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Pepper Professional Learning Network

# User Guide

PEPPER

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# User Guide

V3

***To quickly find a topic in this document, hold down Control + F on your keyboard and enter a keyword.***



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# Table of Contents

I.	Welcome to Pepper.....	1
	Benefits of Pepper.....	1
II.	Getting Started.....	2
	Logging into Pepper .....	2
	Forgotten Password .....	3
	User Dashboard.....	3
	1. Dashboard Tabs .....	4
	2. User Profile .....	8
	3. Course Display in Dashboard .....	10
	4. Access to Resource Library .....	12
	5. User Name and Help.....	13
III.	Overview of Course Structure.....	14
	Timelines, Expectations and Grading.....	14
	Course Organization.....	15
	Overview of Key Course Components.....	15
IV.	Types of Exercises and Assignments .....	17
	Quizzes .....	17
	Matching/Drag and Drop .....	20
	Self-Assessment/Surveys .....	20
	Reflections.....	22
	Tasks/Practicums and Uploading Documents to Portfolio .....	22
	Hover .....	24
V.	Course Portfolios.....	25
	Accessing your Personal Course Portfolios .....	25
	Portfolio Organization .....	26
	Adding Content in Your Portfolio .....	27
	Editing the Content in your Portfolio.....	28
	Sharing Your Portfolio with Others.....	28
	Collaborating with Others in Your Portfolio.....	29
VI.	Get Social – Networking and Collaboration.....	32

Dashboard.....	32
Live Hangout.....	32
People - Finding Peers to Add to Your Network.....	33
Personal Messages.....	35
Discussions.....	36
Chunks.....	38
Viewing Notifications.....	40
VII. Pepper Communities.....	41
Finding a Community.....	41
Discussions.....	43
Posts.....	45
Content Collections.....	47
View other Members.....	48
Ask an Expert.....	49
Join Live Hangout!.....	50
Start Skype Call.....	51
Notifications.....	53
VIII. Tracking Progress and Completing a Course.....	54
Course Progress.....	54
Graphical Format.....	55
Course Completion.....	57
Course Credit.....	58
Tracking Time.....	59



## **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 College and Career Readiness Standards.

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

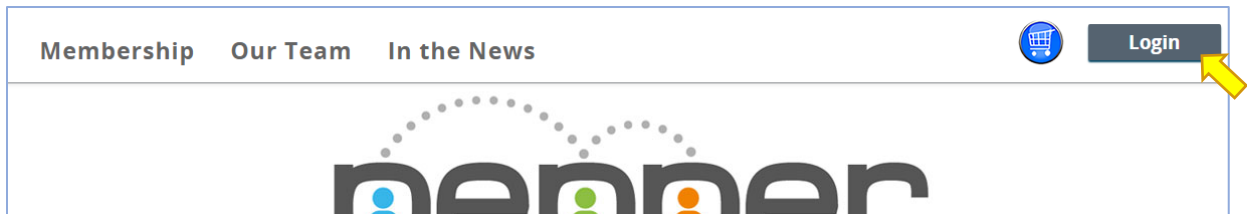
### **Benefits of Pepper**

- Evolving series of short, online courses designed to fit into busy schedules and build mastery of College and Career Readiness (CCR) 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 CCR ideas and practices;
- Provides an easy way to participate in professional collaboration;
- Tracks and organizes teachers' development of CCR concepts;
- Gives detailed measurement of professional growth for personal or mentor review and accountability.

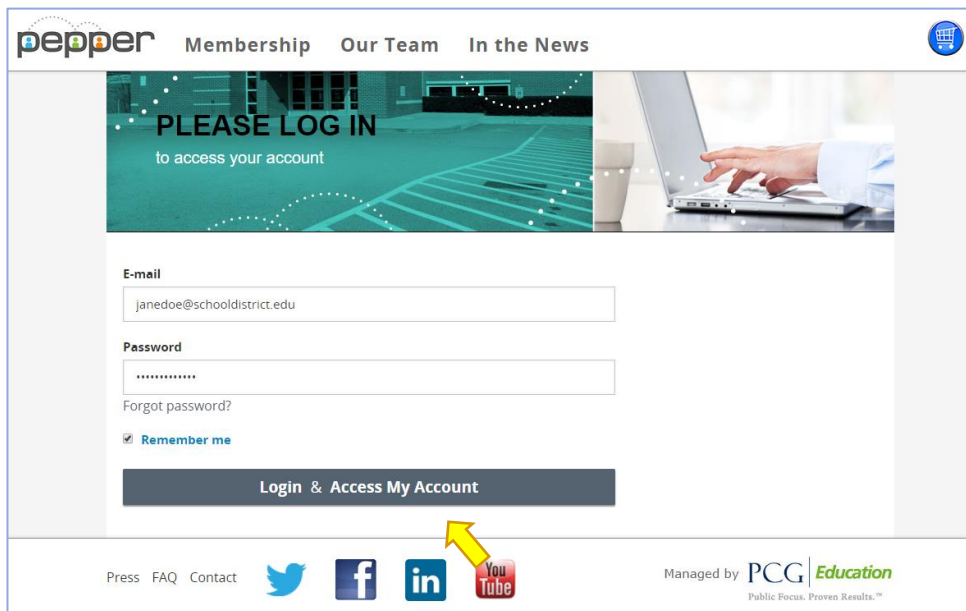
## II. Getting Started

### Logging into Pepper

Once you have registered your Pepper account, you will be able to log into Pepper 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.



## Forgotten Password

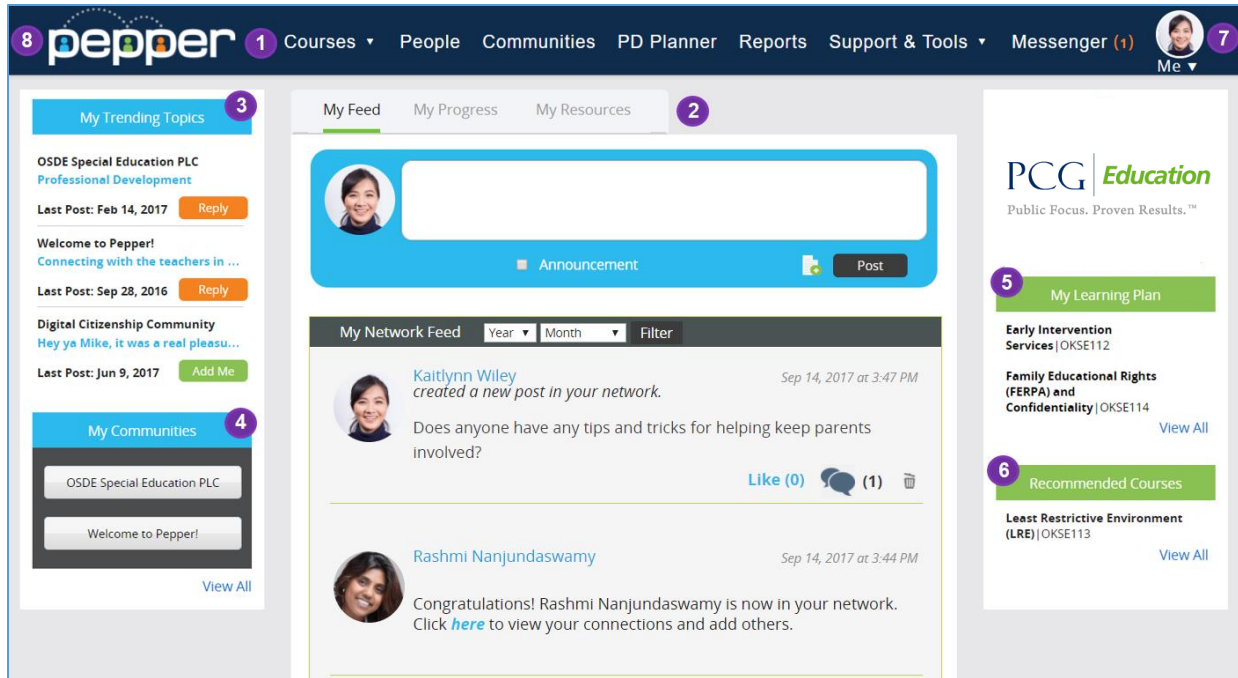
If you have forgotten your Pepper password, we would be happy to send you a password reset link and instructions to your registered user email address. To reset your password, click the “[Forgot password?](#)” link and provide your e-mail address. If you do not receive the password reset email immediately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

The screenshot shows the Pepper website's login interface. A modal window titled "PASSWORD RESET" is open, prompting the user to enter their email address to receive reset instructions. The modal includes a text input field with a placeholder "example: username@domain.com" and a "Reset Password" button. Below the modal, the login form is visible, featuring fields for "E-mail" (containing "janedoe@schooldistrict.edu"), "Password", and a "Forgot password?" link. A yellow arrow points to the "Forgot password?" link. The footer contains social media icons and the text "Managed by PCG Education Public Focus. Proven Results.™".

## User Dashboard

After logging into Pepper, you will be taken to your personal dashboard page. (1), in your dashboard you can find customizable links to various places in Pepper in your top menu (2), access to tabs containing specific, personalized information about you and your network, trending topics from the communities that you are a part of (3), links that will take you to your communities (4), links to courses that you are currently taking (5), recommended courses that you can sign up for and begin (6), and profile information accessible under your bio image (7). You can get back to your dashboard at any time by clicking the Pepper logo at the top right-hand side of your dashboard (8).

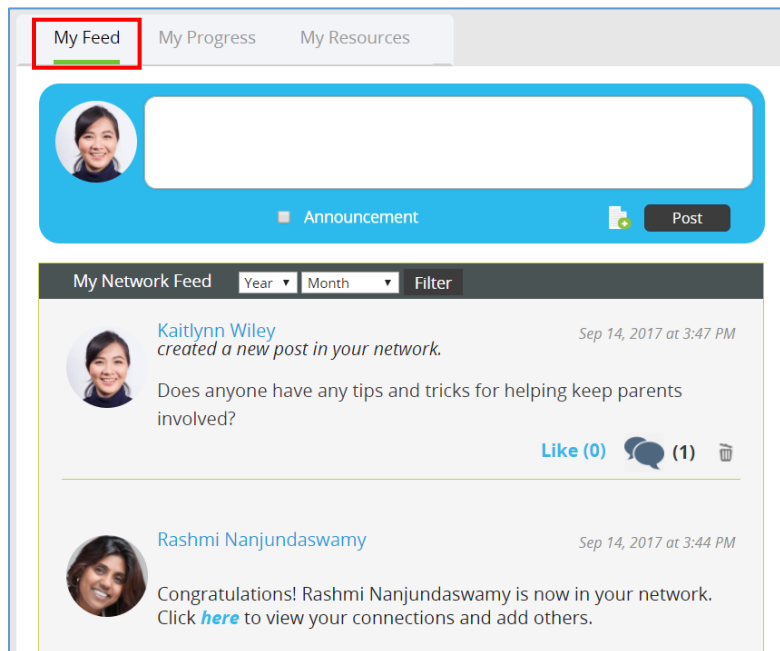




## 1. Dashboard Tabs

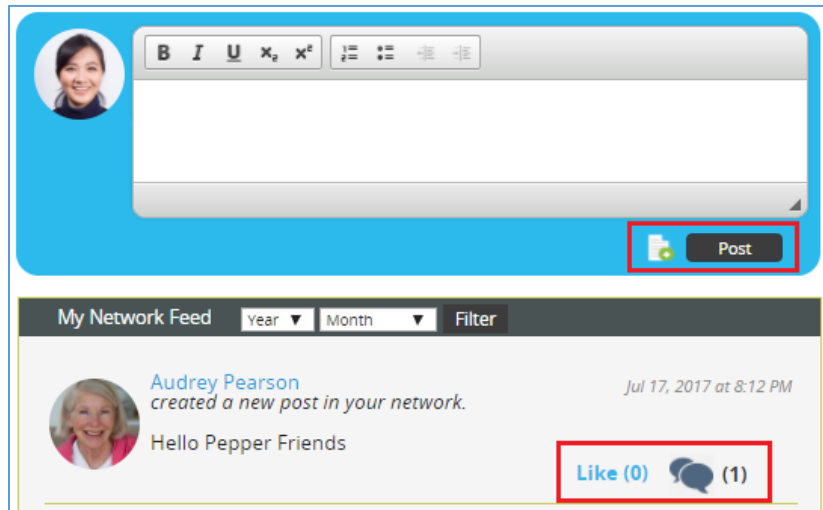
### My Feed:

The first of the tabs is called "My Feed" and contains posts and updates from the people within your network. It is important to know that your Feed will not display the posts from the person you added to your network unless they have added you to their network too.

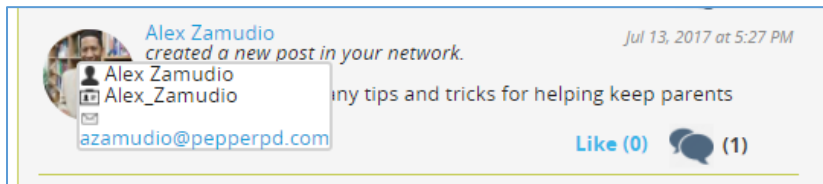


**Posts:**

Posts from the people in your network who have also added you into their network will appear in your feed and you will be able to reply to these as well as post your own messages using the text box provided. You can like a post by clicking the word “Like” under the post and you can also comment directly on a post by clicking the message icon.

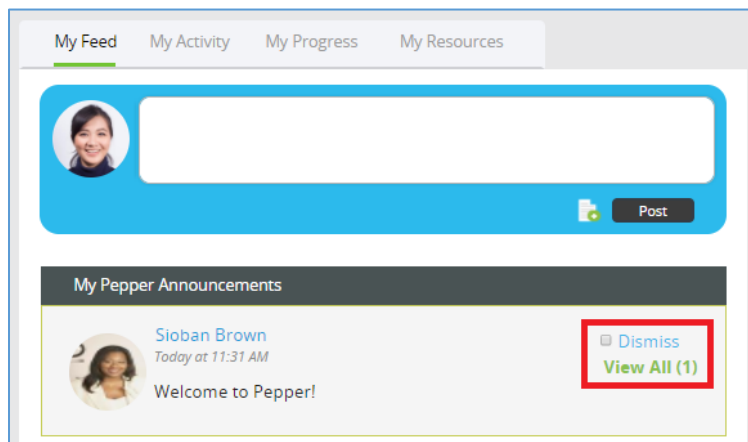


You can view the contact information of the person who posted by either hovering over their picture or by clicking their picture and viewing their profile.



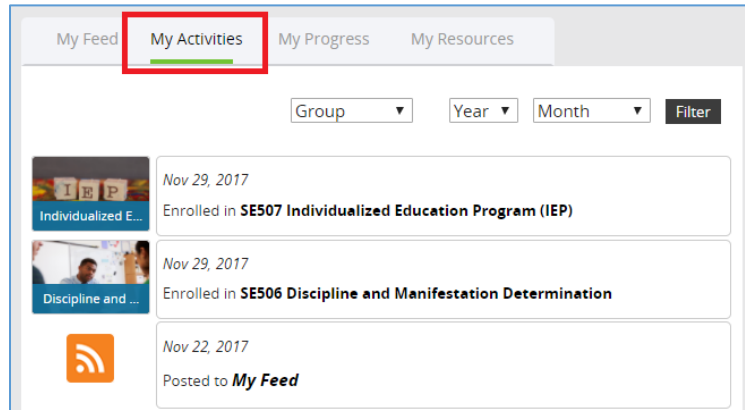
**Announcements:**

In your feed, will also be able to view announcements from your administrators. You can dismiss an announcement by clicking the dismiss button.



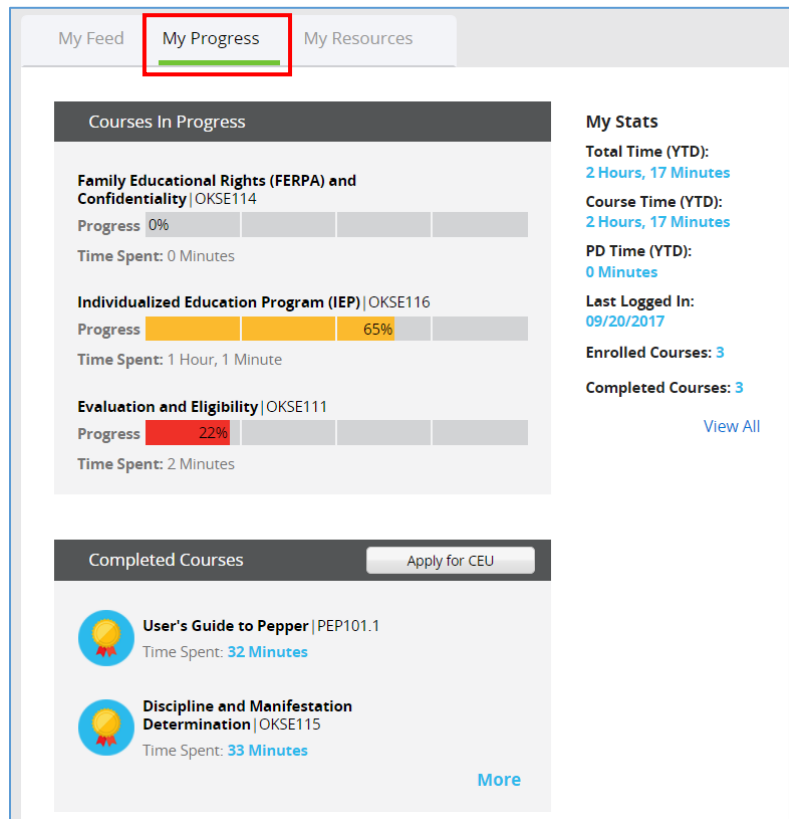
### ***My Activities:***

This tab contains information about the various activities that you complete in Pepper, ranging from your completed courses, new enrollment in courses, completion of course activities, and etc.




### ***My Progress:***

This tab contains information concerning the courses you have completed or are in the process of completing.





Under Courses in Progress, the percentage that you have completed of at least three of the courses you are taking appears, as well as the time you have spent in the course. You can click the blue "More" link to see more of the courses that you are completing.

