

## **PROPOSAL CHECKLIST**

The document is compiled in this order:

- Proposal cover sheet (filled in by you, to be signed & dated by your advisor)
- Copy of completed Mentor Data form or Administrator Consent form—signed by the Administrator
- Copy of Authorship Form (signed and dated by you)
- Title Page, Abstract, Table of Contents, Chapters 1-4, Reference List, Appendices

### **TITLE PAGE**

Complies with sample in the GTEP Project Guide:

- Includes title of project
- Includes your name
- Includes the course number and name

### **ABSTRACT**

Complies with abstract sample in the GTEP Project Guide:

- Identifies the need/problem to be addressed
- Identifies the project goal(s)
- Includes at least one sentence about the objectives
- Includes at least one sentence about methods to be used
- Is brief and to the point
- Is free of jargon
- Is no more than one page, double spaced

### **TABLE OF CONENTS**

- Complies with the table of contents sample in the GTEP Project Guide.

### **CHAPTER I - PURPOSE**

- The need or problem is identified in clear and concise terms
- The need or problem is supported by data (e.g., national, regional, state, county, and/or school/agency statistics)
- Answers the following: What is happening that needs to be changed? Why?  
Who is involved? Who will benefit? How extensive is the problem?
- Describes the setting and the population from which the participants will be selected or recruited
- Provides specific information about the target group
- The information establishes the baseline for the objectives in the Methods section.

### **CHAPTER II - LITERATURE REVIEW**

- At least fifteen primary research articles from professional journals have been reviewed and are specifically cited.
- An additional 5-10 sources are cited, which may include research articles, reports, websites, newspaper articles, etc.
- The need or problem is supported by research and all cited references are included in the Reference

List. All citations and direct quotes follow APA guidelines.

\_\_\_ The strategies that you are proposing in the Methods section are supported by research that others have conducted.

### CHAPTER III – IMPLEMENTATION PLAN

\_\_\_ There is an introductory paragraph which links the need, the research, and the strategies chosen. This section of the paper also includes:

#### **Goal(s)**

\_\_\_ Is/are written to reflect long-term outcomes.

\_\_\_ Reflect(s) each aspect of the project

\*\*Use words like: to provide, to establish, to create, to improve, to prepare...

#### **Objectives-(observable and measurable)**

\_\_\_ Logically present the steps necessary in order to achieve the goal(s)

\_\_\_ Identify who will be achieving each objective, including number of participants

\_\_\_ Specify what is to be attained-and how that will be measured

\_\_\_ State the time when the objectives will be met

\_\_\_ Describe the objectives in measurable terms

\*\*Use words like: to increase, to reduce, to improve-and by how much?

(Who will do what, when will they do it, and how will you know that they have done it?)

#### Implementation Matrix:

\_\_\_ All sections are correlated with the objectives

\_\_\_ Teacher Tasks are include steps needed before instruction or activities begin

\_\_\_ Teaching strategies are identified for each week and explained in more detail in the narrative

\_\_\_ Learning activities indicate what the student will do toward achieving the objective

\_\_\_ Describes a logical sequence of activities which should lead to accomplishment of the objectives and includes checkpoints where the project can be modified if necessary

\_\_\_ Presents a reasonable scope of activities that can be accomplished within the time allotted for the project

\_\_\_ Includes a specific timeline and indicates who will be responsible for each activity (e.g., it is clear what the teacher will do and what the students are expected to do)

\_\_\_ All materials needed for each activity are listed

\_\_\_ Informal and formal evaluation methods are listed each week to monitor progress

#### Narrative Portion:

\_\_\_ The project activities are described in detail and it is obvious how the objectives will be achieved through these activities.

