

# northwest

SNOWSPORTS  
INSTRUCTOR  
MAGAZINE

WINTER 2018



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**NORTHWEST DIVISION**

Issue #1 2018 - 2019 Season PNSIA-EF



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Divisional Academy 2018 (photo by Mike Buzzelle)

# PRESIDENT'S UPDATE

Hello PSIA-NW Members,

With the crispness in the air, and some reports of snow falling here and there, we are excited for a new season. Each year a new season brings changes and adventures that keep me connected to the love of this Association.

One of the most recent changes that brings a sense of newness is the governance work our Board of Directors has diligently worked on for the past two years. At this past September Fall meeting, the Board unanimously adopted its Policy Governance (PG) manual, and PG is now our model for Board governance. Policy Governance® is best described by those that have written about this topic as a comprehensive board leadership system. It is a groundbreaking model of governance designed to empower and ensure board of directors fulfill on their fiduciary responsibilities. As a board, we are now able to focus on the larger issues, to control management's job without meddling, to rigorously evaluate the performance of PSIA-NW, and to truly lead the organization on your behalf.

Additionally, we had, and completed, several housekeeping items such as: filing new articles of incorporation in Washington, merging the Oregon corporation into the Washington corporation, and adopting new Bylaws, and the Policy Governance manual. More details are provided in the meeting minutes, along with the PG Manual, and some great resources we used to understand the model. You will find these posted on our revised website, similar to before, at [psia-nw.org](http://psia-nw.org), about our division, Board of Directors.

All this change required a tremendous amount of collaboration, coordination and support from our Board members, our Executive Director, Kirsten, (now our CEO), and our Policy Governance Consultant Sherry Jennings. The dedication and effort from this team,

has allowed us to move forward with a renewed sense of possibilities. A special thanks to many individuals who worked hard to bring this together. Our Policy Governance Chairman, Immediate Past President, Bill King, and the sub committees he had the vision to create. This group of leaders assembled a cross-section of Board representation to work on the sections of Policy Governance essential to finalizing the PG manual.

## Policy Governance Sub-Committees:

End Results – John May (Chair), Kim Petram, Devin Mettler, John Keil, Mark Schinman, Sherry Jennings (Consultant), Kirsten Huotte (Staff)

Governance Policies – Marc Schanfarber (Chair), Takashi Tsukamaki, Jack Burns, Sherry Jennings (Consultant), Kirsten Huotte (Staff)

Management Parameters – John Weston (Chair), Ed Kane, Sherry Jennings (Consultant), Kirsten Huotte (Staff)

Board and CEO Relations – Russ Peterson (Chair), Richard Mario, Donna Sanders, John Nelson, Larry Fale, Tara Seymour, Sherry Jennings (Consultant), Kirsten Huotte (Staff)

Along with the Governance Committee and its Sub-Committees, notable mention should go to another Past President, Jack Burns. Jack guided us through the legal details and wrote and re-wrote documents such as Articles of Incorporation and By-laws, and a plan of merger that were essential to the change. I now have a new sense of gratitude for the many lawyers our Board attracts, and a special note of gratitude for Jack and his keen legal talent.

A special note of congratulations to Kirsten Huotte, now CEO, of PSIA-NW. The Board unanimously voted to change Kirsten's role from Executive Director to Chief Executive Officer. Kirsten has guided our Association from her role as Education & Program Director to Executive Director and now CEO with a strong work ethic, an attention to detail and perfection, and all of this while connecting us together as a family, and helping our Association grow and prosper. We are proud and delighted to promote Kirsten, CEO, PSIA-NW.



Looking forward to a great season ahead, and hopefully connecting with many of you as our paths cross on/off the snow.

With gratitude for you, our member, and for all the Board members who are dedicated to helping our association move forward.



**Molly Fitch**, President  
[mollyfitch@comcast.net](mailto:mollyfitch@comcast.net)

## WEBSITE OVERHAUL



Hopefully by now you have checked out our new look – or maybe you just looked through it now to find the magazine. Thanks to a hard working taskforce this summer of Marc Schanfarber, Robert Martin, Dave Lucas, Tyler Barnes and lead by Katie and Brian Feucht and Chelsea Jonassen (and any of you they asked your feedback on) from member services, we did a soft launch in September and continue to build out this season. Thanks to everyone for their hard work on this project.

## NEW BLING



Watch for the new pins coming out this year – here is a sneak peak. And don't worry, if you already have your credential a pin will be mailed to you this season.

## WHAT ARE FRIENDS FOR?



Know a friend, relative, neighbor or someone who loves to slide? Introduce them to teaching and they get hired at your school and you get to attend a complimentary day clinic on the calendar. So bring them along and introduce them to this great snowsports teaching community, aka family.

## FREE WHAT??

That's right, an added member benefit for you Northwest members is free shipping on your orders, we ditched our postage machine lease and passed the savings on to you – now's a great time to go visit the store and see what is there.

## MOVING ON UP



Garth McPhie has been promoted to Mountain Services Manager/ Assistant Mountain General Manager. Garth began his career with Alyeska in the Mountain Learning Center in 1998 where

he served as an Adult and Children's Ski Instructor, and Instructor Trainer before moving up to become the Mountain Learning Center Director. Jodie McPhie has been promoted to Mountain Learning Center Director and has been with Alyeska's Mountain Learning Center since 2007 as the MLC Children's Supervisor. Additionally, Alyeska Resort and Hotel Alyeska has been purchased this fall by a Canadian Hotelier company.

## NEW PRESIDENT

The Pacific Northwest Ski Areas Association (PNSAA) has hired Jordan Elliott to succeed John Gifford as the association's president. Elliott began transitioning into the new role in mid-October, and officially moves into the role on Jan. 1, 2019, after Gifford retires. Gifford has been the PNSAA president since August 2012 and Elliott was previously the HR director at Mt. Bachelor.



## NEW CO-DIRECTORS ROAR



Carson Lyon and Katherine Horine were named co-directors of Lyon Ski and Snowboard School this past fall. Tami Lyon continues in her role as the executive director of the school.

## CUBB-IES

That's right, The Big, a.k.a. Whitefish Mountain Resort, has some big news. This coming February, Mike Davies will become the Director of Snow Sports and Summer Activities, which mean he oversees the Ski and Ride School, Kid's Center, Freestyle Teams in the winter and in the summer, Zip Line Tours, Aerial Adventure Park, Summer Tubing and Bike School. Bill Cubbage (a.k.a. 'Cubbie') is moving from the Director of Snow Sports and Summer Activities position to the Assistant Director of Mountain Operations for a quick 3 months, working under the tutelage of the current Director. Then come May, Cubbage becomes the Director of Mountain Operations.



## FLYING HIGH

Jeffra Clough the Director of Snowsports School, Rental, Retail and Marketing of Eaglecrest retired this past June after 25 years with the resort! Following Jeffra's retirement Erin Lupro, previously the assistant director of the school was named the Director of Snow Sports, Rental, Retail and Repair.



## ON TRAC



Garry Zimmerman, after serving as interim snowsports director last season, has been officially named as the director of the snowsports school at Mt. Spokane. As part of Mt. Spokane's backside expansion project, the new SkyTrac Triple chairlift is ready for the 2018-19 season.

## BYE BYE BOBBIE



Cailin Cook was named assistant director of the snowsports school at Timberline. Bobbie Kipp retired from the position after many years at the resort, "mama" Bobbie will be missed.

## ADAPTING EXEC

This past spring, Pat Addabbo was named executive director at Outdoor Adaptive Sports after having spent the last five years running program at the sports center. Kadee was hired as the operations director, after having completed her Master's degree in Mechanical Engineering.



## MISSION IMPOSSIBLE



Continuing to work on its expansion project, after purchasing 800 acres a couple years ago, Mission has now submitted its application to Chelan County and the USFS for approval. As the resort expands its terrain, it is also expanding its staff. Jodi Taggart was named the skier services director at Mission Ridge Ski Resort. She previously held the snowsports school director position and Carson Boyle has been named the school manager.

## ON BASE

Chad Cole has been named the assistant manager of the Outdoor Recreation Center at Fort Wainwright on Birch Hill, replacing Michael Grant who moved to a different manager position on another base.





