

Each of these six components is elaborated in more detail in *Scholarship Assessed* and has been further operationalized by others (Bernstein et al., 2010). A sample rubric is below; though many exist to draw from.

**Figure 2: Rubric for Assessing Teaching as Scholarly Activity (from Bernstein)**

<b>Components</b>	<b>Entry into teaching</b>	<b>Basic Skill</b>	<b>Professional</b>	<b>Advanced</b>
Goals of the course or other learning activity	Course/activity goals are absent, unclear, or inappropriate.	Course/activity goals are well articulated and appropriate to the course and to the curriculum.	Course/activity goals identify intellectually challenging and enduring targets and/or are especially well matched to students.	Course/activity goals identify levels of performance that represent excellence and are of interest to many stakeholders.
Preparation for the course or learning activity	Teacher is not adequately knowledgeable and/or has no background in teaching.	The teaching is based on prior scholarship in its area, including current content as well as pedagogical methods and conceptual frames.	The teacher's preparation includes broad synthesis of prior work in content as well as practice in pedagogical methods and conceptual frames.	The teacher acquires and integrates knowledge and skills drawn from the literature of multiple disciplines, both in content and pedagogy.
Methods used to conduct the teaching	No apparent rationale for teaching methods is used; there is no instructional design.	The work follows the conventions of teaching practices within its domain of discipline and institution.	The teaching takes full advantage of effective methods discussed within its discipline.	The work generates new practices that will enable others to improve or enhance their teaching.
Evidence gathered to demonstrate the impact of the teacher's work	There is no measure of student learning, or assessment methods do not match espoused goals.	There is evidence linking students' performance to espoused goals.	Student performances indicate that deep and/or broad learning is taking place.	The learning demonstrated is exemplary in either depth of learning and/or in breadth of students' success.
Communication of teaching results to others	The practice and results of teaching are kept private.	The teacher's work and students' performances are publicly accessible for others to use, to build on, and to review critically.	The teacher's reflective work has been read and adjustments in practice have arisen through the public discourse.	The teacher's work has had an impact on the practices and inquiry of many others and has contributed to related conceptual frameworks.
Reflection on the teaching and its impact on student learning	The teacher provides no indication of having reflected on or learned from prior teaching.	The teacher articulates lessons learned from reflecting on prior teaching.	The teacher has examined the impact on students' performance within a conceptual framework and adjusted practices based on reflection.	Enhanced achievement of learning goals results from reflection on evidence within a conceptual framework, or the teacher revises the conceptual framework based on student learning outcomes.