



# **Resume & Application Submission**

**For**

**Doctor of Education (Ed.D.) in  
Teaching English**

**by**

**Marcus Lee Peterson Jr.**

# Part I

# VAE Questionnaire

**Answer the following questions in no less than 200 words per question, using your own words. You may refer to evidence supplied in your dossier (evidence portfolio) while answering these questions. Make sure you answer all of the questions.**

- 1. What drove you to get a VAE degree, and how do you believe it will help you achieve your career goals?**
- 2. How do ethics and social responsibility factor into your professional decision-making processes?**
- 3. How do you keep up with current trends and advancements in your industry or area of expertise?**
- 4. How have you proven leadership and management abilities throughout your career? Can you provide particular examples or experiences?**
- 5. Describe your experience collaborating with various teams or individuals, as well as how you handled conflicts or differing points of view.**

# Part II

## Passport and/or ID



# Letter of Recommendation



**GIGGLING  
PLATYPUS CO.**

**Letter of  
Recommendation**

**Dear Hannah Morales,**

Sacha Dubois has worked on our team at Salford & Co. over the past five years. I have always enjoyed working with her, and I appreciate the attention she pays to detail. Additionally, she is very good at communication and interacting with people, and has many innovative ideas.

She is a great candidate for the position that you have open. Her current role involves similar challenges to her previous one here, and she is well suited to them. We all wish Samantha Dubois the best in her new city, as she's a really talented young person.

If you need any additional information, please contact me.

Best regards,

**Isabel Mercado**

📞 123-456-7890  
✉️ [hello@realtogreatsite.com](mailto:hello@realtogreatsite.com)  
📍 123 Anywhere St., Any City, ST 12345

# Personal Statement

## (500 words minimum)

### PERSONAL STATEMENT FOR DENTAL SCHOOL

Affording a smile is not something that can be taken for granted. I realized the importance of this statement while in my formative years when my mother decided to take me to a dentist for reconstructive surgery. At first, I resisted the idea, but the need to look beautiful and laugh like any other teenager compelled me to accept it. Nonetheless, I feared the entire procedure because I knew it involved a lot of pain. When the day to visit a dentist came, I was scared, but the moment I entered the dentist's room, he approached me like there was nothing much to experience. He cracked jokes before he started operating on me and assured me that everything would be okay. Much to my surprise, the entire process ended successfully, and I questioned myself about what I feared. Also, I was thrilled that every person who visited the dentist after me left the room smiling, contrary to popular belief. Since then, I have developed an ardent zeal to help people and restore smiles on their faces.

With a background in nursing, I feel that I have amassed a plethora of experience in dealing with patients from diverse environments. During my normal rounds, I had an opportunity to learn from experienced doctors how to manage chronic diseases. However, my interest in dentistry was stifled because I liked working with my hands. Dentistry is like art because it allows people to use their hands and make logical decisions before extracting teeth. From my previous experience, I have learned that interacting with patients and treating what you can see is more fulfilling than selecting treatment options using recorded information.

Choosing your school was a decision that I made after a long consultation with friends and searching on the Internet. It is important for me because it offers world-class training facilities that will help me to become an accomplished dentist. Also, this program will equip me with the requisite skills for diagnosing and treating dental problems. Looking to the future, I aim to own a private dental clinic. I hope your school will help me gain the necessary knowledge and help society by providing quality services. I envision myself handling patients the way the doctor operated on me.

# Student Resume

EUNICE R. WILLIAMS

 eunice.williams@hkg.com  239-694-4336



## SIMPLE FRESHER RESUME

### Contact Information

Name:	[YOUR NAME]
Email:	[YOUR EMAIL]
Address:	[YOUR ADDRESS]
LinkedIn:	[YOUR LINKEDIN PROFILE]

### Professional Summary

Motivated Computer Science graduate with expertise in software development, data analysis, and machine learning. Skilled in problem-solving, programming, and teamwork.

### Education

**Bachelor of Science in Computer Science**

Oregon University, Salem, OR 97301

Graduation: May 2050

### Skills

- **Programming Languages:** Python, Java, C++, JavaScript, SQL
- **Data Analysis & Visualization:** R, Excel, Tableau, Power BI
- **Software Development:** Agile Methodology, Git, Continuous Integration
- **Machine Learning:** TensorFlow, Keras, Scikit-learn
- **Cloud Platforms:** AWS, Microsoft Azure, Google Cloud



# Transcripts & Diplomas

## State College

In recognition of the completion of the prescribed  
Course of Study

**Your Name Here**

*has been admitted to the degree of*

**Bachelor of Business Administration**

*and is entitled to all the rights, privileges and dignities which  
pertain to that degree. In Witness Whereof Your College has  
issued this Diploma attested by the signatures of its president  
and its clerk and by the Corporate Seal*