## WHAT'S UNDER THE HOOD?



Over the summer, the school updated its name to the Meadows Learning Center and changed some of its structure to better align more with what they do year round, such as snow shoeing, snow skates, as well as our summer operations in ecology, youth camps, etc. and Tyler Barnes was named Learning Center Operations Manager at Mt. Hood Meadows, a newly created position that oversees the learning center. He also was the recipient, last spring, of the prestigious Franklin G. Drake award recognizing him for his work on the learning terrain program, amongst other things. Another addition to the leadership team at Meadows, Josey Rice was named the Learning Center Youth Manager.

## IN THE LOUP

Two new positions have been filled at Loup Loup for this season, the new General Manager is Dave Betts who previously worked for North Cascades Heli in Mazama and Amanda Raup has been named the new snowsports school director coming having previously worked at Roundtop Mountain Resort in Pennsylvania.



## READY, SET, GO!

The Pacific Northwest Ski Association (PNSA), a division of U.S. Ski & Snowboard, is excited to announce Claudia Yamamoto of Quincy, WA, has been selected as its new executive director. Claudia will succeed Paul Mahre, who served as Executive Director for the past 10 years.



## NOW YURT TALKING



Bluewood's \$500,000 in capital improvements for this season include a 30 foot diameter warming yurt at the summit, 2 conveyer surface lifts from Sunkid Lifts (one covered, with clear dome-shaped Plexiglas and one open) replacing the 32-year old Platter pull.

## A NEW IKON



Crystal Mountain was purchased this fall by Alterra Mountain Company, with Crystal now becoming part of the Ikon Pass family. Newly named President is Frank DeBerry, previously from Snowshoe.

## IT'S SO EPIC



Over the summer, Vail Resorts purchased Stevens Pass, along with Okemo, Mount Sunapee and Crested Butte Resorts, now all a part of the Epic Pass. Ben Fok was been named Director of Skier Services and Tom Pettigrew, a longtime PSIA member from Intermountain was named the new General Manager. Vail has announced it plans to replace and upgrade the Daisy and Brooks lifts in time for the 2019-20 season. Both lifts serve critical terrain for beginner and intermediate skiers and snowboarders at Stevens Pass. These lift replacements will reduce lift line wait times and increase total lift capacity by more than nine percent.

## LIVING THE DREAM



Julie Tickle joined the DREAM Adaptive team as the program coordinator in January 2017 and last spring was named its executive director. Congratulations Julie and DREAM. Dream is based out of Whitefish Mountain Resort.

## BE ON THE LOOKOUT



Chris Milam started this past fall as the new Snowsports School director of Lookout Pass and brought with him his four-footed paw-tastic sidekick Ebony. Gary Forrest will stay on at Lookout this season to help transition Chris in.

# Thank You Members!

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## AS OUR BULLWHEEL TURNS

As you saw from the first few pages of the magazine, there is a lot going on throughout the Northwest this season. We are now using local terms of Ikon and Epic, watching exciting updates with expansions, chair upgrades and creating more playgrounds on the snow; it is an exciting time in the Northwest. With the upgrades and updates, we continue to be out there sliding on the snow, introducing people to the environment and sport we love and helping push themselves to go down the run they have always wanted to, while having fun.

A large part of being a part of this organization is having fun, most importantly having fun while learning, be it learning new names, runs or a different resort. We love learning, as the more we learn and process, the richer an experience we provide our clients.

Working hard to match your enthusiasm and commitment to excellence in snow sports instruction, we strive to deliver many opportunities throughout the season (and building more each season) for you to meet others in this family community our region from Alaska to Oregon, Washington to Montana. And while meeting others, provide continuing education training, certification, and credentials to help you grow as instructors and inspire you to keep growing.

Here's looking for a fantastic season full of many things the same and many things new – keeping us grounded while we grow. Your continued commitment and dedication are what makes us, us – without you there is no us. Thank you for being a member, whether one of many seasons or if you are new to the family just this year. Looking forward to everything the 2018-2019 season has to offer and sliding with you on the snow!



KIRSTEN HUOTTE, CEO



**CELEBRATE WITH US!**



**[LearnToSkiAndSnowboard.org](http://LearnToSkiAndSnowboard.org)**

# Scholarship Snippets

**Kathryn Grabel** - "The scholarship I received helped me to accomplish some of my skiing goals for the season by paying for my tuition to Symposium. Thank you very much for the scholarship I received. Without it, Symposium would have been out of reach for me financially. It was a great way to end my season. I really appreciate the award. Thank you to the scholarship committee again – you can definitely count on me to continue supporting the auction."



**Ryan Matz** - "Without the opportunity and motivation provided by the PNSIA Education Foundation, I likely would have put off the Children's Specialist program for yet another season. With the financial burden lifted, the opportunity to pursue this professional development proved to be a rewarding, fun experience. I'll be back for more."

## Scott Patridge, aka "Ridge"

"The process of focusing on the basics and skiing slow might not sound appealing to those of us who love to rip down the mountain, but being able to control a wedge christie garland at slow speed can lead to a better faster turn on steeps if you trust in the process. Not only does this clinic lead to better skiing, but watching the professionals that run this program is a benefit in itself. If you go to Immersion, expect to concentrate, focus, and think. Then expect to improve your skiing. Immersion set the tone for my season and was a cornerstone for passing my Level 2 certification."



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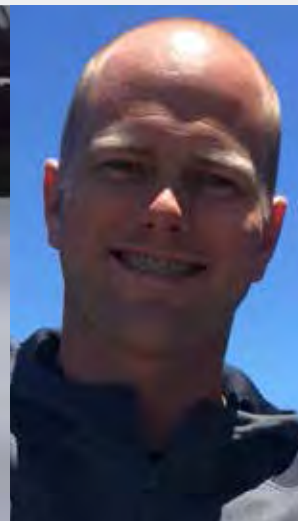
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# Dear **nw**



## Why I Love the Northwest

From time to time, I wonder what I enjoy more, free skiing, teaching skiing, or skiing in clinics. It's too close to call, and definitely depends on the day, but I love the Northwest Division because of my fellow ski geeks.

Last season, I trained for my Alpine Level II, and can't imagine a better group of people to train with. Our trainers and fellow Level II candidates were all extremely driven and happy for one another's successes. We spent countless hours in clinics, and working together on our own time to fine tune our pivot slips and rhythm turns. After a long day on the slopes or sitting at the round table, we'd head to the bar to lick our wounds and laugh things off. It was hard work, but I have never had more fun on the slopes than I did with that group.

I've found this to be true of most people in the Northwest Division. We're loaded with patient, passionate, and supportive people because at the end of the day, we're all teachers.

Jon Urlie  
Alpine Level II  
Summit Snow Sports School  
Member since 2015

## **NORTHWEST MISSION STATEMENT**

***Northwest snowsports professional reach  
their full potential as instructors.***



# THANK YOU EDUCATION FOUNDATION DONORS

*Special recognition goes out to those members who support our scholarship efforts through charitable gifts and donation items for the Symposium Banquet Silent Auction. Our scholarship fund would not exist without you!*

*The Pacific Northwest Snowsports Instructors Association Education Foundation (PNSIA-EF) is a charitable not-for-profit organization, with a 501(c)(3) designation, which provides support to PSIA-NW in many ways. Most notably, these funds provide scholarships for your fellow members. Thank you to the following people for your generous monetary donations:*

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Boeing Matching  
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(Steve Olwin)  
Olwin, Steve

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Zipperer, Leslye



# CELEBRATING YOUR ANNIVERSARIES



*These members will be recognized during the awards banquet at Spring Symposium. Pins are mailed to members throughout the season. Come celebrate at the end of the season party and with the PSIA-NW Service Award recipients! Check the event calendar and website for all the details. The following members have reached an anniversary milestone. Be sure to congratulate these long-time members on their years of service to snowsports education!*

## 60 YEAR ANNIVERSARY:

Eddie Fisher  
Lee Perry

## 50 YEAR ANNIVERSARY:

Gordon Ball  
Catherine Bath  
Gary Bellinger  
Larry S. Carpenter  
Elise A. Clarke  
Bob Entrop  
Chris L. Hadfield  
J. Michael Hardy  
Robert C. Ireton  
Doran W. Katka  
James R. Llewellyn  
Caron MacLane  
Patrick McDonald  
Lana B. Miller  
Marlis Pehling  
Joan Sturges  
Howard Suzuki  
John Weston  
Gary Wilke

## 40 YEAR ANNIVERSARY:

Thomas Chasse  
Larry P. Daigle  
Guy Dunn  
Mike B. Evans  
Richard E. Ewing  
Ron Kipp  
Deborah Norum  
Steve Olwin  
Trudy A. Parcher