**Individualized Education Program (IEP) | OKSE116**  
Progress  65%  
Time Spent: 1 Hour, 1 Minute  
[More](#)

Under Completed Courses, you can view the names of several of the courses you have completed. If you'd like to view a course certificate (if the course allows one), you can do so by clicking the medallion icon next to the course title. A clipboard icon will appear if the course does not include a completion certificate. If you'd like to view information about applying for a CEU, you can click the "Apply for CEU" button, which will take you to a page containing information about our CEU partners and processes.

**Completed Courses** [Apply for CEU](#)

-  **User's Guide to Pepper | PEP101.1**  
Time Spent: 32 Minutes
-  **Discipline and Manifestation Determination | OKSE115**  
Time Spent: 33 Minutes

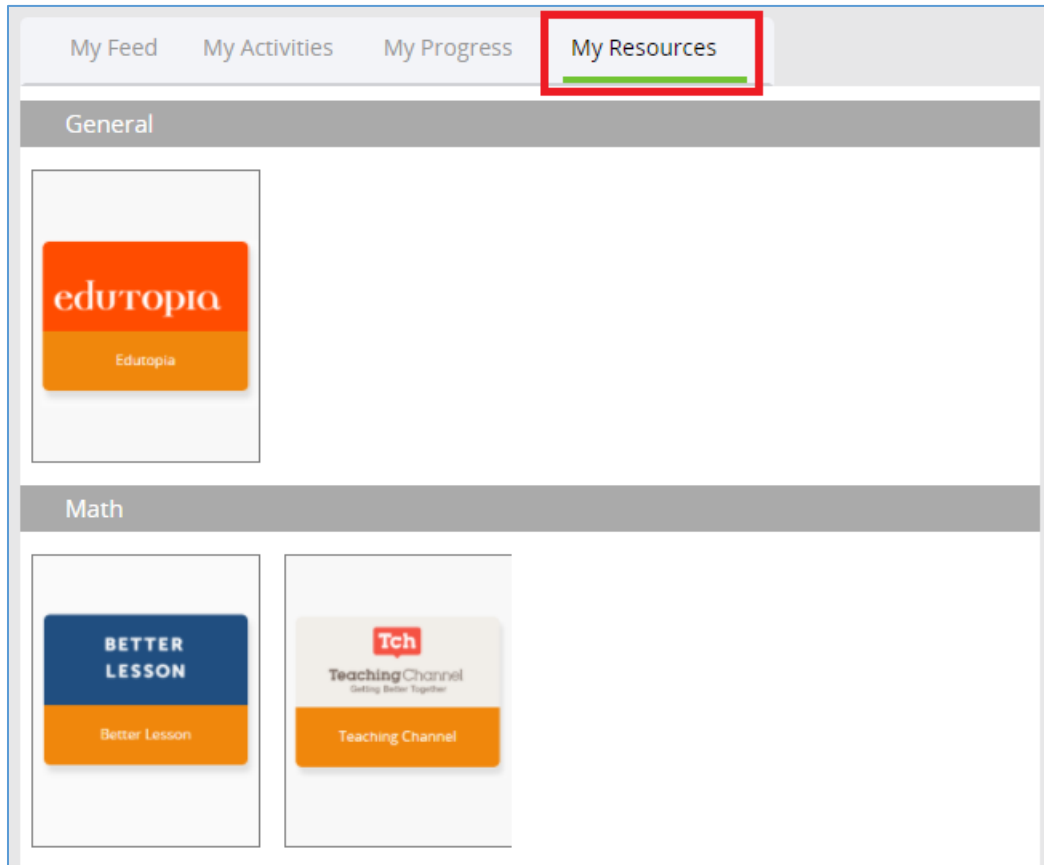
[More](#)

You can find specific statistics for the courses you are taking on the right-hand side of the panel under My Stats, including total course time and total professional development time, as well as the total amount of courses you have both enrolled in and completed. If you'd like to view all of your statistics, you can click "View All" and will be taken to the reporting page.

**My Stats**  
Total Time(YTD): 3 Hours, 3 Minutes  
Course Time(YTD): 3 Hours, 3 Minutes  
PD Time(YTD): 0 Minutes  
Last Logged In: 08/03/2017  
Enrolled Courses: 4  
Completed Courses: 2  
[View All](#)

### ***My Resources:***


The final tab we will discuss is called "My Resources." This tab contains various resources that your administrators want you to have direct access to based on the grade levels that you have selected on your profile.



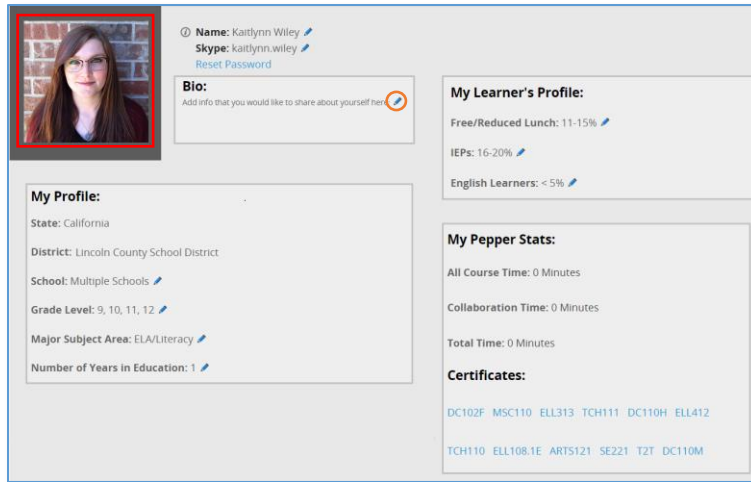
If you would like to access a specific resource, just click on the resource itself and you will be taken to the correct web page. You can access these resources at any time from your dashboard and new ones can be added by your administrators whenever needed. Make sure to check this tab frequently to see what kind of resources have been made available to you!

## ***2. User Profile***


### ***Customizing Your Profile***

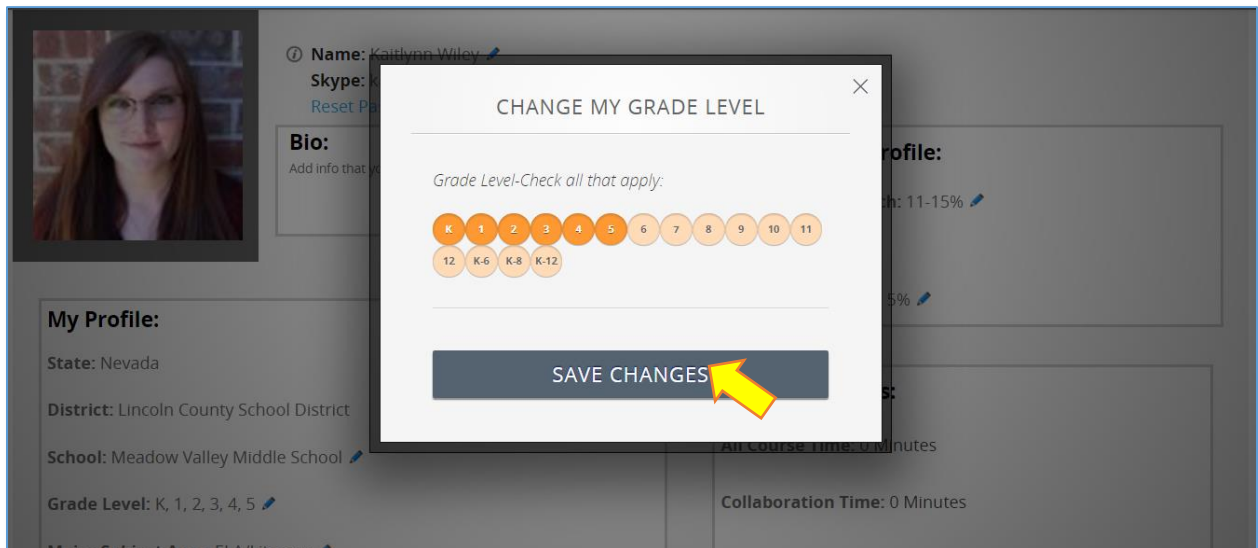
The information that you provided during registration is already auto-filled in your profile for your convenience. To navigate to your profile, click your bio picture or the orange person icon in the top right-hand corner of your screen and then click "[View Profile](#)." In this page, you can add/change your personal photo by clicking your [current photo](#) or the orange person icon. You can also add professional bio text to your profile by clicking the blue " " under [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.



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

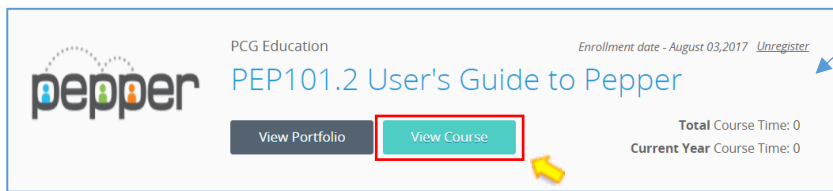
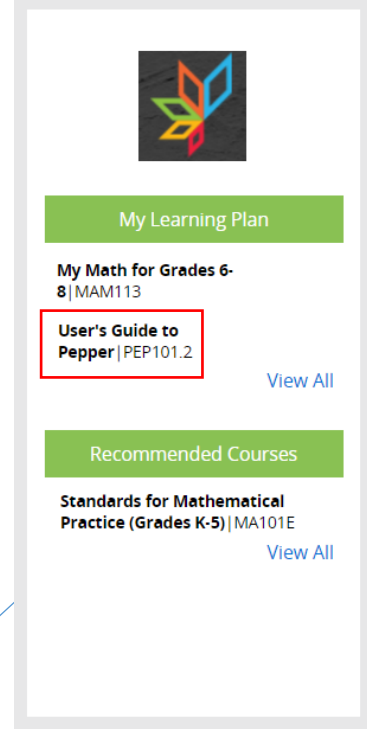
You can modify any of the editable fields by pressing the blue “” found next to the current information to open an edit pop up window. Once you have made the edits, select “[Save Changes](#),” this will close the edit window and the updated information will be shown on the profile. To change your username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



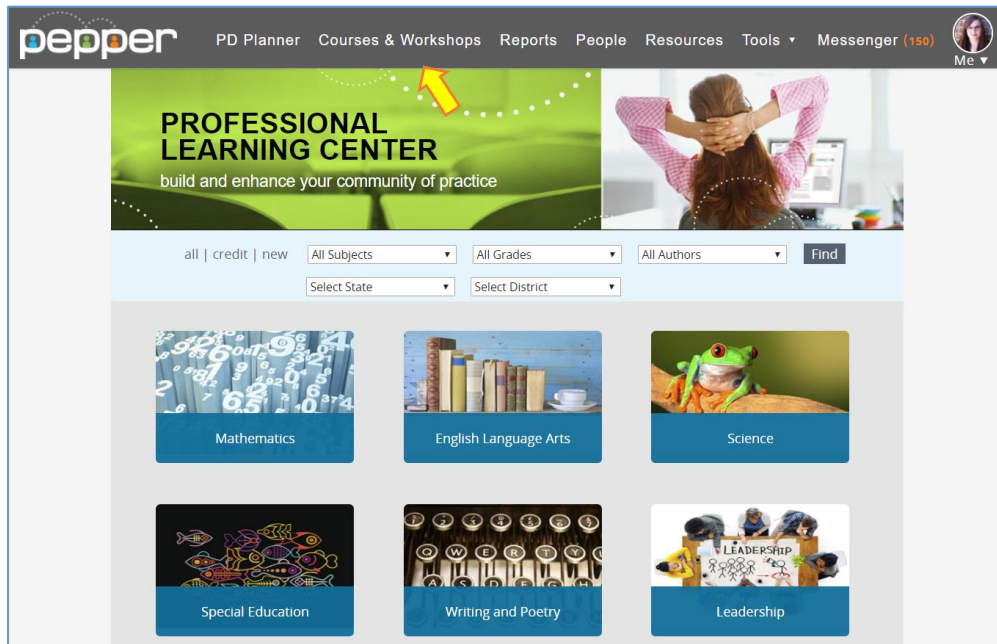
### 3. Course Display in Dashboard

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 take this course prior to beginning other courses in Pepper. To begin the introductory course simply click on the course title under “[My Learning Plan](#).” If you do not see the course, click “[View All](#)” and then find the course title. Then, click the blue “[View Course](#)” button to be taken into the course.

The purpose of the Pepper course is to walk you through the basic navigation and introduce you to the various learning tools that you will experience throughout all of the courses.



Access the Pepper Course Directory to 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 & Workshops](#)” or “[Library](#)” on the top heading. If your district/organization has its own content collection, you will see a thumbnail to access that content.



Click on any subject area or use the filters to find courses of interest. Search results will show course that match your criteria. Click on the thumbnail to view a detailed description of the course.

The screenshot shows a search interface with filters for "Pepper's Online Worksh", "All Grades", and "All Authors". Below the filters, the section "K-5 Courses" displays three course thumbnails:

- Engaging Elementary Students in the Writing Process**  
WestEd  
POW319  
K-5
- Improving K-3 Reading Comprehension**  
WestEd  
POW320  
K-5
- Fractions as Numbers**  
WestEd  
POW330  
K-5

Once you find a course you are interested in taking, simply press the “[Sign Up & Start Course](#)” button. If you do not have access to sign up for the course, contact your Administrator or click the “[Request Access](#)” button to send your request to the Pepper team.

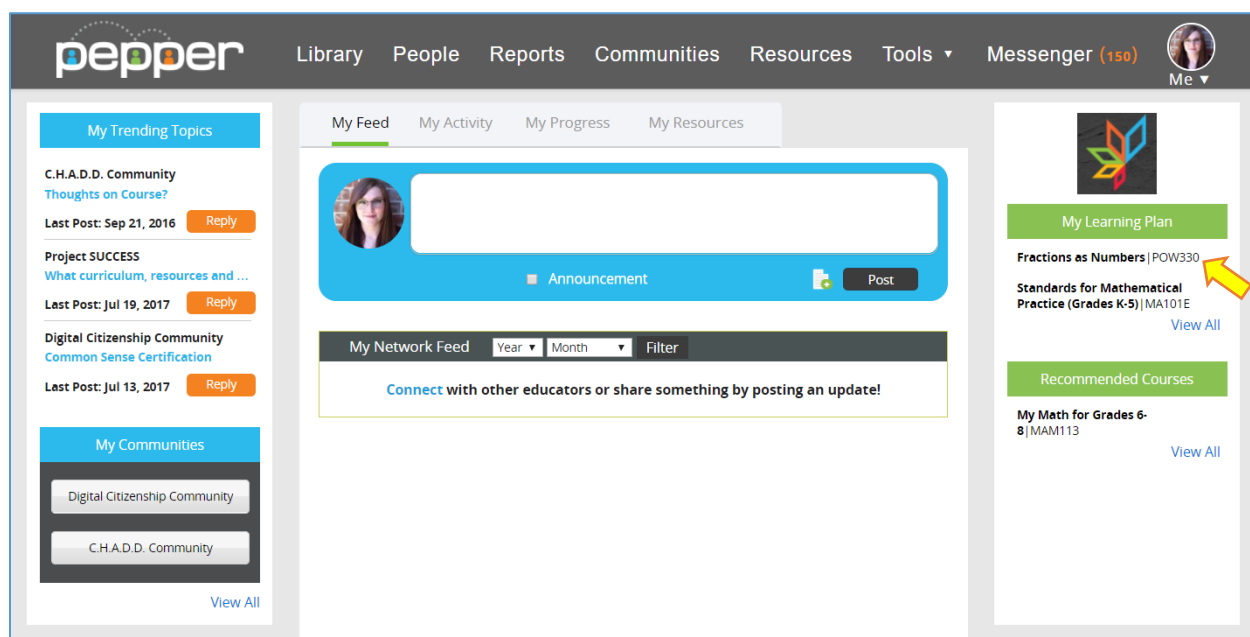
The screenshot shows the "COURSE DETAILS" page for "Fractions as Numbers". It features a number line from 0 to 1 with fractions  $\frac{1}{10}$  through  $\frac{8}{10}$  marked. The WestEd logo is in the top right. Course information includes:

- Course Code: POW330
- Course Release: May 08, 2017
- Estimated Effort: 1:00
- Suggested Prerequisites: None.

A yellow arrow points to the "Sign Up & Start Course" button at the bottom right.



The course selected will immediately appear in your dashboard on the right-hand panel under “[My Learning Plan](#).” From the dashboard, click on the course title to begin the course.



Once you have completed a course in its entirety, the course will move to the “[Completed Courses](#)” area, located in the “[My Progress](#)” tab of your dashboard. This is a nice way to archive past coursework and accomplishments and for others to see your progress!

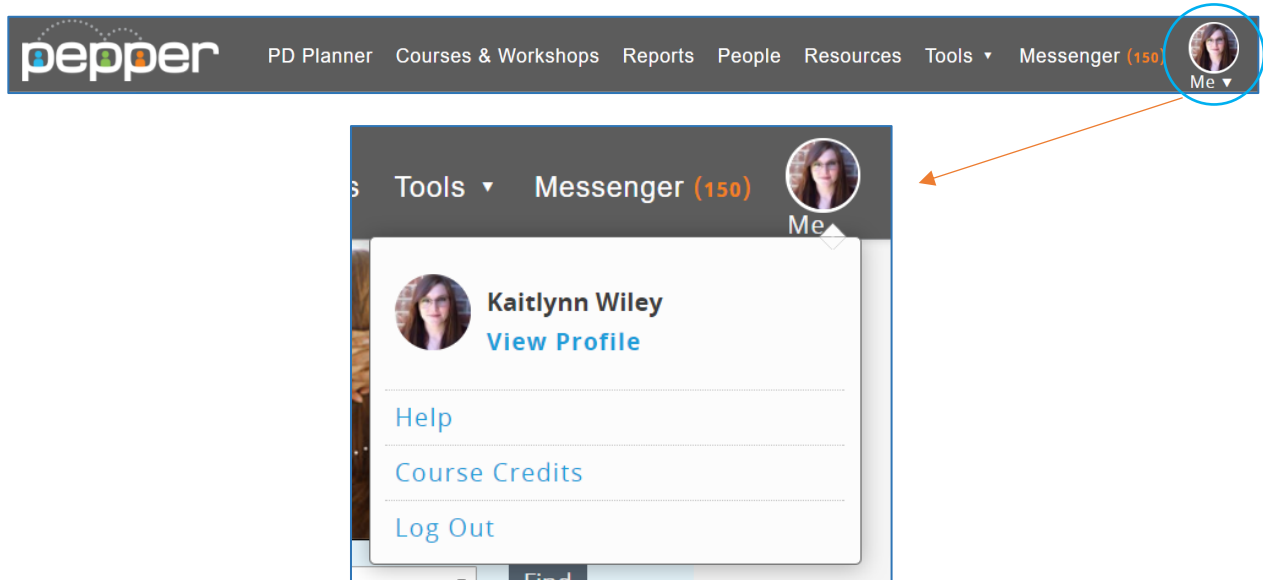
As you participate in each course, you will be creating a portfolio of work and reflections. This portfolio will be a valuable and powerful tool for you to use as a reference to and promotion of your accomplishments and content reflections. The portfolio is accessible from your course by selecting the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

#### ***4. 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. If your district/organization chooses to display the resource library, you will see a thumbnail to access this content.

