



National Network of Common Core Specialists

# User Guide

PEPPER

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# User Guide



Public Consulting Group  
148 State Street  
Boston, MA 02109

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## **I. Welcome to Pepper**

We welcome you to the Pepper community! You are now part of a vibrant and growing network of educators dedicated to effective implementation of the Common Core State Standards.

We invite you to enjoy the convenience of 24/7 online access to an evolving series of relevant Common Core teacher professional development courses and resources as you learn with the collaborative support from other inspiring educators like you.

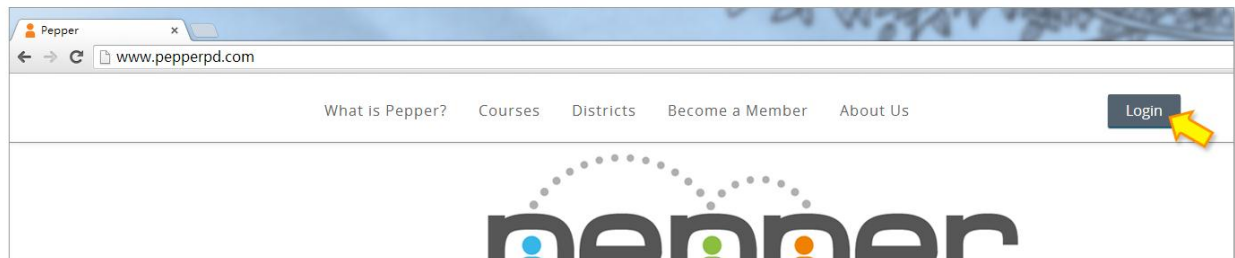
### **Benefits of Pepper**

- Evolving series of short, online courses designed to fit into busy schedules and build mastery of Common Core concepts in Mathematics and English Language Arts;
- Collaborative learning with peers through discussion groups and peer/mentor/coach review;
- Online portfolio management to track and share teacher and student work;
- Online journal to collect teacher reflections on Common Core ideas and practices;
- Provides an easy way to participate in professional collaboration;
- Tracks and organizes teachers' development of Common Core concepts;
- Gives detailed measurement of professional growth for personal or mentor review and accountability.

## II. Getting Started

### Logging into Pepper

Now that you have activated your Pepper account, you will be able to log back into the network anytime by using the Login button found on the top right of the [Pepper home page](#).

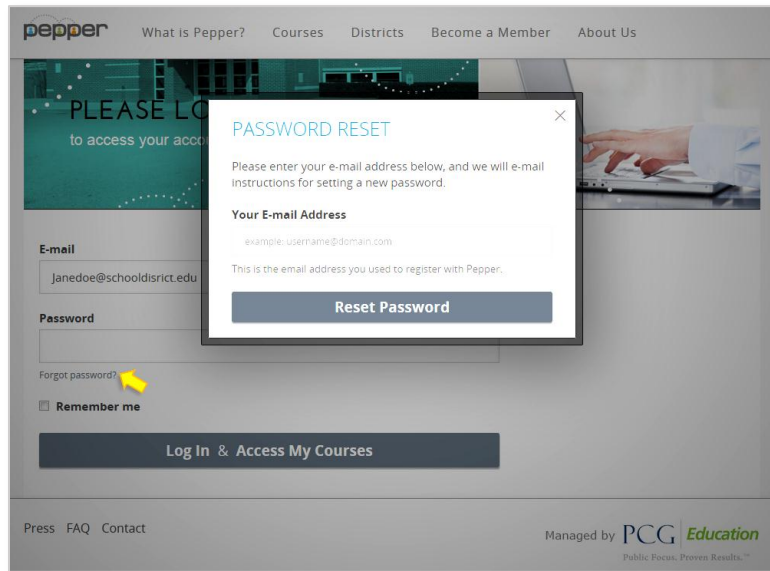


Please use your district email address and the password you designated during registration to log into Pepper. For convenience, you can also check the box next to “Remember me” to auto-fill these fields when logging in again.

A screenshot of the Pepper login page. The page features a header with the Pepper logo and navigation links. Below the header is a large banner with the text 'PLEASE LOG IN to access your account and courses' and an image of a person using a laptop. The login form includes fields for 'E-mail' (containing 'Janedoe@schoolsdistrict.edu') and 'Password' (masked with dots). There is a 'Forgot password?' link and a 'Remember me' checkbox, which is checked and highlighted with a yellow arrow. A 'Log In & Access My Courses' button is at the bottom of the form. The footer contains links for 'Press', 'FAQ', and 'Contact', and a logo for 'PCG Education' with the tagline 'Public Focus. Proven Results.™'.

## Forgotten Password

If you have forgotten your Pepper password, we would be happy to send you a password reset link and instructions to your registered user email address. To reset your password, click the “[Forgot password?](#)” link and provide your e-mail address. If you do not receive the password reset email immediately after submitting, please check your spam or junk folder.



The screenshot shows the Pepper login interface. At the top, there is a navigation bar with links: "What is Pepper?", "Courses", "Districts", "Become a Member", and "About Us". The main content area has a large "PLEASE LOGIN" header. Below it, there are input fields for "E-mail" (containing "Janedoe@schooldistrict.edu") and "Password". A "Forgot password?" link is located below the password field, highlighted with a yellow arrow. Below the link is a "Remember me" checkbox. A large "Log In & Access My Courses" button is at the bottom of the login section. A modal window titled "PASSWORD RESET" is open in the center. It contains the text: "Please enter your e-mail address below, and we will e-mail instructions for setting a new password." Below this is a "Your E-mail Address" input field with a placeholder "example: username@domain.com" and a note "This is the email address you used to register with Pepper." At the bottom of the modal is a "Reset Password" button. The footer of the page includes "Press FAQ Contact" on the left and "Managed by PCC Education" with the tagline "Public Focus. Proven Results." on the right.

## User Dashboard

After logging into Pepper you will be taken to your personal dashboard page. (1), in your dashboard you can edit and maintain your profile information (2), access your current and completed PD courses and browse for new courses (3), access to all course resources libraries and (4), stay current with the latest news. You can get back to your dashboard at any time by clicking the home icon button with your username (5) located at the top right of the screen.

**pepper** Courses Access Resource Library People Course Credits

**5** Laura

**1** **Laura**

Name: Laura 3 Smith (edit)

User Photo (edit)

Email (edit)  
lhescock@pcgus.com

Reset Password

State: Alabama  
District: GingerPO001  
School: B School (edit)  
Grade Level: K, 2, 4, 6, 8 (edit)  
Major Subject Area: Science (edit)  
Change Number of Years Taught: 3 (edit)

**3** **THE BIG IDEA**  
keep up with the latest news & achievements of your network

Latest News **4**

**2** **CURRENT COURSES**

PCG Enrollment date - 2013-12-11

**pepper** **PEP101x User's Guide to Pepper**

View Portfolio View Course

Email Settings Unregister

## 1. User Profile

### Customizing Your Profile

The information that you provided during registration is already auto-filled in your dashboard's profile for your convenience. In addition to this registration information, you can add a personal photo and professional bio text to your profile by clicking the blue “(edit)” next to **User Photo** and **Bio**. We encourage you to use the Bio profile field to promote your specializations, accomplishments, and experience. If you do not wish to upload a personal photo, a default Pepper avatar will appear as your profile photo.

**Laura**

Name: Laura 3 Smith (edit)

User Photo (edit)

Email (edit)  
lhescock@pcgus.com

Reset Password

State: Alabama  
District: GingerPO001  
School: B School (edit)  
Grade Level: K, 2, 4, 6, 8 (edit)  
Major Subject Area: Science (edit)  
Change Number of Years Taught: 3 (edit)

Bio: (edit)

This is my 7th year of teaching. I am currently teaching 8th grade at School 31 in 123 High School District. I have also taught 7th and 6th grades and have ELL certification. I serve as the mathematics team lead for my grade and enjoy working closely with my team.

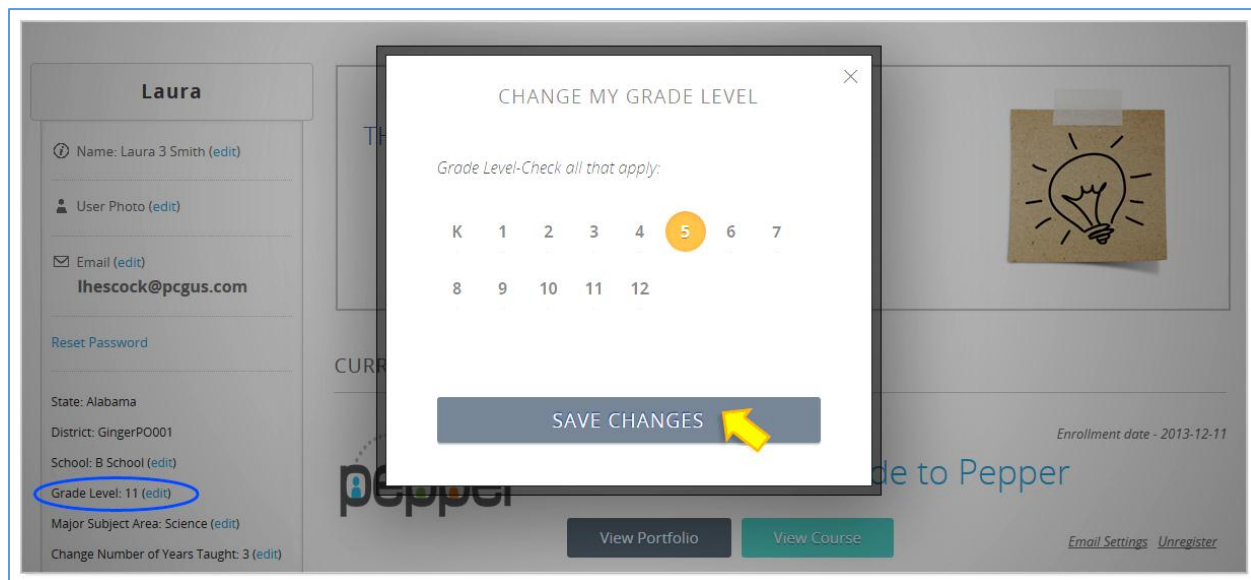
Maximum to 255 Characters -16

SAVE CHANGES



### ***Making changes to your information***

You can modify any of the editable fields by pressing the blue “(edit)” found next to the current information to open an edit pop up window. Once you have made the edits, select “[Save Changes](#),” this will close the edit window and the updated information will be shown on the profile.



