MGMS 7000
PROFESSIONAL DEVELOPMENT SEMINAR
THREE SEMESTER HOURS
Spring 2013

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Dewar College of Education
Valdosta State University
Department of Middle, Secondary, Reading and Deaf Education

Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**I**mpact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS (NBPTS)

PROPOSITION #1:   Teachers are committed to students and their learning
PROPOSITION #2:   Teachers know the subjects they teach and how to teach those subjects to
                    students
PROPOSITION #3:   Teachers are responsible for managing and monitoring student learning.
PROPOSITION #4:   Teachers think systematically about their practice and learn from experience.
PROPOSITION #5:   Teachers are members of learning communities
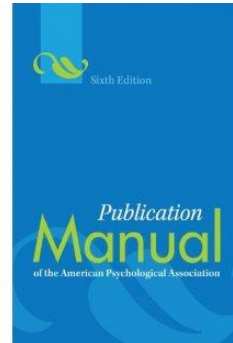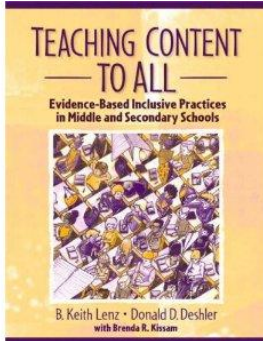
Lenz, B. K., & Deschler, D. D. (with Kissam, B. R.) (2003). *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools*. Boston, MA: Allyn & Bacon. ISBN 0-205-39224-5

A *LiveText* software account is required. This can be purchased from http://college.livetext.com/purchasing/

A *ViSTA Inquiry* software account is required by week 6. This can be purchased from http://shop.bscs.org/vista ($15 student fee). During checkout, include the following course code (unique to your class) in the comments section: **BRASELL:I13S**. That is I (capital I for Inquiry), 13 (as in 2013), and S (Spring). BSCS will send you a unique login for the module within two business days.

Additional Reading:

NBPTS Five Core Propositions: http://www.nbpts.org/the_standards/the_five_core_propositio

NBPTS Standards: http://www.nbpts.org/the_standards/standards_by_cert

American Psychological Association (2009). Publication Manual of the American Psychological Association (6th edition. Washington, CD: Author. OR consult their website at http://www.apastyle.org/apa-style-help.aspx.

COURSE DESCRIPTION

Prerequisites: Candidates must be accepted into the M.Ed. Middle Grades Mathematics and Science program prior to enrolling in this course. Assignments require candidates to have regular access to a class of students. Candidates need to have a school placement if they are not currently teaching.

Catalog Description: The self-assessment of individual student understanding and application of master teacher

outcomes. Provides the basis for an individual program of study based on individual needs.

Elaboration: This course focuses on effective teaching practices of accomplished teachers as defined by National Board for Professional Teaching Standards. This course builds a foundation for candidates to analyze their teaching practice and develop a professional development plan.

Note: This program provides certificate upgrade only for teachers with current teaching certificate in either MG Math or MG Science.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I.   CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V.   PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

MSRD Education Educational Outcomes for Graduate Programs
1.   Students in advanced teacher education programs have an in-depth knowledge of the content they teach.
2.   Students in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning; they will clearly explain the choices they make in their practice.
3.   Students in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement.
4.   Students in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Examples of Outcome Assessments
Majors in advanced teacher education programs will
   1. Use effective written communication skills [CFS I, II, VI]
   2. Use a variety of reflective practices in analyzing current practice and student needs [CFS II, III, V, VI]

3. Analyze the instructional context of their teaching practice, focusing on school, student and teacher characteristics [CFS II, III]
4. Implement various forms of continuous assessment to assess student learning and the effectiveness of instructional practices [CFS II, III, IV, V]
5. Evaluate teaching practice of self and other teachers with respect to discussion and questioning strategies that promote student learning [CFS I, II, III, IV, V, VI]
6. Synthesize information from varied sources to develop a professional development plan based on an understanding of personal strengths and areas for improvement [CFS II, III, III, IV, V, VI]