## 30 YEAR ANNIVERSARY:

Jewels Berg  
Brad Bjorklund  
Sean Bold  
Edward Bronsdon  
Scott Busby  
Christine Copenhaver  
Robert Croston  
Charles Delaney  
David Donaldson  
Elizabeth S. Filip

Steve Frink  
Craig A. Gilliland  
Ursula Graef  
David A. Hansen  
Mark Harper  
Darrell Herberg  
Mary Jacob  
Brad Johnson  
Chris Kastner  
Vicki Koehl  
Chris Lavell  
Peter Lehman  
Bruce Lingle  
John Maas  
Gerald Nerlin  
Kevin Orstad  
Jeffrey Pullen  
Don Richter  
John C. Rood  
Mark Shelley  
Irvin Sonker  
Don Stern  
Charlie Strasser  
John Sutherland

## 20 YEAR ANNIVERSARY:

Gregory Albrecht  
Peter Bennett  
Leon Berman  
Michael Browder  
David Burton  
Chris Colleran  
Amy Deneen  
Cindy Denne  
Joseph Favre  
Andrea Gallo  
Elena Gordon  
H Halstead  
Nikol Hampton  
Cheryl Haskins  
Cynthia Hieggelke  
Eli Holmes  
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Harvey Johnson  
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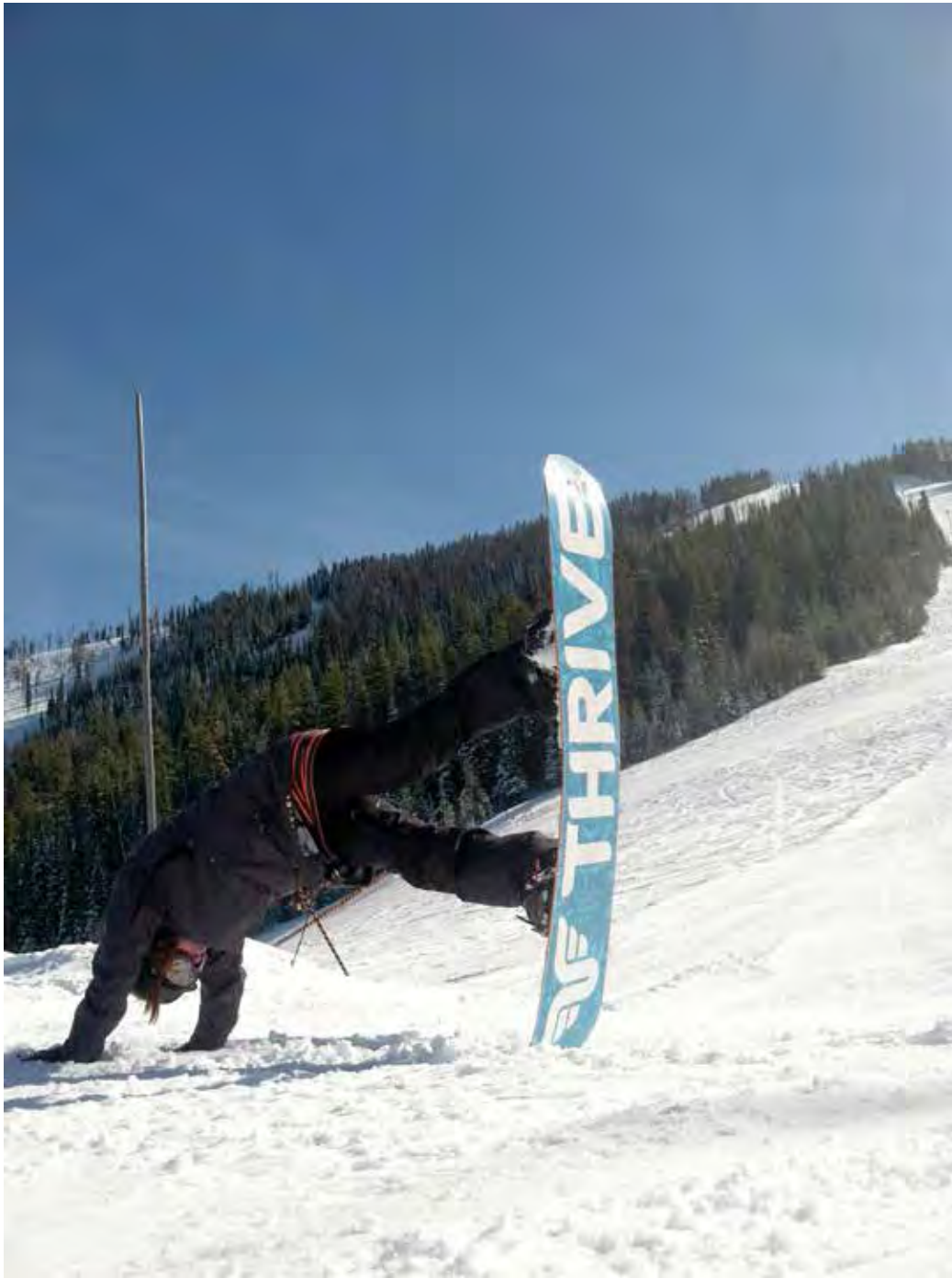
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Joanne LaBaw  
Paul Larson  
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John Stafford  
John Staiger  
Nancy Toenyan  
Paul Tschabold  
Gary Vasseur  
Russell Vilhauer  
David Vralsted  
Laurie Wilke  
Kurt Wilson  
Bill Young  
Karel Zikan

## 10 YEAR ANNIVERSARY:

Angel Alarcon  
Brian Allen  
Ali Alsaleh  
Joel Anderson  
Pat Bako  
Scott Barker  
Jeff Bowman  
Kaitlin Brotemarkle

Doug Bryant  
Sean Buntin  
Jesse Burke-Allmon  
Terry Caffey  
Teresa Caluori  
Erica Carroll  
Jake Ciufu  
Austin Clement  
Jon Paul Cooke  
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Nick Echave  
Douglas Eisert  
Steven Ellis  
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# YOU RIDE LIKE AN INSTRUCTOR

by Shawn Semb

"You ride like an instructor." Have you heard that statement before? I know I have heard it through the years, either someone commenting about other riders or asking me why instructors ride the way they do. I think it is very important to listen to that statement and reflect on it to help develop your own riding, along with those you are training. Let's take a look at; its benefits, non-benefits, and some cultural issues that may arise. This article may not be easy to swallow but it is a very important idea to reflect on. My goal is to create some conversations across the board about, what truly is good riding and why everyone rides the way they do.



What does it mean to ride like an instructor? From my experience, what I have seen and discussed with many people, it simply means the rider is riding in a very distinct way or style that is seen from the majority of instructors. Typically riding very aligned, stiff upper body, a lot of leg movements, consistent turn shape, closing off turns, and glued to the snow (not leaving the snow) with little "playing" while riding. This is exactly how we as instructors ride when training for an exam or trying to practice that dynamic turn we just learned in an earlier clinic. Most of the time, this style of riding is ingrained into the instructor by their trainers in order to pass exams, how to teach newcomers and it is viewed as the most efficient way to ride. This style has become a part of the snowboard instructor culture.

It is extremely important to understand that what we do as instructors is training and it is not efficient riding, but effective training. What I mean by this is; when doing dynamic skidded turns on blue terrain, this is not efficient riding, but it is efficient training of movements. What is efficient riding is doing those down a steep bumpy black run where those movements are required. I came up with this conclusion because of the numerous instructors I see riding in a very "AASI way" all over the mountain. Because of that my clinics have been more focused on getting people out of those movement patterns in order to coach movements in general.

When watching someone from the general public or a professional rider we see unique movements all the time. These movements are not what instructors are teaching and practicing on a daily basis. Because we have a set progression and a view of how we need to ride to pass exams to move up in the instruction world. This creates an inability to mimic those unique movements we may see. One of my favorite examples of this is watching the "jibbers" on the hill. As instructors, we see them ride and analyze what they can do better or what they are not doing correctly while riding to a feature. Then, that rider does something that we cannot even come close to mimicking on the box or rail. The view from the instructor a lot of the time is "they can do stuff on rails, but they cannot ride" when in fact what is happening is they are using movement patterns that the instructor does not understand. The fact is a lot of the time the movement patterns the instructor is practicing, and teaching would not be successful for the "jibber" to use. The "jibber" is using movements to set them up for the maneuver rather than glue themselves to the run.

