

PSIAASI
NORTHWEST

Winter 2014
Issue #2 2013/14 Season
PNSIA-EF

N snowsports w instructor

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**Divisional
Academy is at
Schweitzer
March 14-16**

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Fall Conference @ Copper Mountain

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ON THE COVER

The clock tower at Schweitzer rings each morning when the lifts open! And Divisional Academy is headed to Schweitzer Mountain Resort this March. Come join the fun!

Photo courtesy Schweitzer Mountain Resort

PRESIDENT'S REPORT

by Bill King, PSIA-NW President



"There are two ways to be fooled. One is to believe what isn't true; the other is to refuse to believe what is true." – Søren Kierkegaard

Winter is upon us, hopefully snow is falling, and all is well. And so it should be. Our purpose in life is to share with others the things we love. So I begin with wishing everyone a good and profitable season. Enjoy and impart.

National Updates

This past October, I received the honor of being elected as the interim chair for the President's Council. The Chair has an ex-officio seat on the National Board of Directors which is a non-voting position. This position shares information from the other Division Presidents and allows the Chair to comment and hear discussions going on at National, and to convey this information back to Divisional Presidents.

I attended the National Board's workshop and Board meeting at Copper Mountain in late October. Two major occurrences transpired.

First, the National Board approved the Governance Task Force (GTF) recommendation enabling Divisions to again directly appoint their Divisional representatives to the National Board of Directors. They also approved the removal process with or without cause. The removal process also included a clause setting forth a need for due process in any removal of a director. The Board accomplished this action quickly and without any opposition. It was a unilateral act on National's part. It requires nothing from Divisions other than their actions should they choose to remove a Director, to do so with due process. Northwest already has this provision. This is great continuation in rebuilding the trust lost over the last five years.

Also included in the bylaw change was an additional statement to the purpose clause which now includes the need for National to "...collaborate with Divisional Associations to fulfill the corporation's purpose, including recruiting, supporting and serving the membership..."

The National Bylaws require two readings of any bylaw changes before they can take effect. With two readings, Divisions will have time to comment and suggest changes before the Board takes a final vote. This process normally takes six

months or more to enable the Divisions to have time to respond. Since the Divisions requested the changes, they are being "fast tracked" and National will have the second reading February 1st at the next meeting.

Several Divisions have made suggestions for changes to the language. All suggestions at this point technical and should not slow down the process. I suggested to change the appointment date to mid-May instead of May 1st, to allow us to elect our National representative and then appoint them in the spring meeting. This process would consolidate all the elections in spring rather than electing the National rep almost eight months earlier. Several other Divisions have similar timing issues.

Second, during the time the GTF was working the National Board was simultaneously looking at their own governance. They decided to pursue a more accountable internal governance system and utilized Bill Charney for this work and he presented it at Copper Mountain. In essence, the National Board is the body responsible for the direction and measurement of the National organization. The National Executive Director has the responsibility to carry out the direction the Board defines. The Chairman of the Board conveys the Board's directions to the Executive Director and receives feedback. National Board members individually do not manage or direct the Executive Director. Board members can make requests, as an association member can, but those requests carry the same weight as any member's does. The key to this is the BOARD as a whole is responsible for the direction of the organization, not the Chair and not the Executive Director.

Finally, the future looks good. There are some that don't believe that change is fast enough and/or believe there is an element of nefarious motivation; but the change in Board Representative elections and "fast tracking" change is encouraging and helps in reestablishing a key element – trust. A trust that will allow us all to direct our limited resources to strengthen our goal of continuously improving our product to the customer by increasing our abilities to teach.

It is your organization, so please feel free to contact me anytime. Thank you for the privilege of allowing me to serve you. ❄️

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NATIONAL REPORT

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



We are a "Community" of snowsports instructors. Whether you slide on two boards or one, you belong to a community of outdoor winter enthusiasts who are passionate about sharing that enthusiasm with others. In our everyday world of snowsports instruction we tend

to focus on what is going on in our closest community, those in our school, on our mountain and at our resort or area. But each of us also belongs to much larger communities.

