



Knowledge, Skills, & Credentials for Childcare Professionals

# **VLS***momentum*

**Presenters: Dr. Sarah Lang & Dr. Rosalie Odean**



**THE OHIO STATE UNIVERSITY**

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Resources to support families and child care providers
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## Innovative, Research-Based Professional Development for Child & Youth Educators

The Virtual Lab School empowers professionals as they build their knowledge and skills around research-based practices in child and youth care and development. This new approach to professional development and learning incorporates practice-based coaching and also includes:

- Expert Narratives
- Research Based Practices
- Streaming Video
- Reflective Questions
- Downloadable Activities & Resources



<https://www.virtuallabschool.org/>

# LEAD framework: Intentional Workforce Supports



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**EXPLORE**



**APPLY**



**DEMONSTRATE**

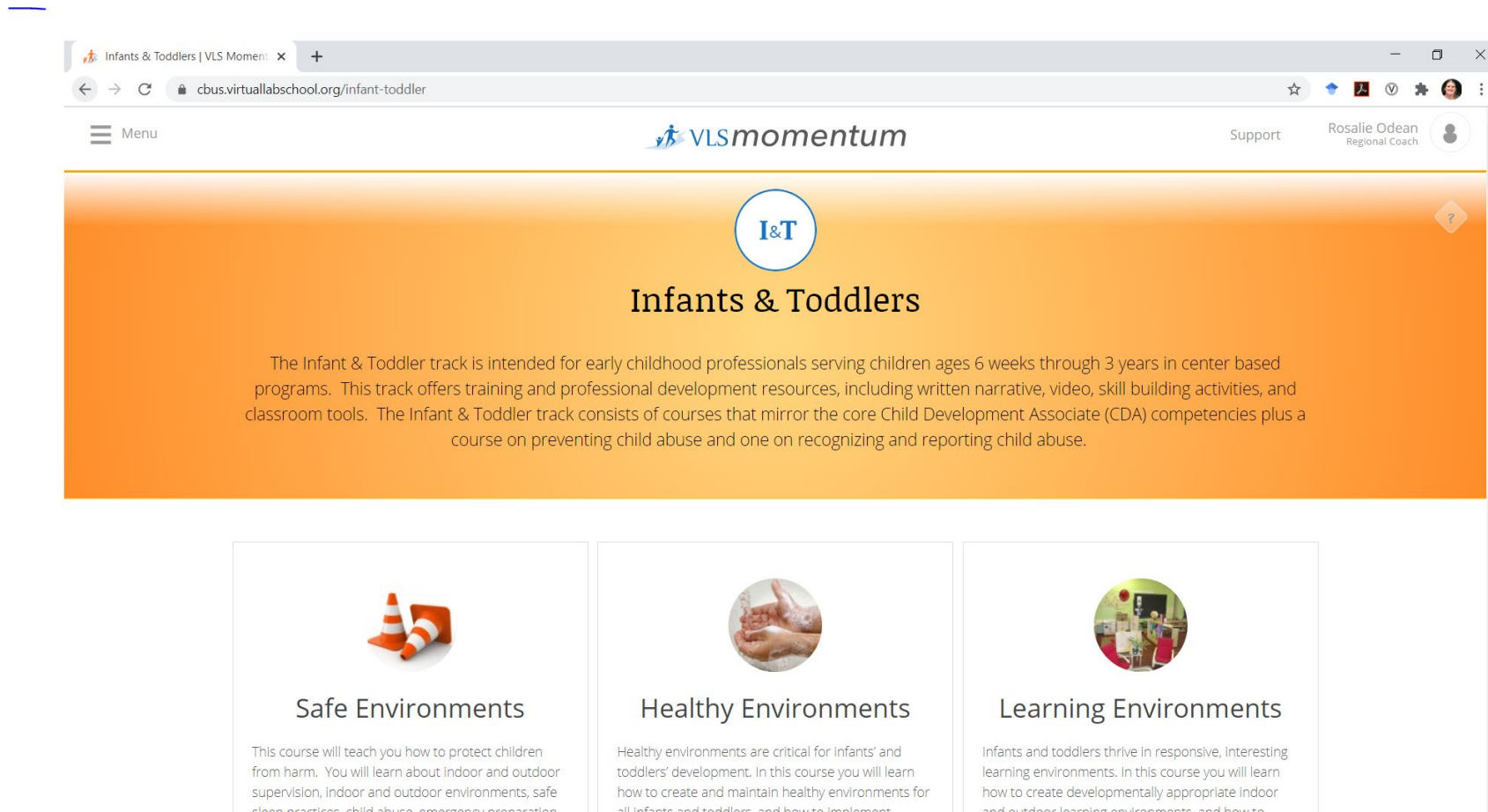
# Who Are We Serving: VLS Momentum

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- 29 child care centers
- 115 teachers: 57 Infant/Toddler, 58 Preschool
- 50 Participating in our research
- Centers 0-3 star in our QRIS (State has 1-5 star system)
- Centers serving 10+ children receiving PFCC
- Teachers without a CDA

# The Infant and Toddler Track



The screenshot shows a web browser window with the address bar displaying `cbus.virtuallabschool.org/infant-toddler`. The page features a navigation bar with a "Menu" icon, the "VLSmomentum" logo, and a "Support" link. A user profile for "Rosalie Odean, Regional Coach" is visible in the top right corner. The main content area has an orange gradient background and includes a circular "I&T" logo. Below the logo, the heading "Infants & Toddlers" is displayed, followed by a paragraph describing the track's focus on early childhood professionals and its alignment with CDA competencies. At the bottom, three white boxes highlight key course topics: "Safe Environments" (illustrated with traffic cones), "Healthy Environments" (illustrated with hands being washed), and "Learning Environments" (illustrated with a classroom scene).

Infants & Toddlers | VLS Momentum x +


cbus.virtuallabschool.org/infant-toddler

Menu VLSmomentum Support Rosalie Odean Regional Coach

