

PSIA/ASI
NORTHWEST

Fall 2011
Issue #1 2011/12 Season
PNSIA-EF

snOWsports instructor



Dynamic Warm Up

by fitness trainer Jennifer Lockwood



Fall Seminar with Ron LeMaster

season opener in 3 Northwest locations

Inside an Assessment

David Tewell's personal experience



plus exam pass list, pro tips, children's tips and more...

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contents

CONTRIBUTIONS

- 4 State of the Union: Board of Directors Messages**
President's Report by Jack Burns
National Representative Report by Ed Younglove
Executive Director's Message by Kirsten Huotte
Financial Message by Diana Suzuki
Communications Message by Tyler Barnes
- 8 2011 Exam Pass List**
- 13 PSIA-NW Specialist: Children, Freestyle & Senior Programs**
by Kim Petram
- 16 Snow Pro Tips**
by Greg Dixon and David Rowe
- 18 Pink Elephants & Flaming Ducks**
Children's Tips by Tara Seymour, Kevin Smith and Sheria Rosenthal
- 21 Congratulations**
by Mike Peters
- 22 Technical Team News: New Assistant Coach and Team Members**
by Nick McDonald



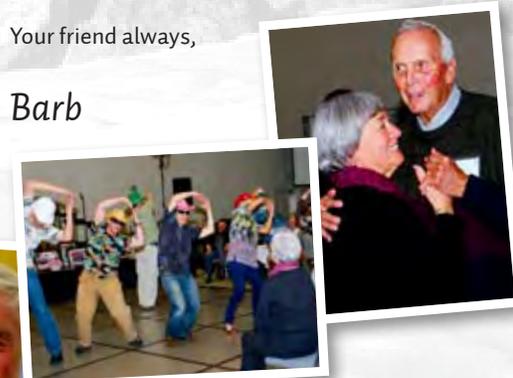
DEAR PSIA-NW MEMBERS: "IT'S ALL ABOUT BARB"

Twenty-nine years of serving you has gone by all too fast for me. It has been so enjoyable for me work with you for those years. What a great ride! Retirement time has come and I want to thank you all for the wonderful retirement party during the Mission Ridge Symposium weekend in April 2011. The party was great and the gifts were very generous. Thank You.

I do have to admit that the party was not a complete surprise, but I was surprised at the magnitude of it all. In case you were not there, the theme was "It's All About Barb" and it lasted the entire weekend. Every time I turned around there was something new. The Symposium

souvenirs were in my honor, the president's social, a wonderful Welcome Party with masks of me (I understand that there were 250 of them!), posters with good wishes from all of the schools, personalized wine bottle labels, and much, much more. There was also a huge banner hung across the Mission Ridge Lodge. All so unbelievable to me.

The Saturday night banquet tables were beautifully decorated with flowers and a personal placard about me. There was the Technical Team dancing to personalized songs for me with a live band. What fun! I danced that evening until the band stopped. I did not want it to end.



Barb

Your friend always,

THANK YOU ALL AGAIN VERY MUCH.

I cannot thank everyone enough for giving me one of the most memorable weekends of my life.

I will be working through the end of September (plus a little bit more) and it will be very sad for me when that final day comes. I will miss you and PSIA-NW.

FEATURES

10

FALL SEMINAR: THE SEASON OPENER

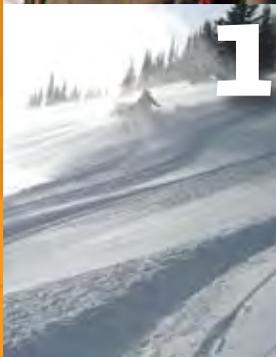
3 NW Locations!
Keynote by Ron LeMaster



14

DYNAMIC WARM UP

by Jennifer Lockwood



20

INSIDE A DCL ASSESSMENT

by David Tewell



PRESIDENT'S REPORT

by Jack Burns, PSIA-NW President



The Board of Directors met May 21, 2011 in SeaTac. The agenda involved four (4) breakout sessions, the election of officers for the next two (2) years and proposals restating and amending the organization's Bylaws and Articles of Incorporation.

The following individuals were elected to serve as the Executive Committee for a two year term: President: Jack Burns; Executive Vice President: Mary Germeau; Secretary & Second Vice President: Mark Schinman; Financial Vice President: Diana Suzuki; Education Vice President: Molly Fitch; Certification Vice President: Chris Thompson; Communications Vice President: Tyler Barnes; Member School Vice President: Chris Saario; PSIA Representative (3 Years): Ed Younglove.

After two years of hard work, the bylaws were unanimously amended and restated to reflect the way we are presently doing business. As amended, they allow us to move forward without constantly trying to put a patch on the bylaws adopted several decades ago. The changes incorporate the role and responsibilities of our new Executive Director, the changes to our membership categories necessitated by our agreements with ASEA concerning the CRM4M and changes to our committee structure. Our goal is to streamline the operation of the organization by eliminating redundant and unnecessary committees, restructuring others to operate more efficiently and give more clarity to the manner in which the bylaws should be interpreted.

The revised and restated bylaws are available on the PSIA-NW.ORG website under the "Who We Are" menu, then click "Board of Directors" where, in the menu on the right side, click Organization Bylaws or submit "bylaws" into the search box.

Three of the discussion sessions dealt with current topics under consideration by national. One dealt with dues, the second with the Strategic Education Plan and the third with the Divisional Licensing Agreement and our strategic future.

The goal of the dues group was to discuss dues increases generally and perhaps how to coordinate any increase to divisional dues with national dues. As of late August, 2011, I can report that National has adopted a dues increase to be effective June, 2012. The amount of the increase and the need for additional increases has not been determined

at this time but should be known within the next thirty (30) days. At our fall meeting, the Board will consider a proposal to increase Divisional dues in order to keep pace with inflation and supplement the lost dues and event revenue resulting from anticipated attrition caused by the increase in national dues. The dues issues will surely dominate the discussion at our fall meeting. If you have any comments to share, please let your regional director know so that they can bring your concerns to the Board.

The second group discussed and updated our current strategic plan. This was done in the context of knowing that National was working on a new Divisional Licensing Agreement intended to formalize the relationship between ASEA and the nine divisions. It is expected that this agreement will give ASEA the right to have a voice in certain aspects of the operation of the divisions. While the group identified certain aspects of our methods and manner of doing business, for example Level I exams, that we are unwilling to give up, we must wait until National indicates with more specificity where it wants control before we can decide how far we are willing to go to accommodate its interests.

The final group discussed the Strategic Education Plan (SEP) being drafted by National. National has asked for input from the all divisions to help it develop a program that brings consistency (not identity) to the various education offerings of the divisions, particularly certification and accreditations. The general concern of the group was that not enough information was available to comment critically. Kirsten and others have participated in several conference calls over the summer to help flesh out the details as the plan emerges.

In reviewing the bylaws, it became apparent that our Articles of Incorporation were woefully out of date. They define categories of membership that have not been used in over 20 years and describe partnerships that have not existed for years. Amending the Articles requires a vote of the membership. The proposal approved by the Board proposes a revised set of generic Articles of Incorporation that will hopefully not require amendment in the future. A general membership meeting and vote will take place at the 3 Fall Seminar venues.

As you can perhaps gather, there is a lot of unfinished business that will require the Board's attention over the course of the next year. We will keep you informed. ❄️

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

PSIA/AASI NATIONAL BOARD REPORT

Ed Younglove, PSIA-NW National Representative & ASEA National Treasurer



In early June, the American Snowsports Education Association (PSIA/AASI) Board of Directors met in Golden, Colorado. The spring meeting is when the organization's budget for the upcoming fiscal year is adopted. The board also reviewed the status of the three year Strategic

Education Plan (SEP); ongoing education and certification related projects; member benefits, including the increasing number of industry sponsors; and the continued development of the web based Association Management Software (AMS) technology initiative, as well as other business of the organization. The board felt that cooperation among the nine divisions and the national organization has never been stronger and is probably best reflected in the ongoing progress with the SEP and the AMS.

Organization Growth. For the fourth year in a row the organization has set a membership record. PSIA/AASI had 31,576 members at last count. That is more than a 12% increase in the last five years. More than 700 of you attended the April "50/50" event in Aspen to celebrate PSIA's fiftieth anniversary. Our steady membership growth is proof of the value of the organization not only to members, but member schools and ski areas as well. Go With A Pro promotions have kept the organization foremost in the public eye in terms of the importance of taking a lesson from a PSIA/AASI educated/certified/credentialed instructor. Learn a Snowsport Month has become an industry wide initiative promoting snowsports lessons.

The number of industry sponsors under contract providing support to the organization and discounts in products and services to the membership continues to grow. For example, both Head and Atomic have just joined the long list of top industry sponsors for next season. Our relationship with Subaru and its purchase discounts for members has been renewed for another five years. For a list of sponsors offering pro deals be sure and check out the website Pro Offers page which links you directly to numerous sponsors' offerings. (Go to thesnowpros.org. Your national number is both your id and password to get in, until changed.) Hopefully you are taking advantage of these pro deals on the latest skis, boards, boots, clothing, eye wear, accessories, etc. One purchase can not

only meet your equipment needs, the killer professional discounts can more than offset the amount of your dues.

Strategic Education Plan. The three year SEP is intended to nationally unify and improve our instructor credentialing programs; and ensure quality and consistency in our standards and education products and services. The plan is being updated based on division feedback to reflect new and ongoing objectives. Subscriptions to the Movement Matrix (on the website) are up. You owe it to yourself to check out this tool on the website. A new Adult Alpine Instruction Handbook is scheduled to be released this fall. New ski, park & pipe, and snowboard Tip of the Day cards are soon to be released. You should consider incorporating the tip cards into your lesson feedback. A number of education products, including a new edition of the Alpine Technical Manual; updated Visual Cues to Effective/Ineffective Skiing cards; a new Snowboard Teaching Handbook; and a new Nordic Cross Country Manual are all scheduled for release in 2012.

Technology. I strongly encourage you to visit the PSIA/AASI website (thesnowpros.org) and complete or update your member profile, including your email address. Over 30,230 members have email addresses available in the new AMS system. If you are one of the few that doesn't, go to the website and add (or update) your email so you can get connected. (Remember your national number is both your id and your password until changed.) At the website you can not only access pro deals or checkout the matrix, you can also participate in the various member communities, or create your very own community, to connect with your fellow instructors. Pay your dues on line, check out available events and even sign up on line. We are working on making the member portal dashboard (what you see) more user friendly to facilitate your ease of use. We hope to have all the site services available on your mobile devices soon too.

Budget. This economy is tough on everyone, including organizations. In addition, PSIA/AASI is still suffering from the split of shared operations a few years ago with the National Ski Patrol. For almost twenty years the two organizations shared operations and staff. This allowed each organization to operate on almost half of what would otherwise have been their respective expenses. Because of these savings, PSIA/AASI was able to improve member services to its current level while holding down dues and even building up some reserves. Since the split, we have not been satisfied to just maintain the level of service to members; we have dedicated ourselves to improving the quality of member products, benefits and services. We were able to slightly reduce the overall staff compensation expense in the budget

over last year while employing staff of the highest caliber. However, the cost of bearing the full operations' costs, versus half the costs, while continuing to improve these member services, has been a drain on our finances.

Many of the benefits and services provided by the national organization are not revenue generating (e.g. developing national certification and credentialing standards, the SEP, etc). Meanwhile the costs of everything from staff benefits, overhead costs, publication and distribution costs (to more members) and everything else continues to rise. Compliance with new IRS requirements has generated new expenses. Through careful budgeting we have been able to keep our operating budget (income versus expenses) near the black (see my Treasurer's report in the spring 2011 issue of 32 Degrees); however that will not be possible as the depreciation of assets, which need to be maintained and eventually replaced, catches up with us.

Our budget also includes important expenses such as maintaining the national demonstration team. These premier educators and athletes are both the heart and face of our organization. We recently participated in the sixtieth Interski. The board has reaffirmed its commitment to participate in future Interskis, which is important to both our international status and continued educational growth. Selecting and maintaining the team and participating in Interski entails considerable expense. Since the split with NSP, we have had to temporarily curtail support of other important non-revenue generating support activities (e.g. committee work and division participation opportunities) which can no longer be neglected if we are to continue our education and service excellence. While we have greatly increased non-dues income from sponsorships and sales, these also increase costs. In addition, becoming too dependent on these revenue sources can jeopardize core services and be a distraction from our mission.

In light of these considerations, the board devoted considerable time during the meeting to some long range financial planning for the organization. In addition to being prudent, it is also important that our partners know of our long range plans. Looking too far out into the future is difficult; however, the board felt comfortable in making financial projections out five years or so. Based on these projections, and with the desire to continue to improve member services and benefits, rather than cutting them, the board approved an increase in dues. Recent events may have an impact on this decision and the final amount and timing of the increase are still under consideration as I write this report. The increase will enable the organization to invest in programs (with priority on education programs), workgroups, and execution of the SEP. This revenue will be needed for

the capital investment and maintenance of the organization's physical assets, including technological hardware and software, the office building and our warehouse. The decision will allow us to continue the investment in the technology that is vital to our continued relevance and growth, particularly as it concerns our younger members and future members.

