

PSIA/ASI
NORTHWEST

Winter 2013
Issue #2 2012/13 Season
PNSIA-EF

NW snowsports instructor



It's All About the Student

by Linda Cowan

Fall Conference @ Copper Mountain

reports from attendees

Symposium @ Big Sky

April 12-14

Snow Pro Tips Inside

On-line voting coming soon!

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contents

CONTRIBUTIONS

- 4 Copper Mountain Strategic Planning Meeting**
by Jack Burns, PSIA-NW President
& Ed Younglove, NW National
Representative & ASEA Treasurer
- National Report**
by Ed Younglove, NW National
Representative & ASEA Treasurer
- 6 Communications Report**
by Tyler Barnes, Communications V.P.
- 7 Certification Report**
by Chris Thompson, Certification V.P.
- 8 Second Call for Candidates**
by Mary Germeau, Executive V.P.
- 9 Meet Your 2012-13 Board of Directors**
Representative's Names and Regions
- 10 Latest Buzz**
Learn to Ski and Snowboard Month plus
What's New in the NW for 2013 from PNSAA
- 11 Service Awards & Scholarship Info**
Deadlines & Updated Information
- 14 Senior Moment: Efficient Rotary Movements to
Shape Turns and Control Speed**
by Ed Kane
- 18 Symposium Primer**
It's Time to Start Planning for Big Sky
- 24 Freestyle Specialist Overview**
by Terry McLeod
- 25 Is It Yours? Do You Own It? Are You Willing to
Give It Away?** Scholarship article by Mark Hume
- 26 Snowboard, Telemark & Track Reports from
Copper Mountain**
by Roark Congdon, Greg Dixon & David Lawrence
- 29 Snow Pro Tips**
by Christy Ott, Rick Roberts & Mike Phillips



12

YOUR PERSONAL CERTIFICATION: IT TAKES A VILLAGE

by John Keil



20

FALL CONFERENCE @ COPPER MOUNTAIN

Reports from attendees



23

THE ADVANTAGES OF TEAMWORK

by John Stevenson



28

GREAT TEACHERS KNOW IT'S ALL ABOUT THE STUDENT

by Linda Cowan



ON THE COVER

Terry McLeod knows it's all about the student. Here he's teaching 7 year old Emily at Schweitzer Mountain Resort.

Photo by Mike Bannon

COPPER MOUNTAIN STRATEGIC

PLANNING MEETING

Joint Report by Jack Burns, PSIA-NW President & Ed Younglove, PSIA-NW National Representative and ASEA Treasurer



We wanted to furnish you with a joint report on the successful meeting regarding the development of an affiliation agreement between ASEA and the divisions.

After an opening address by Michael Berry on the “State of the Industry,” on Thursday evening, the Presidents, their Executives and the ASEA Board met on Friday morning. Quickly, the prepared agenda was abandoned in favor of a facilitated discussion about progress on the draft Affiliation Agreement. During that discussion, a spirit of cooperation and compromise everyone was hoping for was evident. Both sides appeared to understand and be willing to try and address the major concerns of the other and to search for and adopt alternative language that would satisfy the needs of all parties. The morning session ended with an agreement to prepare a new draft incorporating the results of our discussions.

The new draft crafted that evening dealt constructively with several of the major concerns addressed in the Joint Resolution the Northwest Board recently approved. Many of the issues involved finding language acceptable to both parties. In particular:

1. The ASEA Board agreed to remove all references to its bylaws and policies and procedures from the agreement and substitute specific language instead; and
2. It was agreed that setting National Standards would be a collaborative effort of the Divisions and ASEA with ASEA being the storehouse for the standards. The process of administering exams and educational events would be left with Divisions; and
3. The Divisions were encouraged to maintain and expand, if possible, sponsorships within their geographic area and complementary to their events; and

4. The confidentially provision was removed entirely in favor of a paragraph acknowledging the value of complete transparency between ASEA and the Divisions; and
5. The new draft recognized the ability of the Divisions and ASEA to set and collect their dues independently of one another, although each agreed to give the other notice and consider the impact on the other a proposed increase; and
6. The new draft removed entirely the detailed standards for use of the marks and logos of ASEA in favor of simple and understandable language; and
7. The new draft left an opening for the discussion of Division Only membership in the future upon a showing of need.

Kirsten and Jack met Saturday morning and prepared a track change and comment draft that sought clarification of certain language, and offered minor changes to other language, in order to address concerns that may have been overlooked. As a whole, the group went through the comments and each comment was discussed. Most were accepted with only a couple left subject to review by ASEA legal counsel. It was agreed that ASEA would attempt to ascertain its position on those matters as soon as possible. We do not anticipate anything that would jeopardize the progress made toward a final draft for approval by all Boards.

After a more than 50 year relationship, the national organization and the nine divisions will now have a written agreement in place that defines their relationships and which all the participants at the meeting hope will enable all the organizations to more effectively service their common membership.

At the same time the parties were meeting to work out the affiliation agreement, representatives from the educational staff from all 9 divisions in every discipline were also meeting (on snow and in conference rooms) to look at the national standards in each discipline as part of the Strategic Education Plan (SEP) process. Our understanding is that the participants from the Northwest thought that the event was very worthwhile and a huge success. We are sure you will be hearing more from the event participants about the event in the near future. ❄️

Jack Burns is a 40+ 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. Ed's bio and contact info is at the end of his report on the following page.

NATIONAL REPORT

by Ed Younglove, PSIA-NW National Representative and ASEA Treasurer



This past October brought the organizations' leaders together at Copper Mountain, Colorado. The national association hosted two important contemporaneous events at Copper. National Board members, division presidents and division executive directors met for two days in a strategic planning meeting to work through the terms of an agreement defining the roles and responsibilities of both the national organization and the nine divisions.

At the same time, certification and education leaders from each division in each discipline (alpine, snowboard, nordic, adaptive, children's and freestyle), together with several national team members in those disciplines, were also getting together both indoors and on snow. As part of the Strategic Education Plan (SEP), these groups spent three days exploring the application of the national standards in each discipline by the respective divisions. I expect others will provide the details of each of these events. I would just like to describe what I think were the major take-aways from each.

Growth Model Update

The events were kicked off by a joint session with keynote speaker Michael Berry, Executive Director of the National Ski Areas Association (NSAA). Michael authored the “Conversion Model for Growth.” I have reported on the model in previous reports over the years. The model hinges the growth of the snowsports industry on instructors converting a greater number of beginning clients to regular snowsports enthusiasts. Michael described some demographic challenges we face in the near future. Baby boomers are aging and their participation in the sport is declining. At the same time, snowboarder visits are also declining.

The SEP Meeting

One of the primary purposes of the national organization is to establish and maintain national standards for instructor certifications in all disciplines (Levels 1, 2 and 3). Administration of exams and choice of the exam process is left to each of the nine divisions. This created a perception for some that applications of the standards, and thus certifications, are not the same across the country. This threatens the value of “national certification” of an instructor's competency for the public, snowsports schools (employers) and industry partners.

By comparing applications of the national standards in all the disciplines across all divisions, the participants not only substantiated the adherence to those standards, they helped ensure continued adherence to these standards in the future. Their efforts are also likely to lead to appropriate future revisions of the standards.

The Strategic Planning Meeting

Over their fifty year relationship, the divisions and the national organization have defined what role each has in pursuing their common mission, vision and values. While clearly understood, these roles had never previously been reduced to any comprehensive written agreement. For many months prior to the meeting in Copper, divisional and national leaders struggled with encapsulating the roles and responsibilities of each to the other. Importantly, all ten parties to the agreement (the nine divisions and one national organization) needed to agree to every provision.

With the help of a facilitator and the leadership of the national chairman and the nine division presidents, the parties accomplished their goal. Northwest President Jack Burns played a pivotal role in the process. Under the agreement, each division and the national organization have substantial freedom in pursuing their common goals with their areas of responsibility and each can

rely on the other to fulfill its role of collaborating for the benefit of our common membership.

In my eyes, Copper was a huge success. The National organization intends to annually host a similar gathering of education and certification leaders to continue the development and implementation of the Strategic Education Plan. National already hosts a meeting with the division presidents each year.

Having the divisions and national roles and responsibilities clearly stated in an agreement should help each focus on their part in servicing the membership. I call that a win/win. And no, I never got to ski. ❄️

Ed Younglove is a past PSIA-NW President, current NW National Representative and ASEA Treasurer. He is also a PSIA-NW Alpine Clinician and Trainer for Crystal Mountain. Email him at edy@ylclaw.com

ON-LINE VOTING IS COMING SOON

At the last board meeting the board of directors voted to permit on-line voting as an option for casting ballots on issues that require a member vote, which includes voting for Regional Board Representatives. This is a substantial cost and time saving option for the organization and may also result in added participation in the election process by members.

For the upcoming Regional Board Member elections candidate statements will be posted on the website with details about how to vote on-line for your regional representatives, and on the upcoming general member vote regarding the Restated Articles of Incorporation, will be posted on the website. Details will also be emailed to you. Votes may be also be cast by mail. Please keep an eye out for this important information.

If you need to update your email address either login at THESNOWPROS.ORG to update your contact info or simply call the NW office.



Now go take the five minute member survey.

Click to take the survey on the PSIA-NW.ORG homepage.

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TAKE THE FIVE MINUTE SURVEY PLUS YOUR COMMUNICATION PREFERENCES

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



In mid-November we sent an email message to members of the Northwest Division. In that email was important and time-sensitive information about the upcoming season. The good news is that 51% of you actually opened the email and about 27% were compelled to click on a link in the email. Not surprising, one of the most clicked items was memorial information about our long time friend Marty O'Connor.

However, the event calendar and the survey were equally "popular," and only four people out of 3,310 we sent the email to actually unsubscribed. What more, the actual hard dollars spent on sending that email: zero, nada, zilch. PSIA-NW and the PNSIA-EF are able to benefit from a not for profit status with this email service provider, so sending emails of this type cost the organization (and you) nothing. Just my volunteer time.

While at first glance these statistics may not look all the great "statistically speaking" but for the people who do prefer email communications we reached you!

Despite the reported "popularity" of the survey link we are a long way from getting enough participation to have a statistically good cross section of respondents. So please, as a personal appeal to you my fellow snow pros, take five minutes to complete the survey. This is not a sur-



OK. Now go to PSIA-NW.ORG

TAKE 5 MINUTE SURVEY

vey about whether you like lattes or mochas, or whether you think your mobile phone provider is servicing you adequately. This survey is about, shall I say, "stuff that really matters."

The last two questions are "fill in the blank" where you can share your personal comments however you see fit. These comments are also very important and I have personally read each comment that has been submitted thus far. They really inform me about how our communications are doing, your feedback on the exam process, the cost of dues and more. And FYI, the survey is completely anonymous, so be open and honest. Once you've completed the survey you can see how others have responded as well.



Another great communication platform is, like it or not (pun intended), Facebook. If you are a Facebook user, then head over to the PSIANW Facebook page and "like us" so you can easily be kept up to date on the latest information from PSIA-NW in your news feed and "timeline."

And if you are already a Facebook users reach out to your "snow pro facebook freinds" and spread the word that we have a Facebook page. The PSIA-NW.ORG website has the ability to socially share pages, news items and events simply by clicking your favorite social media icon on that specific page.

www.facebook.com/psianw

Finally, in case you hadn't noticed, the PSIA-NW website had a minor face lift in October. There is a new event calendar presentation that allows you to get information via a month by month calendar view, a chronological list view or a graphical and chronological "poster board" view. Upcoming events are listed right on the homepage and in the right hand side bar of the site, so you can know when and where the next few upcoming events are happening.

Now, each event page has the appropriate downloadable event application or a link to an on-line event registration if the event supports on-line sign ups. All in all I hope we are reaching you via your preferred communication methods, be it this newsletter, the website, email or facebook. Oh, and don't forget, take the survey! 🌟

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



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SUBMISSION DEADLINES

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

Fall Issue (Sep – Nov)

Ads & Articles by August 1

Winter Issue (Dec – Feb)

Ads & Articles by November 1

Spring Issue (Mar – May)

Ad & Articles by February 1

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.

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CERTIFICATION

REPORT

by Chris Thompson, PSIA-NW Certification V.P.



I'll begin with a quick report on the division staff fall training. At the beginning of each season the division staff meets for training, at Mt. Hood in the early November and at Stevens Pass in the early March. We work to improve our abilities as clinicians and examiners for the Division. Timberline ski area didn't have sufficient snow in early November for on-snow training this year. Fortunately, we were prepared to be indoors. Our very productive sessions were influenced by the national curriculum meetings hosted at Copper Mountain the previous month. The basis for that meeting was to bring the nation closer together on the National Standards by more clearly defining the levels of certification. Why bring this up? Because the PSIA/AASI National Standards are the backbone of the exam process nationwide.

While it is not a requirement that all instructors achieve a level of certification, it is highly recommended. And it is really not about being certified, although that indicates a level of competency; what it is about is the path. The work you put into making your way along that path, is guaranteed to make you a better instructor or coach.

So let's discuss "you." How do you become a Level I, II, or III instructor? First off, for the price of a dinner and movie, you can purchase the technical and teaching manuals for your specific discipline. Like any high school or college courses you have taken, you need the resource material. Secondly, download the current PSIA-NW Certification Guide for your discipline. Research through the posted links and what the other divisions are doing in their exam process. There is also an amazing amount of additional information available via our website (PSIA-NW.ORG) and the National website (THESNOWPROS.ORG) for various certification levels and certificate based programs. Get your hands on as much of this as you can and as Juris Vagners suggested many years ago, read with a pencil, footnote, put the information in your own words, and develop an understanding that works for you, one which you can comfortably and confidently articulate.

