

Sam Houston State University  
School of Teaching and Learning  
Huntsville, TX 77341-2119  
281-734-2734  
[ingramjackie7@gmail.com](mailto:ingramjackie7@gmail.com)

April 28, 2019

Dear Nomination Committee,

I am nominating myself for a position on the Texas Association for Literacy Education (TALE) board of directors. As an instructor at Sam Houston State University, I have taught literacy methods block EC-6, content literacy methods EC-6 and 4-8, literacy and learning 8-12, and various Master of Education in Reading/Language Arts courses. Prior to entering higher education, I taught language arts and social studies for 15 years in Conroe ISD.

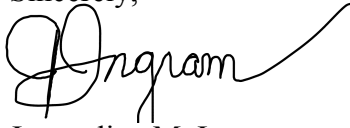
I have been a member of TALE for five years. I am currently serving on the Board of Directors (2017-2019) as well as chair of the membership tracking committee. I also served as a reviewer, as a member of the Conference Scholarship Committee for several TALE conferences, and as a reviewer and a past member of the Jack Cassidy Award committee. I plan to continue my service as the 2019-2020 chair of membership tracking.

During my first year as co-chair of membership tracking, I developed a map of geographic regions that clustered Education Service Center (ESC) regions to better delineate TALE membership. I then used these regions to assist in the creation of a Google form used for membership registration for the 2014-2015 year. As the 2015-2016 chair of membership tracking, I researched several online membership-tracking services as a means of streamlining membership and renewal. Upon the executive officers' selection of an online system, I developed a new fillable registration form, worked closely with the TALE webmaster, helped to set up Stripe payment, transferred memberships into the new system, and created automatic welcome, renewal, and past due emails which I update for each new year. In the past 3 years, TALE has benefitted from moving to an online tracking system as memberships automatically renew or members receive automated reminder emails to renew their membership helping to retain current members. I am committed to furthering the growth of TALE through retaining current membership and recruiting new members.

If I were re-elected to a board position, my goal would be to assist the executive officers in promoting TALE as an organization that is in the trenches working for literacy and educators. In 2016, TALE leadership played an integral part in developing a framework to be used by the committee tasked with the redesign of the Texas Essential Knowledge and Skills (TEKS) for Language Arts. I was honored to serve on the committee. Additionally, TALE has provided or has co-sponsored conferences that promote literacy

and support for educators of all levels as well as distribute advocacy alerts for issues relevant to literacy in Texas. My vision is to grow our EC-12 educator membership by demonstrating how the Texas Association for Literacy Education has worked and will continue to work to serve students, teachers, and the literacy field.

Sincerely,

A handwritten signature in black ink that reads "J. Ingram". The signature is fluid and cursive, with a long, sweeping tail that extends to the right.

Jacqueline M. Ingram  
Instructor  
School of Teaching and Learning  
Sam Houston State University

# **Jacqueline M. Ingram, Ed.D.**

2465 Ripplewood Dr.  
Conroe, TX 77384  
281-734-2734  
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ingramjackie7@gmail.com

## **Education**

Doctor of Education, Literacy, Sam Houston State University, Huntsville, TX.  
August 2014

Master of Education, Curriculum and Instruction, Educational Technology  
emphasis, Texas A&M University, College Station, TX, December 1995

Bachelor of Science, Interdisciplinary Studies, Texas A&M University, College  
Station, TX, May 1994

## **Dissertation**

Out-of-school Activities, Reading Practices, and Digital Practices of Select Sixth-  
Grade Students: A Mixed Methods Study

## **Professional Certifications/Training**

Texas Educator Certificate

Elementary Reading, Grades 1-8

Elementary Self-Contained, Grades 1-8

Elementary Mathematics, Grades 1-6

English as a Second Language Supplemental, Grades 1-8

Dyslexia Training (In progress via ESC Region IV; Reading by Design, July  
2019)

## **Awards & Honors**

Thesis, Dissertation, & Capstone Project Award Nominee, Office of Graduate  
Studies, Sam Houston State University (2014-2015)

Recognized by a former student as “faculty who contributed significantly to their  
success and development” (May 2015)

Outstanding Student in Reading-Doctoral, Sam Houston State University (2010-  
2011)

Texas History Teacher of the Year – 4<sup>th</sup> Grade, Sons of the Republic of Texas,  
Lone Star Chapter 58 (2010)