The Future. The national board and staff are dedicated to the organization's strategic priorities of increasing the ease of access of all products, programs and services and the development and communication of clear paths to success in our educational system; development of a quality assurance system to uphold standards for all products, programs and services; defining success measures so that we can evaluate those products, programs and services; and implementing a leadership development program to ensure a broad pool of volunteers so new ideas and energy can be used to create new products, programs and services. ❄️

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

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FUTURE BOUND

by Kirsten Huotte, PSIA-NW Executive Director



What an interesting summer (in terms of weather) it's been. Amazingly throughout the Northwest there is still snow on peaks other than Mt. Rainier and Mt. Hood. This cooler and wetter summer is helping the Northwest maintain its La Niña pattern for the upcoming winter. If that's not exciting news, then try this, "We're moving!" Yes, the PSIA-NW office is relocating to Wenatchee, WA.

As you may know, Barb Darrow retired after 29 years with the organization. Last season was spent recognizing her, not only for her dedication to the organization, but the way in which she has taken care of all of us throughout the years. In continuing the tradition both Barb and Joy established (if you don't know Joy Lucas, then we have a book for you!), conversations, ideas, and plans developed to support where we are headed as an organization and how we will continue to be member centric. In these times where so much can be done remotely and virtually, leveraging this will allow the organization to be more flexible, agile and versatile.

Looking at the division geographically and our non-profit budget hiring capabilities, Wenatchee was found to have what we were seeking: a more geographically central location, a lower cost of living and a "ski-town" lifestyle, thus we were able to find and budget for a more experienced employee than we could in the Seattle market. As expected, we found exactly that; two new employees with great skill sets have been hired and will continue to uphold the service you have come to expect. Cheryl and Barb will continue part-time remotely from Seattle through our transition.

We are able to keep our same phone number, fax number, email and website; the change you may feel instantly is our mailing address and the absence of Barb's familiar voice when calling.

As we embrace current and new technology we will continue to assess our path, to be as cost effective and resource-efficient as possible. Much of what we do would not be possible without the volunteer support of your board of directors and other individuals. A big "thank you" to all, and as always, "See you on the hill!" ❄️

Kirsten Huotte is the PSIA-NW Executive Director, former 49° North snowsports school director and is Level III Snowboard and Level II Alpine Certified.

DOLLARS AND CENTS

by Diana Suzuki, PSIA-NW Financial V.P.



The 2010 – 2011 has been a year of changes and exciting transition. The "It's All About Barb" celebration was such a wonderful event this year at Symposium. It was a joy to see so many members come and celebrate Barb's many years of service to PSIA-NW. We will miss Barb very much as she retires this late summer and hope to see her often in the future as she enjoys more time with her family and friends.

During the summer months Kirsten has been working very hard with the support of the office staff to move the PSIA-NW headquarters to Wenatchee. Wenatchee offers a central location for travel to other areas of the Northwest division and has proven to be more cost effective. It has become more and more difficult in Seattle to find desirable office space to rent and hire high-caliber employees at a rate the division can afford to pay.

As the division continues to rely more on the Internet for communication to the membership the actual physical location of the office has become less significant. From a financial perspective it has been a very good decision for the membership to move the office to a lower cost venue.

The 2010-11 season participation in events was up over the previous year! Improving your skills, maintaining education credits and having fun by participation in events helps your division be financially sound. Member dues you pay only fund about 30% of the costs to provide the support services needed to manage 3,000+ members in the Northwest 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 for you.

If you need deals on summer gear or are already thinking about winter, check out the National web site. I have purchased great hiking clothes via the national web site. The prices I paid covered my annual dues by taking advantage of the discounts offered to PSIA/AASI members. Hope to see you at Fall Seminar! ❄️

Diana Suzuki is a 36 year member, a Certified Level III alpine instructor, and works as an instructor and trainer for Clancy's Ski School, Stevens Pass, Wa.

NW snowsports Winstructor

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October 1

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SUBMISSION DEADLINES

For more info go to
www.psia-nw.org/newsletter

Fall Issue (Sep – Nov)

Ad Reserve by August 1
Articles, Snow Pro Tips by August 15

Winter Issue (Dec – Feb)

Ad Reserve by October 1
Articles, Snow Pro Tips by October 20

Spring Issue (Mar – May)

Ad Reserve by January 1
Articles, Snow Pro Tips by January 20

CONTRIBUTOR GUIDELINES

The *NW Snowsports Instructor* is published three 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.

COMMUNICATION

LIFESTREAMS

by Tyler Barnes, PSIA-NW Communications V.P.



As your Communications Vice President I am responsible for overseeing the NW Snowsports Instructor newsletter and the PSIA-NW.ORG website, in addition to other responsibilities. During my time on the Board the organization has seen some changes in the way we communicate, especially in benefitting from the website for timely and effective communications to members. The web statistics tell part of the story with a majority visitors viewing the Event Calendar, specific event pages, downloading event applications and – surprise, surprise ... viewing the photo galleries – say cheese!

NW Snowsports Instructor Newsletter:

Fall, Winter & Spring. In the Spring of 2008 the organization opted to produce the Summer issue of the newsletter in an electronic only version in PDF format, then post the issue on the website for download. This was in response to the realization that the Summer issue has less time sensitive content and this was a logical place to cut expenses by saving the costs of printing and mailing that issue. The concern I have with the “electronic only” newsletter issue is the fact that information that would (or should) be “in the hands” of members was potentially being “obscured” in an on-line version of a member benefit that usually comes in the mail, but now is only a downloadable PDF from the website. To me, this seems to be a confusing communication strategy, where something that is printed and mailed 3 times a year is only available as a download 1 time per year. Another concern arose too, where article authors were less enthusiastic about the on-line only version of newsletter as their article would not appear in the full color printed version.

To correct the potential confusion, of even long time and new members alike, I have proposed that the Fall, Winter and Spring issues of the newsletter continue to be printed and mailed to members (as they are now), but the Summer issue will be eliminated. Any “summertime” information that needs to be conveyed to members will be posted on the website or emailed to members as necessary. This will further save the organization money as we will not need to pay the editor to produce a newsletter that is “electronic only.” A coincidental outcome is that the NW Snowsports Instructor and the 32 Degrees magazine produced by the national organization will be on a similar production and mailing schedule.

Ahh ... the Cloud! I love the cloud, especially a cloud that dumps fresh snow at the local hill! The other cloud that is all the rage these days is that thing we use to order goodies from the PSIA/AASI Accessories catalog, “pro deals” from Patagonia, check the weather and web cams at your mountain, and figure out what event or exam to sign up for this season.

There are many more ways now to “keep tabs” on your organization than ever before. One of the simplest ways is to visit the PSIA/AASI National website (www.thesnowpros.org) and the PSIA-NW website (www.psia-nw.org). The national website is the hub of all things “snow pro.” You can pay your dues on-line, update your profile, connect with other snow pros in a discussion, purchase accessories at a substantial savings, and check out the Movement Matrix which is an on-line resource for e-learning and video analysis. For all things Northwest oriented check out the PSIA-NW.ORG website which has information about events, clinics and articles from members in the Northwest.



PSIA-NW.ORG Homepage

If you want to “really” keep tabs on what’s up you should subscribe to the PSIA-NW RSS feed(s) which will load any content changes and additions that have been made on the website into your browser or email client’s feed reader. Just click the little RSS icon in your favorite browser to “subscribe” to the website’s RSS feed. Another really cool RSS option is to subscribe to the Event Calendar RSS feed, which will import all of the PSIA-NW events



Subscribe to the website and Event Calendar RSS Feeds to keep your Outlook or iCal Calendar synchronized.

nto most email client calendars (like Outlook, Thunderbird, Postbox, iCal, etc). Since this is a web-based subscription the event calendar on your computer will be automatically updated if an event date changes or is added. The RSS subscribe button is located just above the month you are viewing.

You can also just follow PSIA-NW and The Snow Pros from your Facebook account by “Liking Us” on Facebook. The NW facebook page is www.facebook.com/PSIANW and you can find the National Organization by searching for The Snow Pros at Facebook.com. This is a great way to “follow” some (not all) of what’s happening without having to specifically go the psia-nw.org or thesnowpros.org websites.



And if you hadn’t heard of Twitter before May 2, 2011 when the U.S. Special Forces raid on Osama bin Laden’s hideout in Abbottabad, Pakistan was unwittingly tweeted by an Abbottabad resident, then you have now. If you didn’t know the raid was tweeted as it was happening then Google “twitter osama bin laden” and see what you get. Long story short, yes we have a Twitter account too (@psia-nw) and we tweet a few things from time to time.



So I guess the bottom line is this: if you want to know what’s going on, regardless of your communication preferences, we’ve got you covered. And “Yes!” we still have a great deal of information printed in the NW Snowsports Instructor newsletter and the upcoming Season Guide if you tend to linger between the on-line and off-line worlds. And “Yes again!” you can always give Member Services a call if you have a question regarding just about anything! We love hearing from you! ❄️

Tyler is an instructor at Mt. Hood Meadows Ski Resort, is a member of the PSIA-NW Technical Team and an Alpine Examiner. He is also the owner of a cross-media company that produced this printed publication and developed the psia-nw website. Email him at: tyler@popstardigital.com

2011 EXAM PASS LIST: CONGRATULATIONS!

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 2011/12 Season Guide for details about how you can attend one of these clinics.

(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: Mark Beattie (TM2), Amy Gesler (S2), Brennen Green (S1), Alison Pasino (A2), Daniel Peck (S1), Jesse Peck (A1), Steve Peregoy (A1)

Anthony Lakes: Phillip J. Charette (A1), Gayle R. Combs (A1), Marika Dobos (S1), Stephen Edwards (A1), Donald Malone (A1), Gregg Miles (A1), Tina Ota (A1), Louise Squire (A1), Nathan Wunz (S1)

Bluewood: Dan Christina (A1), Greg Crawford (A1), Gregory Fry (A1), Tatiana Ignatova (A1) Julie LaMarr (A1), Jay Peterson (A1), Regina Reed (A3), Tim Schroeder (A1), Michael Tripps (A1)

Crystal Mountain: Jamie Baker (S1), Paul Cavanaugh (S1), Clark Cole (S1), Grant Davis (S1), Rosie Eng Schatz (A1), Daniel Fisher (A1), Cheryl Haskins (A1), Heather Kindred (A1), Thomas Kratsch (A1), Donna Lackey (A1), Lynn Lackey (A1), Harrison Laird (A1), Laura LeBlanc (A3), Kevin C. Lee (A2), Jeffrey S. Loudin (A2), Kelly Merrill (A1), Mark Music (A2, TM1), Mitchell Nelson (S1), Maximilian Oseland (A1), Patrick Rogers (A1), Paul Rosa (S1), Mitchell Smith (S1), Mark Swenson (A1), Louise King-Taylor (A1), Jason Weeks (S1)

Clancy's: Josh Decker (S1), Brian Feucht (A1), Chris Nelson (TM1), Hristina Popova (A1), John Silva (S1), Katie Smith (A1)

Fiorini: John W. Cullen (A2), Colin Katagiri (A1), Brian Keeffe (A1), Michelle Krawczyk (A1), Bridget Moran (A1), Patrick S. Murphy (A2), Nathaniel Petram (A1), Cori Roed (A1), Lori Safer (A1), Steve Takahashi (A2), Duncan Vanderbilt (A1), Emma Wright (A2)

Hoodoo: Stephanie Blakelock (A1), Micah Breshears (S2), Emily Davis (A1), Kevin Dodge (A1), Luke Fitzpatrick (A1), John Fox (A1), Dylan Heithaus (S1), Lena Hipps (S1), Erik H. Maass (S1), Bryant Mawhorter (S1), Erik Neville (S1), Keith R. Nicolson (A1), Chayla Noland (A1), David Potter (A1), Gene Relampagos (A1), Kelsey Sayre (A1), Carly Schmidt (A1), Matthew Schmidt (S1),

Stephen Shunk (A1), Marlow Stanton (A1), Doug Thiesen (A1), Mary Tyson (S1), Chris Wimer (S1), Donald Woodard (S1), Abby Wright (S1)

Leavenworth Winter Sports: Colin G. Brine (CC1)

Lookout Pass: Brandon Brain (A2), Joseph Carty (A1), Steve Carty (A1), John Durrant (A1), Geraldine Schneider (A2), Nathan Snook (A1), Morag Stewart (A1), Angel Tomaselli (A1), Michael Tomaselli (A1), Jerry Wegman (A1)

Lyon: Carl Carlson (S1), Cathryn Cayton (A1), Isabella Creamer (A1), Jeffry Davidson (A1), Monica Eik (A1), Brian Hitchens (A1), Bridget Hoffman (A1), Teegin Loth (S1), Thomas P. Newton (S1), Blake Rowe (S1), Christopher von Melville (A1), Jim Vordale (A1), Kelly Vordale (S1)

Methow Valley: Joseph Brown (CC1), Emily Chenel (CC3)

