

PSIA/AASI

NORTHWEST

Summer 2010

Issue #4 2009/10 Season
PNSIA-EF

NW snowsports instructor

Jake on the BOX

Funbox Progression
for Anyone

The TOUCH ZONE

Precision Pole Use

SNOW pro tips

Tips & Tricks from Your Peers

BLOOM's TAXONOMY

Levels of Understanding

KNOW the CODE

Ethics 101 for Snowpros



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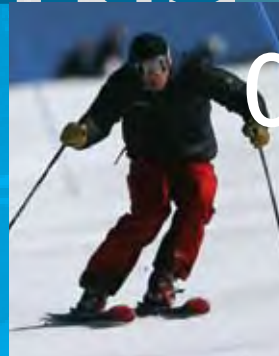


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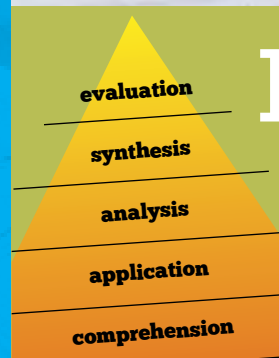
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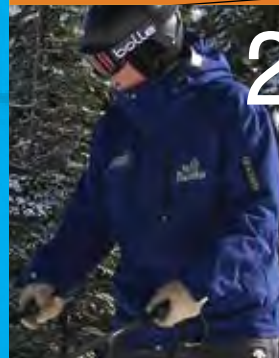
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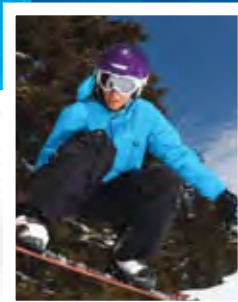
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FRONT: MT. HOOD SNOW PRO CHRISTY OTT AT THE SPRING FREESTYLE CAMP AT TIMBERLINE LODGE, OREGON. PHOTO BY MATT AIMONETTI.

State of the Union

President's Report

by Jack Burns, PSIA-NW President



The Board held its Spring meeting May 15, 2010. In addition to the regular agenda of reports from the officers and program chairs and consideration of proposals, we squeezed in a special meeting of the Ethics Committee as

well as three (3), focus group discussions. Several guests attended including Rick Lyons, John May, Michael Drake, Jim Webb, Jake Bobst, Ken Hand, Chris Saario, Mike Peters and Joe Harlacher.

Larry Murdoch and Mike Davies were seated as new Board members from the Bend and Whitefish Regions respectively.

The substance of the meeting centered on the three focus groups. One group, led by Nick McDonald, the Technical Team Coach, discussed and prepared responses to several questions posed by ASEA (PSIA National), about the structure and role of the National Demo Team. The report from this group has been passed along to the national task force which is looking at issues of how best to use the team.

Another group, led by Mary Germeau, our Executive Vice President and a member of the Member School Committee (MSC), reviewed the bylaws establishing the MSC and its current Policies and Procedures. The purpose of the review was to determine whether one or both documents needed updating to reflect current practice and the changing makeup of the industry. The group determined that the current documents are out of date and need substantial revisions. I have appointed a committee consisting of Mary Germeau, Sally Brawley, Mary Weston, Lance Young and Bill King to propose changes that can be reviewed at the next Executive Committee meeting for submission to the full Board.

The third group, which I lead, explored concerns expressed by the Alaska Division over NW's relationship with the Alyeska Ski Resort. Alyeska has sought help from us and become a member school of the Northwest Division because of a perceived lack of educational, training and certification support from the Alaska Division. After a lengthy discussion it was determined that the Northwest Division should not become involved in the ongoing dispute between Alyeska and the Alaska Division but should continue to provide educational and training assistance when specifically

requested to do so. Through me, the group urged both parties to seek help from ASEA in resolving or mediating their dispute. ASEA will be considering the matter at its June meeting. Depending on the outcome of that meeting, NW will likely review the matter again at our fall meeting.

After our group discussions, the Board considered a proposal to eliminate the office of Technical Vice President. A substantial concern about the proposal was the fact that the organization was going through several changes, including transitioning to an Executive Director, which suggested fewer changes at this time. After much spirited discussion, the proposal failed 11-12. With several Board members not present or not voting, it is not clear how this proposal, or a reworked version, will fare if it is raised at the next meeting.

Also adopted were proposals awarding lifetime Northwest membership to Bob McDonald and recommending him for a Lifetime Membership Award to ASEA as well as authorizing a plaque to Frankie Barr who is retiring following 30 years of service to PSIA/ASEA

At the conclusion of the meeting, I had the pleasure of recognizing several of our members for their valued contributions of time and energy to many of our programs. Those recognized were:

Lane McLaughlin who resigned as Technical Vice President after several years of service, including many as an elected Board member from the Stevens Pass Region.

Jim Field who resigned after several years of service as an elected Board member from the Bend Region.

Karen Molstad who resigned after many years of service as an elected Board member from the Mt. Baker Region.

Kathleen Priest who resigned as chairperson of the Adaptive Committee.

Jodi Taggart who resigned as Newsletter Editor after many years of service in that position.

Each received a plaque acknowledging their service to PSIA-NW.

Changes are happening. Some of the efficiencies we have been expecting from the CRM4M database program are beginning to come on line. We hope to see a real impact in the coming weeks. Online dues payment is here and online event sign-up is just around the corner. Our insurance carrier has approved online liability waivers for events. As soon as we can establish and set up

the proper protocols and security measures for data, we will begin using the system.

Unfortunately, we have lost the services of Nicole Munson our office bookkeeper and assistant. She is moving out the area. Hopefully you will not see any interruption in service as we train her replacement, Wendy Bradley. Other changes in office practices may start to take shape as we transition away from an office manager to an Executive Director in charge of office operations with the actual work done by others under her direction and control. Be sure to let the office know if any of these changes need tweaking. ❄️

Jack Burns is a 40 plus year member of PSIA, an Alpine Level III certified instructor, as well as a trainer and supervisor for Fiorini Ski School. He can be reached by email at the_lawyer@msn.com

Counting on You

by Diana Suzuki

PSIA-NW Financial Vice President



The 2009 – 2010 winter season despite the warm weather and lower than normal snow pack was still a great success for our membership. We had over 2,000 members participate in events this year with the really big show finishing

up in early April with Symposium at Sun Valley. We were blessed with packed powder, good weather, \$30 daily lift tickets and lots of good friends to ski with. Members participated from NW, Intermountain and Northern Intermountain divisions. There were over 500 participants from the 3 divisions and it was among the largest events any of the nine PSIA Divisions have hosted. Our NW staff, along with the other two Division's staff, pulled off a flawless three day event.

With the great membership participation in events it helps keep your Division financially sound at the same time you have opportunities to have fun and improve your skills. The dues you pay only fund about 30% of the costs to provide the support services needed to manage 3,000+ members in the NW Division. The remainder of the budget is earned through events. Please remember there are many volunteers who help with the events to keep the costs down to you.

If you need deals on summer gear they may be available on the National web site check it out at www.thesnowpros.org. I have purchased great

hiking clothes from this web site. The prices I paid covered my annual dues by taking advantage of the discounts offered.

If you need something to do this summer, please join us for the awesome ski camps or PDS held in July on Mt. Hood. Slide in the morning and then bike, golf, hike, etc. in the afternoon. It rocks! ❄️

Diana Suzuki is a 36 year member, an Alpine Level III Certified instructor, and works as an instructor and trainer for Clancy's Ski School, Stevens Pass. Email her at Diana.Suzuki@astronics.com

Fun and Fundraising Spring Symposium at Sun Valley 2010

by Mary Germeau
PSIA-NW Executive Vice President



The Symposium experience at Sun Valley this spring did not disappoint. Members from three of the PSIA Divisions, Northwest (NW), Intermountain (I), and Northern Intermountain (NI), enjoyed classes, socials, some beautiful sunny weather, and fund-

raising together this year.

Meeting instructors and clinicians from the other areas made the experience all the more interesting and valuable. All three divisions had a chance to fundraise for their Education Foundations. As usual, the NW division had their annual raffle and silent auction. Our generous divisional staff and membership contributed over fifty items to the raffle and 14 nice items to our silent auction. Both IM and NIM joined the silent auction action at the Saturday cocktail hour with their own auction offerings. The three sets of items were enthusiastically bid upon, and money added to all of our Education Foundation funds. The IM and NIM instructors also bought quite a few raffle tickets from our NW raffle and were rewarded with more than a few prizes.

The fundraiser would never be a success without the generous contributions from members and the help given at the actual ticket sales and cocktail hours. Helping us sell tickets this year were Willie Grindstaff and Takashi Tsukamaki. Willy knows everyone and no one could resist his sales pitch. Meanwhile, Takashi worked the Friday evening

cocktail hour in case a person there might have missed the sales table on the way in.

Also giving invaluable assistance on the night of the raffle and auction were Judy and Chris Thompson, Melanie Younglove and Karen and Kelly Moldstad. Without their help, the prize tables, prize distribution and raffle ticket drawing would not have been completed on time.

I need to specifically thank Joel Hammond from Salomon and Bolle for his very generous contribution of many pairs of Bolle Goggles and Salomon equipment to the raffle and auction. 2010 is the second year in a row that Joel has supported PSIA-NW in our fundraiser. If you know him or meet him, give him a big Thank You!

Another contributor from outside the organization was the Charleton Glassworks of Sedro Wooley, WA. They donated a large art glass Red Salmon" serving plate for the auction. At the end of this article I will have a list of all of our contributors and items. I know that they expect to hear from me again sometime in February next year. I also would appreciate contact from any member interested in contributing to the fundraiser next year. ❄️

Mary Germeau is co-owner and operator of Olympic Ski School at Stevens Pass. You can reach her by email at maryolympic@hotmail.com

Did You Know?

The Pacific Northwest Snowsports Instructor Association - Education Foundation (PNSIA-EF), is a not-for-profit 501(c)(3), charitable organization, so your contributions are tax deductible. The revenue generated from benefits held at events like Symposium help fund the Education Foundation. The Board of Directors then approves funds from the Education Foundation to be spent on special projects brought to the Board relative to:

- Development of instructor educational programs
- Establishing scholarship funds for members
- Production of training films and manuals
- Research and development in snowsports teaching
- Development of advanced training programs

CALL FOR CANDIDATES: TECHNICAL VICE PRESIDENT

Lane McLaughlin has resigned as Technical Vice President and the position is presently open. There will be a proposal before the Board of Directors at its September meeting to eliminate the position of Technical Vice President because of its redundancy with other officer positions.

If that proposal fails, the Board will immediately conduct an election to fill the position of Technical Vice President.

While there are no required qualifications for the position beyond being Level III certified, the Board, in making its decision, will consider at least the following factors:

- Divisional Staff Experience
- Technical Team Experience
- Ability to work with and assist the Executive Director, Education Vice President and Certification Vice President in selecting Divisional Staff, developing programs and events and staffing training events.

Candidates may nominate themselves or be nominated by any member of the organization in good standing. Each candidate will have an opportunity to address the Board speaking to their qualifications and vision for the position.

After each candidate has spoken, all will be excused from the meeting whereupon the Board will discuss their qualifications and conduct an election by secret ballot.

If you are interested in the position, please contact Barb at the office to express your interest and for further information, including the time and location of the fall Board meeting.

State of the Union

Credit's Due

by John Eisenhauer

Former PSIA-NW Communications

Vice President (1999-2009)

We've all heard the saying, "Give credit where credit's due." You may not have noticed, but this is the first Northwest newsletter since somewhere in the mid-1990's (it's been so long we can't even remember) that doesn't list Jodi Taggart as the Editor in the credits.

In fact, if the newsletter was a movie, the list of credits that would run at the end would include titles like Producer, Art Director, Developer, Photographer, Proofer, Sounding Board, Reminder-in-Chief, Staff Shrink and more – all with Jodi's name on them. I left out Saint so as not to embarrass her, but given everything over the past number of years it would be deserved.

Jodi retired as Newsletter Editor this spring after serving as the Editor for more than 12 years. Over the years, she worked with three Communications Vice Presidents, numerous other officers on the board, office staff and countless members, producing the usual four to five NW Snowsports Instructor newsletters per year, the Season Guide plus whatever else was thrown her way.

And throw we did. Usually at the last minute. Often incomplete. Often subject to wholesale changes. Yet she always managed to "get-er-done." All the while working full time in the ski industry as a multidiscipline ski and snowboard instructor (Jodi is Level III certified in both Alpine and Snowboard, as well as a past Junior Education Team NW clinician), Children's Center Director and Assistant Ski School Director.

Her direct day to day involvement with working instructors shaped her approach to content, helped lend a sense of what information an average member might be looking for and how best to present it. Jodi's feedback on content was always clear and direct - something I really appreciated in the ten years we worked together.