Outstanding Students in Language, Literacy and Special Populations Reading/Literacy  
Doctoral Scholarship (2009-2014)

Junior Achievement Educator Scholarship (2008-2010)

## Teaching Experience

### **Academic Positions**

Sam Houston State University, College of Education, Huntsville, TX (August 2015-present)  
Full-time Lecture Pool Faculty  
School of Teaching and Learning (formerly Department of Language, Literacy and Special Populations)

Sam Houston State University, College of Education, Huntsville, TX (September 2014-August 2015)  
Adjunct Instructor  
Department of Language, Literacy and Special Populations

Sam Houston State University, College of Education, Huntsville, TX (September 2011-August 2014)  
Graduate Instructor and Research Assistant  
Department of Language, Literacy and Special Populations

University of Texas Arlington, College of Education, Arlington, TX (Fall 2011)  
Academic Coach  
Literacy Leadership M.Ed. capstone course

### **University Courses Taught**

#### *Master's Level Courses:*

Survey of Reading (SHSU- READ 5306)  
Literacy & Learning Grades 8-12 (SHSU- READ 5311)  
Improvement of Literacy in Secondary Schools & Adult Populations (SHSU- READ 5325)

#### *Undergraduate Level Field Experience Courses:*

The Teaching of Reading (SHSU – READ 3370)  
Literacy Assessment and Instruction (SHSU – READ 3371)  
The Teaching of Language Arts (SHSU – READ 3372)  
Curriculum for Intermediate Grades (SHSU – CIEE 3323)  
Reading/Language Arts in the Middle Grades (SHSU – READ 4310)  
Multidisciplinary Literacies (SHSU- READ 4215)  
Content Area Reading in the Middle Grades (SHSU – READ 3373)  
Vocabulary and Word Study in the Middle Grades (SHSU – READ 3374)

## **Teaching Effectiveness at SHSU**

IDEA Teaching Evaluation– 5 Point Scale

New Form

	Progress on Relevant Objectives		Ratings of Summative Questions		Summary	
	Raw	Adjust	Raw	Adjust	Raw	Adjust
Fall 2018 READ 3370, 3371, 3372	5.0	5.0	4.9	4.9	5.0	5.0
Fall 2018 READ 5306	4.4	4.4	4.6	4.6	4.5	4.5
Spring 2018 READ 3370, 3371, & 3372	4.8	4.8	4.9	4.9	4.9	4.9
Spring 2018 READ 5306	4.2	4.2	4.6	4.6	4.4	4.4
Fall 2017 READ 3370,3371, & 3372	4.9	5	4.9	5	4.9	5
Fall 2017 READ 4310	3.9	3.9	4.4	4.4	4.2	4.2
Spring 2017 READ 3370, 3371, & 3372	5	5	5	5	5	5
Spring 2017 READ 5311	4.5	4.5	4.4	4.4	4.5	4.5
Fall 2016 READ 3370, 3371, & 3372	4.8	4.8	4.8	4.8	4.8	4.8
Fall 2016 READ 5306	4.7	4.7	4.9	4.9	4.8	4.8