Mission Ridge: Sara Allen (A1), Alexandra Ashleman (A1), Tyler Carrillo (S1), Christopher Fowler (S1), Duane Groth (A1), Bret Lindell (A1), Joshua Olson (A1), Carson Ruud (A2), Kyle Shermer (S1), Christian Smith (S1), Cody Wood (S1), Max Zinkus (A1)

Mogul Busters: Andrew Cole (A1), Ashley Csaszar (A1), Heidi Iversen (A1)

Mohan Skiing and Boarding: Nick Ercegovic (S1), Nick Fortino (S1), Arnost Fronck (A1), Katheryn Reed (S1), Jay Sasnett (A1)

Mt Ashland: Susannah Bishop (S1), Jessica Daly (A2), Ryan Darnell (S1), Jessica Eddington (A1), Jessica Eddington (S1), Zachary Edwards (S1), Eric Hochendoner (A1), Lucas K. Johnson (A1), Kasy Locken (A1), Kasy Locken (S1), Ryan Matz (A2), Megan McDonald (A1), Arden Prehn (A2), Alex Risley (S1), Parker Smith (A1)

Mt Bachelor: Jim Ablao (S1), Elizabeth Allen (TM2), Tony Anderson (A1), Tony Anderson (S1), Tony Anderson (TM1), Wystan Brown (A1), Teresa Catlow (S3), Matthew Charlesworth (A1), Joshua Danos (A1), Charles Delaney (H2), Matthew Dial (A1), Matthew Dial (S1), Kevin Dodge (TM1), Ashley Donohue (S1), Kyle Drake (TM2), Adam Drummer (A1), Kevin Edwards (S1), Brighton Fowler (A2), Jeremy Fox (A1), Brant Giovannetti (S1), Greg Guise (A1), Colin J. Hagie (S3), Keenan Hall (S1), Thomas Hallberg (S1), Samuel Hartford (A3), Alec Herschleb (S2), Ben Hoover (TM1), Amanda Joy (S1), Colin Katka (A3), Kevin Keeley (A1), Molly King (A1), Kirby Kleinsmith (A2), Nicholas Kvchulis (A1), Nicholas Kvchulis (S1), Nir Malchy (A1), Luke M. Mason (A1), Ondine Moore (A1),

Ondine Moore (TM1), Michi Nakanishi (S2), Jeff Newman (A1), Dan O'Hara (A1), Shannon Patterson (A1), Shannon Patterson (TM2), Samantha Pohler (A1), Katie Rice (S1), Julie Sanderson (TM1), Taylor Simoneau (S1), Patricia L. Smith (A2), Todd Spangler (A1), Cristie Totorica (A2), Tosha L. Treat (S1), Chris Witherspoon (S3), Lance K. Tamashiro (S2)

Mt Bachelor Ski Education Foundation: Coggin J. Hill (S2), Mark Pope (S2), Adam R. Sather (S2)

Mt Baker: Stephen Anderson (S1), Justin Blackburn (S1), Douglas Bright (A1), Juan J. Campos (S1), Trey Carpenter (A1), Kalen Edwards (A1), Kerry A. Hermann (A1), Kaisa Lemley (S1), David Lloyd (A1), Casey Mitchell (S1), Alexander W. Sandell (S1), Andrew Sloley (A1), Eric Smith (A1), Joyce Su (A1), Sam T aylor (A1)

Mt Hood Meadows: Jordan Abramson (S1), Jeremiah Astorga (S1), Brian Baur (A1), Chisa Chilgren (A1), Scott Conklin (A1), Harvey Cummings (A1), Greg DeHaven (A2), Jaimie Didier (A1), Rodney Fischer (S1), Tom Garges (S1), Robert Grossnickle (S2), Cooper Harrington (S1), Philip Hawkins (S2), Dana Henninger (S1), Aiden Herth (S1), Jesse Hull (S1), Darryl Jones (A1), Todd Jones (A1), Ryan Jorek (S3), McKenzie Kirkland (S3), Cathy Kreger (A1), Jenna Krevosky (A3), Dominick Leonardo (A2), John Manix (A2), Ryan Materi (S1), Geoff Mihalko (A1), Kristie Mitchell (A1), Joe Nelson (A1), Brian Newcomb (S1), Sue Overby (A2), Kris Palm (A1), Elena Pressprich (A2), Kelsey Ramsey (S1), Rocky Riewerts (A2), Jana Rogers (A2), Cheri Roulet (A1), Leisa Runyan (CC1), Eric Sletmoe (A1), Travis Smith (A1), Michael Stapleton (A2), Michael Stapleton (H2), Gary Szolnoki (CC1), Scott Thomas (A1), Sean Tormey (H2), Eric Treusch (A1), Lucas Ward (S1), Keith Whigham (A1), Devon Williams (A1), Corianne Courtney (A1)

Mt Spokane: Corianne Courtney (A1), Connie Dormaier (A2), Andrew Fuzak (A1), Kathryn A. Gabel (A1), Dustin Grosser (S1), Dillon Hueser (S1), Jacqueline M Kabrell (A2), Luke Manley (S1), Ryan Marshall (A1), Michelle Melius (A1), Andrew Mitchell (S1), Jim Nendel (A2), Natalie Skaer (A1), Kaila Thoren (S1), Erin Wischmann (S1)

Olympic Ski Bowl: Kaitlin Brotemarkle (A1), Ava Krmopotich (S1), Lyn McCann (A1), Shauna L. McCuaig (A1), Jason Mercury (A1), Steven Rice (A1), Michael Rogers (A1), Michael Rogers (S1), Steve Vingara (S1), Christopher Yandel (S1)



Olympic: Elena Gordon (A2), Peter Harper (A1), Elliot Harrison (A1), Christine Heisen (A1), Ava Izdepski (A1), Myung-Jwa Kim (A1), Corban McKay (A1), Matthew Stella (A1)

Outdoorsforall: Shalin Busch (A1), Ingrid Carlsen (A1), Nathaniel W. Confer (A1), Iris Emerman (A1), Elizabeth Follis (A1), Tracy Houghton (A1), Bill Karg (A1), Bruce McDowell (A1), Lidia Mykytyn (A1), Aaron Nash (A1), Melissa Stowe (A1), Rosemary Vazeux (A1)

Oregon Adaptive Sports: Jeremy Fox (H2), Greg Guise (H2)

Rokka: Christopher Wong (A1)

Schweitzer Mountain: Alex Buescher (A2), Samuel Fortis (A1), Chris Hartmann (A1), Daniel Lundquist (S2), Katherine Mansur (A1), Grace Martz (A1), Louisa Medora (S1), Blake Plaster (A1), Matt Smart (A1), Matt Smart (S2), Jade Smith (A1), Lisa Young (S2)

Silver Mountain: John W. Beutler (S1), Josh Demers (A1), Brandt Ellingburg (S1), Chelsea Heimbigner (A1), Dylan Johnson (A2), Weston Whitmore (S1)

Ski Masters: Peter Aberg (A1), Stephanie Balkman (A1), Steven K. Balkman (A1), Steve Beaudry (A1), Beau Betts (S1), Pauline Chu (A1), Alex Clark (A1), Nancy Cohen-Vardy (A2), Jon Paul Cooke (A2), Laura Dana (A1), Emily C. Marks (A1), Bailey Nurmia (S1), Forrest Rynearson (A1), Will Rynearson (A1), Jonny Sievert (A1), Nate Sievert (A1), Sarah Stoock (S1), Zac Tate (S1)

Skibacs: Wes Concepcion (S1), Kris Kohtz (A1), Derrick Maestas (S1), Luqi McManigal (A1), Steve McManigal (A1), Cheri Swan-Larson (A1)

Summit Learning Center: Telisha Amero (S1), Amber Amin (A1), McKenzie Andrew (A1), James Archuleta (A1), Kiley Baker (S1), Janet Bell (A1), Rich Bennett (A1), James Bourgeois (S1), Neil Bransfield (CC1), Lennon Bronsema (A1), Jon Brownlee (A1), Jon Brownlee (S1), Christopher Burton (A1), Colin Butler (A1), Pico Cantieni (CC1), Christine Chambers (A1), Joshua Chambers (A1), Tom Cobian (A1), Heather Cooper (CC1), Charlie Cornish (A2), Heather Danielsen (S1), Ben DeGoede (A1), Luc Do (S1), Gretchen Dowling (A1), Mark C. Dunphy (A1), Laura England (S1), Angela Ferrier (A1), Micah Fillingner (A1), Carlos Gimenez (S1), Michael T. Hagy (A1), Nicolas Hammond (A1, TM1), Kyle Hansen (S2), Karl Helmgren (A1), Brook Hennefer (S1), Jeremy Hilton (S1), Jeff Howard (S1), Frank Huster (S1), Candace Ito (CC1), Kathryn Jensen (A1), Lewis Jensen (A1), Ralph A. Jiorle III (S1), Jim Johnson (A1), Larry Johnson (A1), Lucas Johnson (A1), Sean Johnson (A1), Debby Johnston (CC1), Melina Jones (A1), Christopher Kahn (A1), Tonya Karp (A1), Karl H. Kawahara (CC1), Aaron L. King (A2), Mark Kinsman (A1), Matthew Kinsman (S1), Jessica Langlow (A1),

Grace Lee (S1), Nathaniel Ludwig (A1), Josh May (A1), Ryan McDonald (A1), Thomas L. McDowell (A3), Jeff Meyers (A1), Helen Miller (CC1), Timothy Milne (A1), Damian Minjarez (A1), Tiffany Misner (A1), Andreas K. Morris (S1), Anthony Ngo (A1), Antoinette Ngo (A1), Stacy Noland (S1), Francesca Paschino (A1), Jamie Pavey (A1), Niki Pavlicek (A1), Esteban Perez (A1), Elizabeth Poole (A1), Kristin Pryor (A1), Christopher Queitzsch (CC1), David Quezada (S1), Ray Rabena (S1), Zach Reifert (S2), Rebecca Reinauer (A1), Matt Richardson (A3), Chris Roach (A1), Jaime Rossignol (A1), Ellen Roth (A2), Carrie Rulison (A1), Blake Sanderson (A1), Tom Sanderson (A1), Jeff Sargent (S1), Michael Seibel (A1), Jesse Seidman (A1), Anthony Selto (CC1), Hogan Shin (A2), Ben Sonnenberg (A1), Reid Stuberger (S1), Matthew Tuche (S1), Ken Turner (CC1), Jamen Tyler (A1), Allison Vernon (A1), Diane Vo (A1), Roschele Wagoner (CC1), Mason Walters (A1), Nelson Wasserman IV (A1), Nelson Wasserman IV (S1), Scott Weatherby (A1), Michael Wentworth (S1), David Western (A1), Merrill Whitcomb (A1), Christine Wilhelmy (A1), Richard W. Wilson (A2), Erik Winkler (A1), Josh Woods (CC1), Judy Wu (A1), George Wyre (S1), Polly Yen (S1)

Snowsports NW: Chris Condotta (S1), Doug Dempster (A1), Chelsey Johnson (S1), Russ Vandenberg (S1)

Stevens Pass: Tim Anderson (A1), Ken Bailey (A1), Connor Ball (A1), Isabelle V. Berg (A1), Terry Burch (A1), Caroline M. Burke (A1), Nicholas Claus (S1), Sean Davidson (A1), Suzanne Fortune (A2), Seth Garske (TM1), Justin Hauck (A1), Bennett Johnson (A1), Cody Lander (S1), Lawrence A. Lintz (S1), Dale Loveland (A1), Craig Marcucci (A1), Brooke McVeigh (A1), Brandy Powell (A1), Michael Reinbold (A1), Jennifer Tell (A1), Arnie Wong (A2), Jonathan Sirois (CC1), Lara Sirois (CC1)

Timberline: Ian Boucher (S1), Irene Calder (TM2), Wellsley Costello (S1), Elsie Denton (A1), Eric Green (A1), Howard Hamlin (A1), Ian Heffron (A1), Aedan Herrin (S1), Brett Huber (A1), Alex Kubiniac (S1), Timothy Lazuta (S1), Ben McNary (S1), George O McPherson (A1), Christy Ott (A2), Lacey Roeder (S1), Ting Sheppy (S1), Jesse Spanke (S1), Matthew Woodhouse (A1)

Ullr: Margaux Gottlieb (A1), Tobias Kahan (S2), Cory Kowalik (A1), Kyler Kozacek (A1), Simon Schaffer (A1), Emily Seck (A1), Brendan Smith (A1), Chris Stafford (A1), Chase Watson (A1), Brian Cox (S1), Jahn Flaatrud (S1), Kirk Lakey (A1), Madison Lakey (A1), David Peebles (A1), Alexander Pizzirani (A1), Alexander Stapleton (A1)

Ullr/ Husky Winter Sports: Kathryn E. Bernstein (S1), Thomas Clark (S1), Reilly Gahm (S1), Amy Klein (S1), John MacKinnon (S1), Shannon Nolan (S1), Dennis Pruzan (S1), Carley Strecker (S1), Daniel Ten Broek (S1), Mikhael Tran (S1)

Webbski: Steve Davis (A1), Joe Evans (A1), Danielle Moberly (A1), Tina Wayne (A1), Thomas Youtsey (A1)

White Pass: Matt Busby (A1), William E. Fowler (A2), Kevin Iverson (A1), Teresa Nelson (A1), Dee Anna Zavody (A1)

Whitefish: Kimberly Buls (A2), Pat Cattelino (A1), Cassandra Combs (A1), Ryan Dunn (S1), Corinne Finney (S1), Michael Gustafson (A1), Michael E. Johnson (A2), Riley Johnson (S1), Jesse King (A1), Michael R. Parrott (A1), Morgan Phelps (A1), Nathan Smith (A1), Ericka Stewart (A3), Dyana Thomas (S1), Robert Winckler (A2)

Willamette Pass: Tom Arnold (A1), James B. Ellis (S1), Greg M. Goodrich (A1), Conor Holmgren (A1), Doug Little (A3)

NW Members teaching elsewhere: Tatiana M. Dunbar-Hall (S2), William Lowell (A2), Jess Turney (S2)

It's More than a Card



It's my rookie year teaching, on track for receiving PSIA certification, but not there yet and my ski school only allows certified instructors out with private lessons. But, it's Christmas Day 2010 with limited staff available and desperate times call for desperate measures, so I get my chance to do a private lesson. As luck would have it, I get to go out with an 8-year old boy who wants to be anyplace other than the mountain and doesn't have a problem telling everyone that's the case ... his Aunt apologizes to me ahead of time and says the family owes me because they just need a break. Two hours turn into four hours and we're having a blast together. His family tells me I'm a miracle worker and he won't quit hugging me and says that he's going to remember this day for the rest of his life. At that moment I realize "It's more than a card," I just changed a life in a great way and had fun doing it. I finished the year with my Level I Alpine Certification. You should too!