All snowsport schools have pre-season and in-service training opportunities. Arrange your schedule to enable you to attend as many of these clinics as possible. Challenge yourself in all levels of terrain and conditions. Look at the tasks we have listed for the skiing/riding mod-

ules – practice, practice, practice. The skiing/riding module is separated into two facets – on and off piste. The tasks have been selected out of a myriad of exercises to represent a skill blend at a level of competency. Although we are not limited to these tasks, the time element of the exam generally sets the limits. However, you will find additional exercises listed in the exam guides to help your personal growth in both the skiing/riding and for use in day to day teaching. Not unlike many sports, repetition creates muscle memory enabling you to ski/ride without needing to continually think through it.

During the teaching module of the exam all of your teaching and learning experiences will come into play. This is the time where you can showcase teaching and/or coaching skills. The unique situation here is that time is limited. You will have two opportunities to teach, one will be being relatively long around 30 minutes or so not unlike what you might do in an early morning or late afternoon clinic for your ski school.

The second, "short program" can be used in a multitude of ways. The examiners will look for you to demonstrate your understanding of good teaching principles, additional movement analysis/directed practice examples and how you set up a positive learning environment. It is also possible the examiners may have you lead a general discussion on some aspect of the teaching/learning process. The premise for all of the teachings during an exam is directly out of the manuals – safety, learning partnership, teaching module, feedback module and industry oriented questions.

The exams are designed to test you against the National Standards. Although it is subjective in nature – other than the written module – the subjectivity is mitigated by the standards. Unfortunately most instructors think that exam preparation is all about what you do in that last time period (ski season) prior to the exam itself when in reality your exam preparation began when you learned how to ski or ride. The last few weeks or so are more of a dress rehearsal. All of your experiences are the basis by which you become a teacher/coach.

Here's a little historical perspective on the exam process; the more we change, the more we stay the same. The exam has become more humanistic over the years and the time frames have changed, however, the goals are still the same. What has not changed is that it is up to you to properly prepare yourself for the test. It is up the examiners to grade your performance based on the national standards. It is our goal to ensure that you have the best opportunity to showcase your abilities.

In summary, to prepare for a successful exam you must ski/ride lots of miles in all terrain all con-

ditions, work on a variety of exercises, challenge yourself every chance you get; study all readily available contemporary information yet don't be afraid to gain a historic perspective; practice, and practice some more by teaching with your peers to enable you to develop a short, succinct, meaningful teaching or presentation module.

Take every available clinic and training class available and from multiple teachers as well. And ask questions about anything you do not understand completely. Keep in mind that when you think about your normal day to day teaching, you establish a goal for the day, spend a limited amount of time setting up the day with your students and the remainder of the lesson(s) is directed practice with periodic feedback from you. This approach works very well during an exam as well!

I look forward to seeing you at an exam this season! Have a great season! ❄️

Chris Thompson is the PSIA-NW Certification Vice President, an Alpine Examiner, Founder and past Head Coach of the PSIA-NW Technical Team. Email him at mistert@nctv.com

Exam Checkpoint Schedule

An Exam Checkpoint is an excellent opportunity to see where you are on your pathway to certification. Note: before taking a Track Exam you must complete a Track Pre-Exam Clinic.

STEVENS PASS - FEB 22

Alpine & Snowboard Checkpoint

SUN MOUNTAIN - FEB 24

Track Pre-exam Clinic

MT BACHELOR - MAR 1

Alpine, Snowboard & Tele Checkpoint

STEVENS PASS - MAR 2

Track Pre-exam Clinic

MT HOOD MEADOWS - MAR 3

Adaptive, Alpine & Snowboard Checkpoint

See the Fall Newsletter or website for specific Exam Checkpoint details.

SECOND CALL FOR CANDIDATES 2013

by Mary Germeau, PSIA-NW Executive V.P.



BOARD OF DIRECTORS

PSIA-NW members are encouraged to get involved in and run for any position on the Board of Directors that is up for election in their region. In order to run, one needs to meet the candidacy requirements and complete

and submit an Announcement of Candidacy to the PSIA-NW office via fax, e-mail or "snail" mail to be received on or before 4:00pm, Friday, December 28, 2012. Candidacy requirements require that a person be a Certified Level II or III or a Certified Level I, with two years of membership. This person must also be working in, or have a nexus, with the region in which he/she wants to run for a directorship.

Positions are for three-year terms and require attendance at two board meetings per year plus other events and committee work, as needed. As usual, one third of our Directors come up for election in the spring each year. The statements for reelection submitted with the Announcement of Candidacy will be noted in the Newsletter and published in their entirety on the website.

Positions to be elected this winter by members for seating at the completion of the 2013 Spring Board meeting are:

Region	Pos	Incumbent
Snoqualmie	4	Bill King
Snoqualmie	7	Jordan Petram *
Snoqualmie	8	Takashi Tsukamaki
Stevens Pass	4	Mary Germeau
Crystal	2	Ed Younglove
Spokane	1	OPEN
Mt. Hood	3	OPEN
North Central	1	Sally Brawley

* Special Notes: Jordan Petram was appointed to fill Rob Croston's resignation from Snoqualmie Position 7.

REGIONAL DIRECTORS

Regional Directorships are also up for election each year on a rotating basis. A person wishing to run for one of these positions must be a Certified Level II or Level III and a Snowsports School Director in the Region in which he/she wants to run. There are currently 4 regions in PSIA-NW.

One Regional Directorships is up for election this year, this is the Director for Region 4 (Mt. Hood, Bend areas). The current Director for this position is Gordon Garlock. A position as a Regional Director is a three year term. Those considering running for the position must be current directors of a snowsport school in good standing. There are only four (4) of these positions which are elected on a rotating basis. The Snowsport School Directors in the Region elect the Representative for their Region by electronic or mail-in ballot.

GENERAL INFORMATION FOR ALL CANDIDATES

All Candidates for either type of Directorship (including incumbents) must submit an Announcement of Candidacy in order to be considered an eligible candidate. This announcement should contain the following information: Full Name, Region, Position, Snowsports School, title or position at the school for Board of Directors and snowsports school for Regional Director, off-snow occupation, if any, PSIA-NW involvement, reasons for wanting to serve, and your contact details. Candidates may download an announcement of candidacy forms from the PSIA-NW.ORG website at this web address: www.psia-nw.org/who-we-are/board-of-directors/candidates/ the announcement will work for both type of positions—just check the correct box.

This announcement of candidacy will be used in communications in the general election so that the members in the region for which the candidate is running may read a statement about them and their reason for wanting to serve. Regional Representatives are elected by ballot by the members in the region which they wish to serve. For more information about additional requirements contact your regional board representative or the PSIA-NW office. ❄️

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

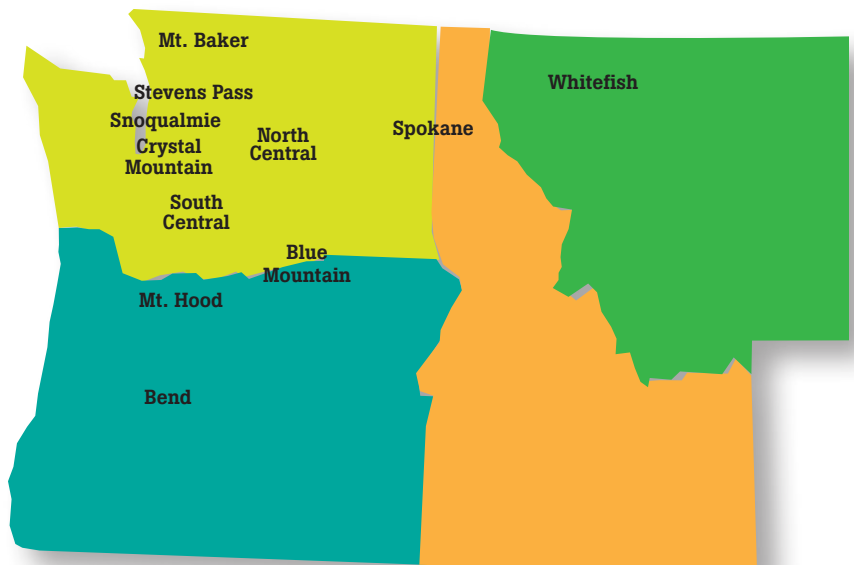
GET TO KNOW YOUR 2012-13 PSIA-NW BOARD OF DIRECTORS

In case it's been a while since you have visited the list of your board members on the PSIA-NW.ORG website, we thought it'd be useful to remind you, in print, who they are and what areas the representatives are from.

Many board members also serve the organization in other capacities as well and these capacities are noted as their role(s). It is important to note, PSIA-NW is a not-for-profit 501(c)(6) organization and all who serve on the Board of Directors are volunteers. Feel free to reach out to these people as resources for your knowledge.

Geographically speaking, there are eleven regions in the NW Division within four states: Washington, Oregon, northern Idaho and far western Montana that have board representation. Members who affiliate with a snowsports school, or live within a region may vote on matters that concern them, which typically is a vote for their regional representative(s). The eleven regions within the NW Division are, in alphabetical order: Blue Mountain Region, Bend Region, Crystal Mountain Region, Mt. Baker Region, Mt. Hood Region, North Central Region, Snoqualmie Pass Region, South Central Region, Spokane Region and the Stevens Pass Region.

Each region is proportionally represented at the board level by the members who are affiliated with that region. On the following page, in alphabetical order by last name, are all the NW representatives and the regions they represent.





George Bailey
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Role(s): Spokane Region Representative



Tyler Barnes
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Sally Brawley
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Rick Brown
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Role(s): Snowboard Clinician, Snowboard Examiner, Spokane Region Representative



Jack Burns
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Role(s): Executive Committee Member, Snoqualmie Region Representative



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JANUARY IS LEARN TO SKI AND SNOWBOARD MONTH

by Mary Jo Tarallo



Cost effective and free lesson packages for children and adults are being offered during January 2013 at ski and snowboard resorts throughout the U.S. The offers are part of Learn to Ski and Snowboard Month (LSSM), now in its sixth season.

"Humans Were Never Meant to Hibernate" is the theme for Learn to Ski and Snowboard Month. New participants are urged to take beginner lessons from professional instructors who are trained to explain "best practices." Current participants are encouraged to hone their skills with advanced lessons or take up an alternative snowsport. Lesson programs differ at various locations and from state to state. Most beginner lesson packages include the lesson, rentals and a lift ticket.

"Winter is a great time to be outside as long as you dress for it," said Mary Jo Tarallo, director of Learn to Ski and Snowboard Month. "Sports like skiing and snowboarding offer invigorating exercise, opportunities to connect with family and friends and a way to appreciate nature. We hope people will take a snow day, have some fun and truly experience winter outdoors."

An updated website (skiandsnowboardmonth.org) provides a listing of states with locations where learning programs are taking place. The site helps those new to snowsports with practical information on getting started and also includes tips for those who want to improve.

Learn to Ski & Snowboard Month is an industry initiative organized by the National Ski Areas Association, the Professional Ski Instructors of America / American Association of Snowboard Instructors, the National Ski Patrol, SnowSports Industries America, numerous state and regional resort associations, industry partners and the snowsports media. ❄️

Mary Jo Tarallo is the director of Learn to Ski and Snowboard Month. For details check out SkiandSnowboardMonth.org

HAPPENINGS FOR 2012-2013 SEASON

by John Gifford, President, Pacific Northwest Ski Areas Association (PNSAA)



The winter of 2011-2012 was another great season in the NW with plentiful snow, especially in the spring, with skiing lasting well into May for many resorts. During the pre-season, resort work crews have been busy with chairlift installations, building out bike parks, and significant enhancements to guest service buildings. As is the case each fall, all ski area operators are "tuning up" ski lifts, day lodges, parking facilities, and the compelling array of ski school programs.

If you are reading this information at press time of the newsletter many Northwest resorts have already opened and guests (and employees) are enjoying these improvements.

IN OREGON...

To provide guests with convenience, accurate vertical feet tracking and innovative access products, **Mt. Hood Meadows Ski Resort** has installed Radio Frequency Identification (RFID) gates at every lift. Mt. Hood Meadows also upgraded Shooting Star high speed quad lift by adding 20 chairs, increasing uphill lift capacity by 30%. Mt Hood Meadows received a second consecutive National Ski Area Association (NSAA) Sustainable Energy Grant to convert message board signs to battery power. **Mt. Bachelor Ski Resort** is constructing the new Bachelor Butte administration building that will consolidate staff offices into one location improving communication and efficiency as well as allow removal of the temporary "sprung" structure. Also as part of the project, the Bachelor Ski & Sport building will be renamed the Mountain Gateway building and will house all guest services, including a new Guest Services Sales Center on the lower level.

IN WASHINGTON...

49° North Mountain Resort has installed a new chairlift for the 2012-2013 season. The double chairlift will serve the 1,144 vertical feet on Angel Peak moving 1,000 guests per hour to the summit. With this addition 49° North will have a total of seven (7) chairlifts. **Mt. Spokane Ski & Snowboard Park** completed a 1,200 square foot addi-

tion to the main lodge that adds 100 additional seats and a new outdoor deck. **The Summit at Snoqualmie** broke ground and will complete the foundation for the new Silver Fir Lodge. The second phase of construction will begin next summer completing the lodge in time for the 2013/2014 season. **Crystal Mountain** will complete the first stage of its Waste Water Treatment Plant upgrade. The new system will meet all current state discharge standards and is capable of being enhanced to meet future standards. **Stevens Pass Mountain Resort** has removed brush, trimmed alder, and thinned gladded areas to assure as early as possible opening and create new lines through trees on both sides of the mountain.