We are associated with around 3,500 other instructors in the northwestern states that make up our Northwest Division. We are also members of a community of about 32,000 instructors throughout the country who are members of PSIA-AASI (National). However, the boundaries of our communities are less geographic than they are bounded by common interests and shared passion. We are linked not only by our passion but by national standards for certification and by an American skills based and student centered teaching system.

PSIA (now PSIA-AASI) was formed more than fifty years ago. It is really ten organizations, nine regional divisions and a national organization. Division membership currently ranges from over 10,000 members in East to a couple hundred in the state of Alaska. With around 3,500 members, Northwest is one of three "mid-sized" divisions. Each of the nearly 32,000 national members is also a member of one (or more) of the divisions.

Over the years, the organizations' roles in servicing a common membership have become fairly well defined. The divisions provide most of the face-to-face services to the members, such as maintaining and updating member information, communicating information to members, working with school directors and area operators in supporting their needs and developing relationships and member benefits with industry partners. Other primary functions include conducting certification exams (and credentialing) and continuing education clinics.

National's primary functions include working with the divisions to develop certification standards, promoting the organizations (and the PSIA & AASI brands) to the industry and the public, creating nationwide benefits (see link to benefits below) and the continuing process of developing cutting edge core education and training material by utilizing the best talent available from the

divisions and through our national teams. For the last fifty years we have done this cooperatively and as partners.

The most recent national Member Satisfaction Survey conducted by the Avenue M Group concludes that PSIA-AASI is largely meeting member needs and providing exceptional value with its educational materials and programs. (See link to survey results below.) This survey is a reliable snapshot of membership opinion. This research and a recent division survey both reflect that most members feel good about how the organizations are serving our needs.

In 2007, as Chair of the President's Council, I attended a nationally hosted facilitation along with the nine division presidents, the national board and select division and national staff members. The goal of the facilitation was to knit together a "seamless" organization comprised of our common membership, of which you are a part. Those present committed to practice Communication, Collaboration and Consolidation. These became known as the 3 "C"s. A "white paper" recorded the commitments (see link to "White Paper" below). While some more recent events suggest that efforts to follow through on the commitments to communication, collaboration and consolidation have contributed to some concerns about our relationships, I believe most of the organizations' leaders remain committed to these principles.

The development of the national association management software (AMS) system that was introduced after the 2007 meeting was intended to achieve greater consistency through communication, collaboration and consolidation. Unfortunately, the introduction, implementation, and maintenance of the software system, while well-intentioned, have not proceeded as fast or as smoothly as had been hoped. Taking into account the complexity of this undertaking among ten organizations these difficulties could perhaps have been better anticipated. However, the system has already created numerous financial benefits for the divisions and increased communication and improved member service in most cases. It has helped to raise the value of the Association through an easier interface with the membership, more portable member benefits, and easily verified certification.

Most remaining issues relate to upgrading the performance of the system, for you. However, the high expectations and slow pace of progress has remained a source of unhappiness and frustration for just about everyone involved in the development, myself and the other national board members included. The national organization has now outsourced most IT functions and we are seeing some dramatic progress as a result. I refuse to believe that our 32,000 members are

best served by a return to "silos systems." I remain convinced that a unified national database system holds the greatest potential for future benefits for the organizations and members.

In an effort to give both the division and national board some say in who sits on the national board, a few years ago the national board adopted a new process in which both the national board and the respective division had a role in both the selection and the potential removal of the national board member from that division. While the reality was that there was probably no need for the change in the process and it brought no real change anyway, the change in process has contributed to a division in our community.

In search of a solution, the organizations are in the process of agreeing to a compromise where the divisions would again formally appoint the national board representative, as they have historically and how I was initially selected, but under which either the division or national could remove a director (in the unlikely event that should ever be deemed necessary) by following a reasonable process. I can unqualifiedly support this solution and hope it will mend some relationships.

