to help program leaders identify strengths and areas for improvement. Site Administrators are encouraged to share their CLASS data with Improvement Partners to help guide PD planning.


Guide to Accessing VQB5 Data

EXTERNAL OBSERVATION REPORT

The external feedback reports are intended to be used along with the more individualized local feedback reports and 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 that summarizes areas of strength, areas to build upon, and areas for growth.

To support site leaders with guidance in understanding and using external feedback reports, please share the resource found on the VA External Observations webpage – Understanding and Using your External Feedback Report.
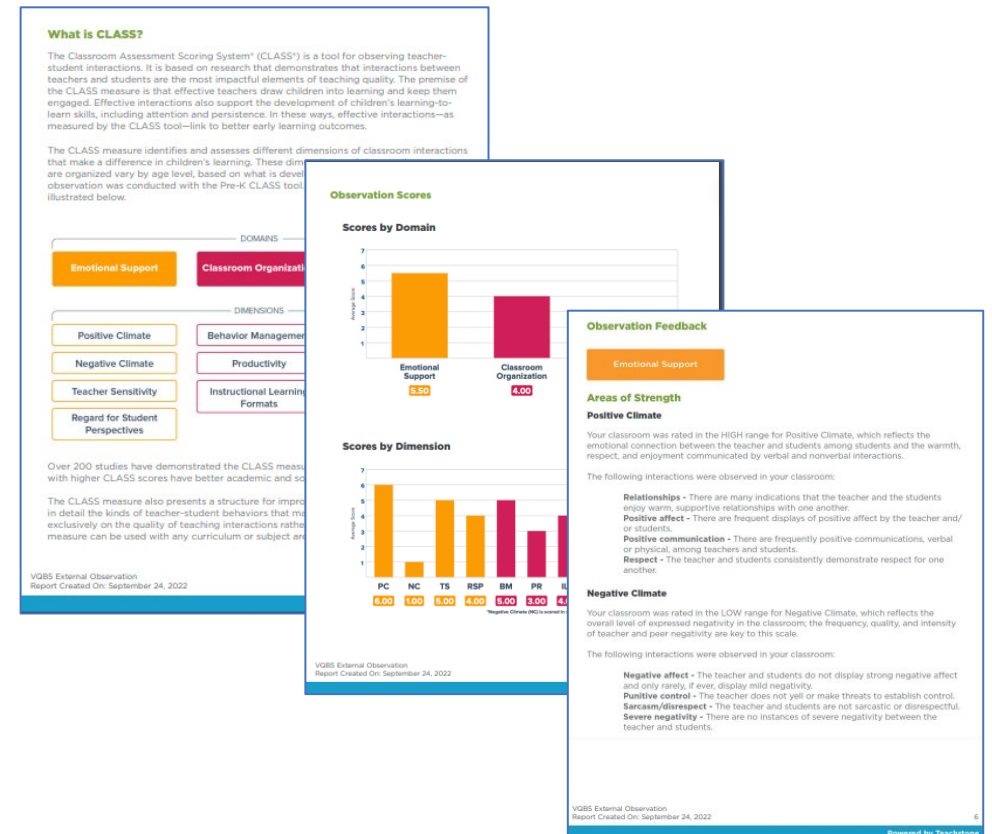
POLL

POLL - What is your current understanding/experience with the CLASS tool? (Scale of 1 – 5)

➢ 1 – Brand New to CLASS

➢ 5 – I've been using CLASS for several years

Understanding the VQB5 Score Replacement Protocol

VQB5 Score Replacement Protocol

To ensure the consistency, quality, and credibility of ratings and performance profiles, VDOE will use the following score replacement protocol to address comparable local and external observations with significantly different <u>domain</u> scores.

- **CLASS Domain** scores that are <u>within one point</u> are considered consistent, and there would be no replacement.

- **CLASS Domains** where the <u>scores differ by more than one point</u> 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 SCORE EXAMPLE WITH SCORE REPLACEMENT

Below is an example of a local and external observation comparison. Both observations were conducted in the fall 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
Local Fall	6.00	1.00* (reversed score 7.00)	6.00	4.50	5.75	5.00	4.75	4.75	5.00	5.25
External Fall	6.25	1.00* (reversed score 7.00)	6.00	4.75	5.00	5.25	4.25	1.75	2.50	3.25
Domains	Emotional Support (ES)				Classroom Organization (CO)			Instructional Support (IS)		
Local	5.88				5.17			5.00		
External	6.00				4.83			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.

