



WEBMASTER

OVERVIEW

Participants are required to design, build and launch a World Wide Web site that features the school's career and technology education program, the TSA chapter, and the chapter's ability to research topics pertaining to technology. Conference semifinalists participate in an on-site interview to demonstrate the knowledge and expertise gained during the development of the website with an emphasis on Internet and web history, web design (school, chapter and design brief pages), and research about cutting edge advances in technology.

PURPOSE


Participants are provided with an opportunity to develop and use the skills necessary to effectively design, build, and launch a website.

ELIGIBILITY

Participants are limited to one (1) team of three (3) to five (5) members per TSA chapter. One (1) entry per team is permitted. The team will be represented by up to five (5) chapter members in the set-up and semifinalist team interview.

TIME LIMITS

- A. All components of the chapter's entry must be finished and accessible via the Internet by midnight Eastern Daylight Time (EDT) on May 15. Note: After midnight May 15, changes should not be made to the website. If the team makes changes to the website after the evaluators begin the judging of the entry, those changes are not considered.
- B. The Universal Resource Locator (URL) for the chapter's entry must be e-mailed to webentry@tsaweb.org by midnight on May 15. The subject line of the email must be: High School Webmaster. Further, the URL must point to the main web page of the career and technology education program part of the team entry. NOTE: webentry@tsaweb.org accepts submissions for national TSA competition only. Email verification of each team's entry is made by May 30. Five (5) days prior to the national

 Webmaster has unique entry requirements. Entries must be posted online by May 15.


TSA conference, links from the national TSA web site to all Webmaster entries become available.

- C. Conference semifinalists participate in an on-site interview that lasts approximately five (5) minutes.

ATTIRE

Professional dress as described in Competitive Events Attire is the minimum requirement.

PROCEDURE

 Read the General Rules and Regulations in the front of this guide for information that applies to all of TSA's competitive events.

- A. Participants obtain the event design brief from the national TSA web site at www.tsaweb.org. (Criteria for the middle school and high school events are different.)
- B. All questions pertaining to Webmaster must be emailed to webentry@tsaweb.org.
- C. Participants design a website that features the following components: the school's career and technology education program, the TSA chapter, and the chapter's research about a technological topic. All portions of the website must be the original work of the team members.
- D. The entries are evaluated prior to the national conference so that evaluators have ample opportunity to view the entries online.
- E. A conference semifinalist list of twelve (12) entries in random order is posted at the conference on the first full day of competition.
- F. Conference semifinalist teams must sign up for an interview. The specific place and time for interview scheduling is posted on the semifinalist list. The team must report back to the event area at the appropriate time.
- G. Up to all five (5) team members from each conference semifinalist team report to the event area for the interview at the time and place posted on the semifinalist list.
- H. Each team is interviewed by the evaluators for approximately five (5) minutes.

REGULATIONS

- A. Participants must launch their entry on a web server that can be accessed via the Internet 24 hours a day, 7 days a week, 52 weeks per year.

- B. Each entry must consist of:
 - 1. Original web pages that promote the school's career and technology education program (i.e., career and technology education classes offered at the school, course summaries, digital images that showcase the school technology education laboratory, teacher contact information, etc.)
 - 2. Original web pages that promote the school's TSA chapter (i.e., logo, motto, creed, officers, photos, chapter activities including school and community service projects, etc.)
 - 3. Original web pages that specifically display the chapter's research findings pertaining to a technology topic that is posed in an online technology design brief.
- C. Career and technology courses and program pages
 - 1. This section has no minimum or maximum number of pages.
 - 2. The main page for this section must contain a link to the TSA chapter main page and the design brief main page.
- D. TSA chapter pages
 - 1. This section has no minimum or maximum number of pages.
 - 2. The main page for this section must contain a link to the design brief main page.
- E. Design brief pages
 - 1. This section has no minimum or maximum number of pages.
 - 2. The main page for this section must contain a link to the TSA chapter main page and the career and technology education program's main page.
- F. All web pages must have been completed during the current school year.
- G. If copyrighted material, such as text, images, or sound from other sources is used, proper written permission must be included. See Student Copyright Checklist, which must be completed and signed.
- H. All entries are viewed with various versions of Internet Explorer, Chrome, Firefox, Safari, Opera, Flock or the most current state-of-the-art web browser software. Each entry will be viewed with whatever version of web browser software is available at the time of the national TSA conference.
- I. Each chapter selects up to five (5) team members to represent the chapter in the on-site interview.

