Knowledge, Skills, & Credentials for Childcare Professionals

VLS momentum

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The Ohio State University

Virtual Lab School
LEAD framework:
Intentional Workforce Supports
Who Are We Serving: VLS Momentum

- 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

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 supervision, child care environments, and fire safety.

Healthy Environments

Healthy environments are critical for infant and toddler development. In this course you will learn how to create and maintain healthy environments for all infants, toddlers, and preschoolers. This course covers nutrition, health and safety, mental health, and inclusive environments.

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, as well as learning how to create and use a curriculum.
Example from the Social and Emotional Development Course

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 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:

...
Thinking about Social-Emotional Development

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?
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
## Preliminary Findings

<table>
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<th>Course</th>
<th>Pre-Test Mean</th>
<th>Post-Test Mean</th>
<th>T Statistic</th>
<th>Degrees of Freedom</th>
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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!

• Please reach out with questions: Lang.279@osu.edu
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AA/AAS Degree in Early Care and Education