IN IDAHO...

Schweitzer Mountain Resort has completed an upgrade of their Musical Chairs lift with new chairs that have a restraining bar and outside bales, allowing easier loading especially for beginners. Schweitzer also has completely redesigned their Ski and Ride Center to enhance the guest experience when renting equipment or booking a lesson. **Lookout Pass** has installed a triple chairlift to replace a rope tow. The new lift will service their beginner area providing an enhancement to the guest's learn to ski/ride experience.

IN ALASKA...

Alyeska Resort has added a new high-speed detachable quad chairlift from the base area. Ted's Express, named for former Alaska Senator Ted Stevens, will replace Chair 4. This chair will be the second high speed quad at Alyeska Resort. Alyeska is also installing two Flex Turbine MT250 gas turbines which produce both electricity and hot water (co-gen) using low cost natural gas. These units will be used primarily to produce power needed to operate during periods of power outages. ❄️



John Gifford is the President of the Pacific Northwest Ski Areas Association (PNSAA), a non-profit trade association, which represents the interests of ski and snowboard facilities located in Oregon, Washington, Alaska, Idaho, Montana, and California. Contact the PNSAA office

at (877) 533-5520, or visit www.pnsaa.org or send John an email: john@pnsaa.org.

SERVICE AWARDS INFORMATION - NOMINATIONS DUE MARCH 8, 2013

PSIA-NW has an awards committee, which is tasked with reviewing nominations from members for Northwest division awards and special recognition. There are many people in our organization that deserve special recognition and divisional awards. We have five awards which are presented annually, if there are nominations - and that's where you come in.

You probably know members that would fit into each one of the categories for an award. The nominating procedure is simple and easy. Nominations either come from the snowsports school or individual instructors and are then reviewed by the awards committee, who then make selections from the nominations. Your nominations are based solely upon the information that is included in your nomination, so make it as clear, concise and complete as possible.

Please base your justification on the awards criteria listed here and on the Northwest Awards page at PSIA-NW.ORG. Use no more than two pages please and include no more than two letters of recommendation if desired. Note: Awards will be presented at the Spring Symposium event at Big Sky, Montana.

**DEADLINE FOR NOMINATIONS
IS MARCH 8, 2013.**



Wayne Nagai receiving the 2012 Larry Linnane Skiing Legends Award at Mt. Bachelor.

Mail, fax or email completed nominations to the attention of the Awards Committee Chair. You may also nominate someone on-line via the website - look in Membership Menu, then choose Awards Information, then Award Nomination Form. Below are the Award Titles and criteria for PSIA-NW Service awards:

Ken Syverson Instructor of the Year Award

This award goes to someone who is actively involved in teaching skiing to the public and demonstrates a positive role model. He must exceed the normal criteria for teaching excellence and must demonstrate a prolonged history of service to the public, his ski school and PSIA Northwest.

Rookie of the Year Award

This award goes to someone who has demonstrated superior ability, aptitude and inspiration to snowsports education in their first season as an instructor. It's a great way to recognize a rising superstar.

Art Audett Outstanding Service Award

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

Jean Lyon Service to Youth Award

Recognition of an instructor with exceptional dedication and excellence in teaching children and youth snowsports or race programs.

Larry Linnane Skiing Legends Award

This award recognizes those senior members in good standing who have given a life long commitment to the development and/or history of snowsports including instructing, service on the writing, or technical review of feature articles for publications, etc.



The late Marty O'Connor recipient of the 2011 Ken Syverson Instructor of the Year award at Mission Ridge.

SCHOLARSHIP PROGRAM UPDATES: NEW RULES

In order to allow for the most efficient and fair method to distribute scholarship awards to our membership in PSIA-NW, the Scholarship Committee has decided that starting this year, all applications for scholarships need to be complete and in the office by December 15 for that operating season.

However, due to the new rules, we have extended the deadline another 30 days, this year only, to January 15.

These program changes will give the staff and the committee a chance to consider all the applicants requesting assistance in attending divisional events.

The PSIA-NW event calendar is available in the NW Snowsports Instructor Fall 2012 Newsletter & Season Guide and on the PSIA-NW.ORG website. If you are planning to apply for financial aid this year please look over the events, complete all of your paperwork and fax or email them to the office before the due date.

All of the application forms are located on the website in Membership Menu, then choose Scholarship Application.

CORRECTIONS

Dan Ventura from Mt. Bachelor snowsports School was inadvertently omitted from the 2011-12 Alpine Level I exam pass list. Sorry about that Dan! Congratulations!



Dave Lyon

Dave Lyon was incorrectly noted as being selected for a third term to the PSIA National Alpine Team. Dave actually has been selected for a fourth term for the PSIA National Alpine Team. There have been only two team members to accomplish this feat. The other person is PSIA Alpine Team Captain Michael Rogan.

If you have a correction please send an email to info@psia-nw.org and we'll get it corrected in the next issue.

YOUR PERSONAL CERTIFICATION: IT TAKES A VILLAGE

by John Keil

At this year's Fall Seminar session called "Maximize Your Training" it was stated, "Many people become instructors to get better at their own skiing and be a part of the community." Thanks to John May for putting it so well. We have our intrinsic motivation and a fire to grow our own skills. We have the opportunity to further develop our skiing and teaching thanks to education programs and a willing Divisional Staff. Our profession also has a process to recognize our personal achievement in development – the certification process.

My story is one of a tough experience, my reaction, and my personal lessons learned. As a technically-oriented person, I enjoy the opportunity to continually develop knowledge and my own skiing through clinics and events. As I turned my attention to the next goal – Level III Certification – I see the things I didn't plan or do well to pursue that goal.

I started the season with a fire in me. I was going to "make it" – get my Level III – by the end of the season. But I didn't really talk about it so specifically with many people. I believed this was on my shoulders. I knew had to do the work and had to put the time in, so I didn't consider the importance of establishing a support system. This is ironic in hindsight, because during the pre-season dry land clinics, Lane McLaughlin, PSIA-NW Technical Team Assistant Coach, taught us that we needed to have our own personal "Board of Directors." These are the people who act as our trusted advisors through any goal, plan, or activity that we engage in. The answer was right there in front of my face but I did not see it, because it is uncomfortable for me to ask for help with such a personal goal.

My experience that year was a difficult one. When the time came to enroll in the exam, I was suddenly making my intention public and very committed. I pressed very hard for acceptance of my plans, instead of asking for support to achieve my goals. I acted like I expected immediate attention to my goal. I was demanding a lot of other people's time in the weeks leading up to the enrollment deadline. I was asking for more ski hours from people who had completed a day of skiing already. I was sponging feedback but taking it and moving so quickly to "the next thing" that I probably wasn't allowing sufficient time to process and improve. By not processing the feedback I was depriving myself of the opportunity to actually learn and improve. Driven probably is too light a word to describe how I was behaving. To their credit, my ski school leaders accepted my intentions, with wariness. I was asked to promise not to quit if the outcome was not successful.

The exam did not go well. Without a "Board of Directors," I was not prepared. With my driven attitude toward the goal, the result felt even more disappointing. I processed my "did not pass" feedback for several days and decided I needed to gain more clarification. I emailed the examiners and received one response and it was pretty blunt. What I took from the limited feedback in this context did not reconcile with the highly-driven attitude I had felt to that point. My personal sense of competitiveness was looking for ways to challenge the validity of the feedback. I felt that what I was told had invalidated me, my life in skiing, and my years to develop skiing knowledge.

I was dismayed and unsure of whether I belonged here. This was one of those times when any person faces a choice about how to respond. My chosen response, born of my own ego and drive was not a positive response. I believed that the system, the process, and many people had failed, in addition to my own failure. I was angry to feel like I was not good enough. To the few people I talked to, I said a lot of hurtful things about this experience, involving specific epithets railing

against the exam system, the human factor in the exam rating, and what I saw as a lack of credibility in the process. I had broken the elements apart and I had focused on all the parts where someone or something else hadn't lived up to what I expected of the well-established process. The description "Dark" probably doesn't completely cover it.

Reflecting on this I would have utilized my Board of Directors to provide my first opportunity for the exam feedback "post-mortem." That probably would have provided more clarity of the comments and also provided a forum for dialogue and learning that was better than simply arguing my point and fighting the system.

Going forward I changed my approach to draw upon several different people for coaching, advice, and discussion around technical issues. I also changed my outlook about how to train. I was skiing for fun and was realizing the training value out of just going skiing with a variety of people. As much as possible I also engaged in dialogue about higher level skiing concepts to build my technical knowledge. I was successful in achieving Level III after creating my own BOD and changing my perspective.

In the spirit of our division's motto – Learn, Teach, and Inspire – and with the idea that "Many people become instructors to get better at their own skiing and be a part of the community." Here are my hard lessons learned, that I hope candidates who I am responsible for now, can use.

MY TRAINING TAKEAWAYS

The Board of Directors. Much like committing your center of mass into the new turn early, it can be a very vulnerable position to ask for help and REALLY trust in the outcome. Find people who can help you develop and can offer feedback, perspective, or act as a sounding board. These people may be your TD, may be that long-time Level III you always go free-ride with, or may be just those people around the division that you have met at Symposium or other events. I have found the DCLs and the Tech Team to be very willing to help, if a person asks, "It takes a village."

The Path. OK, maybe it is a little bit of a cliché, but it is true – development is a journey, not a destination. Certification is not an end. My development did not end with Level II or Level III. These are just way points along your own improvement as an instructor and a skier. It cannot be stressed enough – one exam, and one result, is not the end of the path or definition of you as a person. It took me awhile to absorb this. Keep moving forward, both on your skis and in your own journey as an instructor!





ALPINE TASK VIDEOS ARE ON-LINE

In case you didn't know, all of the Alpine Level I, Level II and Level III skiing task videos have been updated and are available for viewing on-line at the PSIA-NW.ORG website. During the 2011-2012 Season footage was taken that portrays a good representation of the tasks from a variety of skiers with various equipment and body types.

We are working on a teaching module video that introduces the a "typical teaching day." This will be an important training tool for candidates and snowsports school trainers alike, which can be used to inform Alpine, Snowboard and/or Telemark candidates about what to expect on exam day. Keep an eye on the website for updated snowboard task videos as well.



Handling Stumbles. This is where I tried to make the most change. Use your personal "Board of Directors," as well as any other experienced and trusted members of your personal network to review your feedback and help provide the clarification. They may be able to frame the feedback in a way that more closely fits your personal learning style. Because I lacked a Board of Directors I reached out on my own. While there's nothing wrong with that, I needed to better prepare myself for an answer I wouldn't like. Utilizing your Board of Directors to understand the feedback can help you to absorb it, process it, and grow from it more quickly.

My personal choices for handling the disappointment at the time were to make sure all the people I talked to knew how unhappy I was about the process and result. If I could reach back through time and prevent myself from hounding people to tell them how bad it had gone, I would.

What I know now is - there is no meaning other than that which we choose to assign. I encourage people to choose to assign "opportunity" as the meaning to a result like this. Since personal development is a lifelong journey this is just one more checkpoint along the path of your continuous growth. Now I am a Training Director at my school working hard to help others to not make the mistakes I made, supporting them in developing plans to reach their goals and enjoying being a part of the ski community.

I owe a lot of thanks to my BOD who still help me with their time, their coaching and feedback, their patience, and most frequently, their listening. Those people are: Dave Lyon, Tami Lyon, Chris Thompson, Betsy Baker-Bold, Lane McLaughlin, Nick McDonald, Linda Cowan, and Mike Buzzelle. I've never told these folks what their energy meant to me and they are all incredibly gifted people. Thank you.

Good luck with your certification goals, and, as always - Keep 'em sliding! ❄️



John Keil is a Training Director at Lyon Ski School, Stevens Pass, is Alpine Level III certified and a Children's Specialist I. Email him at keilj@seattleu.edu



It's MORE than a card



I have made some good decisions, and some bad ones in my life, but becoming a member of PSIA-NW has been one of the better decisions that I've made. I originally become a member to take advantage of the summer skiing events at Mount Hood. After attending a few years of summer events, I decided to attend the Divisional Academy event, and at that event heard great reviews from some of the participants that had attended the Immersion event, so I signed up the following year. The level of instruction just keeps getting better. My skiing/teaching, and technical knowledge has improved exponentially since becoming a member of PSIA-NW. Where else can you get such a high level of instruction for the price? That is why I'm a card carrying member of PSIA-NW! - Mike Erlbach

Got your own personal statement about why you are a member? Email it to info@psia-nw.org with a personal photo and you could be featured in a future newsletter.



Technical Team Tryout May 3-5, 2013

Another Technical Team tryout year is upon us. Application deadline is April 1, 2013 at 4pm. Check the website for application requirements and more details.

SENIOR MOMENT: EFFICIENT ROTARY MOVEMENTS TO SHAPE TURNS AND CONTROL SPEED

by Ed Kane

Generally speaking, the arc or radius of a turn is influenced by ski design, speed and the applied pressure to the ski. However, the shape of the turn can also be influenced by decreasing edge angles and by applying rotary movements to steer the skis creating the turn shape. Typically efficient rotary movements originate in the lower body emphasizing rotating the femurs in the hip socket which is called, “turning the feet and legs.” Turning the feet and legs is more efficient because there is less body mass to move when making the desired direction change, and ideally our torso will face our intended direction of travel throughout a series of turns.