FALL SEMINAR 2011

KEYNOTE SPEAKER



Ron LeMaster
U.S. Ski Team Coach,
Technical Advisor to Vail
Ski Schools and PSIA,
and Author

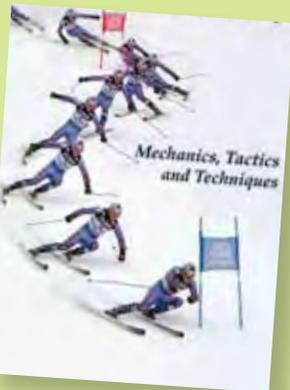
Ron LeMaster has spent more than 30 years as a ski instructor and coach. He is a technical advisor to the U.S. Ski Team and Vail Ski School, and lectures frequently about technique and biomechanics to snow sports schools and teams around North America, Europe, and other parts of the skiing world.

Making the Switch

Regardless of the platform on which snow riders stand, be it a snowboard, a pair of telemark skis, or alpine gear, there is a particular aspect of making turns that defines their skill level: how they go about getting their bodies from one side of their feet to the other as they go from one turn to the next. Call it what you like – the transition, the switch, cross-over or cross-under – learning to do this in ever more varied, efficient and precise ways is at the center of all riders' progression from beginner to expert and beyond.

This presentation will start with an explanation the simple physical mechanics at the heart of going from one turn to the next, and how those mechanics dictate what the skier or snowboarder does. From there

it will discuss the wide variety of techniques that riders use as their abilities develop. Particular attention will be paid to techniques that are essential to achieving certain milestones in skill development, and to variations in advance transition techniques as practiced at the World Cup level.



Hey, are you a TD or DCL and want to attend Fall Seminar?

Then please take note: This is the first event of the 2011/12 Tech Series. TDs must submit their 2011/12 Season Application and pay the TD Season Fee to attend Fall Seminar. TDs and DCLs must also then complete a Tech Series Event Application for this event. For TD, DCL and Tech Series information go to: WWW.PSIA-NW.ORG/Tech-Zone

SPOKANE METRO OCTOBER 15, 2011

GONZAGA UNIVERSITY

PORTLAND METRO OCTOBER 22, 2011

MT. HOOD COMMUNITY COLLEGE

SEATTLE METRO OCTOBER 23, 2011

SEATTLE PACIFIC UNIVERSITY

DAILY SCHEDULE

8AM	REFRESHMENTS
8:30AM	MORNING COURSE
10:30AM	BREAK
10:45AM	KEYNOTE SPEAKER
12:15PM	LUNCH
1PM	AFTERNOON COURSE
3PM	BREAK
3:15PM	MEMBER MEETING

YOU DO NOT NEED TO BE REGISTERED FOR FALL SEMINAR TO ATTEND THE MEMBERSHIP MEETING AT 3:15

The 2011-12 snowsports season is just around the corner. As in the past, Fall Seminar will be offered in three locations, making this season-opener event more accessible for everyone to attend. Whether you are a Fall Seminar regular or a new participant, it is our goal to help you kick off your season with the latest and greatest information, and get your mind ready to keep up with your legs. We look forward to welcoming in the new season with you!

We are continuing to offer Fall Seminar to non-members. Please feel free to invite a non-member from your school to join you or someone who is interested in teaching this season and see why Fall Seminar is such a great pre-season educational event. Like regular members, non-members will need to register and pay the event fee to participate. Additional applications are available for download at www.psia-nw.org or by contacting the PSIA-NW office at 206.244.8541. There is also an application on the following pages of this newsletter.

When completing the application on the following pages please choose from the morning and afternoon topic choices and indicate your choices on the application.

\$70 before October 10, 2011
\$85 after October 10, 2011

MORNING COURSE OFFERINGS

17 Primary Success Principles for Personal and Professional Development. This interactive workshop will explore the great success principles from personal development gurus such as Napoleon Hill, Jim Rohn, Paul J. Meyer, John Maxwell, Stephen Covey and more. We will focus on 17 Primary Success Principles from the book *Think and Grow Rich* and how to apply them to your own Personal and Professional Development.

Advanced Teaching. Designed for experienced instructors who want to add more focus to their teaching. This session will improve your skills for teaching scenarios such as higher level students, shorter lesson timeframes, exams or tryouts, students with specific goals in mind, and leading instructor clinics. To get the most from this clinic you should already have a working knowledge of the Skills Concept and the Visual Cues to Efficient Skiing.

Coaching on Two Hemispheres. While we don't have a simple solution to get you to Chile, we do have some ideas on how to use both hemispheres of your brain to enhance your coaching style, amp up the fun factor and deliver memorable lessons. Whether you're just getting into teaching, thinking about certification or even anticipating an upcoming tryout, this session will emphasize creativity throughout a number of core concepts including the Feedback Model, Group Handling, Tryout Scenarios, Learning Styles and Task Skiing/Riding.

Developing Skill Excellence - AM & PM. You may attend just the AM session. You must attend the AM session to attend the PM session. Learn to develop peak skills in yourself and those you coach. The AM session focuses on developments and new understandings in the "process" of skill development (of any activity) – no, it's not about "BERP" but on the how's and why's of methods that set high achievers apart. The PM session focuses on the understandings of how master coaches, combined with the right learning environment, utilize these principles to help produce skill mastery in their students.

Failure Is Not an Option. Interactive discussion on how to create success with every endeavor. Have you ever considered what the word "fail" means? Have you ever tried something and "failed" or want to try something and are afraid to "fail?" Come explore some tactics to lead to success; whether it be a Certification Exam or other situation. Be prepared to challenge your beliefs.

Getting your Guests Stoked! Review video of skiers from the Northwest in all conditions, then analyze and discuss their use of skills, tactical approach to terrain, turn size, shape and intensity used to get their desired outcome. See how to break down skiing into its elements; discuss the "skills concept" and "blending of skills" as skiers apply them to varying terrain. Put the Feedback

To simplify your choices all courses are offered at all locations (minimum sign ups required).

Model to work as we leverage the positive, learn to see and point out the desired movement patterns, and prescribe a lesson plan in areas the skier can improve. You will have the opportunity to participate in analyzing, and then share what you see in their performance.

Gradual Release of Responsibility. How do instructors effectively: model, explain, demonstrate, lead, suggest, respond, validate, observe, clarify, encourage, confirm, scaffold, assist as needed, affirm, and then finally set new goals? The Gradual Release of Responsibility is a teaching model that effectively helps instructors navigate and apply our own PSIA-AASI Teaching Model. In this class, we'll define the gradual release model and walk through how it supports our PSIA-AASI Teaching Model and how it helps inform our teaching, structures how to best engage our students at a cognitive level and lead our students to owning the information we are teaching for themselves.

Maximize Your Training. One of the great benefits of being an instructor is improvement in your skiing. In this session we will work on how to get the most out of the training for you and your ski school. We will see different training options, approaches and resources. In addition we will address the various approaches and programs to best fit your training needs. By the end of this session you will have the resources and tools to maximize you and your ski school's training.

Tip & Tricks. So you've been working through the drills, now it's time for you or your students to take it into real skiing. As you know it can be very challenging to take your skiing to the next level, creating an awareness through tips or tricks can be the difference between getting it and not. Attend this class and we will develop tips and tricks to help you and your students raise their awareness in order to plug those skills into real skiing achieving that next level.

Seeing Details in the Big Picture: Snowboard Movement Analysis. This session is about developing a foundation for building strong MA skills. Add some tools to your toolbox. Whether you are out on the snow or having a video session, developing your eye for Movement Analysis will make you a more effective teacher. We will focus on some basic movement patterns and explore the cause and effect relationships as they relate to snowboarding. Using a variety of video footage and tactics, we'll work together to identify movement patterns, discuss the cause and effect related to those patterns, and share tips and tricks to facilitate desired change.

AFTERNOON COURSE OFFERINGS

Alpine Freestyle Orientation – Guaranteed Not to Hurt. For those who may not be serious huckers but are interested in learning more about how freestyle movements and terrain park teaching can be used in a wide variety of applications. We'll cover teaching tools, gain familiarity with features, and learn more about how freestyle and "normal" skiing can complement each other.

Building Your Own Personal Success Plan using S.M.A.R.T Goal Setting. The only difference between a Dream and a Goal is that Goals have a well documented plan. In this workshop, you will be challenged to develop your personal action plan around the S.M.A.R.T. Goal Setting technique. You will build your own plan that is Specific, Measurable, Attainable, Realistic, and has a Timeline attached to it. Come prepared to think about what you want to accomplish personally and professionally and be ready to hit the street running the following day with an action plan in place.

CORELATIONS™. Come to this class and learn the relationship of your TRUE core, and how that "correlates" (pun intended!) to your strength, your balance, and your performance, on snow and in life! This class will show you how to stack your body and use your spine to be more efficient and improve your skiing or riding, and utilize techniques to be a better instructor for your clients!

Meeting the needs of the child student. "When the only tool you own is a hammer, every problem begins to resemble a nail", Abraham Maslow. This class will discuss effective ways to identify and develop workable tools needed to meet the needs of the child client including effective parent management. A child is ready to learn only when their affective needs are met; identification and evaluation of the affective processes involved in the student profile as well as effective problem solving skills will be addressed.

Phases of a Lesson. Explore a different way to organize your lessons. This is not a new form of the ATS Teaching Model/Cycle, but rather a format that helps you organize your time and pacing. These phases can be used sequentially and in order so that the lesson builds to a peak and then eases back down. We will learn the phases and then brainstorm activities for different lesson levels so that you leave with some specific tools for practical application this winter.

Rockers - Raise Your Goblets of Rock! Has your friend told you that your gear should be hung above the fireplace? If so, this session will help you identify equipment perfectly suited for you! We will also explore the history and evolution of equipment design, how different designs affect technique and how technique influences our coaching methods. We will also touch on essential alignment and tuning issues to bring these concepts to life.

Seeing the Difference. Join us for a fun and interesting look at the differences between good skiing and great skiing. In this highly interactive session we will use side by side video analysis to identify the subtle and not so subtle differences between these types of skiers. Video will include moguls, powder, on/off piste, world class race training, National Team members and maybe a local face or two. This is a perfect session for those interested in improving their movement analysis, want to get motivated by some inspirational skiing and/or are looking for tips to identify key movements in both you and your client's skiing.

Skills and Drills. Is your 'bag of tricks' getting a bit dated or just plain boring? Are you looking for a deeper understanding of tasks, drills and how they apply to skiing standards? Come to this interactive, participatory class! The goal of this class is to help you broaden your base of understanding, possibly introduce you to new tasks and generate discussion of how drills and exercises can assist in changing movement patterns.

Break it Down to Build it Up: Building Snowboard Progressions For Any Situation. Learn to build logical and effective snowboard progressions with a focus on skills development for any student or goal. We will work together to identify the necessary skills, come up with task or drill options for developing those skills, and then implement a system for blending the skills to achieve a specific goal. Whether you are working toward certification or just want to add to your teaching toolbox, this is a session you won't want to miss.

MEMBERSHIP MEETING

Please take notice that PSIA-NW will hold a membership meeting at Fall Seminar at the places, dates and times set forth below. Each meeting will be continued until all three (3) have been held. The purpose of the meeting is to consider the adoption of Restated Articles of Incorporation. The existing Articles of Incorporation were adopted May 1, 1989. They refer to classes of membership and other matters that no longer apply to the way the organization does business.