Being able to look at all styles of riding and reflecting on what makes that style, is extremely important. A style is simply a specific movement pattern which creates a way of riding. All styles out there have their advantages and disadvantages. A lot of styles are based off what that individual enjoys or the culture they surround themselves with. I have seen many times where someone with a non-instructor style gets in to an argument with an instructor about what is good riding. Both of them think the other is not, and truly they both are correct. The instructor sees movements that may be inefficient where the other sees a lack of versatility in style. When getting into a conversation like this, one needs to look at the other's perspective and what they view snowboarding as.

The instructors style is over exaggerating efficient movement patterns in inefficient ways. Exaggerating any movement is generally not efficient because it's using a much greater amount than what's required to be successful. We get this way from teaching all day, that is what we do and it is needed for our students. What I want to get across is the ability to reflect on what we are doing in our

free time and make a decision of are we training or are we riding? When riding, experiment with movements, try and mimic the "jibber", mimic the big mountain rider, mimic the "park rat", mimic the old timers, etc.. Try to be able to ride just like any of them with the same movement patterns. Through this experimentation you will be able to reflect on what works and what does not. You will be able to feel the sensations that drive people to their style. Being able to acknowledge that every style has aspects it excels at is vital to becoming a good instructor, good coach, and expanding your own riding skills.

What I truly want to leave you with is that every snowboarding style out there is good riding. We as instructors need to be open-minded and not opinionated. Yes, there are movement patterns that are more efficient in specific areas, and we should teach those. Snowboarding was based off of a culture of expression and doing what feels cool, we need to support that and add to it. Understanding that all riding styles have aspects that are extremely efficient in those areas is key to becoming a good coach and instructor. I challenge everyone to go out and make different movement patterns to see what happens, or to see what feels cool. I challenge everyone to look at styles and not judge them as bad riding but look for aspects that are more efficient ways of moving. I challenge everyone to reflect on their own ability and if you cannot ride in other styles, well then you have a lot to work on.

As instructors we need to support the snowboard culture not separate instructors from it. Search for what riding style is culturally relevant right now and learn it! When a new style arises, learn it! Remember this, the best snowboarders in the world can make whatever movement they want, whenever they want, with no restrictions. In order to be the best rider you can be, you must work on a variety of movements. In order to be a more successful instructor, be able to teach different styles of riding. Riding like an instructor on terrain that does not require those movements is training, not necessarily good riding.

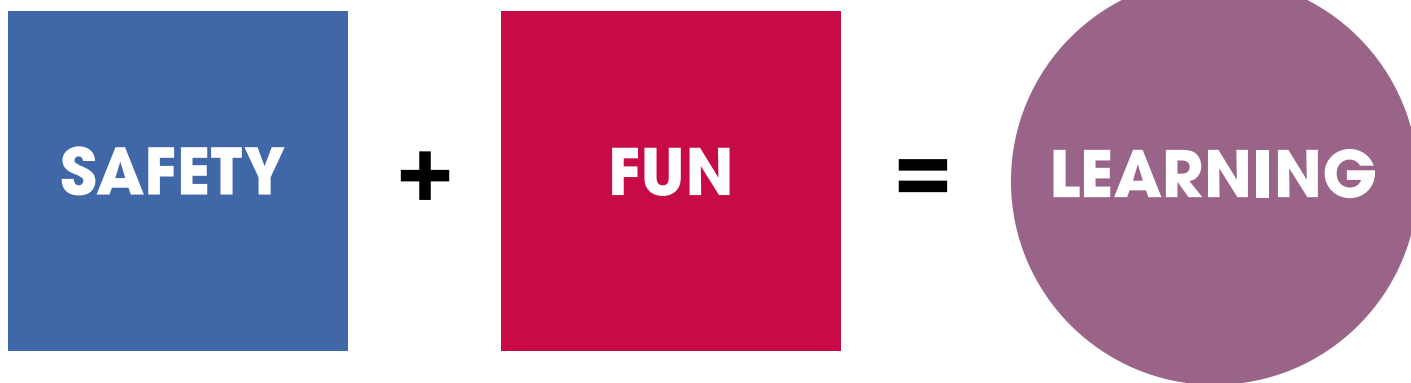


▲ (and left) Shawn 'riding like an instructor'  
(images courtesy of Shawn Semb)



## SHAWN SEMB

is a snowboard DCL and trainer at Mt. Spokane. He has been a member for 17 years (with no end in sight) and is finishing up his degree in Sports Medicine and Athletic Training. You can contact him at [techburry@gmail.com](mailto:techburry@gmail.com)



**I** ski because it's fun! I teach because I want to share something I am passionate about. Skiing has become a lifetime sport for me. Ski instructing is my winter weekend gig. I look forward to spending the weekend outside and on the snow sharing with others what I truly love. Because of this passion, I am a professional ski instructor.

What does it mean to be a professional snow sport instructor? For me, it has been a lifetime of honing my craft as a teacher, and especially a learner. My path has been guided by PSIA since the age of thirteen where I began my journey as a ski instructor cadet. I have seen a lot of changes over the years, but the one constant that continually surfaces to the top is to have fun! Make it safe and fun and the learning just happens.

Start by creating a safe learning environment. Teach your students the Responsibility Code. Have fun by making a game out of learning all points of the Code.

How do you keep the lesson fun? By being a better instructor!

Do this by loading up on your own learning. For starters, take clinics offered by your school. Watch the "Go With A Pro" videos created by PSIA-AASI. Read the Technical Manuals, the Children's Manual, take a Specialist course (Children's, Seniors, and Freestyle). Keep sharp and stay current. This adds to your instructor toolbox, and a full toolbox has more potential for a positive learning outcome.

A great place to start is with the PSIA teaching cycle. It is invaluable and essential to any ski instructor, working with any level skier. It offers a fantastic scaffold for moving a lesson in the right direction. Be creative, but you don't need to reinvent the wheel.

***"if you have spent any time around kids, you know they are the fun experts."***



Figure 1 ►  
The Children's Teaching Cycle - PDAS

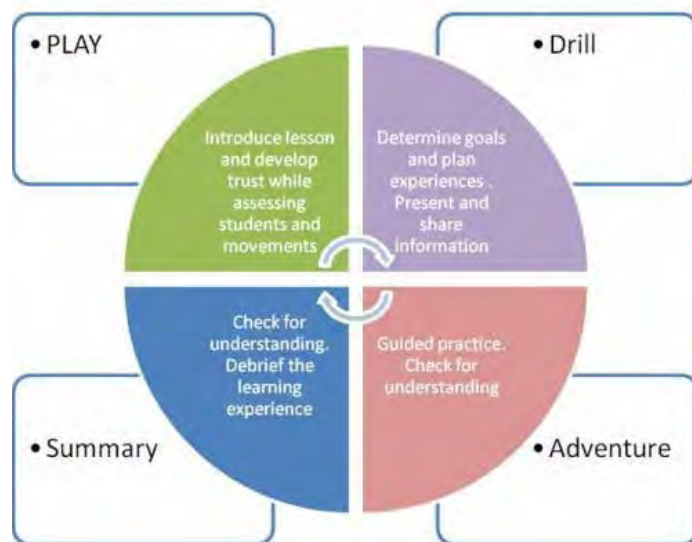


Figure 2 ►  
The Responsibility Code



The majority of my ski instructing has been with children. If you have spent any amount of time around kids, you know they are fun experts. They know how to have fun and how to play, just watch them! The Children's Teaching Cycle (Figure 1) is built on the PSIA teaching cycle. It is simplified as follows: Play, Drill, Adventure, and Summary. The beautiful thing is that you can move around this cycle in any direction, and it works with adults too.

**PLAY:** This is where you make your initial assessment of your students.

**DRILL:** Get skill specific and work on movement patterns that will allow your students to continue to improve

**ADVENTURE:** Get moving! Explore different terrain where skills can be worked on and refined.

**SUMMARY:** Continually check in with and check for understanding of what they are learning.

My experience has taught me that the best lessons are the ones where you and your students walk away having had a good time while improving their skiing.

An instructor's job is to offer the experience of a life time to our students. Keep the focus on the students, earn their trust by keeping them safe and by making it fun! Fill your instructor toolbox, keep yourself sharp and I assure you, you will be in for positive learning outcomes.



