



***Dr. Claire Lambert***

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Dr. Lambert joined HPU's Elementary and Middle Grades program in 2018. She brings expertise in literacy teaching and learning in the upper elementary and middle grades. Dr. Lambert's research interests include teacher education, writing pedagogy, literacy theory, and teacher and student identity.

Prior to joining the HPU faculty, Dr. Lambert served on the faculty at nearby Salem College. She holds a PhD in Educational Studies with a focus in Teacher Education and Literacy from the University of North Carolina Greensboro. Dr. Lambert completed her MAT at Johns Hopkins University. She holds a BA in English with a minor in Creative Writing from the University of North Carolina Chapel Hill where she was a member of Phi Beta Kappa.

Dr. Lambert spent nearly a decade working in the Montgomery County, Maryland Public Schools in the suburbs of Washington, DC. She taught middle school English Language Arts and Reading and served as an interdisciplinary team leader, district curriculum trainer, and member of the school leadership team. She completed her certification in Administration and Supervision at Hood College. Dr. Lambert worked for two years as a Staff Development Teacher supporting professional development in a middle school with more than 1,400 students and 90 members of the teaching and school counseling staff. Dr. Lambert facilitated an afterschool Shakespeare program that invited diverse young adolescents to read and perform Shakespeare; that work was recognized with grant funding from the Maryland State Arts Council and The Washington Post.

In addition to teaching, Dr. Lambert is a frequent presenter at national conferences including the American Educational Research Association (AERA) and Literacy Research Association (LRA) annual meetings. She has published in journals including *Journal of Adolescent and Adult Literacy* and *Teaching/Writing: The Journal of Writing Teacher Education*. Dr. Lambert is passionate about preparing the next generation of teachers to advocate for research-based and theoretically sound instruction that meets the needs and honors the experiences of the students in their classrooms.