The Cherokee Rose Writing Project is a branch of the National Writing Project, an organization which envisions a future where every person is an accomplished writer, engaged learner, and active participant in a digital, interconnected world. Local NWP sites, such as the CRWP, design and deliver customized inservice programs for local schools, districts, and higher education institutions, and they provide a diverse array of continuing education and research opportunities for teachers at all levels. National research studies have confirmed significant gains in writing performance among students of teachers who have participated in NWP programs.

The NWP is the only federally funded program that focuses on the teaching of writing. Support for the NWP is provided by the U.S. Department of Education, foundations, individuals, corporations, universities, and K-12 schools.

The Cherokee Rose Writing Project is housed within the College of Education at the University of West Georgia. Our membership includes present and past classroom teachers much like you who have experienced the inspiration and instruction of a summer institute, as well as other professional learning endeavors, sponsored by NWP and fellow members.

Our mission is to serve teachers across disciplines and at all levels, early childhood through university by providing professional development, developing resources, generating research, and acting on knowledge to improve the teaching of writing and learning in schools and communities. In other words, we are here to serve you and your students because, like it or not, all teachers have become teachers of writing and the most recent state and national standards emphasize the magnitude of knowing how to write effectively. We are here to say “It will be ok if you have never taught writing before. It’s ok if you feel inadequate or unprepared to teach writing. You do not have to be an English major or a grammar expert in order to teach writing effectively.” Even the veteran ELA teachers can use new ideas or have advice to help with this daunting task.

Among other things, we believe that writing can and should be taught, not just assigned, at every grade level, that there is no single right approach to teaching writing although some practices prove to be more effective than others, and that teachers who are well informed and effective in their practice can be successful teachers of other teachers as well as partners in educational research, development, and implementation. We are not stuffy scholars with condescending attitudes; we are your colleagues who have spent years teaching writing effectively (maybe say in a way that inspires our students as writers), and we are anxious to share what we know and thereby help you develop your own style of writing instruction.