**There are elements of risk that common sense and personal awareness can help reduce.**

1. Always stay in control. You must be able to stop, or avoid other people or objects.
2. People ahead of you have the right-of-way. It is your responsibility to avoid them.
3. Do not stop where you obstruct a trail or are not visible from above.
4. Before starting downhill or merging onto a trail, look uphill and avoid others.
5. If you are involved in or witness a collision or accident, you must remain at the scene and identify yourself to Ski Patrol
6. Always use proper devices to help prevent runaway equipment.
7. Observe and obey all posted signs and warnings.
8. Keep off closed trails and closed areas.
9. You must not use lifts or terrain if your ability is impaired through the use of alcohol or drugs.
10. You must have sufficient physical dexterity, ability and knowledge to safely load, ride and unload lifts. If in doubt, ask the lift attendant.



## DONNY JOACHIM

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# KNOW THE RULES (SO YOU CAN BREAK THEM)

By: Jeremy Riss

*(Thumper the Ski Instructor of South Park image used for education purposes only. Image via South Park Wikipedia Creative Commons. No intellectual property infringement intended)*

Sometimes it seems as an instructor training for certification, there are an endless amount of rules you are supposed to follow when skiing. All of these rules or guidelines which are coached were created and passed on with the best of intentions to help people ski better. But when trainers are coaching these rules to instructors, it often feels like there is only *one* right way to ski if you want to be PSIA certified.

If you are an instructor training to improve your performance, I would encourage you to not take these types of rules at face value or as absolutes. Instead, dig deeper into why these rules are coached, in what circumstances they make sense, and when they don't. To get you started, I'll take you through a few of the common things I've heard coached by trainers and examiners as well as dig a little deeper into my thoughts on them.



▲ **FIGURE 1: Skis say on the snow?**  
(Images courtesy of Wayne Nagai)

**SKIS MAINTAIN CONTACT WITH THE SNOW** – The first DCL tryout I went to was the year 2000 at Mission Ridge. I distinctly recall standing at the top of the bump run to the skiers right of chair 3. The selector was describing the task and stated he wanted everyone to make medium radius turns maintaining ski-snow contact the entire time. I looked down the run at some very large bumps and thought to myself, *what is he talking about?* The troughs were huge and I didn't see any way I was going to ski medium radius turns through without broadsiding one or catching air at some point. Generally, when I ski bigger turns in the bumps, I am always ready to catch a little air to avoid slamming into a trough.

As I skied the bump run I decided I would ignore the request for ski-snow contact and instead jumped over the large troughs rather than slamming into them. As I recall, there was a tryout participant in another group who stuffed his skis into the side of a bump and ended up breaking both skis. I didn't end up making in on the DCL staff in that tryout, but I did manage to make it through without breaking my skis.

It made me wonder, why was I asked to maintain ski snow contact and is it really that important? In the end, I decided that many skiers, especially when skiing steep terrain, jump up vertically to start the turn and land in or after the fall line, having never really used much turn shape. What the selectors were really looking for was for people avoid this move.



When I look at high-end skiers who are skiing fast and pushing the limits, whether it is ski racers, instructors or free-skiers, I routinely notice there are points in the turn where one ski (or both) are off the snow, breaking the ski-snow contact rule. But they are still ripping. I agree with the spirit of the rule that usually jumping up vertically and pivoting your skis down the hill is not the way to get the most performance out of your ski but I completely disagree that skis should always maintain contact with the snow. This is one I choose to break almost every turn I make when I am skiing fast.

**PARALLEL LEG** – This one really started to gain popularity when an article came out called “The Five Sames”, one of the sames stated the legs remain parallel. I’ve seen many great skiers ski fast and powerfully without having parallel legs. My guess is the intent of this rule was to try to get skiers to have both skis on equal edge angles but given the different alignment that each of us has whether it be bow legged or knock kneed trying to keep your legs parallel can sometimes be a contrived position vs. a natural one.

**STAY FORWARD** – The genesis of this rule seems obvious, the natural tendency of many skiers is to lean back up the hill when skiing and so we coach them to get more forward and press on the front of their boots. This often has the desired effect of helping people ski better.

However, it is possible to be too far forward especially at the end of the turn, a trap instructors often fall into. The ski works best when we press further forward on the ski early in the turn, on the middle of the ski through the apex and a little more on the tail through turn completion. Working the ski tip to tail through the turn makes the ski hook up more and generates more rebound and energy while pressing to far forward on the ski at the end of the turn tends to make the tail of the ski break loose and skid.

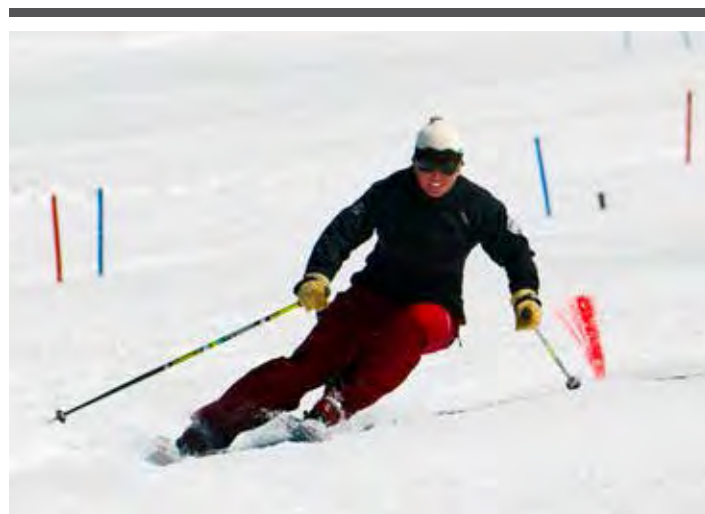
As skiers progress, it is important to let them know staying in balance while skiing doesn’t mean crushing the front of the boot and using the tail of the ski as well. Both can actually improve your performance.

**SHAPE THE TOP OF THE TURN** – If there is something besides staying forward that instructors spend most of their time working on it



▲ FIGURE 2: Parallel legs?

▼ FIGURE 3: Always forward?  
(images courtesy of Wayne Nagai)





is probably shaping the top of the turn. Hooking up the top of the turn is fun and leads to clean smooth edge engagement however it also gets more difficult as terrain gets steeper. In fact, the steeper the terrain gets the faster you have to be going to shape the top of the turn with the skis hooked up.

I've found when I want to keep my speed under control on steeper terrain I actually try not to shape the top of the turn. In these situations, I will steer my skis more quickly through the top of the turn and engage them towards the bottom of the turn to keep my speed under control. When the terrain gets really steep and narrow I will steer my skis quickly through almost the entire turn only engaging them at the very end to create a breaking turn.

In my experience there are really no absolutes in skiing and there is a time and place for almost every ski performance and movement. As skis and the way people are using them continues to progress very rapidly I encourage everyone to challenge concepts trying to

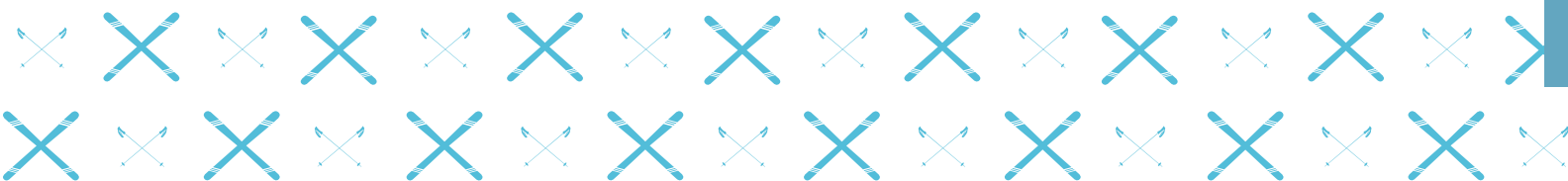
understand when they apply and when they don't. Interestingly enough if you read the current national standards you will find no reference to these types of rules.

Once you know why the rules exist you can better understand when to follow them and when to break them.



## JEREMY RISS

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# FEELING THE PRESSURE?

by Mike Hamm

As instructors we are constantly looking for ways to help ourselves, and our customers, to ski and snowboard more efficiently, giving us the ability to ride longer and for more days in a row. We analyze every part of our skiing, from our movements to our equipment to give us this ability and spending countless amounts of money on training, equipment and custom fit boots. But then we just put on our regular socks and base layers. So let's talk about that.

Compression clothing, this is a category of apparel that gets overlooked and isn't quite fully understood. When reading the box or see the advertisements, it seems like a lot of big claims and magic on how it works, so let's clear up some of those mysteries.