## ***2. Course Display in Dashboard***

The first time you log into your Pepper dashboard you will see that you have already been registered for our introductory course “[User’s Guide to Pepper](#)”. We strongly encourage you to start take this course prior to beginning other courses in Pepper. To begin the introductory course simply press the turquoise “[View Course](#)” button under the course title. The Pepper course will walk you through the basic navigation and introduce you to the various learning tools that you will experience throughout all of the courses.

pepper Courses Access Resource Library People Course Credits Laura

**Laura**

Name: Laura 3 Smith (edit)

User Photo (edit)

Email (edit) lhescoc@pcgus.com

Reset Password

State: Alabama

District: GingerPO001

School: B School (edit)

Grade Level: 5 (edit)

Major Subject Area: Science (edit)

Change Number of Years Taught: 3 (edit)

**THE BIG IDEA**  
keep up with the latest news & achievements of your network

Latest News

**CURRENT COURSES**

pepper PCG Enrollment date - 2013-12-11

**PEP101x User's Guide to Pepper**

View Portfolio View Course

Email Settings Unregister

In addition you will be directed to browse the course library and find a professional development course you would like to start. Pepper offers an evolving series of courses, so you will want to check the course directory often for new releases. The Pepper course directory is always available on your dashboard by clicking “[Courses](#)” on the top heading.

pepper Courses Access Resource Library People Course Credits Dashboard

**PROFESSIONAL DEVELOPMENT COURSES**  
to become a specialist in Common Core

**NEW** PEP101x User's Guide to Pepper

This short and interactive course is designed to help you explore the Pepper learning experience. This is a perfect overview to take before you start other courses in Pepper.

AUTHORS: A. Coffman, L. Hescock • PCG

Learn More

**NEW** ELA101x Balancing Informational & Literary Texts (K-5)

This course supports K-5 teachers in implementing a key instructional shift outlined by the Common Core: ensuring a 50-50 balance in the use of informational and literacy texts to provide young readers with access to increasingly complex and content-rich readings.



AUTHORS: S. Feldman, S. Eng • WestEd

Learn More

In the course directory you will find a series of self-paced PD courses in English Language Arts and Mathematics. You can review a detailed description of each course by clicking on the “[Learn More](#)” button.

Once you find a course you are interested in taking, simply press the “[Sign Up & Start Course](#)” button.

**COURSE DETAIL**



**BALANCING INFORMATIONAL & LITERARY TEXTS (K-5)**

This course supports K-5 teachers in implementing a key instructional shift outlined by the Common Core: ensuring a 50-50 balance in the use of informational and literacy texts to provide young readers with access to increasingly complex and content-rich readings.

**ABOUT THIS COURSE**

In this course, participants will develop strategies to strengthen and balance your use of informational and literary texts, including:

- using thinkalouds to model comprehension strategies for both types of texts
- considering important factors when selecting instructional texts across various genres, including text complexity
- identifying key text structures and text features for explicit instruction in both informational and literary texts


Course code:	<b>ELA101x</b>
Course Release:	<b>Jan 12, 2014</b>
Estimated effort:	<b>10 hours</b>

**Suggested Prerequisites:**  
It is strongly recommended that participants in this online course are current classroom teachers or have access to students in order to be able to implement the practicum assignments developed as part of the session activities.

[Sign Up & Start Course](#)

The course selected will immediately appear in your dashboard. From the dashboard, use the “[View Course](#)” button to open the course and begin.

If you wish to remove the course from your dashboard you can unregister by clicking the grey italic “[unregister](#)” link.

 Courses Access Resource Library People Course Credits

**Laura**

Name: Laura 3 Smith (edit)

User Photo (edit)


Email (edit)  
lhescok@pcgus.com

[Reset Password](#)


State: Alabama  
District: GingerPO001  
School: B School (edit)  
Grade Level: 5 (edit)  
Major Subject Area: Science (edit)  
Change Number of Years Taught: 3 (edit)

**THE BIG IDEA**  
keep up with the latest news & achievements of your network

[Latest News](#)



**CURRENT COURSES**



**WestEd**  
**ELA101x Balancing Informational & Literary Texts (K-5)**

[View Portfolio](#) [View Course](#)

Enrollment date - 2013-12-17  
[Email Settings](#) [Unregister](#)

\* Please note this action will delete any coursework you have completed in this course. You should only unregister for a course if you mistakenly selected the wrong course.

You have access to all courses in the Pepper series and can take as many courses as you wish. These courses are not timed and you will remain registered for all courses you place in your dashboard. Once you have completed a course in its entirety, the course will move down to the “[Completed Courses](#)” area of your dashboard. This is a nice way to archive past coursework and accomplishments and for others to see your progress!

As you participate in each course, you will be creating a portfolio of work and reflections. This portfolio will be a valuable and powerful tool for you to use as a reference to and promotion of your accomplishments and content reflections. The portfolio is accessible from the dashboard by selecting the “[View Portfolio](#)” button. There is a detailed description and step-by-step user guide for Portfolios in V – Course Portfolios.

### **3. Access to Resource Library**

Each course in the Pepper series offers a unique course library of instructional resources for your use. We encourage you to continue to use and reference these resources even after you have completed a course. The Resource Library in your dashboard will link you to **all** of the individual course libraries as well as additional resources for you to explore and utilize in your instruction.

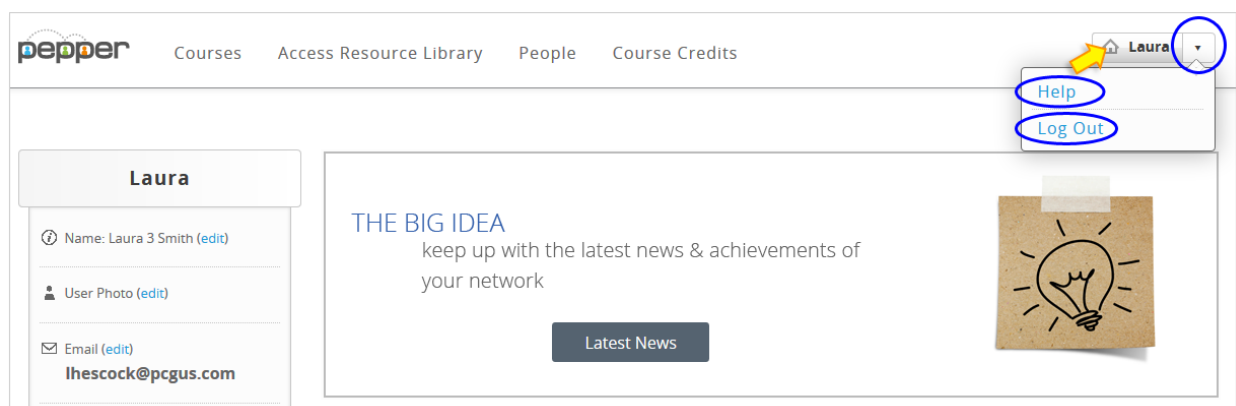
### **4. The Big Idea – Keeping up with the Latest News**

There is always something new going on in the Pepper community! Get inspired with peer success stories and stay informed on upcoming opportunities.

### **5. User Name and Help**

The home icon and user name button found on the top right of the screen will allow you to:

1. Access your dashboard by pressing your username as shown in the red circle.
2. Use the down triangle to open the “[Log Out](#)” and “[Help](#)” buttons as shown in the blue circles.



### III. Overview of Course Structure

#### Timelines, Expectations and Grading

We believe the best understanding of what works in the classroom comes from teachers learning together. The self-paced courses in Pepper allow you to work at the speed and schedule that best suits your needs as you apply and collaborate with peers on new strategies to help students meet the Common Core. The courses are designed to include meaningful online learning activities and practical tasks that support application in the classroom.

You can begin a course at any time, continue at your own pace, and simply log back on to continue where you left off.

As a participant you must go through the course and carefully review reading materials, videos, and audio content as well as participate in scored activities to promote knowledge acquisition and practical application (including self-assessments, quizzes, reflections, and tasks/practicums).