The proposed Restated Articles of Incorporation are a generic set of Articles that can be used without change into the future. Changes to the way we do business will be handled through amendments to the Bylaws rather than to both the Articles of Incorporation and the Bylaws. The current and proposed Articles of Incorporation can be downloaded from the PSIA-NW.ORG website. The meeting to consider the proposed changes will be held on three (3) separate dates at the places and times indicated below.

October 15, 2011

Gonzaga University, Jepson Building, Spokane, Washington at 3:15pm.

October 22, 2011

Mt. Hood Community College, 1700 Building, Room 1710, Gresham, Oregon at 3:15pm.

October 23, 2011

Seattle Pacific University, Upper Gwinn Building, Seattle, Washington at 3:15pm

All active members in good standing are entitled to attend and vote. You need NOT be registered for the Fall Seminar to attend the meeting and vote.



Fall Seminar 2011 Event Application

Name	Email Address	Cert Level	Member #
Address	City	State	Zip
Primary Contact Tel #	Secondary Contact Tel #	Snowsports School	

PLEASE CHECK ONE LOCATION		
<input type="checkbox"/> Spokane Metro October 15, 2011 Gonzaga University Spokane, Washington	<input type="checkbox"/> Portland Metro October 22, 2011 Mt. Hood Community College Gresham, Oregon \$3 to park on Campus - pay on-site	<input type="checkbox"/> Seattle Metro October 23, 2011 Seattle Pacific University Seattle, Washington \$7.50 Cafeteria Lunch Option

PLEASE CHOOSE YOUR MORNING AND AFTERNOON TOPICS	
Morning Topic (8:30 - 10:30am)	Afternoon Topic (1:00 - 3:00 pm)
First Choice _____ Second Choice _____	First Choice _____ Second Choice _____
Course placement is based on your selections and space available. Early registrants are most likely to receive their first topic choices.	

PAYMENT DETAILS - PRICES ARE PER PERSON
<input type="checkbox"/> \$70 before October 10, 2011 <input type="checkbox"/> \$85 October 10, 2011 and later <input type="checkbox"/> \$7.50 Lunch Option (Seattle only by Fri. 10/15)
\$ _____ Your Total
CREDIT CARD NUMBER (PLEASE PRINT CLEARLY) _____ EXP. DATE _____
YOUR SIGNATURE _____

MAIL WITH CHECK OR CREDIT CARD INFO TO PSIA-NW:
Before 9/30:
 11206 Des Moines Memorial Dr., #106 Seattle, WA 98168
After 9/30:
 338 N. Wenatchee Avenue, Wenatchee, WA 98801

FAX WITH CREDIT CARD INFO TO:
206.241.2885
 Applications received after 10/10 will be accepted pending space availability only. No refunds or cancellations unless injured and unable to participate in an indoor session per doctor's note; a \$25 processing fee will be applied to approved refunds.

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

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

[v11/12]



Participant Signature _____ Date _____

Professional Snowsports Instructors of America – Northwest

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PSIA-NW SPECIALIST: CHILDREN, FREESTYLE & SENIOR PROGRAMS

by Kim Petram

A great quote is noted on the national website (thesnowpros.org) reviewing our PSIA National Team's experiences at Interski 2011. French team member Alexis Mallon suggested that, "Experience is not what you have done, but what decisions you will make based on your past."

For snowsport instructors, a long established route to prove experience is the certification pathway. Alpine, Snowboard, Telemark and Track; all have certification guidelines and examination protocols to delineate levels of knowledge. When someone says they are Level III Alpine or Snowboard instructor, we all have a general reference of understanding of this certification.

Certification is a valuable and valued process that many snowsport instructors participate in to prove competencies. Positive outcomes include gaining skills, gaining status, potential monetary gains and having a credential that validates specific levels of knowledge.

There is another route to validation of knowledge. This is the specialist pathway. Currently, the NW Division is one of only a very few that offer three specific educational pathways: the Children, Senior and Freestyle Specialist programs. The specialist programs are unique in that they provide instructors with a certificate upon successful completion. A certificate is a substantial document proving a level of knowledge, as referenced in the National organization's current Strategic Education Plan: a training program on a topic for which participants receive a certificate after attendance and completion of the coursework... requiring successful demonstration of attainment of the course objectives. One who completes a professional certificate program is known as a certificate holder.

Currently, the Children's Specialist is a nationally standardized certificate based program. The Senior Specialist is on the road for national standardization and currently is a divisionally based certificate program as is the Freestyle Specialist program.

Active participation is crucial for successful outcomes. The Children and Senior Specialist pro-

grams follow specific documented standards of practice that outline the criteria that must be met for a certificate to be awarded. The awarded certificate substantiates knowledge and can be thought of as just as valid a route as Certification in demonstrating skill based scholarship. Some of the same noted positive qualities of Certification can be equally made for these specialist certificate based programs.

One of the reasons that make the Specialist Program route so appealing is the fact that the stressful element that an exam invokes is nonexistent. A key element that differentiates a certification from a certificate is that a certification is evaluating knowledge only. Certificate based programs have an assessment component but are largely educationally based.

Learning is accomplished in a low key, enjoyable environment where the clinician and participants collaborate together and work towards successful outcomes as a team. Each of the Specialist 1 and 2's (Children, Senior and Freestyle) are two-day events that spread out learning opportunities on the hill and indoors. Education is the key and the theories, models and skill development unique to each specialist is delivered in a variety of ways to ensure participant learning. All of the Specialist 2 programs build on the information learned in the Specialist 1 course(s), a process that ensures predictable, progressive and meaningful educational gains.

The Foundations courses for each specialist is a unique approach taken by the NW division to offer a safe and effective means of delivering a one-day clinic that provides an overview of what the entire Specialist course offers. No topical experience is required to participate; one must be a Registered Member. Foundations is as equally valuable for the newer instructor who is ready to dip their toe into formal education as for the instructor ready to commit to the full specialist 1 and 2 courses as for the instructor who just wants a taste of a specialty.

For example, the Freestyle Foundations course gives an instructor the opportunity to safely explore "alternative paths" down the mountain without committing to more advanced skill development. This year the Foundations courses can be bypassed with documented 20 hours of teaching in the specific specialty area (i.e. 20 hours teaching children qualifies as necessary experience to bypass the Children's Foundations). Otherwise, the one day Foundations course is a prerequisite for participating in any of the specialist certificate programs. Taking a Foundations course in the

early winter season is a great training preparation, setting up the ability to take the Specialist 1 later in the spring.

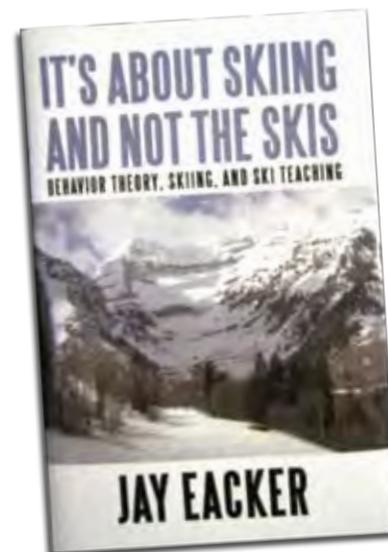
According to the Merriam-Webster Dictionary, experience can be described as "practical knowledge, skill, or practice derived from direct observation of or participation in events or in a particular activity." Alexis Mallon's reference speaks directly to the skill based learning models that PSIA/AASI endorses. The PSIA-NW specialist programs offer the membership educational clinics that coach towards unique skill sets, documents learning with value based certificates and ensure measurements of experience with purposeful approaches and pathways.

Be sure to review the posted 2011-2012 calendar of events on the PSIA-NW.ORG website and start planning your educational experiences for this season now. ❄️



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NEW Published December 2010



It's about Skiing and not the Skis: Behavior Theory, Skiing, and Ski Teaching
by Jay Eacker, Ph.D.

Available at Amazon.com

Are you a Special Ops Instructor?

If not you can be! The Specialist Program and pathway is a great way to expand your knowledge in a specialty area, offer your school a highly specialized instructor and your clients a great lesson experience. Many schools even offer you a pay increase with your specialty certificate above and beyond whatever Level of Certification you have attained. Plus it a whole lot of fun and way less stressful than an exam.

See Specialty Programs in the Season Guide then the Calendar on the website

Dynamic Warm Up

by Jennifer Lockwood

Powder day! Looking forward to jumping on the first chair in the morning and finding your favorite stash of powder! A class of five expert level skiers signed up for a steeps clinic on a powder day – everyone chomping at the bit for their powder line first thing in the morning ... so what did you do as their instructor/coach? Freshies or a warm up run?

Yep, these are tough situations we've all been in, as a coach and a participant. It is hard to go against the grain or the "pull" of the group and encourage and teach the importance of a warm up run. However, you and your clients will perform better and be less likely to injure yourselves if you take the time to warm up appropriately to meet the demands of skiing. Part of the problem may be that we have these people for a one or two hour lesson – how do we fit it all in? What do you do to prepare yourself/clients for skiing?

Still not "sold" on the idea of a specific and dynamic warm up run? Is skiing a sport? Silly question, right!? Skiing is an active, energetic, dynamic and powerful sport. Think back to another sport that you have participated in lessons: Tennis, did you warm up with power serves or easy forehand/backhand volleys? Basketball, full court press or running drills, easy shooting – layups, stationary shots, jump shots, passing drills? Football, scrimmage or dynamic warm up of high knees, backpedals, shuffles, passing and catching drills? You get the picture. It is my goal to explain the importance of including a dynamic warm up in your every day skiing and clinics and provide you a time efficient warm up routine you can implement immediately – in the base area, lift line, on the chair and in your first run with your client(s).

First the "why." Why should we warm up at the beginning of our ski day or after lunch? Sports require movements in multiple directions, at different speeds and through various ranges of motion to enable participants to respond appropriately to elements of unpredictably in the environment.

Sounds a lot like skiing! A dynamic warm up enables the client to begin the lesson/clinic ready to meet the demands of the activity with enhanced proprioceptive awareness, muscles and joints are prepared for maximal intensity and a reduced risk of injury.

Physiological reasons for a warm up include:

- » Increase core temperature
- » Increase heart rate and blood flow to skeletal muscles, delivers more oxygen and nutrients to working muscles
- » Increase the activation of the Central Nervous System, therefore, enhancing coordination, skill accuracy, reaction time, and proprioceptive awareness
- » Increase muscle temperature preparing the muscles and joints for increased rate and force of muscle contraction and mechanical efficiency
- » Increase secretion of synovial fluid in the joints, which prepares the body for more strenuous activity
- » Improve joint range of motion, improved elasticity of muscles and connective tissue, which decreases the risk of acute injuries to soft tissues
- » Improve concentration and greater focus on exercise, resulting in psychological preparation for higher intensities (American Council on Exercise, 1993)
- » Activate prime movers and stabilizers: gluteus medius, peroneus longus, adductor longus, gluteus maximus, rectus femoris, vastus intermedius, biceps femoris, semimembranosus
- » Activate core musculature: rectus abdominus, obliques, erector spinae, quadrates lumborum
- » Mobilize hips and legs
- » Movement skill practice – balance, edging, rotary and pressure movements

The purpose of a dynamic warm up is prepare the body for movement (performance) and injury prevention. "A 'warm' muscle and lengthened fascia can generate more energy and force, and react more efficiently to any demand you place on them. That's why the dynamic warm up prepares your body for movement you will perform. Your heart rate will increase, your muscles will feel loose, and your mind and body will be fully prepared for the workout." –Todd Durkin, MA, CSCS, author of *The Impact! Body Plan*.

