

N^{SNOW} Sports Instructor

Inspiring lifelong passion for the mountain experience



Winter 2008

ISSUE 3 07/08 SEASON PNSIA-EF





PSIA AASI
N O R T H W E S T



Symposium 2008

Are you ready for the Spring Symposium that only comes around when Mother Nature decides to provide us an astonishing, avalanche crashing, pass closing, snow pounding, awe inspiring, La Nina year? Currently many of our areas are boasting over 400" of snow received and the season isn't over yet. Can you imagine the time we are going to have at Mt. Bachelor?

We'll be carrying on the Symposium tradition with all your favorite topics and clinicians for alpine, snowboard and tele. And returning and growing more and more popular each season, ski or ride with clinicians on Friday, including Northwest Technical Team members, and Northwest clinicians and maybe a surprise guest as well! Just registering for Symposium is all it takes to attend Friday for FREE. Clinics will run from 9-2 so you are able to meet up with family and friends for some runs at the end of the day. We will be hosting the annual dinner and raffle at the Seventh Mountain, wait till you see all the great items to win, and it's for a great cause, our Scholarship Fund.

We will be continuing the Family Clinic of touring the hill for your family members, if they are interested. Remember they need to be signed up for the clinic on the Symposium application and be able to navigate easy blue terrain.

The Seventh Mountain Resort and Mt. Bachelor Ski Area will be our base of operations for registrations and the banquet. Please visit the website www.psia-nw.org to see the site map.

Lodging Packages are available throughout Seventh Mountain Resort, please call 888.784.4386 and use group code 1065X1. You may also go online and book your reservations at www.seventmountain.com and on the left hand side of the screen you will see a location to enter the dates and group code to view our discounted rooms. The block of rooms is being held for a discounted rate for Symposium participants, from studios to multiple bedroom options, beginning on April 3rd-April 6th, ranging in price from \$89-\$299. Come early and play. This information is also available on our www.psia-nw.org website under the Symposium link.

Discounted lift tickets of \$40 are available at the area for all participants and family. Children five and under slide free as well as those 70 and over, with proof of 'your young at heart' age.

As always the price is right and the fun opportunities abound. Sign up soon.

La Nina Celebration





PSIA AASI NORTHWEST SPRING SYMPOSIUM



Mt. Bachelor – April 4-6th, 2008

Name _____ NW Member # _____ Cert Level _____
 Address _____ City _____ St _____ Zip _____
 Cell # _____ School _____ Email _____

Slide with clinicians on Friday, box must be checked if you wish to attend **FREE** \$ **FREE** _____
(Must be registered for Symposium to be eligible to attend)

Two-Day Instructor Package (No Lifts or Banquet) \$130.00 per person \$ _____
(Includes Registration Fee, 2 Days Clinic and Souvenir)
If interested in the Senior Specialist Accreditation please use the below gray box

One-Day Instructor Package (No Lifts or Banquet) \$75.00 per person \$ _____
(Includes Registration Fee, 1 Day Clinic and Souvenir)

◆ Senior Specialist Accreditation (No Lifts, Banquet or Souvenir) *Please read the description carefully before signing up for this event.*

<input type="checkbox"/> Full Accreditation (both on snow and indoor sessions)	\$150 per person	\$ _____
<input type="checkbox"/> Indoor Session Only (Friday)	\$50 per person	\$ _____
<input type="checkbox"/> On Snow Sessions Only (Saturday & Sunday)	\$100 per person	\$ _____
<input type="checkbox"/> Souvenir	\$15 per souvenir.....	\$ _____

The accreditation will be filled on a space available basis.

Family Clinic \$35.00 per person/per day \$ _____
(Name of family members who will attend: _____)
 Alpine _____ Snowboard _____ **Must be able to navigate easy blue terrain.**

Symposium Banquet \$35.00 per person \$ _____
 Meat Option OR Vegetarian Option

Extra Souvenirs \$15.00 each \$ _____

Add a \$20.00 late fee after March 26, 2008 \$ _____

Total Amount Enclosed \$ _____

Visa/MC # _____

Exp. Date _____ Signature _____

Please list family members who will be purchasing lift tickets*:

*only participants in Symposium and their families qualify for discounted lifts - \$40/day, 5 and under and 70+ free lift tickets

Mail application, with payment, to PSIA-NW, 11206 Des Moines Memorial Dr., Suite 106, Seattle, WA 98168, or fax to 206.241.2885. Application must arrive **no later than March 26, 2008**. A late fee of \$20.00 will be added after that date. Late applications will be accepted on space available only. A \$20.00 fee is charged on all cancellations. **No refunds** unless injured (doctor statement required).

LIABILITY RELEASE FORM (you must sign this release before attending any PSIA-NW event):

Recognizing that skiing/snowboarding can be a hazardous sport, I hereby **RELEASE AND FOREVER DISCHARGE PSIA-NW, PNSIA-EF**, the host area and agents and employees of each from liability for any and all injuries of whatever nature arising during or in connection with the conduction of the event for which this application is made. Applicant hereby relinquishes and assigns to PSIA-NW and PNSIA-EF all rights to the use of Applicant's name and likeness or pictorial representation in photographs, motion pictures or other representations concerning Applicant's participation in said Event.

Signature _____ Date _____

Flip this page over to choose your CLINIC TOPICS ()

Event Line Up

Return this sheet along with your registration fee!

NAME _____

Saturday, April 5th - Clinic Topics run 9-2

Select your Saturday topics from the list below
(Please mark your 1st and 2nd choice)

Alpine Clinic Topics for Saturday

- Applying the Feedback Model
- Seeing is Believing
- Skiing the Skills Concepts 201
- Skiing the Skills Concepts 301
- Teaching with a Focus 201
- Teaching with a Focus 301
- Use Your Core to Ski Better
- Challenge Your Concepts
- All Mountain Skiing
- Bumps
- Low-Fly or High-Fly Freestyle
- Ski with the Girls
- Clean and Carved
- Legends
- Master Tour – Achieving Your Skiing Goals (2 days)
- GS Gate Training

Telemark Clinic Topics for Saturday

- Freeheel Fest

Children's Clinic Topics for Saturday

- Solution Strategies
- Bag O'Tricks

Snowboard Clinic Topics for Saturday

- Applying the Feedback Model
- Seeing is Believing
- All Mountain Riding

Adaptive Clinic Topics for Saturday

- Teaching Three and Four Track

Family Clinic Saturday

- Tour the Hill (13 and up)

Senior Specialist Accreditation (Friday indoor, Saturday and Sunday on snow)

- Senior Accred

Sunday, April 6th - Clinic Topics run 9-2

Select your Sunday topics from the list below
(Please mark your 1st and 2nd choice)

Alpine Clinic Topics for Sunday

- Applying the Feedback Model
- Seeing is Believing
- Skiing the Skills Concepts 201
- Skiing the Skills Concepts 301
- Teaching with a Focus 201
- Teaching with a Focus 301
- Use Your Core to Ski Better
- Challenge Your Concepts
- All Mountain Skiing
- Bumps
- Low-Fly or High-Fly Freestyle
- Ski with the Girls
- Clean and Carved
- Legends
- Master Tour – Achieving Your Skiing Goals (2 days)

Telemark Clinic Topics for Sunday

- Tele For All

Children's Clinic Topics for Sunday

- Solution Strategies
- Bag O'Tricks

Snowboard Clinic Topics for Sunday

- Applying the Feedback Model
- Low-Fly or High-Fly Freestyle
- Clean and Carved

Adaptive Clinic Topics for Sunday

- Visually Impaired (VI) – Teaching Tactics & Understanding

Family Clinic Sunday

- Tour the Hill (13 and up)

Senior Specialist Accreditation (Friday indoor, Saturday and Sunday on snow)

- Senior Accred

FRIDAY – Your FREE ski and ride day. Clinic groups in less formal settings with a variety of clinicians available, including NW Technical Team members and Northwest Divisional Staff! You must be registered for Symposium to attend and sign up in advance to take advantage of this free day!

SATURDAY – Ski/Snowboard School GS Fun Race – (2:30-3:30 pm). Sign up at the Registration Table.

ALPINE CLINIC TOPICS

Applying the Feedback Model – This session will focus on the practical application of the Feedback Model. Learn how to prioritize your feedback and look for movement patterns and ski/snow interaction as compared to goals and outcomes. On hill and video situations will be used to illustrate and practice the model.

Seeing is Believing – Video analysis of your skiing will be used to improve your skill level, awareness of your movement patterns and what to develop in your skiing. Indoor time will be spent near the end of the session to review the day's video.

Skiing the Skills Concepts 201 – A clinic designed to improve the instructor's skiing performance in levels 4-7 and understanding the application of the skills concepts. The goal of this course is to provide the instructor with an accurate assessment of their current ability and establish a plan for improvement.

Skiing the Skills Concepts 301 – A clinic designed to improve the instructor's skiing performance in levels 7-9 and understanding the application of the skills concepts. This course will provide the instructor with an accurate assessment of their current skiing ability and establish a plan for improvement.

Teaching with a Focus 201 – A clinic designed for the Level I certified instructor. This clinic will help the participant develop exercises and progressions related to specific skill improvement in skiers through level 7. Participants will utilize knowledge of ATS principles in a peer group environment to effect skill blending and movement pattern changes.

Teaching with a Focus 301 – A clinic designed for the Level II certified instructor. This clinic will help the participant begin to identify and describe, with precision and accuracy, skill blends and movement patterns in skiers of all ages and abilities in varied skiing tasks, snow conditions and terrain options.

Use Your Core to Ski Better – Build upon the teachings of the "Core Training for Better Performance" indoor sessions. Prerequisite is previous attendance of indoor session. Apply techniques learned indoors and see immediate improvement in skill performance on snow! Make your skiing more efficient and more fun! Emphasis placed on skills relative to National Standard outcomes.

Challenge Your Concepts – This clinic will focus on developing awareness of sensations, thoughts and visual cues to aid in the development of more efficient movements that can be applied on any condition or terrain. Expand your concepts

of skiing by looking at equipment, mental challenges and physical movements.

All Mountain Skiing – Challenge your skiing with a mountain tour de jour. Learn tactics and technique to ski a variety of terrain in the mountain environment.