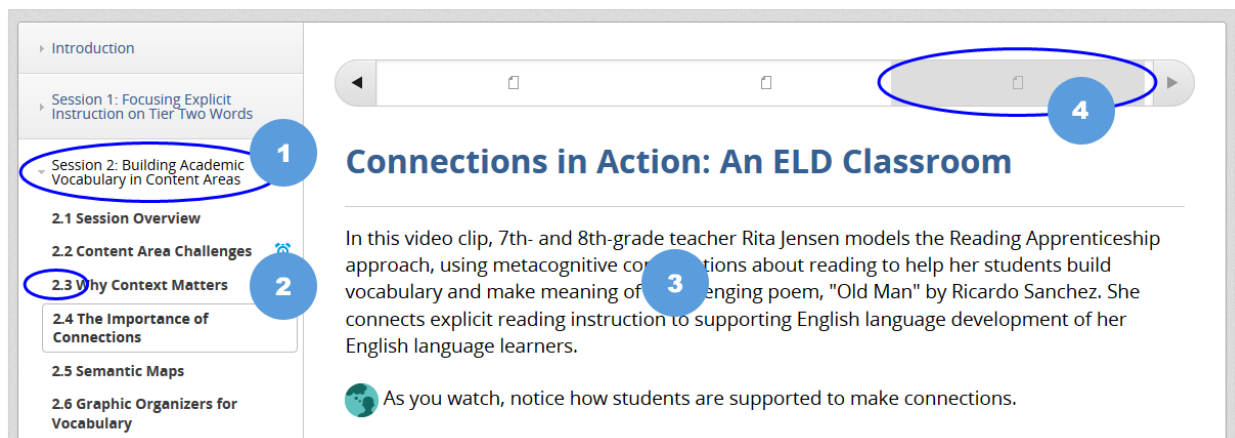


What you take away from each course depends on your engagement with the content and ability to reflect and apply on your learning to make professional decisions. Users are expected to fully participate in all course activities and contribute to course discussions, and achieve a minimum score of 85% of completed tasks to demonstrate course mastery and obtain a course completion certificate.

## Course Organization

The screenshot below shows the course organization. Course content is organized on the left side menu into multiple sessions (1) to help you digest material and promote a self-paced learning approach. These sessions are further broken down into individual sub-sessions (2) with specific pages or units for each (3). The accordion (4) at the top of the screen indicates the page/unit being displayed.

**Session → Sub-Session → Section Pages/Units**



## Overview of Key Course Components

Course content includes self-paced reading material, videos, audio, and downloadable templates and documentation. Additionally, courses are made up of several interactive components to facilitate the analysis and practical application of material and support instructional planning. The course elements may include self-assessments/surveys, reflections (journal entries), quizzes, tasks and/or practicum activities.

Sections containing these types of interactive scored activities are required and will be marked with the following alarm clock icon: 🕒.



**My Course** Course Discussion My Progress Resource Library People My Course Portfolio

- Introduction
- Session 1: Focusing Explicit Instruction on Tier Two Words
- Session 2: Building Academic Vocabulary in Content Areas
- Session 3: Independent Learning and Retention of New Vocabulary
  - 3.1 Session Overview
  - 3.2 Cultivating Independent Vocabulary Strategies

## Reflection Journal: Applying the Strategies

Take a moment to synthesize and apply the most relevant ideas from the session activities. This is your opportunity to articulate key concepts you've learned and to think about implications for your own practice regarding:

- the use of cloze passages (and other instruction on context clues)

All courses include a specific course resource library with relevant and useful reference materials. To access the resource library for the course, click the “[Resource Library](#)” tab on the course navigation menu at the top of the page.

**My Course** Course Discussion My Progress **Resource Library** People My Course Portfolio

The course resource library displays specific resources by session.

### Session 1: Focusing Explicit Instruction on Tier Two Words

- Word** Lesson Template for Tier Two Word - This vocabulary lesson template cues for the use of student-friendly definitions and multiple exposures to word meaning in context. You can use this guidance to plan a thoughtful introduction to a tier two word.
- PDF** Providing Evidence of Understanding: Prompts for Students - Using these examples as a guide, you can generate sentence starters that prompt student to show their comprehension of vocabulary and generate student-friendly definitions.
- PDF** Which Words Do I Teach and How? - This excerpt from David Liben's "The Significance of Vocabulary in the Common Core State Standards for ELA/Literacy" provides more detail and rationale on the use of three vocabulary tiers to make informed choices on vocabulary instruction.
- Word** Sample 8th-Grade Lesson Plan: Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself - This exemplar of a two-day lesson plan provided by Achieve the Core includes vocabulary tasks and a template for embedding definitions of tier three words aligned to a cluster of Common Core standards. Adapt the template to use with other texts. You can also register for free and scan the website <http://achievethecore.org/> for more lesson plans.
- URL** Doing it Differently: Tips for Teaching Vocabulary - In this Edutopia blog, Rebecca Alber applies the three tiers to selecting words for instruction and describes Marzano's six steps to teaching vocabulary.
- URL** COBUILD Dictionary - This free online dictionary uses an explanatory approach to providing definitions. The COBUILD English Language Dictionary (1995) explains words in a natural English by attempting to produce explanations of the word's use in ordinary English. These definitions may help in providing more contextual usage and can be adapted to help you generate student-friendly explanations of vocabulary words.
- URL** Shahi - This website provides photographs and a written definition of the word of your choice. Use this to help students develop student-friendly definitions.

### Session 2: Building Academic Vocabulary in Content Areas

- Video** Vocabulary Paint Chips - This Teaching Channel video shows how one high school teacher uses paint chips to cluster word families and synonyms. This activity could be adapted to show nuances in word meaning, or connotations.

## IV. Types of Exercises and Assignments

### Quizzes


Quizzes emphasize key learning components in the course and allow you to check for understanding. You must get the answer correct to obtain a score of “1” on each question. To see if you answered the question correctly, click the “[Submit](#)” button.

A red “**X**” indicates an incorrect answer; a green checkmark shows that the question has been answered correctly.

QUESTION 1 (1 point possible)

According to the expert interviews, how should teachers decide which vocabulary words to explicitly teach to students?

- ☐ a) Select words that are students will see frequently in academic texts or that have the most impact on understanding the author's intended meaning.
- ☒ b) Pick the five most challenging words in the passage and pre-teach them so that students will not struggle to understand them in the reading.
- ☐ c) Focus only on the words in the passage that are specific to the subject area matter being studied and use the text to teach that content.

[Submit](#) 

☒ b) Pick the five most challenging words in the passage and pre-teach them so that students will not struggle to understand them in the reading. **X**

☐ a) Select words that are students will see frequently in academic texts or that have the most impact on understanding the author's intended meaning. **✓**

After clicking the “[Submit](#)” button, additional information may be provided in the form of feedback.



### FEEDBACK

Yes, you are correct. Tier two words should be a priority for vocabulary instruction they are most frequently encountered in academic texts and are not necessarily defined within the text. Tier two words are often important for understanding the author's intended meaning as well.

A “[Reset](#)” button allows you to clear all selected answer choices and try the question again, a “[Show Answer\(s\)](#)” button shows the correct answer(s). Note: reset and show answer buttons are available where applicable and will not appear until after the “[Submit](#)” button has been clicked.

Submit

Reset

Show Answer(s)

Quizzes may be made up of different question types, including multiple choice with one correct answer choice, multiple choice with more than one correct answer choice (check all that apply), true/false, text response, and/or drag and drop (matching) items. Multiple choice, true/false and text response questions are described below. Matching/drag and drop items are described in the subsection that follows.

### ***Multiple Choice Using Radio Button and True/False: Select Only ONE Choice***

Whether a question used the multiple choice or true/false format, check the one radio button that corresponds to your answer.

#### QUESTION 2 (1 point possible)

How many decimeters are in 15 centimeters?

- ☐ ☐ a) 150 dm  
☐ b) 1.5 dm  
☐ c) 0.15 dm  
☐ d) none of these

Submit

According to the article, justification is important because it allows students to observe how a rule applies across various cases.

- ☐ ☐ TRUE  
☐ FALSE

Submit

### ***Multiple Choice Using Checkbox: Select MORE than One Choice***

Check all that apply. Note: users must to select all correct answers for the response to be considered correct (no partial points available).

3. When hurricanes come ashore, large waves and strong winds damage buildings, cars, and trees.  
Check all that apply.

- ☐ ☒ Sequence or Chronology  
☐ Problem-Solution  
☒ Compare-Contrast  
☐ Cause-Effect  
☐ Description

Submit

### ***Text Response***

Typically used in cases with one correct answer, the text response requires you to type your answer in the provided box.

1. What is the capital of France?

(1 point possible)


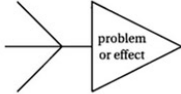
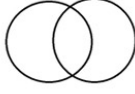


Submit

## Matching/Drag and Drop

This feature allows you to drag and drop answers to a corresponding item. Matching/drag and drop questions may be an element within a quiz or may be found as stand-alone activities within a course. To drag each item to the appropriate box, click the item and drag it to the green box, then unclick to release. You may need to scroll to find all possible answer choices.

DRAG AND DROP ACTIVITY (1 point possible)

 Description	<ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li><li>4. _____</li></ol> Sequence or Chronology	 Cause and Effect	 Compare-Contrast <sup>1/2</sup>
<div>Drag Item and Drop it here.</div>	<div>Drag Item and Drop it here.</div>	<div>Drag Item and Drop it here.</div>	<div>Drag Item and Drop it here.</div>
<div><div>◀</div><div>first, next, then, before, after, following, later, afterward</div><div>▶</div></div> <div><div>◀</div><div>because of, therefore, if...then, so that, when...then, leads to</div><div>▶</div></div> <div><div>◀</div><div>different from, same as, however, both, but, similarly, like, unlike</div><div>▶</div></div> <div><div>◀</div><div>for example, appears to be, as in, such as, looks like, on top of</div><div>▶</div></div>			
<div>Submit</div>			

## Self-Assessment/Surveys

At the beginning of a course you may participate in self-assessments or interactive surveys to gain an understanding of your current comfort level with course content and assess your level of knowledge as it relates to the focus of the course. The surveys will be presented in multiple choice format and will involve a rating scale to help you evaluate yourself on the specified criteria. You will be asked to complete the same self-assessment/survey at the end of a course. A comparison table/graphic may be presented to help you reflect on learning and progress.