What makes this all the more remarkable is that Jodi had no formal training. She was largely self taught, asking for help when she needed it and digging up solutions on her own along the way.

From faxed hard copy submissions to floppy discs to e-mail attachments and content off the web. From scanning photographs to inserting digital photos. From obsolete PC software that required the printer to produce "camera-ready artwork"

and films to our present state-of-the art Mac publishing platform that allowed us to produce completely "press ready" publications, Jodi's interest in learning made it possible to work through major changes in how the newsletter was produced and printed.

So, "Hats off to you Jodi!" Thank you from the bottom of my heart for being such a great partner to work with. Thank you for your dedication to our membership. And give yourself a little credit along the way. You deserve it. ❄️



John Eisenhauer is past PSIA-NW Communications Vice President and current PSIA-NW Board Member. He teaches at Crystal Mountain for the Crystal Mountain Ski and Snowboard School. Email him at eistra2j@comcast.net

Following in the Footsteps

by Tyler Barnes

PSIA-NW Communications Vice President

I can only echo what John has so eloquently brought to our attention. Jodi's enduring commitment to "getting it done" all while balancing her involvement in other ways in the development of our profession both in the Northwest and beyond.

I have now served one year as your current Communications Vice President. I must reiterate the importance of her role over the years. In fact, I still have all the issues she tirelessly devoted countless "volunteer" hours to produce, and without her multi-faceted role from Editor to Producer to Sherpa, it never would have happened. We all owe Jodi a heart-felt thank you for her years of service.

One of the benefits of not being the editor: the anticipation and enjoyment of simply opening and reading The NW Snowsports Instructor newsletter when it arrives in your mailbox - priceless! ❄️

NW snowsports Winstructor

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General Submission Deadlines

Download the Ad Rate & Specifications Guide
from www.psia-nw.org website.

Fall Issue (Sep – Nov),
Published mid-September
Ad Reserve 8/1 Content 8/15

Winter Issue (Dec – Feb),
Published late-November
Ad Reserve 10/1 Content 10/20

Spring Issue (Mar – May),
Published mid-February
Ad Reserve 1/1 Content 1/20

Summer Issue (Jun – Aug),
Published mid-June
Ad Reserve 5/1 Content 5/20

Guidelines for Contributors

The *NW Snowsports Instructor* is published four times per year. This newsletter will accept articles from anyone willing to contribute. The editorial staff reserves the right to edit all submissions including advertising. Articles should include the author's name, mini-bio and portrait image suitable for publishing (if available). Please submit all content, articles and photos as attachments via email or contact the editor for other options. 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.

National Report

by Ed Younglove, National Board Member
and PSIA-NW National Representative

The American Snowsports Education Association (PSIA/AASI) board met in Golden Colorado on June 11-13, 2010. Our Education and Programs Director, Kirsten Huotte, was able to stay over from a task force meeting and attend the meeting as well.

The regular business of the board for the spring meeting included adoption of a budget for the upcoming fiscal year. The board adopted a positive budget for the next year, but for the debt service incurred on the substantial expenses associated with purchase of the new association management software. In addition to normal operating expenses, the budget included funding for our teams to attend the 2011 Interski event in St. Anton, Austria. The event marks Interski's Sixtieth Anniversary. It also included PSIA/AASI's Fiftieth Anniversary Celebration which will be held in Aspen (Snowmass) on April 4-11, 2011. (Yes, that is next spring!) This event replaces both the National Academy and the Rider Rally for next year. Both 5-day and 3-day education options are being offered and attendees can choose to attend as many or as few days as they would like. PSIA/AASI set a new membership record this year of 30,163 members, the first time over 30,000, and this promises to be the biggest PARTY in snowsports instruction history! On line registration should be available in July 2010. Details regarding both events can be found on the PSIA/AASI website thesnowpros.org.

Important educational products and services funded in the budget include an updating of the website Movement Matrix which should be ready for this fall. The new matrix will have both a new updated look, easier navigation and longer video sequences, among other improvements. This is a great education, certification preparation and lesson development tool for all instructors. PSIA/AASI is committed to regular production of

a series of handbooks developed in cooperation with the Vail-Beaver Creek Ski Schools. The first will be a new Children's Alpine Handbook which will be available this fall for use next season. Fall 2011 you should see a new PSIA Adult Alpine Handbook and the following year the new Snowboard Handbook with an annual revision of each of the handbooks on the same 3 year schedule thereafter. A revision of the Alpine Technical Manual is scheduled for release in the fall of 2012. Having been focused on our separation from NSP and then the development of the association software, the board is committed to refocus on education deliverables. Preliminary implementation of the organization's Quality Assurance Program has begun and the first national standards for the Children's Specialist 1 and 2 education programs were adopted by the board.

The board was given a glimpse of the soon to be implemented social networking which will be available to you through the national website's usage of the new association management software (CRM4M). Manage your own profile, create user groups and communities, and find the instructors in your hometown or in Biloxi Mississippi. It would be easier to talk about what you won't be able to do, which is very little. We are entering a whole new world of networking between the association and the membership; between members; between members and their school; and so much more. If I were better versed in the lingo I could perhaps better describe it for you, but soon you'll be able to see for yourself. Stay tuned!

Two thirty year employees are leaving the national organization and our division. The board honored Frankie Barr for her years of service as the organization's Administrative Director. I had the privilege of presenting Frankie with a plaque commissioned by the Northwest board recognizing her years of service. Frankie asked me to tell you how honored and touched she was by this recognition. On a similar vein, the national board made our own Barb Darrow an honorary member of PSIA/AASI, a rarely conferred privilege in appreciation of Barb's 30 years of service to the northwest members. Our former division President Bob McDonald was given lifetime membership by the national organization. The division had earlier conferred a similar honor. Bob was instrumental in the formation of the national division President's Council and a long and valued member of our division. Congratulations Bob!

Ray Allard stepped down as national president and chairman of the board of directors. I have had the pleasure of serving with Ray first as

President's Council Chair and now as a board member. Ray was absolutely the right man, in the right place at the right time. Ray ably steered the organization through its separation from NSP and then shepherded us through perhaps the biggest, most difficult and most expensive undertaking the organization has ever been involved in, implementation of the association management software connecting the national organization

**Ray Allard stepped down
as national president and
chairman of the board of
directors.**

and all of the divisions in a way as never before. Ray has my highest respect and appreciation for the incredible effort all this took. I have to say that this organization has had a way lately of finding just the right leader for the time.

The new national chairman of the board (the titles I am going to use were recently adopted by the board) is Eric Sheckleton from the Northern Rocky Mountain division. In my opinion, Eric is another "right choice" for where the organization is going next. The other members of the Executive Committee (EXCOM) elected at the meeting were: Vice Chair-John Peppler (Central Division); Secretary-Peter Donahue (Rocky Mountain Division); and Treasurer-Ed Younglove (Northwest Division). I am flattered by my election and hope I can perform the role as well as my predecessors Craig Albright (Craig retired from the board) and Ray Allard. Other returning board members included Bill Beerman (East); Walt Coiner (Northern Intermountain); Carl Boyer (Intermountain) and Bill Ellis (Alaska). Newly elected board members are: Neil Bussiere (West) and Eliza Kuntz (Northern Rocky Mountain). Their terms commence July 1, 2010. ❄️



Ed Younglove is a past PSIA-NW President and current PSIA-NW National Representative. He teaches at Crystal Mountain for the Crystal Mountain Ski and Snowboard School. Email at edy@ylclaw.com.



Preview of New Member Tools on the National Website



text by Tyler Barnes photos by Matt Aimonetti

If you're like me you get the typical question from beginners and intermediate students, "What do I do with these things?" as they hold their poles awkwardly. Entry level and even seasoned instructors might tend to answer with "You plant your pole, then turn around it" or "They're used for timing and balance" or "The pole swing draws you into the turn." These answers are sometimes followed by a series of leading nods of reassurance by the instructor.

The first answer, if acted upon throughout your skiing career is just bad information. The second answer is so nebulous, as if the instructor's confident answer and encouraging nodding might somehow impart the understanding. And the third answer, while I admit is true, many instructors do not completely understand the mechanics of the statement or how to implement its meaning.

The next time you are faced with this question, or secretly ask the question to yourself (it's OK, I ask myself these questions all the time), here's the inside scoop. Recall Kate Morrell's popular alpine tip "Get a Grip to Rip" in the Winter 2009 Issue of the *NW Snowsports Instructor*; her emphasis was on holding the pole firmly on the grip. I have three truths in pole use that build upon and help clarify things:

1. **The pole tip touches the snow surface in a specific area called "the touch zone"**
2. **The pole tip remains approximately the same distance off the snow surface during the swing and**
3. **The pole grip stays ahead of the pole tip at all times during the swing and touch**

Now if you are paying close attention to these truths about pole use I am professing you might already find some holes depending on turn shape, breaking versus gliding, deep powder or bumps. Indeed I agree, however if you apply these truths on groomed snow during a series of gliding turns where speed control is maintained by turn shape, these "truths" would stand up to Perry Mason's scrutiny.

Truth #1 : The pole tip touches the snow in a specific area called "the touch zone"

The pole tip touches the snow in a very precise area called the "touch zone" which depends on your intended turn outcome like a medium radius, gliding short radius or breaking turn. But where is this precise area? Let's define it.

While standing in your skis on the snow on flat terrain, visually approximate the distance from the toe of your ski boot to the tip of you ski. Now, from the toe of your ski boot, draw a line perpendicular to the ski this same distance - let's call this Length A (See figure A). Next scribe an arc from the ski tip to this perpendicular line with an equal radius to Length A. If you were to continue this arc you would scribe a complete circle. Next bisect this quarter circle into 2 equal parts: the green area in Figure A is The Touch Zone; The red area is The No Touch Zone.

Now that we have some precise zones defined with some appropriate names, let's start using them. In medium and short radius turns the pole touch occurs in the touch zone. In medium and long radius turn the pole touch happens in the no touch zone. Wait a second, the name of this zone is "the no touch zone" so if you think you might

want to touch the pole in the no touch zone, don't do it. Swinging the pole into the "no touch zone" is OK, but only if you swing your pole as described in Truth #3. In medium to long radius turns, the pole swing is still very important as it facilitates movement into the future, however the pole touch in these turn sizes can potentially disrupt flow, so it's optional.

In medium radius turns, constrained to the 1-1/2 to 3 packer widths (as described in the PSIA-NW Certification Guide), the pole touch would ideally occur in the touch zone, but closer to the boundary with the no touch zone. In gliding short radius turns, 3/4 to 1 packer widths the pole touch would typically occur more in the middle of the touch zone while in short braking turns, in 1/2 to 3/4 packer widths, the pole touch would occur furthest from the no touch zone boundary.

There will be variations in the distance away from the skis' edges while staying within the touch zone depending on the steepness of the terrain and the type of turn being made.

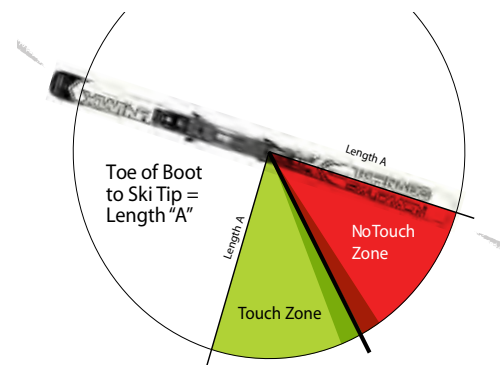


Figure A: The Touch Zone. Touch your pole in the green area called The Touch Zone.

Truth #2 : The pole tip remains approximately the same distance off the snow surface during the swing

Now that you know where to touch the pole, getting there is the next step. Focus on maintaining a consistent distance of the pole tip off the snow surface during the swing as you target the touch zone. If the relationship of the pole tip to the snow surface varies greatly during the swing, this could be a visual indicator of whole-body inclination late in the turn instead of angulation, or the relationship of the Center of Mass (CM) to the outside ski is too far inside of the path of the skis late in the turn, or there is an involuntary upper body rotation which can be caused by the pole touch target and the mechanics of the arm and upper body with respect to the pole swing itself.

Maintaining a consistent relationship of the pole tip to the snow surface during the swing will require the CM to move in the intended direction of travel earlier in the turn, facilitating both progressive de-edging and de-angulation movements. However, in order to achieve these effective movements, you also have to employ Truth #3.

Truth #3 : The pole grip stays ahead of the pole tip at all times during the swing and touch

OK, in reality the tip can and sometimes does pass the grip in a gliding turn, but this should only be a slight amount and is relative to the line of action. It sounds better to say "at all times" so the statement sounds strong and emphatic.