FALL 2023 SCORE REPLACEMENT RESULTS

During the fall observation window, 2,668 classrooms received a local and an external observation using the same age-level tool. These observations were compared using the score replacement protocol.
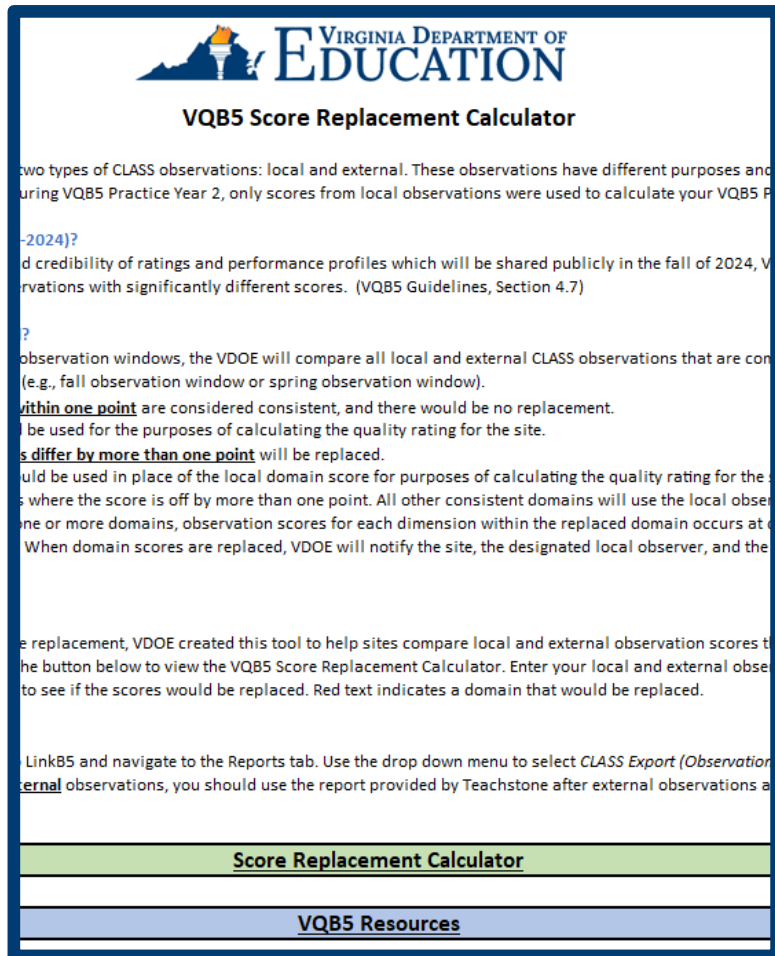
Key takeaways:

1   Score replacement in 1 or more domains occurred about **half of the time**, with some variation across age-levels.

2   Score replacement in **only 1 domain** was the **most common** type of replacement in the fall. This means most score replacements **only impacted part of the local observation score**.

3   Score replacement rates **varied by domain**, with emotional/behavioral focused domains being more consistent and instructional focused domains being less consistent.

> Improvement Partners can support site leaders in understanding **domain** level scores, as well as how to target improvement goals **by domain** (View and Share Resources by Domain).

SCORE REPLACEMENT CALCULATOR

To learn more about score replacement and how the scores are calculated, the VDOE created a [Score Replacement Calculator](#), available on the VQB5 Webpage.

VIRGINIA DEPARTMENT OF EDUCATION

VQB5 Score Replacement Calculator

...wo types of CLASS observations: local and external. These observations have different purposes and ...uring VQB5 Practice Year 2, only scores from local observations were used to calculate your VQB5 P...

...-2024)?
...d credibility of ratings and performance profiles which will be shared publicly in the fall of 2024, V...rvations with significantly different scores. (VQB5 Guidelines, Section 4.7)

...?
...observation windows, the VDOE will compare all local and external CLASS observations that are con...(e.g., fall observation window or spring observation window).
...vithin one point are considered consistent, and there would be no replacement.
...l be used for the purposes of calculating the quality rating for the site.
...s differ by more than one point will be replaced.
...uld be used in place of the local domain score for purposes of calculating the quality rating for the ...s where the score is off by more than one point. All other consistent domains will use the local obser...ne or more domains, observation scores for each dimension within the replaced domain occurs at ...When domain scores are replaced, VDOE will notify the site, the designated local observer, and the ...

...e replacement, VDOE created this tool to help sites compare local and external observation scores t...he button below to view the VQB5 Score Replacement Calculator. Enter your local and external obse...to see if the scores would be replaced. Red text indicates a domain that would be replaced.

...LinkB5 and navigate to the Reports tab. Use the drop down menu to select *CLASS Export (Observation*...ernal observations, you should use the report provided by Teachstone after external observations a...

Score Replacement Calculator

VQB5 Resources

PreK Scores

* Use reversed Negative Climate score by subtracting the raw score fr...

Enter your LOCAL observation scores below.

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

Enter your EXTERNAL observation scores below.

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

Difference in Domains

	ES	CO	IS
PreK	0.13	-0.58	1.25

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Using Fall Curriculum Data To Guide Improvement

CURRICULUM USE IN VQB5

CURRICULUM IS A KEY INGREDIENT TO HELPING TEACHERS IMPROVE THEIR INTERACTIONS

The choice to use an approved curriculum in at least one classroom results in some additional points towards the VQB5 Quality Rating. ***However, this is not required for participation or required for receiving a rating that meets expectations.****

Programs that are interested in using an approved curriculum as part of VQB5 can choose to:

1) Use one of the 65+ approved early childhood curriculum available (*35 new approved options added since June 2023!*) **<u>or</u>**

2) Request to have their curriculum of choice reviewed for possible approval.

*VQB5 does not require the use of any curriculum.