## 5. User Name and Help

Your bio icon, found on the top right of the screen, contains access to your profile, help, course credit information, and the ability to log out. You can click the Pepper logo on the left-hand side of the screen to return to your dashboard at any time while navigating the Pepper site.



### 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 College and Career Readiness Standards. 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**

The screenshot shows a course interface. On the left is a navigation menu with a tree view. The menu items are: Introduction, Session 1: Focusing Explicit Instruction on Tier Two Words, Session 2: Building Academic Vocabulary in Content Areas (circled with a blue '1'), 2.1 Session Overview, 2.2 Content Area Challenges, 2.3 Why Context Matters (circled with a blue '2'), 2.4 The Importance of Connections, 2.5 Semantic Maps, and 2.6 Graphic Organizers for Vocabulary. The main content area is titled 'Connections in Action: An ELD Classroom'. It features a video player with a progress bar (circled with a blue '4') and a play button. Below the video, there is a text block: 'In this video clip, 7th- and 8th-grade teacher Rita Jensen models the Reading Apprenticeship approach, using metacognitive connections about reading to help her students build vocabulary and make meaning of an engaging poem, "Old Man" by Ricardo Sanchez. She connects explicit reading instruction to supporting English language development of her English language learners.' A blue circle with a '3' is placed over the word 'connections'. Below the text is a globe icon and the text: 'As you watch, notice how students are supported to make connections.'

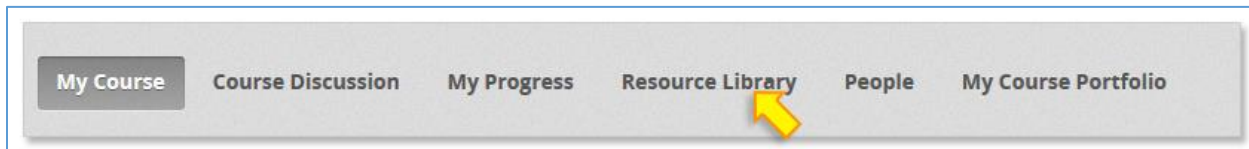
## Overview of Key Course Components

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: 🕒.

The screenshot shows a course interface. At the top, there is a navigation bar with tabs: My Course, Course Discussion, My Progress, Resource Library, People, and My Course Portfolio. Below the navigation bar is a left sidebar menu with a tree view. The menu items are: 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 (circled with a blue '1'), 3.1 Session Overview, and 3.2 Cultivating Independent Vocabulary Strategies (circled with a blue '2'). The main content area is titled 'Reflection Journal: Applying the Strategies'. It features a globe icon and the text: '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:'. Below the text is a blue circle with an alarm clock icon (circled with a blue '3') and a list item: '• the use of cloze passages (and other instruction on context clues)'. At the top of the main content area, there is a progress bar with a play button and a menu icon.

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.



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. ❌

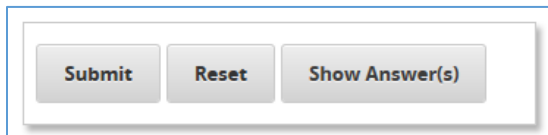
a) Select words that are students will see frequently in academic texts or that have the most impact on understanding the author's intended meaning. ✅

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.



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

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.

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

Sequence or Chronology

Cause and Effect

Compare-Contrast

Drag Item and Drop it here.

Drag Item and Drop it here.

Drag Item and Drop it here.

Drag Item and Drop it here.

first, next, then, before, after, following, later, afterward

because of, therefore, if...then, so that, when...then, leads to

different from, same as, however, both, but, similarly, like, unlike

for example, appears to be, as in, such as, looks like, on top of

Submit

## 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.

	Don't understand at all	Understand little	Neutral	Understand somewhat	Understand thoroughly
1. Make sense of problems and persevere in solving them.	PRE-ASSESSMENT RESPONSE POST-ASSESSMENT RESPONSE				
2. Reason abstractly and quantitatively.	PRE-ASSESSMENT RESPONSE POST-ASSESSMENT RESPONSE				
3. Construct viable arguments and critique the reasoning of others.	PRE-ASSESSMENT RESPONSE POST-ASSESSMENT RESPONSE	POST-ASSESSMENT RESPONSE	POST-ASSESSMENT RESPONSE	POST-ASSESSMENT RESPONSE	
4. Model with mathematics.	PRE-ASSESSMENT RESPONSE POST-ASSESSMENT RESPONSE	PRE-ASSESSMENT RESPONSE			
5. Use appropriate tools strategically.	PRE-ASSESSMENT RESPONSE POST-ASSESSMENT RESPONSE	PRE-ASSESSMENT RESPONSE			
6. Attend to precision.	PRE-ASSESSMENT RESPONSE POST-ASSESSMENT RESPONSE	PRE-ASSESSMENT RESPONSE POST-ASSESSMENT RESPONSE	PRE-ASSESSMENT RESPONSE POST-ASSESSMENT RESPONSE	POST-ASSESSMENT RESPONSE	
7. Look for and make use of structure.	PRE-ASSESSMENT RESPONSE POST-ASSESSMENT RESPONSE	PRE-ASSESSMENT RESPONSE POST-ASSESSMENT RESPONSE	PRE-ASSESSMENT RESPONSE POST-ASSESSMENT RESPONSE	POST-ASSESSMENT RESPONSE	POST-ASSESSMENT RESPONSE
8. Look for and express regularity in repeated reasoning.	PRE-ASSESSMENT RESPONSE POST-ASSESSMENT RESPONSE	PRE-ASSESSMENT RESPONSE POST-ASSESSMENT RESPONSE	PRE-ASSESSMENT RESPONSE POST-ASSESSMENT RESPONSE	POST-ASSESSMENT RESPONSE	POST-ASSESSMENT RESPONSE

PRE-ASSESSMENT RESPONSE  
 POST-ASSESSMENT RESPONSE

**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** | [List Icon] [List Icon] [List Icon] | Font Family | Font Size | [List Icon]

[List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon] [List Icon]

<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

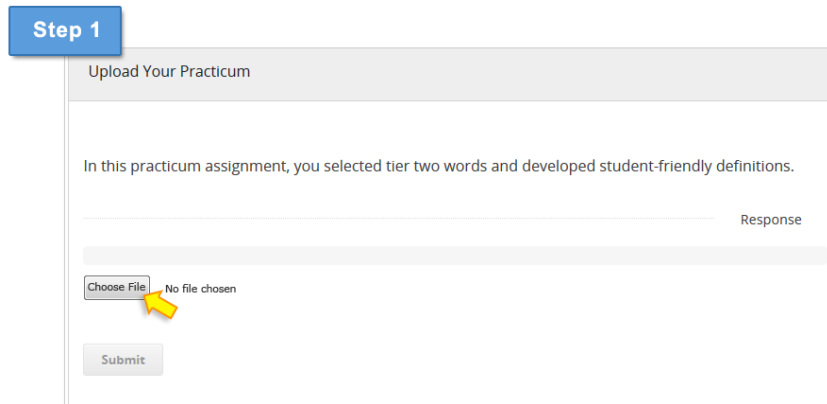
Enter

## Tasks/Practicums and Uploading Documents to Portfolio

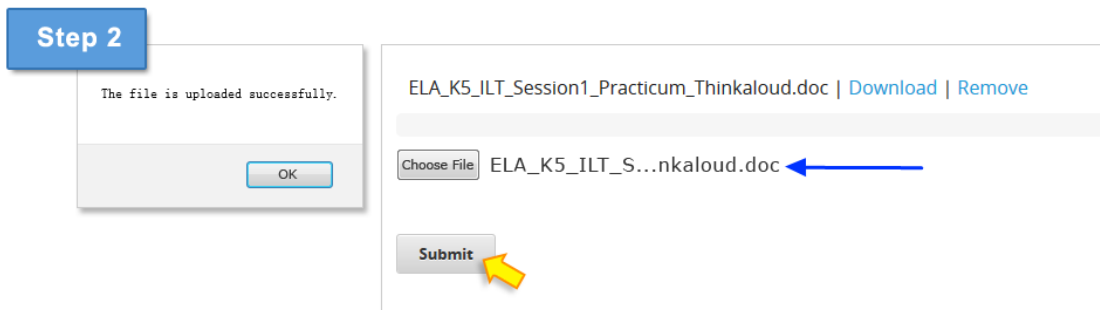
Task and Practicum activities are an essential part of each course and provide opportunities for practical application of knowledge. These key course elements usually involve downloading an activity template, reading articles, and/or watching videos and then working on a particular task. Participants 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:

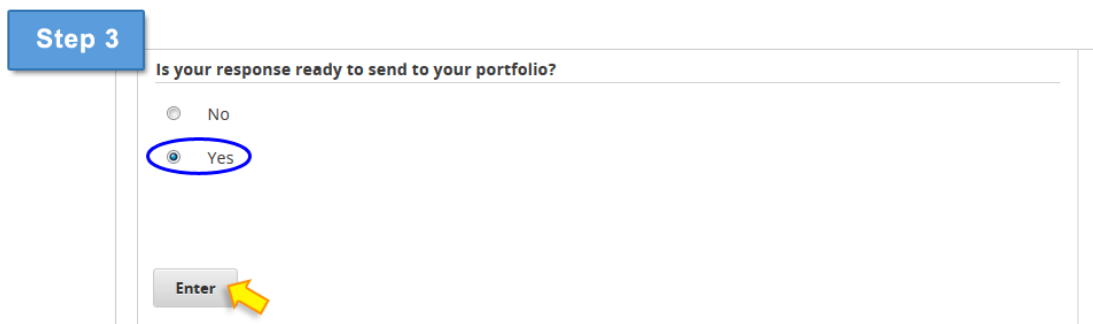
1. Click “Choose File” and select the file to attach.



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.**



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.



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	capitalist	
capitalism			
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

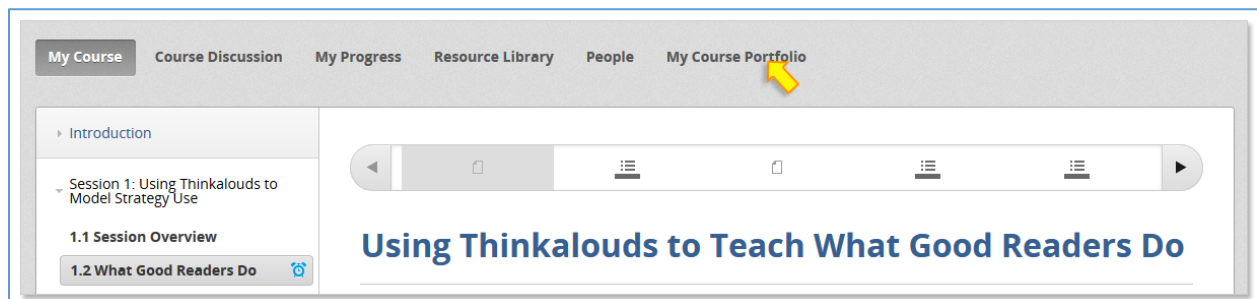
As you participate in Pepper courses and submit your reflection/journal entries, tasks, and assignments, you will be creating a course specific portfolio of key work to share with others. This personal portfolio will be a powerful tool for the organization of all your coursework for future reference 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 Course*

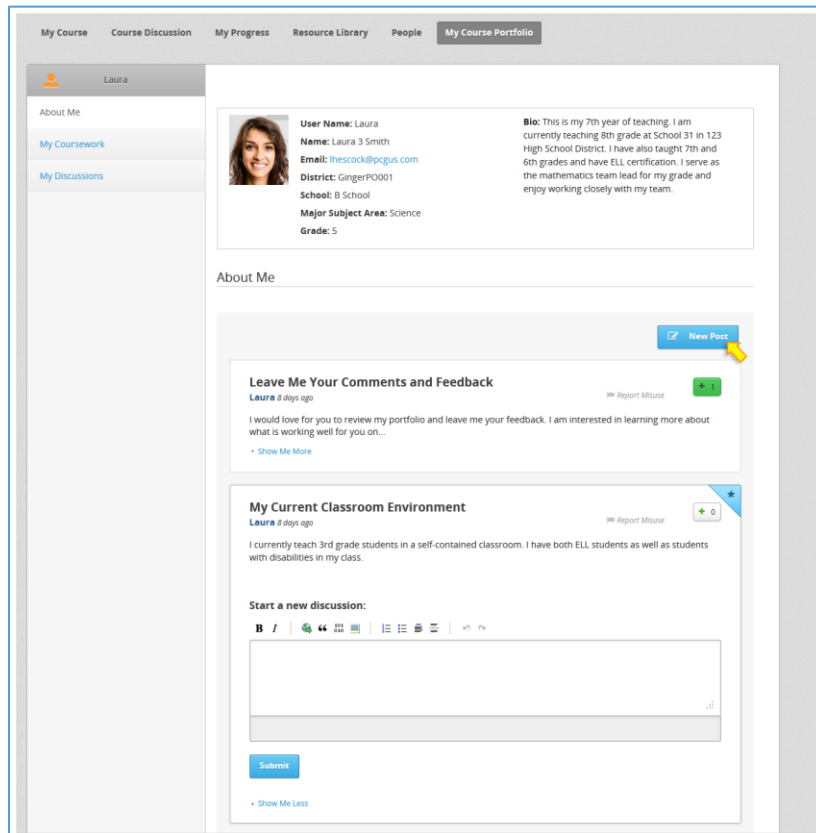
When you choose to sign-up and start a course in the course directory, the course will automatically appear in your dashboard under your “My Progress” tab. If you click into the course, you will be able to navigate to your course portfolio while inside the course itself by using the header “[My Course Portfolio.](#)”



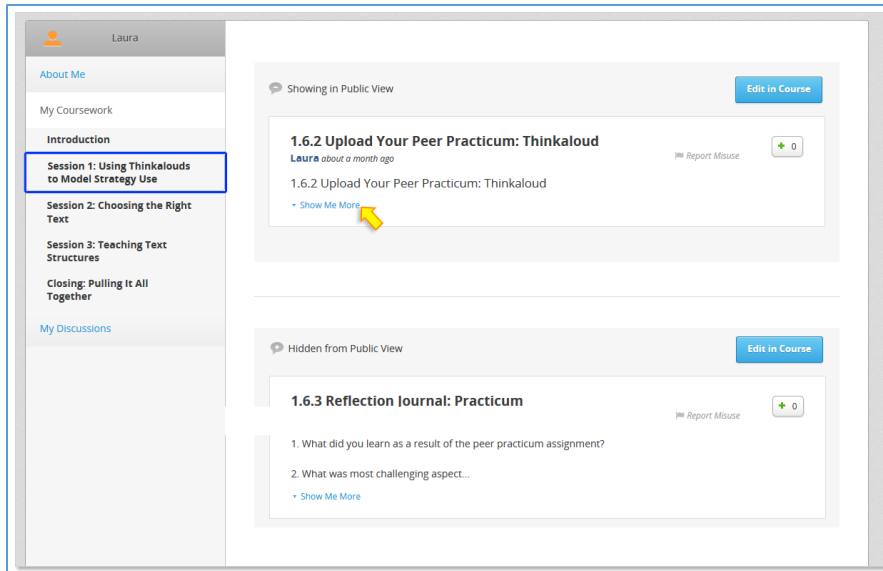
## Portfolio Organization

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

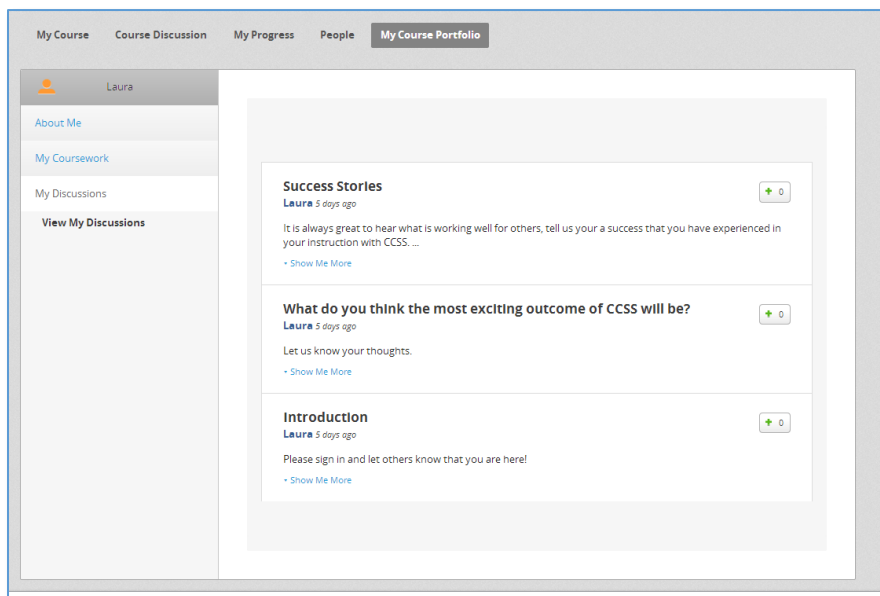
**1. About Me** - The About Me page serves as the introduction to your course portfolio. Your dashboard profile information and bio appear here and will offer others a snapshot of who you are and your experience. We encourage you to promote and introduce yourself in more detail to peers by using the 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. This section will show any reflections and documents that have been submitted to your portfolio.