**I&T**


## Infants & Toddlers

The Infant & Toddler track is intended for early childhood professionals serving children ages 6 weeks through 3 years in center based programs. This track offers training and professional development resources, including written narrative, video, skill building activities, and classroom tools. The Infant & Toddler track consists of courses that mirror the core Child Development Associate (CDA) competencies plus a course on preventing child abuse and one on recognizing and reporting child abuse.




### Safe Environments

This course will teach you how to protect children from harm. You will learn about indoor and outdoor supervision, indoor and outdoor environments, safe sleep practices, child abuse, emergency preparation



### Healthy Environments

Healthy environments are critical for infants' and toddlers' development. In this course you will learn how to create and maintain healthy environments for all infants and toddlers, and how to implement



### Learning Environments

Infants and toddlers thrive in responsive, interesting learning environments. In this course you will learn how to create developmentally appropriate indoor and outdoor learning environments, and how to



# Example from the Social and Emotional Development Course

Social-Emotional Development: / x +

cbus.virtuallabschool.org/infant-toddler/social-emotional/lesson-1?module=9276


## Self-management:

Self-management is the ability to regulate one's emotions, thoughts and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Examples of questions someone who has good self-management may ask:

- What different responses can I have to an event?
- How can I respond to an event as constructively as possible?

When an infant reaches for a caregiver when he or she is upset, this is an early sign of self-management. The child seeks an important person to help him or her calm down. We can also see the beginning of self-management in toddlers every time they ask to be next with a toy instead of taking it out of a peer's hand.



Social awareness:

# Example Activity

Thinking about Social-Emotional

← → ↺


cbus.virtuallabschool.org/infant-toddler/social-emotional/lesson-1/act/13971

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Regional Coach

  
Reflection

Infants & Toddlers · Social & Emotional Development · Lesson 1 · Explore

Thinking about Social-Emotional Development

★ Required



Read through the definition of social-emotional development below offered by ZERO TO THREE, and then respond to the following questions.