Division and National leadership are currently attempting to craft an updated agreement to define the roles and responsibilities of the divisions and National by formally outlining them in a more current and detailed written affiliation agreement. This was another follow-up to the 2007 commitments. The existing agreement is a thirty year old bare-bones agreement. I don't believe there is any disagreement about the organizations' respective roles (which I briefly mentioned earlier in this article and have outlined in some detail in prior articles). However, in trying to reduce them to a balanced agreement the parties have run into some challenges that threaten to drive the organizations further apart, the opposite effect intended by the 2007 White Paper.

On a more positive note, the national fall conferences at Copper Mountain, Colorado of division and national education leaders in all of the disciplines held in October 2012 and then again this past October 2013, as part of national's Strategic Education Plan, have begun to re-establish the sense of "national community." Recently I have felt a real sense of our "division community" at last season's Symposium in Big Sky; this October's Fall Seminar; and our divisional staff and trainer director Fall Training in November at Timberline. I hope there are times throughout the season when you too experience our community connections.

While there are real threats to the "3C" commitment, the organizations seem committed to continuing to work together, as evidenced by these various conferences and gatherings. I remain convinced that the organizations' common mission and core values will overcome the issues that threaten our solidarity; will lead to better overall relationships; and will result in still better service to the membership. We are much more effective serving the membership by all working together as a community than we are by pulling apart, as we all realized in 2007. ❄️

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

Member Benefits link:

<http://www.thesnowpros.org/BeaSkiorSnowboardInstructor/MembershipBenefits.aspx>

Survey Results link:

<http://www.thesnowpros.org/MyPSIAAASI/PSIAAASISurveyResearch.aspx>

2007 White Paper link:

<http://www.thesnowpros.org/Portals/o/News%20and%20Information/Strategy.WhitePaper.2007.pdf>



Snowboard Teaching Handbook

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HELPING SPREAD THE WORD

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



In the Fall 2013 issue of this publication I shared with you some general information about our findings based on the survey we conducted last season. If you recall in my report, we need to continue to "get the word out" about the many event offerings that PSIA-NW offers.

Additionally, given that more than 50% of our overall membership (based on compiled membership data) have been members for less than 10 years, combined with the fact that a very large number of new members get their information from their school's leadership, one can easily see the importance of seasoned members sharing what they know at locker room chats and the morning huddle.

With this in mind, at our school's initial season-opener meeting for returning staff we allotted five to ten minutes to tell our staff about upcoming events in our area, mostly focussing on the educational events and not the certification events, as certification was already widely known. However, this was just the first step in "helping spread the word." We continue to share additional PSIA-NW event offerings in our weekly email messages to the staff, at our morning huddles and on our instructor portal website where we post important information and our training calendar. By adding PSIA-NW events to our own internal training calendar creates exposure to these events.

Another finding from the survey was that most members (remember 50% have been members for ten years or less), blur the lines between their own schools and PSIA-NW. This is very understandable since the Level I exam is administered by the school's training directors who have been accredited and approved for administering this exam, and this is a typical entry point into the organization. Knowing that we welcome more than 300 new members each year (see Fall issue - 534 members on the Level I, II & III exam pass list) then in three years we have close to 1,000 "new" members which accounts for around 28% of our entire membership.

OK, enough with the numbers! If you read between the lines you can see just how important it is for you (and yes, I mean you) share "at the grass roots level" with your own school's instructors who have been members, or have been teaching, for three years or less, all the benefits of membership and attending events. I know you

know the benefits but do your colleagues? Yes, member benefits include "pro deals" and a sense of pride knowing you have attained your next level of certification but these benefits also include great education events like Children's, Freestyle and Senior Specialists - which actually make you a better instructor AND get you a bump in pay and/or lesson priority at most schools.