**Example of Comparison:** *How well do you think you understand the meaning of each of the Standards for Mathematical Practice?*

## Reflections

Reflections are used throughout a course to provide opportunities for analysis, allowing you to document short, reflective responses to course content, key concepts, and practical exercises. Submitted reflection entries will be compiled in the portfolio and will be shown by session.

1. To submit a reflection, type an answer in the yellow space provided and click the “[Submit](#)” button.

### Step 1

Something that I learned to do better in teaching about text structure from this session...

Response

**B I U ABC** Font Family Font Size

**<Type text here>**

Submit

2. You will then be prompted to answer if you are ready to send this entry to your portfolio. A selection of “Yes” and “Enter” will apply a score of one point to your task and promote the submission to your portfolio, “No” and “Enter” will leave the task unscored and the item will remain uncompleted.

### Step 2

Is your response ready to send to your portfolio?

☐ No

☐ Yes

Enter

## Tasks/Practicums

Task and Practicum activities are an essential part of each course and provide opportunities for practical application of knowledge. These key course elements usually involve downloading an activity template, reading articles, and/or watching videos and then working on a particular task. Participants will be asked to complete the assignment, document results of the activity in the required template, and upload the file(s) to be stored in their portfolio as a compilation of coursework. Some activities may also involve collaboration with others, student work, and/or acquiring feedback from peers or mentors.

Follow these instructions to submit the required task/practicum activity template:

1. Click “Choose File” and select the file to attach.

**Step 1**

Upload Your Practicum

In this practicum assignment, you selected tier two words and developed student-friendly definitions.

Response

Choose File No file chosen

Submit

2. When a message notifies you that the file has been uploaded successfully, click “OK.” The name of the uploaded document will be displayed and will be available for download or removal. **You must click “Submit” to continue the submission process.**

**Step 2**

The file is uploaded successfully.

OK

ELA\_K5\_ILT\_Session1\_Practicum\_Thinkaloud.doc | Download | Remove

Choose File ELA\_K5\_ILT\_S...nkaloud.doc

Submit

3. When prompted to answer if you are ready to send to your portfolio, click “Yes” and hit “Enter” to submit the assignment to your portfolio and obtain a completed score for this activity.

**Step 3**

Is your response ready to send to your portfolio?

☐ No

☒ Yes

Enter

You can always remove the original document and upload a new file by clicking the “[Edit](#)” button and then selecting “[Remove](#).” Repeat the process documented above to upload a new file.

## Hover

The Hover function allows users to put their mouse on an item that displays a pop-up box with information. In the example shown below, the user has placed the mouse over the word “cumulative” and a text box appears providing additional information.

Check out this example from an economics class. Hover over the highlighted words to see how these words may benefit from additional instruction in other vocabulary strategies.

NOUN	VERB	ADJECTIVE	ADVERB
accumulation	accumulate	cumulative	cumulatively
austerity		austere	
bond			
boom	boom	booming	
capital	capitalize		
capitalism		capitalist	
capitalist			
computation	compute	computational	computationally
conspicuousness		conspicuous	conspicuously

Notice that prefixes mean that words in the same family may start with different letters. Once the suffixes (-ate) and (-tive) are identified, students can brainstorm other verbs and adjectives with those suffixes.

## V. Course Portfolios

As you participate in Pepper courses and submit your reflection/journal entries, tasks, and assignments, you will be creating a course specific portfolio of key work to share with others. This personal portfolio will be a powerful tool for the organization of all your coursework for future reference and allows you to select portfolio elements you would like to make available for others to view for feedback and collaboration.

We believe that learning is social! Sharing your course portfolio – as well as viewing and collaborating on peers’ portfolios – is a great way to support each other, get inspired, share what you are doing, and creating a common conversation around the new standards.

### Accessing your Personal Course Portfolios

#### *Portfolio from Your Dashboard*

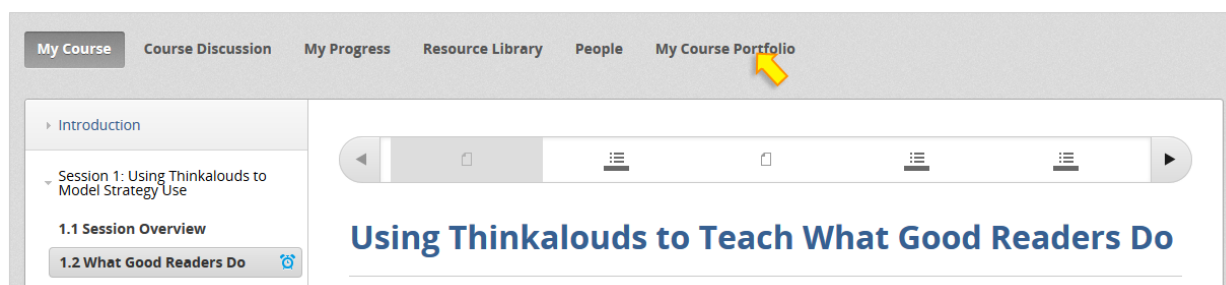
When you choose to sign-up and start a course in the course directory, the course will automatically appear in your dashboard along with two buttons, “[View Course](#)” which will take you to the course content bookmarked to the last page that you left, and “[View Portfolio](#)” which will take you directly to your course specific portfolio for that you are creating for that course.

The screenshot shows the Pepper dashboard for a user named Laura. The top navigation bar includes links for Courses, Access Resource Library, People, and Course Credits, along with a user profile dropdown for Laura. The dashboard is divided into two main sections. On the left is a profile card for Laura, containing fields for Name (Laura J Smith), User Photo, Email (lhescock@pcgus.com), Password, State (Alabama), District (GingerPO001), School (B School), Grade Level (5), Major Subject Area (Science), and Change Number of Years Taught (3). On the right is the main content area. It features a 'THE BIG IDEA' section with the text 'keep up with the latest news & achievements of your network' and a 'Latest News' button. Below this is the 'CURRENT COURSES' section, which displays a course titled 'ELA101x Balancing Informational & Literary Texts (K-5)' with an enrollment date of 2013-10-16. Two buttons, 'View Portfolio' and 'View Course', are shown below the course title, with a yellow arrow pointing to the 'View Portfolio' button. At the bottom right of the course section are links for 'Email Settings' and 'Unregister'.



## Portfolio From Within a Course

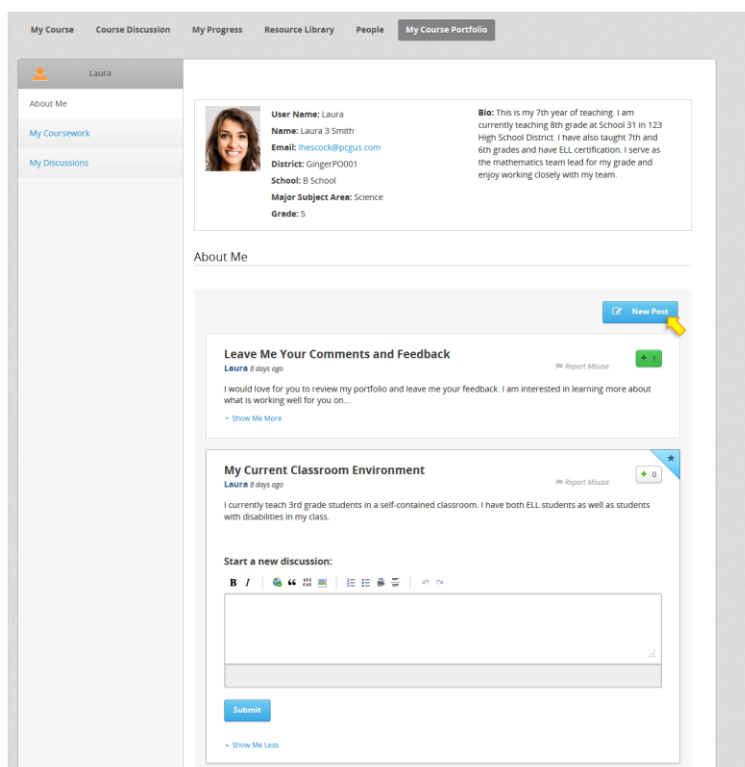
You can also navigate to your portfolio while inside the course itself by using the header “[My Course Portfolio](#).”