*Within the context of one's family, community and cultural background, social - emotional health is the child's developing capacity to:*

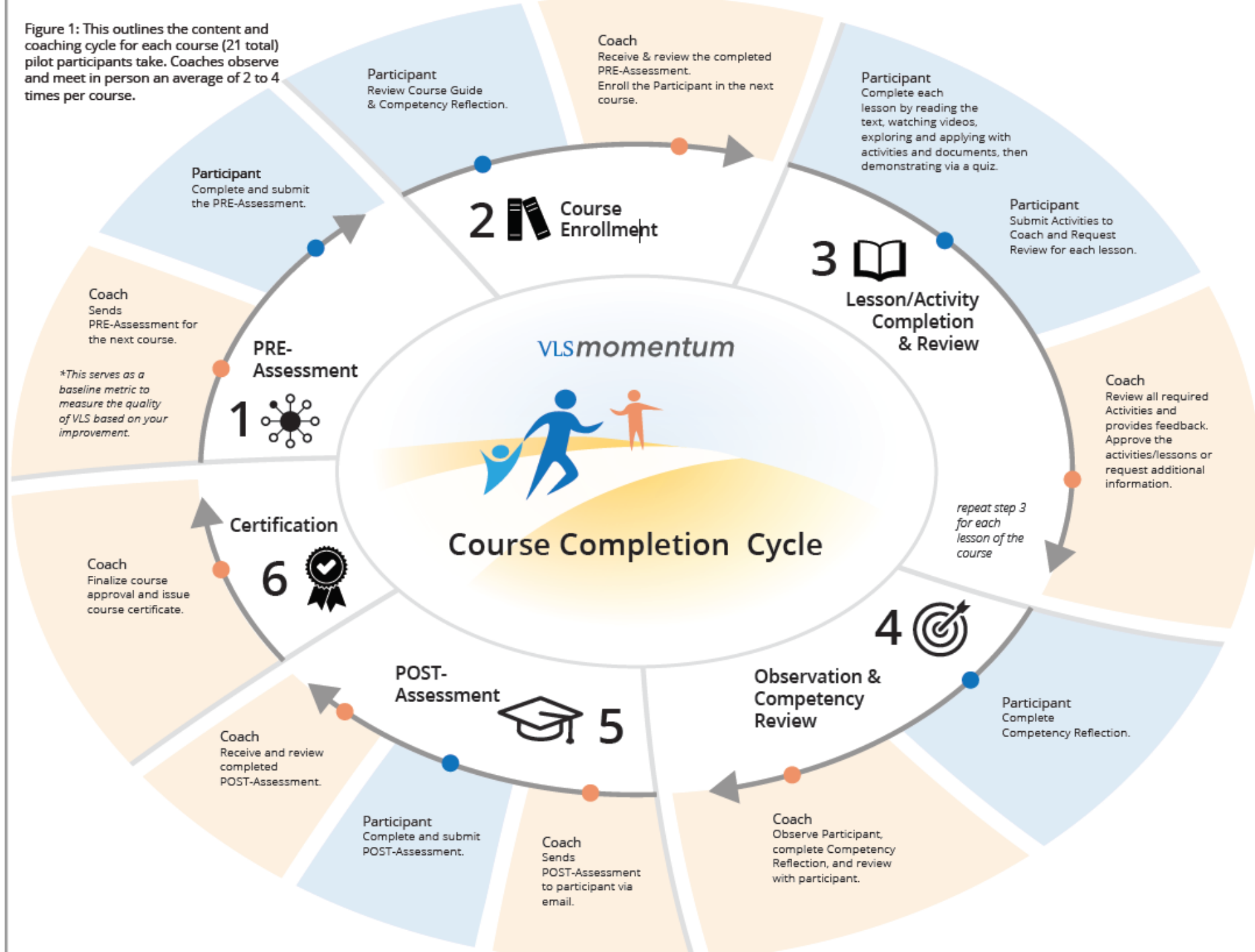
- *Form secure relationships*
- *Experience and regulate emotions*
- *Explore and learn*

1. Is there one piece to this definition that seems most important to you? Why?

2. Consider your culture and how you were raised. How has your culture or the way you were raised influenced your views on social emotional development and how you interact with young children and their families?

3. What social skills do you value in yourself and others? How and when do you teach children these social skills?

Figure 1: This outlines the content and coaching cycle for each course (21 total) pilot participants take. Coaches observe and meet in person an average of 2 to 4 times per course.