Another even more effective way to get your "peeps" to attend events is to invite them along. Michael Drake of Skibacs routinely has 10 or more of his staff at Divisional Academy each year! Here at Mt. Hood Meadows we have a group of instructors who "road trip" to Winter Blast, Divisional Academy and/or Spring Symposium. What a great excuse to go slide at another mountain, get an education credit, learn something new AND have a great time with your fellow snow pros. I know there are other schools who do the same and this is due to the efforts of dedicated individuals that encourage educational event attendance and participation.

Now I am checking for understanding and summarizing this lesson segment: about 28% of members are "new," members receive a great deal of tribal knowledge from their school, the most effective way to expose members to events is for you to tell them, and the best way to get members to events is for you to invite them along with you! So please help spread the word and I will see you at an event this season! ❄️

Tyler is the Alpine Training Coordinator at Mt. Hood Meadows Ski Resort, is a member of the PSIA-NW Technical Team and an Alpine Examiner. He produces this publication, the PSIA-NW website, and provides consulting and services to other PSIA Divisions, too. Email him at: tyler@elev8brand.com

EDUCATION REPORT

by Kim Petram, PSIA-NW Education V.P.



Hello instructors. In my last article introducing myself as your new Education Vice-President I included the following statements: We are a reflection of our professional organization; at times, it is easy for instructors to confuse teaching with learning, however, they are two separate things; our job, as teachers, is to ensure that we have provided the best product possible and that we have moved our students away from dependence on us as the "teacher" to independent learners: guided, collaborative independence.

I'll continue to address these statements in future columns but for now would like to hone in on the fact that as snow sport instructors, we

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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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are in a unique position to not only be teachers but to be learners as well. It is this dichotomy that I am also a learner as I am a teacher that makes instruction so exciting in our chosen sport. Viewing your instructor-self as the teacher and the learner is my frame of reference for this column today.

Over the past few years, guided by professional school teacher, PSIA-NW alpine examiner and Technical Team member Linda Cowan, many of the division's Training Directors and Divisional Staff have been working through models regarding effective teaching. The first step was introducing the Gradual Release of Responsibility (GRR) model which is a very effective framework for delivering teaching content methods to trainers – a framework that ensures that the student has multiple opportunities to receive instruction and the teacher has multiple and very purposeful pathways to delivering instruction. Of note, in practicing Gradual Release of Responsibility, one is practicing the art of moving students to independent learners.

This process includes the important step of checking for understanding: as content is delivered the teacher must incorporate specific methods to verify and validate that the learner has understood the information. We have been exploring models that assist with this process of validating understanding and providing effective feedback. These are important processes as Training Directors and Divisional Staff play a key role in the educational goals of their schools as well as the training goals of their staff. Asking "what will count as evidence of understanding" is one of the first steps in developing educational training programs – whether for first time instructors, on-going staff development, in-service training or certification training.

Great teachers motivate, engage and inspire. I encourage you to check in with your school's Training Directors and ask how they are preparing to help you, the teacher and learner, meet the educational goals of your school. As a trainer, I encourage you to facilitate conversations with your staff regarding educational opportunities for growth and development. In this vein, my goal is to assist in the creation of a support network that provides ongoing management tools and guidance to these educationally based training relationships so that the chain of knowledge is passed from one to the other and back again – a circular and supportive network that ultimately links all of us together. More about this in my next column. As always, I am available by email or phone anytime. ❄️

Kim is the PSIA-NW Education V.P., a PSIA-NW Technical Team Member, Alpine Examiner and Children's Committee Chair. Email her at kim@petram.org

CERTIFICATION REPORT

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



Mt. Hood, Timberline hosted fall training for NW Divisional Staff the weekend of November 8th-10th. Friday was exam specific training, focused primarily on improving written results during the upcoming spring exams.

Over the past few seasons the Divisional Staff has worked to improve the quality of the exam experience. We have modified the skiing module to ensure a skiing/riding focus versus a task or final form feeling. The teaching module has been modified, and this season more definition was put to the teaching day as I stressed in my last certification report. Please note that the Alpine Certification Guide is updated to reflect that information.