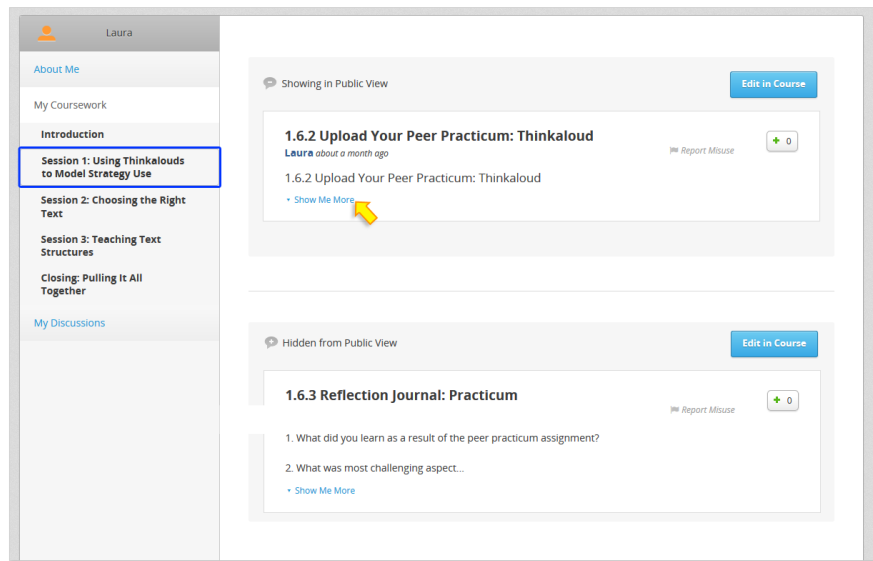
## Portfolio Organization

Your portfolio is divided into three categories in the left side menu:

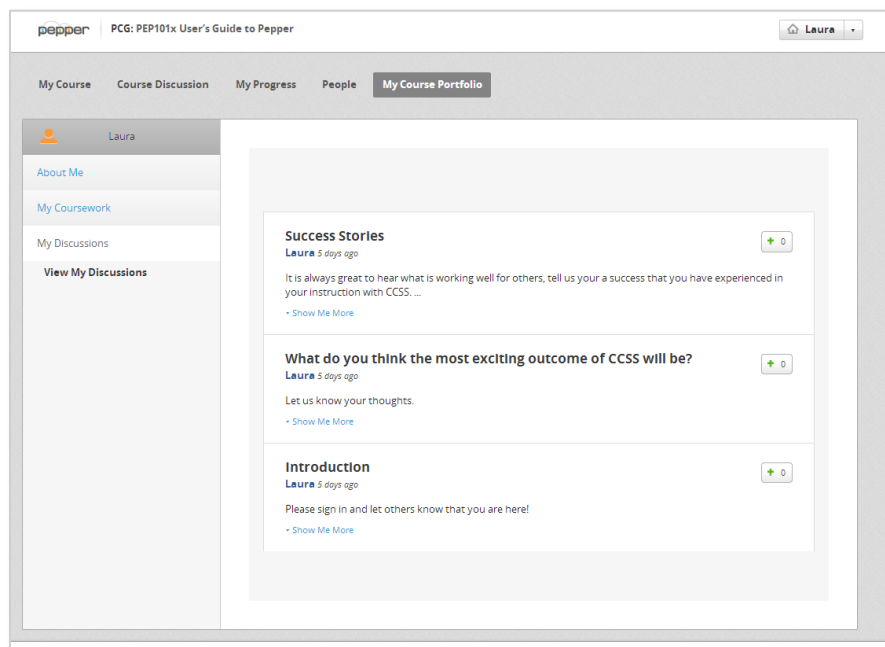
**1. About Me** - The About Me page serves as the introduction to your course portfolio. Your dashboard profile information and bio appear here and will offer others a snapshot of who you are and your experience. We encourage you to promote and introduce yourself in more detail to peers by using the blue “[New Post](#)” button to add a new personal post(s). This is a great way to introduce more course specific goals and details that you want to share with others before viewing your portfolio.



**2. My Coursework-** This category can be expanded by clicking the category “My Coursework” in the left menu to show a list of all course sessions. All your coursework submissions will be organized by session number and in the order they appear in the course. Please note that all available course sessions will be listed in the left side portfolio menu even if no items have been submitted yet.



**3. My Discussions-** This category shows all the discussion threads you have created or participated in for this course. This is a great way for you to invite others to the conversation and promote the topics that you are interested and engaged in.

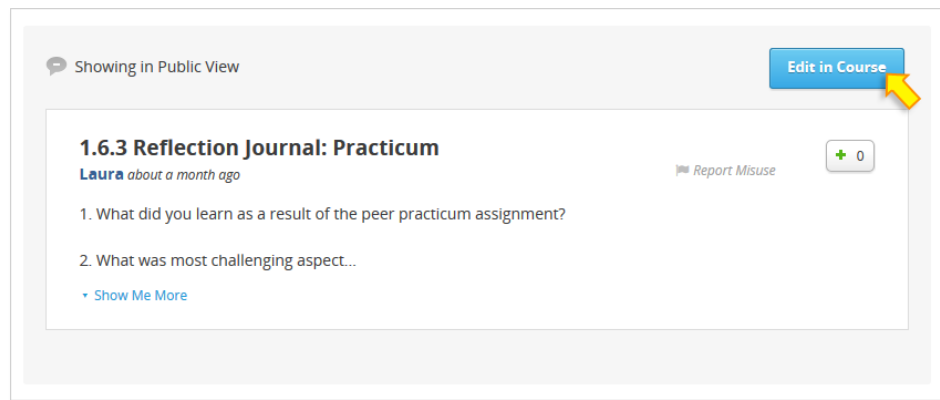


## Adding Content in Your Portfolio

As you complete and submit open responses (yellow open response boxes in the courseware) and sample work uploads within the course, these submitted elements will automatically appear in your portfolio under My Coursework.

## Editing the Content in your Portfolio

If you would like to edit your submitted responses you can do so at any time from the portfolio by selecting the “[Edit in Course](#)” button which will direct you back to the course content where you can make revisions. You will also be able to edit your responses directly in the course.





**Please note that it will be necessary to re-submit the edited response in the course to replace the existing response shown in the portfolio.**

## Sharing Your Portfolio with Others

As part of the Pepper network, you are in the company of other inspiring and impressive educators – just like you. All of our experiences, ideas, successes, and questions are valuable components to our own personal learning as well as the learning of others.



We encourage you to utilize your portfolio as a tool for collaboration, professional networking and support, and a platform for sharing your ideas. You have put a great deal of effort into your participation in the Pepper courses and your portfolio is a product of that effort and progression. All your portfolio elements will be accessible and sharable to others in the Pepper network by default until you designate them as “hidden.”

If you wish to make a portfolio element non-viewable to others, click the title “[Showing in Public View](#)” in the grey element box to change the status to “[Hidden from Public View](#).”

 Showing in Public View 



Edit in Course

### 1.6.3 Reflection Journal: Practicum

**Laura** about a month ago  Report Misuse  0



1. What did you learn as a result of the peer practicum assignment?
2. What was most challenging aspect...

[Show Me More](#)

 Hidden from Public View 

Edit in Course

### 1.6.3 Reflection Journal: Practicum


**Laura** about a month ago  Report Misuse  0

1. What did you learn as a result of the peer practicum assignment?
2. What was most challenging aspect...

[Show Me More](#)



## Collaborating with Others in Your Portfolio

All reflections and uploads you have submitted in the course will appear as a preview box on the page. To expand the preview to full view, click the blue “[Show Me More](#)” text.


 Showing in Public View

Edit in Course

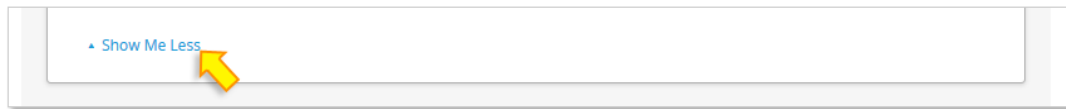
### 1.6.2 Upload Your Peer Practicum: Thinkaloud

**Laura** about a month ago  Report Misuse  0

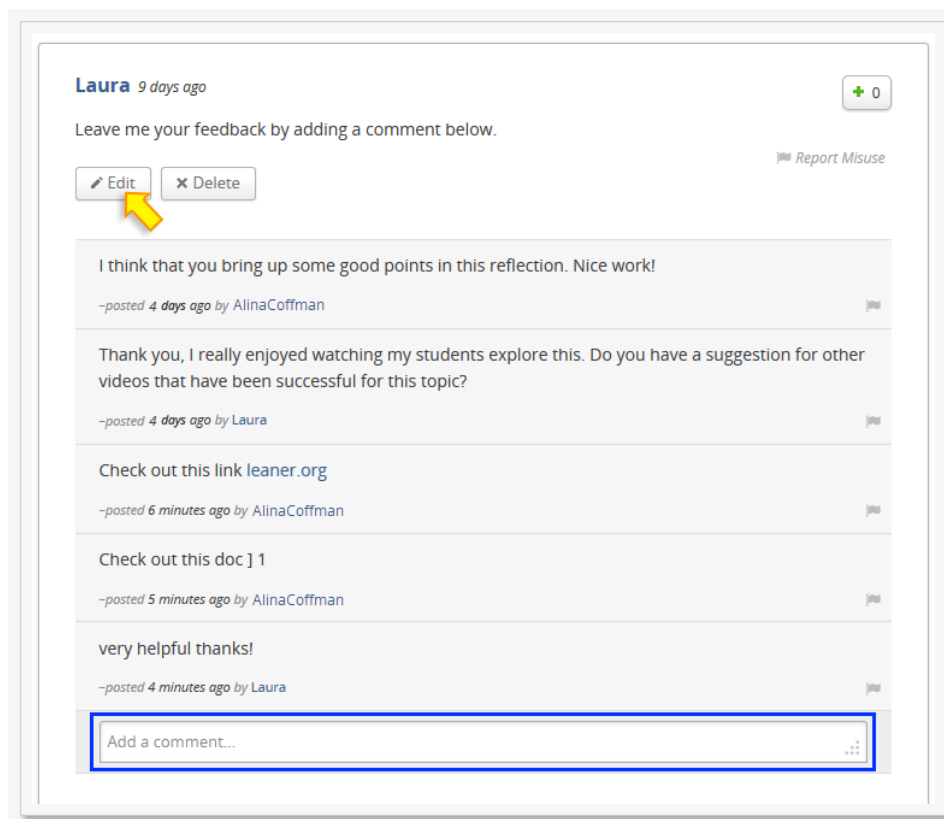
1.6.2 Upload Your Peer Practicum: Thinkaloud

[Show Me More](#) 

To collapse the expanded element back to preview frame mode, click the blue “[Show Me Less](#)” on the bottom left corner.