EVALUATION

- A. Evaluation of the chapter entry includes overall design and originality, career and technology education content, local chapter information, and the scope and sequence of the design

brief solution. Also evaluated are the website's compatibility with different browsers, screen resolutions, and the appropriate use of new Internet and web-based applications.

- B. The interview evaluates the team's knowledge and expertise pertaining to the entry in the following areas: overall website design and originality, career and technology education program, TSA chapter information, design brief, website compatibility with different browsers, monitor resolution, plug-ins, etc.

STEM INTEGRATION

This event aligns with the STEM educational standards noted below. Please refer to the STEM Integration section of this guide for more information.

Science, Technology, Engineering, Mathematics

PRIMARY LEADERSHIP SKILLS

Leadership skills promoted in this event:

- **COMMUNICATION** — Students communicate ideas through an online venue. Suggested leadership lessons: *Personality Types* and *Put It Together*
- **CRITICAL THINKING** — Students analyze and evaluate information. Suggested leadership lessons: *Put Yourself In Their Shoes* and *The Hidden Message*
- **TEAMWORK** — As part of a team, students contribute to the event project design and interview. Suggested leadership lessons: *Restaurant Business Plan* and *Stepping Stones*

Additional leadership skills promoted in this event: creative thinking, decision making, evaluation, organization, problem solving

TSA AND CAREERS

This competition connects to one or more of the career areas featured in the TSA AND CAREERS section of this guide. Use *The 16 Career Clusters* chart and the *TSA Competitions and The 16 Career Clusters* grid as resources for information about careers.

CAREERS RELATED TO THIS EVENT

Computer engineer
Webmaster
Website designer
Web technician

STUDENT COPYRIGHT CHECKLIST

(for students to complete and advisors to verify)

1) Does your solution to the competitive event integrate any music? YES ____ NO ____

If NO, go to question 2.

If YES, is the music copyrighted? YES ____ NO ____

If YES, move to question 1A. If NO, move to question 1B.

1A) Have you asked for author permission to use the music in your solution and included that permission (letter/form) in your documentation? If YES, move to question 2. If NO, ask for permission (OR use royalty free/your own original music) and if permission is granted, include the permission in your documentation.

1B) Is the music royalty free, or did you create the music yourself? If YES, cite the royalty free music OR your original music properly in your documentation.

CHAPTER ADVISOR: Sign below if your student has integrated any music into his/her competitive event solution.

I, _____ (chapter advisor), have checked my student's solution and confirm that the use of music is done so with proper permission and is cited correctly in the student's documentation.

2) Does your solution to the competitive event integrate any graphics? YES ____ NO ____

If NO, go to question 3.

If YES, is the graphic copyrighted, registered and/or trademarked? YES ____ NO ____

If YES, move to question 2A. If NO, move to question 2B.

2A) Have you asked for author permission to use the graphic in your solution and included that permission (letter/form) in your documentation? If YES, move to question 3. If NO, ask for permission (OR use royalty free/your own original graphic) and if permission is granted, include the permission in your documentation.

2B) Is the graphic royalty free, or did you create your own graphic? If YES, cite the royalty free graphic OR your own original graphic properly in your documentation.

CHAPTER ADVISOR: Sign below if your student has integrated any graphics into his/her competitive event solution.

I, _____ (chapter advisor), have checked my student's solution and confirm that the use of graphics is done so with proper permission and is cited correctly in the student's documentation.

3) Does your solution to the competitive event use another's thoughts or research? YES ____ NO ____

If NO, this is the end of the checklist.

If YES, have you properly cited other's thoughts or research in your documentation? If YES, this is the end of the checklist.

If NO, properly cite the thoughts/research of others in your documentation.

CHAPTER ADVISOR: Sign below if your student has integrated any thoughts/research of others into his/her competitive event solution.