Bumps – This clinic is for skiers who have had limited experience with skiing the bumps or are accomplished bump skiers wishing to hone their skills with an aggressive group of skiers. Appropriate group splits will be made at the event. Clinics will focus on the technique and tactics of skiing bumps on terrain appropriate to the group's level.

Low-Fly or High-Fly Freestyle – Rock and roll in the Terrain Park and Half-Pipe. There will be an Intro clinic for those with little or no experience and an Intermediate level for those wishing to push the envelope.

Ski with the Girls – Taught by top female clinicians, this clinic is designed to address equipment issues, motivation and ski improvement for women instructors and of course heaps of fun! Sorry, no boys allowed.

Clean and Carved – Just as it sounds! This clinic will explore speed and the art of carving in a safe and fun atmosphere. Learn to ski clean, efficient turns while exploring the conditions of the day. Develop the ability to approach steeper and more challenging terrain with efficient movement patterns and confidence.

Legends – Ski with some legends for a fun day designed for experienced skiers of all ages. Let them show you a thing or two!

Masters Tour – Achieving Your Personal Goals (2 Day session). Tour the mountain while improving your skiing and teaching skills. Continuous movement, low impact drills and tactics will be incorporated to enhance your fun, learning, adventure and to help you polish your basic skiing skills to achieve more confidence and comfort in all conditions and terrain. Tips on teaching adults and seniors will also be reviewed. If desired, video will be available on one or both days; let your clinician know and help him/her design the content to fit your needs and goals. THIS IS NOT THE SENIOR ACCREDITATION.

GS Gate Training – Come and get a look at the world of giant slalom! In this clinic you will learn how to set courses and choose tactics while running the course and improving your overall skiing. Saturday only.

Event Line Up

TELEMARK CLINIC TOPICS

Freeheel Fest – Take the latest movement patterns from the national level and work to develop your skills to maximize your efficiency. Expect an all mountain clinic with the objective of maximizing your versatility with modern equipment in the conditions of the day. Saturday only.

Tele For All – An introduction to telemark with a twist. It will emphasize a progression that takes full advantage of the skills already honed in efficient alpine skiing to enjoy the telemark experience. Take the latest movement patterns from the national level and work to develop your skills to maximize your efficiency. For new and cross-over tele'ers. Sunday only.

CHILDREN'S CLINIC TOPICS

Solution Strategies – Spend the day immersed in a mind blowing creative process that will leave you with more ideas than you ever thought possible. We will take these new ideas and implement lesson plans combining your knowledge of kids' movements, CAP and personal experiences. Strong focus on skill sequencing and pacing.

Bag O'Tricks – Have you ever wondered why some games, exercises and drills work from some age groups, but not others? Explore how kids learn, act and move at different ages and add to your bag of tricks.

SNOWBOARD CLINIC TOPICS

Applying the Feedback Model – This session will focus on the practical application of the Feedback Model. Learn how to prioritize your feedback and look for movement patterns and board/snow interaction as compared to goals and outcomes. On hill and video situations will be used to illustrate and practice the model.

Seeing is Believing – Video analysis of your skiing will be used to improve your skill level, awareness of your movement patterns and what to develop in your skiing. Indoor time will be spent near the end of the session to review the day's video. Saturday only.

Low-Fly or High-Fly Freestyle – Rock and roll in the Terrain Park and Half-Pipe. There will be an Intro clinic for those with little or no experience and an Intermediate level for those wishing to push the envelope. Sunday only.

All Mountain Riding – Challenge your riding with an upper mountain tour de jour. Learn tactics and technique to ride a variety of terrain in the mountain environment. Saturday only.

Clean and Carved – Remember where you put your hard boot setup? Dig that corduroy carving machine out of the closet and come rip it up. This clinic will explore speed and the art of carving in a safe and fun atmosphere. Learn to ride clean, efficient turns while exploring the conditions of the day. Hard or soft set up. Sunday only.

ADAPTIVE CLINIC TOPICS

Teaching Three and Four Track – Join us for a fun and informative clinic using stand up, hand held outriggers and learning progressions that will benefit students with issues of, but not limited to; balance, stamina, hemiplegia and leg amputation. Saturday only.

Visually Impaired (VI) – Teaching Tactics and Understanding – Come learn and understand how to effectively work with the visually impaired guest. Sunday only.

SENIOR ACCREDITATION - ALPINE

Senior Specialist I Accreditation – With our graying, yet physically fit Boomer generation, many older people are skiing longer and even learning to ski in their later years. The Senior Specialist I Accreditation will equip the skiing professional with tools and techniques to better address the needs of the "older" skiers and those not quite so old, "older" skiers. Program in its entirety is indoor and on snow sessions; workbook and indoor must be completed before on snow can be attended. Workbook is found online at www.psia-nw.org. Alpine only.

FAMILY INFORMATION -

Children 5 and under ski/ride for free

Tour the Hill – Join us for a tour of Mt. Bachelor. We'll cruise around the hill and familiarize you with the runs you're comfortable on. Once you have mastered the hill you will meet up again with the other members of your family and show them a thing or two! For ages 13 and up; must be able to navigate easy blue terrain.

Mt. Bachelor Ski and Snowboard School – For lesson information or daycare information please call 800.829.2442 or go to www.mtbachelor.com and click on mountain services for daycare information or ski and snowboard lesson information.



PSIA AASI

N O R T H W E S T

2008 SYMPOSIUM SCHEDULE



Friday, April 4th

- 10:00 am Free Ski or Ride with Clinicians* – Meet at base area by the Pine Marten chair
- 6:00 – 9:00 pm No-host Welcome Party, Seventh Mountain Resort, Three Sisters Ballroom
- 7:00 – 9:00 pm Alpine/Snowboard Level II and III Written Exams – Seventh Mountain Resort
*need to register for the written exam with the PSIA-NW office two weeks ahead

Saturday, April 5th

- 8:45 am Symposium classes form – Base area, near Pine Marten chair
- 9:00 am – 2:00 pm Classes disburse on the hill
Tour of the mountain family clinics - group skiing for teens and spouses
- 2:30 pm – 3:30 pm Ski/Snowboard School GS Race – Fastest Ski/Fastest Snowboard
Meet at the top of the race course, run TBA at morning registration
- 6:00 pm – 7:00 pm No-host cocktails – Seventh Mountain Resort, Three Sisters Ballroom
- 7:00 pm – 9:00 pm Banquet – Seventh Mountain Resort, Three Sisters Ballroom
We'll honor our award recipients and 20, 30 and 40 year pin recipients.

Sunday, April 6th

- 8:45 am Symposium classes form – Base area, near Pine Marten chair
- 9:00 am – 2:00 pm Classes disburse on the hill
Tour of the mountain family clinics-group skiing for teens and spouses

Bachelor Symposium

Registration Times

- Thursday Evening, April 3rd 6:00 – 9:00 pm, Seventh Mountain Resort,
Friday Morning, April 4th 8:00 – 10:00 am, West Lodge lower level, Mt. Bachelor Resort
Friday Evening, April 4th 6:00 – 9:00 pm, Three Sisters Ballroom, Seventh Mountain Resort
Saturday Morning, April 5th 7:00 – 9:00 am, West Lodge lower level, Mt. Bachelor Resort
Sunday Morning, April 6th 8:00 – 9:00 am, West Lodge lower level, Mt. Bachelor Resort

*Must be registered for Symposium and signed up to attend the Friday session.

Event Line Up

Spring GS Race Camp

APRIL 25TH-27TH

\$225



Spring at Mt. Bachelor, a run all to ourselves, video and review, great coaching and friends – where else do you want to be in late April? Come see why Mt. Bachelor is known for its 300 days of sunshine, high speed groomers and how that combined with gates makes for an awesome GS camp!

- All alpine abilities welcome.
- 3 day event
- 2-year credit

Spring Fling

APRIL 26TH

\$45



Tailored after its bigger cousin, Fall Seminar, Spring Fling is designed as an end of the season wrap up to solidify topics you have been working on during the season or to give you ideas/information to ponder over the summer. Either way, you won't be disappointed. This session runs from 9-2 with an 8:30am registration time. Topics and more information will be posted online

- Offered in Seattle at Shoreline Community College.
- All disciplines welcome as well as non-PSIA-NW members.
- 1-year credit

Freestyle Camp

MAY 9TH-11TH

\$225



How often do you get three days of training specific to the park and the pipe? The coaches will ease you into the playground and open up the doors to what it is 'kids' these days do. Video and video review. Great way to better your own skills as well as increasing your freestyle teaching bag of tricks.

- All disciplines welcome: Alpine, Snowboard, Telemark
- Helmets recommended
- 3 day event
- 2-year credit

Go With a Pro Clinics

Go With a Pro Clinics are for 07-08 Level I participants and 06-07 Level I participants only. One year's education credit is included with the clinic. A 'Go with a Pro' application must be filled out to attend. Applications are available at www.psia-nw.org, Home Page, *What's New, Go With A Pro Clinics*

Alpine	Day	Date	Location
	Saturday	15-Mar-08	Whitefish
	Saturday	22-Mar-08	Bluewood
	Saturday	22-Mar-08	Summit Central
	Sunday	23-Mar-08	Stevens Pass
	Saturday	29-Mar-08	Schweitzer
	Saturday	29-Mar-08	49° North
	Saturday	29-Mar-08	Mt. Baker
	Saturday	29-Mar-08	Mt. Ashland
	Sunday	30-Mar-08	Crystal Mtn.
	Sunday	30-Mar-08	Silver Mountain
	Sunday	30-Mar-08	Willamette Pass
	Saturday	5-Apr-08	Mt. Bachelor/Symposium
	Sunday	6-Apr-08	Mt. Bachelor/Symposium
	Saturday	12-Apr-08	Mt. Hood Meadows
	Saturday	26-Apr-08	Timberline

Snowboard	Day	Date	Location
	Saturday	15-Mar-08	Whitefish
	Saturday	22-Mar-08	Summit Central
	Sunday	23-Mar-08	Stevens Pass
	Saturday	29-Mar-08	Schweitzer
	Saturday	29-Mar-08	Mt. Baker
	Sunday	30-Mar-08	Crystal Mtn.
	Sunday	30-Mar-08	Silver Mountain
	Sunday	30-Mar-08	Willamette Pass
	Saturday	5-Apr-08	Mt. Bachelor/Symposium
	Sunday	6-Apr-08	Mt. Bachelor/Symposium
	Saturday	12-Apr-08	Mt. Hood Meadows
	Saturday	26-Apr-08	Timberline

Track Tele	Day	Date	Location
	Saturday	22-Mar-08	Stevens Pass
	Saturday	5-Apr-08	Mt. Bachelor/Symposium
	Saturday	12-Apr-08	Mt. Hood Meadows

	Day	Date	Location
	Saturday	22-Mar-08	White Pass Nordic Center
	Saturday	29-Mar-08	Stevens Pass Nordic Center

Nordic Symposium

MARCH 22ND-23RD
\$110

WhitePass
WASHINGTON



Our perennial favorite, White Pass, will be hosting the Nordic Symposium. Friday will be a Staff/TD/Level III Training day, and Saturday and Sunday, as usual, will be full of turns, track and of course, clinics! All abilities welcome.