Let's start by addressing the types of compression on the market today. First is compression as a tight fitting garment. These garments have very limited benefits, with the primary benefit being muscle containment, basically reducing vibrations. The second type of compression is for joint support, really limited to one brand. And lastly and the type we will be focusing on is gradient compression. This type provides muscle containment and blood flow benefits.

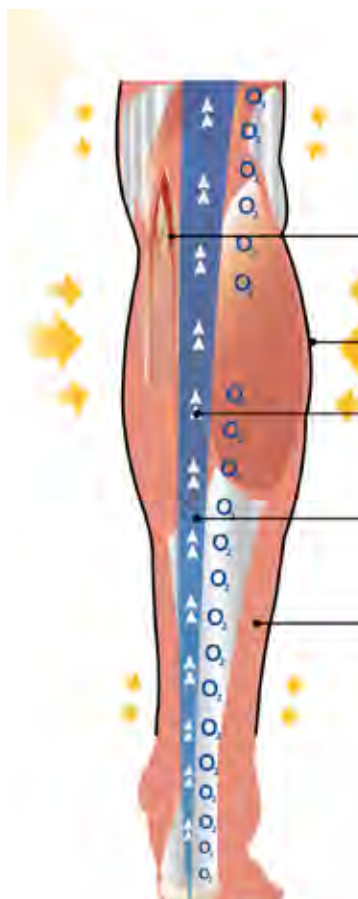
Gradient compression is basically a garment gradually getting tighter as it moves away from your heart and core. This not only reduces unwanted vibrations of muscles; it also helps with blood flow, mainly venous return, the rate in which blood returns to the heart and lungs to be replenished with oxygen. By applying compression in a predetermined ratio from several points on the body, it can help speed up venous return. Imagine it like putting your thumb over the end of a garden hose, the same amount of water but faster rate of speed. It also helps reduce pooling of blood in the extremities. This pooling of blood is just one factor to fatigue and us getting cold hands and feet when we slide. This is a very basic way of describing how it works but is usually the most visual and understandable.

So how does this help with the muscle containment or what is the benefit to compression versus not? As you know muscles are made of long fibers, these fibers are all designed to work together in unison. So as we slide, even on groomed terrain there are tons of vibrations transferred through the body. These vibrations cause the fibers of the muscle to rub against each other in a way they aren't designed for. This leads to micro-abrasions and tears on those fibers and this damage creates soreness and fatigue. So by reducing those vibrations we can ride longer before we get fatigued. Also our muscles are made to work efficiently from their natural position and by using compression to help hold them in that position means more efficient movements helping if you have to make a sudden change, such an edge change or absorbing a bump, your muscle will react quicker and more efficiently to that movement. Both of these benefits leads to longer more efficient riding days.

Well, what about blood flow – wondering the impact of the compression on it? The center of our blood flow is our heart, let's call it the pump. As efficient of a system we have for blood flow it does have its flaws, for example, our pump only pumps one way, it does



▲ Compression clothing  
(image courtesy of Mike Hamm)



## THE EFFECTS OF COMPRESSION ON BLOOD FLOW & OXYGEN DELIVERY

1. Less blood pooling as blood is forced back to the heart.
2. Compression Tights.
3. Increased blood flow velocity via the venous system.
4. Greater delivery of oxygen to muscle tissue.
5. Greater oxygen uptake by muscles.

▲ (image courtesy of Mike Hamm)

nothing to actively pull blood back other than pump more blood out to push it back. This is all good other than our means of transporting this blood is not a hard line system which means our veins and arteries swell when we add more pressure. This swelling leads to slowed flow and this slowed flow is felt to us as heavy feeling limbs, tired muscles, fatigue and eventually muscle failure and also cold hands and feet. Since we can't add a bigger pump, gradient compression benefits in venous return. With the proper ratio of compression helping to reduce swelling of the veins as the heart pumps more blood to the muscles it allows a quicker return rate to the heart and lungs, meaning you keep more oxygenated blood in the working muscles. Compression also applied to the body helps the arteries, veins and capillaries relax, equating somewhat like taking extra cars off the freeway, everything just flows better. This makes our circulatory system more efficient.

Great information but let's bring it back to what we do – how does this relate to riding. Let's start with the feet and socks. This adds support to the calf muscle, this is a very important muscle in what we do. Usually the first place we feel fatigue, by wearing compression you can make sure the calf is held in a proper place for more efficient use. No more stopping mid-run to let them relax, especially if you've had to hold a toe-edge or heel-edge for an extended period of time on the cat-track. They will also help with reduced swelling in the feet, meaning boots fit better day after day.

Moving up to the leg with a compression tight, supporting those large muscle groups of the hamstrings and glutes. Compression once again reducing damage throughout the day by reducing vibrations and the increased blood flow. These muscles will stay in their natural alignment making them ready to make the big changes needed when going edge to edge or making that last minute recovery move and also will reduce reaction times when making direction changes also.

And lastly the upper body, this is probably the zone that shows the least amount of benefits of blood flow as the core is pretty efficient but gets the best benefits from muscle containment helping keep large muscles groups in place. Very important as well, it helps keeps us in a more efficient position as we start to approach the fatigue line. A properly fitted compression top with help keep the shoulders and spine supported and prevent slouching as you fatigue allowing for more efficient breathing and support of the core.

When you combine all three of these items into your arsenal of equipment you become a more efficient running machine. This translates into more days in a row at your peak performance. For your customers it means they may go home and not feel like you beat them up at the end of the day so they will come back and see you sooner.

Are you ready to feel the pressure? Gradient compression is how you can. Go visit your local shop and ask them about compression base layers, you won't regret it.



### MIKE HAMM

is a Snowboard Examiner and DCL, an Alpine Level I, CS1, FS1 and is the Snowboard Trainer Mt. Spokane. You can contact him at [mike.hamm@centripetalsports.com](mailto:mike.hamm@centripetalsports.com)



# Spring Symposium

It's just around the corner. Start planning now for the party of the season in Sun Valley! Check on-line and book lodging right away!



**Friday: Ski & Ride all day.** Friday evening: No Host Reception  
**Saturday: Ski & Ride all day.** Silent Auction and Awards Banquet  
**Sunday: Ski & Ride all day.** Head home with memories of a good time had by all!

## April 12-14 @ Sun Valley, Idaho

### High Five for the end of the Season Party!

This spring, five divisions are joining together at Sun Valley, ID for an end of season celebration for the first time ever.

The Spring get together has been an every third year tradition for Intermountain, Northern Intermountain and Northwest. This year, Central and Rocky are joining us!

It's a fantastic time come together to cheer for the winter sport we enjoy and the community we love being a part of. We get to celebrate our award winners and our anniversary members.

Welcoming members from across disciplines and five divisions to come celebrate our broader nationwide community.

Mix and mingle with talented clinicians from across the country to slide, share and have fun. It's a great time to network and collaborate, be it your first time or you're coming back again.

As we work more closely on the 3 Cs (Communication, Collaboration and Consolidation) we are realizing the opportunities that come from aligning goals and crossing boundaries. What better way to highlight this than getting on snow together for one of the final events of the year?



For more information check out  
[www.psia-nw.org](http://www.psia-nw.org)

# Service Awards

*It's time to make your nominations for the 2018-19 PSIA-NW Service Awards. There are surely instructors at your school who are deserving of recognition, and it's likely you know individuals who have received one of these Awards at a past Symposium.*

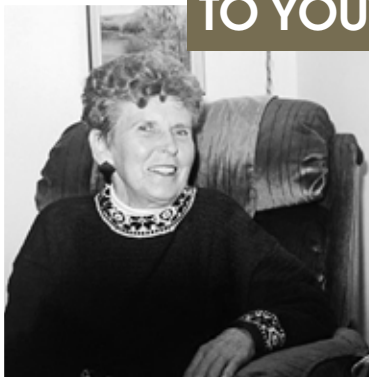
*These awards are presented to the recipients annually at the Spring Symposium Awards Banquet, honoring them for their service to snowsports and the organization. And as an added surprise this year, recipients get to attend Symposium on us!*

## KEN SYVERSON INSTRUCTOR OF THE YEAR AWARD



This award recognizes someone who has been a member for at least 5 years, who is actively involved in teaching snowsports to the public and who demonstrates a positive role model. They must exceed the normal criteria for teaching excellence and must demonstrate a prolonged history of service to the public as well as service to their school and PSIA Northwest as evidenced by mentorship or other active involvement.