**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.



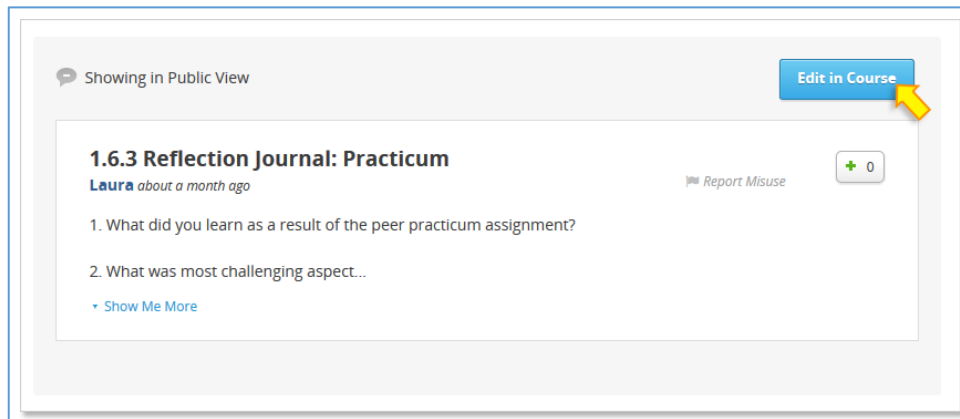
## Adding Content in Your Portfolio

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.



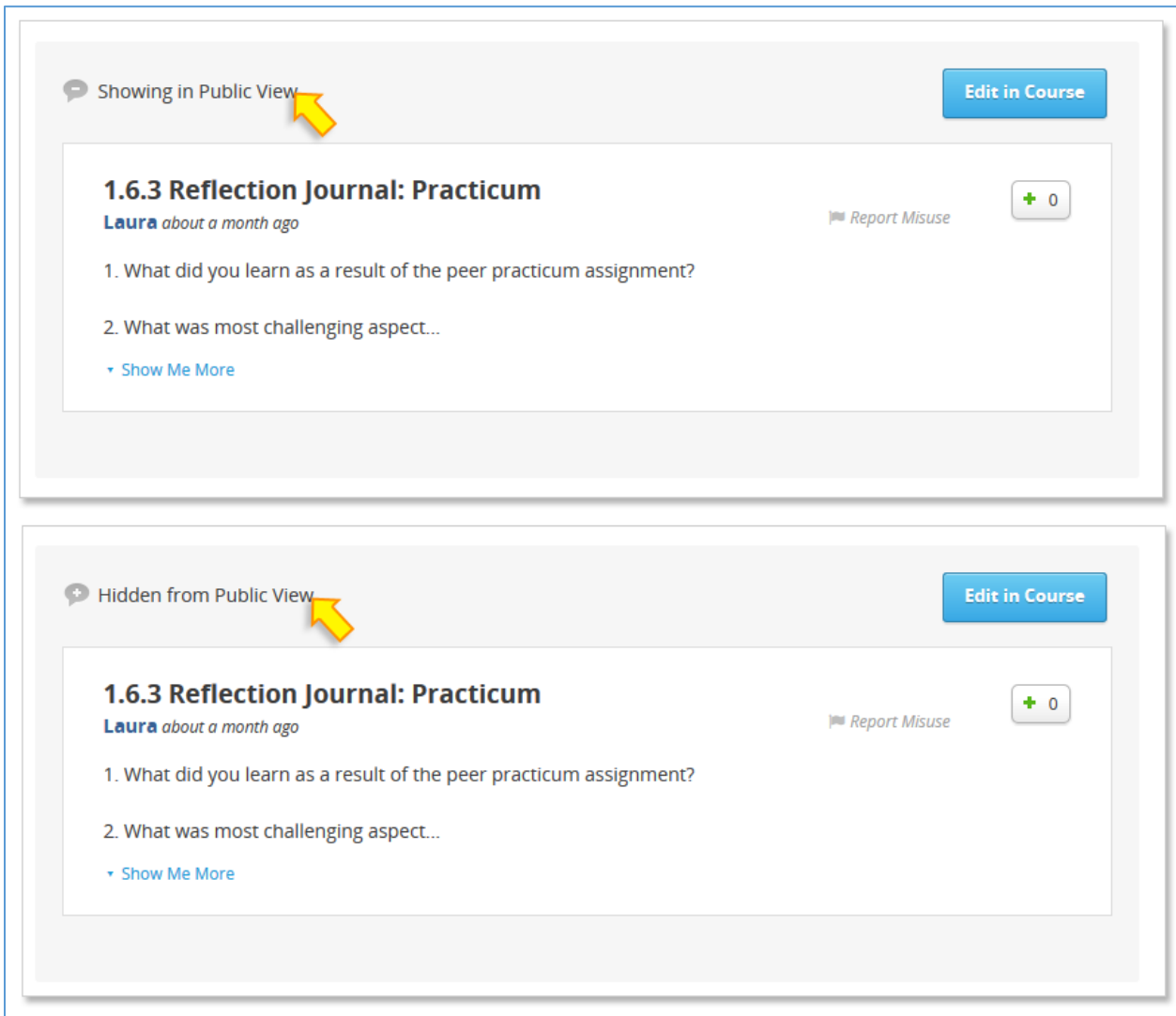
Please note that it will be necessary to re-submit the edited response in the course to replace the existing response shown in the portfolio.

## 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.

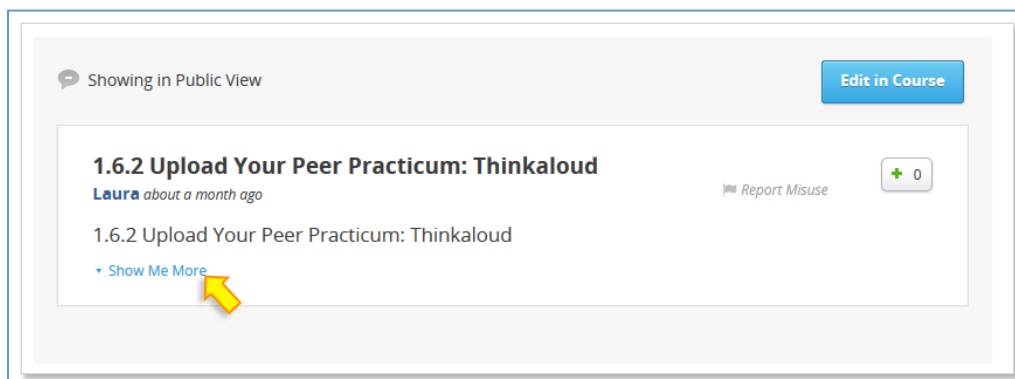
We encourage you to utilize your portfolio as a tool for collaboration, professional networking and support, and a platform for sharing your ideas. You have put a great deal of effort into your participation in the Pepper courses and your portfolio is a product of that effort and progression. All your 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](#).”

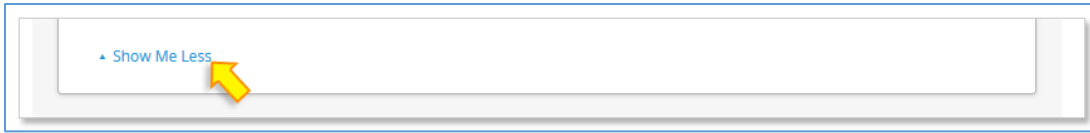


## Collaborating with Others in Your Portfolio

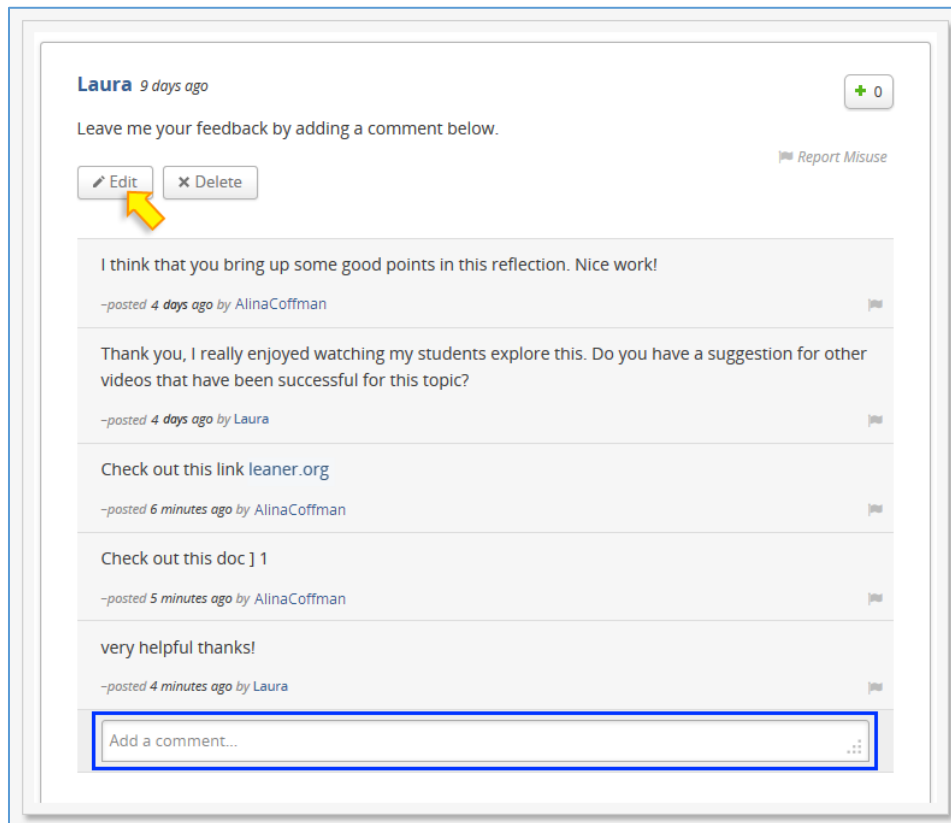
All reflections and uploads you have submitted in the course will appear as a preview box on the page. To expand the preview to full view, click the blue “[Show Me More](#)” text.



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

<b>Element Title</b>	<b>1.6.3 Reflection Journal: Practicum</b> Laura about 2 hours ago <span>Report Misuse</span> <span>+ 0</span>
<b>Prompt from Course</b>	<ol style="list-style-type: none"> <li>1.What did you learn as a result of the peer practicum assignment?</li> <li>2.What was most challenging aspect of this assignment and why?</li> <li>3.How satisfied are you thinkaloud? To what extent do you agree (or disagree) with the peer feedback?</li> </ol>
<b>Portfolio owner's submitted course response to prompt</b>	<p>Response</p> <p>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.</p> <p>What I found the most challenging is applying this effectively for all of my diverse learners.</p>
<b>Feedback request prompt automatically generated for others to leave comments</b>	<p>Laura 20 minutes ago <span>+ 0</span></p> <p>Leave me your feedback by adding a comment below. <span>Report Misuse</span></p> <p><span>Edit</span> <span>Delete</span></p> <p>Add a comment...</p> <p><a>Show Me Less</a></p>

You will receive notifications as others comment on your portfolio. You will see these in the Messenger at the top right of your top menu.

You can find out more about Notifications in Chapter 7 of this guide.

## **VI. Get Social – Networking and Collaboration**

### **Dashboard**

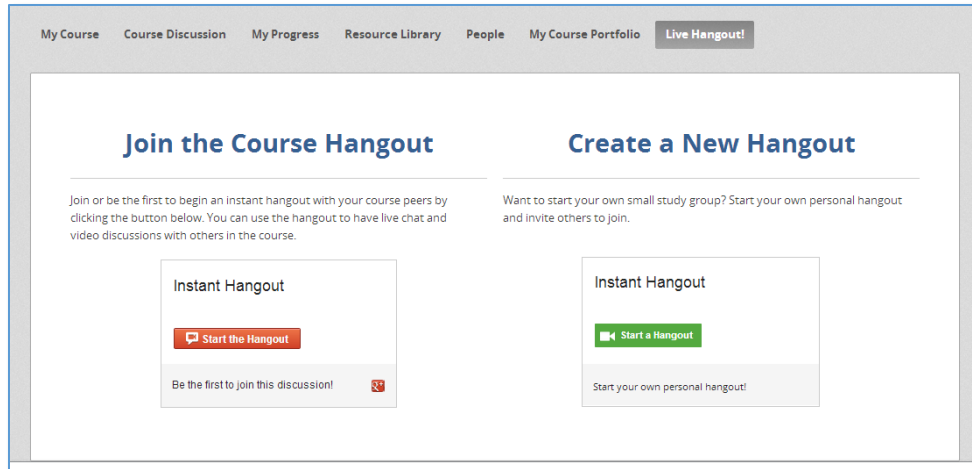
A public view of your dashboard will be accessible to others in the Pepper Network. We encourage you to use your dashboard to promote your experience and course accomplishments. This is where other Pepper users can learn more about you, see what courses you are participating in and access your course 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

### **Live Hangout**

Live Hangouts (Google+ Hangouts) enables both one-on-one chats and group chats with up to ten people at a time using a Google account or email. While somewhat similar to Skype, FaceTime and Facebook Video Chat, Live Hangouts focuses more on "face-to-face-to-face" group interaction as opposed to one-on-one video chats, and utilizes sophisticated technology to seamlessly switch the focus to the person currently chatting.

In addition to video chatting, Live Hangouts users can share documents, scratchpads, and images with other users. Turn any Hangout into a live video call with up to 10 peers and your conversations just flow from text-to-video/voice-and-back, in a matter of clicks.



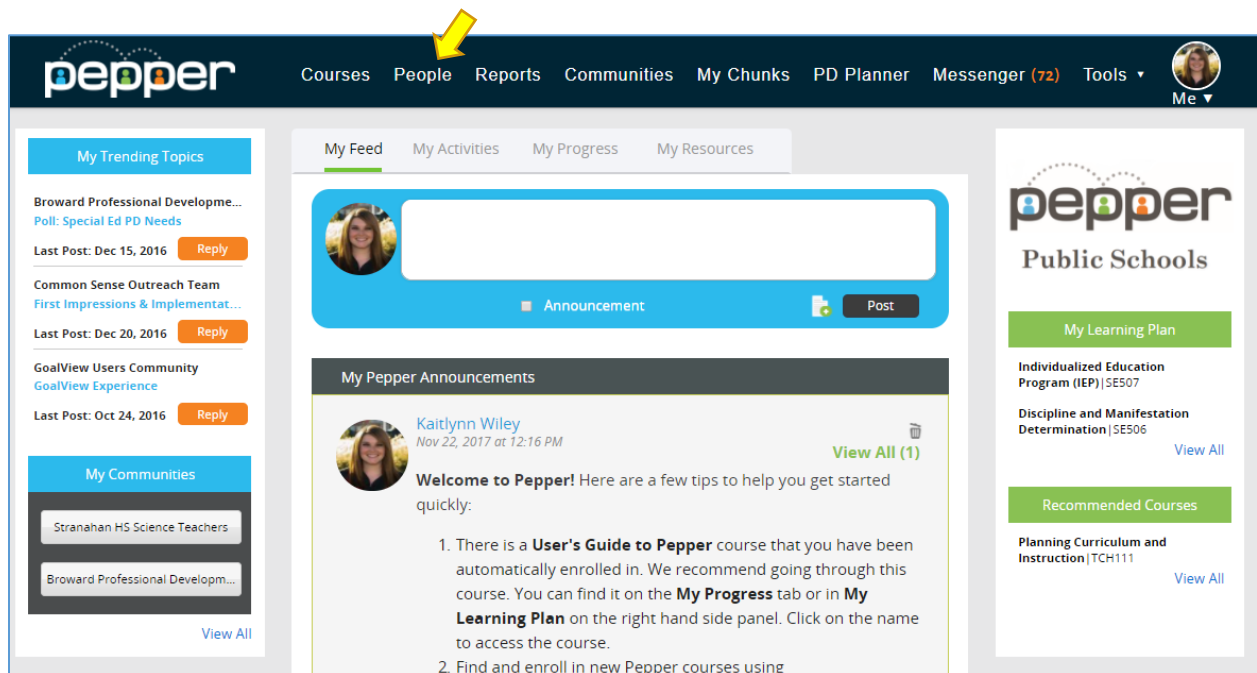
You will find two hangout options for networking and collaborating in small groups:

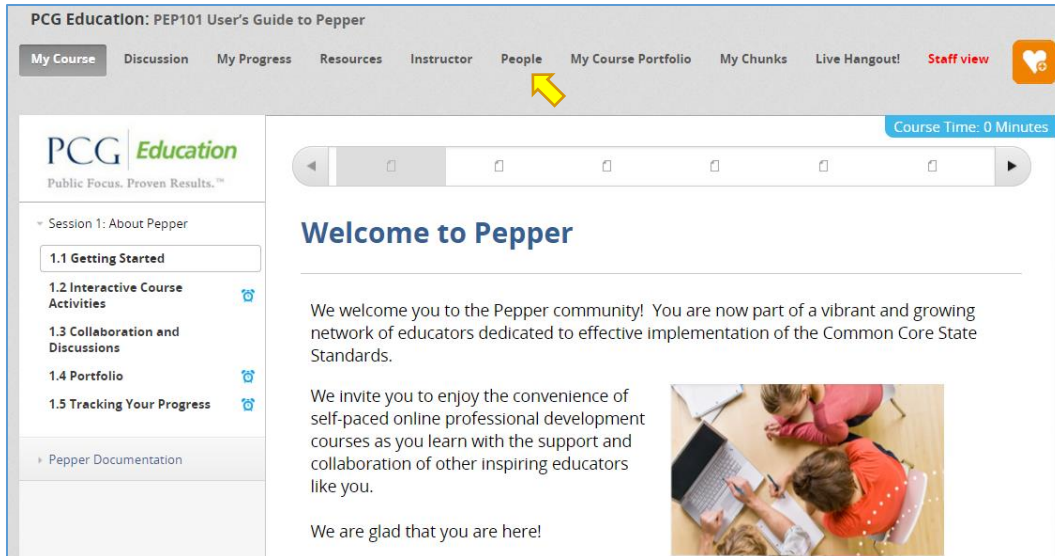
**Join the Course Hangout-** Press the red button to jump into a study group with other peers in the course that are already chatting.