One of the exciting aspects of the fall training was that the disciplines worked together during the weekend sharing information on the exam content and process. The weekend theme was to develop a sense of community, and without a doubt, we succeeded and all agreed to continue that process. You will see additional information from all the divisional chairs in their respective reports.

As I write this, most ski areas are gearing up to open. Hopefully it means we should have an early start to the season enabling all of us to have more on snow time as we prepare for the teaching/coaching season ahead. This leads me to the certification process. There is no better time than your first day on snow to begin preparing for an exam. Everything that you do or have done in your skiing/riding career is helping to prepare you for an exam, so start to build on that from the first day.

The Alpine written exam is based on the Alpine Technical and Core Concepts manuals. Reading through and studying both of those manuals carefully will help you prepare to be the best teacher/coach you can be as well as to prepare you for the written test. Many of the questions are common sense, however, a number are straight out of the manuals requiring you to do the research and 'own' the information. Almost all ski schools and learning centers have senior staff that will help you in your preparation and understanding of the test questions. There are also sample and study questions in the exam guides and available through ASEA.

Skiing/riding - there are a number of situations defined in the exam guides to test your overall skiing/riding ability and are focused on skill

blending and technique. Many of the skiing/riding tasks are derived from exercises that we use daily in our endeavor to guide our students to a specific outcome. The general skiing portion is to provide you the opportunity to show your abilities in a variety of terrain and conditions.

Teaching - every time you are in front of a group of students or athletes, you are helping them to become better skiers/riders and at the same time practicing your skills for the exam process. One of the biggest differences between the exam day and a typical teaching day is the time element. The exam is more time sensitive requiring you to keep your presentation or teaching short, simple and to the point while keeping your group moving. That coupled with good, specific and positive feedback makes for a successful day. Think about it, when you have a class for an hour or more, you probably teach for only a few minutes while the remainder of the time is guiding the students through a variety of skiing experiences, terrain, conditions, and/or riding the lift(s). There is no substitute for directed practice and mileage.

We all owe a good deal of gratitude to all of the divisional staff members who donate their time and resources to help us further our teaching and skiing/riding abilities. A special thanks to the chairs of each discipline for their ongoing additional time and effort and making the time to represent us at the fall conference. Please take the time to thank them all for all that they do.

In summary, the divisional staff is also available to help you in your education/certification path. Please do not hesitate to contact us for additional input in your training. Have a great 2013-14 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 Checkpoints

SCHWEITZER & STEVENS PASS - FEB 21
Alpine & Snowboard

MT BACHELOR & MT HOOD MEADOWS - FEB 28
Alpine & Snowboard

STEVENS PASS NORDIC CENTER - MAR 1
Track Pre-exam Clinic

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

GET TO KNOW YOUR 2013-14 PSIA-NW REGIONS & 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.

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 volunteer board members. Feel free to reach out to these people as resources for your knowledge.

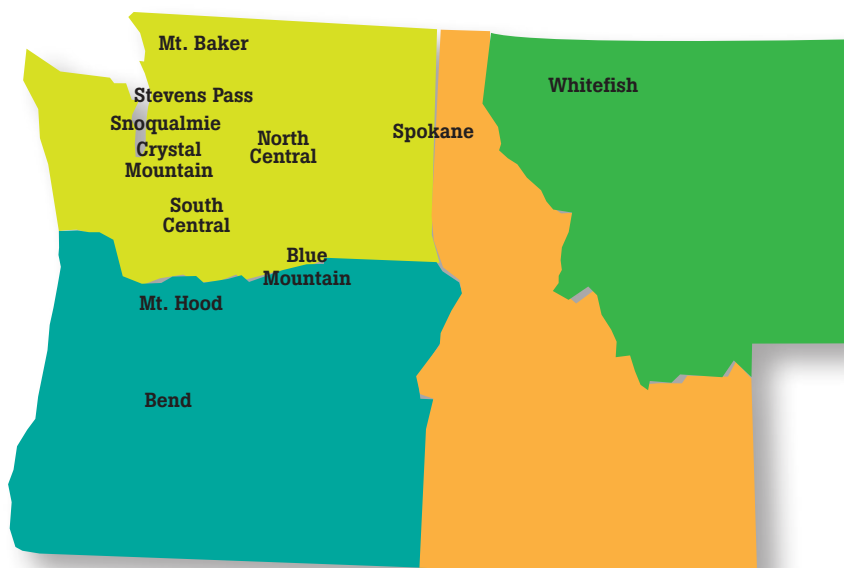
Our Division is divided up, geographically speaking, within four states: Washington, Oregon, northern Idaho and far western Montana that have board representation. Members who affiliate with a snowsports school, or live within a region, may vote on matters that concern them, which typically is a vote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

