**What is the Peer Observation Pool (POP)?**

The Peer Observation Pool (POP) is an informal structure for faculty to learn from each other by spending time in colleagues’ classrooms. It is not related in any way to faculty evaluation! As a POP member you are the observer and can observe faculty members of your choice (could be cohort members or not) with their approval. **They do not have to be current POP participants.** The POP cohort will consist of up to 6 faculty who will be sharing their experiences and how they are using what they observed to improve their own teaching.

**What are the required activities for POP members?**

* Participate in a POP kick-off session. Review purpose of POP and create expectations and resources for the observation process. Share your goals for participation in the POP and their relationship to SLOs and SLO assessments.
* Observe three faculty for at least an hour each, *at least one outside of your discipline.*
* Welcome other POP members into your classroom.
* Reflect on and write up your experience as a group during a POP Closing Activity in April or May 2018.
* Complete an evaluation of the experience documenting what you learned and have applied/will apply. You will be asked to specifically identify how you have improved your SLOs or SLO Assessments because of your POP participation.

**How much time will the POP take all together?**

* At least 2 meetings + 3 or more observations + any amount of reflection/communication

**Is this a paid activity?**

* There are stipends of $500 available, paid in May or June upon completion of all POP activities. POP cohorts will be asked to present their work to the campus at fall in-service after receiving their stipends.
* All faculty full time and part time/adjunct are welcome and encouraged to participate.

**What are the goals of the POP?**

* Develop a culture of sustained improvement of SLOs and SLO Assessments
* Share effective teaching practices with POP cohort and the college as a whole
* Develop reflective skills as a cornerstone of teaching
* Spark future inquiry and implementation within and across disciplines
* Increase culture of collaboration within and across disciplines
* Increase understanding of student and teacher experiences beyond our own courses

**FAQ:**

* I teach a class in the evening, a lab, hybrid, or online course. Can I still do it? YES!
* I don’t have time to pop in this semester. Can I open my door to POP members anyway? YES!
* If I’m an adjunct can I participate? YES!

**Questions or Concerns?** Contact Lindsay Laney laneyl@yosemite.edu or Adrienne Seegers [seegersa@yosemite.edu](mailto:seegersa@yosemite.edu).

**Testimonials from Berkeley City College (BCC) POP participants** (We are tailoring many of BCC’s Teaching Learning and Community activities to our campus.)

“I have met more teachers here at BCC through the POP program than I have in several years of teaching here!”

 “As a part-time, new, evening instructor it is a little hard to feel part of the school or that I have much to offer to other instructors. POP was wonderful in giving me a way to be involved in the school, meet people, see different students, and get a better sense of the mission of BCC and everything that goes on here.”

“I was able to get a sense of new things I can try in the classroom, and also a sense of some class room management strategies that seem successful for the teachers I observed.”

“The POP culture should spread at BCC and become a celebration of what it is to be part of a learning community.”