Old Form

	Progress on Relevant Objectives		Overall Ratings – Excellent teacher (B)		Overall Rating-Excellent Course (C)		Average (B&C)		Summary Evaluation	
	Raw	Adjust	Raw	Adjust	Raw	Adjust	Raw	Adjust	Raw	Adjust
Spring 2016 READ 3370, 3371, & 3372	4.9	4.5	4.9	4.6	4.9	4.4	4.9	4.5	4.9	4.5
Spring 2016 READ 5311	4.8	4.3	4.8	4.4	4.3	3.5	4.6	4.0	4.7	4.2
Spring 2016 READ 4215	4.1	3.8	4.3	4.2	2.2	1.6	3.3	2.9	3.7	3.3
Fall 2015 READ 3370, 3371, & 3372	4.8	4.3	4.9	4.5	5.0	4.4	5.0	4.5	4.9	4.4
Fall 2015 READ 5306 & (2 sections)	4.6 & 4.5	4.2 & 4.1	3.9 & 4.6	3.5 & 4.4	3.6 & 4.2	2.9 & 3.7	3.8 & 4.4	3.2 & 4.1	4.2 & 4.5	3.7 & 4.1
Spring 2015 READ 3373 & 3374	4.4	3.8	4.6	4.2	4.4	3.8	4.5	4.0	4.5	3.9
Fall 2014 READ 5325	4.6	4.3	4.3	4.0	4.2	3.6	4.3	3.8	4.4	4.1
Fall 2014 READ 3373	4.8	4.4	4.8	4.5	4.8	4.3	4.8	4.4	4.8	4.4
Fall 2014 READ 3374	4.8	4.4	4.8	4.5	4.8	4.3	4.8	4.4	4.8	4.4
Spring 2014 READ 3373 & 3374	4.6	4.2	4.8	4.4	4.5	3.9	4.7	4.2	4.7	4.2
Spring 2013 READ 3373	4.9	4.6	5.0	4.6	4.8	4.1	4.9	4.4	4.9	4.5
Spring 2013 READ 3374	4.9	4.6	5.0	4.7	4.7	4.1	4.9	4.4	4.9	4.5
Fall 2012 READ 3373	4.6	4.2	4.8	4.4	4.6	4.0	4.7	4.2	4.7	4.2
Fall 2012 READ 3374	4.5	4.0	4.6	4.3	4.4	3.6	4.5	4.0	4.5	4.0
Spring 2012 READ 3372	4.7	4.4	4.0	3.8	4.1	3.7	4.1	3.8	4.4	4.1

### **Consulting Experience**

Aldine ISD, Houston, TX. (October 2013 – May 2014) Middle School Reading Teacher Mentoring and ELA Professional Development Sessions (Building Reading Scholars program).

### **Public School Teaching**

Barbara Bush Elementary School, Conroe ISD, The Woodlands, TX (1996-2011)  
Fourth Grade Language Arts and Social Studies

Dueitt Middle School, Spring ISD, Spring, TX (January 1996 – May 1996)  
Long-term Substitute, Seventh and Eighth Grade English

## **Scholarship**

### **Peer-Reviewed Publications**

Durham, P., & **Ingram, J. M.** (2016). Viewing content curriculum through the lens of language acquisition: A content analysis. *READ: An Online Journal for Literacy Educators*, 1(2), 6-17.

**Ingram, J. M.**, Bumstead, S., & Wilson, T. (2016). Content and disciplinary literacies: A compromise to benefit pre-service teachers. *National Teacher Education Journal* 9(2), 103-108.

Onwuegbuzie, A. J., Rosli, R., **Ingram, J. M.**, & Frels, R. K. (2014). Critical dialectical pluralistic examination of the lived experience of select women doctoral students. *The Qualitative Report*, 19, 1-35. Retrieved from <http://nsuworks.nova.edu/tqr/vol19/iss3/1/>

**Ingram, J. M.**, & Miller, M. (2013). Building a philosophy of adult education: A doctoral student perspective. *National Teacher Education Journal*, 6, 71-74.

Anderson, M. T., **Ingram, J. M.**, Buford, B. J., Rosli, R., Bledsoe, M. L., & Onwuegbuzie, A. J. (2012). Doctoral students' perceptions of characteristics of effective college teachers: A mixed analysis. *International Journal of Doctoral Studies*, 7, 279-309. Retrieved from <http://ijds.org/Volume7/IJDSv7p279-309Anderson0360.pdf>

### **Unpublished White Paper**

**Ingram, J. M.**, Niemeyer, D., & Gerber, H. R. (2015) Acts of satirical dissidence in the U.S. testing culture. Unpublished manuscript, Sam Houston State University, Huntsville, TX.

## **Manuscripts in Preparation**

**Ingram, J. M.**, Raymond, R., & Butaud, G. (in preparation). The reflectivity of What's Hot, What's Not and literacy conferences. Manuscript in preparation for *Literacy Research & Instruction*.

## **Citations in Journal Articles**

2013-2018 information from Google Scholar indicates 33 citations in journals such as *Journal of Education and Learning*, *Journal of Teaching and Learning in Higher Education*, *International Journal of Multiple Research Approaches*, and *International Journal of Qualitative Methods*, *Multicultural Education Review* as well as citation in the book *Mixed methods research: A guide to the field*.

## **Presentations and Workshops**

### **National/International**

Bumstead, S., **Ingram, J.** & Butaud, G. (2017, November). Utilizing year-long mentors to assist pre-service teachers' transition into first year teachers. Presented at the 2017 Association of Literacy Educators and Researchers Conference, St. Petersburg, FL.