For an effective pole swing to facilitate movement of your CM in the intended direction of travel requires just that: movement of the CM. As Kate mentioned, swinging the pole tip out in front or down the hill *may or may not* help with this movement. However, if you grip the pole firmly and keep the pole grip ahead of the tip as you swing, while targeting the touch zone you will feel your CM moving.

Side note: In a braking turn the pole plant is intended to help stabilize the CM, so the tip can and typically does come forward of the handle, then the grip passes the tip as the edges are released and the CM moves into the turn.

Visual Cues and The Touch Zone

Referring to my Visual Cues to Effective Skiing Pocket Guide and/or the PSIA-NW Certification Guide (downloadable from the website - see page 22), there are three cues that jump right out:

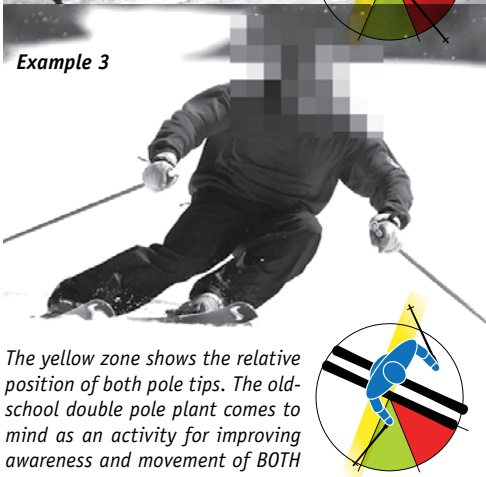
- The inside hand, shoulder and hip lead the turn, resulting in a countered relationship
- Hands are in front of the body to aid in balance
- Pole swings smoothly in the intended direction of travel



Example 2



Example 3



The yellow zone shows the relative position of both pole tips. The old-school double pole plant comes to mind as an activity for improving awareness and movement of BOTH poles in example skiers 1 and 2.

Let's look a few skiers and compare a moment in time caught in these photos relative to the touch zone. In Example 1 you can see relative to the three truths the pole swing is targeting into the no touch zone, the pole tip is well ahead of the pole grip and the pole tip has likely been swung to its highest point and will be lowered back down to the snow to make the pole touch. Add reference to the Visual Cues and you will observe the outside half of the body is leading, and the inside elbow is back causing undesirable upper body rotation with the CM "back and inside." Comparing Example 2 to the three truths, the pole swing target is closer to ideal but the pole tip is well ahead of the pole grip causing the pole touch to occur in the no touch zone. Relative to the Visual Cues, the inside hand is low and behind of the outside half and is not ahead of the torso. In Example 3, while I admit this photo is just after the apex of the turn, you can see that the

pole grips are ahead of the tips, the pole swing will likely be in the touch zone, and the inside half of the body is leading the outside with the hands and elbows ahead of the torso.

Stabilize the Torso, then Use Your Lower Body to Touch Your Pole

The key to successfully attaining effective pole use one must also stabilize the torso through muscular tension and awareness. Gripping the pole firmly while actively engaging muscles in the hand, fore arm and biceps, is a good start. Continue this muscle activation through the upper torso connecting both arms across the pectoral muscles in your upper chest, and the Erector Spinae muscle group, which is on either side of your spine in your upper back. Without this muscle chain activated the tendency is to see the pole swing isolated to the arm and/or promotes upper body rotation. When these muscles are activated you will feel a bit "stiff" at first, but just like novice skiers feel tense on day-one, you will begin to understand how much muscle tension is functional.

So, with this quiet and stable upper torso, the ability to swing the pole into the touch zone, while maintaining the grip ahead of the tip, and NOT extending your arm or rotating your upper body to reach the touch zone, requires movement of the lower body. You must combine hip flexion, knee extension and dorsiflexion of the ankle, to move your torso (and CM) so you are able to touch the pole in the touch zone. Yes, that's right! You use your lower body to touch your pole! Who would have thought?

Targeting the touch zone, maintaining a consistent distance of the pole tip off of the snow surface and keeping the pole grip ahead pole tip requires concentration, practice and discipline. These are old concepts, heard time and time again, packaged a little differently in the Touch Zone. I must thank Kate Morrell for sharing information to help me better understand skiing, Betsy Baker-Bold for helping me better understand my body and "Look to the Poles for a Change of Direction" in the Winter 2006 Issue of The Professional Skier by Harvey and Fry to further anchor some of these concepts. ❄️

Tyler Barnes is a member of the PSIA-NW Technical Team, is an Alpine Examiner, and the PSIA-NW Communications Vice President. He has been a multidiscipline snow sports instructor for more than 20 seasons. Email tyler@psia-nwtechteam.org.



KNOW THE CODE OF ETHICS

As members of Professional Snowsports Instructors of America - Northwest and the national organization PSIA and AASI it is important to realize that we are held to a very high degree of professionalism relative to the snow sports industry as a whole.

Members have a professional duty to fulfill responsibilities and obligations that are indeed diverse and complex. Some of those involve much responsibility like ensuring your entire class of 5 year-olds make it back to the lesson area on-time and in a safe manner. Parents trust us with their children, and why shouldn't they, we are professionals after all.

With this responsibility also comes some great benefits like discounted or free lift tickets, pro deals on hard goods and soft goods, a highly regarded organization with internationally recognized certification, as well as the affiliation with other snow sports professionals in the United States and beyond.

So here are some scenarios that may some day affect you with a reminder of what the PSIA-NW code of ethics would influence you to do.

SCENARIO #1

The Pro Deal. You see a Patagonia soft shell that would fit your wife or girlfriend really well. Can you order this item for her?

Short answer is no. Sometimes Patagonia offers a special promotion where you can actually use your professional status to order gifts for friends and family, but this is not the normal policy of Patagonia and/or most manufacturers.

SCENARIO #2

The Discount Ticket. You are on vacation with some buddies (or family), in Utah. You stop by the ski school office, flash your PSIA/AASI card in hopes of getting a discounted ticket, and sure enough they hook you up with a \$10 ticket (retail is \$65). Can you give this ticket to your buddy (or brother or wife), to use that day instead of you? Can you sell the ticket to someone else when you are done using it?

Absolutely not, in either case. The ticket you just paid for is exclusively for your personal use when visiting that resort, not for hooking up buddies, family and re-selling is never an option.

SCENARIO #3

The Comp Ticket. You are visiting another resort and "find" a complimentary lift ticket in the parking lot. It seems like the owner of the lift ticket must have left for the day. Should you use this ticket?

No way! That complimentary lift ticket was issued to or intended for someone else. If you use it this would be conduct that is fraudulent and violates the Code of Professional Responsibility, not to mention it may also be a misdemeanor.

SCENARIO #4

Freelance Lessons. You are being paid directly to teach your neighbor's kids how to snowboard while off-duty at your home mountain or at their mountain. Is this OK?

Short answer is no. Being paid for teaching would be considered theft of service as the resort or area ski schools have the exclusive right to provide lessons within the resort boundaries. There may be some leniency at times so it is best to check with your school director. **Unpaid teaching** of friends and family is OK.

Reprimand? Expulsion? ... not just for School Kids

By Anonymous

Snow sports brings a vast array of diverse people together to enjoy crisp mountain air, sliding on the edge of insanity, and relaxing with old and new friends alike. These different people bring with them a variety of perspectives, experiences, ethics and morals. Many times, ethics and morals are assumed to be held the same by all, but when it really comes down to it, there are differences between each individual.

I think that we'd all agree on many of the bigger ethical judgments we must make from time to time, but there always seems to be some gray areas in which clarity is lost, and ultimately, one's personal ethics must be foregone to accommodate another's.

I found myself in such a situation this past season. I won't go into detail as that is not the point of this article. However, this has afforded the opportunity to bring up some questions and topics that may be of interest to you, my fellow instructors.

I am relatively new to PSIA-AASI. This last year was a year of much growth for me as an instructor. I got better at sliding on the snow, improved in my teaching techniques and abilities, and my professionalism grew as well, though all came with work and cost, each in their own way.

The gray area I not so pleasantly found myself in exposed me to what is known as the PSIA-NW Ethics Committee. I was made aware that there was a violation, on my part, of our organization's bylaws and code of professional conduct. Upon searching for PSIA-AASI's bylaws on-line I could not find them. The Ethics Committee emailed me a copy and I was somewhat surprised at what I read. This document would have saved me some time and headache by defining the ethics the organization I am a member of has adopted as a guide for all members' code of conduct.

Upon reviewing the bylaws in Article XIII I found that in certain situations that snow sports instructors are faced with on a daily basis, a wrong answer or bad decision, could result in a member being reprimanded or potentially expelled from the organization.

For some of you reading this, as veterans, you may know this. But for those who just joined the organization after passing a Level I Exam, with all the paper work and welcome packets you've received, which were likely quickly shelved in lieu

of a toast and a celebration run, a quick read through the Code of Professional Responsibility and Bylaws may save you some grief and time by defining what ethics we, as members of PSIA-NW and ASEA (the parent organization of PSIA and AASI), are now being asked to uphold and represent.

In my case, I failed to do my homework and ask those veterans around me what may or may not be considered acceptable conduct. Sometimes asking for forgiveness isn't exactly the best way to go.

It is a privilege to be apart of PSIA-AASI, not a right and while I may not see eye to eye with all the ethics and bylaws, I do understand that they are a valuable aspect of being professional. When belonging to a larger group or organization, a clearly defined and accessible set of standards and expectations is a great necessity for the group to operate smoothly and professionally. We need to represent and be represented in an honorable way that invokes thoughts of respect as we set out on one of the most challenging, yet rewarding tasks; teaching snow sports. ❄️

This article is published anonymously to maintain the author's privacy but in hopes that others can benefit from this member's experience.

ARTICLE XIII: CODE OF PROFESSIONAL RESPONSIBILITY

Excerpt from the PSIA-NW Bylaws

Section 1. Purpose:

As a member of the snowsport teaching profession, an instructor becomes obliged to fulfill the responsibilities that are serious, sometimes complex, and diversified. As a professional, the instructor is a part of a rapidly growing industry. The instructor has much contact with the public, government agencies and other segments of the industry. As a teacher, the instructor can and will influence students in many respects. Because of the desire of the snowsport teaching profession to maintain respect and confidence in its relationship with others, this code of professional responsibility has been formulated to provide incentive for the highest degree of ethical conduct. Loss of that respect and confidence is detrimental, both to the profession and its members. This code is designed to provide an inspiration guide and as a basis for disciplinary action when the conduct of an instructor falls below the required minimum standards established hereby.

(1) An instructor should assist in maintaining the integrity and competence of the snowsport teaching profession.

(2) An instructor shall not:

- (i) Circumvent these rules through the action of another;
- (ii) Engage in illegal conduct involving moral turpitude;
- (iii) Engage in conduct involving dishonesty, fraud, deceit or misrepresentation;
- (iv) Engage in any other conduct that adversely reflects upon his or her fitness to teach.

(3) Instructors should assist the snowsport teaching profession in fulfilling its duty to make qualified and competent instruction available to the public. Recognizing that snowsports involve certain inherent risk of injury or harm to participants, instructors shall not:

- (i) Aid non-professional and unqualified persons in teaching;
- (ii) Engage in teaching in violation of these rules;
- (iii) Teach in an unsafe or incompetent manner.

(4) An instructor should exercise independent professional judgment on behalf of customers. Instructors shall:

- (i) Consistently demonstrate a positive attitude towards snowsports and teaching;
- (ii) Be truthful in all dealings and advice with customers;

- (iii) Render professional opinions based upon fact and knowledge, rather than speculation and prejudice;
- (iv) Refrain from rendering negative opinions or advice unless truth and good taste require it.

(5) Instructors should assist in improving the snowsport teaching and educational system. Professional instructors shall participate in continuing educational programs designed to maintain and improve their professional competence.

(6) Instructors shall enthusiastically support other elements of the snowsport industry and related service organizations so long as such is not incompatible or in conflict with obligations imposed by this code of professional conduct. Other elements in the industry include equipment manufacturers, distributors and retailers and area operators. Related service organizations include the United States Coaches Association and its regional divisions, the National Ski Patrol System, and agencies of federal, state and local government responsible for the management of public lands committed to snowsports.

Section 2. Discipline:

It shall be grounds for censure, reprimand or expulsion from this association if a professional instructor is:

- (1) Convicted of a crime involving moral turpitude;
- (2) Improperly lends his or her name to a snowsport instructional endeavor conducted by persons unqualified to engage in snowsport teaching;
- (3) Grossly incompetent in snowsport teaching;
- (4) Abuses privileges granted by virtue of profession from others in the industry such as equipment manufacturers, distributors or retailers, or the operators of the areas;
- (5) Violates the Code of Professional Responsibility in effect at the time of the conduct;
- (6) Engages in a course of conduct demonstrating unfitness to teach.