In the expanded view of the portfolio element, the full course prompt and personal response will be viewable. There is also a comment field for visitors to leave feedback. **Each portfolio element will have a pre-populated general discussion prompt asking for feedback, however portfolio owners can click “[Edit](#)” to revise the prompt and request specific feedback or obtain answers to questions they might have.**



Showing in Public View

Edit in Course

Element Title	<div>1.6.3 Reflection Journal: Practicum</div> <div>Laura about 2 hours ago</div> <div>Report Misuse</div> <div>+ 0</div>
Prompt from Course	<div>1.What did you learn as a result of the peer practicum assignment?</div> <div>2.What was most challenging aspect of this assignment and why?</div> <div>3.How satisfied are you thinkaloud? To what extent do you agree (or disagree) with the peer feedback?</div>
Portfolio owner's submitted course response to prompt	<div>Response</div> <div>I learned quite a bit from the peer practicum. What I found most interesting was how an overview of practical understanding could lead to such a targeted registration.</div> <div>What I found the most challenging is applying this effectively for all of my diverse learners.</div>
Feedback request prompt automatically generated for others to leave comments	<div> <div>Laura 20 minutes ago</div> <div>+ 0</div> <div>Leave me your feedback by adding a comment below.</div> <div>Report Misuse</div> <div>Edit Delete</div> <div>Add a comment...</div> </div> <div>Show Me Less</div>

## **VI. Get Social - Collaboration and Community**

### **Dashboard**

A public view of your dashboard will be accessible to others in the Pepper Network. We encourage you to use your dashboard to promote your experience and course accomplishments. This is where other Pepper users can learn more about you, see what courses you are participating in and access your course portfolio of work and reflections that you allow for sharing and collaboration. The public view of your dashboard will be identical to your personal view with the exception of the following:

- Other users will not be able to edit your information
- Other users will not be able to access your course or coursework directly

### **People - Finding Peers to Add to Your Network**

Pepper is a community of collaboration and sharing. We encourage you to network within the pepper community and interact with your nationwide peers, learn and share from experiences, and promote and support successes and ideas. You can search and filter for others in the Pepper community by using the “[People](#)” tab. The people search can be accessed from your dashboard and within a course.

pepper Courses Access Resource Library **People** Course Credits

**Laura**

Name: Laura 3 Smith (edit)

User Photo (edit)

Email (edit): lhescoc@pcgus.com

Reset Password

State: Alabama

District: GingerPO001

School: B School (edit)

Grade Level: 5 (edit)

Major Subject Area: Science (edit)

Change Number of Years Taught: 3 (edit)

**THE BIG IDEA**  
keep up with the latest news & achievements of your network

Latest News

**CURRENT COURSES**

WestEd  
Enrollment date - 2013-10-16

**ELA101x Balancing Informational & Literary Texts (K-5)**

View Portfolio View Course

Email Settings Unregister

pepper WestEd: ELA101x Balancing Informational & Literary Texts (K-5)

My Course Course Discussion My Progress Resource Library **People** My Course Portfolio

Introduction

0.1 Course Overview

0.2 Course Structure

0.3 Self-Assessment

0.4 Reflection Journal

Session 1: Using Thinkalouds to Model Strategy Use

Session 2: Choosing the Right Text

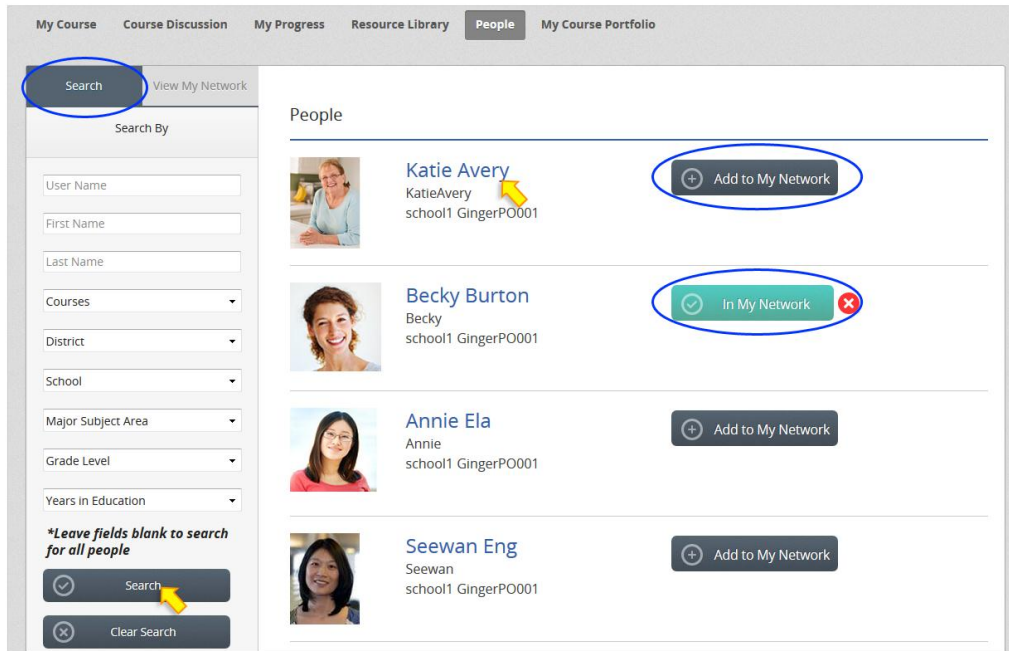
**Note About Course Content**

The content for this course was created by a team of WestEd staff and draws from a range of materials aligned to the Common Core and research-based literacy practices. In particular, the course content draws from the Institute of Education Sciences (IES)

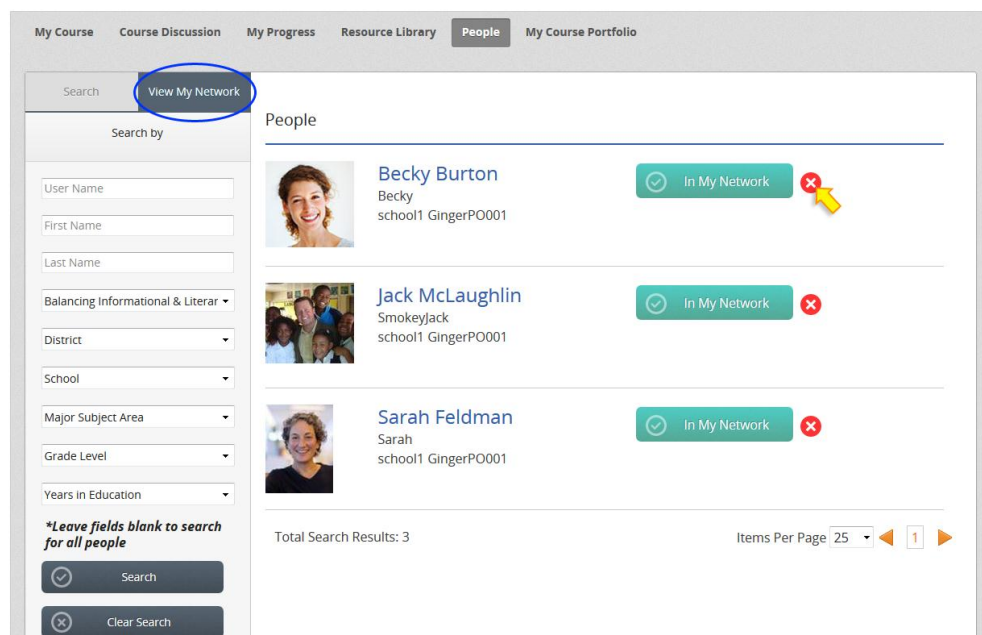
Improving Reading Comprehension in Kindergarten Through 3rd Grade

People search allows you to apply filters to narrow your results when searching for peers in specific areas such as grade level or subject matter expertise. You can also search the entire network without filters by clicking the blue “Search” button found at the bottom of the left side menu. The search results from your query will appear on the right side of the screen. By clicking the user’s name, you will be taken to that user’s personal dashboard, where you can learn more about their profile, see the courses they are participating in, and review and comment on the course portfolio they are sharing.





In addition you can also add a user to your personal network. This is a good way to place these peers and/or others you are mentoring on a list for quick reference so you do not have to search for them each time.




You will find all peers/mentors/coaches that you have added to your network in the “[View My Network](#)” tab in People. **Please note there will not be a notification sent to a user if you add them to your network. This is simply a way to bookmark them for future a quick find.** If you

wish to remove a peer from your network list, simply press the red “X” found to the right of the network status, which will change the status of this user on your personal view.