Beginning and intermediate zone students generally use less efficient upper body movements, which are a major reason for the plateau in their skill development. Ideally the femur rotates within the hip socket instead of the entire hip and leg moving as a unit in the new direction. Ideally, the legs turn more than the upper body while keeping the inside half of the body leading as the turn progresses. The larger muscle groups of the upper leg and gluteus maximus are used for large changes, while the ankle joint can be used to refine the turn shape. Simultaneous rotation of both legs is a desired goal for efficiently shaping turns.

The turn shape is also dependent on the Duration, Intensity, Rate and Timing (DIRT) of these movements. Longer duration, lower intensity, slower rate (sometimes called rhythm) and more drawn out timing are used to make longer radius turns. Shorter duration, higher intensity, rapid rate (or rhythm) and more intense timing are necessary when making shorter radius turns. The rotary movements are similar but the speed, quickness and reaction to terrain and snow changes varies depending on the desired turn shape. Maintaining a functional, dynamic, balanced stance for each turn significantly aids in the ability to efficiently vary the turn shape during a run.

Following are some drills and exercises that can be used to teach and learn better rotary skills. Regardless of the skill level, they should first be practiced on relatively gentle terrain. Immediate verbal feedback is very helpful when teaching an effective stance. Many times, if your student(s)

The visual references for Functional, Dynamic, Balanced stance are as follows:

- * feet are roughly hip width apart
- * both shins maintain forward contact with the tongue of the boots (forward and laterally in turns)
- * hips are forward of the heels
- * shoulders are forward of the hips
- * elbows are forward of the torso
- * hands are forward, slightly wider and slightly lower than the elbows
- * vision is forward

have been skiing for several days or even many years, they may have already developed their own “default” stance which may, or may not, be the “optimal” stance. It is critically important that your students know what the optimal “athletic” stance looks and feels like. As the drills are mastered and confidence builds in easier terrain and groomed conditions, the drills can then be practiced on more demanding terrain and varied snow conditions. This provides a challenge and builds on the previously developed skill sets.

Initially, as always, guided practice should be performed in areas where the conditions are reasonably consistent so that the student can make multiple attempts and learn from the kinesthetic feedback that they get with each attempt. Finally, it is helpful to emphasize starting in, and maintaining, a functional balanced stance throughout each practice run.

- » **Short radius linked wedge turns:** A wedge turn can easily correct an overly narrow stance by its definition alone. Focus on steering both legs in the direction of travel to shape each turn. Maintain a strong inside



Figure 1: Linked short radius wedge turns

half allowing the inside half of the body to lead the outside. Emphasize tipping movements indicative of parallel skiing where skis are on corresponding edges, rather than opposing edges, which allows for easier steering of both skis, and in particular the inside ski. See Figure 1 and this link for a video: <http://www.psia-nw.org/video-galleries/alpine-level-i-tasks/1>

- » **Medium radius linked wedge turns:** Concentrate on applying the rotary movements of the legs more gradually in each turn. Make sure that the terrain is conducive for a medium radius turn. If the terrain is too steep, a medium radius turn can cause the skier to go too fast. We want to emphasize speed control via turn shape. Focus on using the wedge only as a base of support and to accelerate, but never to slow down while linking turns. Note: Using the wedge for speed control is only for slowing down and stopping, and is not intended for use in linked turns.
- » **J-turns from a straight run:** J-turns, where the skier does not have to cross the fall line, are an excellent teaching tool. Vary their use by changing the shape of the turn, varying the timing and intensity of the rotary movements of the feet and legs. Note the orientation of the inside half of the body relative to the outside half aka “strong inside half.” See Figure 2 below.



Figure 2: J-turns from a straight run

- » **Uphill christies:** Note the effect on the turn shape achieved by varying the timing and intensity of the rotary movements. A fan progression starting at different angles to the fall-line is helpful for this drill.
- » **Parallel garlands:** Stress the leg and ankle movements required to accomplish the desired direction changes into and out of the fall-line. The inside half lead decreases as the fall-line is approached and increases while turning out of the fall-line by keeping the inside half of the body forward. See Figure 3.



Figure 3: Parallel garlands



Figure 4: The Level II alpine task, "Linked pivot slips." These images are frame grabs of the actual video on the PSIA-NW website. Look in "video gallery" in the top nav.



Figure 5: The Level III alpine task, "Short radius turns and linked pivot slips."

» **Linked pivot slips in the fall-line:** The functional "open" stance is crucial for balance and leg rotation, where turning movements originate in the feet and legs. Emphasize keeping the inside half leading during the slip in each direction. It is also very helpful to move your weight to the new outside ski prior to the pivot, then flexing the ankles, knees and hips and spine during the slip, then extending progressively and directionally off the uphill (or new outside) ski to begin releasing the edges, facilitating the pivot. See Figure 4 and this video link: <http://www.psia-nw.org/video-galleries/alpine-level-II-tasks/pivot-slips>

» **Mixed short turns and pivot slips:** Make a number of linked short turns followed by the same number of linked pivot slips on moderate terrain. Goal would be to perform this repetitive drill for the full length of the chosen slope. This drill is an ideal opportunity to explore the differences in DIRT of essentially the same movements that have a different outcome based on the variations in the duration, intensity, rate and timing of those movements. Incidentally this is also a Level II Exam Task. See Figure 5 and this video link: <http://www.psia-nw.org/video-galleries/alpine-level-III-tasks/short-radius-turns-and-linked-pivot-slips>

» **Intermixing linked performance short radius and medium radius turns:** Practice on all terrain and snow conditions.

» **Mixed linked turns on gentle terrain:** Vary the radius of a series of turns from short to medium repeating after a pre-determined number of turns for each. This is an obvious task but one that is overlooked as we, as instructors, tend to "demonstrate" one turn shape for a particular turn (say basic parallel) without actually varying the size much. It's more realistic to vary turn sizes like when simply skiing down a run.

» **Linked turns on steeper terrain:** Vary the radius of a series of turns from short to medium repeating after a predetermined number of each. Note the rate at which turning movements are applied relative to the more moderate terrain.

I would like to recognize the contributions of Wayne Bruning, Candi McIvor and Nanci Peterson-Vivian for their help in filming and editing the photos for this article, and PSIA-NW for the still frames of the Level II task, "Linked pivot slips" as well as the Level III task "Short radius turns and linked pivot slips" which can be found on the PSIA-NW.ORG website in the video gallery. ❄️



Ed Kane is a Snoqualmie Region Board Representative, past PSIA-NW President and is currently a Training Director for Ullr Ski School. Email him at ejkane123@hotmail.com

Winter Blast

February 4-5 @ Crystal Mountain

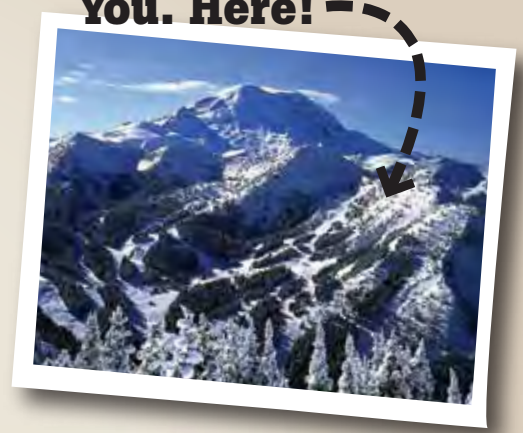
Space is limited so register early. Early registration deadline - January 18

Mid-week skiing at its best!

- Current and Former National Team Clinicians
- Small group sizes
- Lift tickets provided for non-pass holders
- Breakfast each morning
- Après Ski Monday afternoon with coaches
- Lunch with group on Tuesday afternoon
- Alpine specific event



You. Here!



Special thanks to ASEA for their support in making this event possible in part by a grant from the PSIA-AASI Education Foundation. Thank you to Crystal Mountain for lift ticket and meeting area support.

Divisional Academy

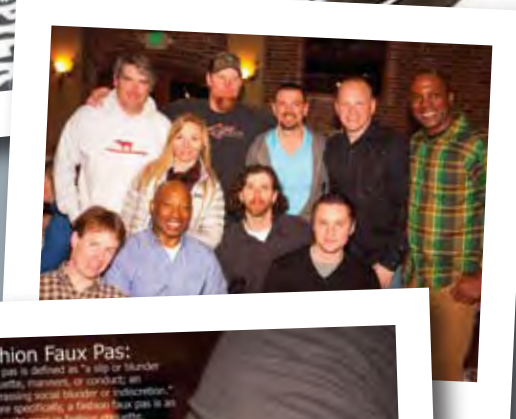
March 15-17 @ Mission Ridge

Space is limited so register early.
Early registration deadline - February 28

Rip, Roast and Revel

Join the PSIA-NW Technical Team Members and Snowboard Clinic Leaders for 3 days of on-and-off snow fun and coaching. Don't miss the Friday evening social and sit down dinner on Saturday night at the Chateau Faire Le Pont winery.

Alpine and Snowboard Specific



Special thanks to Mission Ridge for fully supporting this event by supplying lift tickets for non-pass holders.



For more information check out www.psia-nw.org

Friday: Ski & Ride all day. Friday evening: No Host Reception

Saturday: Ski & Ride all day. Dinner & Awards Banquet from 7-9pm. After-party 9pm - ?

Sunday: Ski & Ride all day. Head home with memories of a good time Montana-style



Symposium 2013

April 12-14 @ Big Sky, Montana

End of the Season Party with 400+ of your closest friends

Yahoo!!! Another season wrapped up and what a time it's been, now you are ready to celebrate with the rest of the division in saying, "that's a wrap." We're ready to put the icing on the cake with this end of the season bash that has been a Northwest tradition for almost 50 years!

This two day event (three if you participate in the for fun clinic offered Friday) showcases talented Northwest, Intermountain and other talented clinicians in a myriad of topic choices, ranging from everything under the sun, pun intended.

This year we are joining PSIA-Intermountain instructors and are headed to the sunshine at Big Sky Resort in Montana to celebrate the season.



For more information check out
www.psia-nw.org

LIFT TICKET INFORMATION

With your registration for the event you will be able to take advantage of the discounted lift ticket price of \$44/day+tax. Friends and family can take advantage of a discounted tickets - details on-line. However, if you are planning to arrive early and ski or ride four or more days then take advantage of the Frequent Sky Card. It's \$139 and includes FREE lift tickets (and other discounts too) during the week leading up to and through Symposium weekend. Check it out on-line here: http://www.bigskyresort.com/activities/winter/Season_Pass-Sky_Card/Frequent_Sky_Card.asp or get the discount rate by calling (406) 995-5749.



AWARDS BANQUET, SILENT AUCTION & MEMBER RECOGNITIONS

At the awards banquet PSIA-NW service awards will be presented to their recipients. Plus 20-30-40-and-50 year members will be honored for their years of service and presented a certificate of appreciation. Our raffle extraordinaire, Mary Germeau, and her helpers will sell raffle tickets at each registration. The silent auction will be held Saturday night before the awards banquet. If you have any items, or know of anyone interested in donating, please contact Mary.



LODGING INFORMATION

Secure your lodging now and mention you are with PSIA/AASI for the great rates by phoning (800) 548-4486. Complete rate list on the PSIA-NW website on the Symposium event page.

Huntley Lodge rates are quoted per room per night and include a daily breakfast buffet in the Huntley Dining Room plus gratuity per each guest.

The Summit at Big Sky rates are also quoted per room per night and include a daily breakfast buffet in the Peaks Restaurant plus gratuity per each guest. Breakfast is served daily from 6:30-10:30 a.m. only. No credits or refunds will be offered.

Children 10 and under stay free when in the same room as their parents with existing beds and enjoy complimentary daily breakfast buffet.

Condominium prices are per unit per night and do not include breakfast. All Big Sky accommodations are smoke free.

CONDOMINIUMS

	per night
Summit at Big Sky Condos	
1-bedroom (2 – 6 guests)	\$317
2-bedroom (4 – 8 guests)	\$420
3-bedroom (6 – 10 guests)	\$585
Stillwater Condos	
Studio (1 – 2 guests)	\$114
1-bedroom (2 – 6 guests)	\$151
1-bedroom Loft (2 – 4 guests)	\$202
2-bedroom (2 – 6 guests)	\$211
Big Horn Condos	
2-bedroom (2-4 guests)	\$193
3-bedroom (4-8 guests)	\$287
Village Center Condos	
1-bedroom (2 – 6 guests)	\$286
2-bedroom (2 – 6 guests)	\$379
3-bedroom (4 – 8 guests)	\$532

HOTEL ROOMS & STUDIOS

Huntley Lodge	Guests (prices are per room type per night by total guest count)					
	1	2	3	4	5	6
Room Type						
First Class (sleeps 2-4)	\$104	\$119	\$144	\$169	n/a	n/a
Deluxe (sleeps 2-4)	\$114	\$129	\$154	\$179	n/a	n/a
Loft (sleeps 4-6)	\$158	\$158	\$183	\$208	\$233	\$258
Summit at Big Sky						
	1	2	3	4	5	6
Studio (sleeps 1-2)	\$136	\$161	n/a	n/a	n/a	n/a
Hotel (sleeps 2-4)	\$157	\$182	\$207	\$232	n/a	n/a
Village Center						
Studio (sleeps 1-2)	\$128	\$153	n/a	n/a	n/a	n/a
Studio Slopeside (sleeps 1-2)	\$143	\$168				

The above rates do not include tax and service fees. The current total is seventeen percent (17%) tax and service fees on accommodations. This seventeen percent (17%) is made up of seven percent (7%) state accommodation tax, three percent (3%) resort tax, and seven percent (7%) resort service fee. This amount is subject to change on a yearly basis depending on current federal, state, and local laws. Certain guest activities such as rafting, golf, lift tickets, and ski rentals are subject to 3% resort tax.