### CHAPTER IV - EVALUATION PLAN

\_\_\_ Includes methods for evaluating the implementation process

\_\_\_ Includes methods for evaluating progress and final outcomes

\_\_\_ Tells who will be performing the evaluation and how evaluators will be/have been selected

\_\_\_ Defines evaluation criteria (which correspond to that in the objectives)

- \_\_\_ Describes data gathering methods
- \_\_\_ Explains any test instruments or questionnaires to be used
- \_\_\_ Samples of any evaluation instruments created for this project are referred to and drafts or final versions are included in an Appendix
- \_\_\_ Describes the process of data analysis
- \_\_\_ Describes the ways that the data that is collected will be used
- \_\_\_ Describes how the process evaluation will be used for program improvement

### **CONCLUSION**

- \_\_\_ There is a summary paragraph (or two) to re-emphasize the potential benefits from the implementation of the proposed project.

### **REFERENCE LIST**

- \_\_\_ Every citation is in APA format
- \_\_\_ All references cited in the proposal are listed, in alphabetical order, in the reference list.
- \_\_\_ Only references cited in the proposal appear in the reference list.
- \_\_\_ The list of references is entitled References.

### **APPENDIXES (if any)**

- \_\_\_ Are in the order in which they were first mentioned in the concept paper
- \_\_\_ Are labeled A, B, C, etc.
- \_\_\_ The page numbers continue from the body of the paper

### **OVERALL QUALITY OF DOCUMENT**

- \_\_\_ Information is presented in a clear and logical fashion.
- \_\_\_ Format of the paper conforms to the *American Psychological Association publication manual* (5<sup>th</sup> ed.) guidelines.
- \_\_\_ All acronyms are written out before they are used for the first time.
- \_\_\_ There are no spelling or grammatical errors. The writer has proofread the paper. (Remember: the Spellchecker will only indicate whether a word is spelled incorrectly---it will not tell you whether the word is the correct word to use.)
- \_\_\_ The paper is written in the third person. (The words "I" and "feel" do not appear in the proposal. Refer to yourself by the title you will hold in the project implementation.)
- \_\_\_ Contractions (e.g., can't, won't, etc.) are not used.
- \_\_\_ All sections are double-spaced. (Exceptions: Tables and charts may be single-spaced. Reference list entries are single-spaced, with a double space between each entry.)
- \_\_\_ The paper does not include generalizations and assumptions----statements are supported with research and/or data. The writer's opinion is not included.

## **FINAL REPORT CHECKLIST**

The document is compiled in this order:

\_\_\_ Final Report cover sheet (filled in by you, to be signed & dated by your advisor)

\_\_\_ Copy of completed Mentor or Administrator Verification form—signed by the Administrator and notarized

\_\_\_ Copy of Authorship Form (signed and dated by you)

\_\_\_ Title Page (revised from Proposal), Abstract (revised), Table of Contents (revised), Chapters 1-5, Reference List (revised, if additional resources were cited in the final report), Appendices (revised sequence and number)

### **TITLE PAGE**

Complies with sample in the GTEP Project Guide:

\_\_\_ Includes title of project

\_\_\_ Includes your name

\_\_\_ Includes the course number and name

### **ABSTRACT**

Complies with Final Report Abstract Sample in the GTEP Project Guide.

\_\_\_ Identifies the need/problem that was addressed

\_\_\_ Identifies the project goal(s)

\_\_\_ Includes at least one sentence about the objectives

\_\_\_ Includes at least one sentence about methods that were used

\_\_\_ Is brief and to the point

\_\_\_ Is free of jargon

\_\_\_ Is no more than one page, double spaced

\_\_\_ It is written in the past tense.

### **TABLE OF CONTENTS**

Complies with Sample Table of Contents in the GTEP Project Guide:

\_\_\_ Page numbers have been changed to reflect the location of each section in the Final Report.

\_\_\_ The title of Chapter 4 is changed and Chapter 5 is added.

\_\_\_ The sequence of appendices has been updated to reflect the changed order and additions from the set in the Proposal.