Section 3. Rules and Regulations:

The Board of Directors shall establish and publish rules and regulations for implementing appeals and grievances under the Code of Ethics, which rules and regulations shall be uniformly applied to all members and which shall afford members a hearing on the issues raised.

Our Organization's Culture and Values

What We Do:

We get people excited about snowsports. (Stoke)

Our Culture:

Connection to people and ideas in unexpected ways and places. (Hub)

Our Direction:

To be the first place members come for information about snowsports, teaching, and the industry. (Access)

The Value of Membership:

Access to people, resources, and more of the mountain environment. (Connection)

Are You New? Welcome Aboard!

Welcome to the organization! Most new members have joined as a result of successfully completing a Level I exam. If you have taken your Level I exam this season or last season, you are entitled to attend a Go With A Pro - Welcome to the Organization - Let's go skiing or riding for the day clinic. It's one of the coolest new benefits that the organization offers.

Essentially you have the opportunity to spend the day with one of our Divisional Staff members who will help show you the way to maximizing your member benefits. Check next year's season guide for dates and locations as your GWAP clinic options extend until the end of your second season.

Member benefits include special discount pricing on many products that ski and snowboard professionals use on a daily basis like skis or snowboards, soft goods like gloves, goggles, clothing, tuning tools, and even cars - yeah, that's right - a pro deal on a new Subaru. Be sure to check out all the special offers available to members like you at www.thesnowpros.org and www.psia-nw.org.

For new members, depending on when you joined this season, your annual dues will most likely not be due until June 30, 2011, so take full advantage of your new membership!

SNOW PRO tips



Non-Video Self-Analysis?

Alpine tip by Scott Weimer

How often do you get the chance to have someone video your skiing? Have you ever used Mother Nature to your advantage and watch your own skiing? Skiing at a mountain that has the sun at your back during the spring time of the season plays an important role in watching your own skiing.

Yes, I am talking about looking at your shadow. No, I'm not talking about whether or not my ski outfit makes me look big. Find a run that gives you a good angle allowing your shadow to be out in front as you move down the hill. Having your shadow out in front will help you look down the hill in the direction of intent. For best results, slide on a groomed surface with no trees and not too many people around. Please try this at your own risk and don't become mesmerized in your shadow.

I look at my shadow while making short radius or short swing turns, making the turns down the fall line. With the sun to my back sliding down the hill I look at my stance and body position while making turns.

My primary focus of looking at my shadow is how much space do I have between my feet compared to my knees? Hopefully I'm seeing an open stance with having the same equal spacing up between my knees. Are my shoulders staying level to the hill? Hand/arm position, am I keeping my hands up? Am I able to see my hands in my shadow during each turn, not moving my hands in front of my body while planting my pole? Keeping my arms out to my sides and not moving them tight against my core, allowing me to stay in better balance.

If you get a chance to ski in the sun this summer chase your shadow down the hill and take advantage of it. Everyone enjoys seeing their shadows. ❄️



Scott Weimer is a member of the PSIA-NW Technical Team and currently working out of 49° North Mountain Resort. Email him at scottweimer@hotmail.com



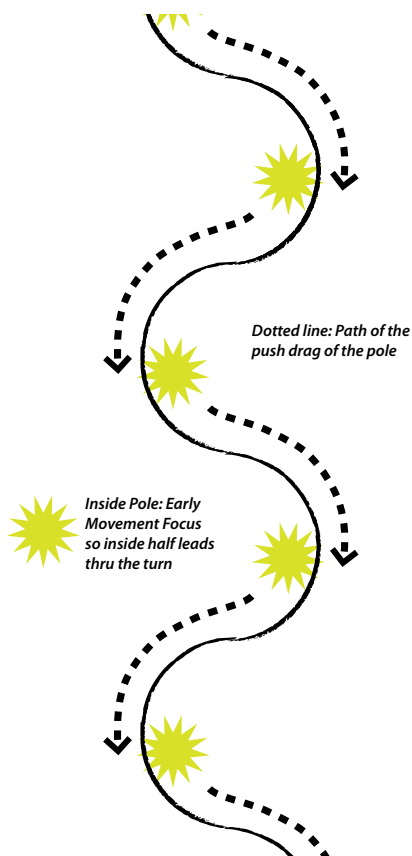
How Early is Too Late? At the Start!

Alpine tip by John May

Movements in good skiing start before the turn does, so if we only begin moving at the initiation of a turn then we may be too late.

As the turn finishes we should begin to pressure what will be the new outside ski, align to the new turn and begin to swing what will be the new outside pole. This early pole swing helps us continually move and flow from turn to turn by facilitating and/or complementing the movement of the Center of Mass (CM). When we only begin swinging the pole at the initiation of the turn, we could be too late because the CM should have already moved "with and across" the skis.

Now that we have a more productive timing let's make sure the movements are just as beneficial. The pole tip swings less around the body, and more along the arc of the turn and close to the snow. This directed swing along with early timing



Dotted line: Path of the push drag of the pole

Inside Pole: Early Movement Focus so inside half leads thru the turn

Inside pole movement focus; it requires a lot of intentional and directional movement of your inside pole well before edge change.

aids in balancing to the outside ski, which deters us from moving inside too early or using excessive upper body rotation to initiate the turn. Visualize the outside pole tip moving at a consistent rate through a series of turns. A delayed swing at the initiation followed by an abrupt or rushed swing through finish can block, or at a minimum disrupt, the CM smoothly flowing from turn to turn.

Tasks for Timing & Movement

Beginner: Leave pole drag marks in the snow along the dotted line

Intermediate: Drag both poles and push outside pole tip along dotted line

Advanced: Do the intermediate task on outside ski only, then on one ski only

By beginning your pole swing early you will create early edge, pressure and balance to the outside ski allowing you to fully utilize your ski design to what you want, when you want it. ❄️



John May is an instructor and trainer at Mt. Hood Meadows Ski Resort, a PSIA-NW Alpine DCL, and owns Creekstone Design a full-service design+build remodeling company in Portland, Oregon. He can be reached by email at jimaymn@hotmail.com.



Skate for Fun, Skate for Balance

Snowboard tip by Chris Hargrave

It seems to be a common trend that across the country resorts and instructors are teaching skating in smaller doses. Skating is an important tool but one foot in training can be done to the point of disaster and fatigue. Here is a quick way to have some fun with skating without overworking your students and it should create a super fun time for them as well.

The Ten Minute: 4 step progression

Step 1 - The Foot Plant. Start with the foot on the snow behind the heelside edge lined up between the bindings. Practice lifting the whole board up level off the ground. Next practice placing the foot on the board between the feet against the

back binding. Now combine lifting the board with a back leg hop and land with the foot between the bindings. Repeat several times.

Step 2 - The Foot Plant to Glide. With the board off the snow and the foot on the heelside, teach your students to tip the back leg forward until they feel like they are almost falling toward the nose of the board. At this point, teach them to leap from the back foot thrusting forward and landing with the foot in place between the bindings. Practice this until they feel comfortable doing several times in a row one foot plant after the next.

Step 3 - The Pivot Plant. Start with the foot on the heelside and the board off the ground. Turn the toes of the back foot to point straight back toward the tail. With single motion, rotate the board around the back leg tail first. Just before setting it down give a little hop and land with the back foot between the bindings. Repeat until comfortable.

Step 4 - The Fast Plant. Find an incredibly shallow pitch that will only cause your students to slide about 3 to 5 feet. Try a couple of foot plants down the pitch first. Next start out switch (tail pointed down the fall line), very gently walk back foot into position against the back binding. Slide down slope until speed begins to stall out. Right at the stall point, step off the board, point toes forward, pivot board and hop back on. This should get the rider sliding forward again.

Ten minutes and Four Steps to dynamic one foot balance that every student will love. Be sensitive to your students individual needs for pacing and challenge as you work on this with them. Always practice this, or any progression, until it makes total sense to you before sharing with your students. ❄️



Chris Hargrave is a AASI-NW examiner and DCL. While he will always consider Timberline home, he now is the snowboard programs manager at Northstar at Tahoe running the Burton Snowboard Academy. During summers he is a trainer and coach for

High Cascade Snowboard Camp. You can email him at ctrldes@msn.com.



Get Your ROM's On

Snowboard tip by Christy Ott

If we were to break down snowboarding to finite movements, we would not be surprised to see that every movement we make to create performance is composed of a combination of the four ranges of motion. The most advanced snowboarding, whether it's in the steep, deep, trees or in the park, all boils down to how we move our body in four ways: flexion/extension, fore/aft, heel/toe and rotation.

These movements are labeled as Ranges Of Motion (ROM) to signify that the movements go from one extreme to the other. Not everyone has the same range. And, these movements can be developed so that we can increase our range. It is important to remember that beginning students may not know what it feels like to move in these ways.

Too often instructors approach beginning lessons without introducing the movements that make up snowboarding. Some students need a verbal explanation of how to move, others need to feel, while others need to see it. So why not introduce these movements with feet on the ground first? Help our students start to build muscle memory for the movements when they are not nervous about sliding down the hill.

Next, take it to the board. Strap in both feet on flat ground and feel the ranges while strapped to the board. The more comfortable your students feel with the movements, the more relaxed they will be as you get them moving. Then as you continue moving forward with progression, integrate the ROM's throughout, helping your students develop their ranges.

Mastering the ranges of motion in the end will lead to tons of fun for your students. They can start experimenting with putting the movements together in combination to learn any style of snowboarding that they wish. They will thank you for breaking down something that could be seen as complex into four simple movements. ❄️



Christy Ott is the snowboard training director at Timberline Ski Area on Mt. Hood. She is Snowboard Level III and Alpine level I certified. Email her at duckheart@gmail.com.

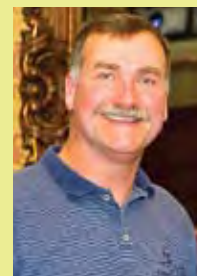
Larry Linnane Skiing Legends Award



This award recognizes those senior members in good standing who give a life long commitment to the development and/or history of skiing including instructing, service on the board of directors, writing technical or feature

articles for publications, etc. **Ed Kane of Ullr Ski School at Snoqualmie Pass was this year's recipient.**

Ken Syverson Instructor of the Year Award



This award goes to someone who is actively involved in teaching skiing to the public and demonstrates a positive role model. Recipients must exceed the normal criteria for teaching excellence

and must demonstrate a prolonged history of service to the public, snowsports school and PSIA-NW. **John Quickstad of Ullr Ski School, Snoqualmie Pass was this year's recipient.**

Art Audett Outstanding Service Award



Designed to honor our members who have a sustained history of distinguished service of lasting benefit to PSIA Northwest, their snowsports school or the local community or have performed an exceptional act worth

of special recognition. **Terry Johnson of Lookout Pass is this year's recipient.**

See page 20 for more award recipients.

Bloom's Taxonomy

Levels of Understanding

by Kim Petram

If you search the Core Concepts Manual, 2001 you will find a brief discussion regarding the levels of understanding of how a student remembers information, broken down into the language of Benjamin Bloom. Ring a bell? Likely, like me, you have skipped over this topic in the past thinking that it's good information but not applicable or readily usable to real skiing and riding or teaching situations.

I've recently been exposed to a deeper level exploration of the theories of Benjamin Bloom with my work on a team developing a national children's education standard. I'm intrigued and feel that his model can be more widely used to assist in developing a matrix to determine how and when an instructor has attained learning. This is useful in many applications from training the new instructor to certification training: a format to help determine how you know when the student has mastered new information. This can be viewed as a tool to check for understanding.

Introduction

Benjamin Bloom (1913-1999) was a researcher in the field of education, professor in the Department of Education at the University of Chicago. His research helped, among many things, to lead to the establishment of the Head Start Program as well as the most commonly used concepts of determining learning in the educational system. Bloom, along with his partners, worked towards a development of specifications through which educational objectives could be organized according to their cognitive complexity.

What resulted from his work is Taxonomy of Educational Objectives: Handbook 1, the Cognitive Domain (Bloom et al., 1956, Eisner, 2000). At the University of Chicago, Bloom led his team of researchers in developing criteria to use in understanding learning domains in educational activities: cognitive (knowledge) affective (attitudes) and psychomotor (physical skills) identifications were the resultant work. This taxonomy, or classification, can be used together to understand and measure how critical thinking skills develop in a student. Hopefully, this noted CAP acronym is recognizable to the membership already, however the cognitive portion of the taxonomy can be more fully exposed to show how learning takes place by levels of achievement. The cognitive, or mental skills, classification regards levels of intellectual behaviors in learning and is the focus for this article.

Explanation

This hierarchical model, or taxonomy, is a tiered system of classifying thinking skills according to six cognitive levels of complexity:

Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation

Knowledge or the recall of data and information, expresses the natural urge to recall previously learned material.

Comprehension is the ability to grasp meaning, explain, restate ideas, understanding the basic information and be able to understand, interpret or extrapolate it.

