




WEBMASTER DESIGN BRIEF



state.design-brief.choctawtsa.org

The Student Leadership Challenge*		Leadership Experiences
Practices	Behaviors	
<input type="checkbox"/> Model the Way	Follow through on promises and commitments	
	Set a personal example through actions	
	Align others with principles and standards	
	Seek feedback about impact of actions	
	Make sure teammates support common values	
	Talk about values and principles	
 Inspire a Shared Vision	Look ahead and communicate future ideas	<p>Designing a website is a constant battle between different code styles, different frameworks people wanted to use, etc.. We had constant discussions on where the project was heading and always made sure everyone was on the same page.</p> <p>We investigated every idea to determine its viability, and made it clear to all team members why we were or weren't going to be implementing certain things.</p>
	Describe ideal capabilities	
	Talk about how future could be improved	
	Be upbeat and positive	
	Communicate purpose and meaning	
	Show others how their interests can be realized	
 Challenge the Process	Challenge current skills and abilities	<p>Each step in this project was a challenge and we learned and experimented constantly.</p> <p>This was really our first foray into web development, and it was a constant challenge to get our skills up to the point to match our ambitions.</p> <p>Whenever a team member proposed an idea, we worked as hard as we could to accomplish it.</p>
	Break projects into smaller do-able portions	
	Search for innovative ways to improve	
	Ask "What can we learn?"	
	Take initiative in experimenting	
	Help others try out new ideas	
 Enable Others to Act	Foster cooperative relationships with others	<p>In any team, there are going to be dissenting viewpoints on what the future of the project should be; we embraced these viewpoints in an effort to make a cohesive project that incorporated all of the different viewpoints.</p> <p>We always made an effort to hear each team member out and enact their visions; no idea was immediately shut down.</p>
	Actively listen to diverse viewpoints	
	Treat others with respect	
	Support the decisions other people make	
	Give people freedom and choice	
	Provide leadership opportunities for others	
<input type="checkbox"/> Encourage the Heart	Praise people	
	Encourage others	
	Express appreciation for people's contributions	
	Publicly recognize alignment with values	
	Celebrate accomplishments	
	Creatively recognize people's contributions	

Leadership Categories	Leadership Experiences
<input type="checkbox"/> Leadership Roles	
<input checked="" type="checkbox"/> Community Service/Volunteer Experiences	<p>Our team members were involved in many school community service projects, like campus clean up, National Honor Society, and participating in our school tradition of Gold Rush.</p> <p>Gold Rush is an annual program that attempts to help organizations and people in need in our community. This year, we're working on raising funds for a local non-profit mental health and substance abuse facility geared towards youth and families.</p>
<input checked="" type="checkbox"/> Leadership Development	<p>We attended the 2019 Oklahoma TSA Fall Leadership Conference to learn more about how to more effectively work as a team and with the people around us.</p> <p>Two of our team members are also chapter officers that worked with other teams from around the chapter to ensure that everyone was on track and were given the proper tools to do their best. That was a constant learning experience as we learned how to lead a chapter and how to enable others to do their best.</p>
<input checked="" type="checkbox"/> College Career Planning	<p>Throughout our project, we learned a lot about web development and the industry as a whole, and learned what it meant to work on a meaningful project with a team. This experience helped us gauge how well we'd do in the industry, and helped us decide whether to continue pursuing web development or to move on to another field that better suits us.</p> <p>Additionally, a few of our team members spent time at a local vocational school learning about what it's like to be in the web development industry from people who actually have experience. As part of the vocational school program, we also planned out much of our path forward in education and the beginnings of our careers.</p>

The Student Leadership Challenge* Practices and Behaviors	
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	Look ahead and communicate future ideas
	Describe ideal capabilities
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Challenge the Process	Communicate purpose and meaning
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Dear Judges,

Unfortunately, we were not able to obtain an actual signature for the Student Copyright Checklist from our chapter advisor. This is due to our school having cancelled classes on Friday, March 13 because of concerns about COVID-19, meaning we weren't at school to get the physical signatures. We apologize for not completing this part of the documentation correctly, and we hope you can understand the situation we were put in because of this.

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, Leah Stone (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, Leah Stone (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, Leah Stone (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.

Documentation of Non-Copyrighted Graphics, Frameworks, and Tools

Our project uses many openly-licensed graphics, frameworks, and tools. Documentation for those can be found on the About page of our website.

Documentation of Using Copyrighted Google Maps

Although Google Maps data is copyrighted, Google allows use of their maps with proper attribution. The attribution required is a notice reading “Map data ©2020 Google, [other contributors]” wherever map data is visible. We have met this requirement on our website.

The full attribution guidelines can be found at:

<https://www.google.com/permissions/geoguidelines/attr-guide/>

Dear Judges,

TSA updated Webmaster regulations on the [Competition Updates](#) page to remove requirements for the CTE and TSA websites. As such, we have left them out of our submission. We did obtain confirmation that our interpretation was correct from the National TSA Webmaster event coordinator, Emily Hummell, and the OKTSA Webmaster event manager, Jill Sullins, to ensure that this wouldn't be an issue at either conference. A copy of email exchanges between us and both officials can be found below (redactions are made to follow TSA's rules requiring the removal of personally identifying information of competitors).



TSA Webmaster Question for State Conference

Jill Sullins <jill.sullins@edmondschools.net>

Wed, Feb 26, 2020 at 3:31 PM

To: [REDACTED]

Cc: "Ford, Jeremy" <fordj@mustangps.org>

[REDACTED] You have done a great job conveying your question. After looking at the Competitive Event Guide for Webmaster and the National TSA Website for the updates I concur with your statement, "the only site required is now the design brief site". Jeremy, please give us your input since you will be the coordinator for this event at State. Their website is due in just a couple weeks. Thanks, ~j

Ms. Jill C. Sullins

Gateway to Technology Teacher

Technology Student Association Adviser

jill.sullins@edmondschools.net

405-726-5731

On Tue, Feb 25, 2020 at 5:30 PM [REDACTED] wrote:

Mr. Ford and Ms. Sullins,

[REDACTED]

Within the past month or so, national TSA updated the Webmaster regulations and removed regulations and rubric items relating to the CTE and chapter sites. You can read this change in full [here](#) at the bottom of the page. I interpreted the changes to mean that the only site required is now the design brief site.

Due to the impact of this change on the competition as a whole, I thought it prudent to check with both of you that these changes will be implemented at the state level in the same way that I'm interpreting them. With the Webmaster deadline for state conference being less than three weeks away, I wanted to make sure that I know exactly what our team has to have done before it's too late to change course.

Thank you for your time,



Questions about changes to Webmaster regulations

Emily Hummell <emhummell@gmail.com>

Sat, Mar 7, 2020 at 9:46 AM

To: [REDACTED]

That's correct. You only need the design brief portion of the website.

Best,
Emily Hummell

On Thu, Feb 13, 2020 at 10:12 PM [REDACTED] wrote:

Ms. Hummell,

I noticed an update for Webmaster filed [here](#) and have some questions. The page suspends regulations on required content for submissions outlined in Preliminary Round #C Regulations 1-6. It also replaces items in the rubric pertaining to the CTE program content and the TSA chapter content with more regulations covering the design brief solution.

My interpretation of this change is that the only required site is the solution to the design brief (this year being the site over the electric vehicle company) and that the chapter and CTE content are no longer required and won't be judged. I'm emailing you to confirm whether my interpretation is correct before my team proceeds with scrapping the chapter & CTE sites.

Thank you for your time,

[REDACTED]

[REDACTED]

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Emily Hummell