**Create a New Hangout-** Press the green button to start your own personal study group and invite others via email to join you.

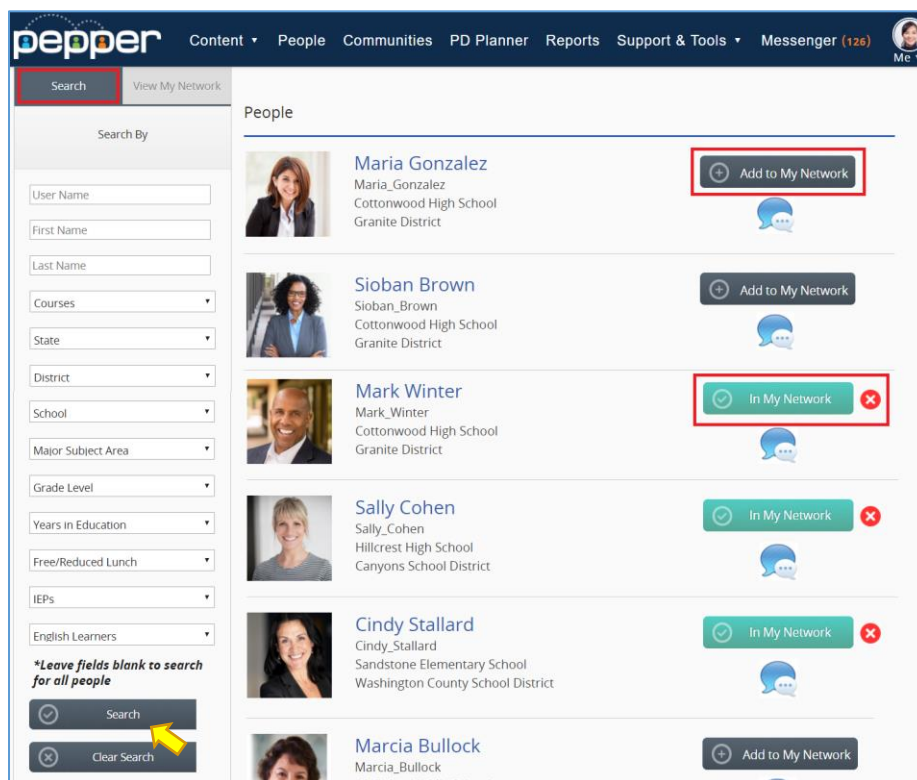
## People - Finding Peers to Add to Your Network

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.

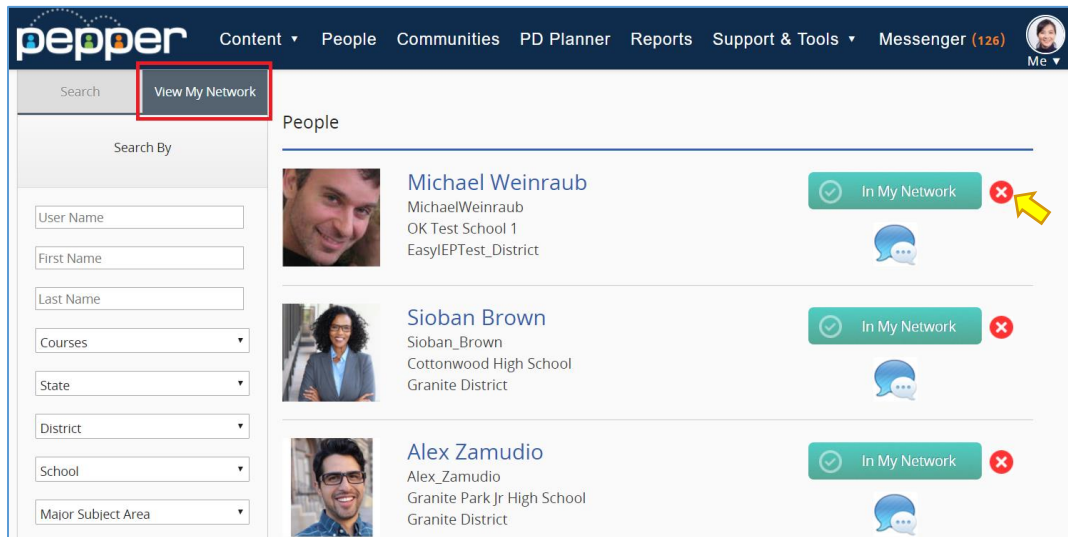




People search allows you to apply filters to narrow your results when searching for peers in specific areas such as grade level or subject matter expertise. You can also search the entire network without filters by clicking the blue “Search” button found at the bottom of the left side menu. The search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



You also can add a user to your personal network. This will send a notification to the user so that they can connect with you. Once you both have connected to each other and are in each other's networks, you will be able to see their posts on your Feed.

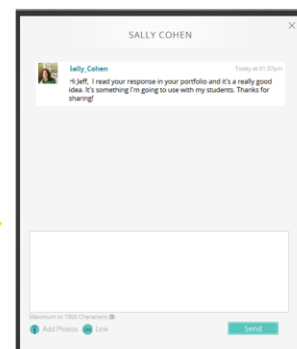
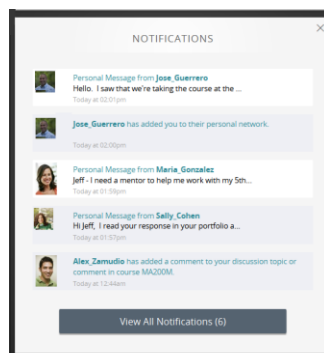


You will find all peers/mentors/coaches that you have added to your network in the “View My Network” tab in People. Users will receive a notification when you add them to your network. If you wish to remove a peer from your network list, simply press the red “X” found to the right of the network status, which will change the status of this user on your personal view.

## Personal Messages

Communicate and collaborate with other Pepper Participants! Use the People search to send a personal message.

- Find the user you want to send a message to and click on the message bubble icon to send a message.
- You will receive a notification when the recipient responds and will then have an opportunity to write back.



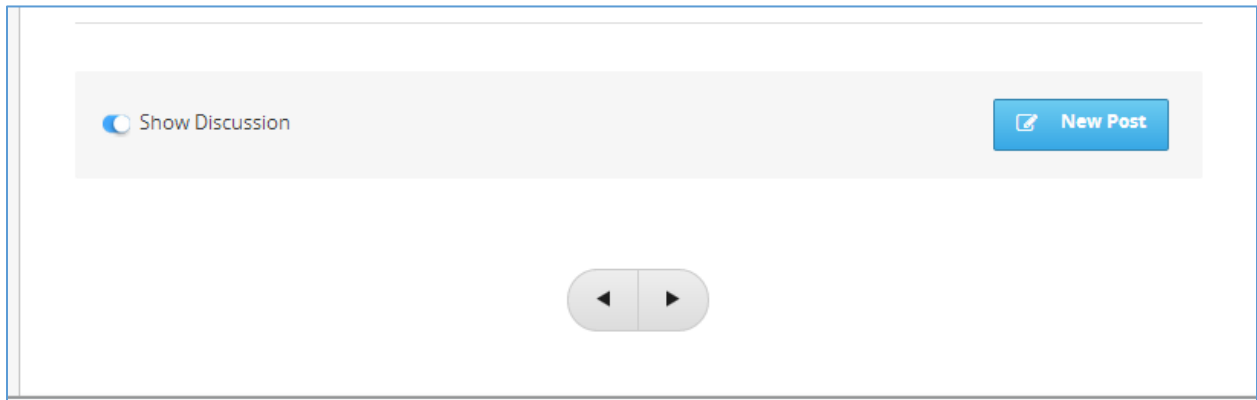


## Discussions

### Course Discussion

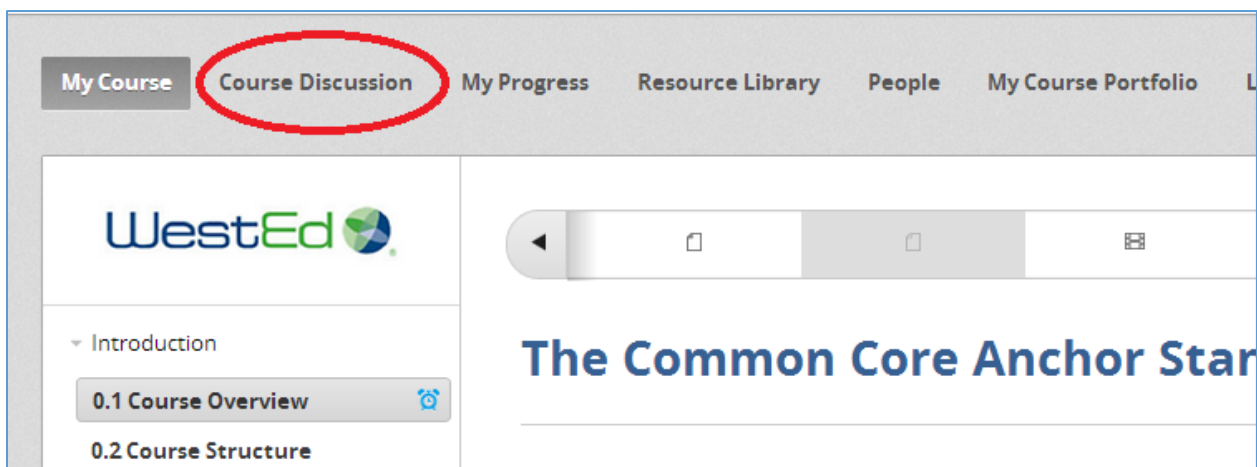
You can jump into course discussions throughout the course by clicking on the discussion component found at the bottom of the page. Click the "[Show Discussion](#)" button to show current discussions for that page. To expand a conversation chain for each discussion, click "[Show Me More](#)". You can add a comment on any course discussion at any time.


You can also start your own discussion topic by clicking the blue "[New Post](#)" button on the bottom right corner. Please take a moment to explore the discussions on this page.



### Find a Discussion

You have access to all Discussions in the course by clicking the "Course Discussions" button at the top of your screen.

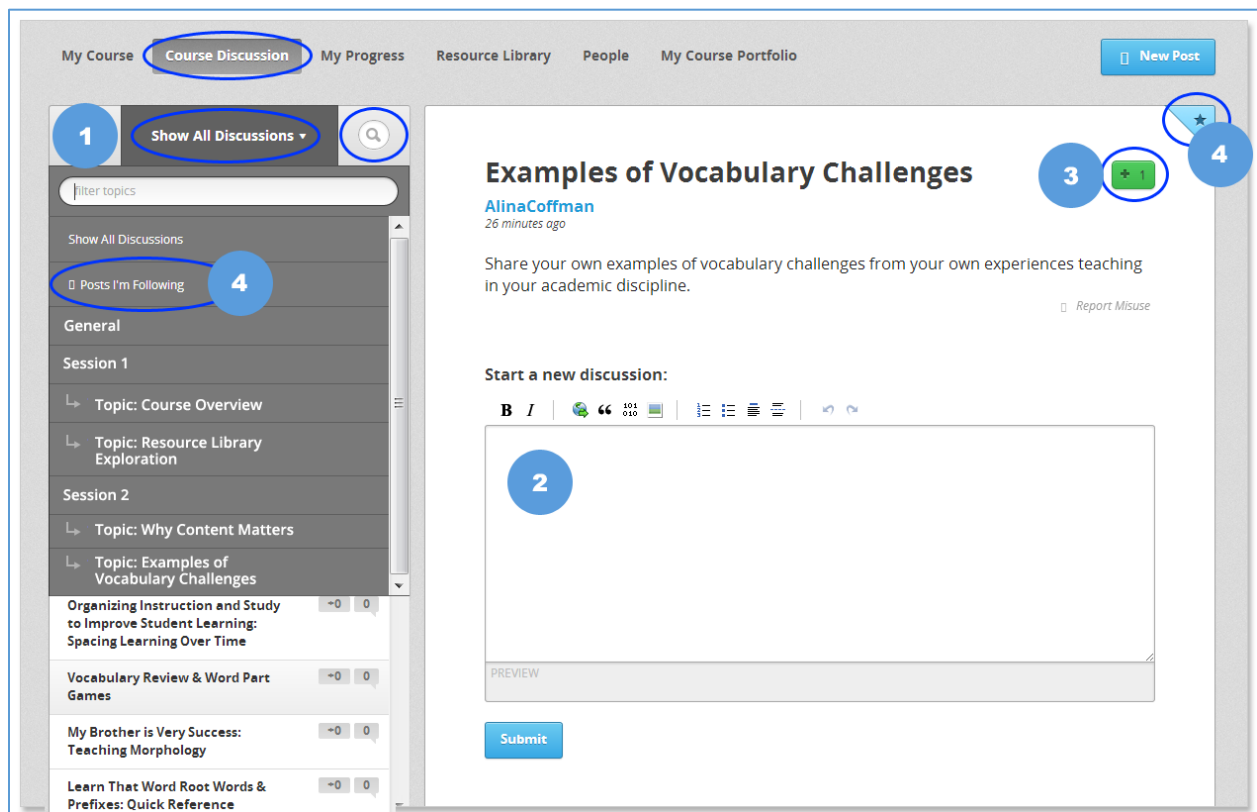


You can search for a specific topic by clicking on the magnifying glass icon. Or, (1) search for discussions by course session or topic type by expanding the “Show  All Discussions” menu.

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 clicking the “submit” button.

(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 others’ 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.

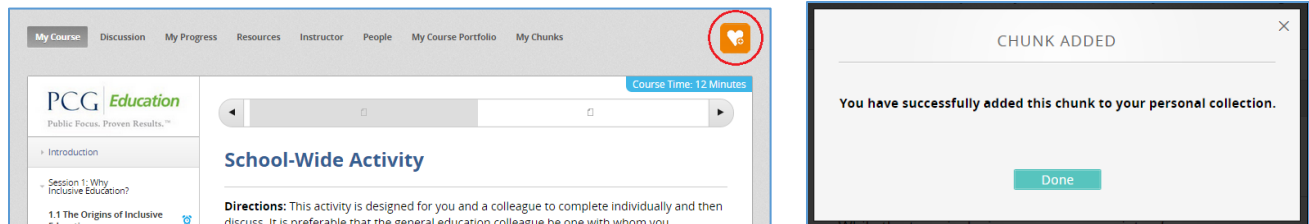


## Chunks

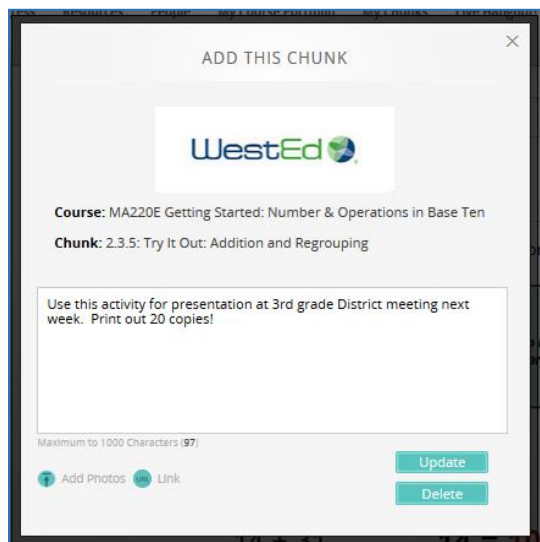
Share and rate interesting Pepper content through the “Chunks” feature. This feature gives users the ability to create a bank of “just-in-time” chunks of learning that can be bookmarked and stored in a single location for easy access and sharing.

### Bookmarking Interesting Content

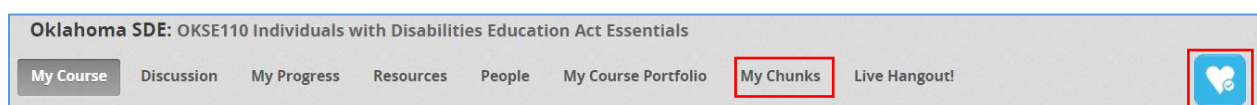
When you find interesting content that you want to bookmark and/or share, click on the orange and white heart icon on the top right of any course page to save the content to “My Chunks.” A pop-up box will then appear and notify you about the successful addition of your Chunk.



Click “Done” to view the editing feature that allows you to write notes, add photos, or insert links to the bookmarked content. Click the “Edit” to add information to your saved chunk and then click the “Update” button to save. Delete the chunk by clicking the “Delete” button.

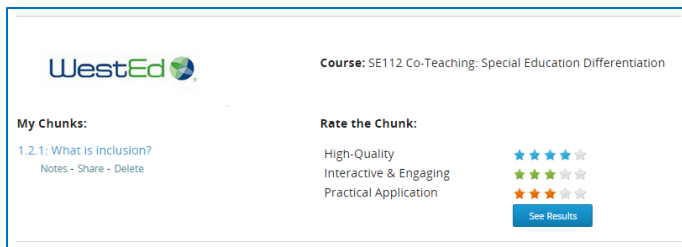


The Chunks icon will change to color from orange to blue, showing that the page has been added to “My Chunks” as a favorite. You can access all the chunks bookmarked in a course by clicking the “My Chunks” icon in the course navigation menu at the top of page.



## Rate the Chunk!

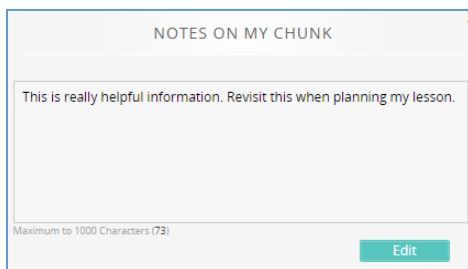
Rate the Chunk in areas of Quality, Interactivity, and Practical Application.



The screenshot shows the WestEd logo in the top left. To the right, it says "Course: SE112 Co-Teaching: Special Education Differentiation". Below the logo, there are two sections: "My Chunks:" with a link "1.2.1: What is inclusion?" and "Notes - Share - Delete"; and "Rate the Chunk:" with three categories: "High-Quality", "Interactive & Engaging", and "Practical Application". Each category has a five-star rating system. A "See Results" button is located at the bottom right of the rating section.