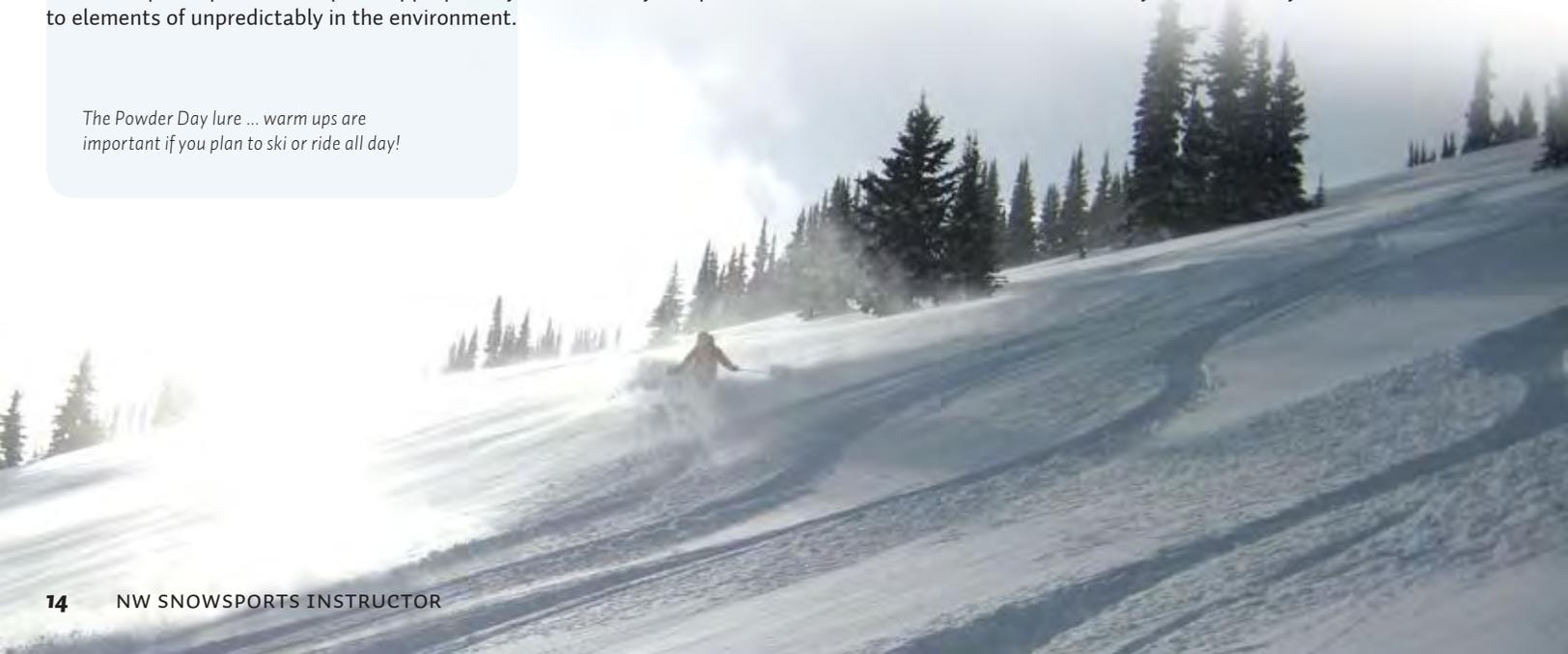
"A dynamic warm up routine is like taking a few minutes to warm up a car that has been sitting outside in the cold temperatures all night," says Mark Verstegen, author of *Core Performance*.

If you include a dynamic warm up you'll be dialed in physically and mentally for the rest of your ski day/lesson/clinic with significant improvement in mobility, flexibility, stability and increased speed and power output. It switches on your body's small muscles and also tunes your sense of proprioception preparing your body for random, chaotic movement by fine-tuning its nerves and feedback mechanisms ... again, sounds a lot like skiing!

A dynamic warm up is movement oriented. We will not be discussing stretching during this article. However, it is important to note that current research supports that, "Pre-activity static stretching serves to shut the body down, slow the nervous system activity, elongating muscle fibers and allowing the body to cool off – leaving the athlete ill-prepared to jump into dynamic activity." – Fowles, Sale & MacDougall, 2000.

Part of power generation (skiing) comes from what is called stored elastic energy or "stiffness" in the muscle and tendon. Simply put, static stretching makes you weaker and slower when used just before athletic performance. Save this for the end of the ski day and/or end of your workout!

The Powder Day lure ... warm ups are important if you plan to ski or ride all day!



Chair ride warm ups. Don't waste the ride up!
Rick Lyons and Jenn Lockwood from left to right doing: Knee lifts, Leg Extensions, Torso rotations



Next the “how.” How can we warm up effectively and with time efficiency?

“Warm up to train, don’t train to warm up.” Warm ups should be done as close to activity time as possible at the base area, lift line, during the chair ride, at the top of lift and right before the first run, ideally for 5 for 15 minutes. Begin slowly using movement patterns that are part of skiing or riding. Balancing movements, Rotational movements, Edge Control movements, Pressure Control movements = “Rehearsal Effect.” Work both sides of the body, include exercises that explore the height, width, length of skiing movements working the body through different planes of motion: linear/sagittal, angled/transverse, lateral/frontal, crossover/transverse, with multiple direction changes.

Sets of 1 to 2 with 5 to 15 repetitions or perform for a set period of time like 20 to 60 seconds each. Use a number of exercises from 5 to 15 for variety. There are dozens of different movements that can be performed and selection of these movements is dependent upon the ability level of the athlete or client. Focussing on technique where each repetition of each exercise must be performed with proper technique, focussing on quality not quantity. Remember, “garbage in, garbage out.” Teaching the body to move incorrectly and inefficiently diminishes performance and increases the chance of injury.

Warm up tips for your lesson

Welcome participants. Introduce verbal and visual ski specific cues and terminology like fore, aft, lateral, flex, extend, balance, edging, rotary, pressure, etc. Gauge and discuss form, technique and safety . Use lots of verbal imagery and have more than one way to cue an exercise or alignment tip. Start with some simple deep-breathing techniques to encourage participants to relax their shoulders and get focused.

All warm up exercises should be performed in an athletic/neutral stance. The base area and chair ride warm up exercises are typical routines that I like to implement with my clients at the start of their lesson. Once on the hill, I choose one to three drills that are appropriate for the lesson topic to

perform during the initial warm up run. I’ve suggested a few, but you may have your favorites.

Flat land base area warm ups

- 20 seconds each less than 5 minutes total.
 - » Toe/heel rolls (fore/aft balance)
 - » Big toe/little toe rolls (lateral balance)
 - » Toe taps (warm up/activate anterior tibialis)
 - » Leg/femur rotations – w/1 foot off the ground; feet on ground “bow ties”
 - » Squat w/pole overhead reach
 - » Torso rotations w/pole @ arms length
 - » Side lunge w/short leg hand reach to long leg foot
 - » One leg balance (boots or in skis) eyes open / eyes closed, add movement of the arms raising your arms overhead in a rainbow motion. Partner up and add a pole toss and catch while remaining balanced. Partner tap, one partner taps the balancer anywhere on their body, the balancer then must touch this spot with their hand while remaining balanced.

Chair ride warm ups

- Great use of chair time! 20 seconds each less than 5 minutes total.
 - » Knee lifts (see photo above), Leg extensions, avoid if knee injury exists (see photo above), Shoulder rolls
 - » Rotations: Leg/femur rotations, straight leg. Torso rotations, grab back of chair with hands for assistance. (see photo above)
 - » Wrist / Neck

Flat land at top of chair warm ups

- Waiting for everyone to group up and get buckled. 30 seconds each less than 5 minutes total.
 - » Ski pulls (stance/alignment)
 - » Step and balance ski to ski
 - » Hop one-ski to one-ski with a balance hold,
 - » Hop turns (in boots and/or in skis)

Typically we see the following drills or tasks used to focus on skill development (or in an exam), but I use them all the time as warm up activities.

General on-hill warm ups

- » Hike, walk or march uphill
- » sidestepping and/or herringbone uphill,
- » skating and/or poling across flat terrain

- » one-ski traverse on outside leg for alignment
- » step turns for neutral stance, lateral awareness, agility
- » shuffle turns for neutral stance, fore/aft alignment, and being centered over skis
- » tuck turns

Short turns, bumps, steeps, off piste warm ups

- » Wedge turns or wedge Christies,
- » hockey stops and/or pivot slips
- » hop turns
- » whirly birds and one-ski ski whirly birds
- » reverse pivot slips

Warm up for carving turns

- » Wiggles (edging) and edge sets
- » traverse hop ski to ski
- » outside, inside and one-ski skiing
- » railroad track and shuffle turns

In summary, skiing is a dynamic sport and as ski coaches/instructors a dynamic warm up should be a specific, essential and important part of our lesson plan. A dynamic warm up is a great opportunity to teach technique and form through neuromuscular learning, or coordination! It is comprised of controlled movements through an individual’s active range of motion for each joint. This also provides a critical time to assess your client(s) fitness level and skiing abilities. Through a dynamic warm up our clients will be mentally alert, muscles and nervous system will be warm and they will be at less risk of injury and will exert more effort and achieve greater precision through their ski lesson (see Andrew Clark & Peter Twist, Twist Conditioning Canada).

As for that powder stash, after the warm up run surprise your client(s) with a secret stash – after a successful lesson, awesome powder run (and an appropriate warm up) they’ll be scheduling their next lesson! ❄️



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Post comments @ psia-nw.org



TRANSFERRING KNOWLEDGE FROM SLOPES

TO TRAILS AND VICE VERSA

Mt. Biking Tip by Greg Dixon

From my estimation mountain biking and skiing may be the biggest crossover sports out there. I know very few mountain bikers that don't ski and even fewer skiers that don't mountain bike. This could of course be a skewed perception from living in Bend, Oregon which hosts the country's 6th largest ski area as well as over 500 miles of singletrack mountain bike trails. Regardless, mountain biking is indeed an activity that many skiers partake of in order to keep the legs and lungs fit during the off season.



Greg Dixon knowledge transferring and just plain having fun!

In Bend, Oregon the majority of the mountain bike trails we have are fast, swoopy, with lots of rounded S turns. Cruising down these trails you can't help but feel the same flow from corner to corner as you do when carving turns down the ski hill. Being snowsports professionals we all carry a knowledge base on how to move from turn to turn in an efficient and effective manner, at least on the snow. The good thing is that what we know from traveling this path on skis correlates directly to how we should approach these lines on bikes.

Here are some of the basics of moving through a turn that we know from skiing:

1. Keeping your body weight on top of your skis is important for keeping skis tracking on the snow without slipping out from beneath you.
2. Some pressure on our skis is good to maintain ski snow contact, too much is bad as skis slip.
3. Tipping the body from side to side to turn is effective, but slow. Tipping skis underneath a level upper body is a quicker way to turn.
4. Skis flow smoother and faster if they follow and arc through the turn rather than being skidded sideways.

With these ideas in mind let's translate them into what we need to know about mountain biking.

How you distribute your weight on a bike is a huge aspect of maneuvering through a turn. Too much weight on the handlebars and front wheel and it can slide, too much on the saddle and rear tire and the front tire gets light and can easily deflect or get turned. Keeping an equal distribution along the length of the bike will let both tires track together. Keep in mind, as in skiing, there are conditions and variables in which you will want to move your body weight to towards the front or back of your skis, but in general we are looking for a more even weight distribution.

As in skiing, keeping your body weight towards the outside of the turn is important. If you tilt your body weight into a flat corner there is a higher chance that your tires will slip out from underneath you. Maintain pressure to the outside by keeping your outside leg down and pressing into the pedal, while you lift the inside leg to provide clearance and to level the hips. The concept of a strong inside half also applies here. Keep the inside shoulder lifted and inside arm forward in order keep the tires in line and body weight directed to the outside of the turn. Dropping the shoulder and the arm will move the weight to the inside and will allow the front tire to fold back through the corner.

Pressure in a turn allows tires to grip, but too much will make them slip. Distribute your pressure evenly through a turn by tipping the bike in the di-

rection of the turn even before you start to change direction. As you start moving through the corner, and the direction change, pressure will build up. If you anticipated the corner and got the bike tipped early, you can then start to upright the bike through the end of the turn and avoid slipping out.

Tipping the whole body side to side to initiate turns is often very effective, especially if you are going fast or if you are riding banked corners. The downside to this is that leaning our body to the inside of a turn is slow and for tight corners won't allow the time to roll into the next corner without breaking off the trail. Tipping the bike underneath a level upper body is a much quicker way to get from turn to turn as your body doesn't have to travel side to side as well. It also helps maintain that pressure towards the outside of the corner.

The smoother the path your bike takes through a corner the more speed you can maintain and the less work you have to do. As in skiing we are looking for our bike to make a smooth arc through a corner. Turning your front tire to make that turn is just like pivoting your skis to make a turn. It will get you pointed in the right direction, but it slows you down and creates braking movements. To change direction while carrying your speed it is important to keep the front wheel in line with the bike and tip the bike to it side. As the bike is tipped the tires act like a cone being rolled and will create a circular path. The more you tip tires on their side the tighter the radius of the turn.

In skiing, we have the benefit of thin sharp metal edges that allow good grip over a three dimensional medium. In mountain biking, we have rounded rubber tread that is trying to stick to loose dirt. Arguably it is harder to get your bike tires to grip to the dirt then it is to get your skis to stick to the snow. With that in mind, how you position your body and how you move your bike through a turn can be even more important than on skis.

Next time you get on your mountain bike, take into consideration the knowledge that you have learned as a snowsports professional. See what skills you have developed from skiing that can crossover directly to your riding and vice versa. Besides just using mountain biking to keep up your fitness level, use it as a learning tool to develop and understand the art of playing in motion. ❄️



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SIT AND TIP TO RIP

Telemark tip by David Rowe

In 1998, a friend and I lugged our alpine gear to the summit of Mt. Adams. While pushing off the 12,281' summit to rip 6,000 vertical feet in a single lap was a thrill, I was in awe of the telemark skiers who made several laps. Their secret was obvious - much lighter gear that accommodated climbing skins along with efficient telemark technique. These observations inspired me to take up telemark skiing so I could "earn my turns" with less energy and more fun!

Today, telemark skiing continues to grow in popularity. Whether it's the allure of in-bounds side-country, out-of-bounds back-country or the many Cascade volcanoes the Pacific Northwest region offers, telemark skiers have the tools to access a broad range of conditions and terrain.