Each region is proportionally represented at the board level by the members who are affiliated with that region. Schools or areas that have 50 or more members are divided into regions for representation. Below are the PSIA-NW Regions and their affiliated areas.

Region	Resort areas
Bend	Hoodoo, Mt Ashland, Mt Bachelor, Willamette Pass
Blue Mountain	Anthony Lakes, Bluewood
Crystal Mountain	Crystal Mountain
Mt Baker	Mt Baker
Mt Hood	Mt Hood
North Central	Mission Ridge, Loup Loup, Sun Mountain, Methow Valley
Snoqualmie	Snoqualmie Pass
South Central	White Pass
Spokane Region	49° North, Lookout Pass, Mt Spokane, Schweitzer, Silver Mountain
Stevens Pass	Stevens Pass
Whitefish	Whitefish Mountain Resort

Following are your Executive Committee & Officer Board Members and your Regional Representatives. We hope that having this list of contacts available to you can help you get questions answered at the local level. And naturally, feel free to call Member Services at (206) 244-8541 for any questions you have about your membership, event information, etc. ❄️

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Role(s): Bend Region Representative

ON-LINE VOTING FOR BOARD ELECTIONS



Last year the board of directors approved 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 the board hopes will 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. If there is a contested election in your region details about how to vote will be emailed to you. Votes may also be cast by mail by downloading an official ballot from the PSIA-NW website and mailing it to the office. 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.

BRAKING WEDGE:

GOING, GOING ... WHERE?

by Kim Petram

“Braking Wedge: skiing with the skis in a convergent position with sufficient edge engagement to slow or stop the skier.” – from the *Children’s Instruction Manual, Second Edition, 2008*.

“Braking Wedge: a wedge that is used to help slow or stop the skier. Typically, this wedge is wider than a gliding wedge.” – from the *Alpine Technical Manual, Second Edition, 2007*.

Above are the noted definitions of the braking wedge: simple, easy to understand and technically sound. My proposal to ski schools is to consider removing this task from emphasis in beginning level instruction. This proposal may seem blasphemous at first but let me lay the groundwork before final judgment is declared.



© South Park Studios

Skiing is a sliding and gliding sport. Beginning students are taught flatland maneuvers on flatland for a reason: to allow sliding and gliding while balancing without fear of speed or acceleration. Every snowsport school probably has a flatland progression protocol for the beginning alpine skier. It likely includes maneuvers that assist the student in becoming comfortable with manipulating

the ski as a tool including the ability to glide on two flat skis while in motion. Tasks to be highlighted include gliding on one flat ski and then both, traversing skills and adding rotary skills including a gliding wedge with paddle turns out to a stop and the wedge change-up.

Among many things, paddle turns introduce crossing the fall line to manage turn shape, directing balance to the outside ski as well as turning the inside ski first to initiate a paddle turn. The wedge change-up allows practice with gliding on mostly flat skis while extending the legs into a narrow wedge position and flexion to rotate the femurs and bring the skis back to a parallel attitude. These activities start the unspoken process of what will come later when linking wedge christie turns, and yes, wedge turns too.