*Given at Boston this tenth day of May, 2009*



*Andrew L. Lipp*  
Secretary, President Board of Trustees

*John H. Hetch*  
President

*John J. Jones*  
Registrar

# The White House

## Academic Achievement Record

Name: Teddy Roosevelt

ID:

SSN:

Address:

1900 Pennsylvania Ave  
Washington, DC 20500

Birthdate: 10/27/1910

Gender: Male

1600 Pennsylvania Ave

Washington, DC 20500

Phone: (202) 456-1111

Fax: (210) 334-0850

Email:

Website:

	AV	CR		AV	CR		AV	CR
ENGLISH			MATH			SOCIAL		
WORLD	B	1.0	TRIGONOMETRY	A	1.0	STUDIES	A	1.0
LITERATURE (AP)	B	1.0	GEOMETRY	A	1.0	ECONOMICS	A	1.0
MODERN	A	1.0	ALGEBRA II	B	1.0	GEOGRAPHY	A	1.0
LITERATURE	A	1.0	ALGEBRA I	A	1.0	WORLD	A	1.0
AMERICAN						HISTORY		
LITERATURE			SCIENCE			U.S.		
ENGLISH	A	1.0	PHYSICS	A	1.0	HISTORY	A	1.0
COMPOSITION	C	1.0	CHEMISTRY	C	1.0		A	1.0
	A	1.0	BIOLOGY	A	1.0	PE	A	1.0
FINE ARTS	B	1.0	PHYSICAL	A	1.0	BASEBALL		
DRAMA (DE)			SCIENCE			SOCCER		
MUSIC						TENNIS		
INSTRUCTION								
ART								
APPRECIATION								
MUSIC								
APPRECIATION								

GPA: 3.78

TOTAL CREDITS: 23

DATE OF GRADUATION:

GRADUATION PROGRAM TYPE: Roosevelt served as the 26th President of the United States from 1901 to 1909. He became President in 1901 after McKinley was assassinated. He was elected to a full term in 1904.

Approved by the  
Texas Legislative  
House Bill 944

### Grading Scale

90 – 100	80 – 89	70 – 79	60 – 69	59 – 0
A	B	C	D	F

Signature of Administrator: \_\_\_\_\_

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*Miss Good*

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COMPOSITION	C	1.0	CHEMISTRY	C	1.0		A	1.0
	A	1.0	BIOLOGY	A	1.0	PE	A	1.0
FINE ARTS	B	1.0	PHYSICAL	A	1.0	BASEBALL		
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Registrar

# Past Work / Publications



EVERGREEN ELEMENTARY

## SCIENCE LESSON PLAN: BRIDGE

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### OBJECTIVE

Students will work together to build a freestanding (not connected to anything for stability and without piers/support structures along the span) bridge that is at least -- cm. long. [Distance can be determined based on the materials being used and the age/grade of the students.]

### TESTING

Each group of students should describe their bridge design elements to the class and demonstrate that it is able to stand freely for a specific period of time. You can use blocks or books to create the space that must be crossed or you can use two desks that are a specific distance apart.

**Note:** Since some bridges are likely to fall apart if a load competition is held, it is recommended that photographs are taken of each of the bridges, from a variety of angles.

### MATERIALS

Be creative- choose supplies that are available to you and should be limited on budget. Popular materials for bridge building challenges are:

- Spaghetti noodles and marshmallows
- Newspaper and tape
- Cardboard and tape
- Toothpicks and gumdrops
- Popsicle sticks and glue
- Straws
- Other supplies that can be available include: scissors, meter stick

### REFLECTION

- Did your team build the bridge that was on the original design sheet? If no, what did you need to change?
- Which elements of your final design worked well?
- List materials or tools that you wish you would have had to make the bridge building process more successful.
- If you could change anything that your team did when responding to the challenge it would be: What was the best part of the bridge challenge?