CURRICULUM USE IN SITES FALL 2023

Nearly 80% of VQB5 sites reported using an approved curriculum in at least one classroom this fall.
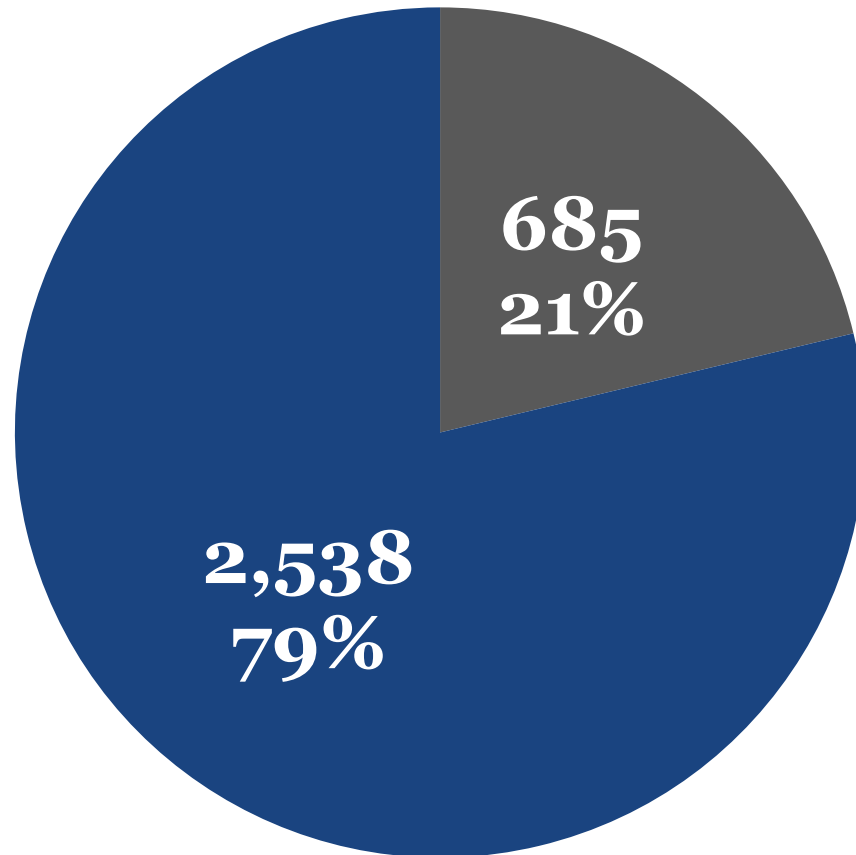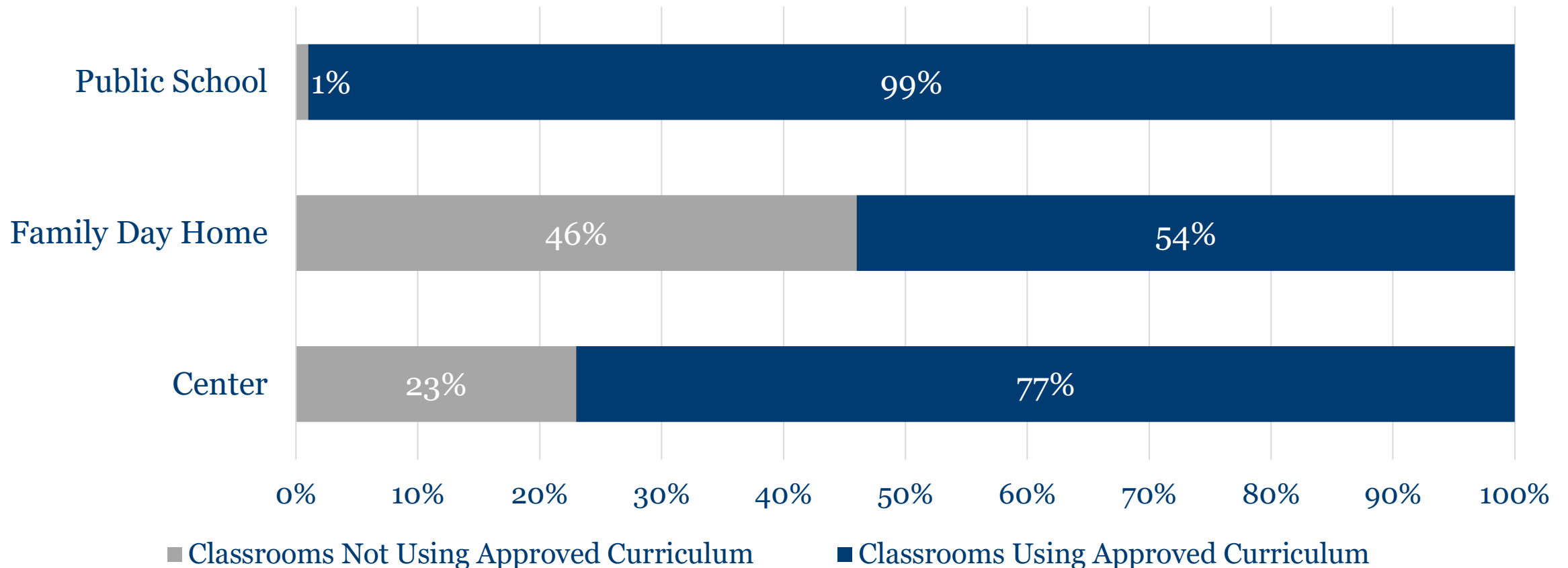

- ■ Not Using Approved Curriculum
- ■ Using Approved Curriculum

NOTE: Sites receive points for using approved curriculum in at least one classroom. Sites can continue to update their curriculum information up until May 31.