SymposiumSessions

Below are the session topics for this year's event. Details will follow in the Spring newsletter about signing up for the event! Start planning now!

ADAPTIVE CLINIC TOPICS

Intro to Adaptive – Come find out what it is about. This introduction will provide you a basic foundation of information as to what is adaptive and opens the door for you begin to working with this client. Saturday only.

ALPINE CLINIC TOPICS

All Mountain Skiing – Challenge your skiing with a mountain tour de jour. Learn tactics and technique to ski a variety of terrain on Big Sky's mountain.

Beyond Level III – You've been a Level III for a while, by now you've heard it all and seen a lot more. What's left you say? Come and find out. Your goals are different, you've got the pin, not interested in any tryout but still have the desire and passion to continue to learn, teach and inspire.

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

Children's Real vs. Ideal Movements – Add to your bag of tricks and explore, learn and share experiences about how to play in a kid's world of real vs. ideal movements.

Drills for Skills – Come 'drill down' to see how the various use of drills effectively develops movement patterns. You'll spend time applying the drills and their tactical application in varying terrain and conditions to better enhance your edging, rotary, and pressure movements and increase balance.

How to be Offensive – Bring the mountain to its knees; don't be the passenger be the driver. Take command of your skiing, be it from wedge turns to that 'sick' line through the bumps or the trees. Don't keep saying 'move down the hill', learn and feel what it's all about.

Legends – Ski with a legend for a fun day designed for skiers of all ages. Listen as they remind us of how far we have come and let them show you a thing or two as well!

Freestyle – Come and explore the park, learn what a park rat is, how you would approach various feature, what they are called, etc. Don't be intimidated by the topic, this is the time to try it on for size. The group(s) may be a mix of skiers and snowboarders, depending on sign ups.

Shake and Bake – It's all about the blending of the skills. This clinic will work to improve your skiing performance and understanding of the application of the skills concepts, efficient movements and the blending therein. Skill blending is a great prep for your Level II or Level III skiing exam.

Hey Girly – Taught by top female clinicians. It's fun to ski with the girls and not always worry about keeping up with the boys. Come work on your personal skill development while enjoying the pacing and camaraderie found when skiing with this women's only group.

Movement Analysis Practice – Guided by a seasoned veteran of the craft, you and your group will practice the keys to accurate and objective analysis.

Philosophy and Tactics of Big Mountain Skiing – What is "Big Mt. Skiing?" Why is different from "normal" skiing? How do I do it? Come find out!

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

Tactics for the Senior Skier – Low impact alternatives when working with the senior client for skiing a wide variety of terrain. This clinic will focus on various strategies and tactics for this demographic to ski more with less fatigue.

Teaching With a Focus – Focused teaching is where you want to be and your client needs you to be. This clinic will help the participant identify and describe, with precision and accuracy using the Teaching Cycle, skill blends and varied patterns in skiers of all ages and abilities in varied skiing tasks, snow conditions and terrain options.

Tip to Tail – Your tracks will tell the tale. This clinic will explore the art of carving in a safe and fun atmosphere. Learn to ski clean, efficient turns, tip to tail while exploring the hill.

The Balance Enigma – So you thought you were in balance...what is balance, when are you in balance, how do you enhance balance, how do you identify balance? This and many other questions will be addressed as you work through different drills to feel where and when you are in balance and what to do when you aren't.

The 'Eyes' Have It – Don't cast your ballot or be satisfied with only the effect. Make your vote count for identifying the root cause. In this movement analysis clinic you will learn to differentiate between cause and effect by developing your eye to unveil the cause.

The Games We Play (when teaching kids) – Using the "The Children's Skiing Games Reference" and "The Children's Snowboarding Games Reference" manuals we will put together some great new game ideas that help you teach with a purpose but make it fun at the same time!

Tryout Tasks – Are you a Level 3 Ski Instructor and planning on participating in a tryout sometime soon? We will practice and learn the secrets of the tasks and scenarios common to tryout situations. Walk away from this day feeling ready to nail it.

U B 30 – You need to be 30 or under to hang with this group. Without the older dudes you will explore the mountain with your peers and work on skill improvement, tactical choices for given situations and understanding the how and why.

SNOWBOARD CLINIC TOPICS

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

Low-Fly or High-Fly Freestyle – Come find out what the park is all about or push your skills to the next level. Groups will be split based on ability and comfort levels. The group(s) may be a mix of skiers and snowboarders, depending on sign ups.

Hey Girly – Taught by top female clinicians. It's fun to ride with the girls and not always worry about embarrassing the boys because you outride them. Come work on your personal skill development while enjoying the pacing and camaraderie and found when riding with this girl's only group.

Trench it Out – Get your corduroy carving legs ready and come rip it up. This clinic will explore the art of carving in a safe and fun atmosphere. Learn to ride clean, efficient turns while exploring the conditions of the day.

TELEMARK CLINIC TOPICS

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

Movement Analysis – This clinic will cover cause and effect and help you in your movement analysis skills to find the root cause of what you are seeing in your student's skiing.

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

FAMILY INFORMATION

Tour the Hill – Join us for a tour of Big Sky and a lot of fun. We'll cruise around the hill and familiarize you with the runs you're comfortable on. For ages 13 and up; must be able to navigate easy blue terrain. Available Saturday and/or Sunday.

Big Sky SnowSports School – Big Sky Snowsports School – They are offering family members 30% off lessons, please call 800.548.4486.

Childcare is also available at the Lone Peak Playhouse, located at the base of Big Sky resort in the Snowsports School building. Reservations are strongly recommended, please call 406-995-5847 or email lonepeak-playhouse@aol.com

Fall Conference @ Copper Mountain



Planes... →



vans... →



and chairlifts ... →



They say, "Getting there is half the fun" and with the lure of October "special operations" for U.S. Ski Team and the PSIA National Fall Conference at Copper Mountain, Colorado seven representatives from the NW "got there." This was a convergence of divisional leadership and snow pros from across the nation for three days of collaboration.

The purpose of the Fall Conference was to gather perspective of all nine divisions, and together work towards a common understanding of the PSIA/AASI National Standards for the Adaptive, Alpine, Children Specialist, Freestyle Specialist, Nordic and Snowboard disciplines.

Representing PSIA-NW were:

- » Kathleen Priest, PSIA-NW Adaptive Examiner and Adaptive Committee Co-Chairperson
- » Kim Petram, PSIA-NW Technical Team Member, Alpine Examiner in Training and Children's Committee Chairperson
- » Lane McLaughlin, PSIA-NW Technical Team Assistant Coach and Alpine Examiner
- » David Lawrence, PSIA-NW Track Examiner and National Team Member
- » Rick Lyons, PSIA-NW Technical Team Assistant Coach and Alpine Examiner
- » Terry McLeod, PSIA-NW Technical Team Member, Alpine Examiner and Freestyle Specialist Liaison
- » Roark Congdon, PSIA-NW Snowboard Examiner and Snowboard Committee Chairperson
- » Greg Dixon, PSIA-NW Telemark Examiner

A big "thank you" to PSIA-NW for supporting this program! We had a great experience and would like to share with you how it went.

On the first evening the groups all meet together at the Copper Conference Center and were greeted by Earl Saline who welcomed us all and introduced key individuals. Michael Berry of the National Ski Areas Association (NSAA) provided a presentation about the state of the industry. I was pleased to hear how important he felt teaching snowsports was to the industry and that we have been making good progress with promotions like the Learn to Ski & Snowboard Month in January promotion. One thing of note was that the snowboard side is seeing the largest decline in numbers industry wide. Following the presentation we proceeded to getting to know each other over some food and drink. Each discipline group including Adaptive, Alpine, Nordic, Snowboard, Telemark, Children, and Freestyle met briefly to plan for the next day. All the groups were scheduled to load American Eagle Quad first thing after breakfast. We would then train on the Excelsior quad on the upper mountain, then download American Eagle Quad before lunch.

In the Alpine group we had two individuals representing each division. The quality and experience level was exceptional. There were a number of members of the National Alpine Team including Jeb Boy, Mike Hafer, Jennifer Simpson, Jonathan Ballou and Heidi Ettlinger, as well as



Alpine Group #2 with Lane McLaughlin, Mike Hafer, Jonathan Ballou, Jennifer Simpson and others. Photo Grant Nakamura.

long term examiners and certification heads. Also attending the Alpine group were Education Advisory Council (EAC) Representatives Rob Sogard and our good friend now leading at Killington, Vermont, David Beckwith. The alpine group process was facilitated by PSIA National Alpine Team members Mike Hafer and Jeb Boyd.

On-snow Sessions

Each of the three days we were on snow from 9:00-11:30. Imagine skiing on one small run with 100+ friends combined with one or two ski teams setting a course right in the middle of the run. Well that's early season conditions at Copper Mountain in October.

It was great to see all groups (Alpine, Nordic, Snowboard, Children's, Freestyle, and Adaptive) working in the same place on similar topics and concepts but a challenge to keep clear of each other. After a few warm-up runs, on the Alpine Certification side, we would begin clarifying our beliefs and demonstrations of Level II or Level III skiing with the focus was always "What is the minimum bar?" We discussed a number of things including equipment. For example Rob Sogard, PSIA Alpine Team Head Coach, was skiing on a full-rocker 107mm underfoot ski while I was on a race slalom ski 65mm underfoot. How would this influence the candidate's ability to perform to the National Standards?

As the conference proceeded we would work to identify what the mechanics were that supported the outcomes the National Standards described. After the morning on-snow sessions we would have a quick lunch and move on to the very productive indoor sessions.

Indoor Sessions

With such a short time period reviewing the entire Alpine National Standards would be overwhelming. So it was agreed that it would be preferable to review the areas that were vague.



.....> destination "copperopolis."> with a mix of disciplines>

We started the conversation discussing our beliefs about the Level II standard. Specifically the phrase found in the Level II Category A: Skiing General Requirements (specifically page 82 of the PSIA-NW Alpine Certification Guide), "Skis make two separate, relatively defined arcs in the snow from before the fall line to completion." And more specifically what does "relatively defined" actually mean and what does it look like?

During the dialog we worked to specify and clarify what we believed the statement meant to us and how we could better describe it. What was cool was to see how we all had a very similar definition. One major outcome was that the statement "relatively defined arcs" is not carving. Many instructors may misperceive carving to be required which could drive them to working to get too much performance from the equipment compromising effective movements. A number of items were noted to help clarify the general characteristics for both Level II and Level III, as well as, improve the consistency and usability of the Alpine National Standards.

As part of the process sample video was reviewed and scores shared. Again it was very interesting and validating to see how consistent this group of examiners from across the country were with each other. While reviewing the Level III standards we discovered, rightfully so, that the attributes from Level II still applied. The only difference was the amplitude, accuracy, terrain and conditions where they would be applied.

During the course of the conference it was determined there is a need for an equipment disclaimer, something like "The exam process is designed to evaluate the candidate's abilities in a broad variety of activities, skill blends, terrain, and snow conditions. Considering these variables, it is recommended that candidates select gear that they are most comfortable using to be successful throughout the exam process."

There were also agreements that we are evaluating the whole and not the parts.

All divisions agreed that we evaluate:

- * Applied Skill use - Mountain Skiing
- * Blended Skill use - Skiing at the particular Certification Skill Level
- * Isolated Skill use - Agility, Versatility, Adaptability.

Moving forward the group will be working to update the Alpine National Standards to reflect outcomes from the meeting but for this season we will be working with the standards as written prior to the conference. We also agreed that keeping the communications open and having meetings annually would benefit all.

Rocky Mountain Division Training

After attending the National Standards Conference a number of the NW and other divisions also attended the PSIA-Rocky Mountain Division staff training event at Loveland Ski Area, which is one of Colorado's highest ski areas with a summit of 13,010 ft. Terry McLeod, Greg Dixon, Roark Congdon and I stayed on to attend this training as well and brave the altitude and early season conditions. Once again we were on one small run with



Rick getting some early season (man made) Colorado snow. Photo by Grant Nakamura.

a number of teams training plus general public. Even on midweek days it was pretty crazy.

This event was the Rocky Mountain Division's staff training event which is similar to the TD, DCL and Examiner training event held at Timberline each November here in the NW. Like the conference there was at first an evening welcome meeting then a half-day on snow followed by evening working sessions for two more days.

The focus of this training was to update their staff on exam processes and work to better consistency on exam scoring. It was great to witness how another division works with application of the National Standards to assess candidates. We are reviewing a number of tools that Rocky Mountain uses to help during their exam process.

It was good to get on snow with another great crew of skiers and riders from outside the Northwest Division. Personally, this further validated and anchored my own beliefs in the processes and methods we use in the NW to assess candidates to the National Standards.