I, _____ (chapter advisor), have checked my student's solution and confirm that the use of the thoughts/research of others is done so with proper permission and is cited correctly in the student's documentation.

WEBMASTER EVENT COORDINATOR INSTRUCTIONS

PERSONNEL

- A. Event coordinator
- B. Evaluators for pre-conference evaluation of websites, two (2) or more
- C. Evaluators for the semifinalist interviews, two (2) or more

MATERIALS

- A. Coordinator's notebook, containing:
 - 1. Event guidelines, one (1) copy for the coordinator and for each evaluator
 - 2. Official rating forms (Entries are evaluated before the conference and only scores of the semifinalists are needed on site. These scores and any other materials required for judging are brought to the conference by the coordinator.)
 - 3. List of entries with the semifinalist report
 - 4. List of evaluators/assistants
 - 5. Pencils for evaluators
 - 6. Results envelope
- B. List of questions for on-site interview
- C. Internet Explorer, Chrome, Firefox, Safari, opera, Flock or most current state-of-the-art software
- D. One (1) to three (3) laptop computers with high speed Internet capability
- E. Evaluation of Webmaster entries takes place before the conference so that evaluators can post the conference semifinalist list on the first full day of the national TSA conference and have plenty of time for the on-site interviews.

RESPONSIBILITIES

- A. Review entries as they are received by webentry@tsaweb.org
Entries are allowed only until midnight Eastern Daylight Time on May 15. Send email verification to all entrants by May 30.
- B. Five (5) days prior to the national TSA conference, make links available from the national TSA website to all Webmaster entries.

- C. Manage communication and pre-conference evaluation of entries [at least two (2) evaluators are recruited earlier in the year]. Collect completed rating forms (signed by the evaluator) and bring them to the conference.
- D. Upon arrival at the conference, report to the CRC room and check the contents of the coordinator's notebook. Review the event guidelines and check to see that enough evaluators/assistants have been scheduled. Inspect the area or room in which the event is to be held for appropriate set-up, including room size, chairs, tables, outlets, etc. Notify the event manager of any potential problems.
- E. On the first full day of competition, post a list of the twelve (12) semifinalists in random order.
- F. Review the time limits, procedures, and regulations with the evaluators. Clear up any questions or misunderstandings. Distribute guidelines for the interview.
- G. For participants who violate the rules, the decision either to deduct 20% of the total possible points or to disqualify the entry must be discussed and verified with the evaluators, event coordinator, and a CRC manager; all must initial either of these actions on the rating form.
- H. Semifinalist teams report to the event area and sign up for an interview time. Manage completion of the on-site interviews.
- I. Evaluators turn in their signed rating forms and complete the finalist report. Evaluators discuss and break any ties that affect the top three (3) placements. NOTE: Determine the procedure for breaking ties before the on-site competition begins.
- J. Submit the finalist report, including a ranking of the ten (10) finalists, and all related forms in the results envelope to the CRC room.