Learning Outcomes	Assessments
Use effective written and oral communication skills	All assignments
Use a variety of reflective practices in analyzing current practice and student needs	All assignments
Analyze the instructional context of their teaching practice, focusing on school, student and teacher characteristics	School Report Card; Understanding Your Students; Special Education and English learner issues; Understanding Yourself
Implement various forms of continuous assessment to assess student learning and the effectiveness of instructional practices	Analysis of Student Learning; Candidate Evaluation by Students
Evaluate teaching practice of self and other teachers with respect to discussion and questioning strategies that promote student learning	Video Analysis of Science Teaching-- Inquiry; Analysis of Personal Video
Synthesize information from varied sources to develop a professional development plan based on an understanding of personal strengths and areas for improvement	Professional Development Plan

COURSE OBJECTIVES (CO)

The candidate will
1. Demonstrate evidence of understanding standards-based teaching practices for accomplished teachers as defined by NBPTS and COE CFS [NBPTS I, II, III, IV, V; CFS I, II, III, IV, V, VI]
2. Provide evidence of understanding issues related to diversity of students and differentiating instruction in order to teach all students. [NBPTS I, III; CFS II, III]
3. Evaluate personal instructional practice based on analysis of standardized test scores, individual student work, student surveys, and critique of videotape of instruction. [NBPTS I, II, III, IV; CFS IV, V]
4. Apply evidence-based, professional decision-making skills in analyzing personal and exemplary practice in light of personal and professional goals in order to develop a professional development plan. [NBPTS IV; CFS VI]
5. Demonstrate ability to collaborate with peers in advocating for educational improvements and leadership in taking action to implement changes. [NBPTS V; CFS VI]

6. Use effective written and oral communication skills. [NBPTS IV; CFS VI]

PROGRAM ACTIVITIES/REQUIREMENTS

Courses in this program of study may be taken in any sequence. This means no course serves as a single entry or exit from the program. If this course is either your first education course, or if you are about to graduate, you need to complete surveys and forms sent to you from your institution.

For non-VSU students, your institution will provide directions for creating your electronic portfolio. Check with your advisor for program requirements.

For students enrolled as VSU students, LiveText will be used for managing all program requirements.
The following activities will be required if this is your first or last course in the program.
- *Entry: Complete four forms sent via LiveText. You will have received directions for doing this from your advisor.*
- *Entry: Initialize your MGMS portfolio in LiveText. This will be constructed throughout your program and assessed on exit.*
- *Exit: Your advisor will check that your portfolio is complete and satisfactory. Your portfolio is the comprehensive assessment for the MGMS MEd Program.*
- *Exit: Complete additional forms sent via LiveText. You will receive directions for doing this from your advisor.*

LiveText Portfolio
A professional portfolio is the **required capstone product** of the program, used in lieu of comprehensive exams.
Candidates will work on their portfolios throughout the program. The purpose is to demonstrate knowledge, skills, and competencies aligned with standards and developed throughout the program. The planned portfolio development process will allow faculty to determine progress toward the M.Ed.

Two assignments from this course will be used as required artifacts for your M.Ed. electronic portfolio, regardless of the university where you are enrolled. You may include other assignments in your portfolio if you choose. The two assignments from this course for uploading into your electronic portfolio are
- Candidate Evaluation by Students
- Professional Development Plan

For VSU students, the accompanying narrative for each artifact consists of four sections where you explain how the assignment provides evidence that you meet identified standards and the impact of the assignment on your professional learning and practice. For required assignments, you will upload all parts of the assignment (which may include a narrative in Word and data in Excel) and complete accompanying narrative. This should be completed at the same time as the deadline for submitting

*assignments in WebCT. Assignments that are **required artifacts** for your portfolio must be uploaded into your portfolio and accompanying description of the artifact (description, rationale, impact, reflection) must be completed before a grade can be assigned for the assignment.*
Note: No grade will be assigned for these portfolio assignments until they have been submitted correctly in LiveText. *Directions for submitting your assignments are provided below.*

COURSE ACTIVITIES/ASSSIGNMENTS/REQUIREMENTS

Detailed descriptions of all assignments together with grading criteria will be provided separately in the weekly modules.