## JEAN LYON SERVICE TO YOUTH AWARD

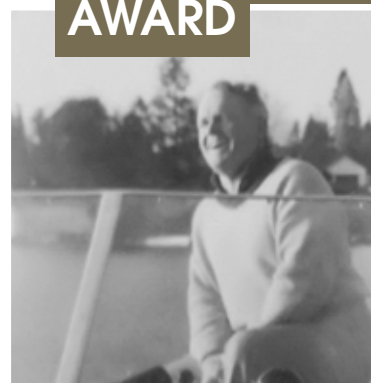


This award recognizes an instructor or coach who has demonstrated exceptional dedication to excellence in teaching snowsports or coaching racing to children and youth. In keeping with the spirit that Jean brought to teaching, coaching and racing, nominations should emphasize a high level of teaching expertise, work that has enhanced children's snowsports education and/or outreach activities that have provided opportunities for youth to experience and become lifetime participants in snowsports.

## ROOKIE OF THE YEAR AWARD

This award recognizes a member 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.

## LARRY LINNANE SKIING LEGENDS AWARD



This award recognizes those senior members in good standing who give a lifelong commitment to the development and/or history of snowsports including instructing, service on the board of directors, writing technical or feature articles for publications.

## ART AUDETT OUTSTANDING SERVICE AWARD



Designed to honor a member who has had 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.

**Do you know someone deserving one of these awards? To make a nomination, see details about the PSIA-NW Service Awards and their criteria on our website. Don't forget - award winners attend Symposium for FREE!**

**Nominations are due March 15th!**

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# QUICK TIP

## BECOMING WELL ROUNDED IN THE TERRAIN PARK

by Kyle Skutch

Lots of people want to learn freestyle. It's fun, challenging and allows a skier or rider to have their own personal style. Before you progress yourself too quickly (or your students for that matter) to the bigger park or bigger drop, try making yourself well rounded at an extremely low level first. Let me give you a few examples. These should all be done before going into any man made freestyle terrain. Ride switch often, until you or your student does so at a solid level (carved turns down blue terrain). Practice going a straight line, switch and normal, then coming to a stop. Master all 4 directions of 180s (still outside the park). Master different types of pressure moves (butters) on groomers. Start hitting small natural airs. Learn ollies and nollies. Introduce safety and park etiquette. All of the things I just listed are the building blocks for a well-rounded freestyle rider.



▲ Progressing in the park starts with the basics to solidify movement patterns into muscle memory to move onto bigger features  
(image courtesy of Richard Hallman)

Now that we have developed all of the basic freestyle movement patterns, we can start to take things into an entry level park. Sliding straight over ride-on boxes (50-50) is a great place to start in the park. Straight airs on small jumps are also a good entry level task. After mastering those basics, along with continuing to reinforce park safety and etiquette, you can start moving on to more variations.

Sliding ride-on boxes while doing a pressure move (nose and tail press), or a 90 on (boardslide) is the next stepping stone. Make sure to have them try 90 on both directions and when they feel up to it, have them try it switch both directions. Since we built up such a solid foundation of spinning both directions outside of the park, as well as riding switch, this shouldn't be too much of a stretch for most students.

As for jumps progression, doing simple grabs at first and then moving to spins is a good way to go. Make sure that you have them trying all 4 directions of spins on the small jumps as soon as you think they are ready. Before ever thinking about doing a 360, try combining different grabs with all four 180s. Staying well rounded as they continue to move up the freestyle ladder is key.



▲ Working outside of the park on foundational movements and skills to transfer into freestyle terrain  
(image courtesy of Richard Hallman)

I could go on forever with all the tricks you could do after this point. Just make sure you stay at low level features doing lots of combinations of tricks for a while, and you will be able to see how much faster you, or your student, will improve later on in their freestyle career. The more movement patterns are solidified in their muscle memory, the less scary and easier everything will be as they move to bigger features. When all directions of basic movements are automatic, adding a small change such as a different grab or an extra 180 starts to seem a lot more doable. Have fun progressing yourself and your students and stay stoked out there!



### KYLE SKUTCH

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# QUICK TIP

## FOCUS ON THE SKIS

by Jaime Clarke

One of my core beliefs is to help students reach their skiing goals at the point closest to the snow, the skis. Because I believe it's important to focus on the tool, my pro tip is all about ski snow interaction (Figure 1.). Whether I am teaching a first time student or leading a clinic of fellow instructors, I keep feedback focused on what the ski is doing, what we want it to do, and why we want it to do it.



▲ Figure 1. Image of the Tool/Snow Interaction portion of the Feedback Model developed by the Northwest Technical Team (image courtesy of PSIA-AASI-NW)

▼ Figure 2. Focus in on the tool's behavior in the snow (image courtesy of PSIA-AASI-NW)



For example, we might see "what the ski is doing" – diverging through finish (tails of skis coming together at the end of the turn), "what we want to see" – skis remaining parallel throughout the turn (beginning to end), "why" – having parallel skis will enable the student to take their turns to more and varied terrain.

Now for the tricky part, refraining from immediately supplying the "fix" of how to move their body to correct the ski snow interaction. We will get to the body part movements, but want to allow time for students to process what the ski is doing and what we want it to do. Many students will naturally begin adjusting their body part movements based on feedback received from ski snow interaction. These adjustments provide insight into student's understanding and physical ability to apply feedback. Based on what I observe and discuss with the student, I will then provide guidance on "how to move their body."

Providing direction on how students "should" move their bodies can be tricky because students are not all the same size, shape, with the same ability and mobility. As a 5'6" female, I may need to move my body differently than a 6'1" man, in order to achieve the same ski snow interaction. As snow sports professionals, it is our responsibility to know how to coach students to body part movements in such a way to meet their skiing goals.

My pro tip is to focus feedback on the skis and let the learner naturally make adjustments based on external cues.



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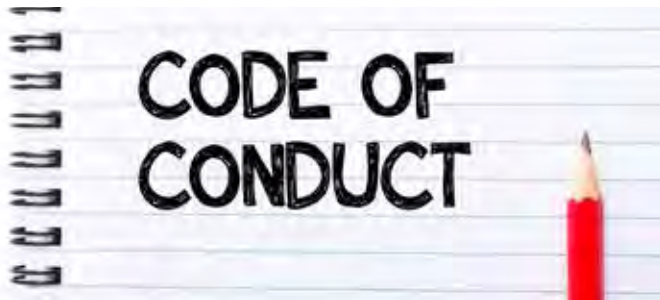
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## QUICK TIP

# CREATING AN OPEN, TRUSTING LEARNING ENVIRONMENT WITH A CLINIC CODE OF CONDUCT

by Katie Feucht

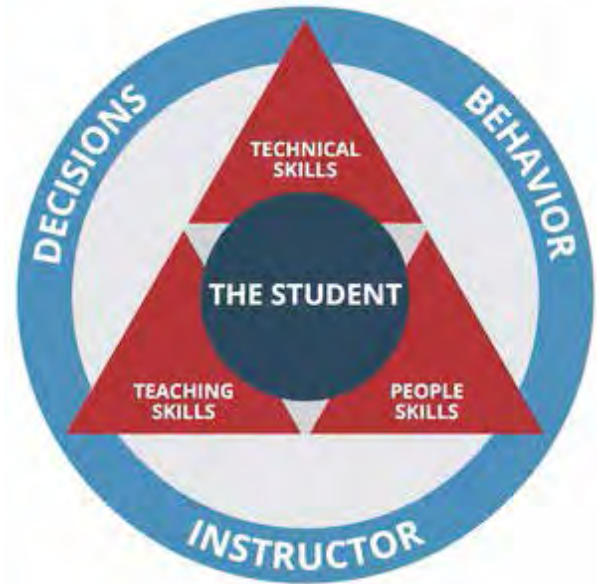


As well trained pros, we start our clinics with the 1st step of the Teaching Cycle - "Introduce Lesson and Develop Trust". After introducing ourselves and giving our group a chance to meet each other, we are typically quick to move to the next step. By moving too soon, we give up a prime opportunity to address some of the other core outcomes of this phase of the Teaching Cycle:

- **Establish rapport and build trust with individuals and the group**
- **Create an ongoing learning environment that is fun, open, and supportive**
- **Clearly define processes and outcomes through the lesson**



The Teaching Cycle courtesy of ASEA and taken from the Alpine Technical Manual, 2nd Edition



▲ The PSIA-AASI Learning Connections model  
(image courtesy of PSIA-AASA)

Taking the time to introduce a loose Clinic Code of Conduct, provides an opportunity to meet the above outcomes. This little bit of additional structure also ensures group expectations are set up front and can be the spark for a group culture that supports the freedom for participants to learn. While this article is focused on helping the clinician establish an open and supportive learning environment, it can also be viewed through the lens of the participant and may prompt a change in how one approaches his or her learning.