CURRICULUM USE BY SITE TYPE FALL 2023

The use of approved curriculum varies across site types. Almost every public school class reported using an approved curriculum, whereas only a little over half of family day homes reported using an approved curriculum.

Chart: Curriculum Use by Site Type Fall 2023

Site Type	Classrooms Not Using Approved Curriculum	Classrooms Using Approved Curriculum
Public School	1%	99%
Family Day Home	46%	54%
Center	23%	77%

Legend:
- Classrooms Not Using Approved Curriculum
- Classrooms Using Approved Curriculum

HOW CAN IMPROVEMENT PARTNERS SUPPORT SITES WITH CURRICULUM IMPROVEMENT?

Site Curriculum Use Information	Improvement Partner Supports
If a site is already using an approved curriculum.	• Emphasize CLASS and curriculum connections • Provide professional development that supports high quality teacher-child interactions and instruction
If a site is not using an approved curriculum in at least one classroom.	• Support exploration of the approved list and the Vendor Get to Know You Series Library • Share information about free/low-cost, open-source curriculum materials: STREAMin3, Early Learning Matters, and Core Knowledge Preschool Sequence

Use of an approved curriculum in VQB5 is optional. There is no VQB5 curriculum requirement.
Find detailed information and resources on the
VDOE Early Childhood Curriculum Website.

SHARED UNDERSTANDING ABOUT CURRICULUM

Here are the 5 Key Messages about curriculum use in VQB5:

1. Curriculum is a choice. Programs can meet Virginia's quality expectations without using an approved curriculum.

2. All approved curriculum are comprehensive and include key elements of quality.

3. The approved list includes choice that can meet the unique needs of all program types.

4. Providers using comprehensive curriculum that is not approved can submit it for review. Reviews continue to happen on a rolling basis.

5. Curriculum pending as of March will likely not be approved before May 31st for the current year.

Improvement Partner Spotlight

VDOE Improvement Partners

The following list includes the 2023-2024 quality improvement partners that the VDOE works with and provides funding arrangements through either federal- or state-funding sources.

- Virginia Infant Toddler Specialist Network (ITSN)
- Advancing Effective Interactions and Instruction (AEII)
- **Training and Technical Assistance Centers (TTAC)**
- VCU Autism Center for Excellence Early Childhood
- STREAMin3 Curriculum Model and PD Support
- Early Childhood Mental Health Consultation (ECMHC)
- Virginia Head Start Association (VHSA)
- VCU - Head Start Statewide Needs Assessment
- Virginia Child Care Provider Scholarship Program
- Community College Workforce Alliance (CCWA)
- PD Essentials - VCU

- Early Educator Fast Track Initiative
- Early Childhood Special Education Consortium
- Early Learning Standards Microcredential
- Wolf Trap ECE STEM Through the Arts
- Literacy Lab
- Better Kid Care-Penn State Extension
- Child Care Aware of Virginia (Child Care Resource and Referral- CCR&R)

A full overview of all VQB5 Improvement Partners and related supports is available in the [VQB5 Improvement Supports Overview](#) document on the VQB5 Webpage.

TTAC

Improvement Partner	Primary Purpose	Eligible Participants	Cost
[Training and Technical Assistance Centers](#) (TTAC)	Provide professional development, technical assistance, and resources to school divisions, programs, and classrooms serving children ages 2-5 with Individualized Education Programs (IEP).	• School Divisions • VQB5 child care centers with children with IEPs	Free for VQB5 programs

Training and Technical Assistance Centers (TTAC)

TRAINING AND TECHNICAL ASSISTANCE CENTERS (TTAC)

TTAC Function

The Training and Technical Assistance Centers are funded by the Virginia Department of Education with the Individuals with Disabilities Education Act (IDEA) 619 funds.

TTACs provide professional development and support designed to assist schools in addressing accountability and improvement goals for students with Individualized Education Programs (IEP).

Classrooms with Children with IEPs

Early Childhood Special Education Classroom:

A classroom where special education teacher is responsible for the instruction of all areas of the Early Learning and Developmental Standards for children ages 2-5 and in preschool. The classroom is composed of 50% or more children with Individualized Education Programs. The classroom may also serve children from the community without disabilities, making it a reverse inclusion classroom.

Inclusion Classroom:

An Early Childhood classroom that contains a majority (at least 50%) children without Individualized Education Programs (IEP).

Examples include: VPI, Head Start, Community-Based Child Care, Mixed Delivery

TTAC SERVICES

- Services are delivered using a Tiered Service Delivery Model where services are based on intensity of need.
    - Universal supports are for everyone and promote foundational level knowledge and skills.
    - Targeted supports are provided to those who need more support.
    - Intensive services are provided to those with high need and typically involves consultation and coaching.
- Process may vary between TTACs.
- More than one TTAC may provide services in a Ready Region.