Participant/Team ID# _____

WEBMASTER			
2013 & 2014 OFFICIAL RATING FORM			HIGH SCHOOL
Website (100 points)			
CRITERIA	Minimal performance 1-4 points	Adequate performance 5-8 points	Exemplary performance 9-10 points
Evaluators: Using minimal (1-4 points), adequate (5-8 points) or exemplary (9-10 points) performance levels as a guideline, record the scores earned for the event criteria in the column spaces to the far right. The X1 or X2 notation in the criteria column is a multiplier factor for determining the points earned. (Example: an "adequate" score of 7 for an X1 criterion = 7 points; an "adequate" score of 7 for an X2 criterion = 14 points.)			
Content (X1)	There are several inaccuracies in the content provided, and/or many of the requirements are not met; there is not enough, or very incomplete, content.	Most information provided by the students on the website is accurate; however, not all of the requirements of the assignment have been met; information is not complete.	All information provided by the students on the website is accurate and all the requirements of the assignment have been met; there is sufficient content in the website to learn about the topic and complete a research assignment.
Layout (X1)	The web pages are cluttered-looking or confusing; it is often difficult to locate important elements.	The web pages have an attractive and usable layout; it is easy to locate all important elements.	The web site has an exceptionally attractive and usable layout. It is easy to locate all important elements; white space, graphic elements and/or alignment are used effectively to organize material.
Graphics (X1)	Graphics seem randomly chosen, are of low quality, and/or distract the reader; many images are broken.	Graphics relate to the theme/purpose of the site; most are of good quality and enhance reader interest or understanding; there are no broken images.	Graphics relate well to the theme/purpose of the site; they are thoughtfully cropped, are of high quality and enhance reader interest or understanding; there are no broken images.
Navigation (X1)	Some links do not take the reader to the sites described; a user may become lost.	Most links for navigation are clearly labeled, and they allow the reader to move from a page to related pages (forward and back); internal links take the reader where s/he expects to go; a user rarely becomes lost.	Links for navigation are clearly labeled and consistently placed; they allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go; a user does not become lost.
Color scheme (X1)	Colors, fonts, and unvisited and visited links make the content hard to read or otherwise distract the reader.	Colors, fonts, and unvisited and visited links do not detract from the content and are consistent across pages.	Colors, fonts, and unvisited and visited links form a pleasing palette, do not detract from the content, and are consistent across pages.
Interest (X1)	The authors have provided only the minimum amount of information and have not made the information interesting to the audience.	The authors have tried to make the content of the website interesting to the people for whom it is intended.	The authors have put forth exceptional effort to make the content of the website interesting to the people for whom it is intended.

Record scores in the column spaces below.



WEBMASTER (continued)			
Website (100 points) (continued)			
Spelling and grammar (X1)	There are many spelling and/or grammatical errors in the site.	There are a few spelling and/or grammatical errors in the site.	There are no spelling or grammatical errors, or one or two very minor spelling and/or grammatical errors in the site.
Research base (X1)	The website lacks an adequate research base, and/or very few credible sources are referenced.	Research has been conducted appropriately, but there are few credible sources.	The website presents a comprehensive research base that includes a number of credible sources.
Design brief solution (X2)	The design brief is missing three or more criteria and/or constraints.	The design brief is missing one or two criteria and/or constraints.	All components of the design brief are included in the website.
SUBTOTAL (100 points)			
Semifinalist Interview (50 points)			
CRITERIA	Minimal performance 1-4 points	Adequate performance 5-8 points	Exemplary performance 9-10 points
Articulation (X1)	The interview responses are verbose, illogical and include many "uhs, ums, hmms," etc.	Logical and well-spoken interview responses are provided, with a few "uhs, ums, hmms," etc.	Well spoken, distinct, and clear interview responses are provided with no or very few "uhs, ums, hmms," etc.
Knowledge (X2)	Team members seem to have very little understanding of the concepts in their project; vague interview answers are provided.	Team members have a general understanding of the concepts discussed and answer questions adequately.	There is clear evidence that team members have a thorough understanding of the concepts discussed; excellent interview answers are provided.
Delivery (X1)	The delivery detracts from the message; eye contact is limited; presenters tend to look at the floor, mumble, speak inaudibly, fidget, or read most of the speech; gestures and movements may be jerky or excessive.	The delivery is generally effective, but volume, eye contact, vocal control, etc. may not be consistent; some hesitancy is observed, however, tone, facial expressions, and/or other nonverbal expressions do not detract from the message.	The delivery is extemporaneous, natural, confident, and enhances the message; posture, eye contact, gestures, facial expressions, volume, pace, etc., are excellent and indicate confidence.
Team participation (X1)	Only one person in the group communicates with judges, with no participation from other team members.	Most team members participate, but only one member seems to fully understand the concepts.	All team members seem to fully understand the concepts and share an equal role in the interview.
SUBTOTAL (50 points)			

Rules violations (a deduction of 20% of the total possible points) must be initiated by the evaluator, coordinator and manager of the event. Record the deduction in the space to the right.

(To arrive at TOTAL score, add any subtotals and subtract rules violation points, as necessary. Check your math twice!) **TOTAL (150 points)**

Comments:

I certify these results to be true and accurate to the best of my knowledge.

Evaluator

Printed name: _____

Signature: _____