I've adapted the concept of a Clinic Code of Conduct over the last several years and currently share these 5 key points with my clinic participants:

**1. Remember the Learning Partnership.** A primary focus of clinicians is to provide every participant with a productive learning environment. As a clinic participant, in order to learn and grow, one also needs to be engaged, open, and willing to try or think about the things the clinician shares. The participant must take ownership in their own learning and be part of the partnership.

**2. Open communication is key.** Good clinicians continually observe and communicate with participants to check for understanding and facilitate engagement. Clinicians are not perfect, so they may miss signals of frustration or assume a participant is working through something. In the Learning Partnership, it is also the job of the learner to let the clinician know if something doesn't make sense or if more feedback is desired. Open communication lines further allow the clinician to adjust and continue to build a productive learning environment.

**3. Balancing group goals requires flexibility.** This is the hardest part for even the best clinicians. If a participant's goals differ from the rest of the group (e.g. one person wants to teach while everyone else wants to work on skiing), the clinician will do their best to provide opportunities that support each participant's goal. But it is not realistic nor fair to expect that everyone else's goals be sacrificed in support of one person's.

**4. Learning takes time.** Skillful clinicians are adept at balancing time and attention across all participants in order to foster a productive learning environment. That means after working together to identify a focus, the clinician might have a participant practice on their own or



► *Image of Katie's clinic group using lift line time to establish shared goals and a code of conduct (image courtesy of Katie Feucht)*

with a partner for a while. This helps the learner gain ownership and understanding through experiences while allowing other participants opportunities to learn and grow.

**5. Check unsolicited feedback.** Learning is a delicate process that centers on the learner. Participants should reserve feedback to other participants for the clinician (unless specifically requested). By speaking out of turn, the learning process is interrupted. Talking amongst other participants about observations is OK, especially if it is without negative judgement. Stoke-filled kudos should always be shared! Let other participants know if their skiing is inspiring or exciting.

I suggest peppering this information throughout the introduction, goal setting chats, and interactions over the first few runs and chairlift rides. This keeps the mood light but also allows the clinician to properly set the tone. Sharing a clinic philosophy via a Code of Conduct, allows the clinician to encourage personal responsibility and emphasize the two-way learning partnership up front. When incorporating a Code of Conduct, I've seen improvement in overall participant engagement. It is also easier to redirect people because expectations are set from the start. This is far better than bringing them up in the heat of the moment which can be embarrassing or frustrating for the participant. Establishing a positive group culture is just as important in clinics as it is in lessons.

If you are a clinician, think about what your Clinic Code of Conduct might include and give it a try! If you are a clinic participant, I encourage you to reflect on each of these points to see if there is something you can do to improve your learning experience and help foster a healthy group culture.



### KATIE FEUCHT

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# QUICK TIP

## THINK CAUSE AND EFFECT!

by Pete Borowski

When teaching lessons, I have often felt the urge to move away from, or add to, what I started working on with my students in the first place. As an instructor, I think this urge to modify or add on to what we're teaching is a natural one. Looking back on many past experiences I believe how one handles this juncture point can make the difference between a learning session becoming a more heightened and powerful experience for our students or a confusing overwhelming set of experiences that cause frustration and anxiety.

Here's what I am getting at- I think we must be asking ourselves one main question when deciding to modify our lesson plan;

***"Is that next thing I plan to have my student do going to add to his/her ability to accomplish the goal that was originally set forth or not?"***

To faithfully answer this question, as instructors, I believe we must think about the cause and effect relationship that exists between what a skier does with his/her body and how his/her skis react to this said movement. In other words, keep teaching movements that lead to getting the skier's skis to do what you wanted them to do in the first place and try to avoid veering off in other directions.



By focusing on the cause and effect relationships that exist between the skier's body movements and skier's ski performance we have a better shot at making the correct modifications to our lessons. For example, let's think of a typical lesson in the bumps with an advanced skier where the agreed upon goal is to ski the bumps more aggressively and dynamically. This will often mean the skis will need to take a more direct downhill path, a path that is more aligned with the fall-line. Thus, speed will increase and the need for the skis to stay in contact with the snow surface will be extremely important.

So, the effect we will want to have is great ski-snow contact. Thus, all the movements we ask our student to do should cause the skis to keep in contact with the snow surface and if the movements we ask our student to make, do keep the skis in contact with the snow we can feel confident that we are on the right track. As instructors, I believe there is "homework" that we must do to be able to provide instruction that is grounded in these "cause and effect" relationships.

Thinking of this example of bump skiing we must understand why the skis need to have contact with the snow and we must learn the variety of ways in which one needs to move one's body to keep the skis in contact with the snow. Thinking of this example as a model, we can then transfer this same thought process to other teaching scenarios.



◀ ▲ PSIA-AASI Team Training (images courtesy of PSIA-AASI)



### PETE BOROWSKI

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## WE WANT YOU IN THE NEXT ISSUE

NW Snowsports Instructor is looking for contributions from all disciplines for our next edition. Do you have a great Article or Quick Tip to share? Send it our way!

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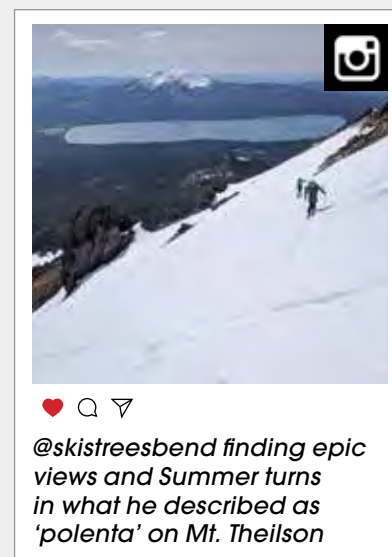
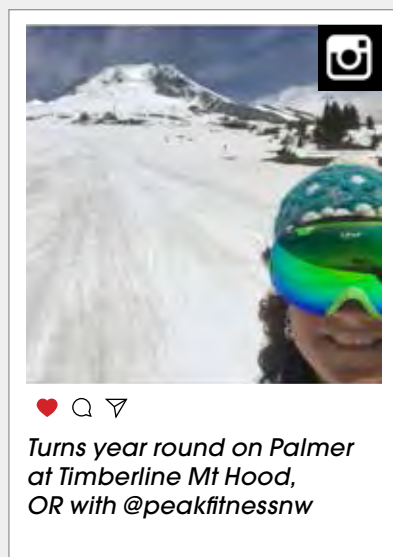
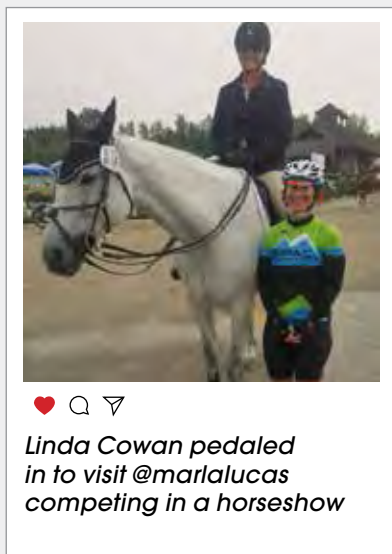
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## SNAP IT, SHARE IT, TAG IT

Share your photos with us! Snow Pros spent the season out instructing, learning, clinicing and inspiring on mountains around the PNW sharing the passion for snowsports with everyone who comes into a lesson. Here are a few snapshots of instructors on the job. You might even see yourself here on Social Buzz in a future issue! **Tag your pics: #psianw #psiaasinwwwearefamily #teachingsnowsportsisrad #familieshatstidetogetherstaytogether**





## *Season Highlights*

**JAN 24-25** EARLY SEASON EXAMS

**FEB 1-03** SLIDE WITH THE NATIONAL TEAM

**FEB 4-06** WINTER BLAST

**MAR 8-10** DIVISIONAL ACADEMY

**APR 12-14** SPRING SYMPOSIUM

**APR 26-28** TECHNICAL TEAM TRYOUTS



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