When to Request CLASS Coaching from TTAC:
- **There is a need identified through the most recent classroom and/or site Pre-K or Toddler CLASS data.**
    - **The classroom is an Early Childhood Special Education classroom with the majority of children having an IEP.**
    - **The classroom is an inclusive classroom and has at least one child with an IEP and there is a specific need identified with providing high-quality teacher-child interactions with the child/children with IEPs.**

Success Story: Old Dominion University TTAC

Public School System

- ~765 children ages 2-5 with IEPs

- VQB5 Coaching opened the doors for ODU TTAC to go into the school system
  - Coaching on CLASS
  - ECSE classrooms - implementing visual supports
  - Inclusion classrooms – implementing the Inclusive Classroom Profile (ICP)

Questions about TTAC?

Dawn.Hendricks@doe.virginia.gov

VQB5 Quality Rating

Interactions Points (700 total points)	• Average of all local CLASS scores from the fall and the spring (*all VQB5 eligible classrooms* at a site) x 100 *
Curriculum Points (100 total points)	• Programs using an approved curriculum in *at least one classroom, by May 31st,* will receive 100 points added to their score
Total Points	• Interactions Points + Curriculum Points = Total Points
VQB5 Quality Ratings	• Exceeds Expectations = 700 - 800 points • Meets Expectations = 400 - 699 points • Needs Support = 100 - 399 points
Refer to the **VQB5 Quality Ratings User Guide** for detailed information.	

*If score replacement is necessary in one or more classrooms, external observation scores will be used when calculating the interaction points for the total as outlined in Section 6.2.1 in the VQB5 Guidelines.

VQB5 Quality Rating Example

Here is an example to illustrate how a site is rating is determined:

ABC Child Care Center	Fall CLASS Avg	Spring CLASS Avg	Overall Avg	Approved Curriculum Used?
1 Infant Classroom	4.25	4.75	4.50	No
1 Toddler Classroom	4.10	4.17	4.14	Yes
1 Pre-K Classroom	3.82	4.70	4.26	Yes
Site Total	----	----	**4.30**	**Yes**

Overall VQB5 Quality Rating
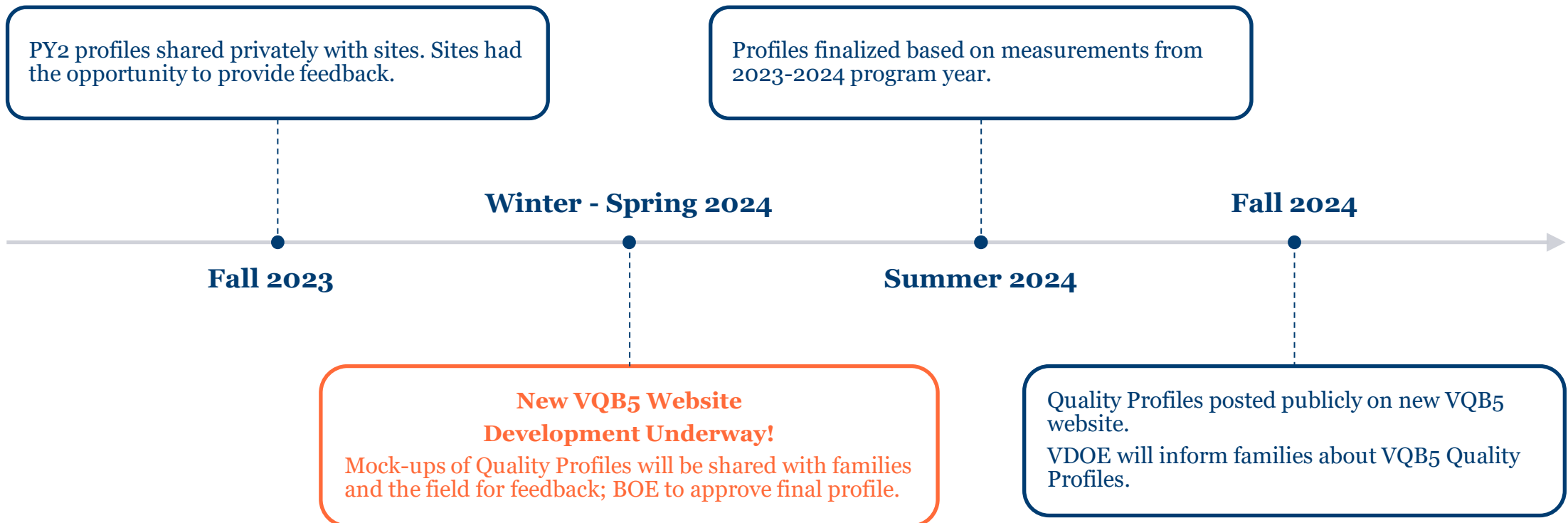Interactions Points = 4.30 x 100 = 430 points
Curriculum Points = 100
Total Points = 530 Meets Expectations

Note: All classrooms weighted equally. Averaging at the dimension level gives a more accurate reflection of what is happening in the classrooms.

VQB5 Quality Profile Development

All publicly-funded programs will receive an annual VQB5 Quality Profile which will include the quality rating as well as other topics of interest to families and the general public.

PY2 profiles shared privately with sites. Sites had the opportunity to provide feedback.

Profiles finalized based on measurements from 2023-2024 program year.

Winter - Spring 2024

Fall 2024

Fall 2023

Summer 2024

New VQB5 Website Development Underway!
Mock-ups of Quality Profiles will be shared with families and the field for feedback; BOE to approve final profile.