Application is the ability to use learned material in new situations or the unprompted use of an abstraction; involves using information, ideas, and skills to solve problems, then selecting and applying them appropriately.

Analysis involves separating information, or separate material, into component parts and showing the relationships between parts. This includes breaking apart information and ideas and the ability to distinguish between fact and inference.

Synthesis suggests the ability to put together separate ideas to form new wholes of a fabric, or establish new relationships: putting together ideas and knowledge in a new and unique form. Can build a structure or pattern from diverse elements, potentially creating new meanings.

Evaluation is the ability to judge the value or worth of material and ideas against stated criteria. This involves reviewing and asserting evidence, facts, and ideas, then making appropriate statements and judgments. (Clark, 2009/Tormod, 2009)

What is taxonomic about the taxonomy is that each subsequent level depends upon the student's ability to perform at the level or levels that precede it. For example, the ability to evaluate—the highest level in the cognitive taxonomy—is predicated on the assumption that for the student to be able to evaluate, he or she would need to have the necessary information, understand the information he or she had, be able to apply it, be able to analyze it, synthesize it and then eventually evaluate it. The taxonomy is no mere classification scheme. It is an effort to

Bloom's Taxonomy (Geib, 2006)

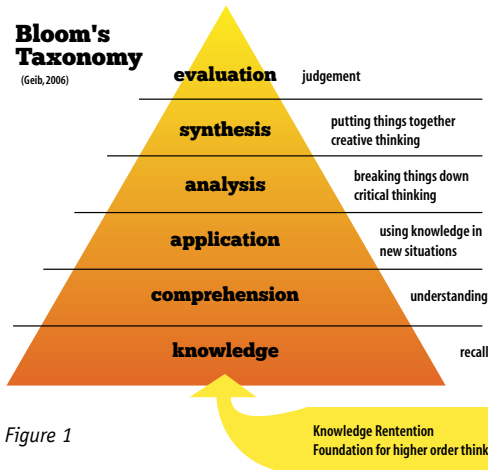


Figure 1

hierarchically order cognitive processes. (Eisner, 2000)

Bloom recognized that what was important in education was not that students should be compared, but that they should be helped to achieve the goals of the curriculum they were studying. Goal attainment rather than student comparison was important. The process of teaching needed to be geared towards the design of tasks that would progressively and ineluctably lead to the realization of the objectives that defined the goals of the curriculum. The variable that needed to be addressed, as Bloom saw it, was time. It made no pedagogical sense to expect all students to take the same amount of time to achieve the same objectives. (Eisner, 2000)

Using this concept as a curriculum tool for snowsports trainers is meaningful in creating individual learning plans for staff as well as in guiding participants through the certification processes and member offerings. Meeting the set standards of any snowsport educational goal can be accomplished individually based on each student's movement through the taxonomy.

Exploring Further

Below is a graphic showing the taxonomy with corresponding descriptors that more succinctly explain the level of function at each cognitive process. This is another way to describe examples of how a student would show comprehension and learning within each level.

As you can see, the levels build upon themselves. Again, a student cannot successfully master the next level until the previous level is fully com-

What Bloom had to offer his students was a model of an inquiring scholar, someone who embraced the idea that education as a process was an effort to realize human potential, an effort designed to make potential possible. Education was an exercise in optimism.
- E. W. Eisner

prehended. Used as a tool, higher level thinking skills will be allowed to develop in a systematic process. A snowsport evaluator or trainer will be able to judge or determine levels of skill by assessing at what level a student is currently functioning at, and, hopefully, will remain at the student's current level until mastery is obtained before introducing or expecting higher functioning processes.

As it often seems, nothing stays the same and an updated version of the taxonomy was introduced to add relevancy to current educational practices (see Figure 2). Noted below is a different compilation identifying the six levels of the cognitive domain. These levels are based on the same levels of cognition from Bloom's Taxonomy, but reflect

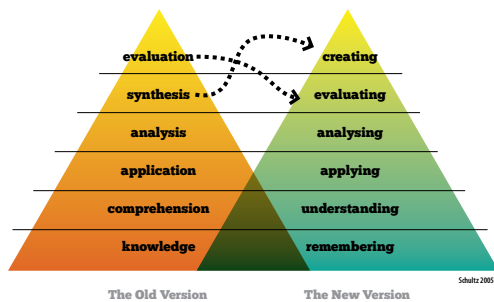


Figure 2

the revised version completed in 2001. The original language is noted in parenthesis. A former student of Bloom's, Lorin Anderson, along with her cohorts, revisited the cognitive domain of the taxonomy and made revisions that reflected an updated and more current language: nouns instead of verbs for labeling and a rearrangement, renaming and restructuring of the higher levels. (Forehand, 2005) Key verbs have been added to assist in developing an understanding of how the student could indicate their successful mastery of knowledge at each level. Utilization of either taxonomy for current applications is fine. The literature search demonstrates that often a blending of the original and new models exist and are incorporated into training programs.

Remember (Knowledge Level)

Recall or recognize terms, definitions, facts, ideas, materials, patterns, sequences, methods, principles. **Key Verbs:** name, list, state, describe, recall, label, retrieve, recognize.

Understand (Comprehension Level)

Read and understand descriptions, communications, reports, tables, diagrams, directions, regulations. **Key Verbs:** paraphrase, identify, explain, translate, interpret, interpretation, classify.

Apply (Application Level)

Know when and how to use ideas, procedures, methods, formulas, principles, theories. **Key Verbs:** execute, compute, demonstrate, modify, discover, predict, show, solve, implement.

Analyze (Analysis Level)

Break down information into its constituent parts and recognize their relationship to one another and how they are organized; identify sublevel factors or salient data from a complex scenario.

Key Verbs: diagram, , illustrate, outline, infer, conclude, differentiate, attribute, compares, contrasts.

Create (Synthesis Level)

Put parts or elements together in such a way as to reveal a pattern or structure not clearly there before; identify which data or information from a complex set is appropriate to examine further or from which supported conclusions can be drawn.

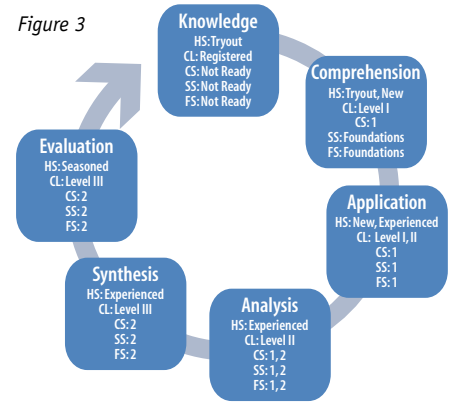
Key Verbs: create, compose, design, reorganize, formulate, write a new ending, tell.

Evaluate (Evaluation Level)

Make judgments about the value of proposed ideas, solutions, etc., by comparing the proposal to specific criteria or standards. **Key Verbs:** judge, appraise, compare, contrast, criticize, justify, critique. (Schultz, 2005, Clark, 2009)

This taxonomy could be applied to a snowsport instructor (see Figure 3). Included are various educational endeavors an instructor may pursue in the PSIA-NW Division and the likely corresponding category the instructor would be placed given the standard of each program.

(continued on next page)



High Status (HS), Certification Level (CL), Children Specialist (CS)
Senior Specialist (SS), Freestyle Specialist (FS)

Scenario #1

knowledge

Can name or list the 4 common skills of skiing

comprehension

Can summarize the main component of each skill

application

Can demonstrate a teaching progression using one of the skills for a medium radius open parallel skier

analysis

Can compare and contrast how the common skills relate to specific body parts

synthesis

Can formulate and construct a new alternative teaching progression based on outcomes shown by the student

evaluation

Can appraise the accuracy and effectiveness of the progressions based on student outcomes and can defend the method

Scenario #2

Can describe or state the main point of the article

Can generalize why this article is important to ski instructors

Can demonstrate how to apply the concept in a short versus medium radius turn

Can infer and then outline how to apply the concepts using multiple examples for both a child and adult following the teaching cycle

Can propose and write a new ending to the article based on how you would utilize the information for your clients

Can argue both points: why you would have been successful or not successful had you been the author of the article topic

Scenario #3

Can recall that the foot and leg turn under a stable upper body

Can explain the ball and socket joint separating the upper and lower body facilitating rotation of the leg

Can apply and show steering movements that contribute to the shaping of a turn

Can deconstruct and conclude the outcomes of stopping the rotation of the foot and leg in the fall-line of a turn

Can combine skills and relate outcomes of adding edging movements to rotary movements to shape a turn

Can describe and defend when a student is ready to move to steeper terrain based on rotary skill blending

Figure 4

(continued from previous page)

The Practicum

So let's take the information described thus far and apply it to snowsport scenarios. I've listed three different scenarios but a coach or TD or anyone imparting knowledge to another should be able to incorporate their own matrix to evaluate the acquisition and use of knowledge.

Scenario 1:

Instructor John is working towards Level II certification. He has three years of ski instruction under his belt. John is a part-time instructor, working on weekends for his snowsports school. John is asked to explore his knowledge of the skiing skills concept.

Scenario 2:

You have received your PSIA/AASI-NW Snowsports Instructor magazine, Spring 2010. You have read the article, First the Proof, Then the Pudding by Dave Lucas. You are explaining this article to your fellow instructor friend.

Scenario 3:

Exploration of the transition from certification level I to certification level II utilizing the fundamental skill concept of rotary. (See Figure 4, previous page).

Summary

In researching this article it became very clear that there are hundreds of applications in various forms utilizing Bloom's Taxonomy. There is supportive data indicating how the implementation of the taxonomy can insure the alignment of objectives with standards and assessments. Bloom's Taxonomy has been closely linked with the study of multiple intelligences. (Forehand, 2005) These potential applications alone are linked directly with the standards and core concepts of the snowsports instructor

Bloom's Taxonomy can be used to facilitate an awareness of how to measure higher level thinking skills. As instructors, we are having to constantly evaluate how well our student is progressing to determine when it is time to move on or when reinforcement is required. Whether it is a fellow instructor preparing for an exam, a student wanting to explore more of the mountain environment, a participant in a specialist program trying to master the theory content or yourself determining if you are ready for your next level of adventure, utilizing the taxonomy is an efficient and proven method to determine proficiencies.

Applied to snowsports instructors, whether one is evaluating skiing or riding skills, technical information or teaching competencies Benjamin Bloom has created a classification system to help anyone move beyond the basic ability to recall information and know that they have successfully moved to complex cognitive functioning by uti-

lizing real and consistent measurements. Applied to our industry, the classification system can create a pathway for consistent standardization of programs and goals. Establishing standards of knowledge for yourself and your snowsports school is the path towards meeting the mission of PSIA/AASI: to help teachers of all snowsports to effectively share their passion for the sport they love. ❄️



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YOUR

The following snowsports professionals successfully passed an exam this season. Remember if you are a new Level I member you are entitled to attend a Go With A Pro clinic, so if you did not attend one this season, it's not too late! Check the 2010/11 Season Guide for details about how you can attend one of these clinics. Congratulations!

Key: A=Alpine, SB=Snowboard, T=Telemark, XC=Track and 1=Level I, 2=Level II, 3=Level III, e.g. (SB1) is Snowboard Level I

49 Degrees North: David Brewster (A1), Annika Fleming (A1), Lara Redden (A1), Sonny Telecky (A1)

Alpine West: Amanda Barg (A1), Pat Kenney (A1)

Alyeska: Michael Farleigh (A1), Zach Forsberg (A1), Claire Gilliland (A1), April Larsen (A1), Alex Marinelli (A1), Aliona Peterson (A1), Peter Savage (A1), Angel Alarcon (A2), Mitzi Eriksen (A2), Warren Nicolet (SB1)

Clancy's: Mark Hovland (A1), Brick Wahl (A1), Mary White (A1), Kurt Wilson (A3)

Crystal Mountain: Marisa Ruhter (SB2), Curtis Yanasak (SB2), David Hauck (A2), Melodye Yamada (A2), David Antis (A3), Corey W. Petersen (A3), Brian Becker (A1), Cassie Borck (A1), Erin Casey (A1), Chane Clark (A1), Jeff Clark (A1), Doug Compau (A1), Jack Dearth (A1), Jack Dearth II (A1), Michael Doherty (A1), Vanessa Dolbee (A1), Jack Dovey (A1), Eric Faris (A1), Cecily Gilbert (A1), Tim Gregoire (A1), Russ Hawkinson (A1), Brian Hurley (A1), Anthony Kolb (A1), Kevin Lee (A1), Patricia MacCallum (A1), Jerry McDevitt (A1), Julie Riley (A1), Jasson Smith (A1), Richard Vittoe (A1), Randi Phelps (SB1), Kameron Rich (SB1), Eric Shaver (SB1), Tracy Thomsen (SB1), Ben Towne (SB1)

Fiorini: Chris Acker (A1), John Cullen (A1), Nicole Cullen (A1), Allison Keeler (A1), Tyler Roberts (A1), Martin Safer (A1), Allen Safer (A1), Kyle Thomas (A1), Douglas Zeiler (A1), Craig Thomas (A2), Katie Tolan (A2), Curt Wright (A2), Ellen Bierman (A3), Philip Sherman (SB1)

Hoodoo: Daniel Anthon (A1), David Banks (A1), Daniel L Berger (A1), Tracy Lynn Hendrickson (A1), Shawn O'Hern (A1), David Potter (SB2)

Lookout Pass: Patrice Barnes (A1), Jerad Dockter (A1), Martin Fleck (A1), Sonja Hokanson (A1), Lawrence Hokanson (A1), Mikael Lindstrom (A1), Kerry McAuliffe (A1), Richie Withycombe (A1)

Lyon: Sandy Bachmann (A1), Steve Bachmann (A1), Caressa Binion (A1), Linda Burke (A1), Austin Levy (A1), Carson Lyon (A1), Justin Rackley (A1), Adrienne Snow (A1), Sienna Struthers (A1), Kurt Thompson (A1), Rob Coleman (A2), Sam Roberts (SB1), Robert Smith (SB1)

Methow Valley - Ginny Price (XC1)

NAME IN LIGHTS!