Discounted trail pass and lift ticket
Track and tele
For lodging ideas please visit
www.skiwhitepass.com/lodging

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Auction Items Needed!

by Mary Germeau, Executive VP

How do you like the above title as a hook for this piece? I think that I really wanted you to read it, because I am planning another fabulous collection of raffle and auction items to tempt the pallet and wallet of any snowsport instructor who attends this year's Symposium at Mr. Bachelor. I am again asking for contributions to both the raffle and the auction items for this year's extravaganza. In years past, I have put a lot of the responsibility on the Board of Directors, Technical Team members, DCL's and ski school directors to contribute items for this event. I will go to them again, and believe me, they are expecting my e-mail, however, I would like to expand the group of contributors this year, so I am calling upon the membership for additional items.

What, you say, can I possibly contribute to this event? Anything you can, is the answer. The members love the hand-made scarves, goodie baskets, art projects, ski gear, wine and beer baskets, etc. that have been made available in the past. For the Auction, I am looking for about six to eight large items, such as skis, ski lessons from a pro, trips, plane fares etc. If you have

anything that you would like contribute to this year's fundraiser contact Mary Germeau at 425-822-8864, 206-718-1197 or me_germ@hotmail.com (that is an underscore between the me and the germ). I can provide you with a tax letter since you would be contributing to an event for a non-profit organization. Just let me know if you need one and what the value of your item is.

For informational purposes, the PNSIA Education Foundation is the beneficiary of the proceeds from the raffle ticket sales and the auction items. This money is then made available to the membership for Scholarships to PSIA and AASI events or for items from the bookstore. For further information about how to use the Scholarship Program, check the PSIA-NW website. The application and rules for that application are available to be downloaded from there.

Think hard about what you might be able to do to help our event at Bend this year and contact me ASAP. This is a great way to contribute to your organization. You'll be glad you did!



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It was gonna be a great shot



Trees, powder, sunshine

NORTHWEST
SnowSports Instructor

Professional Snowsports Instructors
of America-Northwest Division
PNSIA Education Foundation

PSIA-NW
11206 Des Moines Mem Dr. #106
Seattle, WA 98168-1741
Phone (206) 244-8541
Fax (206) 241-2885
Email: office@psia-nw.org
Website: www.psia-nw.org

Editor Jodi Taggart
Send all submissions to:

Jodi Taggart
C/O PSIA-NW
11206 Des Moines Mem Dr. #106
Seattle, WA 98168-1741
office@psia-nw.org

Submission Deadlines

Issue	Deadline
Summer/Fall	July 15
Early Winter	Oct 1
Winter	Jan 1
Spring	March 10

Guide for Contributors

The Northwest SnowSports Instructor is published four times a year. This newsletter will accept articles from anyone willing to contribute. The editorial staff reserves the right to edit all submissions. Submit items as attachments via email or contact the editor for other options. Articles should include the author's name and a quick bio. Photos can be submitted via email or as prints. Please contact the editor for any additional information.

All published material becomes the property of PSIA-NW. Articles are accepted for publication on the condition that they may be released for publication in all PSIA National and Divisional publications. Material published in this newsletter is the responsibility of the author and is not necessarily endorsed by PSIA-NW.

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Classified Ads: Classifieds are line type ads that may vary in size. Rates will be reflective of the number of words in the ad.

Rates:

20 words or less	\$10
20-40 words	\$20
40+	\$1 per word

Display Ads: Display ads will be available in a variety of sizes and will be boxed or otherwise set off from the surrounding text.

Rates:

Size	Rate
2.5 x 3	\$50
5 x 4.5 (1/4 page)	\$100
7.5 x 4.5 (1/2 page)	\$150
7.5 x 9 (full page)	\$200

There is a 10% discount available for running the same ad in consecutive multiple issues.

Website Ads: Newsletter Classified and Display ads will be posted at no additional charge on www.psia-nw.org. Postings will run by mutual agreement or until the newsletter following the issue containing the print ads is published.

Payments are made to:

PSIA -NW
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Seattle, WA 98168

Cover: Schweitzer Mtn.
South Bowl.3 pm. February
3rd 2008. Kara Fitzgerald.
Epic



Learning Theory Made Simple

by John Eisenhauer, Communications VP

What an amazing winter! I hope you've enjoyed it personally and professionally. This issue includes all the information for what should be a great Symposium in Bend as well as our other spring events, including a full schedule of Go With A Pro clinics for new level P's. As always, we've included some interesting articles on teaching to keep up the energy as you finish out the season.

This is also the time of the season when many of you turn your focus toward your personal development goals. Schools and the division ramp up their training programs, many of them designed at least in some way to help you prepare for certification exams. As an organization, we attend clinics, study manuals and get together for indoor sessions, all in an effort to learn as much as we can and often as fast as we can.

This process can be so exciting. After all, we love what we do and this is our chance to concentrate on our own improvement. Yet, sometimes the process we would expect to be so satisfying can instead be a bit overwhelming and frustrating. Is that because we're being asked to move out of our comfort zones, it's hard to take "constructive feedback", or is there something else going on?

We know we all learn at different rates and that a number of factors affect how we learn. We all realize there's a "learning curve". We've also all heard the term TMI or "Too Much Information" (although often not in this context...). Well, when it comes to learning, TMI definitely applies. TMI is just as much as an issue to our own learning as it is to our student's.

Here's where "Learning Theory Made Simple" comes in. Learning Theory Made Simple is made up of two components: the "File Cabinet" and "Peas in a Straw". These two concepts are interrelated. Let's start with the File Cabinet first.

Processing new information requires more than just understanding what something is or

how to do something. We also need to have a place to "put it". We need to know how it relates to what we already know or what we've already experienced. In many cases, we really don't have anywhere to put that new information yet. As a result, we find ourselves forgetting things, starting over time and again, and generally feeling lost.

If we realize that much of the learning process is in fact building our "File Cabinet", it may help us understand the stages we seem to go through as we learn. As much as we'd like it to be, learning doesn't often seem very linear. Sometimes we might pick up something very quickly, move on to the next step right away, then completely stall out or even regress. Then suddenly we make "the big leap forward". Where did that come from?

You might think of it as a result of some "behind the scenes" File Cabinet building. Unlike the physical act of making files (or file folders in our computer), our brain's ability to organize information and make connections isn't always conscious and we may not even feel like we have any control over it. But, the full variety of our life experiences, the questions, study and practice; all of the effort we put toward learning contributes in its own way.

So, how do you know when you've "built" your file Cabinet? Well, first of all, it's never going to get "built". If you're lucky, you're going to continue to build files to put in your cabinet. Along the way, you should however realize that from time to time, things that seemed really complicated now seem unbelievably simple. Things just seem to fit together. This represents your improved ability to organize or "file" information as it comes along. That evolution from complex to simple takes time, but we may be able to help it along by applying the second Learning Theory Made Simple concept - Peas in a Straw.

"Learning Theory" continued on p 26

Challenges

by Jack Burns, President

As I told you in my last Report, the Board was in the process of voting on Bylaw changes designed to protect your status as a voting member of PSIA-NW in the face of industry changes beyond your control. A number of changes were adopted that I would like to share with you.

The Bylaws of PSIA-NW provide for five (5) classifications of instructors, i.e., Divisional Registered, National Registered and Level I, Level II and Level III certified. Each member who attains one of these classifications is entitled to vote on issues that are submitted to the membership.

In the past, Registered instructors were required to pay dues, be educationally current and be actively teaching a snowsport in order to maintain their status as an active voting member. The recently adopted Bylaw changes remove the requirement that Registered instructors be "actively teaching."

Similarly, Certified Level I, Level II and Level III instructors need no longer be actively teaching in order to maintain their certification status and right to vote. They need only be current in the payment of their dues and educational requirements.

Other Bylaw changes were adopted that may have an effect on the composition of the Board of Directors. In the past, a Director on the PSIA-NW Board of Directors was required to be actively teaching in the Region he or she was elected to represent. If he or she no longer taught in the Region from which they were elected, that Directorship position was considered vacant. That provision has been changed to provide that the Director "shall be a member of

the region in which he primarily teaches or has taught." The effect of this change is to allow a Director who no longer teaches to finish their current term and run for reelection at the next election.

The Board hopes that these changes will encourage you to remain an active member even though you may no longer be actively teaching. If you have any questions about how these changes may affect your membership status, please contact me or the office for clarification.

Take Up The Challenge

The NW Division Board of Directors is one of the largest in the country. The diversity of backgrounds, life experiences and knowledge this group possesses has allowed our Division to be in forefront of developing certification standards and new teaching materials. We are one of the most progressive Divisions in the nation. However, no group has a perfect picture of the future. We are fortunate to have many people in our Division that have talents and ideas that can help shape the future of PSIA-NW. For those of you who have been quietly sitting on the sidelines, have the courage to step forward and take a chance. Run for a Director position from your Region. Become involved in shaping the future of PSIA-NW.

At present, the PSIA-NW Board consists of 29 Directors. Twenty six (26) of the current directors were elected by the membership. Of the remaining three (3), the Financial VP, was elected by the Board, the Member Ski School VP was elected by the members of the Member Ski School Committee and there is one appointed Director-at-large who represents the Nordic disciplines.

Currently, the NW Division is divided into 10 Regions. Those regions include Snoqualmie, Stevens Pass, Crystal Mountain, South Central, North Central, Spokane, Mr. Baker, Mt. Hood, Bend and Blue Mountain. The number of Directors from each Region is set by a formula based on the number of voting members within a particular region. Directors serve three (3) year terms. Approximately one third (1/3) of the Directors stand for election each year.