# Shifting Practices During a Pandemic

## **Pre-COVID Coaching**

- Coaches met with teachers at their center at least every other week
- Prior to certifying a course, a coach observed the classroom
- Coaches and teachers completed a competency reflection together for each course

## **COVID Coaching**

- Coaches communicate with teachers by email, phone, or video calls
- Most centers closed between 3/26/2020 and 6/1/2020
- Coaches complete reflective questions with teachers for each course

# Emailing Activities

- Some teachers in our program were struggling to save pdf activities and attached them to emails
- Our tech team stepped in, and added a feature to our website to automatically email activities to our coaches

7/14/2020

Mail - EHE VLS Momentum - Outlook

### VLS Activity: Thinking about Communication

VLS Momentum <do-not-reply@virtuallabschool.org>

Wed 4/29/2020 11:20 AM

To

## Activity #15196 Thinking about Communication

## Preschool Family Engagement Lesson 3 Explore

Submitted by [REDACTED] on 04-29-2020 11:18

Think about times in your personal or professional life when you experienced effective communication with another individual or a group of individuals. Then think about times in which you did not experience effective communication. What factors contributed to effective or non-effective communication in each case?

1. An experience that involved effective communication

A coworker was experiencing a difficult time in their life and was unable to show up for a week. Through continuous questions and favors throughout the week, Suzi was able to consistently meet my needs to create the environment for the kids. Great teamwork!

2. What made communication effective?

Correct walkie-talkie verbiage as well open-mindedness going into each approach.

3. An experience that involved *ineffective* communication

When my co-teacher left for a week without a heads up to me or admin.

4. What made communication *ineffective*?

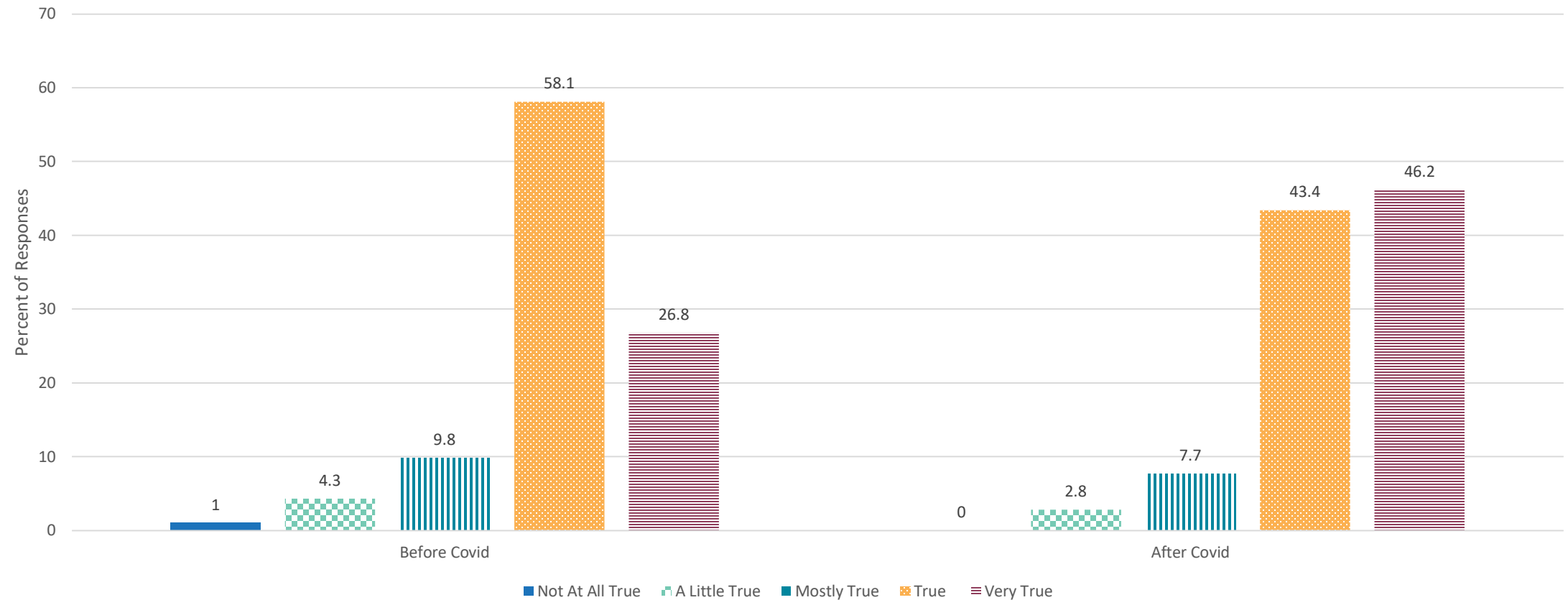
There was none in general which made it more disappointing given the positive work-relationship developed.

