

Key Differences Between ECERS-R and ECERS-3

General Differences		
	ECERS-R	ECERS-3
Length of Observation	RTC usually observed entire class	3 hour observation
Teacher interviews	Used to score unobserved criteria	No interviews, relies on what is observed
Time children spend in center play	1/3 of day (SPOD)	1 hour of 3 hour observation
Adult-related items	Scored (Staff & Parents subscale)	Not scored (Entire section eliminated)
Pre-Academic Items (e.g., literacy, math)	Limited pre-academics	Increased emphasis (new items and indicators)
Center materials	Focus on counting materials	Focus on how teacher uses center materials with children
Space & Furnishings		
Furnishings for relaxation & comfort	Item 3	Item eliminated; indicators incorporated into other items
Gross motor equipment stimulates 7-9 skills	Scored at 5.2	Scored at 3.3
Time required	1 hour for 8 hour program (pro-rated)	30 minutes (during 3 hour observation)
Helmets when using wheeled toys	Not required	Required at 7 level
Personal Care		
Greetings & Departure item	Included	Excluded
Nap & Rest	Included	Incorporated into Health Practices
Meals/Snacks (emphasis on interaction & self-help)	5.3 Children encouraged to eat independently 7.1 Children help during meals/snacks 7.3 Meals/snacks time for conversation	5.4 Children encouraged to help during meals/snacks 5.5 Some staff/child conversation 7.2 Atmosphere is relaxed with many conversations 7.3 Staff actively teach children self-help skills
Sanitary Conditions (e.g., hand washing, table procedures)		Level 3 = some attempt Level 5 = usually followed (75%) Level 7 = most of the time
Major vs Minor Safety Hazards		Better defined, more realistic
Indoor/Outdoor Safety Hazards	Combined in 14.3.1	11.3.1 No more than 3 major hazards outdoors 11.3.2 No more than 3 major hazards indoors 11.5.1 No more than 2 major safety hazards, outdoors or indoors

Language & Literacy		
	ECERS-R	ECERS-3
Subscale Title	Language- Reasoning	Language & Literacy
Items	15. Books & pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language	12: Helping children to expand vocabulary <i>What staff talk about is important!</i> 13: Encouraging children to use language <i>We want them to talk!</i> 14: Staff use of books with children <i>Are children engaged?</i> 15: Encouraging children's use of books <i>Do children show interest?</i> 16: Becoming familiar with print <i>Identifying letters is not enough!</i>
Learning Activities		
Sand/Water	Item #23	Incorporated into Item # 22 Nature/Science
Accessibility of materials	SPOD (1/3 of day)	1 hour of 3 hour observation
Materials vs Interaction	Focus on counting materials	Focus on USE of materials
Math	1 item	3 items
Interaction		
General Supervision	Item #29	Item eliminated; general supervision considered throughout E3
Individualized Teaching & Learning		New item (#29) More emphasis on matching teacher interactions with the children's abilities and interests to engage them!
Program Structure		
Schedule	Item #34	Item eliminated; incorporated into new item - Transitions and waiting times
Children with Disabilities	Item #37	Item eliminated; incorporated into other items

Subscale	ECERS-R	ECERS-3
1. Space & Furnishings	4.96	3.51
2. Personal Care Routines	3.83	3.63
3. Language Reasoning (E-R) Language & Literacy (E-3)	5.50	3.29
4. Activities (E-R) Learning Activities (E-3)	5.37	2.67
5. Interaction	5.91	4.12
6. Program Structure	5.12	3.43
Total Score	5.19	3.32

Pennsylvania Comparison Study