Another benefit to attending this event ahead of the NW Fall Training, was the ability to share our experiences from the National Conference and from the Rocky Mountain Divisional Staff training at our Fall Training here in the NW. This was such a timely opportunity to share the big takeaways with the NW Training Directors, Clinic Leaders and Examiners while it was so fresh in our heads.

In summary, collectively this was an amazing training opportunity hosted by PSIA National. It had been several years since a group of this size and from across the nation had gathered to learn from one another, share ideas and methods and develop a level of understanding that spans the nine divisions and the various disciplines. It appears that there may be a concerted effort from the National organization to host trainings like this either annually or biennially, due to the event's overall success.

It was a pleasure to participate in this conference and I am honored the NW Division selected me to attend this event. I am confident the others from the NW feel similarly. I look forward to sharing more from this experience. ❄️



Rick Lyons is an Assistant Coach of the PSIA-NW Technical Team, Alpine Examiner and staff trainer at Mt. Hood Meadows Ski Resort. Email him at rick@psia-nwtechteam.org

Children & Adaptive @Copper Mountain



outcome, "All smiles!" photo by Grant Nakamura

CHILDREN'S REPORT

by Kim Petram

Representatives from eight divisions attended the Children's Specialist Fall Conference. As Rick outlined so clearly in his article, each national standard group was tasked with reviewing their standard for clarity and consistency and the Children's



Specialist group jumped right into the deep end of the pool starting Thursday evening. This 2012-2013 season will be the fourth season the

Children's National Standard has been in active use throughout the country. It has been a proven document, but this conference allowed the workgroup participants to interact face to face and complemented the work done over the past four years via conference calls and email exchanges. Meeting someone in person for the first time after talking by phone and working collaboratively long distance for years was very rewarding and very meaningful to finally put faces to voices.

The group spent each morning on-snow skiing through the standard and each afternoon and evening at the table working to ensure that the core beliefs outlined within the CS National Standard were accepted by all divisions, understood and practiced in similar fashion. It became very clear, very quickly that we were all on the same page as far as practice and understanding of the program content. Some of the main outcomes of the Fall Conference include:

CS1 and CS2 National Standards Document

- » Clarified language to provide consistency within the document and its application.
- » Introduced the use of a new rubric based on Bloom's Taxonomy as a tool that will provide

the participants and evaluators the assurance of quality in the credentialing process.

- » Reinforcement that the workbook and the standards are the tools that together deliver the consistent message of the Children's Specialist program across all divisions.

CS Workbook

Overview of the content and use of the workbooks from the divisions shows consistency and provides a clear measure of success.

- » There is currently a workbook bank of 400 questions for use agreed upon by the division task force. Of that 400, 100 questions are used in each CS1 and CS2 workbook.
- » Divisions are required to use 25 core questions to uphold consistency throughout the nation, allowing divisional autonomy in selecting the other 75 questions that best meet the needs of each individual division.
- » This season, participants will receive an online survey evaluating their perceptions of the workbook as a tool for preparing to participate in the CS1 or CS2 course.

New Developments

- » National Study Guide: In the spirit of the recently released "New Instructor Guide" the CS program will soon have a study guide to help in preparation for taking the CS1 or CS2 course.
- » Building appropriate resources accessible on the snowpros.org website.
- » Finalize efforts in building video and learning modules on the Movement Matrix and e-learning modules.
- » Development of a CS3 National Standard.
- » Provide a higher level credential and continuing education for children's educators.
- » Interski: PSIA-AASI Children's Specialist programs and clinicians are the acknowledged leaders in children's snowsports education across the globe and the upcoming Interski: Argentina 2015 will provide an international stage to showcase the USA's children's educational programs.

I truly appreciate the national and divisional support in sending me to this Fall Conference. This is going to be a great year for the Children's Specialist program. If you haven't yet had the opportunity to participate, this is the year for you to jump on in – the water's great! ❄️



Kim Petram is a PSIA-NW Technical Team Member, PSIA-NW Alpine Clinic Leader and Children's Committee Chairperson. Email: kim@petram.org

ADAPTIVE REPORT

by Kathleen Priest

As mentioned earlier in Rick Lyons' article, "Fall Conference @ Copper Mountain," I also made the trek to Colorado for the National Fall Conference, representing the Northwest Division for Adaptive. The work we accomplished this weekend helped clarify what the National Adaptive Standards should be.

Friday morning of the conference, we hit the snow and went over the movement patterns for the different levels while skiing the same task. We also focused on the specific language of the task descriptors, for example a wedge turn, and what this looks like for a mono skier. We covered the equivalences for each task and movement patterns, such as in a higher spinal cord injury, there is more pressure applied to the outriggers.

Friday afternoon, we broke into two groups, one for Adaptive Alpine Certification Standards and one for Adaptive Snowboard Certification Standards. We wanted to have clarification on these documents, so it would be clear and concise to our members. These should be ready for the membership sometime in the Spring or Summer of 2013.

Saturday morning, we hit the snow again, only this time we spent time going over the Snowboard standards. Adaptive Snowboard is still very new to most Divisions, including the Northwest. A limitation on Adaptive Snowboard is how to assist with bucket (or seat) assists for the mono and bi-ski. The answer: the end-around move.

That afternoon, we again broke into groups and covered what each level would look like for teaching, technical, and skiing/riding. We had to work fast and furious, as there were many from the Eastern Division in the Adaptive group and they had to pack up and leave early to beat Hurricane Sandy as it approached the East Coast.

It was a great weekend to be able to work and share ideas with our Adaptive family from all over the United States. ❄️



Kathleen Priest is a PSIA-NW Adaptive Clinician, Adaptive Examiner and Adaptive Committee Co-Chairperson. Email her at kpriest@gorge.net



photo by Grant Nakamura

THE ADVANTAGES OF TEAMWORK

by John Stevenson

I would like to recognize a great partnership. PSIA has been supportive of adaptive in its independence as well as common goals. It has been and continues to be a natural fit. When I started teaching for the Alpentel ski school PSIA had recently moved from American Teaching Method to the American Teaching System. About that same time the governing body responsible for adaptive ski training transitioned from National Handicapped Sports (NHS) to PSIA. NHS is now Disabled Sports USA. While some large programs had a cozy relationship with the resident ski school most of the collaboration was in the form of ski improvement and some basic understanding of teaching methodology. It wasn't until later that the value of that partnership would be appreciated and exploited.

In 1996 I knew the SKIFORALL foundation was looking for a training director. Winter was just around the corner so I offered to take on the role until they found a permanent replacement. That "temporary" position lasted about fifteen years. That first winter I found that I needed to expedite my understanding of adaptive skiing and how to communicate quality training to more than two hundred volunteers. Having a strong background in Alpine instruction I started with what I knew to be good and true about sliding on snow. The first thing was to take all of the adaptive training material I could find and dump it out in a big pile. Next I started to look for similarities and common themes. Before long outriggers looked like ski poles and a mono ski bucket became a ski boot. When I looked at progressions there were more similarities than differences. Soon it became apparent "sliding on snow is sliding on snow." Now, the trick was to sell this concept to volunteers who had been looking at six different adaptive techniques as unique and individual ways to ski.

As an adaptive representative of the NW I found myself at the table with many trainers, examiners and directors from other divisions across the country. Fortunately, I was not alone in pushing for streamlining the adaptive training process. Many of the larger destination resorts with big adaptive programs had been thinking the same thing. Soon, how to make a shift from differences to similarities became the topic at national meetings. Some on the national committee had come from an adaptive background and others had come from an alpine background. Fortunately a few had come from both. So began a journey that continues today.

PSIA National is in the process of updating the Adaptive standards. Here is small example to make the case for "sliding on snow is sliding on snow."

Basic Parallel (mono ski)

- * Speed is greater than that of a wedge Christie and should be constant throughout the task relative to turn shape.
- * Nearing turn completion the skier's upper body is slightly flexed and counter rotated in the direction of the next turn.
- * Outrigger movements and upper body separation correspond to the turn size and to the student's movement range.
- * As the skier begins extending toward a new turn, change in pressure dominance begins from the old edge to the new inside edge.
- * Continuation of these movements results in a cross over or lateral movement of the center of mass and a flattening of the skis, combined with the guidance of both ski and rigger toward the fall line.
- * Edging movements are achieved by angulation of the spine/torso with shoulders level to the fall line relative to the student's movement range.
- * The inside rigger and ski complement the actions of the dominant inside edge. Progressive steering combined with flexion down and inward regulates edging and pressure, which

are progressive throughout the turn.

- * The increased efficiency of rotary movements (caused by the increased distance between rigger tip and center of rotation) allows for an earlier match of the inside/steering rigger and shorter duration of differential friction caused by rigger tip/snow contact.
- * A progressive increase of edging and pressure in the turn reduces the amount of skid and helps shape the arc of the turn, which should be fairly consistent throughout.

While this is an example of one of the mono ski demos, you can see how almost all of the body positions, movements and forces are the same as a standard two track alpine demo. This is the same for the rest of the alpine adaptive techniques.

I don't have all of the answers but I have seen many different programs from Oregon to Alaska and Washington to Colorado, including the one I have been involved with for over eighteen years. Adaptive programs that make an effort to forge a relationship with the resident snowsports school not only offer a better product to clients with disabilities, but find it can be a great recruiting tool! Recently I did a bit of detective work. I looked up the websites of some of the programs I had worked with over the years. I was encouraged and felt vindicated in some of the cajoling I had done over the years pushing local adaptive programs and PSIA together. Some had joined forces with a resident ski school. Others made a point of how their instructors were PSIA certified and some advertised that all of their instructors were trained under PSIA supervision. It seems that a partnership is now the rule and not the exception. ❄️



John Stevenson is an adaptive DCL, Examiner, Adaptive Committee Co-Charperson and a Level III alpine instructor in the NW division. Email: johnericstevenson@comcast.net

Freestyle Specialist Overview

by Terry McLeod

Ok, I'm going to take a risk here. I realize that most people who are excited about teaching freestyle/park and pipe lessons aren't very fired up about reading articles in an industry publication, or even on an industry website, but in the interest of getting some updates out there I'm going to keep typing so that we have some basic info all in one spot.

For the past couple of years a group of instructors from all over the country having been trading emails in an effort to create some National Standards for the Freestyle Specialist programs in each Division. From the Northwest, Nate Peck and I were involved, and in October most of the group met together at Copper Mountain to put the final touches on the document and launch it (almost) officially. I say almost because it has to be voted by the National Board of Directors to be truly official, but that should primarily be an administrative formality.

So what do these National Standards mean to you, you might be asking? By having all the Divisions train and test to the same thing, a credential is created that is recognized anywhere in the country. For the skiing/riding public this means they can expect a predictable and similar level of skill from an FS 1, 2, or 3 instructor at any ski area. For you, it can make you more marketable because you have a recognizable and defined ability level that guests may request, and it can also increase your ability to get hired at whatever resort you desire.

These features may be what first come to your mind as a benefit of the Standards, but the NW clinician staff are focusing on the advantage of having clear goals and objectives to train towards. The Standards provide a description of the level of proficiency that an instructor will have in the three areas of Movement Analysis/Technical Knowledge, Teaching, and Riding skills. For each level of Specialist (1, 2, or 3) we can plan our training and events to develop instructors to accomplish those goals and know that the same thing is happening all across the nation. In other words,

the Standards provide a framework for us to deliver better clinics to you.

Let me continue to bring it closer to home by describing the process that we use in the Northwest. To be clear about this, the National document defines outcomes; what people can do. Each Division has the freedom to use whatever process they want to train and evaluate people. The past three years our entry level freestyle clinic has been a one-day event called Foundations of Freestyle, and it is very much an introduction to teaching and riding in the park environment. It will continue to be our most basic/intro clinic, which can be followed by Freestyle Specialist 1, and then FS 2, and then FS 3 which are all two-day events. When you register for these events you will also need to turn in a completed workbook (downloaded from the Division website) which means that you have put some time and thought into what's involved as a park specialist. When you get on snow, the clinician will lead and facilitate so that you cover all the material described in the Standards. Part of this will involve him/her actively directing/coaching, and part of it will be participants taking the role of teaching/discussing/observing/commenting, etc. The group will spend roughly equal time on the three main park features of boxes/rails, halfpipe, and jumps plus using outside-in/flatland moves to complement their teaching on the other features.

Some of you read that last sentence and are wondering, "How am I going to learn to shred the halfpipe? We don't have one at my area." As the group worked on the Standards we realized that halfpipes are few and far between and we didn't want this to be a limiting factor for who could get involved as a freestyle specialist. The FS 1 standard uses the term "halfpipe or alternative transitional feature", which means things like a quarter pipe, hip, or a wide variety of natural snow shapes. We felt like we could evaluate the necessary movement patterns at this level without having an actual \$800,000 halfpipe to do it in. However, to be a Freestyle Specialist at the 2 or 3 level, and be fair to resorts all across the country (National Standard) we will hold the events at an area that has an actual halfpipe.

Similar to all the Specialist Programs, at the completion of the two days, the clinician will write a feedback sheet for each participant with comments about their skills and how to continue their development as park teachers. There is a pass/fail score that is given to indicate if they meet the National Standards for that level. Officially the Specialist events are called "assessment based certificate programs," and here's the blurb directly from the Standards that describes what that means.

← Schweitzer Mountain instructor Casey Creighton making it look easy. Photo credit Mike Bannon.