Once elementary maneuvers are mastered, the next step is to facilitate an easy turn. I propose that turn introduction is undertaken with a strong emphasis on the ability to steer the inside leg, similar to the paddle turn. A static demonstration of showing the steering movement of the foot and leg in the air and then on the snow will show the whole foot and leg turning within the hip socket and the entire ski length rotating: the creation in the snow looks like a butterfly or bow tie. Then, in a narrow wedge position allowing both skis to glide flat, moving directly down a very slight pitch, the inside foot and leg steer in the intended direction; we steer both feet but the focus initially is on that inside foot. You should find, as I do, the outcome is that the skier turns and a nice by-product is that the skis move together momentarily into a parallel position (this is not a direct to parallel focus, however, a nice outcome, nevertheless).

Using a fan progression or other method of reinforcing this rotational movement pattern can help reinforce practice in successfully rounding out the turn before adding linked turns to the progression. Introducing steering of both feet would be next with a reinforcement that both feet and legs are turning under a quiet and stable upper body. Varying turn shape will allow practice in managing terrain. A flat ski will be easier to turn, practicing flat ski skills will enhance abilities to flow and glide. Introducing slight pitch to the terrain will assist in engaging edges.

This is a simple and very efficient progression. The skier, regardless of age, but specifically children, learns the skill of rotary while manipulating a flatter ski on gentle terrain. If you notice, the above progression does not mention the term “braking

wedge”. You might wonder how a person learns to slow down or stop if the braking wedge is not taught. Initially, speed control is managed by the instructor’s purposeful terrain choice and by turning the skis across the fall line, not pushing the feet out into a bigger wedge while moving down the hill.

In learners, especially children given their unique physical attributes, a braking wedge tends to create an outcome of the hips even further behind the feet, the center of mass now even further away from the desired aligned position. This also leads to an outcome of overly engaged inside edges creating significant difficulty in releasing the edges to turn the skis, although allowing a negative outcome of following least resistance which is now to simply stand on the outside ski and wait for the turn to happen defaulting to ski design and luck to shape the turn or manage the direction of intent.

Most importantly, if the braking wedge is specifically taught as a movement to slow down and the means to being able to stop or control your speed, an implied but not spoken message to the new skier is that movement in the direction of travel is something to fear or be leery about requiring an emergency tactic to learn early on.

Therefore, a natural conclusion can be made that there must be something wrong or dangerous about gliding and forward movements. If this implied message is never delivered in the first place by means of early introduction of “stopping” by pushing out the feet to create a huge braking wedge then the skier will benefit in the long run. Learned inefficient movements will not have to be taken away later if they are not taught in the first place. Teaching the skill of sliding and gliding and embracing flow into the direction of travel (downhill) will become the default foundational movement to build success upon. How many of us adults wish that our first response to speed is to not move back and away from it?

Here is a sample beginning teaching progression led by Thumper, the super cool ski instructor and his student Stanley. Let’s eavesdrop mid-way into the lesson:



Thumper: “Awesome job making your pizza and french fries! Now, who wants to learn how to stop?”
Unstated goal: moving right along with the progression I was taught.

Stanley: “I do!” Internal dialogue: I thought I was stopped, I’m already standing here aren’t I?





Thumper: “Let’s side step up this hill, now ski towards me and make french fries, keep coming toward me and now make a pizza, make it bigger, push your feet out!” Unstated goal: whoa, he was coming in a bit fast, good thing I was standing right below Stanley to catch him.

Stanley: “Wee that was fun! Thanks for catching me!” Internal dialogue: boy, those skis shot right out in front of me, I guess I should be worried about that because Thumper the Instructor was yelling at me to push my feet out. Maybe there is something I should be concerned about?

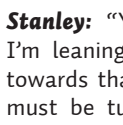


Thumper: “OK, awesome job little dude! Let’s do it again but this time push your feet way out, see how you can make your pizza wedge really big? This makes you stop!” And continues, “OK, now climb up the hill higher and see how fast you can stop.” Unstated goal: if I can get this kid to make a big braking wedge then I can teach him how to turn next. Then we can go to the chair.