We recently concluded a call for candidates to run for 11 directors' positions to be elected in early 2008. Not a single person stepped forward to challenge an incumbent Director. More troubling is the fact that two (2) Director Seats will become vacant for the next year because no one chose to run for the positions. As a consequence, the membership in those regions will be underrepresented.

Maybe the lack of interest is our fault for not providing better notice. Maybe it is the result of the chaos to our industry caused by the displacement of concession ski schools. Maybe it is just generation X not wanting to get involved. Whatever the cause, be part of the solution.

When elections are announced next November, get involved. New people can bring new ideas, new approaches to problem solving and maybe suggest better ways of doing business as we emerge into the high tech environment that is enveloping our world. Be courageous. Find a compelling issue that motivates you. Meet instructors from within your Region, attend events and become known. Give your fellow instructors a reason to vote for you. ✨

Go With A Pro

by Lane McLaughlin, Technical VP

For many PSIA/AASI-NW members, their first experience with our organization is earning their Level 1 certification and becoming a certified member of both the Northwest and National organizations. While much of their training may have been within their own school's system and their exam administered by their own training director, most instructors are not aware of the organization they just became a member of, the educational and professional development opportunities that exist, the inspirational clinicians and mentors they can find, or the educational and dues requirements they must maintain. While these members are probably very excited about earning their first credentials, they're usually also left curious or confused about what it really all means and what's next.

Therefore, the NW Board of Directors approved a proposal to gift Level 1 participants (following their Level 1 exam) free admission to a Go With A Pro session. The session is designed to setup new Level 1 instructors with a 'pro' from PSIA/AASI-NW for the day to solve the mystery of membership. Participants will get hooked up with one of our Divisional Clinic Leaders who can explain how our regional and the national instructor organizations work, and what opportunities, products and services are available to members to help them in their pursuit of becoming a pro in snowsport education. The clinician will also put on a great skiing/riding clinic so participants can see that it's not all about talk, or books, or dues, but it's about sharing the passion for the mountain experience and always looking to progress one's skills.



SM

The format of a Go With a Pro session goes a little something like this...

Organizational Overview:

- Overview of PSIA/AASI Northwest and National organizations
- Overview of the educational events and products available
- Overview of dues and continuing education requirements

Personal Improvement Session:

- Ski and ride the hill together while your personal pro constructs fun activities to help you with your skiing and riding improvement
- Your pro will recap the session by highlighting how they use various skills and tools from our teaching models to help them become master teachers

Wrap Up:

- It's your day with your pro – tell them what you need and what you're wondering
- Now that you've completed Go With a Pro – what's next?

All of us in the organization, the clinic leaders included, followed a similar path and were new to the organization at one point. Through sharing and mentoring, the goal is to make it easier to help newer members find their way to the organizational resources that would be meaningful to them. The Go With A Pro is a chance to remove obstacles – demystify or myth-bust the “secret handshakes”, magical levels, funky acronyms, etc. You'll find that your clinicians are approachable, will focus more on member needs than certification levels, and just want to be an inspiring coach.

So, if you pass your Level 1 this spring, or are mentoring those that do, make sure you or your staff takes advantage of the Go With A Pro sessions. They'll be scheduled throughout the division and members have a year to take advantage of the gift. We promise to make it informative and not infomercial while getting around the hill with your Pro and getting a great learning experience. ✨

Good Help!

by Diana Suzuki, Financial VP

Hi Snow Sport fans! Winter is here and I hope you have been enjoying the fantastic conditions. WOW! I was able to ski places at Stevens Pass in December we normally can't get to until February.

Many of you may not be aware that our favorite PSIA-NW bookkeeper extraordinaire Cheryl Campbell decided to retire last summer. We knew we would miss her, but we understood and supported her decision. The only problem has been that she is very difficult to replace. Cheryl was willing not only to do the bookkeeping, but to help with many administrative duties at the office. Finding the right person with these skills has proven to be difficult. In the interim, she has helped the office on a part-time basis as we search for the right person.

As a result, Barb, Joan and Kirsten have worked very hard to cover the tasks Cheryl was performing while we recruit a replacement. The next time you communicate with Barb, Joan or Kirsten, please give them a BIG THANK YOU for their efforts during this period. We hope to have a new bookkeeper in place by the time you read this article.

With the incredible year of snow lining up, don't miss the opportunity to attend the exciting events offered by your PSIA/AASI-NW. See you on the slopes.



We tried to get a picture of Kirsten but she was on her way to another event!

Board Seats Announced

by Mary Germeau, Executive VP and Education Chairman

Due to the limited number of candidates responding to our call for candidates there will be no ballot election for the PSIA/AASI-NW Board of Directors this spring. All declared candidates were unopposed. Their terms are for three years and they will be seated at the May meeting. Those seats where no one applied will remain vacant until the next election according to our bylaws.

Snoqualmie Region
Position 1 Jack Burns*
Position 2 Molly Fitch*
Position 3 Ed Kane*

Stevens Pass Region
Position 3 John Weston*

Crystal Mt Region
Position 1 John Eisenhauer*

Mt Hood Region
Position 1 Tyler Barnes**

Bend Region
Position 1 Open Seat (no one applied)

Mt Baker Region
Position 1 Karen Moldstad*

Spokane Region
Position 1 Open Seat (no one applied)

Blue Mountain Region
Position 1 Kay Stoneberg*

* Incumbent

** New Board Member Unopposed

2008 Award Nominations

by Wayne Nagai, Awards and Recognition Committee Chair

It's been a busy season for all of us with our snow sport school duties, but I'd like to remind you about the PSIA-NW awards that are available for our membership. Now would be a great time to look around your school and recognize a deserving instructor for one of our many rewards. All you have to do is send in a nomination form outlining why you think your instructor of choice would deserve an award. Forms are available on-line, www.psia-nw.org, *About Us*, *Service Awards* or through the office. The deadline for nominations is March 17, 2008.

Please give it some thought and nominate that worthy instructor! All of our folks work hard at this sport and they deserve the recognition. I believe you will also benefit from the satisfaction of knowing you helped a deserving person receive the acknowledgment they merit during the presentation of the awards at the Spring Symposium.

The awards are:

The Ken Syverson Instructor of the Year
The Art Audett Outstanding Service
The Jean Lyon Service to Youth
The Larry Linnane Skiing Legends
Honorary Lifetime Membership

Board Member Profiles

The returning (and one new) board members bring years of experience and involvement to your Board of Directors. Some you may know better than others, so we hope these profiles will help you get to know this dedicated group of people a little bit better. From Molly Fitch, former Cert VP and current Ed VP to Karen Moldstad, the 1995 Instructor of the Year, you'll notice this group is even sometimes reluctant to "toot their own horns". But, all have committed to serving the membership in many capacities and will continue to do so in their new terms.

Name: Tyler Barnes **Region:** Mt. Hood
Position: 1
Ski School: Mt. Hood Meadows
Discipline: Alpine III
Years Teaching: 24



Off Snow Occupation: I am a self-employed designer and snowsports professional with a broad range of architectural design experience including Commercial- and-Residential buildings, as well as both print-and-web design. I am also a part-time builder and often assist with the construction phase of commissioned design work. I have also authored and self published three mountain bike guides books featuring trails in Oregon, Washington and Colorado, as well as spending 2 seasons as a resort manager, and 3 seasons as a full-time instructor.

PSIA-NW Involvement: My involvement in PSIA-NW includes

being a member of the Technical Team and the newest Alpine Examiner. I also implemented the psia-nwtechtteam.org website. I learned to ski at Stevens Pass (WA) in 1980, have been an instructor since 1984 and a member of PSIA-NW since 1992. I have taught for Ski Acres Ski School (Washington), Mt. Hood Meadows Ski School (Oregon), Timberline Ski School (Oregon), Mt. Hood Summer Ski Camps (Oregon), Deer Valley Ski School (Utah), and spent 14 months in Zermatt, Switzerland.

Reasons for wanting to serve: The Mt. Hood Position on the Board of Directors will allow me to get involved in new areas, both on-and-off the snow, where my expertise, skills and experiences can serve our membership now and into the future.

Name: Jack Burns **Region:** Snoqualmie
Position: 1 **Ski School:** Fiorini
Discipline: Alpine III
Years Teaching: 44 **Off Snow Occupation:** Attorney
PSIA-NW Involvement: 44 year PSIA member, PSIA-NW President, 2007-current, PSIA-NW Executive VP, PSIA-NW Administrative VP, Board of Directors (9 years). Served on Finance, Bylaw and Member Perks committees. Level III Certified. Training Director Fiorini Ski School. Summer Race Camp 12 years. Regular attendee at other training events including



Divisional Academy, TD training events, Symposium and Fall Seminars.

Reasons for wanting to serve: Having been actively involved as a Division officer and in the Board's committee work during my 9 nine years on the Board, I understand the process needed to accomplish change. The Board is facing several challenges including membership issues, transition to a new officer manager and implementing technology changes and enhancements coming online from National. As your President, I want to see those changes through to completion.

Name: John Eisenhauer **Region:** Crystal Mtn
Position: 1 **Ski School:** Crystal Mtn
Discipline: Alpine III
Years Teaching: 33
Off Snow Occupation: Amtrak Ticket Agent
PSIA-NW Involvement: 33 year member (if I can count!), Level 3 Alpine, Former DCL, EIT, Current Board Member and Communications VP.
Reasons for wanting to serve: It has been a privilege to represent the Crystal Mountain Region and to work alongside Mike Peters, Ed Younglove, Chris

Board Member Profiles



Kastner and Gordy Arwine during their terms on the board. Crystal's been my "home" since 1978, working both full and part-time.

Throughout the many changes to the industry and the area itself, PSIA-NW member's dedication, expertise and commitment to guest service has remained a constant. Our organization exists to support these efforts. I believe we have made many positive steps to improve service to our members. As always, there is more to do.

Name: Molly Fitch **Region:** Snoqualmie
Position: 2 **Ski School:** Ski Masters
Discipline: Alpine III
Years Teaching: 36
Off Snow Occupation: Human Resources Consultant and Leadership Development Coach



PSIA-NW Involvement: Teaching for Ski Masters

Reasons for wanting to serve: I am committed to continuing to provide our members with quality educational opportunities. In my role as your representative on the Board of Directors I strive to make sure we as an organization are looking at creative and innovative approaches to bringing you high quality events.