### **CHAPTER I - PURPOSE**

\_\_\_ The need or problem was identified in clear and concise terms

\_\_\_ The need or problem was supported by data (e.g., national, regional, state, county, and/or school/agency statistics)

- \_\_\_Answers the following: What was happening that needed to be changed? Why?  
Who was involved? Who would benefit from intervention? How extensive was the problem?
- \_\_\_Described the setting and the population from which the participants will be selected or recruited
- \_\_\_Provided specific information about the target group
- \_\_\_The information established the baseline for the objectives in the Methods section.
- \_\_\_Chapter 1 is written in the past tense.

## **CHAPTER II - LITERATURE REVIEW**

- \_\_\_The chapter is written in the past tense, including the description of the solution strategies that were selected, based on the literature that was reviewed..

## **CHAPTER III - METHODS**

- \_\_\_There is an introductory paragraph which links the need, the research, and the strategies and methods that were used during the implementation.
- \_\_\_The original goal(s) and objectives from the proposal are listed, along with any modifications that were required to them, with the rationale for changing them, if this occurred.
- \_\_\_The Implementation Matrix is in an appendix and referred to in Chapter 3
- \_\_\_Implementation of the project is described, week by week.
- \_\_\_There is a description of any changes that were made to the original Implementation Plan, including reasons for the changes/additions.
- \_\_\_The chapter is written in the past tense and reports what was done during the implementation phase, without speculation as to why things did or did not go as planned each week.

## **CHAPTER IV - RESULTS**

- \_\_\_The results of the implementation are reported in relation to the objectives (and the actual objectives are included in this chapter).
- \_\_\_The data gathering methods and timing of data collection (informal and formal assessment) are described.
- \_\_\_The methods used for data analysis are described.
- \_\_\_There is an explanation of how the data that was collected was used to guide planning during the implementation.
- \_\_\_The chapter is written in the past tense and reports the results of the implementation phase, without speculation as to why these particular results were produced.

## **CHAPTER V – RECOMMENDATIONS AND CONCLUSION**

- \_\_\_The recommendations for modifications to the original plan for ongoing or future implementation are based on what occurred during the implementation, as described in Chapters 3 and 4 and are logical.
- \_\_\_There is a conclusion summarizing the results of the implementation, the recommendations, and any plans for replication of the project.

## **REFERENCE LIST**

- \_\_\_ Every citation is in APA format
- \_\_\_ All references cited in the proposal are listed, in alphabetical order, in the reference list.
- \_\_\_ **Only** references cited in the proposal appear in the reference list.
- \_\_\_ The list of references is entitled References.

### **APPENDIXES**

- \_\_\_ Are in the order in which they were first mentioned in the concept paper
- \_\_\_ Are labeled A, B, C, etc.
- \_\_\_ The page numbers continue from the body of the paper
- \_\_\_ Include the Implementation Matrix, as it originally appeared in the Proposal.

### **OVERALL QUALITY OF DOCUMENT**

- \_\_\_ Information is presented in a clear and logical fashion.
- \_\_\_ Format of the paper conforms to the *American Psychological Association publication manual* (5<sup>th</sup> ed.) guidelines.
- \_\_\_ All acronyms are written out before they are used for the first time.
- \_\_\_ There are no spelling or grammatical errors. The writer has proofread the paper. (Remember: the Spellchecker will only indicate whether a word is spelled incorrectly---it will not tell you whether the word is the correct word to use---e.g., “there” and “their”.)
- \_\_\_ The paper is written in the third person. (The words “I” and “feel” do not appear in the proposal. Refer to yourself by the title you will hold in the project implementation.)
- \_\_\_ Contractions (e.g., can’t, won’t, etc.) are not used.
- \_\_\_ All sections are double-spaced. (Exceptions: Tables and charts may be single-spaced. Reference list entries are single-spaced, with a double space between each entry.)
- \_\_\_ The paper is free of jargon
- \_\_\_ The paper does not include generalizations and assumptions----statements are supported with research and/or data. The writer’s opinion is not included (except in Chapter 5).

Revised: August, 2005