## Viewing and Adding Notes

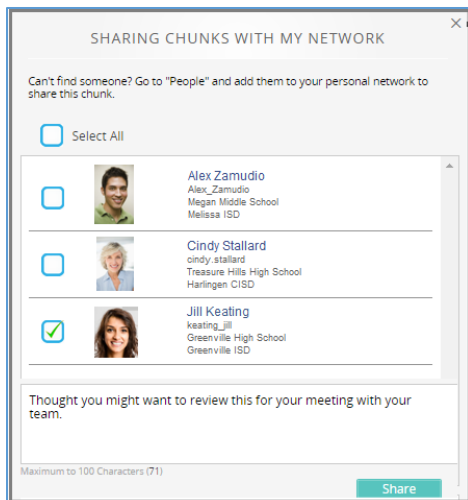
View notes that you added to this chunk of content or add new information.



The dialog box is titled "NOTES ON MY CHUNK". It contains a text area with the note: "This is really helpful information. Revisit this when planning my lesson." Below the text area, it says "Maximum to 1000 Characters (73)". There is an "Edit" button at the bottom right.

## Sharing Chunks of Content

To share a chunk of content with others, click “Share” button. Select the individual(s) from your network that you want to share the chunk with. You can also add a note.



The dialog box is titled "SHARING CHUNKS WITH MY NETWORK". It includes a message: "Can't find someone? Go to 'People' and add them to your personal network to share this chunk." Below this is a "Select All" checkbox. There is a list of three users, each with a profile picture, name, and affiliation: Alex Zamudio (Megan Middle School, Melissa ISD), Cindy Stallard (Treasure Hills High School, Harlingen CISD), and Jill Keating (Greenville High School, Greenville ISD). The "Jill Keating" entry is checked. Below the list is a text area with the note: "Thought you might want to review this for your meeting with your team." It also says "Maximum to 100 Characters (71)". There is a "Share" button at the bottom right.

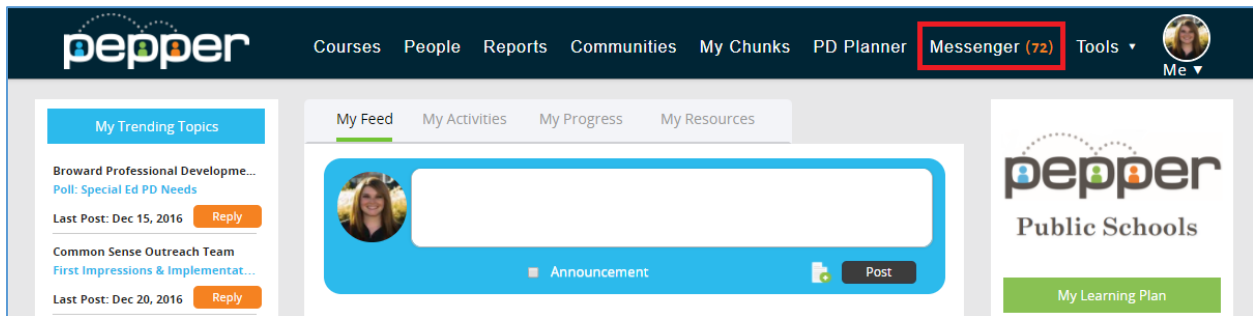
Users will immediately receive notification that a chunk of content has been shared and can click on the notification to view the chunk. For more information on viewing notifications, see Chapter 7.



The section is titled "YOUR NOTIFICATIONS". Under the heading "Today", there is a notification from Michelle\_Le: "Michelle\_Le has sent you a chunk of content from course MA101M 2.2.1 04:15pm Please complete this exercise prior to our in-service scheduled for Tuesday, June 9th."

## Viewing Notifications

Access notifications by clicking the “Messenger” link to the left of your Pepper user name/bio image in the upper right corner of the page. The number indicates the number of new or unread notifications.

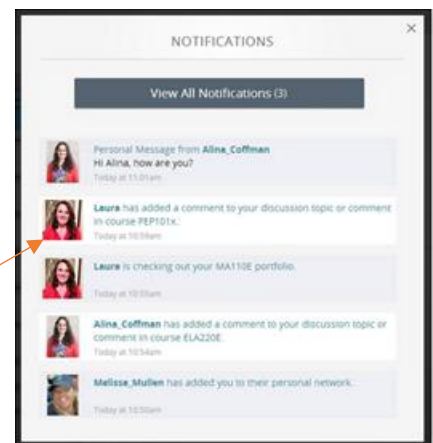


Clicking on the Notifications icon displays a pop-up showing those messages. Each time to click on a notification, you will be taken to the source of that Notification or to an activity related to it.

### Receive notifications about:

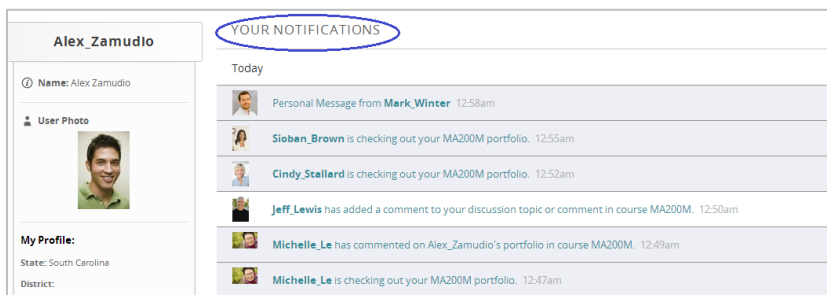
- New personal messages
- Discussion topics you are participating in
- Collaborative activity in your portfolio
- Inclusion into a Pepper participant’s personal network

New messages are shaded in blue, while previously-read messages have no shading.



Clicking on “View All Notifications” will take you to a page where you can see every notification.

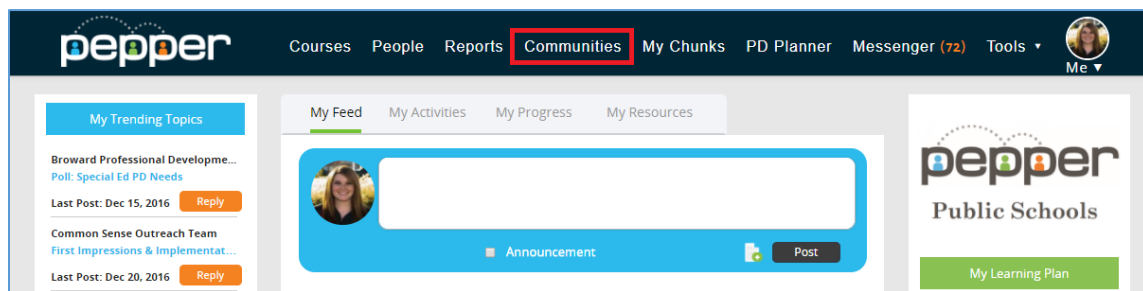
Access a history of all your notifications and activity.



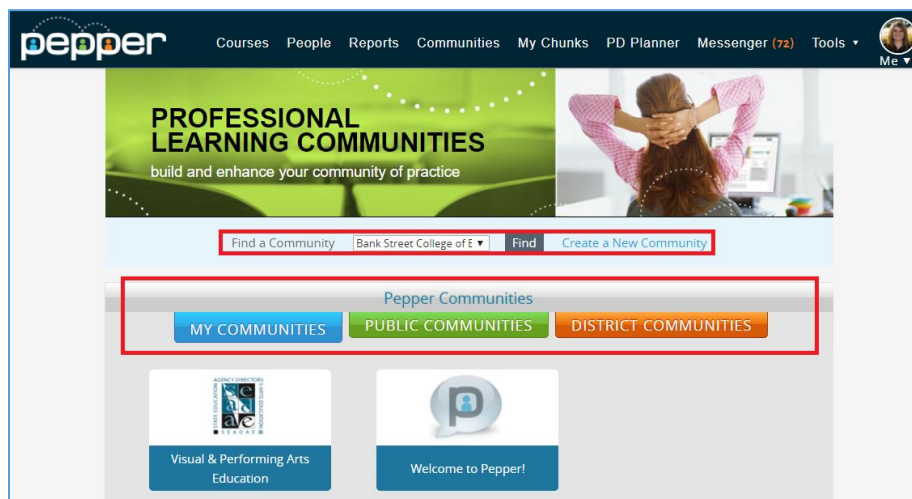
## VII. Pepper Communities

### Finding a Community

Pepper’s professional learning communities are customizable places where members can engage in meaningful dialogue around issues that impact them. These communities allow members to work together, tackle challenges, and get support by participating in discussions, hosting live webinars, accessing targeted Pepper content, and sharing resources. In this document, we will be going over how to access and use this Pepper functionality. At the top of your Dashboard page, you will find a link titled “Communities.”



When you click this link, you will be taken into the Communities home page, as seen below. Here you can find all of the communities that you are a part of and have access to. You can also find a community by using the drop-down menu and clicking the blue “Find” button.



To view a community's page, select the tile for the community. Next, make sure to click the green "Add Me" button to add yourself into the community and access all of the community's features!

The screenshot shows the Pepper community page. At the top is a navigation bar with the Pepper logo and links for Courses, People, Communities, PD Planner, Reports, Support & Tools, and Messenger (1). A user profile for kaitlynn\_wiley is visible in the top right. The main content area is divided into several sections:

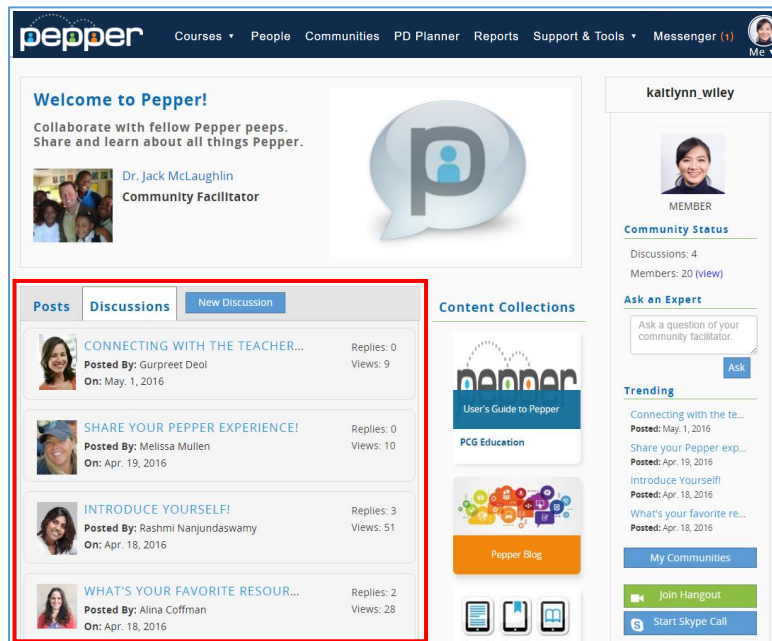
- Welcome to Pepper!**: A section with a large 'p' logo and a welcome message: "Collaborate with fellow Pepper peeps. Share and learn about all things Pepper." Below this is a photo of Dr. Jack McLaughlin, the Community Facilitator.
- Posts**: A tabbed interface with "Discussions" selected. It lists four posts:
  - CONNECTING WITH THE TEACHER...**: Posted by Gurpreet Deol, May 1, 2016. 0 replies, 9 views.
  - SHARE YOUR PEPPER EXPERIENCE!**: Posted by Melissa Mullen, Apr. 19, 2016. 0 replies, 10 views.
  - INTRODUCE YOURSELF!**: Posted by Rashmi Nanjundaswamy, Apr. 18, 2016. 3 replies, 51 views.
  - WHAT'S YOUR FAVORITE RESOUR...**: Posted by Alina Coffman, Apr. 18, 2016. 2 replies, 28 views.
- Content Collections**: A section with two tiles: "User's Guide to Pepper" (PCG Education) and "Pepper Blog".
- Community Status**: Shows 4 discussions and 8 members.
- Ask an Expert**: A section for asking questions of the community facilitator.
- Trending**: A list of trending topics, including "Connecting with the te...", "Share your Pepper exp...", "Introduce Yourself!", and "What's your favorite re...".
- My Communities**: A section with buttons for "Join Hangout" and "Start Skype Call".

You will also be able to view communities that you can access on the left-hand panel on your dashboard. Under "My Communities" you will either find communities that you have joined or communities that you have free access to. Click the title of the community to be taken into the community's homepage.

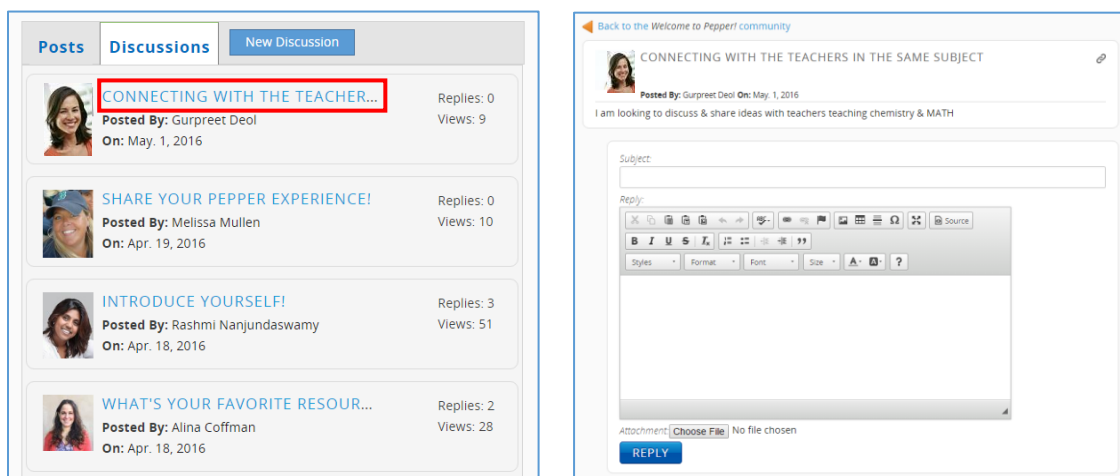
You can also see trending topics in communities that you have joined or are able to join under "My Trending Topics." Here, you can either add yourself into the community or reply directly to the post or discussion that is trending in your communities.

## Discussions

One main feature of collaboration within a community is the Discussions tab, as shown below.




To read the content of a discussion, just click its title. You will then be taken to a page that allows you to reply and view other replies to the discussion thread.




To create your own discussion, head back to the community home page and click the blue “New Discussion” button. A box will pop up that looks very similar to the reply box. In this box, you can enter in a Subject and enter body text. You can attach a file by clicking “Choose File” and then selecting the specific file you want to attach. You can also add a poll by checking the box next to “Add Poll”. The New Discussion will extend and there you can enter in the poll’s question and all of the subsequent answers. If you have more than two answers, use the blue plus button to add another answer choice. You can also set an expiration date in the bottom box. Once you are done adding all of your information, click “Add” to create your new discussion.




[Posts](#)
[Discussions](#)
[New Discussion](#)




**CONNECTING WITH THE TEACHER...**      Replies: 0  
**Posted By:** Gurpreet Deol      Views: 9  
**On:** May. 1, 2016



**SHARE YOUR PEPPER EXPERIENCE!**      Replies: 0  
**Posted By:** Melissa Mullen      Views: 10  
**On:** Apr. 19, 2016



**INTRODUCE YOURSELF!**      Replies: 3  
**Posted By:** Rashmi Nanjundaswamy      Views: 51  
**On:** Apr. 18, 2016



**WHAT'S YOUR FAVORITE RESOUR...**      Replies: 2  
**Posted By:** Alina Coffman      Views: 28  
**On:** Apr. 18, 2016

New Discussion ✕

*Subject:*

*Discussion:*

**Attachment:** Choose File | No file chosen  Add Poll

*Question:*

*Answers:*

1.
2.  +

*Expiration Date:*

ADD

## Posts

Posts are a social feed that you can also use to collaborate with those in your community.

The screenshot displays the Pepper community interface. At the top, there is a navigation bar with the Pepper logo and menu items: Courses, People, Communities, PD Planner, Reports, Support & Tools, and Messenger (1). A user profile icon for 'Me' is visible in the top right corner.

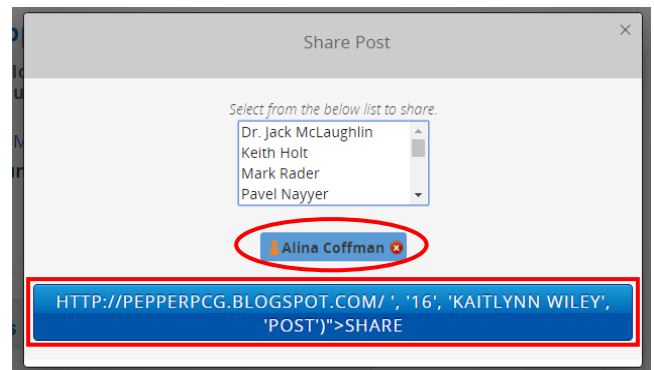
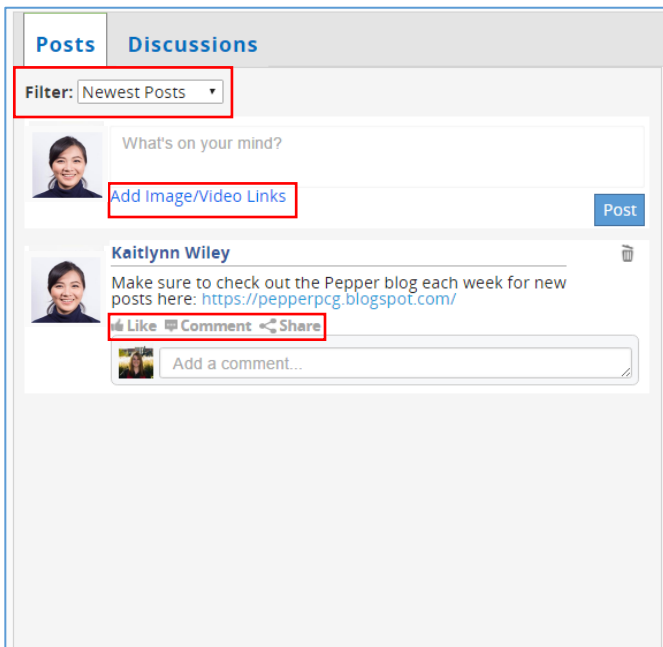
The main content area is divided into several sections:

- Welcome to Pepper!**: A section with the text "Collaborate with fellow Pepper peeps. Share and learn about all things Pepper." and a photo of Dr. Jack McLaughlin, Community Facilitator.
- Posts**: A section with a filter set to "Newest Posts". It shows a post by Kaitlynn Wiley with the text "Make sure to check out the Pepper blog each week for new posts here: <https://pepperpcg.blogspot.com/>". The post includes options to Like, Comment, and Share, and a comment input field.
- Content Collections**: A section featuring three collections: "User's Guide to Pepper" (PCG Education), "Pepper Blog", and "Pepper Resource Library".
- User Profile (kaitlynn\_wiley)**: A profile card for Kaitlynn Wiley, a member. It shows her community status: "Discussions: 4" and "Members: 20 (view)". It also includes an "Ask an Expert" section with a text input field and an "Ask" button, and a "Trending" section with several posts and their dates.