In addition to my interest in providing high quality educational opportunities, I strive to represent you in making good decisions that continue to move our organization forward.

Name: Ed Kane **Region:** Snoqualmie
Position: 3 **Ski School:** Ullr Inc (Bellevue)
Discipline: Alpine III
Years Teaching: 40
Off Snow Occupation: 737NG Product Development Chief Engineer



PSIA-NW Involvement: Incumbent Board member, Past President, Past Education VP, Past Communications VP, DCL, Past Examiner, Contributing Editor- NWSSI, Chairman STRATCOM, Author of several PSIA-NW manuals.

Reasons for wanting to serve: During my several terms on the Board, I have maintained a focus on better serving

the needs of the membership and on fiscal responsibility. I would like to continue to promote the development of programs and products that better serve the membership. Past accomplishments that demonstrate this focus include: Use of the newsletter (NWSSI) for general membership mailings such as education function enrollment and election announcements (replaced several membership mailings which saved several thousand dollars in postage per year); A program to reward snowsports schools with Member Snowsport School clinic educational credits for maintaining high levels of Division membership (Ed-bucks to pay for PSIA-NW clinicians to teach at the Snowsports school); Annual visits to the member schools to improve communications between the membership and the Board; Worked with the ETC to help define the content and vision of the recently implemented "Masters Tour" series of educational events to cater to the needs of our senior membership; Chaired the Committee to define the job description, coordinate the hiring process and develop finance concepts to enable the hiring of a full time Education and Programs Director who will continue the development and refinement of our educational products; Member of a committee to define the PSIA-NW office of the future; and proposed, defined the vision and chaired the committee that led to the development and implementation of our most recent Educational Product, the Senior Accreditation program.

Name: Karen Moldstad
Region: Mt. Baker
Position: 1 **Ski School:** Mt. Baker
Discipline: Alpine III
Years Teaching: 43
Off Snow Occupation: Clothing Sales Rep
PSIA-NW Involvement: I have been a member of PSIA for over 40 years and a Board Member approximately 10 years.

Reasons for wanting to serve. The Board is a very important body for snowsport instructors and I want it to continue with everyone represented.



Name: Kay Stoneberg **Region:** Blue Mt.
Position: 1 **Ski School:** Anthony Lakes
Discipline: Alpine III
Years Teaching: 38
Off Snow Occupation: Retired Teacher



PSIA-NW Involvement: Alpine Certified Level III. Instructor for 38 years, member PSIA 37 years in the Blue Mt. Region. Continually attending educational events.

Reasons for wanting to serve: I am willing to donate the time needed to serve and give back to an organization that has been such an instrumental piece in maintaining my passion over the years

for skiing and teaching. I have served on the board for 7 years and would like to continue to represent the Blue Mt. Region and support the snow sports instructors in the Northwest. Now that I have retired, I look forward to more visits to the areas in our region.

Name: John Weston
Region: Stevens Pass
Position: 3 **Ski School:** Clancy's
Discipline: Alpine III
Years Teaching: 42

PSIA-NW Involvement: I have been a member of PSIA-NW since 1966. I am an Alpine Level III instructor and have taught at Stevens Pass for 42 consecutive years. I have served on the Board of Directors for N.W. since 1990. During that time I have served you as your Executive Vice President for 2 terms (4 years) as your President for 2 terms (4 years) and as your National Representative for the last six years. During my years on the N.W. Board of Directors I have served on almost every committee from the Awards Committee to the Youth Committee.

I have sponsored and passed proposals for dues reductions for student members and senior members alike. While President I created the "Senior Tour" for our Senior members and have pushed our new senior accreditation.

On the National Board of Directors I presently Chair the National Team Task force and we are currently making numerous changes to the team including adding two adaptive members and two Park and Pipe specialists.

I am also the Chairman of the Recruitment and Retention Task Force which is in charge of marketing our Associations to new members and retaining our present members by providing them with new programs and incentives to retain their membership in our Association.



Off Snow Occupation: Attorney
Reasons for wanting to serve: I have faithfully served the members of PSIA/AASI NW and PSIA/AASI National for the last 18 years and have always been passionate about our association and its members. A truly "remarkable association" is one that exists for the benefit of its members and has its members best interests at heart. It is my goal to make our association "truly remarkable" by giving each and every member the maximum in benefits that we can for the lowest possible cost. This is the reason I continue to serve you on both boards. * I thank you for the opportunity.

Join this great crew! Get your photo in the newsletter! Be part of the think tank that keeps this Division ahead of the curve.

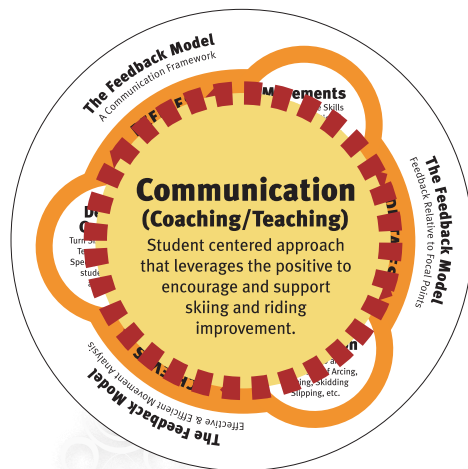
Next election we will be looking for your name on the ballot! Join the PSIA/AASI-NW Board of Directors.

Leverage the Positive

by Terry McLeod, NW Technical Team Member

Hopefully by now there are at least a few of you who have heard about a new tool the NW Technical Team developed called the Feedback Model. Presentations were given on it at the Fall Seminars and TD Fall Training and there were even some pocket guides (aka beverage coasters) made with a handy visual aid printed on them. The motivation behind putting this model together was to create an organizational tool to assist in doing movement analysis and then subsequently delivering feedback in a clear and understandable format.

There are four primary pieces to the model: ski-snow interaction, movements, desired outcomes, and communication. Although we tend to focus our attention on the “hard skills” of the diagram, I would argue an equal



if not greater importance lies within the communication portion.

Movement analysis and our feedback delivery are critical to the tone of our classes. Yes, we need to work on the weak points that are preventing higher levels of success in our clients, but the feeling/vibe/atmosphere/attitude/culture/environment that we do it in has a huge affect on how successful we'll be. When

people come to a class or clinic most of them expect some amount of “tearing down” before they start “building back up” again. Certainly we’ve all heard, “tell me what I’m doing wrong”. However, that doesn’t mean they enjoy it, in fact many may dread it, and I suspect one of the principal reasons people choose not to take lessons is they aren’t willing to endure this humbling process. Take a look at the visual aid we put together to illustrate the Feedback Model. You’ll noticed the center circle is in contact with all of the other three circles. Its title is “Communication” and the explanation reads, “Student centered approach that leverages the positive to encourage and support skiing and riding improvement.” At one point in its evolution this circle was around the outside of the other three so all of our references to the particular parts were encompassed with this student centered and positive approach. Either way you draw it, the point is, our approach to communication affects how well the student will receive our feedback on any, or all of the specific details.

“Student centered” has been a buzz phrase in PSIA/AASI for many years and probably doesn’t need a whole lot of explanation. But, what does it mean to “leverage the positive”? When the Technical Team started talking about leveraging the positive, there were nods of agreement about positive feedback and sandwiching critical comments with compliments. After a lot of discussion and clarification, the point finally came across that we didn’t mean throwing fluff bombs like, “good job, now we need to...” or, “nice turns, you ski really well but if you would just...”. What is meant is to find something the person is doing well and then relate how they can use that positive trait to raise the level of their weaker traits. Or, if you can’t find

something they’re doing well, at least find what they’re doing best (or least bad) and apply that to improve their overall performance.

This poses some interesting challenges in terms of changing how our eyes and minds work together, particularly for those who have spent a lot of time training to pass a 20 minute exam teaching scenario. Now, instead of looking for the biggest flaw that is closest to the root of the negative symptom, we have to look for things that are working well, or at least relatively well, and then figure out how to adapt or apply that to a different area so it replaces a weaker pattern. This is where the obvious benefit starts to come into play. With all of our internal efforts focused on finding the good things in students, the external things we do and comments we make will more naturally convey our positive outlook. Depending on the timeframe of the class, you may spend one or two complete runs focusing the classes attention on honing into their best traits. By spending this amount of time and effort focusing on strengths, the atmosphere will be much better as you explain how those strengths can be used to overcome inefficiencies in their skiing/riding. People will still hear that they have weaknesses to overcome, but they will have a much better view of how to focus on the proper movements they already have as a means to advance to the next level.

I’ll give a couple of examples of strengths you may see and how to apply the strengths for greater overall ski/snowboard success. Bear in mind this article is a very short snap-shot and in a real life situation you would have much more time to develop the conversation

The Art of Skiing

by Andy Rubesch, Alpine DCL

At the 2007 Divisional Academy, I was lucky enough to be in Stan Aunan's group and at one point he made a passing reference to "the art of skiing." Ever since, that phrase has stuck in my head as I have wondered, what really is the art of skiing? That is probably an unanswerable question, but somewhere in the search for that answer, I think we can find inspiration for instructors (and students) who get burned out on ski school clinics and certification training and leave our programs.

Most of us have had those times when we are so struck by the grace and skill of someone skiing by us that we think, "Wow, I want to ski like that." The way the skier is moving is like a dancing expression of the joy of sliding on the snow. The skiing is technically proficient, but not necessarily perfect. While it may be hard to define what exactly is making the skiing art, you are inspired by what you see and want to emulate it in your own skiing.

We all have also seen skiers who are technically sound but not "artistic." These skiers are proficient with all four skills and meet all or most of our definitions of good skiing. Their skiing meets all the parameters of the exam tasks and they leave clean arcs in the snow, but they are boring to watch on the mountain.

What is artistic skiing (or riding)? The best definition that I can think of is the picture of someone skiing gracefully down a slope in sync with the snow and the mountain. Every movement seems effortless and natural, and you can tell he or she is having fun from 100 yards away. Everyone will have their own artistic skiing expression, yet artful skiing is disciplined and demonstrates mastery

of fundamental skills. Instructors who want to just "go out and rip" without mastering fundamental skills are likely candidates for ski school burn out. A successful training program will give instructors glimpses of that end goal of artful skiing while communicating the need to master maneuvers like wedge turns and how those maneuvers improve the ability to rip.