One of the obvious differences between Alpine and Telemark skiing is the role of the trailing or inside ski. In fact, many alpine skiers struggle initially with applying adequate pressure on the trailing foot. What does this look like?

- » Excessive lead change resulting in deep lunge
- » The femur of the trailing leg is vertical or past vertical (i.e., in extreme cases, the trailing knee is behind the hip)
- » The trailing ski wobbles or scallops during the control and completion phases of the turn be-

cause too much pressure is being applied to the leading outside ski ... and/or

- » The trailing ski converges relative to the outside ski instead of steering in parallel. To remedy these inefficiencies, you need to squish those bellows! Here's how to do it.

While standing on flat terrain perform a series of relatively small lead changes. More specifically, make sure that the femur of your trailing leg remains in front of your hips. Next, statically hold a lead change and think about sitting on the heel of your trailing foot. While doing so, think about applying equal pressure to both feet. You should feel equal pressure under both the arch of your leading foot and the ball of your trailing foot. Perform another static lead change and try the exercise in reverse.

Next, perform a series of tele shuffles or lead changes while in a straight run. Again, think about sitting on the heel of the trailing foot while applying equal pressure to both feet paying close attention to the alignment of your trailing femur. When done correctly, you should feel that your hips and center of mass are balanced and centered between a strong fore-aft base of support during the entire lead change.

Once you have this movement pattern down, try some garlands with this same focus in mind. If you find that your trailing ski continues to have bipolar disorder and refuses to track with the leading ski, tip the tibia of your trailing leg towards the inside of the turn so it's parallel to the tibia of the leading leg.

You've learned to sit! You've learned to tip! Now it's time to rip! Perform a series of telemark turns on gentle terrain. Continue to maintain proper alignment of your trailing femur while thinking about sitting on the heel of your trailing foot. By maintaining equal pressure on both feet and parallel tibias during each lead change, you will establish a strong, balanced and properly aligned stance that will enable both skis to track in parallel! ❄️



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Post comments @ [psia-nw.org](https://twitter.com/psia-nw.org)



You don't have to be an Examiner or Clinician to share a great teaching or skiing/riding tip. Everyone is welcome to share what works for you! Send a 250-350 word teaching or skiing/riding tip to: tips@psia-nw.org

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ENSURING A WIN-WIN SITUATION

ON THE CHAIRLIFT

A New Instructor's Guide to Keep Children Safe, and Parents Happy by Sheria T. Rosenthal



WHEN IN DOUBT, FLICK IT?

by Tara Seymour

"Flick" meaning a movie of course. If you are reading this article, it means that you like to teach kids. What better way to impress them by knowing about their favorite movie. It can be a huge ice breaker for a shy child, when you start talking about "Lightening MaQueen" from the movie Car 2. So, here are a few ideas to play with this year.

Your homework is to sit down and plug in to some rated G & PG flicks. From these movies, you will be able to develop characters to use in the Children's Teaching Cycle: Play, Drill, Adventure, Summary (PDAS). The Adult Teaching Cycle is in parentheses for reference.

Play (Introduction & Assessment): You can use this time to find out what movie they like. "Say your name, age and your favorite movie"

Drill (Determine Goals & Share Information): Pick a movie that most of the kids have seen. Share information about the characters or a part of the movie. "Did you see how Clumsy Smurf overcame all his fears, and saved everybody? Let's all be smurfy while we work on our turning skills!"

Adventure (Guided Practice and Check for Understanding): Take the skills and practice. Use this time to explore the mountain. Allow the kids to help develop games about their favorite character in a movie. Let them lead the group through the game. For example, everybody chooses their favorite car from the movie Cars 2, then races down the mountain. "If we want to be fast car we need to stay in balance and keep the

pressure moving forward" and "grab onto your steering wheel!" as this promotes hands forward, which in turn help promote a better stance and pressure towards the middle of the skis.

Summary (Debrief the Learning Experience): Have the children repeat back to you the information that they learned throughout the day. This is a great way to check for understanding one more time, because what they repeat back to you is "what they learned!"

Let's look at the Cognitive (C), Affective (A) and Physical (P) attributes of children using the CAP model a bit.

2-4 year olds: I suggest you brush up on these 2011 movies: Whinny the Pooh, Smurfs, and Toy Story 3. This age group of children have a very active imagination (C). Use this to recreate their favorite characters. Then get them involved in some silly play and movement relative to those characters (A). Be aware at this age, developmentally, children are mostly using whole body movements (P).

4-6year olds: I suggest watching these 2011 flicks: Cars2, Kung Fu panda & Rio. Now these kids will want to learn from you. These kids require coaching and like organized play (C). They like to be social and want feedback (A). Use the movies to create movements from top to bottom and inside to outside (P).

7-12 year olds: Use 2011 movies like Harry Potter & Diary of a whippy kid. These kids can follow directions, lead a group, and follow logic (C). Use drills that promote success as these kids can measure success themselves, and success is a motivator (A). They can use movements that develop muscular strength and coordination. The body begins to catch up with the head, and the C.O.M moves lower down below the rib cage (P).

Flicks to keep your eyes peeled open for this fall: The Muppets, Spy Kids & Puss in Boots. Using movies with all ages can help facilitate fun and silliness that will help you gain and achieve a great lesson at any age. ❄️

Congratulations! You've achieved the much sought after goal of becoming a ski or snowboard instructor! Your ski school chose to present you with an opportunity to cultivate your expertise in teaching skiing or riding skills effectively. This entails instilling your passion for winter sports to students with a high level of enthusiasm which focuses on safety, and to act as an ambassador for the resort as a whole.

Essentially, parents who frequent your mountain are entrusting you with one of the greatest honors- teaching their precious children how to ski or snowboard. This is a great responsibility, one to be taken quite seriously. Many parents are concerned about every aspect of how you will facilitate their child's learning, which includes riding the chairlift.

Let's imagine it's your first big teaching day after many weekends of classroom training and outdoor shadowing. You are anxious, energized, and ready to impress. The ski school is overwhelmed with students under the age of seven. This makes for a great business day, but a hectic teaching day! You're in charge of seven children on their way from yellow to green, and you're stoked yet scared because this is their first time ever on the chairlift. All but two of the children's parents have requested firmly that their child ride the lift with a responsible adult, which means you, or another fine representative of your ski school.

As a new instructor, it is pertinent to display calm while under pressure- you don't want your supervisor or veteran instructors to feel you can't cut it. So, seven kids plus you equals eight lift riders, or two chairs. You will ride with three, but what will you do about the other four students who have never been on the chairlift? Remember, five out of seven parents made an adamant request for adult supervision on the chair. Let's go over some of our options, shall we?

The kids will be fine! Just ignore the parent requests, and let them ride alone. You'll be sure to give the kids some quick tips right before loading. No way! Children need repetition, and demonstrations which take various learning styles into account. This includes verbal explanations, and allowing your students to watch others load safely before they are asked to perform the task themselves. So, giving rushed, last-minute pointers before loading is not the way to prepare your students to ride the chairlift safely.

If you don't recognize these characters you are potentially out of touch with kids.



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Ask an adult in line if they could ride with the kids. Surely they know the nuances of the chairlift. Besides, you've seen them on the mountain before- no problem! Wait, there is a problem! Granted, a seemingly responsible adult may be very helpful in theory, but they might not be chair-riding experts either. Who knows, they could've just had five rounds of drinks at the lodge, or may not even particularly like kids!

Request help from a seasoned instructor. Chances are good that one of your fellow instructors will be able to help. Look for your comrades who are standing around, or did not get chosen in the line-up. Humbly state your case. Instructors are on the mountain because they love to ski and ride, and if you have a good attitude it is likely they will ride the chairlift with your students. Great excuse for getting some turns!

Request help from management. Today is a busy day, and management is swamped! Regardless, your supervisor will likely appreciate the complexity of your situation and offer to ride the chairlift up with your four students, or give you an alternately effective solution. Your management team will appreciate your conscientiousness for the safety of the children in your class.

Ask one of the parents to ride or follow along during your lesson. Now you're thinking like a parent. Most instructors do not like the idea of being watched during a lesson, but having the confidence that you are a trained professional with your students' best interests at heart goes a long way. Parents will be thrilled at the invitation. Some will take you up on it, and some won't, however, the mere offer will help to put their minds at ease. Being honest about your situation on the chairlift will allow the parents to feel like they are needed. They'll most likely want to get some turns in without the kids, but they could possibly send another trusted adult to ride with the children.

Riding the chairlift is a time to learn, relax before a run, and to have fun! Before you take the children on the chairlift, make sure to show them skiers and riders loading safely, and provide helpful demonstrations prior to riding on snow, and in the lift line. While riding the chair, go over the responsibility code, and point out signs on the run to pay attention to. The "bottom to bottom, and back to back" mantra sang repeatedly will encourage the children to do this like second-nature. Heaven forbid a child falls off the chair!

Prior to unloading, teach your students signals for slowing down to communicate with the lift operators, and what to do if they happen to ride the bull-wheel. Point out the signs to unload, and have them watch the people ahead. Celebrate when all seven make it off the lift safely, and guide them to a safe place out of traffic.

Your students will love you, and dream of the next day they have a lesson with you if you make sure to HAVE FUN! Safety is priority, but be covert

about it by playing games, making them laugh, and providing various ways to perform skiing or riding tasks. Not only will this ensure a win-win situation with children and their parents, it will ensure many fulfilling seasons to come as an instructor. ❄️



Sheria is a Level I Alpine Instructor and avid snowboarder who taught two seasons at Stevens Pass. Sheria is living on the Big Island of Hawaii, where she teaches Special Education at Kohala Elementary School. Sheria has a degree in Psychology, and a Master of Arts in Education,

along with teacher certification in Washington and Hawaii. She began skiing at age 19, and her husband Mike taught her to snowboard at the age of 27. Sheria believes skiing and snowboarding embody the fountain of youth. Sheria and Mike are expecting their first child in September!

Post comments @ psia-nw.org



WHEN THE STARS ALIGN

by Kevin Smith

A foot of snow fell on Sunday and it was coming down hard when I started shoveling out the RV. The forecast was for an additional 11" overnight. Somewhere in the midst of my efforts, the idea of skipping out on Monday's responsibilities was planted.

That seed quickly took root and grew. The daughter won't miss school and the wife has a powder aversion. I found my son and told him that tomorrow he was doing P.E. with his dad.

RV cleaned off and shoveled out, we clambered into our bunks and dreamt of soft white turns.

When the alarm brought me back, I opened ski report on my phone as I tried to focus my eyes. 23 degrees. 23 twice? I rubbed my eyes and looked again. 23" fell overnight. I've rarely been this excited to get up in the morning.



23° and 23" of new snow - digging out before go time!

Opening the motor home, snow brushed the bottom of the door. I had to pull my son over the snow to the plowed road. Although we were early, the line had already started to form. He looked quizzically at the guy behind us wearing a snorkel, then up at me. I started to worry about losing him under all the snow. 3 feet is a lot of new snow, especially when you're barely 3 feet tall.

Some considerations when skiing or riding with children in deep snow should include some obvious things like age, physical size, ability and terrain. In a group lesson I might send the strongest student first and then run sweep to assist anyone who has fallen or needs quick attention. I tell parents the same: send mom or dad first, then your child, then the other parent last. Since he is a strong skier and it was just the 2 of us the plan was that I would ski slow enough that he could ski in my tracks (to loosen up the snow a bit) and yell if he fell. While the temptation to rip off a few more turns ahead of him was there, I held back to "be there" if he needed me.

Nothing else was said. We rode the chair in silence. First run was groomed, which meant only 2 feet of new snow. Good warm up lap. We both needed bigger helmets to accommodate our smiles.

On the 2nd chair ride, we surveyed the scene. The hill looked like a winter land groundhog prairie. Skiers and snowboards alike were postholed all over the mountain trying to dig their way out.

The rest of the day was spent finding the steepest runs and trying to stay ahead of the other powder hounds. Lap after lap, we dropped from pillow to snowy pillow. My son broke the silence. "Dad. This is like a dream."

Three feet of snow in a day is epic. An unexpected three feet, even better. Being at the right place at the right time is a dream. And the exceptionally lucky get to experience it all with their son when the stars align. ❄️



Kevin Smith is Alpine Level II and Snowboard Level I certified and teaches for Olympic Ski School at Stevens Pass, WA. Check out his blog at <http://www.freestyle-ride.blogspot.com/>

Post comments @ psia-nw.org

I WANT YOU TO SEND IN YOUR KIDS TIP

email your tip to tips@psia-nw.org

Even National Team Members like Jeb Boyd (photo here from Winter Blast) must try out every 4 years. Talk about nerves!



Assessment: Inside a DCL Tryout

By David Tewell

Day 1 - Skiing

“Warm up and meet back here in 10 minutes,” barks the lead examiner. I ski off, linking turns down “Coffee” at Mt. Bachelor. It is day 1 of the Divisional Clinic Leader (DCL) assessment.