Quality Profiles posted publicly on new VQB5 website.

VDOE will inform families about VQB5 Quality Profiles.

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COMING SOON! MOCK-UPS OF QUALITY PROFILES

VDOE is developing a home page and "mock ups" to share with the field this spring. Feedback gathered will be used to finalize the quality profiles, for Board approval in June. Connect with your Ready Region for more info!
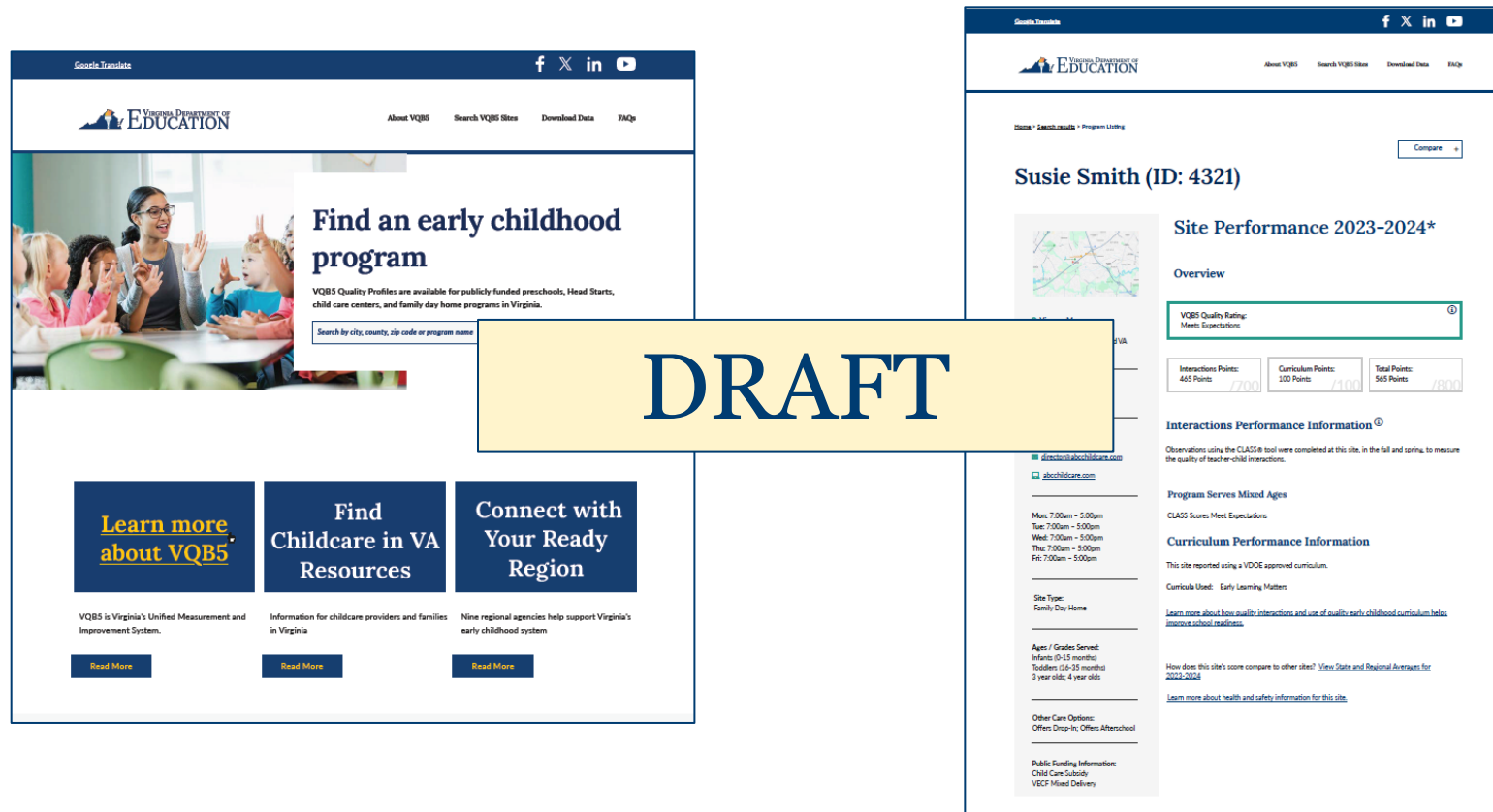
Next Steps

NEXT STEPS FOR IMPROVEMENT PARTNERS

- Help programs access and use their CLASS and curriculum data to guide improvement efforts ([Guide to Accessing VQB5 Data](#))

- Support awareness of Spring CLASS observations between January 20th – May 31st

- Review VQB5 Improvement Information:
  - [VQB5 2023-2024 Participation Handbook](#) – page 12
  - [Overview of VQB5 Improvement Supports](#)

- Connect with [Ready Regions](#) to Engage in VQB5 Quality Profile Development Feedback Opportunities -
  - VQB5 Quality Profile Preview Webinar – March 19 at 2:00 pm – [Register](#)