## Discussions

### Find a Discussion

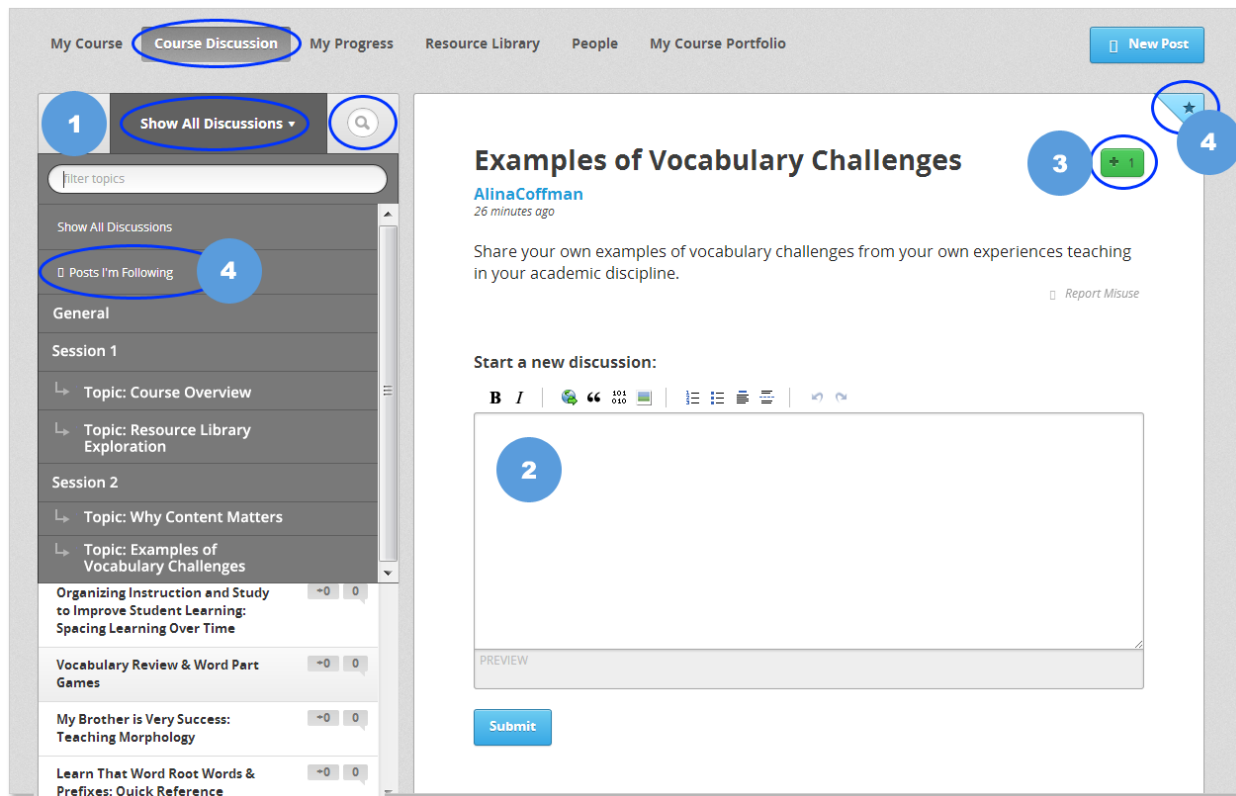
We want to hear what you have to say! Join in with the conversations that your peers are having throughout each course. You have access to all dialogues in the “Course Discussions” heading.

You can search for a specific topic by clicking on the magnifying  glass icon. Or, (1) search for discussions by course session or topic type by expanding the “[Show All Discussions](#)” menu.

By clicking on a title of a discussion, the right side screen will show the discussion thread. (2) Comment and contribute to the conversation by adding your thoughts into the text field and press submit.

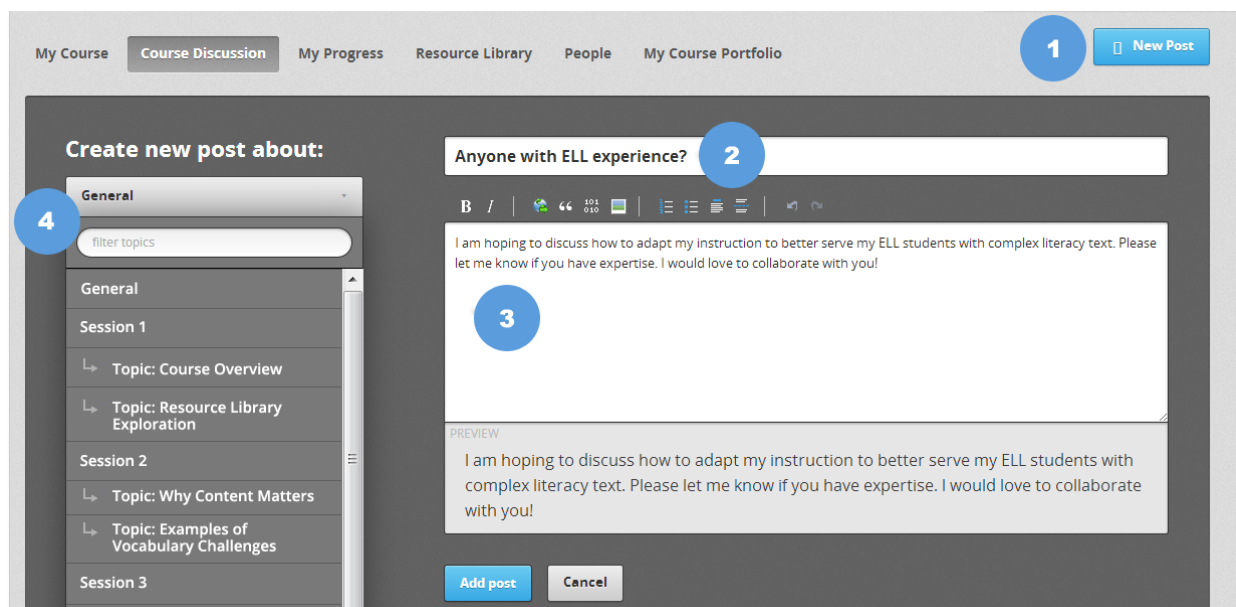
(3) You can give a post a positive review by clicking your positive vote on the number square. This is a great way to promote conversation and call them out to other’s attention.

(4) You can also tag a conversation as one you want to follow and quickly reference. Click the top right triangle with a star to tag. This will change the color to blue letting you know that this conversation is now marked and easily located for you in the “[Posts I’m Following](#)” category on discussions.



## Start a Discussion Topic

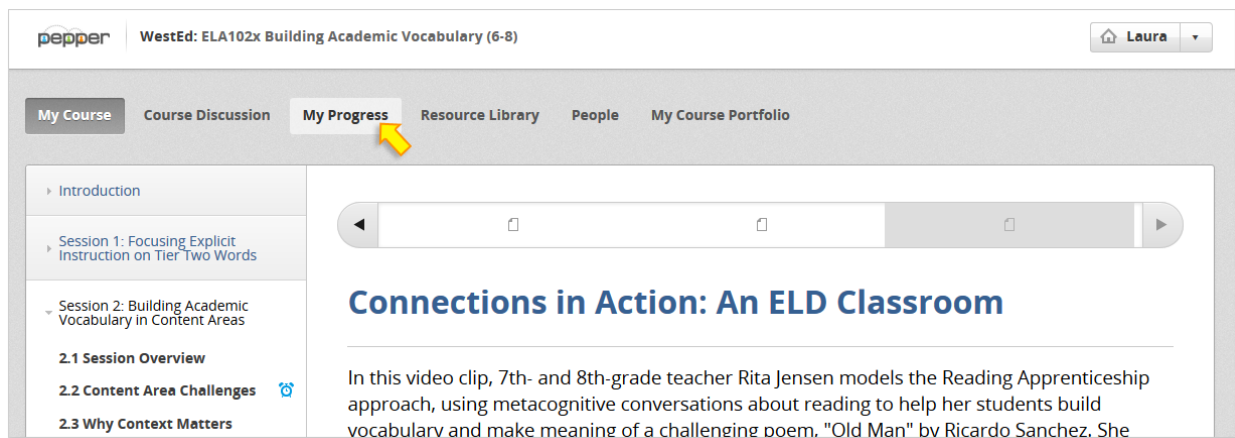
You can (1) start your own topic in a course or reach out to your peers with a question at any time by starting a new discussion topic by clicking the blue “New Post” button. This will open up a window (2) where you can create your topic title, (3) add a detailed comment or prompt, and (4) categorize the discussion. You can follow the discussions you create from “Course Discussions” as well as the “My Discussions” category in your course portfolio.