I’m jittery. Queasy in the pit of my stomach. Although now of a certain age, with many tryouts behind me, my emotions never learn. Focus, I reason. Start with rhythmical turns, gradually ramp up edge angle, feel the acceleration as a warm, reassuring breeze washes over me. Three days to go, I think, while trying to repress the thought that staff cuts are imminent.

Eighteen DCLs and 10 newcomers intermingled—comprise three tryout groups. Each group is given one of a rotating series of skiing tasks. Switch examiners every hour and a quarter three times during a 9 AM to 2 PM day. Half an hour for lunch between parts two and three.

My troupe is assigned off piste skiing, catching a small break. The morning is cool, so the snow—even on this clear, early May day—is light and predictable. I am fresh, too. Later, as the temperature rises, other groups will battle cut up crud and fatigue. Take the breaks as they come.

We array atop a small ridge. Wind blown, new snow blankets a bumpy valley funneling into a tree gap. Tryout experience teaches me that the lowest skier goes first, so I ski into the bottom of the group. No advantage watching others, and filling your mind with their turns, before performing. Examiners ready. I push off. Short turns, flowing over the terrain—suddenly my feet catch in a trough—but pulling them out I regain rhythm, and finish. Good, not great. No major bobbles.

I turn, waiting in the shade as the rest slice the snow, one at a time. Good skiers each.

Now that my task is done, I assess them. This one fails to pressure the ski’s fore-body at initiation, that one loses discipline and rotates at completion. Tomorrow I will be asked to evaluate, and improve, their turns. Everyone’s skiing is a signature. Flaws are part of the script.

Next, medium radius turns on the edge of a rolled run. One turn on piste. One off. On piste, the skis run, while off piste they slow. Can you make off piste flow like on piste? Ready, and go. My skis cut a loop through the packed snow, and then enter the unpacked. “Keep the same speed and radius. Stay balanced and manage the pressure.” Second task done.

As the remaining skiers descend, my mind wanders. Why am I here? Is it sharing the group’s thrill during my steep and deep clinic in Crystal’s backcountry, or camaraderie among Divisional Staff? Both leave lasting, positive marks on me. Yet, each tryout I wonder if the process is worth the prize. Days are lost from life, and the stress is harsh. Every two years brings another assessment, each seemingly more rigorous than the last. Each time friends, on the team for years, find they no longer qualify. Will this be my last hurrah? Refocus. Success springs not from doubt, but from desire. We finish task two.

10:30 and off to another examiner. New tasks measure skiing athleticism, accuracy and discipline. Leapers, hop turns, skiing one ski, rhythm changes, wedge Christies and more.

By 1:15 we finish the three rotations. All collect atop the Pine Marten lift. Our examiner challenges us: “Show me excitement. Show why PSIA members want to ski with you.” My group assembles above the face, waiting our turn. Tired now, I pull into the top of the company, aiming to ski last. Each skier peels off, rolling

over the face and out of sight. Averting my gaze, I form my plan. Enter fast, trenching long radius turns. Then off into the soft snow, changing rhythm. Back on piste slashing medium radius, and off piste again finishing with short radius.

Last skier below me gone. Deep breath to focus and off. Skating, gaining speed, and arcing. The rush replaces weariness. Approaching the examiners, I veer hard left into the off piste. Rising temperatures render the new snow a melted mess. I wade through muck. Changing plans. Jumping my skis out of the snow to force a big right hander, I jet back to the piste. Medium radius past the examiners. Above, a friend riding the lift shouts: “Rip it up Tewell.” Back into the “mung” now on the right. Easier here. I link short turns to the bottom. Done, but I’m desperately out of breath and fatigued slowly grips me again. Now promptly repeat twice, varying approach and tactics. “Show me excitement.”

Two o’clock and I am exhausted. Gathering at the base, we are assigned a writing task for the next hour. Cuts at 3. I trudge inside, analyzing the assignment. Briefly describe the skills concept and ski mechanics.

Three o’clock arrives. We gather, the examiners saying: “Not all candidates will return for day 2.” Uneasy glances. So many familiar faces, all etched with fatigue. Concern spreads virally.

Names are read, the lead examiner’s voice tense. Only those called will continue. I strain to hear mine as names tumble by. Anxiety rising, he nears the end. Finally, he says: “David Tewell.”

That night I compare notes with my roommate. Another long time DCL, he hates tryouts. We both have fought through many assessments. I wonder again if this is the last for me. I do not tell him of my fears.

Day 2 – Teaching/Technical

New groups this morning. I ski with two other Davids in a three man band. Both are strong skiers, and DCLs. First, we peer teach, and later we will join a larger group evaluating technical knowledge.

Each man receives 30 minutes, teaching a subject chosen by the evaluators. I hang back. The first David volunteers. Receiving his assignment at the bottom, he has a chair ride—six minutes—to formulate his plan. The Davids ride together, separately from the examiner.

As our chair accelerates out of the loading zone, I break our silence. “We are all in this together so let’s support each other. David, what is your plan of attack? Can we help?” David muses, and by the top has a solid plan. Pressure forges us into a team.

The weather and visibility are appalling. Sleet and fog. Rime coats goggles. As David moves us to teaching terrain, I nearly “kiss my tips” on an unseen roll. Unsettled, I watch his teaching unfold. He battles nerves, but keeps us moving. Developing a good progression, David is soon out of time. He breathes a sigh of relief.

The next David and I stare at each other through rimy lenses. He volunteers. Riding the chair again, David reviews his teaching sequence, and both supporting Davids make suggestions. Despite the sleet whipping us, our solidarity builds. David is a pro. He employs a nice drill adjusting my hip position, and I make a mental note to “steal” it from him. He finishes. My turn.

“Skiing in and out of counter through medium radius turns,” says my examiner. I flash back two years. Last tryout I was told to improve countering, and I have labored to do so. Is this a continuing problem, or a coincidence? Cannot waste more time pondering. Start planning. The Davids ride together a last time, suggesting strategies.

Experience teaches me—start by defining my objective. I mime counter developing as the turn progresses so that words do not obscure meaning. Breaking the task into pieces, we move through a progression. The lesson rolls. Standing with my evaluator, I analyze the Davids as they ski, describing their strengths, weaknesses and how to address them. We pull up to the Davids. Smiles peek out as I slap one on the butt, showing him where to contract muscles keeping him over his feet. My examiner grins.

Time nearly done, I restate our goal and where we are going. Teaching completed, the examiner slips away, and the three Davids bump fists. A great moment. We slide off to lunch.

A bowl of soup later, the three amigos—now fast friends—join three others for the afternoon. Our new examiner asks us questions he hears from the membership. What is a strong inside half? Why rotate the femur in the hip socket? We debate

and ski. Then a quickie teaching tip with a group partner. Pilfering the drill, I coach a newcomer to lift his bent chest by rolling his hips forward. It works like a charm. I silently thank David.

Through the fog, I dimly recognize absences from the field. Most newcomers, and one current DCL, are gone. Doubt gnaws on me again. I watch the remaining candidates and examiners. All seem edgy. There will be more cuts. I cannot decide which is worse, waiting for the axe to fall, or wielding it on long time friends. The skiing day ends. Meeting at 3. I sag on a day lodge bench, recuperating. I have gone “all in.”

The lead examiner’s refrain: “Again, not all will move on to day 3.” Difficult choices show in his face. Names roll by, but fewer this time. I hear, but cannot register, as I mentally rehearse how to gracefully react if my name is not called. But once more, near the end: “David Tewell.”

Returning to the condo, I see my roommate’s car in the parking lot. Dragging myself up the steps, I open the door. Seeking to lighten the mood, I shout “Hi honey, I’m home.” No answer. Walking into the living room I see my long time friend, sitting on the couch. “I was cut,” he says. I slump into a chair. He deals far better than me. Saying he could have skied and taught better, he agrees with the decision. I cannot. I am too tired and emotionally spent. I look at his face, but see mine. He leaves for home. Alone, I call a friend, and awkwardly invite myself to dinner.

Day 3 - Selection Day

I see a field decimated by cuts. Four more DCLs have departed. Even fewer newcomers are still standing. We ski the cruddy off piste. It is stiff, and so am I. Too tired. No agility. I silently hope they remember my first day skiing. Ending at noon, the examiners tell us the team announcement is at 2.

2 arrives, and smiling now, the examiners call us together. “No more cuts. I am pleased to announce that you are the new Divisional Staff.” The scene dissolves into handshakes and hugs.

At best, a tryout’s end is bittersweet. Many start, fewer finish. Those selected are pleased, but know it is only for a while. The clock resets. Two years on the examiners will again shout: “Show me excitement.” ❄️



David Tewell is a PSIA-NW Alpine Clinic Leader and teaches at Crystal Mountain. Email him at: dtewell@tewellfirm.com

CONGRATULATIONS

by Mike Peters

As I hurriedly drove down Century Drive from Mt. Bachelor to the Inn of the 7th Mountain to attend the in-door presentations of the Technical Team tryouts, I was imagining just what the candidates were going through. From what I had witnessed so far, there was tremendous excitement ironically shared with a lot of tension. However, I realized there is more to this process than just choosing the best people for divisional staff.

After the presentations, I had even more respect for the candidates, considering all the effort put into their presentations. After the presentations concluded, the candidates were asked to sit in a round-table discussion with the examiners. One of the questions that really impressed me was: “What did each of you do to prepare?” (the topics had been chosen by the examiners).

The discussion that followed really put into perspective just how much work and time was put into each presentation. And, the examiners let the candidates know just how well each had done and how much they (the examiners) appreciated the efforts.

On Sunday afternoon, everyone met for the selection results. Of course, the tension in the room prevailed over the excitement but the candidates kept the conversations going. Sitting there, I realized this is no easy task for the evaluators, i.e. to choose amongst people whom they have skied with, taught along side, and given clinics to, in some instances for decades. These are not just strangers going through this arduous process, but friends. What occurred, was a show, by the examiners, of sensitivity, professionalism, and genuine respect for all the candidates.

The Technical Team tryouts are just one example of the professionalism of PSIA-NW. Therefore, congratulations are due to everyone who has (ever) passed, failed, or examined, from a Level I exam to a staff tryout. Congratulations! ❄️



Mike Peters is an Alpine Level III instructor and former BOD member, teaching at Mt. Hood Meadows and Timberline on Mt. Hood. Email him at: mjpeters@bmi.net

DCL Tryouts

Clinic Leader Tryouts are happening in the Spring of 2012. If you are interested in becoming a PSIA-NW Clinic Leader stay tuned for details on the website.

TECHNICAL TEAM NEWS: NEW ASSISTANT COACH AND TEAM MEMBERS

by Nick McDonald

PSIA-NW Technical Team Head Coach

During the 2010-2011 season a second Assistant Technical Team coaching position was opened up and current members of the team were interviewed for the position. The Technical Team talent pool is vast and the choices for an excellent assistant coach are many. Members who aspired to be a coach were interviewed and given the opportunity to share their vision and coaching style with their team member peers. It was a difficult decision to select just one person, as each person has unique individual talents that would enhance the team – and they do so already by contributing to the team and the division as a whole.

Lane McLaughlin and I are pleased to announce Rick Lyons was selected to join the coaching staff as an Assistant Coach. Rick has been on the Technical Team for 8 plus years, is a PSIA-NW Alpine Examiner and is a full-time trainer and frontline instructor at Mt. Hood Meadows. He has logged more miles division-wide between clinics, exams and events than any other clinician I can think of. Rick has been instrumental in reaching out to

both local and distant schools to help with their training programs. He has led by example in making himself available for “Outreach Clinics,” that help to bring a PSIA-NW clinician to more remote schools like Anthony Lakes, Lookout Pass and Mt. Ashland to name a few.

In April 2011 another PSIA-NW Technical Team tryout was held at Mt. Bachelor, Oregon, which is the second Technical Team tryout in 2 years as we shift the northwest tryout schedule off of the National team tryout schedule.

As for the Technical Team tryout itself, the tryout is like, and unlike, an exam; like an exam where participants are evaluated by a group of selectors (examiners), with 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 only that but 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 in 4 years or less.

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 all come willingly because they each have a common goal in mind which is to help the future development of our division.

During the first two days all participants go through a number of skiing situations, teaching scenarios and indoor presentations. It was very inspiring once again to witness 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 on the following day.

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, continuing for another term is Terry McLeod, and in their first term on the team are: Brad Jacobson, John May, Garth McPhie and Kim Petram. While some of these individuals are new members to the Technical Team, they are all familiar faces within the division as each of these new team members were previously on the Alpine Clinic Leader staff.

So as we slide into the 2011-12 season, Lane, Rick, myself and the entire Technical Team look forward to another great season and hope to get a chance to ski with you this year. ❄️



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

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From the cover: May 2011 Technical Team training at Mt. Bachelor, “Give me the koosh ball!” Current Technical Team members (from left to right): Nick McDonald (Head Coach), Brad Jacobson, Nils Riise, Tyler Barnes, Garth McPhie, Scott Weimer, Chris Thompson (Team Mentor), Kate Morrell, Terry McLeod, Linda Cowan, John May, Kim Petram, Rick Lyons (Assistant Coach), Lane McLaughlin (Assistant Coach), and Jeremy Riss.



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