FS1

FS2

FS3

An assessment-based certificate program is a non-degree granting program that:

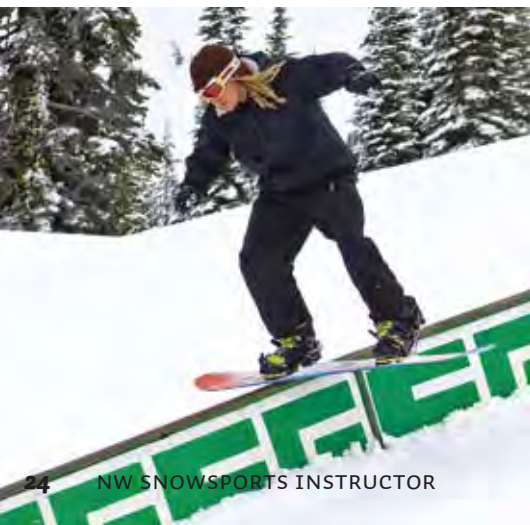
- * Provides instruction and training to aid participants in acquiring specific knowledge, skills, and/or competencies associated with intended learning outcomes;
- * Evaluates participants' accomplishment of the intended learning outcomes; and
- * Awards a certificate only to those participants who meet the performance, proficiency, or passing standard for the assessment(s) (hence the term, "assessment-based certificate program").

Alright, that should be plenty of information for starters. To dig deeper go to <http://www.psiannw.org/education/freestyle-specialist/>, and from here there's a link to a downloads page which will include the National document, the NW Freestyle Guide describing the process more, and the workbooks to be filled out before registering for an event. The National document is a relatively permanent piece that doesn't change very frequently. The process that we use in the NW will most likely continually evolve and adapt as we find better ways to provide the best educational programs while meeting the National Standards.

Lastly, for those of you who read this lengthy discourse, please help spread the word to those who prefer to ride rather than read. One of our challenges is getting the word out to the instructors who are already loving the terrain park and who, stereotypically, don't read the conventional publications. If you can be the link to get them in this Specialist Program that would be awesome. ❄️



Terry McLeod is the Freestyle Specialist Committee Chairperson, Snowsports School Director at Schweitzer Mountain, PSIA-NW Alpine Examiner and Technical Team Member. Email him at tmcleod@schweitzer.com





Mark Hume "owning" and "teaching" it.

UPCOMING FREESTYLE EVENTS

FS2 & FS3

MT HOOD MEADOWS - JANUARY 28-29

FS1

SCHWEITZER MOUNTAIN - MARCH 2-3

FS2 & FS3

MT. HOOD MEADOWS - APRIL 20-21

FREESTYLE CAMP

MT. HOOD - APR 26-28

Be sure to check the PSIA-NW website for specific pre-requisites for attending Freestyle Specialist events and Freestyle Camp.

Scholarship Article

IS IT YOURS? DO YOU OWN IT? ARE YOU WILLING TO GIVE IT AWAY?

by Mark Hume

As snowsports professionals we have studied, trained and learned. We have been examined on our technical knowledge, our ability to perform in all conditions, as well as our ability to communicate effectively as snow pros in general. We have earned the title "Snowsports Professional."

As in most professional educational realms, we have a responsibility to stay "current" in our profession. PSIA and AASI do an amazing job of providing opportunities for its members to stay "updated" – just check out the season guide! The possibilities each year are enormous.

As snowsports professionals, we are responsible to know our sports, but an even higher standard really exists. We need to "own" our sport! We are the guides, gurus, the best of the best, and the people who are called upon when a student wants to learn our sport. Not only do we need to share about our sport, and help our students understand it, but we need to show them how it is done. We need to be able to perform what we say to do. That is a giant responsibility.

So when we know it, "it" becomes ours. When we show it, we own it, right? When a student comes to us to learn our sport that's when it is our re-

sponsibility to "give it away!" Let me ask you, "How are you doing at giving it away?"

Do you just go out on the snow to get through the lesson, going through the motions and checking the clock, biding your time until you can get back out there on your own to enjoy the freshies? Or are you really willing to "give it away" by being passionate about how you teach, so each student, to the best of your and their ability, has an amazing experience. A lesson where your students are learning something totally new and having so much fun, they become passionate about it too. A lesson where you create an experience for success so they too become confident.

I would like to share with you one of the many opportunities to stay current as instructors, and further our snowsports abilities. One opportunity I experienced firsthand was Freestyle Camp.

Every spring PSIA-NW offers Freestyle Camp, usually at Mount Hood, and it is amazing fun! Three days: Friday, Saturday, and Sunday get you out on some awesome spring snow and put you to the test about what you know about your snowsport be it skiing or riding.

You are guaranteed to meet some of the most passionate people in our sport; these instructors give it all away! I'd like to recognize just a few who helped make PSIA-NW events powerful and fun learning opportunities; they include Chris Hargrave, Shawn Semb, Rick Brown and Nate Peck. These guys know it – "it" is theirs.

They each work really hard to help each participant stretch themselves, and learn the many faces of "Freestyle." They truly "give it away!"

Thank you to everyone who has helped in putting together the educational opportunity known as "Freestyle Camp" – it is truly an amazing event that I highly recommend.

Yes I know what you are thinking, "Wait a minute here ... me playing around on features, sliding a rail or spinning in the halfpipe?" Don't worry, there's a progression for more than beginner lessons my friend.

Consider this, "If your movements are right, is there really a feature?" When you take all you know about your snowsport, with all the movements and balance you use that makes your riding work, does it matter if you are on a groomed run, a flat box, a rainbow rail, a quarter pipe, a halfpipe, a spine, a berm or a jump? Chris Hargrave has it right, "If your movements are right, is there really a feature?" I would have to answer, "Nope, there is no feature. It shouldn't matter!"

If you really want to bump your snow boarding and skiing abilities to a new level, give PSIA-NW Freestyle Camp a try! It also provides you two seasons of educational credit, and you really do learn a lot of new stuff, "stuff" you can use in almost any lesson! ❄️



Mark Hume teaches at Crystal Mountain and The Summit at Snoqualmie. He can be reached at ma_hume@yahoo.com.

Mark was a scholarship recipient for the 2010 Freestyle Camp

SNOWBOARD REPORT

by Roark Congdon

This past October I traveled to Colorado for Fall Conference with the other Northwest representatives and spent three days with snowboard representatives from every division and a few national folks as well.

A total of 18 of us got together and hammered out exactly what our understanding was of the current snowboard standards and what that understanding looks like for each level of certification. It was an amazing time, I was extremely impressed at how smart, calm, and respectful everybody in this group was. There was a lot of give and take from everybody, and in the end, we all walked away with a pretty good understanding of what the national standards are.

In addition to coming to consensus on our understanding and interpretation of the national standards, the group made a concerted effort to simplify and clarify some terminology. The respective divisions all seem to be looking at, and coaching to, the same movements and outcomes, but individual descriptions of said outcomes varied from division to division.

The good news is, there are no changes in the Level I, II and III process in the Northwest, as through the process at Copper, the national standards were not changed for the 12-13 season, we collectively understand them more similarly.

So, the Northwest exam process will not be any easier, nor will it be any more difficult, than it was in the past. The levels of riding, teaching, and technical knowledge we required from a candidate a year ago, is exactly what will be required in the foreseeable future. Some of the verbiage, as well as the exam processes may slowly change, but not before, you, the membership has been given ample time to absorb and understand those changes. ❄️



Roark Congdon is a PSIA-NW Snowboard Examiner, Snowboard Clinician and Committee Chairperson. Email Roark at roarkcongdon@hotmail.com

Upcoming Snowboard Events

Teaching is Doing*
Stevens Pass & Timberline - Jan 29

What's Missing*
Lookout Pass - Feb 1

Harness the Gnarness
Summit Central - Feb 7

Foot to Foot: More than Ollies
Stevens Pass - Feb 22

Steps & Off-piste*
Crystal Mountain - Feb 24

Explore the Steeps & Off-piste*
Alpental - Feb 26

Big Mountain Freestyle
Crystal Mountain - Mar 16

Be sure to check the website for more information about these events.
* Denotes alpine event option too

TELEMARK REPORT

by Greg Dixon

Along with Rick, Lane, Kim, Kathleen, Roark, David and Terry, I too had the opportunity to travel to Copper Mountain in Colorado as the representative for the PSIA-NW Telemark Program and participate in the 2012 Fall Conference. The intent was to bring together representatives from each division from each snowsport discipline to collectively share ideas and collaborate on the national standards that are used across the nation. This was the first time that I was able to gather with examiners and clinicians from each division in an event that allowed us to constructively share ideas, methods, and ideologies on professional telemark ski instruction.

The players involved within the Telemark process were an impressive and experienced group, including Scott McGee, current National Nordic Team head coach, Paul Peterson, former Nordic Team coach and representative from the Western division, Mickey Stone, past National Nordic Team member and lead Examiner for the Eastern division, Patti Banks, Telemark and Track

Examiner from Rocky Mountain, as well as other examiners and trainers from each PSIA division. With the level of expertise and knowledge that was gathered together at this conference, the outcome of what was accomplished was quite inspiring to the process that we all work with on a daily basis.

The overlying goal of the conference was to review the National Standards that were built and put in place during the 2006 PSIA Examiners College. Within the telemark program, there were a number of goals set before us. Some unique to our own devices and some that are shared across disciplines.

We left with agreement of the following items:

- » How performance builds through each element of the skills concept from Level I - III
- » What is and what is not important in making these determinations
- » What the minimum assessment / base line looks like to determine each certification Level I - III

During the four day process of the conference these goals were discussed, debated, and deliberately skied. Time was spent on clarifying the language that exists in the current National Standards, building a physical guideline to interpret the standards, discussing and skiing the differences and similarities between each division's skiing and teaching process.

The overall lesson learned from the National Conference was inspiring to say the least. Though each division has its own unique process for assessing instructors, the overall standard that each division grades upon is universal. What this means is that each division is indeed teaching and skiing to a standard agreed upon. Though we all work and train primarily as independent divisions, there is a strong unity in what it means to be a level I, II, or III certified instructor.

The resounding conclusion was that the Fall Conference is an event that needs to become an annual occurrence if not a tradition. The amount of collaboration and growth that this event created was immense for our organization. Its continuance will do nothing less than to help us all instill life long passion for the mountain experience. ❄️



Greg Dixon is a PSIA-NW Telemark Examiner, Telemark Clinician, and teaches at Mt. Bachelor Snowsports School. Email Greg at dixongregory@hotmail.com

TRACK REPORT

by David Lawrence

From all these reports, you can see there were a lot of groups sliding around on the hill and working indoors at the national standards training at Copper. The Nordic focus was the same as all the other disciplines, review, address and work to better agree with what the minimum standards of teaching, skiing and technical knowledge for members pursuing a Level I, II or III certification look like. As you can imagine, the centerpiece of our conversations at Copper were the current Nordic standards. The task did not include re-writing the standards, but agreeing how we read them and how we (the divisions) across the country measure them during an exam.

The cross country standards are unique within themselves. We found that we had to spend time reading them for clarity and adding some “clarifying” notes on them (these notes have been placed on the PSIA-NW.ORG website, if you’d like to review them). This reading and sharing of the standards at the conference proved to be invaluable! We realized that some of the language in the standards needed more accuracy and greater clarity. Sometimes teaching points were used instead of more precise movement descriptions. We found things we wanted to delete, and other things we wanted to add. However, rewriting the standards was not the goal or the task assigned; the goal was to agree on how we interpret the standards and finding consensus on what the minimal level of certification for Levels I, II and III look like. To that end, we found more common ground and agreement between all divisions than we found discord.

We didn’t just stop at reading the standards. We also covered many other aspects of the exam process, including:

- » Equipment considerations during the exam
- » Coaching candidates at an exam
- » Movement analysis requirements at an exam
- » Examiner qualifications
- » Exam environment

A much longer and more detailed document of the event has been created and once completed will be posted to the PSIA-NW.ORG website, under the Nordic downloads section.

Lastly, I’d like to share my impression on the differences between divisions. Although we found agreement and common ground on almost all aspects of the examining requirements and measurables, there still exists a gulf between divisions in the way they prepare candidates for the exam.



Nordic Fall College 2011. Photo by Charlie Cornish

I found some divisions do better than others at preparing their members for the exam. Greater preparation and pre-exam support ultimately leads to stronger certified members. At least that was what I observed as the major difference between divisions and the major contribution to the gulf between divisional certification.

Ultimately, the exam should be less about the final outcome (attaining the pin or not) and more on learning, growing and developing as an instructor during the process. To that end, I think we need to keep this in mind – the standard is only a standard and not the real catalyst to instructor development and improvement! I would posit this – if the divisions and the national office want to create a “standard” that looks similar across all the divisions in the hopes of creating stronger quality throughout the nation, we’ll need to strive to create the greatest pre-exam process that focuses on how we teach the teachers.

Only the division can address the needs and nuances unique to their location, membership numbers and resource availability. We’ve taken a great first step, improving, unifying and strengthening the exam process for the ultimate end, helping instructors become the best, most professional ski instructors they want to be. The next challenge for our division is creating the learning environment and process that prepares our members to reach their goals. ❄️



David Lawrence is a PSIA-NW Nordic Clinic Leader, Examiner and PSIA 2nd-term National Nordic Team Member. Email him at leaveboringbehind@gmail.com

Upcoming Track Events

Track Pre-Exam Clinic
Sun Mountain - Feb 24

Track Pre-Exam Clinic
Stevens Pass - Mar 2

Track Exam - Level II & III
Stevens Pass - Mar 3

Upcoming Telemark Events

Telemark All Mountain
Crystal Mountain - Mar 17

Tele the Rest & Best of the Mountain
Stevens Pass - Mar 24

Telemark Exam - Level II & III
Mt. Bachelor - Apr 6-7

Spring Symposium
Big Sky, Montana - Apr 12-14

Be sure to check the website for more information about these events.