The course is divided into weekly modules. Each week, candidates will be expected to
- Read textbook or assigned readings.
- Complete performance assignments
- Participate in discussions that focus on sharing ideas and collaborating. Restricted choice is available for some discussion postings.

Note: For all assignments, candidates are expected to explain connections between theory and practice.
Note: For all assignments, candidates are expected to use APA writing style, including cover page, header, and references.
Note: ViSTA assignments require candidates to have access to ViSTA videos (see Required Reading above).

Videotape requirements: As part of required assignments, you will videotape and submit a 10-minute segment of whole-class discussion.
- Check access to a suitable digital video camera.
- Plan ahead for how you will submit your video; upload or mail a DVD.
- Discuss requirements for obtaining parental permission with the appropriate administrator. A copy of VSU's video release form will be provided, but equivalent forms are acceptable.

1. **School Report Card:** Candidates will analyze demographic characteristics and disaggregated test scores for the current teaching school. [CO 2, 3, 6]
2. **Understanding Yourself:** Candidates will analyze personal and professional characteristics that influence teaching practice. [CO 1, 3, 6]
3. **Understanding Your Students:** Candidates will analyze individual and academic characteristics of diverse students (HALO) and describe teaching strategies that would be effective in promoting learning for each. [CO 1, 2, 4, 6]
4. **Analysis of Student Learning:** Candidates will analyze samples of student work from two academically diverse students to identify relative strengths, areas for improvement, and instructional needs. [CO 1, 2, 3, 4, 6]
5. **ViSTA Environment:** Candidates will analyze short video segments of several teachers with respect to effectiveness in establishing a learning environment that promotes learning for academically diverse students. [CO 1, 2, 3, 4, 6]

6. **ViSTA Questioning:** Candidates will analyze short video segments of several teachers with respect to inquiry and questioning strategies that promote learning for academically diverse students. [CO 1, 2, 3, 4, 6]
7. **ViSTA Reasoning:** Candidates will analyze short video segments of several teachers with respect to effective strategies that promote thinking and learning of academically diverse students. [CO 1, 2, 3, 4, 6]
8. **Analysis of Barriers to Learning (Private Universe):** Candidates will summarize videos that analyze barriers to learning experienced by students, possible causes for misconceptions, and strategies for promoting conceptual change. [CO 1, 2, 3, 4, 6]
9. **Analysis of Personal Teaching: Whole-Class Discussion:** Candidates will plan, record, and analyze a 10-minute video of a whole-class discussion. [CO 1, 2, 3, 4, 6]
10. **Candidate Evaluation by Students:** Candidates will administer a survey to students they teach that evaluates components of the candidate's teaching practice, analyze responses to identify relative strengths and weaknesses, and plan future actions to improve teaching practice. Includes a Plus/Delta assessment. [CO 1, 2, 3, 4, 6] **LiveText requirement.**
11. **Understanding Special Needs:** Candidates will summarize articles related to understanding special needs of students and describe how this understanding affects their personal teaching practice. [CO 1, 2, 6]
12. **Professional Development Plan:** Candidates will complete a professional development plan that synthesizes the analyses of personal professional practice completed throughout this course. [CO 1, 2, 3, 4, 6] **LiveText requirement**
13. **Discussion Forum:** Candidates will participate regularly in discussion with other candidates in the course assigned readings, personal teaching practices, and implementation of new practices based on assigned readings and videos. [CO 1, 2, 3, 4, 6]