A great parallel to the artistic skier is the jazz musician. Great jazz musicians spend years mastering their instrument. They don't just get up on the stage and improvise whatever they want. They practice instrumental technique, scales, arpeggios and chords for countless hours, drilling exercises that many people would find quite boring. They know the history and background of the music they perform and are scholars of style and form. This work is done very seriously as they improve their craft throughout their lives, all the while going back on stage to perform, each time improvising with a greater level of artistry.

Like jazz musicians mastering scales, skiers must master the four basic skills of edging, pressure, rotary and balance. High-performing skiers spend countless hours mastering tasks like wedge turns, open parallel turns, sideslips and hockey stops. These skills and tasks are practiced until they become second nature and are engrained in muscle memory. Skiers gain experience in many different conditions and terrain and have an understanding of how and

when to apply different skill blends. They take the study of these skills seriously and maintain discipline and focus in their skiing. The art comes out in those beautiful moments when the skills are forgotten and the body and mind just respond to the environment in an expressive and instinctual way.

If we as instructors and mentors are going to "Inspire life-long passion for the mountain experience," we must be artists on our skis. Getting there takes time and disciplined work. Every time you are on the mountain, take some time to master your fundamentals and drill disciplined movements into your body until they are second nature. Then, every time you are on the mountain, take time to just ski in a joyous expression of your love for the sport and the mountain. And go out and rip! ❄️



Divisional Academy '07

Andy teaches for Skibacs Ski School at Summit Central at Snoqualmie. He is the band director at Tillicum Middle School in Bellevue, WA. During the winter, if he's not skiing, he's at a jazz festival with his middle school jazz band.

Follow Me!

by Karin Harjo, NW Technical Team Member
photos by Cookie Hale

Recently I had the wonderful opportunity to ski with a couple of my friends and mentors Paul Jones, better known as PJ, and Cookie Hale. Throughout the course of the day, we did several forms of sync skiing or follow me to help me work on my skiing. I had to move, change and adapt my movements to match what he was doing. I learned very quickly why PJ was asking for the movement changes in my skiing when I couldn't keep up with him while sync skiing in his track. This experience, along



with those from my own lessons, have made me a huge fan of the classic ski instructor saying of... "Follow me!"

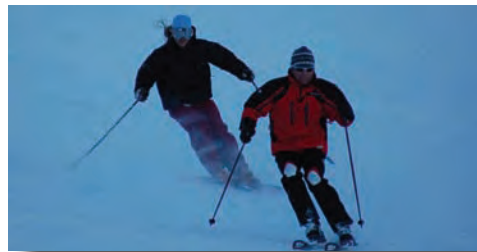
Playing follow the leader in a lesson is much more than a way to move a group of young kids or adults down the hill. A visual image can be a very powerful learning tool for most students. Playing Follow Me combines this with attention to matching ski behavior, turn size and shape or timing of movements. It is a way to teach people what they need to do by setting the parameters they must follow in the turns you make.

The following are just a few examples of Follow Me that can be used in any private or group lesson. Combining any of these scenarios with a skill focus for your student may help them understand how that skill focus will help achieve their ski improvement goal.

Use follow me to teach turn shape:

Many times we talk about the round C or S shape of a turn to our students. We draw it in the snow with our ski pole and describe its power to help control

their speed on that steeper pitch, but find it challenging to cure them of their Z shaped ways. A great way to enable your student to ski a round turn is to have them follow you (or if part of a group pair them up) and have them ski outside your (or their partner's) tracks. This gives the second skier a point of reference on the snow to move to. The next key is to explain that they have to keep up with you (or their partner) while they do this. Keeping up means staying a half a turn or turn behind. If they chop off the top of their turn, they will catch up to you. If they traverse or hold on to their turns too long, they will not be able to keep up with you. Much like setting race gates in the snow, it will force the skier to make a turn where they are not used to doing so...or better yet, where and how they need to.



Use follow me to teach the timing and difference of movements:

Sync skiing is a great way to help a skier move differently within a specified turn size. In setting this up, highlight the movement pattern the lead skier exhibits that you would like the second skier to mimic. In a group scenario, match up your opposites. For example: match the strong rotary skilled skier with the strong edging skilled skier; match the super flexed skier with the really tall skier; etc. The next key is to emphasize the importance of keeping up with the leader while matching the tempo and timing of their movements turn for turn. For a great variation, also try this while sync

skiing figure eights. Similar to the tactical planning of skiing the moguls or trees, a skier's turns are dictated by an external factor causing them to anticipate, react, plan and look ahead. Sync skiing with a partner can take any plain groomed run and turn it into a fun challenge.

Use follow me to teach speed control in a variety of turn sizes and terrain:

In this scenario, have the second skier ski in the exact track of the lead skier. (Within a half a turn or turn as seen above.) The next key is to have the skiers ski terrain from flats to steeps or vice versa, keeping the same turn size and tempo. Doing so, the second skier will have to change their turn shape to keep up or prevent themselves from running the lead skier over (not recommended). To be effective in controlling one's speed, not all of the turns performed will look like the perfect C or S shape turn. Ski too round on the flats and you will come to a halt. Ski too shallow on the steeps and you will be screaming down the hill before you know it.



With this understanding in mind, play follow me while skiing a series of short radius turns through varying terrain followed by a run of medium turns on the same terrain. The goal should be to keep the medium radius turn medium in size on steeper terrain (not a short radius turn with a traverse) and the short radius turns from turning into mediums on the

"Follow Me" continued on p 25

Leader of the Pack

by Alison Mawditt, Junior Education Team NW

Treat your kids like dogs!! Or - Never work with Children or Animals!!! That is, unless you are a snowsport instructor or you are Cesar Milan - the Dog Whisperer.

Over the last couple of years I have watched a television show called the Dog Whisperer. It features a renowned dog trainer by the name of Cesar Milan, who has an uncanny knack of being able to connect with dogs and even more with their owners to create enormous behavioral changes.

Watching this show and how Cesar creates these changes has given me a much greater awareness of how my dog thinks and how I must act and react to him. I also realized that many of the ways that I have worked with and developed programs for teaching children over the past 15 years are extremely similar to those used by the Dog Whisperer.

His basics for success are based on 3 principles (in this order): **Exercise, Discipline, Love and Affection**

Everything he does is based on the psychology of how people and animals act and react to each other. In our case as snowsport instructors, this translates to how adults and children can react to each other. The similarities are far more than the differences.

He says, as the pack leader, you must set boundaries, rules and limitations and always create a Calm Assertive Energy.

The key to earning your dog's respect as the pack leader is to understand the nature of the pack and to duplicate the action and attitude of the pack leader. The pack leader controls everything; when the pack eats, when it plays, when and where it can go and for how long.

In response, the pack members return a calm submissive energy that completes the pack balance. Translated this means a lovely, easy, happy group of skiing or boarding children.

In the case that a pack leader does not lead, the followers will attempt to right the pack balance by filling what they see as a vacant pack leader role (out of necessity and nature). This is very unhealthy for the pack as it creates an unstable state with fighting and the potential break up of the pack. This is often the root of problem behavior, because you have a follower trying to lead in the only way it knows how. This situation is often identified by nervous, fearful, aggressive, disobedient and other unwanted behaviors.

It is therefore any pack leader's goal to provide calm assertive leadership 100% of the time. This natural balance nurtures stability and creates a balanced, centered, loving, happy dog or in our case, that lovely, easy, happy group of skiing or boarding kids!!!!

In nearly all the cases Cesar deals with of difficult dogs, whether it is disobedient, aggressive or hyper active, he blames and/or treats the owners. Sound familiar? "It's not the kid's fault that the ski lesson was a night mare". It is the instructor's fault for not being a strong leader. The kids have just done what is natural when they are not given any direction. They become disobedient, aggressive and hyper active or bored.

Using Cesar's "Fulfillment formula" of 1) Exercise 2) Discipline and 3) Affection, you can create control and balance in your class.

To relate this to an on snow lesson

should be fairly obvious. Remember that as the pack leader you must set boundaries, rules and limitations and always create a calm assertive energy. Every time you get assigned a class of kids you must create an immediate control and respect from the kids, otherwise they will start to test you and find weaknesses in your leadership which will plague you for the day.

To do this, the first step is to introduce yourself verbally and clearly as to who you are, and make it known you will be controlling the day. (This does not have to be done with any shown aggression from you, but in a clear calm and assertive manner.) You can then gain more respect and control by taking them straight into a simple physical activity. Again, you give simple but direct directions on what and how to go about it. This could be as simple as running around a course of poles in the meeting area or building a snowman. The Play section of the kids teaching cycle.

What you are doing here is using Cesar's number one principle of Exercise (Play) to create control and listening. "To be able to clearly talk to the mind you need to remove excess energy from the body." You will by now note that your pack knows who they are, where they are and that they are expecting direction from you, their leader for the rest of the day.

You will also notice that during this introductory period, the characters and behaviors of each individual in your pack will start to emerge. If there are going to be difficulties with certain children it is at the beginning that they will start to show their nature and it is here that you can act to avoid these difficulties. You are

"Leader of the Pack" continued on p 24

Meeting Obi-Wan

by Stan Aunan, NW Technical Team Member

“Change with the times or die on the vine!” – B. Stroup

It’s a quote I heard so many times during Current Affairs class in high school, it hasn’t been far from my conscious mind since. The teacher, Bob Stroup, was memorable too. The standing knowledge was “bring an umbrella to Stroup’s class if you sit in the first 3 rows.” Mr. Stroup would get so passionate in his delivery that a certain amount of spittle came out with his words. Maybe that isn’t high on the list of “desired outcomes” as far as instructor behaviors goes, but it worked. All of his students still remember him and many of his messages. But this story isn’t about Mr. Stroup, it’s about his message.

“Change with the times or die on the vine!” It applies to civilizations, businesses, the music industry, etc., but does it apply to ski instructors? Theoretically it’s easy to say; “Yes it does.”