Great teachers know ... “It’s all about the student”

by Linda Cowan

That’s Linda, but she will be the first to tell you it’s all about them!

PRINCIPLES OF TEACHING THAT STICK

Teaching Tip by Linda Cowan

Every teacher wants to know what skills will best help our teaching last for our students. Shanna Schwartz from The Teachers College at Columbia University shares four key principles in her book “Making Your Teaching Stick.”

First, students need a level of understanding about what we are teaching them, in order to be engaged and learn. If we try to teach a concept that is beyond a student’s understanding, learning is less likely to occur for that student. An example would be teaching a hockey stop to a day one skier. This doesn’t mean that day one skiers can’t learn how to do a hockey stop, but until the student has learned how to wedge to a stop and turn in both directions, a hockey stop is most likely a concept that is beyond their current understanding and skills.

Second, students learn by their engagement and by being active participants. By keeping our modeling shorter and practice time (with feedback) longer we increase participation. In addition, by employing the “turn & talk” (sharing with your neighbor) when asking our students questions, we engage all of our students in conversation and therefore increase the opportunity for learning.

Third, we increase the ability for the students to remember by providing something physical about our teaching for them to reference. For example, with younger students, pretending to be monkeys and reaching forward and down the hill

for a banana helps trigger a memory for students that are both cognitive and physical. For older students, making them aware of specific body parts and sensations helps them better understand where, when, why and how to make the effective movements.

For example, maintaining upper body alignment by always trying to keep your shoulders ahead of your feet and your elbows ahead of your sternum as each turn progresses.

Lastly, we all know the importance of repetition. Repetition allows our students to approximate and accumulate greater understanding with each opportunity. We are often tempted to teach more information at the expense of repetition and learning forgetting that less is often more.

When practicing with repetition it’s important to provide clear and specific feedback to your students. Building repetition results in the students taking away more from a lesson as opposed to lots of little ‘mini-lessons’ that lack depth and enough practice time for mastery.

GREAT TEACHERS ...

Teaching Tip by Linda Cowan

Trust and Respect

Great teachers build trust and respect, knowing these are crucial elements to learning. Learning is all about taking risks, and if our students don’t feel safe to take risks and make mistakes optimal learning is compromised.

Patience

Great teachers allow us to wrestle and struggle with understanding-knowing when we have enough information to find the answer. Great

teachers know that out of the struggle comes conviction and clarity of understanding. But, in the same vein, if the struggle is too great, a gifted teacher reaches in and provides just enough support (or scaffolding) to allow the learner to continue moving forward.

Environment

Great teachers not only know their content but they always set up an environment for student success. A safe environment encourages learners to take risks, and having the trust to know students can take risks help build understanding and ownership.

Listeners

Great teachers really listen to what their students are saying and they take this information and move everyone forward. Great teachers again know their content and can speak with clarity and simplicity, but they have the ability to adjust and adapt their teaching to meet the needs of their students, not the other way around.

Lastly, great teachers always believe in their students-regardless of the limitations, circumstances or challenges they face.

It’s truly all about the students. ❄️



Linda Cowan is a PSIA-NW Technical Team Member, Alpine Clinician, Alpine Examiner, and is a 5th grade teacher at Woodmoor Elementary School in Bothell, Wa. Email Linda at lindacowan1@mac.com

MOVEMENT

ANALYSIS: FOCUS ON THE INTRODUCTION

Teaching Tip by Mike Phillips

For many of us movement analysis can be an overwhelming experience. As we start to teach at the higher levels in our ski school or working with our peers as we train for our Level II or III, it can be at times a daunting task.

You may have developed your own way of watching your students as they ski or ride. Some look at how they are in balance first and focus on the whole body, while others may break it down in parts, starting at what the tool is doing and working up from there.

There is no right or wrong way of analyzing your students as long as you are giving meaningful feedback that is specific to your student's desired outcome, goals and ability.

Here is one way to help make your analysis on the hill a little easier. When you meet your students for the first time, you are starting your assessment before you even see them ski or ride.

In order for the student and you to have a working relationship it is important to assess their abilities, know what their desires are then set some goals for the lesson.

Following are just a few examples of what you may encounter and need to know.

Desires may be:

- * Master the bumps, powder or crud
- * Ski or ride the steeps
- * Make medium radius turns with edge engagement earlier in the turn
- * Make short radius turns
- * To be able to keep up with my kids
- * To be a social skier/rider, so I can keep up with my friend's in most conditions and terrain

Ability may be:

- * Have they ever taken a lesson before?
- * What are their previous experiences?
- * Have they been to this area before?
- * How often do they come up?
- * What other activities are they interested in?
- * What is their age? (use the CAP model)
- * How is their physical conditioning?
- * Are there any physical challenges such as eye sight, hearing, previous injuries or health issues that you may need to know about?
- * Are they using the proper tools for their desired outcome?

What is their state of mind? Are they...

- * Excited and ready to work with you?
- * Apprehensive?
- * Tired from the trip to your resort?
- * Scared of speed or being out of control?
- * Intimidated because of too many people on the runs or had a collision in the past?
- * Scared of heights or steepness of the runs?
- * Worried about weather or condition challenges that may affect their confidence?

assessment and most importantly it will be pertinent to your student's desires and ability.

As an example:

It is an awesome blue bird day with no wind. There are fresh packed powder conditions and you have the runs to yourself. Ballroom dancing as we say in the business. Here's the set-up: Your student

1. Wants to be a social skier/rider so they can keep up with their friends in a variety of terrain and snow conditions.
2. Wants to stick to the blue runs for now and does not aspire to ski black diamond runs.
3. Can ski parallel in easy blue terrain and uses a wedge entry as the terrain gets steeper.
4. Cannot control speed at times.
5. Comes to the mountains 12 times a year.
6. Is eager to learn, has no physical challenges or health issues.
7. Has been to your resort before.

To help the student feel more comfortable in managing the terrain and various snow conditions as well as enhance and create a variety of turn shapes, the skill focus and effective visual cues on the hill for my M.A. is going to be:

1. Pressure management movements; Fore-aft, foot to foot, and flexion extension.
2. Rotary movements for turn shape and speed control. What are the skis doing, and are the feet and legs turning underneath a quiet upper body on easy blue terrain?

Now is when the coaching begins. I'll use a variety of drills, tasks and activities based on my assessment to meet their desired outcomes.

No matter what the experience level of your student, or what their goals might be, by having a conversation prior to observing them ski or ride will help you develop a meaningful lesson plan that is specific to your student's needs and desires. The movement analysis part of the lesson will become more user friendly and easier to develop the more you use it. ❄️



Michael Phillips is an instructor and trainer at the Mt. Bachelor snowsports School. He is also an Alpine DCL and Examiner. Email him at Iwintershope@gmail.com

When you have a good assessment of the student at the meeting area, you can then determine where and when you will conduct your initial movement analysis on the hill, and what will be the skill focus. These initial assessments will enable you to narrow down the effective visual cues of what your student is doing in the initial M.A. as-



The Feedback Model



FIT MATTERS

Snowboard tip by Christy Ott

People are not the same. We live in a world where there are all shapes and sizes and abilities. If you just sit somewhere and watch, you'll see all sorts of people walking by. They all walk with different strides, fast or slow, short or long with their feet out or in or even straight ahead. All these differences will effect their movements and the performance of the snowboard.

As snowboard instructors and trainers, it is important to take into account all of these differences and help our students find the right boots, board, bindings and stance that will allow them to make the most efficient and effective movements with the least amount of effort. Not having the right setup will make the learning process more challenging and may even stop them from progressing as far as they could.

Boots are the first piece of the puzzle. Most of our students don't know how their boots should fit, they choose ones that fit like their shoes and are comfortable. A snowboard boot should be the right length for our foot. Our toes should reach the end, but not be smashed against it. We should be able to tighten the boot so that it supports our foot and ankle and it should not cut off our circulation. There are many brands with different fits, help your students find the one that works for them. If the boot is too big, our foot will have to move before it activates the boot and will cause our movements to be inefficient.

The board is the next piece. An important part of board fit that is often overlooked is width, our board must be correctly sized to our feet. For the most part, when a board is appropriately sized in length (somewhere between the shoulders and chin for a first timer), the width is within the correct range. However, this is not always the case. Our bare foot should be as long as or slightly longer than our board is wide. This will allow us to have the proper leverage over the edges of our board and let us ride our edges smoothly and efficiently. I have seen and experienced a board that is wider than the foot and it is challenging to pressure the edge effectively. If the board is

much narrower than the foot, we will have toe and heel drag at higher edge angles that will also affect our ability to ride a clean edge.

The final piece is our bindings and their position on the board – our stance. Our bindings should be a little shorter than our boot or about as long as our board is wide. The straps should be long enough to easily buckle and short enough to snug up well. The bindings should be positioned so that the boots are centered between the edges of the board so that we can use both edges effectively. Our feet should be wide enough apart to give us a balanced platform to work from, but not too wide that it effects our ability to move in all of the ranges of motion.

With proper fitting equipment and the right stance our students and staff will be free to make the most efficient and effective movements, giving them a solid foundation to grow from as they strive to be better snowboarders. ❄️



Christy Ott is a snowboard trainer at Timberline Ski Area on Mt. Hood. She is Snowboard Level III and Alpine Level II certified. Email her at duckheart@gmail.com.



COMMIT TO SIMPLICITY

Alpine tip by Rick Roberts

I'm frequently amazed at the amount of detailed information that many instructors remember from training that they have received. I've even seen some instructors that keep whole notebooks of information detailing every clinic that they have ever attended. While all of this information is probably great stuff, its real value is in how it can help us be simple and focused in our lesson plans.

Some instructors teach a drill or exercise and get their clients to make a change, but fail to effectively help their clients incorporate the change back into their skiing. Here is a format that you can use to help your clients make lasting change in their skiing.

First, assess the client and identify a specific goal for the lesson. Take some extra time to allow the clients to warm up and to ensure that you have had plenty of opportunity to determine that the goal is appropriate. Ideally, this would be in terms of a body part and its movement.

Once you have identified the goal, pick a drill, exercise, or focus that helps the client physically make the change. Give your clients plenty of time to make the change and resist the temptation to give feedback on every attempt they make. Great! You have done the hard part of the lesson by identifying a goal and getting your client to make a new movement. Now comes the most important part. Stay committed to the direction you have taken in your lesson plan!

You can start slightly adjusting your drill or exercise to more closely resemble the turn you are ultimately trying to create. This may take changing the drill or exercise 2 or 3 times and maintaining the focus on the change you created with the initial drill.

By committing to one drill or exercise and developing a logical teaching sequence that helps your client incorporate the change into their skiing, you can teach more effective lessons and get more return business. Good Luck! ❄️



Rick Roberts is an Alpine DCL and trainer at Crystal Mountain Ski Resort. Email him at rroberts@skicrystal.com



NEW! Snowboard Teaching Handbook

Providing guidance for teaching children and adults how to snowboard, this handbook offers drills, exercises, and tips for all ages. Developed in cooperation with the Ski and Snowboard schools of Vail and Beaver Creek, this valuable on-hill resource is designed to fit in your pocket for instant access to coaching ideas for beginner to advanced students, including freestyle.

**Available @ PSIA-NW.
Call the office to order.**





When you love a sport, you take it further.

At Virginia Mason's Sports Medicine Clinic, several of our physicians love to ski. Three of them volunteer as medical advisors to the ski patrol staff at Stevens Pass and Crystal Mountain to help treat injured and sick skiers.

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Virginia Mason's Sports Medicine Clinic is the Official Medical Care Team for the Seattle Sounders FC and Seattle Storm.



UPCOMING EVENT HIGHLIGHTS

COMPLETE LIST OF EVENTS, DAY CLINICS, EXAMS ARE ON-LINE AND IN THE FALL SEASON GUIDE

events



WINTER BLAST

CRYSTAL MOUNTAIN - FEB 4-5

IMMERSION: (2-DAY)

MISSION RIDGE - FEB 6-8

DIVISIONAL ACADEMY

MISSION RIDGE - MAR 15-17

SPRING SYMPOSIUM

BIG SKY, MONTANA - APR 12-14

exams



ALPINE & SNOWBOARD LEVEL II & III MODULES

MISSION RIDGE - JAN 24-25

SCHWEITZER - MAR 23-24

STEVENS PASS - MAR 30-31

MT BACHELOR - APR 6-7

MT HOOD MEADOWS - APR 20-21

5 exam dates this season with the first exam modules in January. Note that the Level III Snowboard exam is offered at Stevens Pass & Mt. Bachelor only.

For Adaptive, Nordic and Telemark exams, please see the website and the Fall Newsletter for more information

specialists



CHILDREN'S, FREESTYLE & SENIOR SPECIALISTS

MT HOOD MEADOWS - JAN 28-29

CHILDREN'S, FREESTYLE & SENIOR SPECIALISTS

SCHWEITZER - MAR 2-3

CHILDREN'S, FREESTYLE & SENIOR SPECIALISTS

~~SCHWEITZER~~ - APR 20-21

Mt. Hood Meadows

Check the website for specific Specialist offerings on these dates

Symposium2013 @ Big Sky, Montana April 12-14