Niemeyer, D., **Ingram, J.**, & Gerber, H. (2017, July). US testing culture: (Re)mixing social media analytics to understand Satirical Dissidence. Presented at the ISTE 2017 Conference & Expo, San Antonio, TX.

**Ingram, J.**, Raymond, R., & Butaud, G. (2015 November). Literacy conference presentations and the "Hot or Not" survey: A reflective image? Presented at the Association of Literacy Educators and Researchers Conference, Costa Mesa, CA.

Durham, P., & **Ingram, J. M.** (2015, July). Content fluency for EC-6: "It's rather like learning a language." Presented at the Professor of Reading Teacher Educators SIG at the 60<sup>th</sup> Annual International Literacy Association Convention, St. Louis, MO.

**Ingram, J. M.**, Niemeyer, D., & Gerber, H. (2015, July). #Satire, fandom, and the U.S. testing culture. Presented at the 19<sup>th</sup> European Conference on Literacy, Klagenfurt, Austria.

Bumstead, S., **Ingram, J.**, Wilson, T., Price, D., & Votteler, N. (2015, July). Content area literacy: Where we have been and where are we are going in



the 21st Century. Presented at the 19<sup>th</sup> European Conference on Literacy, Klagenfurt, Austria.

Votteler, N., Dillard-Brooks, B., Price, D., **Ingram, J.**, & Rust, J. (2015, July). A systematic change: Teachers' perceptions of writing-to-learn strategies in content area classrooms. Presented at the 19<sup>th</sup> European Conference on Literacy, Klagenfurt, Austria.

Durham, P., & **Ingram, J.** (2014, November). Becoming fluent in the language of content. Presented at the Association of Literacy Educators and Researchers Conference, Delray Beach, FL.

Rosli, R., **Ingram, J. M.**, Onwuegbuzie, A. J., & Frels, R. K. (2013, April). Daily life experiences of select women doctoral students: A critical dialectical pluralistic approach. Presented at the American Educational Research Association (AERA) annual meeting, San Francisco, CA.

Anderson, M. T., **Ingram, J. M.**, Buford, B. J., Rosli, R., Bledsoe, M. L., & Onwuegbuzie, A. J. (2012, June). From the voices of doctoral students: A mixed analysis of perceptions of characteristics of effective doctoral-level instructors. Paper presented at the International Mixed Methods Conference, Leeds, England.

Rosli, R., **Ingram, J. M.**, Onwuegbuzie, A. J., & Frels, R. K. (2012, June). Effects of pursuing a degree on daily life experiences of select women doctoral students: A mixed analysis. Paper presented at the International Mixed Methods Conference, Leeds, England.

Anderson, M.T., **Ingram, J. M.**, Buford, B. J., Rosli, R., Bledsoe, M. L., & Onwuegbuzie, A. J. (2012, April). Doctoral students' perceptions of characteristics of effective college teachers: A mixed analysis. Paper presented at the American Educational Research Association (AERA) annual meeting, Vancouver, British Columbia, Canada.

### **Regional**

**Ingram, J. M.** (2014, February). Out-of-school activities and literacy practices of sixth-grade students: A mixed methods study. Presented at the Southwest Educational Research Association (SERA) annual meeting, New Orleans, LA.