Mission Ridge: Samantha Allen (A1), Grace Bengé (A1), Samuel Deich (A1), Canyon Hurst (A1), Nick Mercer (A1), Rachel Miller (A1), Thomas Pattison (A1), Lorri Pierce (A1), Carson Ruud (A1), Junell Wentz (A1)

Mogul Busters: Peter Bexelius (A1), Alex Estell (A1), Brooke Hoehne (A1), Brandon Hutchens (A1), Todd McCague (A1), Julia Ross (A1), Garrin Royer (A1), Tom Swinehart (A1), Eric Tait (A1), Theresa Tait (A1), Kristen Yamamoto (A1)

Mohan Skiing: Jon Bottheim (A1), Anthony Buck (A1), Krissy Eastlick (A1), Andrew Eckels (A1), Elizabeth Fiatarone (A1), Jeffrey Nealon (A1), Alayna Wachter (A1)

Mt Ashland: Parker Biedscheid (A1), Prince Graham (A1), Demian Hunt (A1), Jessica McHenry (A1), Jake Merrill (A1), Elizabeth Morgan-Beesley (A1), Dean Ozimkowski (A1), Brian Tekulve (A1), Daq Travis (A1), Parker Smith (SB1), Kavi Taraka (SB1), Daq Travis (SB1)

Mt Bachelor: Kristen Bridgeford (A1), Gabriel Coler (A1), Ben Hoover (A1), Grace King (A1), Michael Maloney (A1), Veneil Overland (A1), Shelly Rainey-Ricci (A1), Julie Sanderson (A1), Debbie Renton (A2), Kevin P. Tanski (A2), Darius Whitten (A2), Julie Sanderson (SB1), Jim Ferguson (T1)

Mt Bachelor Ski Education Foundation: Kevin Prieto (SB1), Adam Sather (SB1), Sean Charlton (A1), Chris Jordan (A1), Zack Porter (A1)

Mt Baker: Arielle Genter (A1), Edward Kelly (A1), Alicia Lycan (A1), Danny Minahan (A1), Riley Morgan (A1), Jean Olson (A1), Charlotte Rasmussen (A1), Zephyr Wood (A1), Bill McLaughlin (A2), Kenady Reuland (A2), Hilary Mason (SB2), Sean Vetter (SB2)

Mt Hood Meadows: Darwin Arnold (A1), Chris Barns (A1), Laura Birch-Jones (A1), Vince Gonor (A1), Stefan Hansen (A1), Christopher Lafrenz (A1), Corbin Lamont (A1), John Link (A1), Brian McMaster (A1), Toby Morus (A1), Brandon Pitzer (A1), Sabina Rascol (A1), Emma-Rose Rossoff (A1), Jeremiah Schneider (A1), Carrie Sidwell (A1), Carrie Wright (A1), Denise Alexander (A2), Jessica DiBari (A2), Dane Frisbie (A2), Stefan Hansen (A2), Emily Knutson (A2), Benjamin Kragnes (A2), Richard Mario (A2), Maxillillian Pohl (A2), Seth McCadam (A3), Valerie Morris (SB1), Cale Rice (SB1), Kimberly Slinski (SB1), Lacie Smalley (SB1), Aaron Smith (SB1), Eli Sturgeon (SB1), McKenzie Kirkland (SB2), Janus Kober (SB2), Reed Stager (T1)

Mt Hood Ski Education Foundation: Roger Taggart (T1)

Mt Spokane: Jessica Davis (A1), Adrian Higginbotham (A1), Abbie Johnston (A1), Michael T Robertson (A1), Charles Tappa (A2), Caleb Tyler (SB1)

Olympic Skibowl: Jason Gwinn (A1), Matt Hardy (A1), Ronald Hostetler (A1), Brian Levy (A1), Susan Lind (A1), Nancy Malitz (A1), Megan Woodbury (A1)

Olympic Snowsports: Chuck Aspinwall (A1), Ian Fike (A1), Kim Gunnerson (A1), Eric Gunnerson (A1), Samantha Gunnerson (A1), Elsie Howell (A1), Thomas Shuh (A1), Natalie Winslow (A1), Brooke Winslow (A1), Vaughn Winslow (A1)

Outdoors For All: James Bevan (A1), Lindsey Brouwer (A1), Ellen Butzel (A1), Shelby Carradine (A1), Carissa Croff (A1), Lydia Jurcys (A1), Russ LeCompte (A1), Valerie Leitholf (A1), Marie Lindahl (A1), David Lindahl (A1), Scott Long (A1), Cody Lourie (A1), Jay Miller (A1), Jeff Sorenson (A1), Balaji Thiagarajan (A1), Nestor Voronka (A1), Jody Zawacki (A1), Frank McCaslin (AD1), Neli Stewart (AD1), Mike Shanks (AD1), Connor Inslee (AD1), Spencer Havens (AD1), Ellen Purington (XC1), Carolyn Henri (XC1), Louis Craig (XC1), Alan Haynie (XC1), Shelly Nance (XC1)

Powderpigs: Emma Dunn (A1), Stuart Gold (A1), Anne Grey (A1), Erika Hunt (A1), Kerry O'Leary (A1), Kendra Olson (A1), Brent Ponto (A1), Nick Prussing (A1), Cynthia Riley (A1), Kai Salisbury (A1), Nick Secord (A1), Hannah Sidel (A1), MacKenzie Wattenbarger (A1), Jennifer Wirkman (A1)

Rokka: John Conwell (A1), Larry Exner (A1), Joe McCormick (A1), Linus Toy (A1)

Schweitzer: Eric Demers (A1), Jocelyn Murphy (A1), Whitney Palmer (A1), Eric Demers (A2), Susan Nees (A2), James Zimmerman (A2), David Donaldson (XC1), John Winton (XC1), Michael Sheffield (XC1), Todd McKibben (XC1), Lars Hall (XC1), Terry McLeod (XC1), Howard Child (XC1)

Silver Mountain: Sherry Stefani (A2), Kosuke Imamura (A1), Roxy McDaniel (A1), Codi Spraker (A1), Cody Robertson (SB1), Richard Wachs (SB1), Jake Waterdown (SB1), Richie Withycombe (SB1)

Ski Bluwood: Gary Prout (SB1), Wendy R. Farrell (A2), Dwight Bartlett (A1), Kirk Betz (A1), Wesley Brown (A1), Martha Dettwiler (A1), Linden Knapp (A1), Chelsea Moore (A1), Linda Newcomb (A1), Michelle Paine (A1), Rick Pummel (A1), Dietrich Schmieman (A1), Kelly Stephenson (A1), Scott Stocke (A1), Candace Stocke (A1)

Ski Masters: Michael Betts (A1), Stein Dolan (A1), Kara Jenkins (A1), Megumi Matsumura (A1), Karin Wieneke (A1), Midori Yoshikawa (A1), Doug Pinski (A2)

Skibacs: Eric Cissell (A1), Joseph Draper (A1), Jason Floyd (A1), Troy Larson (A1), Christine Rasquinha (A1), Ailyn Perez (SB1), David Sanford (SB1), Alexander Toth (SB1), Nathanael G Chapple (SB2)

Snowperformance: Petra Hilleberg (A1)

Snowsports Northwest: Alex Vandenberg (SB1), Chris Blazeovich (A1), Anna Finigan (A1), John Finigan (A1), Benjamin Gadbaw (A1), Anna Magidson (A1), Sean Youtsey (A1)

Spokane Parks: Mark Bayless (XC1), Wyatt Evenson (XC1), Ron Carpenter (XC1), John Marriott (XC1), Rory Glueckert (XC1)

Summit Learning Center: Keri Barker (A1), Jeff Bennett (A1), Johnny Berry (A1), Richard Burns (A1), Phyllis Carlton (A1), Chris Chapin (A1), Nick Davies (A1), Mark Day (A1), Tyler Dewey (A1), Alana Foster (A1), Amedeo Gallucci (A1), Andrew Gill (A1), Carlo Gimenez (A1), Lindsey Hanson (A1), Lindsay Heia (A1), Keith Hernandez (A1), Kathy Hodges (A1), Misty Jackson (A1), Matthew Kinsman (A1), Ian Koppe (A1), Katy LaMadrid (A1), Shannon Marie (A1), Naomi Mason (A1), Nicole Mockler (A1), Jenny Nelsen (A1), Kevin O'Connell (A1), Hayley Poole (A1), Zoran Radulovich (A1), Alen Rustempasic (A1), Molly Sellen (A1), David Shangraw (A1), Rayl Smith (A1), Brady Smithsund (A1), Silas Wild (A1), RJ Wilson (A1), Troy Wohlford (A1), Shaun Wolden (A1), Emily Yost (A1), Brian Allen (A2), Pat Bako (A2), Stuart Ferrier (A2), Jeff Johnson (A2), Marcy Kloster (A2), Tom Weiss-Lehman (A2), Natalie Grummer (A3), Andreea Nistorica (SB1), Dylan Pittman (SB1), Tom Potter (SB1), Michael Silva (SB1), Ken Spencer (SB1), Nathan Spencer (SB1), Erin Sweeney (SB1), Allan Tencer (SB1), Michael Berwaldt (SB2), Frederick Chun (T1), Rick King (T1), Paul McKillop (T1), Chris Chapin (T1)

Stevens Pass: Brian Burke (A1), Rebecca Crandall (A1), Woodrow Dixon (A1), Doug Geraci (A1), Ashley Gibson (A1), David Johnson (A1), Hannah Juett (A1), Joe Knutsen (A1), Wendell Kruse (A1), Brandon Orstad (A2), Brenda Nash (A3), Jessica Peterson (A3), Steve Worbasse (A3), Daphne Rich (SB1), Tim Rickman (SB1), Chris Auty (SB2), Jamie Weaver (SB2)

Timberline: Wendy Clark (A1), F. Neal Fair (A1), Ashley Kehoe (A1), Laura Randall (A1), Steve Rowland (A1), Richard Wilmes (A1), Irene Calder (A3+T1), Gregory Chase (A3), Patrick Heffron (A3), Robert Patton (SB1), Pete Romzek (SB1), Mimi Charter (SB2)

Ullr: Erin Costello (A1), Ben Feldman (A1), Kristopher Keenan (A1), Lea McKee (A1), Brandon Mulligan (A1), Jeff Olsen (A1), Ben Reichenberger (A1), Christopher Rickard (A1), Julia Seiler (A1), Michiko Stas (A1), Jess Turney (A1+SB1), Patrick Woodward (A1), Madeline Yacoe (A1+SB3), Matt Yukubousky (A1), Kaitlyn Schirmer (SB1), Eric Schofhauser (SB1), Ryker Schwartzberger (SB1), Kenna Pearson (SB1), Justin Peterson (SB1), Danny Sullivan (SB1)

Webbski: Marcia Blas (A1), Paul Brown (A1), David Crabtree (A1), Lisa Eytel (A1), Stephen Eytel (A1), Neil Hickey (A1), Steven Michalove (A1), Dave Nordhoff (A1), Umesh Unnikrishnan (A1)

White Pass: Tracy Croshaw (A1), William E. Fowler (A1), Cory Orcutt (A1), Andrew Rockenfield (A3)

Whitefish: Joel Anderson (A1), Sara Butterfield (A1), Richard Cohen (A1), Garth Dickerman (A1), Gia Fanelli (A1), Bruce Gibson (A1), Dever Graham (A1), Nathan Hafferman (A1), Jason Hampton (A1), Michael Hanson (A1), Michael Johnson (A1), Joel Jukosky (A1), Kate Knisley (A1), Cory Luoma (A1), Luanne Metcalf (A1), James Metcalf III (A1), Urban Bear Dont Walk (A1), Aaron Winkley (A1), Rob Stanley (A2), Robert Winckler (SB1)

Willamette Pass: David Hahnlen (A1), Doug Little (A1), Joel Pinkham (A1), Doug Little (A2), Kyle Whitham (A2), Roch Evoniuk (A3), Anne Borland (XC1), Brigid Kennaday (XC1), Nancy Unruh (XC1), JoAnn Enburg-Dellard (XC1)



Jean Lyon Service to Youth Award



Jean Lyon Service to Youth Award recognizes an instructor with exceptional dedication, excellence in teaching children and youth snowsports or racing. **This year's award recipient is**

Sally Brawley of Mission Ridge.