To create a new post, you can type into the box that says, “What’s on your mind?”. You can add hyperlinks and also a video or image to your post by clicking the “Add Image/Video Links” link.

You can interact with posts by liking a post, sharing a post, or commenting on a post.

- To like a post, just click the word “Like”.
- You can comment on the post by either clicking the word “Comment” or writing your comment directly in the box below the post.
- To share a post, click Share. A popup box will appear and you can then click the name of a person in the community who you would like to share the post with. After it is clicked, their name will appear and you can share the post by clicking the blue button.



## Content Collections

The content collections area is a place that houses any resources or courses that are associated with a community. To access a course or a resource, click the tile and you will be taken to the resource itself. Resources can be anything from PDF's, websites, Word documents, and courses in Pepper.

The screenshot displays the Pepper community interface. At the top, there is a navigation bar with the Pepper logo and menu items: Courses, People, Communities, PD Planner, Reports, Support & Tools, and Messenger (1). A user profile for kaitlynn\_wiley is visible in the top right corner.

The main content area is titled "Welcome to Pepper!" and includes a message: "Collaborate with fellow Pepper peeps. Share and learn about all things Pepper." Below this is a photo of Dr. Jack McLaughlin, Community Facilitator, and a large Pepper logo.

On the left, there are tabs for "Posts" and "Discussions", with a "New Discussion" button. Below these are four discussion posts:

- CONNECTING WITH THE TEACHER...** Posted By: Gurpreet Deol, On: May. 1, 2016, Replies: 0, Views: 10
- SHARE YOUR PEPPER EXPERIENCE!** Posted By: Melissa Mullen, On: Apr. 19, 2016, Replies: 0, Views: 10
- INTRODUCE YOURSELF!** Posted By: Rashmi Nanjundaswamy, On: Apr. 18, 2016, Replies: 3, Views: 51
- WHAT'S YOUR FAVORITE RESOUR...** Posted By: Alina Coffman, On: Apr. 18, 2016, Replies: 2, Views: 29

The "Content Collections" sidebar, highlighted with a red border, contains the following items:

- User's Guide to Pepper** (PCG Education)
- Pepper Blog**
- Pepper Resource Library**

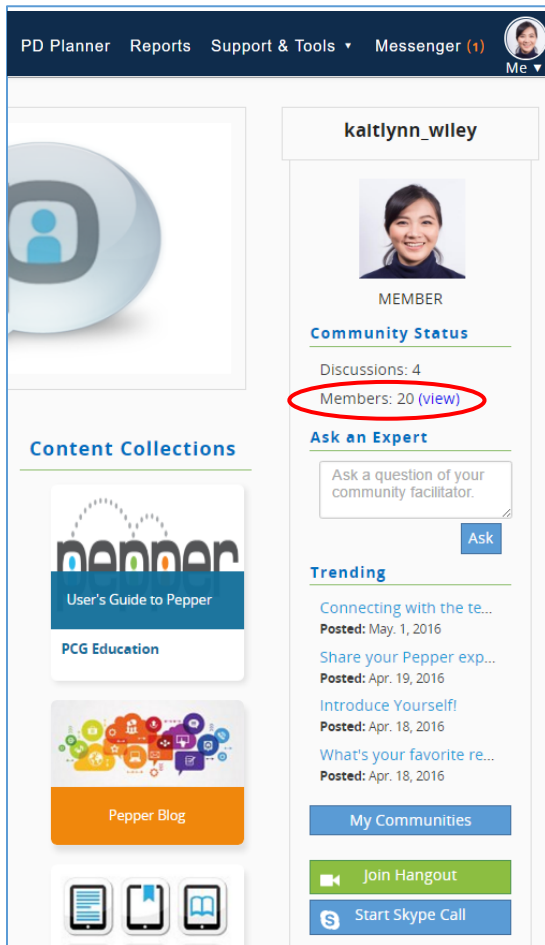
On the right side, there is a user profile for kaitlynn\_wiley (MEMBER) with a "Community Status" section showing 4 discussions and 20 members. Below this is an "Ask an Expert" section with a form to ask a question of a community facilitator. At the bottom right, there is a "Trending" section with a list of recent posts and buttons for "My Communities", "Join Hangout", and "Start Skype Call".

## View other Members

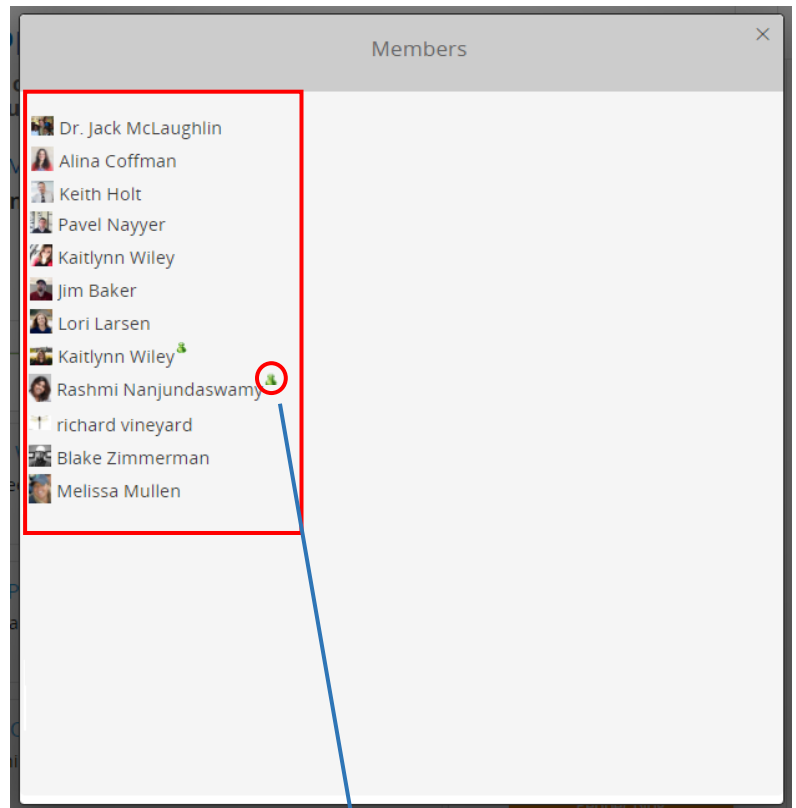
To view and connect with other members in the community, you can look in the panel to the far right. To see each of the members in the community, click the blue “View” button.

Clicking the “View” button will open up a list of all of the members within the community. To view a specific member’s profile, just click their name. You will be taken to the user’s Dashboard page and you will be able to view their Portfolios for the courses they are taking or have already taken.

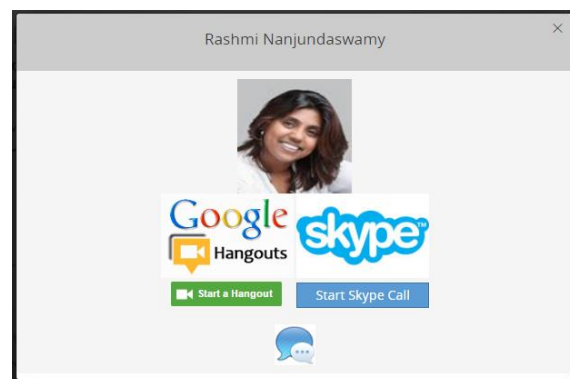
If the user has a green person icon next to their name, this means that a user is currently online and that they are currently available to communicate with. If you click the green icon, a box will open with options to start collaborating using messages in Pepper, Live Hangout!, and Skype.



The screenshot shows a user profile for 'kaitlynn\_wiley'. The profile includes a profile picture, the name 'kaitlynn\_wiley', and the status 'MEMBER'. Under 'Community Status', it shows 'Discussions: 4' and 'Members: 20 (view)', with the latter circled in red. Below this is an 'Ask an Expert' section with a text input field and an 'Ask' button. A 'Trending' section lists several posts with their dates. At the bottom, there are buttons for 'My Communities', 'Join Hangout', and 'Start Skype Call'. On the left side, there are 'Content Collections' including 'User's Guide to Pepper', 'PCG Education', and 'Pepper Blog'.



The screenshot shows a 'Members' list panel. The list includes the following members: Dr. Jack McLaughlin, Alina Coffman, Keith Holt, Pavel Nayyer, Kaitlynn Wiley, Jim Baker, Lori Larsen, Kaitlynn Wiley (with a green person icon), Rashmi Nanjundaswamy (with a green person icon), richard vineyard, Blake Zimmerman, and Melissa Mullen. A red box highlights the list, and a blue arrow points from the green person icon next to Rashmi Nanjundaswamy's name to the next screenshot.



The screenshot shows a communication options window for 'Rashmi Nanjundaswamy'. It features a profile picture of Rashmi and two main options: 'Start a Hangout' (with a green button) and 'Start Skype Call' (with a blue button). The Google Hangouts and Skype logos are also visible.

## Ask an Expert

Under the Community Status header is another header called “Ask an Expert”. If you have a question for your course facilitator you can type your question into this box and then click the blue “Ask” button. This will send your question as an email to your community facilitator. The facilitator can then respond to you through the email that is associated with your Pepper account.

ties PD Planner Reports Support & Tools Messenger (1) Me

**kaitlynn\_wiley**

MEMBER

**Community Status**

Discussions: 4  
Members: 20 (view)

**Ask an Expert**

Ask a question of your community facilitator.

Ask

**Trending**

Connecting with the te...  
Posted: May 1, 2016

Share your Pepper exp...  
Posted: Apr. 19, 2016

Introduce Yourself!  
Posted: Apr. 18, 2016

What's your favorite re...  
Posted: Apr. 18, 2016

My Communities

Join Hangout

Start Skype Call

**Content Collections**

User's Guide to Pepper  
PCG Education

Pepper Blog

## Join Live Hangout!

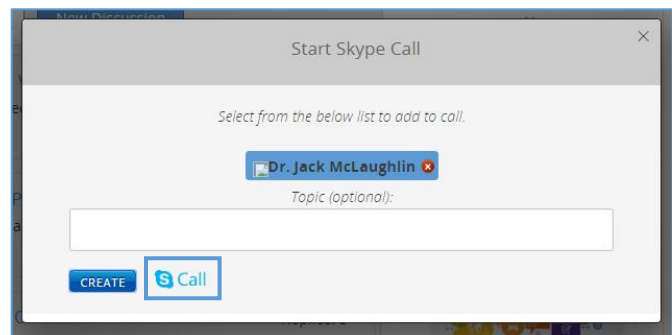
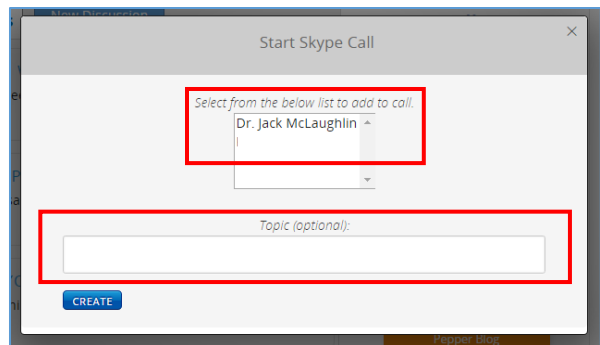
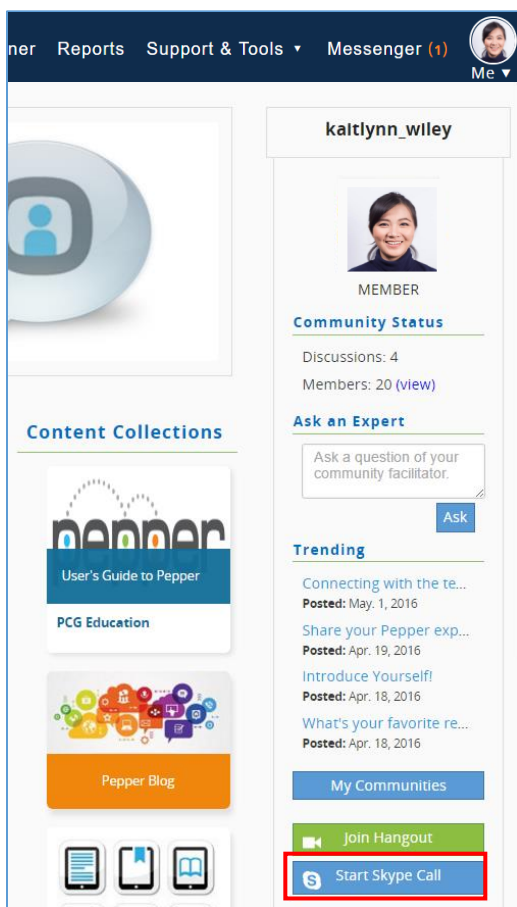
To Join a Hangout with members of your community, click the green “Join Hangout” button. You will instantly be taken into a page with a Live Hangout and be prompted to sign in with a Google account or, if you are already signed in, you will be placed into a video conference.

The screenshot displays a user interface for a community page. At the top, a navigation bar includes links for 'PD Planner', 'Reports', 'Support & Tools', and 'Messenger (1)'. The main content area is divided into two columns. The left column features a large circular icon with a person silhouette, a section titled 'Content Collections' with two items: 'User's Guide to Pepper' (PCG Education) and 'Pepper Blog'. The right column shows the profile of 'kaitlynn\_wiley', a 'MEMBER', with 'Community Status' (Discussions: 4, Members: 20) and an 'Ask an Expert' section. Below this is a 'Trending' list of posts. At the bottom right, there are two buttons: 'My Communities' and a green 'Join Hangout' button with a video camera icon, which is highlighted with a red rectangular border. Below it is a blue 'Start Skype Call' button.

## Start Skype Call

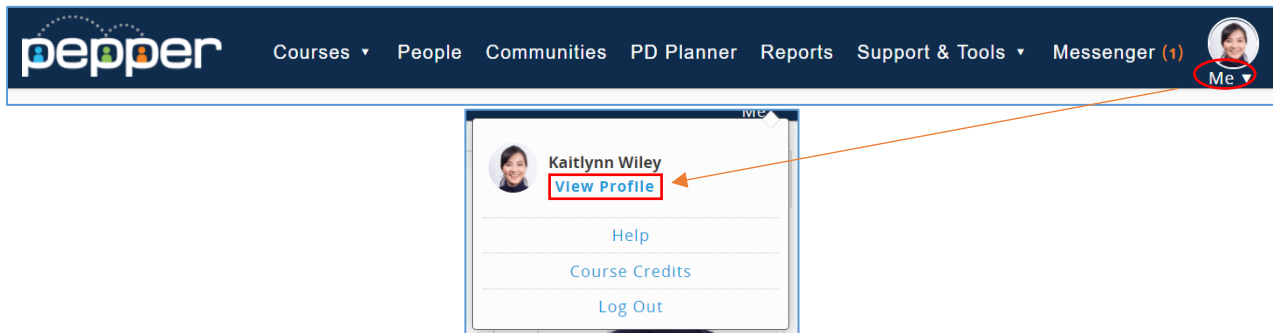
To start a Skype call with a member, click the blue “Start Skype Call” button.

Once you click “Start Skype Call,” a pop up box will open that will prompt you to choose the member which you would like to start the call with. Only members of the community that have a Skype account associated with their name will show in this feature. Once you have selected the member, you can also add a Topic if you would like. Once you’re ready, you can click “Create”. This will give you a blue “Call” button with the Skype logo next to it. You can click that button and you will be taken into the Skype call.

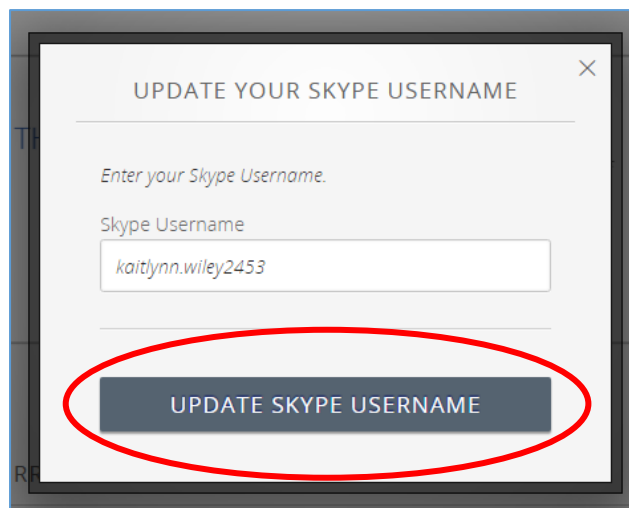
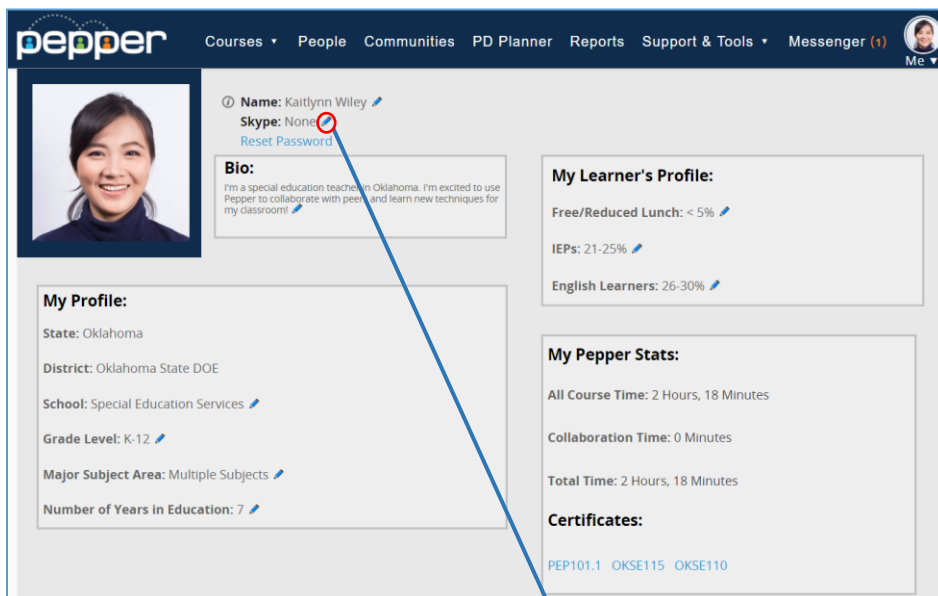




To make sure your Pepper account is associated with your Skype information, you can go to your Dashboard page by clicking your profile picture at the top right hand of your screen. A submenu will open up which includes a link to “View Profile”. Clicking this link will take you to your profile.