THANK YOU!
VQB5@DOE.VIRGINIA.GOV

Please complete the Feedback Survey that pops up in your browser at the close of the Webinar!
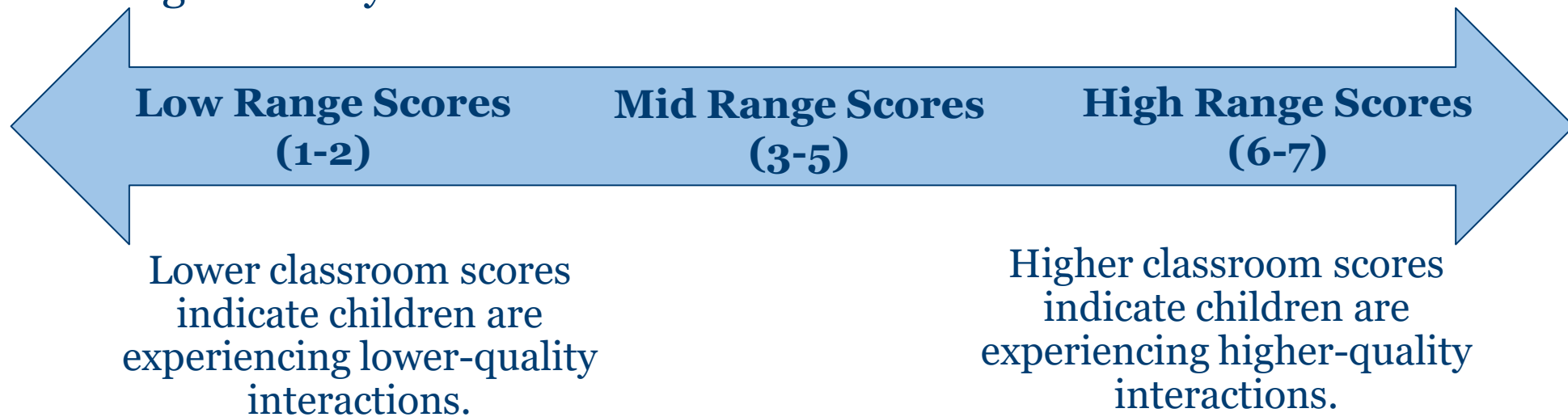
Appendix

USING CLASS TO UNDERSTAND WHAT CHILDREN ARE EXPERIENCING

In VQB5, local CLASS observations happen in the **fall** and then again in the **spring** for every classroom.

- This provides teachers with an opportunity to recognize growth and provides program leaders with a complete reflection of what children are experiencing throughout the year.

Low Range Scores (1-2)	Mid Range Scores (3-5)	High Range Scores (6-7)

Lower classroom scores indicate children are experiencing lower-quality interactions.

Higher classroom scores indicate children are experiencing higher-quality interactions.

Types of VQB5 CLASS® Observations

There are **two types of CLASS observations** conducted in VQB5: local and external observations, with different purposes and frequencies as described below.

VQB5	LOCAL OBSERVATIONS	EXTERNAL OBSERVATIONS
Purpose	Used to gather classroom-level information about the quality of teacher-child interactions and to provide individualized feedback.	Used to gather information about the accuracy and consistency of local observations for the state, and to provide an additional source of feedback.
Definition	Coordinated and scheduled at the local level through Ready Regions, with results recorded in LinkB5.	Coordinated, scheduled, and recorded statewide by Teachstone's Virginia External Observation Team.
Annual Cycle	All birth-to-five classrooms will get two local observations each year. One in the fall and one in the spring.	Only some birth-to-five classrooms will get an external observation. All sites will receive an external observation in at least one classroom for each age-level.
Feedback	Local Observer schedules a feedback session with teacher or team of teachers within 10 days of the local observation.	Feedback is shared via a written report which is emailed to the primary site administrator 10 days after the external observation.
Information	VQB5 Local Observation Guidebook	Virginia External Observations Website

Fall 2023 CLASS Completion

Virginia – as of Dec 22, 2023	Local Observations	External Observations
Number of CLASS Observations by Age-Level		
Pre-K	5,994	1,586
Toddler	3,386	784
Infant	1,505	449
Number of CLASS Observations by Site Type		
Public School	2,708	810
Child Care Center	7,379	1,871
Family Day Home	798	138

CLASS COACHING IN VQB5

In the fall, 10% of local observations in VQB5 participating classrooms received a total CLASS score of 3.99 or lower. These classrooms are being prioritized for state coaching services.

Ready Regions lead agencies are working with the following organizations to ensure coaching options are prioritized for classrooms who need support the most based on the results of fall and spring local CLASS observations.

These VQB5 coaching services focus on improving teacher-child interactions, as measured by CLASS.

- Virginia Infant Toddler Specialist Network (VA-ITSN)

- Advancing Effective Interactions and Instruction (AEII)

- Training and Technical Assistance Centers (TTAC)

- STREAMin3 *(curriculum alignment with CLASS)*

- Early Childhood Mental Health Consultants (ECMHC)

View full list of VQB5 Improvement Partners

Infant Classroom Score Example with Score Replacement: Evaluating Domains

Below are 2 examples of a local and external observation comparison. Each set of observations were conducted in the spring and in the same Infant classroom, respectively.