For more information, check the online class portal, **[www.evergreenelementary.com/science](http://www.evergreenelementary.com/science)**

Source: <https://www.cmu.edu/gelfand/education/k12-teachers/bridges-and-structural-engineering/bridge-lessonplans/building-challenge.html>



<b>Lesson Plan 11-12-2012</b>			
<b>Number of Pupils: 12</b>			
<b>Book: Primary Colours 1</b>		<b>Unit: 6B</b>	<b>Pgs.56-57</b>
<b><u>Aims:</u></b>	<b><u>- To practise the present simple and routines</u></b> <b><u>- To teach the names of the days of the week</u></b>		
<b><u>Time:</u></b>	<b><u>40 minutes</u></b>		
<b><u>Language Used:</u></b>	<b><u>- Present Simple (routines)</u></b> <b><u>- I go home by bus/car/bike/on foot</u></b> <b><u>- I come to school</u></b> <b><u>- do my homework, play football, watch TV</u></b> <b><u>- Days of the week</u></b>		
<b><u>Time:</u></b>	<b><u>Action:</u></b>	<b><u>Objective:</u></b>	<b><u>Notes:</u></b>
10 min	I pair the pupils up into pairs of boy + girl, we sing the "I like fish" song from the previous lesson	- Revision of last lesson's vocabulary - A fun way to help the children prepare for the lesson	Sing the song with the children the first time, then let them continue alone for the remaining repetitions
5 min	I tell the children about a normal day for me. I use words that we will learn today in class. (E.g. "I go to school by car." "After school I watch TV." "Then I go swimming.")	- Children see the target language being used in "real life" - Children are exposed to the language for the first time - Children have an example to copy	Remember to use language from the lesson. Keep it simple!
12 mins	- Pupils open their books on page 56 - We read through the phrases from exercise one together and point at the pictures	- The children produce the language for the first time with my help  - We point at the pictures to help the children remember the words	- Try to limit the children to the vocabulary used in ex. 1. Keep it simple!  - Remember to give positive feedback to EVERY student!!!
	I ask a few of the stronger students to talk about their day to the class	- The children have an example from their peers. Seeing and hearing this helps them believe that THEY can do it too	
	The children all work in pairs to tell each other about their day.	The children produce the language by themselves. This helps them to feel independent and successful.	

# Mrs. Swinford's Lesson PLANS



	MATH	SCIENCE	READING
<b>Monday</b> September 19 HW • Mul as a Comparison • 4 <sup>th</sup> US Summarizing MM • Mul as a Comparison	<input type="checkbox"/> Math Notes- Multiplication Situations <input type="checkbox"/> Multiplication Lesson 7 Multiplication as a Comparison	Brain Pop Clouds  EPIC Clouds	Fish in a Tree Chapters 28 & 29
<b>Tuesday</b> September 20	<input type="checkbox"/> Check-Up <input type="checkbox"/> Math Centers Set 2, Week 2 <input type="checkbox"/> Multiplication Comparisons	Mystery Science Where Do Clouds Come From	Fish in a Tree Chapters 30 & 31
<b>Wednesday</b> September 21	<input type="checkbox"/> Multiplication Lesson 8 Multiplication Scavenger Hunt	Generation Genius Water Quality and Distribution	Fish in a Tree Chapters 32, 33, & 34
<b>Thursday</b> September 22	<input type="checkbox"/> Check-Up <input type="checkbox"/> Math Centers Set 2, Week 2	Mystery Science When You Turn On A Faucet	Fish in a Tree Chapters 35 & 36
<b>Friday</b> September 23	<input type="checkbox"/> Multiplication Lesson 9 Multiplying By Multiples of 10 and 100 <input type="checkbox"/> Mul. as a Comparison Standard Mastery	Catch Up Day	Catch-Up Day



## End of Unit Summative Assessment

### Performance-based Assessment:

Create a business plan for a food truck and write a persuasive and profitable business plan to attract investors.



### Integrated Objective

**What should students know or do by the end of the lesson?**

Write a paragraph about a signature dish that uses sensory details.

**Exit Ticket Prompt**

Describe your signature dish with sensory details.

**Model Response**

*Pad Thai is a sweet-savory dish that provides a treat for the taste-buds. Lightly coated with a golden tamarind sauce, the straw-thin rice noodles form the base for the Kingdom of Thailand's national dish. The essential ingredients of chopped onion, egg, crispy bean sprouts, and warm roasted ground peanuts add texture to the salty, nutty taste. Customers customize the dish by adding their choice of shrimp, chicken, or tofu.*

**Integrated Lesson Objective**

Thinking verb + content + academic language expectations (by...)

**Thinking verb** + **content** + **academic language expectations** (by...)

**Describe** your **signature dish** by **using adjectives** from the **five senses** to **highlight the flavors** of the dish.



### Establish Comprehensible Input

**Scaffold(s)**

Background, Sensory, Graphic, Interactive, Linguistic

**Linguistic:** provide an annotated mentor text of descriptions of signature dishes from restaurants' menus and websites.



### Structure Discipline-Specific Output

**Scaffold(s)**

Word, Sentence, Organization, Context Dimension

**Word:** Provide a table with examples of highly effective sensory-based adjectives, verbs, and phrases.