# Preliminary Findings

Course	Pre-Test Mean	Post-Test Mean	T Statistic	Degrees of Freedom	P-Value
Child Abuse Identification and Reporting	2.97	3.43	-1.69	34	.099
Child Abuse Prevention	3.00	3.69	-3.27	28	.003*
Professionalism	3.28	3.64	-1.81	24	.083
First Three Courses	3.04	3.59	-2.93	38	.006*

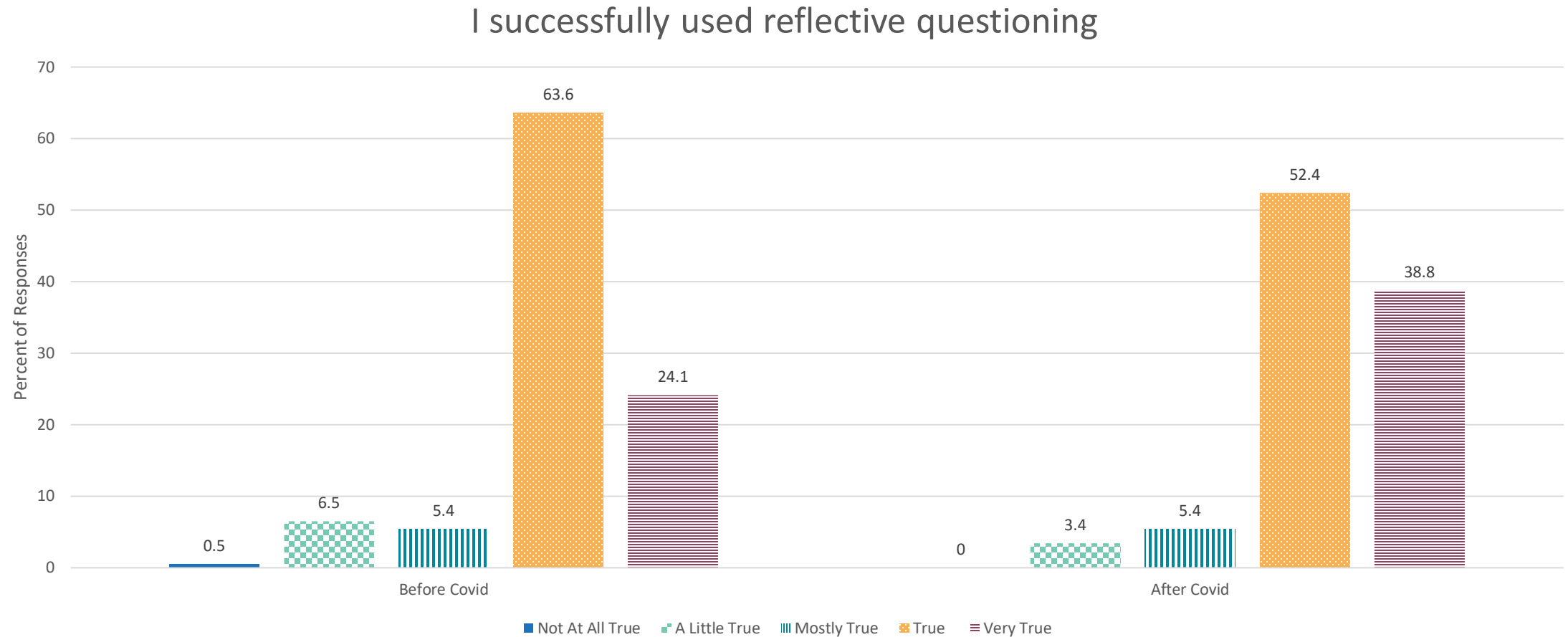
# Coaching Meeting Debriefs: Strengths

I was able to focus on at least 3 strengths within the staff member's work.



Responses before and during the pandemic restrictions were significantly different:  $t(260.89) = -3.756, p < .001$

# Coaching Meeting Debriefs: Reflection



Responses before and during the pandemic restrictions were significantly different:  $t(271.798)=-3.197$ ,  $p=.002$



# Thank you!

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AA/AAS Degree in  
Early Care and  
Education

- Please reach out with questions: [Lang.279@osu.edu](mailto:Lang.279@osu.edu)  
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