## State/Local

- Ingram, J.**, Butaud, G., Hussey, P., & Raymond, R. (2019, February). What's new in middle grade book talks? Presented at the 2019 Texas Association for Literacy Education Conference, Waco, TX.
- Ingram, J.**, Butaud, G., & Hussey, P. (2018, February). What's new in middle grade books? Presented at the 2018 Texas Association for Literacy Education Conference, Canyon, TX.
- Mulkey, J., Baez, M., Melikian, A., & **Ingram, J.** (2018, February). Let's talk books! Presented at the Texas Association of Future Educators 34th Annual Teach Tomorrow Summit, Huntsville, TX.
- Bumstead, S., **Ingram, J.**, & Butaud, G. (2017, February). Induction programs: A positive influence for beginning teachers. Presented at the Texas Association for Literacy Education Conference, Corpus Christi, TX.
- Raymond, R., Butaud, G., & **Ingram, J.** (2017, February). Vibrant vocabulary: Strategies to add "Sparkle" to your instruction. Presented at the Texas Association for Literacy Education Conference, Corpus Christi, TX.
- Ingram, J.**, Raymond, R., & Butaud, G. (2015, October). A content analysis of literacy conference presentations: Are they reflective? Accepted to the Consortium of State Organizations for Texas Teacher Education Conference, Dallas, TX.
- Ingram, J.**, & Rust, J. (2015, January). Demonstrating the importance of vocabulary engagement to pre-service content area teachers. Presented at the Texas Council of Teachers of English Language Arts Conference, Houston, TX.
- Ingram, J.** & Anderson, M., (February 22, 2012). Meter and Meaning: Integrating poetry with reading comprehension strategies. Presented at Bush Elementary, Conroe Independent School District, The Woodlands, TX.
- Anderson, M., & **Ingram, J.**, (February 15, 2012). Rimes with rhymes: Using poetry to teach reading skills. Presented at Houston Independent School District Elementary Lead Teacher Training, Houston, TX.
- Ingram, J.** & Anderson, M., (February 7, 2012). From schema to rhyme scheme: Practicing reading comprehension skills through poetry. Presented at Houston Independent School District Elementary Lead Teacher Training, Houston, TX.

**Ingram, J. & Murray, W. (2001, October)** Tried, true, and techno. Presented at the Texas Computer Education Association Conference, Austin, TX.

## **Service**

### **Higher Education Service**

Chair-elect, Teacher Education Division, Association for Literacy Educators and Researchers (ALER) 2017-2019

Board of Directors, Texas Association of Literacy Education (TALE) 2016-2019

Chair Membership Development (TALE) 2017-present

Reviewer, Association of Literacy Educators and Researchers (ALER) Conference 2018

Chair Membership Tracking, Texas Association of Literacy Education (TALE) 2015-2017

Jack Cassidy Award Committee, Texas Association of Literacy Education (TALE) Conference 2017

Reviewer, Texas Association of Literacy Education (TALE) Conference 2017

Reviewer, Association of Literacy Educators and Researchers (ALER) Yearbook 2016

Guest Reviewer, *English in Texas* Texas Council of Teachers of English Language Arts (TCTELA) 2016

Reviewer, 2016 Literacy Summit on Literacy Research and Practice Conference Scholarship Committee, Texas Association of Literacy Education (TALE) 2016

Co-chair Membership Tracking, Texas Association of Literacy Education (TALE) 2014-2015

Reviewer, Southwest Educational Research Association (SERA) Conference 2014

### ***Sam Houston State University***

Faculty Women's Advisory Committee, Regular Member, Sam Houston State University (2017-2018)

Scholarship Committee, Department of Language, Literacy and Special Populations (2017-2018)

Public Relations Committee, Department of Language, Literacy and Special Populations (2015-2017)

Sam Houston State University Mentor Program (2012-2014)

Reading and Writing Conference @ Sam Houston State University (RAWC@SHSU) committee member (2012-2014)

## **Public Education Service**

### *Conroe Independent School District*

Conroe ISD Reads New Hire Trainer (Summer 2010)

Mentor teacher for SHSU student teachers (Fall 2001, Spring 2007, Fall 2010, Spring 2011)

Mentor teacher for new teachers to 4<sup>th</sup> grade level (multiple times)

Technology Committee (2010-2011)

School Level Scripps National Spelling Bee coordinator (2005-2011)

WordMasters Challenge coordinator (2000-2011)

Fourth grade team facilitator (various terms)

Fourth grade field trip coordinator (2000-2011)

Campus Planning & Improvement Committee (2006-2010)

ESL Mini-Grant - vocabulary curriculum co-writer (Summer 2008)

Language Arts Committee representative (2002-2006)

Development/Writer Bush Elementary 6 Traits Writing Continuum (2004)

Site-Based Committee (1998-2000)

Conroe ISD Campus Wellness Committee (1998-2000)

Participation in all professional development book study and discussion groups at Bush Elementary (1997-2011)

## **Professional Affiliations**

Texas Association for Literacy Education (TALE)

Association of Literacy Educators (ALER)

Literacy Research Association (LRA)

International Literacy Association (ILA, formerly IRA)

Professors of Literacy and Teacher Education (PLTE, formerly PRTE) SIG of ILA

Texas Council of Teachers of English Language Arts (TCTELA)