Practically, though, one could make a strong case that many ski instructors don’t think so. Maybe that is because we, as individuals, don’t die on the vine if we simply keep doing what we always have without changing it much. Our industry suffers. Our collective image as an association suffers; but these things are easy to miss as we focus on daily tasks, insulating ourselves from any responsibility we may have for them. The fact is, “Change with the times or die on the vine!” does apply to each of us because it applies to our industry. It has to “Change with the times or die on the vine!”

Learning to ask “Why”.

I have always thought of myself as an open-minded teacher, willing to learn, willing to change. I recently discovered though, that I am guilty of sticking with “what works” and failing to develop better ways to help people reach their goals. I learned it through the process of learning to ask myself “Why” and finding the answer among my responsibilities as a teacher. The only way I can think of to describe this is by anecdote.

A few seasons ago I met a new mentor. He hardly spoke to me at all, but one day he showed up at my elbow and asked me a question. It went like this:

M: “Why do you take poles away from beginners?”

Me: “I don’t always, but if they repeatedly try to use them to stop or turn, then I take them away until I can teach them to use their skis & feet, instead of poles & hands.”

M: “Why would they use their poles & hands instead of learning to use their feet?”

Me: Thinking first – “Because they are scared to slide downhill.”

M: “Why would they be scared?”

Me: “Because they are too high up the hill for their experience level...”

M: “Why are they too high up the hill for their experience level?”

Me: “Because I took them there...!”

M: “Why, would you, as a teacher, take a class too far up the hill, then take away the one tool your students have that makes them feel safe and expect them to be able learn anything?”

Me: “....”

M: Gone now

A few days later, I was about to get started with a couple 4 year olds for a two hour session.

M: Appeared at my elbow - “Why don’t you give poles to kids?”

Me: Confidently – “Poles usually get in their way & present a safety hazard. Kids continually trip on them and the poles give them too many things to think about.”

M: “Why?”

Me: “Because they lack the experience and coordination to use them.”

M: “Why”

Me: Thinking first – “First, they have never used poles. Second; developmentally, kids connect to their feet last, it’s harder for them to learn to use their feet & skis when they have poles.”

M: “Why, don’t you teach them how to use their poles if they

have no experience with them? Why would you take a tool away from the part of their body they are connected to and expect them to use the parts they aren't connected to?"

Me: "....."

M: Gone again

In both cases, I was left to answer the final question on my own through reflection & direct experience. Those two experiences taught me more about how to ask "Why." What I really learned was where to find the answer; to look at my actions, my decisions. There I found no good answers to the questions "Why do you take poles away from beginners?" and "Why don't you give poles to kids?" What it really came down to was that "I had not been doing my job as a teacher." Once I faced up to that humbling reality I set about learning how to do my job as a teacher. The outcomes were instant, occurring in the very lessons I was teaching at the time. I started giving poles to everyone; started teaching good pole use before we put the skis on. If people had problems we learned together how to make those problems go away. The results have been amazing. Teaching pole use for balance and propulsion to first timers, beginners & kids had many unexpected outcomes. Many of my standby teachings were revealed as irrelevant to the real needs of my students. It was easy to leave these irrelevancies out as I discovered more and more links between skill development and the real experience of skiing.

Teaching for Transfer.

My new mentor doesn't show up at my elbow very often, if ever. In fact he still rarely, if ever, talks to me. But there are times when I swear if I looked over my shoulder I would see his shimmering Obi-Wan Kenobi-esque apparition asking me "Why" something is the way it is. One such event occurred while introducing pole use to a developing skier who had reached that "somewhat defined" place in skiing development where pole use is suddenly appropriate. All sorts of weird things can happen to a skier who looks to be on the perfect learning curve, until they try to use their poles for "moving their center of mass into a turn to enhance their ability to make a more simultaneous edge change and steer both skis through turn initiation."

Obi-Wan: "Why do your students tend to have trouble learning to use their poles while skiing?"

Me: "Because they lack the skills & experience"

Obi-Wan: "Why, after how many lessons, do they lack skills & experience with pole-use?"

Me: "Because I haven't really taught them much about it yet."

Obi-wan: "Why?"

Me: "....."

Pole use plays a critical role in involving the entire body in balancing for every level of skier. It affects the hands, arms and upper body in such a way that it either enables or inhibits flexion/extension of the spine for balancing & pressure control movements. Using a few simple activities to teach good pole use can be that "magic bullet" for involving the hands and arms in a natural and uncontrived way. A skier who learns to use their poles as they develop will be ready to use them for more complex applications when the time comes. Their hands, arms & upper body will already be involved in the movements of skiing. The stance that results from this will allow movements to chain upward through the body into the spine, torso arms & hands as dynamics increase. As a result, pole swing and touch will not be such a stretch.

In Summary

As I write this I find myself compelled to do a couple things. One is to ask myself why the significance & connection of pole use & spinal flexion have been so lost on me for so many years. The other is to fall into an educationally preachy stance & tell other coaches how to implement this "discovery" of mine with a list of exercises and drills. On the first count I have only to refer to our National Standards or to look at many of the other sources of sport-specific information PSIA & PSIA-NW has put out over the years and see for myself that "whole body," "spinal flexion" and "pole use" have been in play among our skiing concepts for many years. It has been up to me to actively include and research them in the experiential manner in which a skiing & coaching skills develop. On the second count I have to consider that all of my breakthroughs have been experienced before by someone else. Just because I have recently become aware of something by no means makes it revolutionary within the industry. Instead of following my compulsions, I hope simply sharing the messages of these mentors can help other snow sports coaches develop their skills, knowledge & life experiences far beyond what is already known to them.

P.S.

I finally found a good answer for "why not to give a kid poles;" When they cannot hold onto them. When I meet a kid for a lesson I give them a 'thumbs up' and see if they can squeeze my thumb and hang on. If so I get them poles. If not, I don't. I can't say I discovered this either, "M:" whispered it in my ear at the same time he told me to "turn off my targeting computer." ❄️

Stan teaches for Stevens Pass Ski School. He does design/build construction work in the off season.

Snowboard Instructor's Guide

by Ed Kane

The newest in manuals from PSIA has just arrived in the office. The price is \$24.95 plus postage & handling. This well illustrated 142 page spiral bound guide was developed by an AASI task force and was authored by Holly Anderson. Contributing writers were Lane Clegg, Chad Frost, Dave Lynch, J. Randy Price and Doug Radefeld. This version presents the Snowboard Teaching System (STS) which consists of the following components: riding, teaching and service. The first two chapters outline considerations for effective teaching, the next chapter outlines riding concepts including the Y riding model and the last chapters outline aspects such as lesson delivery, gear and the development of lesson plans. Overall the content is well arranged, simply presented and would be another valuable addition to the snowboard instructors' library. One small disappointment, in my mind, was the addition of a number of new "buzz" words which is an unfortunate departure from previous publications developed by this community.

The first chapter contains a brief overview of the elements necessary to conduct an effective lesson. Each is outlined in enough detail to deliver a clear understanding of the important aspect of that element and give some insight into how you might integrate it into the lesson you deliver to your clients. Contained in this chapter is a two page table of effective and ineffective riding visual cues. I was impressed with this table and most gratified that it now contains some discussion of stance (i.e. balance over the board).

The chapter on learning concepts explores information which makes it easier to understand the reactions and responses of the student to your lesson.

It contains overview information on the cognitive, affective and physical characteristics of the clients that could influence the effectiveness of your lesson. There are tables in this chapter that outline several aspects of individual learning preferences that should prove quite useful during lesson planning.

The section on riding concepts is a summary of previous information on the Y Riding Model and the mechanics of moving on the board to achieve desired outcomes. This is where some of the "new" buzz words are offered and explained. Overall, this information is useful if it is integrated into the lesson from the perspective of outcomes observed and guidance given to students. This section deserves quite a bit of study to understand the concepts and the relationships with riding outcomes.

The remainder of this manual provides information that would be very useful in tailoring lessons to very diverse customer segments. The information on lessons for "First-Timers" was very well done and offers valuable guidance. In addition, the next to last chapter on "Lesson Ideas" contains some lesson plan outlines. Readers might want to use the format to develop their own lesson plans for the more basic entry level clients. ❄

"Leader of the Pack" continued from p. 21

therefore able to interpret their cognitive, affective and physical behaviors which are the three bases from which you will give them input throughout the day.

Cesar's number two principle, Discipline can be interpreted as the Drill section of the teaching cycle. Your goal is to create new more effective moves. You have already created control, so you are now giving direction of how to use

their equipment and bodies and where to go. How you do this will vary based on your ongoing observations of individual behavior, i.e. do you trick them in to a new move through a game or direct them into it with a physical focus etc.

Affection, Cesar's number three principle relates to caring, love and support. Once you have created your focus in each child, you then have to make them aware of their achievement and how they did it. Positive reassurance in the form of attention and help with new moves and congratulations at success will do this, along with taking them places using the new skills. This will give them ownership of their new skills in a fun and changing environment. The Adventure phase of the teaching cycle.

Throughout this, you as the pack leader have shown more and more skills of leadership in a calm but assertive manner. The pack has responded with loyalty to do, try and trust without question and they want and expect to stay together.

Thus, I believe if you treat your kid's classes with the same basic rules that Cesar treats his clients (both dogs and humans), you as the pack leader will have far more success and fun. You will actually be able to use the Play-Drill-Adventure-Summary teaching cycle to ski and teach something rather than feeling like you are just trying to control a pack of kids for two or four hours. It will also enable you to work with varying levels of skills and abilities within your group. (More on that next time)

Treat your kids like dogs?? You bet, as long as you're the Leader of the Pack!! ❄

Alison teaches for the Snow Sports Center and Snowperformance at Crystal Mountain. She lives in Hood River in the summer when she's not traveling the globe.

“Leverage the Positive” continued from p 18

and processes. Our first skier we'll call Nick. By all accounts he's a great skier and your first impression is you'd love to have him in your school as a fellow staff member. Since you're starting out looking for positive traits, you've eliminated the need to instantly “find something wrong”, which is good because Nick rips. You head straight to some tough terrain and you notice he's super stable in the moguls; his solid upper body balancing well over a somewhat compact lower body with the legs working very actively to accommodate whatever the uneven terrain throws at him. His feet move all over, up/down, side to side, twisting back and forth, but these movements never disturb the composed upper torso. As you ski with him more, you notice on the groomed runouts that although he carves very well, his track could be a little cleaner immediately after the edge change as he begins a new turn. One way to leverage Nick's strengths would be to coach him toward a “cross-under” type of edge change when carving, where his legs more actively retract, allowing them to come up towards his hips while his body lowers and moves across into the new turn. You may need to coach him to also minimize some rotary impulse at this phase of the turn, but by focusing on the good skills and patterns he's developed in his dynamic legs and feet, he's more comfortable and less resistant to applying these movements to improved carving.