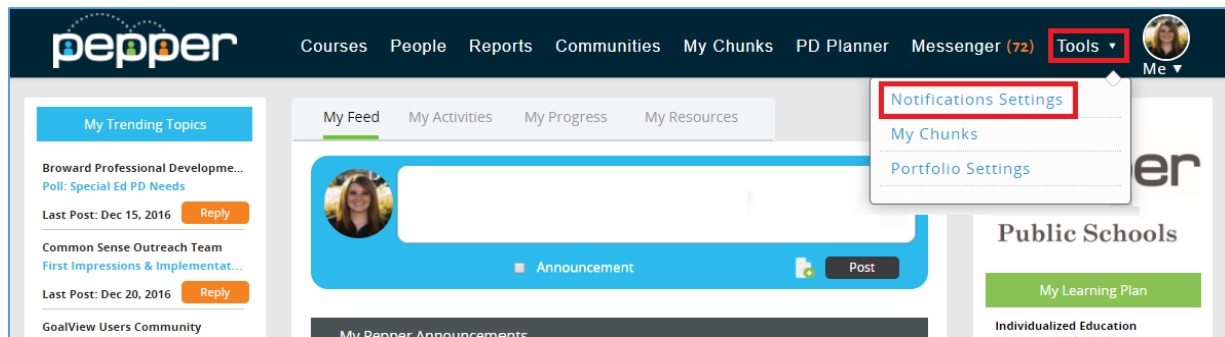


Next to your profile image, you will see a blue pencil button next to the word Skype. When you click this, a box opens up where you can either add your username or update your existing username.

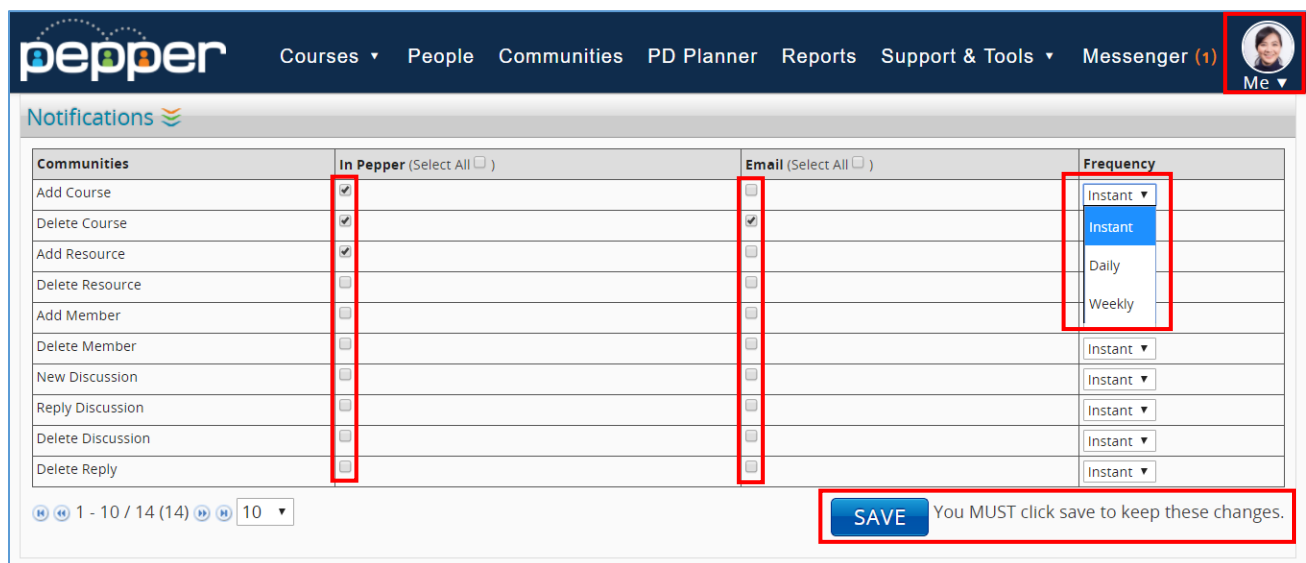


## Notifications

With these new communities, you also have the choice to set up notifications for activities that take place within the community. These are automatically turned off for every user, but if you would like to turn yours on, go to the Support & Tools drop down menu next to your notifications bubble. From the menu, choose the “Notifications Settings” link which will take you to the Notifications page.



Here you can see options for the different types of notifications you can receive. In this screen, you can customize how you receive notifications by selecting both which items you want to receive a notification for, how, and how often. Each notification is customizable on its own. You can select if you want a notification through the Pepper website by checking the “In Pepper” box next to the correct notification. These messages will appear in the blue notifications you see next to your username at the top of the page. You can also select if you want a notification sent to your email address in the “Email” column. To select the frequency of how often you want to receive each notification, use the “Frequency” column dropdowns and select whether you want to receive them instantly, daily, or weekly. Make sure to click “Save” when you’re done!



## VIII. Tracking Progress and Completing a Course

### Course Progress

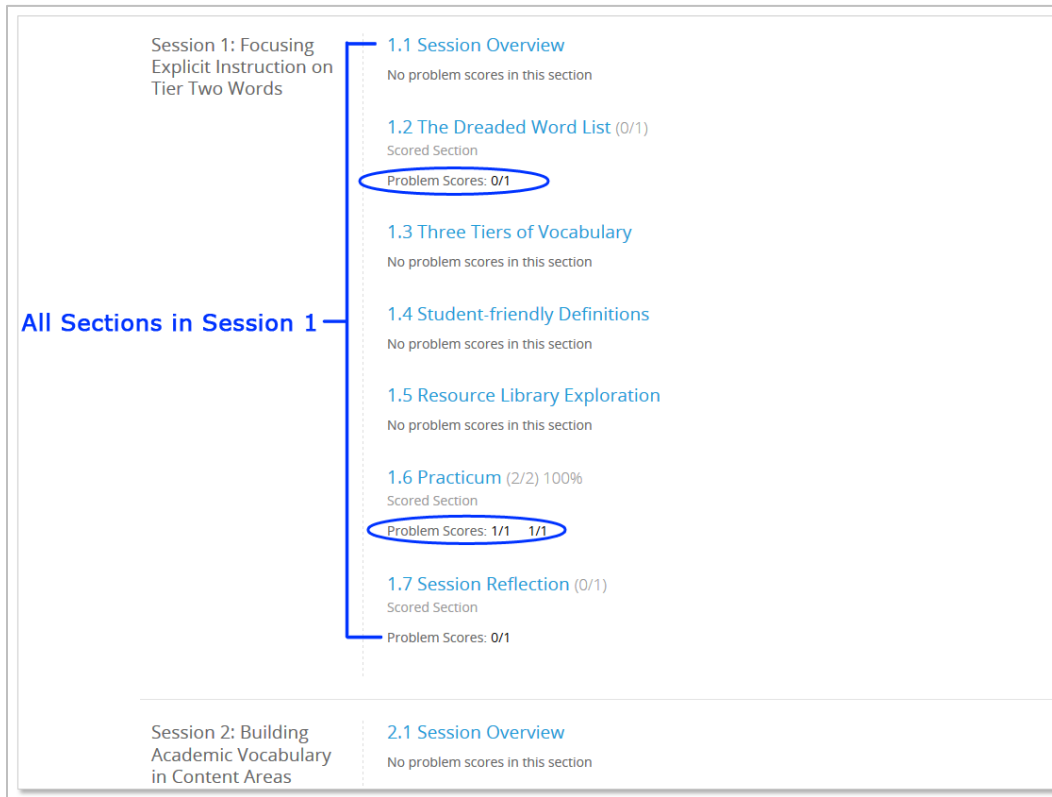
You can view your progress in a course from several places. The first is your main dashboard. By clicking the “My Progress” tab and then locating the course you want to view, a percentage of the course you have completed will appear in a small table. You will also be able to view the time you have spent in the course.

The screenshot shows a user interface with three tabs: 'My Feed', 'My Progress', and 'My Resources'. The 'My Progress' tab is selected and highlighted with a red box. Below the tabs, there is a section titled 'Courses In Progress'. Under this section, a course titled 'Individualized Education Program (IEP) | OKSE116' is listed. A progress bar for this course is shown, with the word 'Progress' on the left, a yellow bar indicating 65% completion, and the number '65%' on the right. Below the progress bar, it says 'Time Spent: 1 Hour, 1 Minute'. To the right of the course list, there is a 'My Stats' section with the following information: 'Total Time (YTD): 2 Hours, 18 Minutes', 'Course Time (YTD): 2 Hours, 18 Minutes', and 'PD Time (YTD):'.

To review your progress in a course itself, first navigate to the course and then click on the “My Progress” tab found at the top of the course navigation menu.

The screenshot shows a course page for 'PCG Education: PEP101.4 User's Guide to Pepper'. At the top, there is a navigation menu with several tabs: 'My Course', 'Discussion', 'My Progress', 'Resources', 'Instructor', 'People', 'My Course Portfolio', 'My Chunks', 'Live Hangout!', and 'Staff view'. The 'My Progress' tab is highlighted with a yellow arrow. Below the navigation menu, there is a 'Course Time: 1 Hour, 22 Minutes' indicator. The main content area features the 'PCG Education' logo and the text 'Public Focus. Proven Results.™'. Below this, there is a section titled 'Intro to the Pepper Professional Learning Network' with a welcome message: 'Welcome to the Pepper community! You are now part of a vibrant and growing network of educators. We encourage you to take advantage of the high quality professional learning content we offer and opportunities to collaborate with peers, learn and share from experiences, and promote and support successes and best practices.' The Pepper logo is also visible at the bottom right of the main content area.

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 can 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 under “My Progress.” There is an area called “Completed Courses” which houses all of the courses that you have completed. To view the certificate for a course, you can click on the **medallion** icon next to the course title. Some courses will not have a certificate and will instead appear with a clipboard icon. This simply signifies that you have completed the course successfully.

Completed Courses Apply for CEU

-  **User's Guide to Pepper | PEP101.1**  
Time Spent: 32 Minutes
-  **Discipline and Manifestation Determination | OKSE115**  
Time Spent: 33 Minutes

[More](#)

**CERTIFICATE of ACHIEVEMENT**

**pepper**  
College & Career Readiness Network

**OKLAHOMA STATE DEPARTMENT OF EDUCATION**  
CHAMPION EXCELLENCE

*Dr. Jack McLaughlin*  
Dr. Jack McLaughlin, Manager  
Pepper College & Career Readiness Network  
PCG Education

This is to certify that

**Kaitlynn Wiley**

successfully completed

**OKSE115 Discipline and Manifestation Determination**

a course of study offered by Oklahoma State Department of Education, a partner in Pepper, an online professional learning community.

VERIFIED CERTIFICATE:  
Issued September 14, 2017

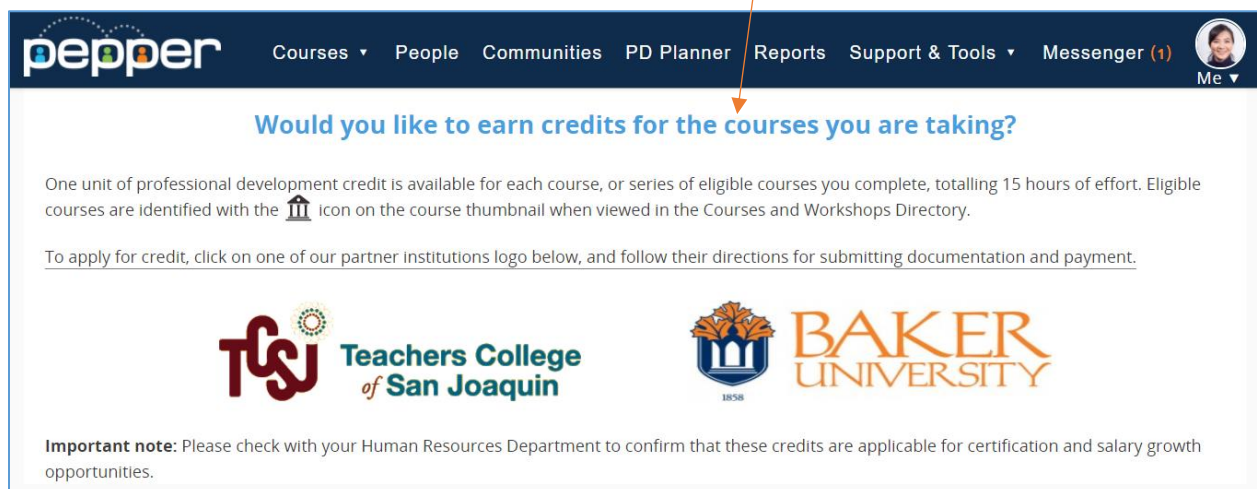
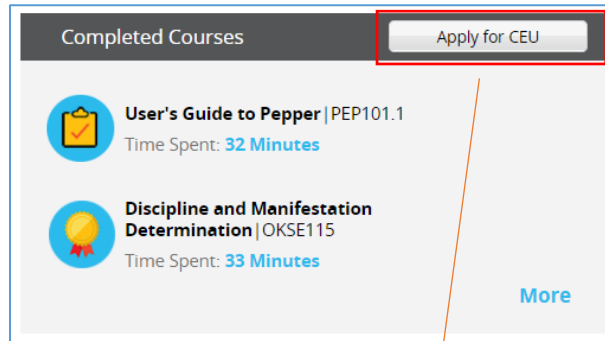
Estimated Effort:  
1.5 Hours

Recorded Course Time:  
33 Minutes

**PCG Education**  
Public Focus. Proven Results.™


## Course Credit

Some courses are available for professional development credit. Check out the [Course Credits](#) page by clicking the “Apply for CEU” button under your “My Progress” tab. This will take you to a page where you can view information on obtaining course credit and how to download the course completion form.





**pepper** Courses ▾ People Communities PD Planner Reports Support & Tools ▾ Messenger (1) Me ▾

### Would you like to earn credits for the courses you are taking?

One unit of professional development credit is available for each course, or series of eligible courses you complete, totalling 15 hours of effort. Eligible courses are identified with the  icon on the course thumbnail when viewed in the Courses and Workshops Directory.

To apply for credit, click on one of our partner institutions logo below, and follow their directions for submitting documentation and payment.

 **Teachers College**  
of San Joaquin

 **BAKER**  
UNIVERSITY

**Important note:** Please check with your Human Resources Department to confirm that these credits are applicable for certification and salary growth opportunities.

Please note that each district has its own policies regarding professional development credits. We recommend that you contact your Human Resources Department to understand if credit will be accepted and obtain information on how course credit may be applied towards salary growth opportunities and/or certification.

## Tracking Time

The “My Stats” section of “My Progress” shows time tracked in Pepper:

- **PD Time:** Shows the total time that a user has spent in professional development trainings, as marked in Pepper PD Planner.
- **Course Time:** Shows the aggregate time that a user has spent in all courses.
- **Total Time:** Shows the sum of all course time and collaboration time.

The screenshot displays the 'Courses In Progress' section on the left and the 'My Stats' section on the right. The 'My Stats' section is highlighted with a red border. The 'Courses In Progress' section lists three courses: 'Early Intervention Services | OKSE112' (0% progress, 0 minutes spent), 'Family Educational Rights (FERPA) and Confidentiality | OKSE114' (0% progress, 0 minutes spent), and 'Individualized Education Program (IEP) | OKSE116' (65% progress, 1 hour, 1 minute spent). The 'My Stats' section shows: Total Time (YTD): 2 Hours, 18 Minutes; Course Time (YTD): 2 Hours, 18 Minutes; PD Time (YTD): 0 Minutes; Last Logged In: 09/20/2017; Enrolled Courses: 4; Completed Courses: 3. A 'View All' link is located at the bottom right of the 'My Stats' section.

**Course time** is tracked in several different ways within a course. You can see the Course Time for each individual course represented right above the course accordion whenever you are in a Course.

The screenshot shows the Pepper interface for a course titled 'Intro to the Pepper Professional Learning Network'. The course time is displayed as 'Course Time: 1 Hour, 22 Minutes' in a blue box at the top right. The course content includes a 'Welcome to Pepper!' message and a list of resources: 'Pepper Dashboard: Overview', 'My Feed', 'My Progress', 'My Resources', 'Accessing Content in Pepper', and 'Navigating within a Course'. The Pepper logo is visible in the bottom right corner.

The components that make up **Course Time** include:

### Course Unit Time

Time starts when user clicks on specific unit/section within a course. Time stops when the user leaves the unit. If a user goes to an external link, a new tab, or another application, the time will stop. When the user comes back to the unit, the time will start recording again.



## External Time

External time reflects when a user goes outside of Pepper to get a document to upload to their portfolio. For example, if a user uploads something to an Open Response Answer (ORA), the time gets added to that course's time (time recorded is identified by the course author). If user deletes the upload, the external time is removed.



Course Time is also shown on the course banner accessible from the dashboard.