Association of Texas Professional Educators (ATPE)

Texas Association of College Teachers (TACT)

## **Professional Development**

SHSU Center for Community Engagement Easy as Pie (October 2017; 1.5 hours)

SHSU College of Education Data Quest (October 2017; 4 hours)

SHSU Teaching Conference (August 2016; 6 hours)

Emplaced Cartography workshop (May 2016; 8 hours)

SHSU Teaching Conference (August 2015; 6 hours)

Individual Diagnostic Education Assessment (IDEA) workshop (August 2015; 2 hours)

New Faculty Investment at SHSU (August 2015; 8 hours)

Write for Texas Summer Institute (2014; 15.5 hours)

Lucy Calkins Institute (2010; 30 hours)

Gifted & Talented Certification – Conroe ISD (1996-2011; 30 foundation hours, 12 hours per year maintenance)  
Texas English Language Proficiency Assessment System (TELPAS) holistic rating training (2007)  
Texas Observation Protocols Grades 2-5 rater training (2007)  
Stetson Inclusion training (2007)  
CISD Sheltered Instruction Protocol training (2007)  
Thinking Maps teacher trainer training (2002)  
Kagan Cooperative Learning training (2002; 30 hours)  
Texas A&M Office of Continuing Education – Intel Teach to the Future (2001; 40 hours)

### **Community Service**

Trail's End 4-H Project Leader (2009-present)  
Montgomery County 4-H Shotgun Team Co-Manager (2016-present)  
Montgomery County 4-H Shotgun Team Board Member (2014-present)

April 29, 2019

To Whom It May Concern:

I have the distinct pleasure of providing a letter for Jackie Ingram in support of her nomination for TALE At-Large Director. Jackie earned a Doctor of Education degree in Literacy from Sam Houston State University in 2014, where she has since taught a wide variety of literacy-focused courses that prepare educators for teaching. Although Jackie specializes in literacy within the middle grades, she has a wealth of knowledge for literacy among all levels of learners and understands the benefits associated with weaving literacy into all content areas. Jackie's expertise fills a currently under-served area in literacy education, which is vital to achieve TALE's mission.

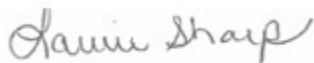
I have known Jackie since 2014 through our service to TALE. I thoroughly enjoy working with Jackie because she is well organized, detailed-oriented, and extremely responsive. Jackie's countless contributions have had a significant impact on the professional organization as a whole. To date, Jackie has served as an At-Large Director since 2016. During this time, Jackie has regular attendance at TALE Board meetings and actively provides critical feedback and constructive input to answer questions, provide solutions, or help strengthen projects. No matter what TALE's Board decides to do, Jackie is always a willing volunteer.

Jackie has also been involved with promoting the growth of TALE's membership since 2014. She first served as Co-Chair of TALE's Membership Tracking Committee for one year and then became the Chair of this committee in 2015. Following two years of professional service in this role, Jackie was appointed Chair of TALE's Membership Development Committee in 2017. Jackie still provides professional service in this role where she is responsible for membership promotion, recruitment, and retention. Jackie maintains TALE's membership web service, communicates with current and prospective members who pose membership-related questions, and encourages former TALE members to renew their membership. Jackie also provides regular updates for membership at all TALE Board meetings and facilitates a wide range of membership development activities.

Additionally, Jackie has provided professional service to TALE by serving on ad hoc committees, such as TALE's Conference Scholarship Committee (2016) and the Jack Cassidy Award Committee (2017). Jackie's professional service on these committees have helped select promising candidates who have demonstrated excellence. Jackie has also served as a reviewer of presentation proposals for multiple TALE conferences, including the 2016 Literacy Summit on Literacy Research and Practice and the 2017 TALE Conference. In these roles, Jackie has helped identify high-quality presentations to include in conference programming.

It is evident that Ms. Jackie Ingram's continued professional service to TALE would be quite valuable. For more than six years, Jackie has provided consistent and exceptional professional service that inspires and pushes others to do their best work. I highly support her nomination as a TALE At-Large Director. It is obvious that Jackie demonstrates leadership and maintains a future-directed focus that is vital for TALE.

Sincerely,



Laurie A. Sharp, Ed.D.  
TALE Past Chair, 2018-2019  
laurie.sharp2013@gmail.com