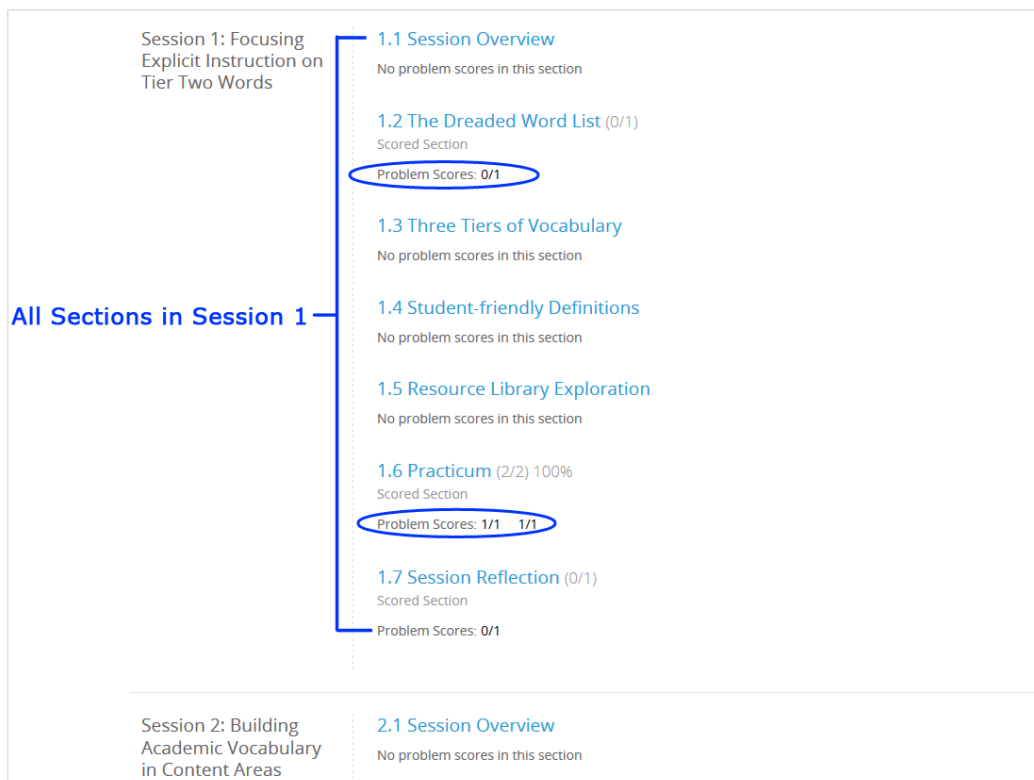
## VII. Tracking Progress and Completing a Course

### Course Progress

To review your progress in the course click on the “[My Progress](#)” tab found at the top of the course navigation menu.



The “[My Progress](#)” page provides an overview of all course content organized by session and outlines **scored and non-scored** activities per section. All of the sessions and sections within a course will appear, though not all sections will have scored tasks.



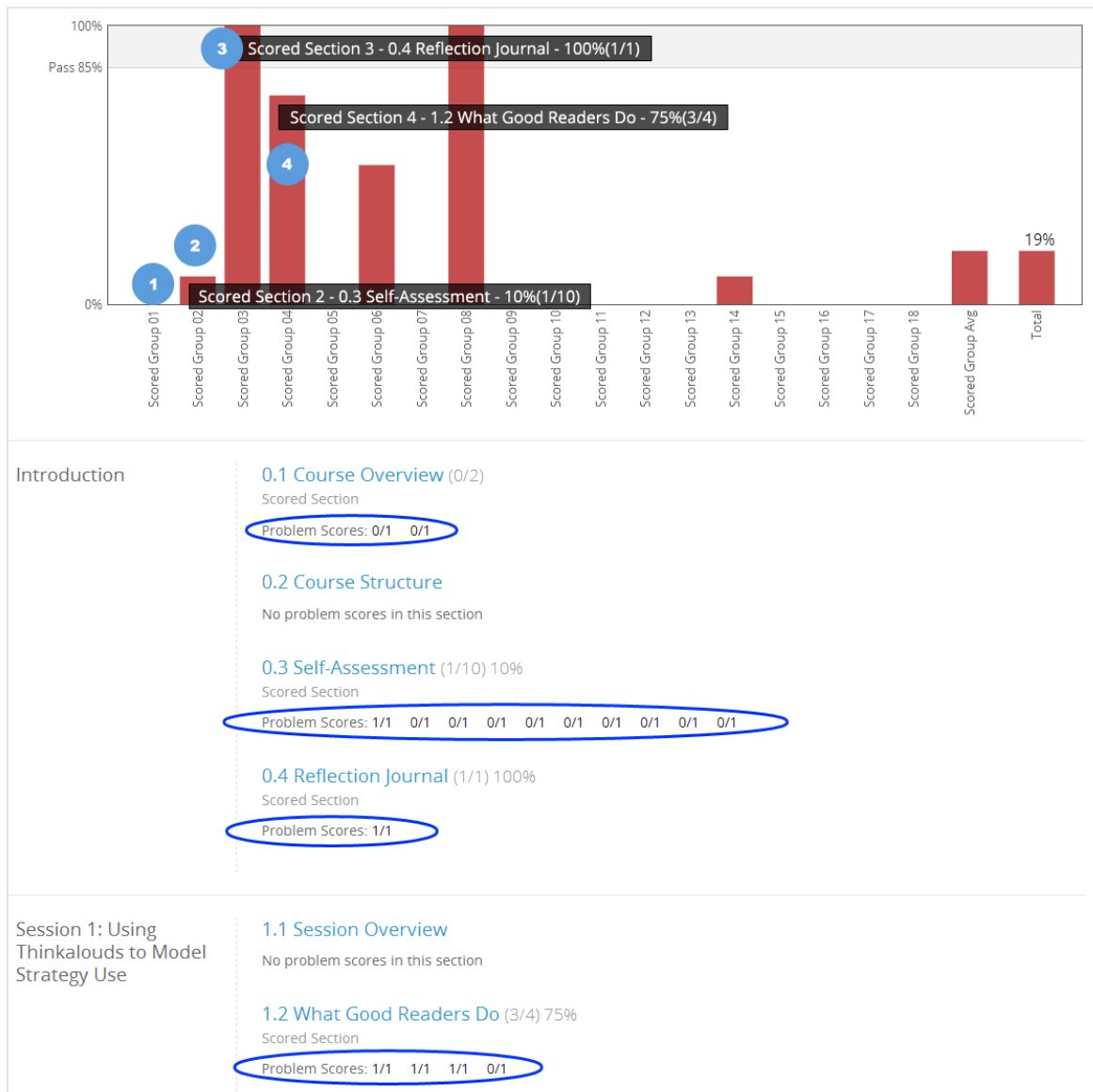
Scored tasks will be identified as containing “**Problem Scores**” while sections that do not include scored items will be shown containing “**No problem scores in this section.**”

This page also shows the points applied and scored on each required activity. Each required task is granted a score of 1/1 once submitted and marked as “**completed.**” Any required scored task in a course that has not been submitted and completed or is incorrect will appear as 0/1, until scored or corrected.

## Graphical Format

My Progress provides a quick view into course progression by showing the required activities in graphical format. Columns on the graph represent the scored activities for each section. Completing all of the required tasks per section will result in a red bar at 100%. Some sections may have only one scored item while other sections will have multiple scored elements.

For sections that contain more than one scored element, all items must be successfully completed to obtain a pass rate of 100% on that section. A user that completes 3 out of 4 items will receive 75%, 2 out of 4 items will result in 50%, for example.



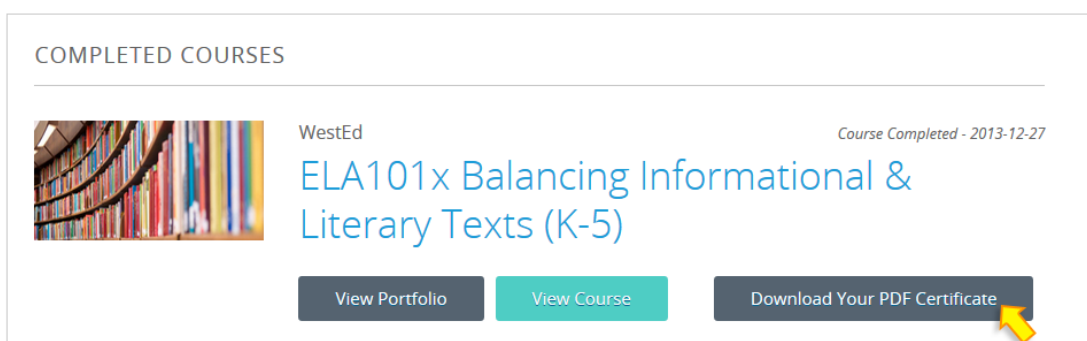
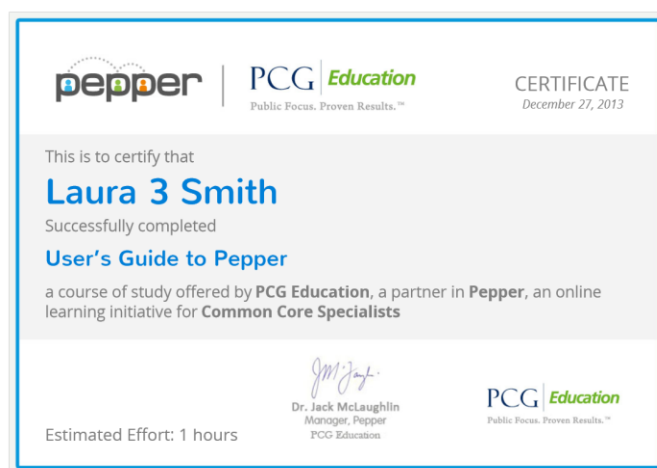
The graph above shows an example of a user's progress on specific scored activities.

1. 0% - No scored tasks have been submitted for this section yet.
2. 10% - The user has correctly answered and/or submitted 1 out of 10 required items and received a score of 1 but the remaining 9 items have not yet been submitted.
3. 100% - One out of one task correct and submitted for score of 100% for this section.
4. 75% - Only 3 out of 4 tasks for this section have been submitted or are correct.

As you work through a course, review your progress to make sure all items have been successfully completed and submitted. You can revisit quizzes and activities and update responses as necessary.

## Course Completion

Upon successful course completion users will earn a certificate of completion. Requirements for course completion include review of all course content, participation and completion of tasks and activities, and a pass rate of 85% or higher. The certificate of completion will be available by accessing the completed course from the dashboard.



## Course Credit

One professional development credit is available for each of the courses you complete (except the Pepper 101x course). To receive credit, use the **Course Credits** heading in your dashboard to download the course completion form and following the instructions for application.