Let's call our next skier Dave. He's a spastic intermediate and you're not sure how he manages to stay upright at all. You decide he must be very brave indeed, because he goes everywhere very fast with his arms and body waving all over and the worst stance imaginable. Now your challenge is to find anything he's doing well, but after a bit you realize he actually displays an amazing range of motion and that motion never seems to

cease. The only exception is in Dave's lower legs where his ankle seems made of concrete and his calf is permanently sealed in watertight contact with the back of his boot. Your comments to Dave would probably encourage him to transfer some of his amazing movement right on down into the joint closest to his skis, explaining that when ALL the joints work together his balancing act will become so much easier. Letting Dave know the constant movement he displays is an early form of one of the most challenging things for upper level skiers to accomplish will help him feel like he's on the right path and will provide motivation for him to transfer some movement into his ankles while controlling some of the wildness of other limbs.

Is this just another form of putting words in a different order so people feel good about themselves? Maybe. But I think many of us have become way too conditioned to try and hone in on the source of the problem. In the process, we have become masters of error detection while missing the more important part of connecting with people and creating learning situations that are motivating and enjoyable. In reality, I'm not sure we can ever make a poor movement go away. What we really do is replace it with a positive one. The sooner we can get ourselves and our students focusing on the preferred solution, the closer we'll be to creating the desired change.

So, when you look at that circle titled “Communication” in the feedback model, remember it doesn't mean increase the number of warm fuzzies in your speech patterns, but rather find something good in a student that you can leverage in such a way that it overcomes or replaces a

negative trait and elevates their overall skiing/riding ability. ❄

Terry is the Schweitzer Snowsports School Director. He splits his summer time between Race and Freestyle coaching for Mt. Hood Summer Ski Camp, as a Challenge Course instructor for Camp Mivoden a Summer Camp and Retreat Center and as a personal trainer/coach for bicycle racers.

“Follow Me” continued from p 20



flats. Attempting to keep up and stay in a partner's tracks will teach that there are several varieties of “round turn shapes”. Doing so will ensure that the speed, tempo and size of the turn will stay consistent regardless of what the terrain does.

I have found from participating in or setting up any one of these scenarios, that it allows the skier to turn the brain off and just SKI! For many of us that suffer from “paralysis by analysis”, playing follow me is a great way to ingrain the movements or ski/snow interaction you would like your students (or yourself) to have. So the next time you send your group down the hill, have them follow you or each other, add the little spice of parameters they must meet, and sit back and watch the change begin. ❄

Karin is the YSL Program Manager & J3 Coach for Schweitzer Alpine Racing School. She spends her summers as the Big Winds Windsurf School & Rental Manager in Hood River.



Professional Ski Instructors of America - Northwest

TECHNICAL TEAM

www.psia-nwtechteam.org

David Howard Wiley

Feb. 18, 1927 - July 28, 2007

David Wiley was born in Portland, Oregon on February 18, 1927. Dave and his younger sister Carolyn were the children of Jack and Dorothy Wiley. Growing up in the area, he graduated from Oregon City High School, leaving near the end of his senior year to join the Navy. He became a Navel Radar Operator on the U.S.S. Hampton towards the end of WWII, from 1945 - 46.

He attended Lewis & Clark College graduating with a B.S. in Physics and Math in 1949 and then went to Oregon State University obtaining degrees in Business and Civil Engineering. In 1951 he took a break from college to travel the world. He left for Europe with \$900. After biking and hiking all over Europe he joined the Merchant Marines and traveled eastward through Asia and across the Pacific to San Francisco. When he arrived home he still had \$800.

Dave met his wife Joanne (Jody) Bowerman (NW # 570) while at Lewis & Clark. They married in 1952 and had four children: Valerie, Jeff, Greg and Tim and eight grandchildren.

After college Dave joined his father's commercial flooring business, the J.A. Wiley Co. He took over operations in 1964 and ran the business until it closed in 1985.

An ever-growing group of close friends and families shared in his enthusiasm for all things outdoors. From the early days of winter sports on Mt. Hood, to floatplane fishing trips in Canada, Dave pursued hunting, skiing, water skiing, white water rafting and canoeing. His family and friends were there through it all and have formed life-long bonds through their adventures.

Dave was a teacher at heart and

everything he loved to do he also loved to teach. He was a Certified Ski Instructor (NW # 493), Red Cross First Aid and Water Safety Instructor, Hunter Safety, Boating Safety and of course, Flying Instructor.

Dave built a ski cabin in Government Camp in the early 60's and was instrumental in establishing the Pacific Northwest Ski Instructor's Association. He taught and promoted skiing on Mt. Hood for 37 years. Dave was crowned King Winter in 1963.

Dave and Jody became pilots in 1953 and bought their first Taylorcraft. They built their home on the Willamette River in Lake Oswego in 1954 and began flying floatplanes from there in 1964. Dave became a flight instructor in 1967. In 1970, he acquired his first Taylordraft on floats and began float plane instruction from their home, eventually forming Wiley's Seaplane Base. He was a flight instructor for 39 years.

Dave acquired all seven flight instructor ratings and was designated a Master Certified Flight Instructor. He was named Seaplane Pilot of the Year in 1999. He was also an FAA Examiner, Accident Prevention Counselor and an Aviation Mechanic with Inspection Authorization. He piloted and taught in single and multi-engine land and float planes, helicopters, gyroplanes, gliders and balloons.

Dave Wiley was above all a practical man. He would believe in something only if it made sense to him. He had great integrity and an inner strength that was not dependant on convention. He lived his life well and gathered good people around him. It is those very same people that continue carrying forward the gift that was Dave's life, to the world and future generations.

"Learning Theory" continued from p 11

A straw can only hold so many peas. Once it's full, adding more peas on one end just means that some will be forced out of the other end. Thinking of "peas" as bits of information, this analogy helps explain why when the pacing of the delivery exceeds the capacity to receive it, we not only don't get it, we in fact often lose something we'd "gotten" earlier. Just KSS or "keep it simple stupid" isn't always enough to ensure that we (or our students) actually get it. We also need to pay attention to the number of simple things we are either trying to teach or learn at any given time. In order to be successful, there always needs to be some room left in the straw.

You can think of this room in any number of ways. Perhaps it's mileage or practice time. Perhaps it's the opportunity for you (or your student) to ask a question that would help organize something or put it into context. Perhaps it's your (or your student's) ability to fill that space with connections of your own. All I know is, a full straw or worse, a straw that keeps having peas added to it means placing information in our (or their) files will be more difficult.

So, as you pursue your personal development goals remember the "File Cabinet" and "Peas in a Straw". Just like your students, you need to allow yourself the time to process new information. Just like your students, you need to pace yourself so that you can build on the knowledge and ability you already have. I guarantee if you approach your own learning and teaching this way, you will be much more successful. You will find much more enjoyment in the process along the way and stay more connected with what is realistic. You will know for yourself when you are "ready" to take the next step toward an exam when what was once TMI now seems simple and when you realize through your own learning experience how important it is to allow your students to learn what it is you're trying to teach them.





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The Steamboat Ski & Snowboard School is looking for temp instructors March 14-26. We are looking for certified ski instructors who can provide a safe and fun learning environment for guests of all ages. Instructors will be paid for their time in addition to receiving a lift ticket for the day and will be eligible to earn 1 complimentary lift ticket for every 5 hours worked during peak periods. Qualified applicants will have to attend a training and evaluation day prior to teaching. Limited housing options are available.

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Articles that is. We are always looking for articles to publish in the newsletter and post on the website. While we do our best to include all of the disciplines in each issue, if you notice an imbalance, it's because we just haven't received anything. You may have also noticed that many of the authors are either board officers, board members, Technical Team members or other Divisional Staff members. If so, you may not think you could have anything to offer unless you're part of these groups.

That's not true! Any member is welcome to submit an article on a topic they feel would be of interest to other

members. In fact, the experiences and insights of new members as they start their professional snowsports instructor journey would be very interesting, not only to other new members, but to long time members as well. With the diversity of our membership, so many new members bring a wealth of other life experiences with them. How these experiences relate to their new involvement and excitement for snowsports instruction will always be of interest. So, don't count yourself out! Instead, count yourself in and Submit! You and your organization will be glad you did. (Easiest way, www.psia-nw.org, Home Page, *Good Links* on the right, *Got News? Submit an item*)

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● Donnelly, ID - While the athletes at the Chevy U.S. Snowboarding Grand Prix may have been the celebrities at Tamarack Resort there was someone there who was a bigger star to every athlete who met him. Michael Anwar is a 12-year-old boy from Spokane, Washington, with athetotic cerebral palsy and ataxia - diseases that require physical therapy and assisted care, among other things, for Michael to be able to adapt in day-to-day life.

"A lot of the focus was on him getting to meet us, but I think it was really special for our athletes to be able to meet such a great kid and a great fan. It was a win win," said U.S. Snowboarding Halfpipe Head Coach Mike Jankowski. firsttracksonline.com

● Ski Utah and Winter at Westminster have teamed with The Addictionary (www.addictionary.org), an online dictionary of made-up "werds," for the 2008 Ski/Snowboard Lingo Contest. The goals are to add to the general glossary of skier and snowboarder lingo and name the best new word for 2008, and to come up with that one word - the mighty catchall, the great equalizer - that describes both skiing and snowboarding in one fell swoop. For more information or to enter the contest, visit <http://addictionary.org/Browse/ContestWords/19>.

PSIA/AASI-NW Mission Statement

Provide high quality educational resources and well defined standards to aid our members in improving their teaching skills to better satisfy the needs and expectations of their customers in the enjoyment of downhill and Nordic snow sports.

Northwest SnowSports Instructor

PSIA/AASI-NW

PNSIA Education Foundation

11206 Des Moines Memorial Dr, Suite #106

Seattle, WA 98168-1741

(206)244-8541

www.psia-nw.org

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