COURSE EVALUATION

Points assigned for the course: Total 185 points
- Student Contract (5 pt)
- Plus/Delta Assessment (5 pt)
- Performance assignments: 12 assignments x 10 points (+ 10 pt video)
- Discussion: 6 required + 3 elective: 9 topics x 5 points

The following grades have been assigned using a total of 175 points.
A = 158 + points (90+ %)
B = 140-157 points (80-99 %)
C =123-139 points (70-79 %)
D = 105-122 points (60-69 %)

If adjustments are made during the course, the grades will be pro-rated accordingly.
Note: No grade will be assigned for portfolio assignments until they have been submitted correctly in LiveText.

ATTENDANCE POLICY
This is an online course, so attendance is checked only by submission of assignments.

All assignments must be submitted by 11:30 p.m. on the date listed in the Course Schedule.
It is critical that assignments be submitted on time to allow your instructor time to provide feedback in a timely manner. You are encouraged and expected to submit assignments before the due date. Late work will not be accepted after deadline except in cases of emergency such as death in the family or serious illness. Technology issues such as computer crashes or thunderstorms do not count as emergencies. Plan to get your work submitted early and have a back-up plan in case of technology problems.

PROFESSIONALISM

The following areas describe the professional expectations for students in the graduate programs in Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism – Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Ethics/CodeOfEthics.aspx) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

Professionalism -- Confidentiality
In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, use pseudonyms for students and do not identify schools unless you are using information that is publically available.

Professionalism -- Copyright
The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated. Materials you incorporate into your assignments should not violate copyright.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Teachers must be able to demonstrate their use of writing for different purposes, including descriptive, analytical, and reflective writing. You must monitor email regularly and inform the instructor of any email problems or changes.

Professionalism - Assignments
All assignments should conform to the professional standards expected of graduate university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors.   Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses. Mastery in electronic communication, including review/edit features and how to attach files to emails, is expected.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism**. Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.
By taking this course, you agree that all required course work may be subject to submission for textual similarity review.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/colleges/education/deans-office/documents/dew-concern-form.pdf).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/colleges/education/deans-office/documents/dew-concern-form.pdf). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ANYWHERE LIBRARY ACCESS

The Library's databases are available only to currently enrolled Valdosta State University students. Accessing the Library's databases from home or on campus is easy. Use your BlazeVIEW campus User name and password when outside of the VSU network at home or otherwise off campus or at some other WiFi hotspot.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

DIRECTIONS FOR SUBMITTING ASSIGNMENTS TO LIVETEXT

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study is available in the LiveText module for your course.

All portfolio submissions should follow a **basic process**:
1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

Directions for submission:
   First, you need to edit your portfolio to include the new assignment
1. Click on **Documents** tab
2. Open your portfolio
3. Open the page for the current assignment under the *Table of Contents*
4. Click the "Edit" button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
   a. The **Description** section can be very brief.
   b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
   c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
   d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click "Edit"
7. Select "Upload New File," click Choose File, and browse for your file on your computer
8. After the file loads, Click "Save & Finish"

Then, you hide all pages except the current assignment
The assessor should see only the single page of your portfolio.

9. Select **Manage Pages**.
10. Click on the box next to **Title** to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select **Hide Pages**: **Save and Finish**.

13. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

Then, you need to submit the portfolio:
14. Near the top of the screen, select the **Dashboard** tab
15. Find the assignment and click on the corresponding **Begin Assignment** button
16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
18. Click "Attach Selected Files"
19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.

- A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
- Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
- If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

If you have to resubmit your assignment:

20. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
    a. Submitting the assignment and not the portfolio (see #17 above).
    b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
21. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.
22. Click on **Continue to Step 3** in the top right corner.
23. Remove any of the previous attachments by clicking in the red "X" button next to each file.
24. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, then follow directions 17-19 above.

INSTRUCTOR

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