Rookie of the Year



The Rookie of the Year award is a great way to recognize a rising superstar. **This year's award recipient is Abbie Cordell of Ullr Ski School at Snoqualmie Pass. Congratulations!**

It's More than a Card



PSIA has helped me grow personally and professionally. Skiing is my passion and through PSIA-NW I have become a stronger skier and a better instructor, which has rolled over into my Personal Training professional. It has opened doors for me in my profession – being named to the Nordic Walk Now National Team of Trainers because of the value & integrity of the PSIA exam process: written, teaching & demonstration. The friends I have made throughout the Northwest are the BEST – culminating in the 2009/2010 seasoning ending with those friends skiing with my 3 year old on the last run! Personally and professionally I have gained more than words can describe!



Teenagers and their Cognitive Processes

Children's Tip by Kim Petram

Do you teach teenagers and wonder why they sometimes do the things they do?

Cognitively, the frontal lobes are responsible for, among other things, cementing impulse control, developing judgment skills, organizing thoughts, modulating mood and understanding consequences. The frontal lobes do not finish the last huge growth spurt of development until one is in their mid-20's. What can govern instinct and emotion during this growth period is the more primitive amygdale, this function often can rule decision making in the teenager.

This "cognitive frenzy" that we witness as unrealistic or poor behavior resolves as the frontal lobes develop making decision making and utilizing good reasoning skills more viable. This would be called growing up and becoming an adult. Hence, commonly the term for the teenage years is called the risk taking years. We probably all know adults who seem to act like teenagers, likely their frontal lobe development went amiss at some point.

Coaches can help their teenage clients by modeling positive risk taking and appropriate emotional responses to situations. Viable coaching is to help the teenager mentally and physically slow down and consider all options when potential mountain experiences arise. Exploring all possible consequences to a potential action helps model decision making skills. As well, adolescents will likely perform less efficiently if overwhelmed with last minute, multi-step instructions.

Coaching proper breathing techniques can help a teenager who is overwhelmed and becoming disjointed by a situation, start to self calm and think more clearly. Establishing group rules and boundaries with a large class of teenagers helps establish peer acceptance and mutual respect as everyone is clear upfront on expectations and consequences.

Successfully navigating the teenage years can be very difficult, the role of the professional snowsports instructor can help make this journey for their teenage client a positive experience. ❄️

Kim Petram is a PSIA-NW Clinic Leader, PSIA-NW Children's Committee Chairperson and Training Director for Fiorini Ski School. Email Kim at kim@petram.org



Nathaniel Petram doing what teenagers do, right? Photo by Jordan Petram

Best Learning Environments

by Linda Cowan & Kim Petram

What kinds of teaching environments foster learning? How do we challenge our student's abilities, while inspiring them to build personal ownership for their learning? Here are some qualities exhibited in today's excellent teachers with some examples of how these qualities can specifically relate to teaching children and youth.

1. Have high expectations: Articulate high expectations of all students and create a sense of there being no limit to possible achievement.

"The way you tipped your ski by rolling onto the inside of your foot before you reached the fall-line even though you said you were scared allowed you to move while in control on that steep pitch by carving your ski! You made 12 C shaped turns, look, I can see your tracks are clean and smooth." Compared to: "Good job." Create a group name and theme: "We are the Conquistador Four and we will explore and conquer every snowy inch of this mountain this week!"

2. Value students: Respect students as individuals and value their experiences and backgrounds. Nurture positive relationships based on a sense of common purpose.

In utilizing the children's teaching cycle (PDAS), Play encompasses the getting to know your student" and the building trust" components of the teaching cycle. This is the perfect time in your teaching cycle to learn about your student: why are they taking lessons and what are their skills that they bring to the mountain?

3. Build on student strengths: Take time to find out students particular gifts and strengths. Build on these strengths to help all students identify and achieve their goals.

Instructor: "What do you do for fun Carl?" Carl: "I play the drums at school" I: "Wow, I would imagine that takes a lot of awareness to maintain rhythm and stick control." C: "It does, I have to read the music to keep the beats." I: "I wonder if you could give the class a beat to follow for these bumps we are going to ride next?" C: "Sure, these bumps look pretty wide apart so let's follow this beat, everyone now, say....."

4. Engage and motivate: Recognize that students' self-concept and motivation profoundly affect learning. Engage students' interests and build their confidence.

In utilizing the children's teaching cycle (PDAS), the Play component is the time to develop your

Student Profile. A child aged 4 to 6 are in the Intuitive Phase of Piaget's stages of development and are just learning to develop higher social skills and be less egocentric, their self-concept and motivations may still be self-centered whereas a child aged 11 to 14 are in the Formal Operations Phase of Piaget's stages of development and can sometimes judge themselves and others harshly, they can benefit from coaching that recognizes the student as an expert in something.

5. Negotiate elements of learning: Give students a say in what they learn, how they learn and how they demonstrate their learning.

Ages 4-6: would you like to ride on the left side of this chair or on the right side? Ages 7-12: we have twenty minutes to get to the lodge for lunch, I would like to keep working on swinging our poles to start our turns. Who has an idea of how we can do this, who can be the time keeper, who can run sweep? Ages 13-17: in order to ride the chairlift we have to be able to make linked turns with speed control off this rope tow. Let's work as a team and decide what we need to do for the morning to reach our goal of riding the chairlift today.

6. Allow students to challenge their abilities: Create a learning environment where students feel safe to challenge their skills and abilities.

Choosing an alternative route down on a familiar chairlift or run is a great way to challenge without creating anxiety about a new chairlift that children ages 7-12 or Teenages might have. Adding obstacles on the same terrain to add some challenge without over-terraining your class is a great way to safely challenge and evaluate skills in children ages 4-6 .

7. Provide regular and informative feedback: They use informal feedback as an integral part of practice so students understand their achievements and areas needing improvement.

Children ages 4 to 6 are in the Intuitive Phase of Piaget's stages of development and like generous and positive feedback. They are highly perceptive but their interpretation may be faulty so feedback should be very concise and specific. Children ages 7 to 12 are in the Concrete Operations Phase of Piaget's stages of development and are developing an astute awareness of the feelings of others, therefore, feedback can benefit the group if focused on leveraging the positive.

8. Foster independent learning: Help students set goals and support increasing independence in student learning.

The youngest kids usually under the age of 6 need order and predictability to foster attempts at independence and often do not understand the principles underlying ideal behavior. Instead of saying, "Stop stepping on each other's skis and go stand over there," try "the bottoms of your skis/board can only touch the snow because these are the tools for the job of skiing and we don't want to wreck them! Follow me, see how much of the bottom of your ski/board can glide on the snow as we scoot to this green sign. This sign is our tool shed and you will start from here every time today."

9. Explore the unknown: Foster a sense of excitement and adventure in learning.

This can be accomplished at any part of your time on the hill with your kids but think about how the Adventure component in the Children's Teaching Cycle (PDAS), plays a specific role here. Come on everyone, here we go, follow me..... I am eight and I am great I am nine and I feel fine The snow is white and the sky is blue I'm ready to go, how about you? ❄️



Concepts and primary headings provided by Linda Cowan, 3-term PSIA-NW Technical Team member. Linda uses these regularly as a 5th grade teacher at Woodmore Elementary School in Bothell, Wa. Email Linda at lindacowan1@mac.com



Examples relative to children provided by Kim Petram, PSIA-NW Clinic Leader and PSIA-NW Children's Committee Chairperson. Email Kim at kim@petram.org



—That's "Oake"

Sliding 90 with assistance.

Text and Photos by Brad Jacobson

JAKE ON THE BOX

Watching the sport of skiing evolve into ever increasing numbers of free-riders seems crazy to some and for others it's just completely rad! There is huge population of young and old skiers alike who want to be a part of the new style of skiing, and interested in adding a few (or a lot) of the new-school moves into their bag of tricks.

One great area to add some free-ride steez for young and old is to introduce Fun Boxes. Our job as snowsports instructors is to inspire a life long passion for the sport and create truly lasting, positive and unforgettable experiences. The coach who has the opportunity to introduce anyone to their first box will never be forgotten and the day that the student learned to hit a box will be in their minds forever, perhaps even like a first kiss. Wouldn't you like to be that coach?

At first boxes seem very intimidating, but with the right progression and coaching it is actually fairly easy, as well as completely fun and exhilarating. Here is a quick and easy progression to get them jibbin'.

PSIA and AASI use a technique of coaching free-ride to help break tricks into phases, effectively called the ATML model; Approach (A), Takeoff (T), Maneuver (M), and Landing (L).

All free-ride tricks can be broken down this way so that it is easier to coach and for the student

to understand. Explain each phase of the trick so that the student completely understands how to execute each part.

Straight Run over Box with Assistance

Start the introduction to the box with showing them a strong balanced stance. Ankles flexed forward, shins in contact with the tongue of the boots, knees bent, hands forward, feet hip width apart, and eyes focused on the end of box.

Skis must remain absolutely flat the entire length of the box. Any edging including wedging is not an option; edged skis will immediately slip-out from under the skier's feet.

Approach: Have the skier come up to box and stop before sliding down. **Takeoff:** The coach will stand beside the box with skis off and hold his pole up to the skier to grab like handlebars to assist them the first time that they go over, to help them feel more comfortable, reduce fear and build confidence. **Maneuver:** Help the skier come slowly to the box in the balanced position that you have shown



Straight running with help.

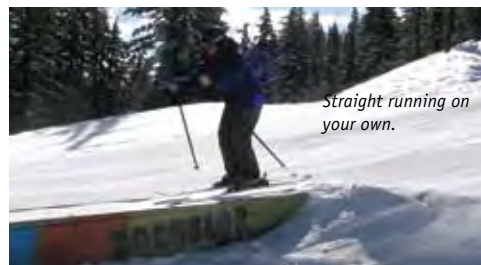
them. Let them know that their skis may stick slightly or slide faster depending on the surface of the box that day. Have them maintain a strong athletic stance the entire length of the box. **Landing:** Ready to drop off and land balanced over the balls of the feet absorbing the landing with soft knees, then turn to a stop.

Straight Run on Their Own

After the skier is confident and is ready to try it without the assistance of the pole, have them slide slowly up to the box in the balanced stance, as described above, and straight run slide the entire box without assistance. Have the skier repeat this until they are ready for the next step. (Same ATML as above).

Straight Run with Ollie onto Box

(A), Now have them come into the box slightly faster and (T), jump (otherwise known as an "ollie" in free-ride terms), onto the box and (M), land flat based and with straight skis in balanced position. They



Straight running on your own.

will need to jump up to completely clear the leading edge of the box and land with their feet past the edge. (L), Slide off of the end of the box land on balls of their feet, absorb the landing and ride away.



Ollie on then pivot slip

ing doesn't work, watch closely and coach them on the fundamental cues to balance. Have them practice this until they feel confident and they can pivot their skis to 90 degrees on the box.

**STYLE SOME
FREERIDE
LINGO: USE
WITH CAUTION**

Steez = style with ease.

Jib or Jibbin' = The act of maneuvering a bicycle, skateboard, snowboard or skis in tricky manner on top of and around a structure, park feature or object such as a stump, rocks, stairs, railings, rooftops, etc.

Sick = crazy, cool, insane

Sesh = An abbreviation of the word session, related to something that lasts a prolonged period of time, usually with friends.

Played Out = Something may be played out when it can never be hip or cool again.

Phat = Pretty Hot And Tempting. The problem with "phat" is that it is no longer cool to use. It has kind of played out and is mostly used by wannabes, lower classmen in high school, or middle schoolers. It is now considered a slang faux pas.

Slide 90 degrees with Assistance

(A) The next step is to have the skier (with your help), step sideways onto the box with flat skis. (T) Then they will swing their poles to you. Grab the baskets while they hold the handles (M) so that they can slowly slide the length of the box with your assistance feeling the movements necessary to maintain a flat base and balanced position. (L) At the end of the box let go of the poles have the skier pivot on the box to prepare to land balanced over the balls of the feet and absorb landing.