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

Dimensions	RC	TS	FE	ELS
Local	5.00	5.25	4.00	2.50
External	6.00	5.75	5.25	4.00
Domain	Responsive Caregiving (RC)			
Local	4.19			
External	5.25			

Dimensions	RC	TS	FE	ELS
Local	5.00	5.25	3.75	2.50
External	5.25	5.00	3.00	2.00
Domain	Responsive Caregiving (RC)			
Local	4.13			
External	3.81			

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

50

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

TODDLER CLASSROOM SCORE EXAMPLE WITH SCORE REPLACEMENT: EVALUATING DOMAINS

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

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

Dimensions	PC	NC*	TS	RCP	BG	FLD	QF	LM
Local	5.00	1.25* (reversed score 6.75)	5.00	4.75	4.00	5.00	4.50	5.00
External	4.00	2.00* (reversed score 7.00)	5.00	4.00	3.00	4.00	3.00	2.00
Domains	Emotional & Behavioral Support (EBS)					Engaged Support for Learning (ESL)		
Local	5.10					4.83		
External	4.20					3.00		

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.

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.

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	Strengthening Quality Toolkit (page 5)
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 sites.

MORE VIRGINIA CLASS OBSERVERS THAN EVER BEFORE

Virginia has significantly increased the number of certified CLASS observers to support local implementation of the statewide VQB5 system. Many of these observers are local program leaders who successfully completed certification with support from Ready Regions.

1,681

883

693
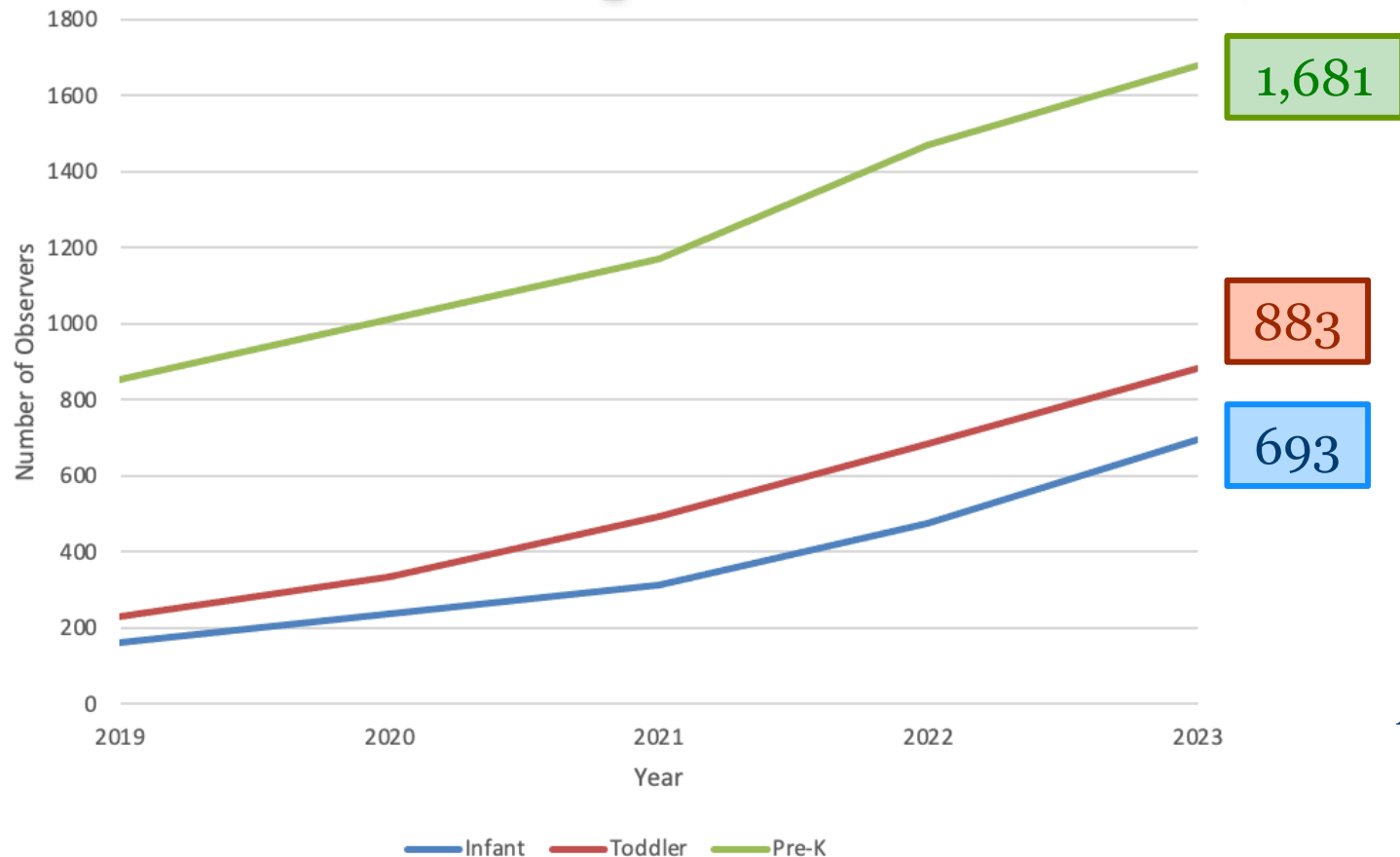
Being certified in CLASS, allows program leaders to bring a 'CLASS Lens' to every aspect of their work.

All Certified Observers with a Virginia Address (As of 12/31/23)