The correct sideways stance: The skier's upper body needs to be perpendicular to the angle of the box to maintain balance and flat skis. Have the skier in a wide stance for a solid base of support. To get the skis

flat on the box the skier may need to feel bow legged or pushing the downhill knee toward the end of the box and front foot heavy. Upper body should be square to the skis, counter rotation results in edging so look for the shoulders to be square to skis. Have them keep that square position while their eyes are focused on the end on the box (turning their head only), to be ready to pivot their skis to land forward.



Ollie to 90! Yeah, baby!

Ollie to 90

Now it's time to put it all together! Let's jump on, land 90 degrees and slay this box!

(A) Ski in balanced ready to jump off the ball of feet, come straight into box no turning. (T) Ollie before the leading edge of the box. (M) Pivot 90 degrees in the air and land completely sideways on the box flatfooted, upper-body facing the direction of the skis eyes focused on the end of the box. (L) Pivot off of the end of the box, land in a balanced position on the balls of feet.

For those that aspire to be free-riders this is a great first step in their journey. For some this progression will happen quickly and they will be on their way to flat bars in no time; for others just sliding straight over the box will be enough to indulge their free-ride dreams. Listen

to each individual and get a pulse on how far they feel comfortable in taking it. As their coach, use the ATML model to break the tricks down into their parts so that the student has a clear understanding of all the phases. ❄

Ollie Straight onto Box then Pivot Slip

(A) Skier approaches slightly faster balanced and ready to hop onto box. (T) Have the skier ollie onto the box, (M) land straight then do a quick pivot slip on the box, maintaining flat skis and a wide stance for a solid base of support. (L) Skier's eyes are focused on the end of the ready to pivot back and land.

Common mistakes are pivoting onto an edge much like a turn or a hockey stop resulting in the skis slipping out from under skier and landing on the box on their uphill hip. Another common mistake is to pivot to a very narrow stance and slipping out because they don't have a solid base of support. The skier will learn quickly that edg-



(since 1992), and is a full time instructor with Mt. Bachelor Ski and Snowboard School. Email him at jake1@teleport.com

Brad "Jake" Jacobson is a PSIA-NW Clinic Leader, AASI Level I, USSA level 400 (National Level), and Trainer Director for Mt. Bachelor. Brad grew up ski racing from age 8 through college, competed in USSA and was nationally ranked. Currently he coaches for



Howard Suzuki
member since 1969

Skiing has been a part of my life since I was 3 years old. When I started teaching it was a chance to participate in a sport that I truly had a passion for. It didn't take long to figure out that the more you participate and get involved in PSIA/AASI the more you learn how to teach and become a better skier/rider. The friendships you develop with clinicians/coaches and other instructors have become a lifetime of great ongoing memories.

So where do you focus on going while moving through turn transition and entering a new turn? Well, good for you, you're probably correct, and this article has nothing to do with any of that. It's June, weeds rather than snow have buried my cabin, my skis are put away, and planning a 2 year old's birthday party and scrambling to get ready for a business trip to India are the high priority for me. So forgive me if I stray from a purist ski meets snow type of article, but hey, you probably are sitting somewhere warm with an umbrella-drink so we're in this dry season and mood together.

For me, "directionally correct" is a motto that has clicked with me and which I learned while doing my "other job" as a software developer. Software development is never perfect - neither the process nor the product - but what is important for success is to focus on continuous improvement. Whoa - did I say software development, or can I simply fill in the blank with just about any endeavor in life? Life, our activities, our relationships and our contributions are all a journey and hopefully as we experiment, learn and grow we improve and therefore are "directionally correct." We shouldn't worry or delay too long in getting started by fretting over whether or not something is going to be perfect. Hopefully we choose the correct path, reflect often on how we're doing, adapt and get better at what we do, and ultimately find more joy in the experience.

I share this sentiment and reflective point of view as I have completed a small journey myself and am writing to share this with you. As of the 2010 spring Board of Director's meeting, I resigned as your Technical Vice President. It was a position I very much enjoyed as having concern and responsibility for managing the training activities and direction for Training Directors and Divisional Staff in our Northwest division. It's a great gig because of the camaraderie and cohesion I see in our Technical community and our membership as a whole.

And if life were frictionless, and time were limitless, I'd probably hoard the gig longer until you all staged a coup to boot me out. And therefore, hoping I can walk my talk, I hopefully have been directionally correct in my management of the Technical program and you feel it is bigger, badder and brighter than before. I say this, because that was the example that was established in the program before I got there and I see it has been a tradition for the nearly 20 years I've known it to be.

When I first became a Training Director I was mesmerized at my first Training Director's Workshop. It was May at Mt. Bachelor and a great

way to cap a season. The only problem, it capped the season and it took mental gymnastics to hold on to all the information until the next season. It was a peak experience to be amongst some of the best trainers in our organization and getting training from terrific clinicians and mentors. It helped me learn and experience so much that influenced the training I was able to provide to my local school.

I look back now in almost shock that "way back then", that while the training was so good, that the opportunities were so few - why couldn't an event like these kick off a year and be repeated in the middle of a season. Sure enough, the Technical program did begin its expansion. Training Director workshops and their commingling with Divisional Staff training began to fill out more of the calendar under the direction of my two predecessors, Chris Saario and Roger Taggart. I saw the value of what it meant to individuals, schools and our membership as a whole to have more opportunity and fewer barriers for sharing, partnering and evolving as a team.

During my tenure as Technical VP, I simply tried to fill out the calendar a bit as we (all the volunteers that partner with the Technical VP to make it all happen), made sure there were opportunities every calendar month from season kick-off to season wrap-up for the Technical community to come together. Whether they're big box events where everyone comes, or "grass roots" events geared towards local participation, or they're on snow or indoors, the opportunity to geek out on skiing, riding and teaching with other leaders has created the collaborative network that makes the Northwest so strong.

I also tried to make the integration of Training Director and Divisional Staff something that helps with the recruitment, preparation and training of future Divisional leaders. If someone has aspirations of becoming a PSIA/AASI-NW Divisional Clinic Leader, Specialty Clinician or Technical Team member they have access to these individuals at the Technical Series events and the ability to find mentors, share goals, train together and take some of the mystery out of how to get involved.

And finally, I/we tried to get all of our Divisional Staff much more integrated and unified. While our different disciplines and specialty curriculum have some unique and differentiating concerns, a large part of what our membership enjoys from our products and expects from our Divisional Staff is very much in common. By planning and training together we built better relationships and understanding within our own staff and better reflect the snowsports schools we all participate

in at one or more local mountains and resorts. I certainly appreciate all the volunteer effort of so many people that were there to help me plan and play out a variety of ideas and events along the way. The Technical Program has grown to a very large deal - a large and diverse staff with a full calendar of events and a pathway for people to emerge from the local school ranks to become leaders within the organization.

It's still "beautifully imperfect" and will continue to evolve on the go forward through the vision and commitment of the volunteers who work together and listen to what membership is asking for. I look forward to being a participant and a consumer of the new ideas that will emerge, and new directions the program will take. I know I'll be saying now, "Why didn't I think of that?" ❄️



Lane McLaughlin is the former Technical Vice President. He is also the Assistant Coach of the PSIA-NW Technical Team and an Alpine Examiner. His home base is Stevens Pass, WA. Email him at spacattac@gmail.com.

Mark Your Calendar



Dues are Due June 30

Northwest and National Dues are due June 30, 2010 to avoid a late charge. You can now pay your dues on-line at the national website. Go to: <http://www.thesnowpros.org>

Summer Events

Summer Professional Development Series
July 9-11, 2010 at Timberline.

Summer Ski Camps July 9-11 & July 16-18 at Timberline.

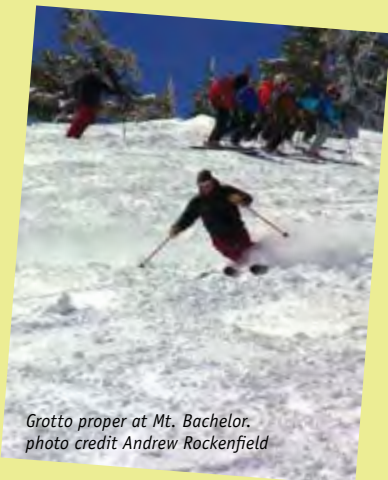
These events fill up fast. Check the website for details and event applications.

Fall Seminar Dates

Spokane area - Saturday October 16, 2010
Portland area - Saturday October 23, 2010
Seattle area - Sunday October 24, 2010

2010-2012 Staff Selection

The final event of the Spring season was the 2010-2012 Clinic Leader selection. More than 55 individuals spanning the Alpine, Snowboard and Telemark disciplines converged at Mt. Bachelor to show their stuff. The weather was more winter-like than spring like and the conditions were both fun and challenging.



Grotto proper at Mt. Bachelor.
photo credit Andrew Rockenfield

We are proud to announce the following individuals will be serving as your PSIA-NW clinicians for the next 2 years.

Alpine

Stan Aunan, Betsy Baker-Bold, David Beckwith, Michael Birch-Jones, Sean Bold, Jeff Cordell, Sam Cordi, Michael Drake, André Heiber, Brad Jacobson, Gavin Kerr-Hunter, John May, Garth McPhie, Larry Murdoch, Janet Nelson-Shofstall, R.J. Nichoalds, Marty O'Connor, Steve Olwin, Russ Peterson, Kim Petram, Mike Phillips, Tara Seymour, David Tewell and Charlie Wolff

Snowboard

Brooke Bolin, Rick Brown, Roark Congdon, Steve Frink, Mike Hamm, Chris Hargrave, Luke Mason, Hilary Mosich, Steve Muise, Nate Peck, Ryan Pinette, Dustin Semb, and Shawn Semb

Telemark

Roger Bailey, Catherine Crim, Greg Dixon, Petra Hilleberg, and Nils-Erik Riise

Track

Bret Alumbaugh, Phil Armiger, Roger Bailey, Mike Browder, Steve Hindman, David Lawrence, Don Portman and Tim Ray
Note: Track selection held earlier

Adaptive

Todd Gits, Trudy Parcher, Kathleen Priest, and John Stevenson
Note: Adaptive selection held earlier



Post Tryout Smiles.
Photo by Kirsten Huotte

New Team with Familiar Faces

by Nick McDonald

The PSIA-NW Technical Team tryout was held in late April of 2010 at Mt. Bachelor, Oregon. I would like to introduce you to your team, but before I do let me describe a little bit about how they got here.

The tryout is like, and unlike, an exam; like an exam where participants are evaluated by a group of selectors (examiners), in regards to teaching skills, skiing skills and technical knowledge. Unlike an exam where it is a competitive situation for a limited number of positions verses a level of proficiency such as a certification. Not to mention that a successful tryout has a shelf life meaning being on the team is only good for 4 years, so if you want to continue to be on the team, there's going to be another tryout.

At the tryout event a group of some of the best clinicians in our division gathered for what some outsiders would call nothing less than a torture test of resolve and endurance. But they come willingly because they each have a common goal in mind which is to help the future development of our division.

The first two days all participants go through a number of skiing tasks, teaching situations and indoor presentations. It was very inspiring watching all of them rise to the occasion. Each individual was interviewed on their motives for wanting to be on the team. The candidates were on the go from 8am to 7pm with very short breaks. On the morning of the third day a cut took place with an announcement of who will continue on to the final selection; not all names are called.

Further skiing tasks are required and more delving into the participants knowledge and abilities takes place. At the end of the final day an announcement is made of the selection of the team. One out of three from the original tryout group makes the team. It's quite an accomplishment considering the competition.

So without further ado, during this tryout selection, in their first term on the team are

Nils-Erik

Riise, Scott Weimer and Jeremy

Riss. For his second term is Tyler Barnes, and on their third terms are Linda Cowan and Kate Morrell. Congratulations to your new team members for 2010.

You will see them and the rest of their teammates, Terry McLeod, Rick Lyons, Dave Lucas and Karin Harjo out on the hill this coming winter along with Lane McLaughlin, Dave Lyon, Chris Thompson, Calvin Yamamoto, as well as myself representing our division. Already I can't wait for winter!

Pictured above from left to right are Nick McDonald, Rick Lyons, Chris Thompson, Karin Harjo, Lane McLaughlin, Kate Morrell, Linda Cowan, Scott Weimer, Tyler Barnes, Nils-Erik Riise, Jeremy Riss, and Dave Lucas.

Not pictured are: Terry McLeod, Dave Lyon, and Calvin Yamamoto. ❄️



Nick McDonald is the Head Coach of the PSIA-NW Technical Team, Alpine Examiner and recent National Team selector. Email him at nick@pointlavinia.com





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2010 Outback 2.5i Limited



2009 Impreza WRX STI 5-door



2010 Forester 2.5X Premium