Stanley: “I don’t think I like going this fast! I really don’t know how to control these things. But hey, this is cool; my bottom is so low to the ground now that I can just sit down in the snow if I need to.” Internal dialogue: Do I need to be afraid of the acceleration because Thumper is telling me how important it is to stop? And I am afraid because I am going way too fast!



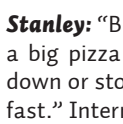
Thumper: “OK, now who wants to learn how to turn? Just lean on your left foot and ‘Ta-da’ you go to the right.” Unstated goal: almost to the chair lift and then I can start actually skiing.



Stanley: “Yeah, I want to turn! I’m leaning but now I’m jetting towards that girl over there, this must be turning!!” Internal dialogue: I’m at the mercy of these stupid things stuck to my feet. And now my instructor is nowhere to be found to catch me like he’s been doing all morning. By the way which way is left or right?



Thumper: “Hey little dude, don’t make your pizza so big, you’re stuck on your inside edges now.” Unstated goal: Oh man, I just want to get on terrain where I can ski.



Stanley: “But, you told me to make a big pizza when I want to slow down or stop, I don’t like going so fast.” Internal dialogue: this is too steep, I’m just going to make a super big pizza and push my feet way out, then I won’t go so fast and I’ll just lean way, way over on one side to get around people.



Thumper: “Oh well. Hey, who wants to learn how to ride the chairlift?! Just make a really big pizza and then we can go anywhere on the hill. Remember, push your feet out and when you are going too fast, just push your feet out even further!” Internal dialogue: I won’t have this kid next week/year. The next instructor can deal with trying to get him out of being the “power wedger” I’ve just created.

Poor Thumper, this is an exaggeration, as I’m sure no one has seen such misbehavior from an instructor (intentionally). However, the real issue is the message that a beginning student may receive – see table below!

This message is one that we do not want to encourage. If we agree that skiing is a sliding and gliding sport, then we want our beginning students to embrace this and not be taught almost immediately that acceleration is something to be fearful of and that it requires emergency response methods. As noted above, a large braking wedge leads to over edge engagement and the almost guaranteed inability to then turn the feet and legs on a flat ski to make a wedge turn. Teaching turning by leaning or pressuring the skis may work in the short term but also guarantees that the student will always be at the mercy of their ski design. The skills of pressure and edging are absolutely important but can come after and/or concurrently while the skill of rotary movements is truly dialed in for a beginning skier.

Well, when do you suggest a big braking wedge? When you need to stop quickly in an emergency situation - with the emphasis on stopping. Students will figure this out quickly, and it doesn’t have to be the taught “default move” early on. When ready to approach the lift line for the first time, simply stating that if the line is a bit crazy with lots of people, or groomed so that it has a downward pitch, that it’s okay to make the wedge big enough so that the student can manage their progress in line.

Most of us want to have successful lesson outcomes and train very hard to be the most effective teachers we can be. Creating a culture within each school that spends meaningful time in the flatland maneuvers of a beginning progression, and delaying moving to the chair lift until true skill development has occurred, is the goal. When this occurs then everyone, both student and teacher, are set up for success. ❄️



Kim Petram is the PSIA-NW Education V.P., a PSIA-NW Technical Team Member, Alpine Examiner, DCL and Children’s Committee Chairperson. Email: kim@petram.org - Kim wrote this article as part of her 2011 Technical Team Tryout packet.

SO ... WHAT WENT WRONG?

Instructor Behavior	Student Response
Rushed the foundations of flatland skills	No time to practice and develop skills
Reinforced emergency stopping as a skill	Learned to be afraid of gliding downhill
Had student hike too far up the hill - inappropriate use of terrain	Needed someone to grab me to slow me down
Taught to push out feet to slow down instead of turning	Learned to be a heel pusher instead of rotary skills
Taught to really push out feet to stop	Primarily learned emergency control methods to stop

Images copyright and courtesy South Park Studios. Watch, “Thumper, The Super-Cool Ski Instructor” video here: <http://www.southparkstudios.com/clips/153300/thumper-the-super-cool-ski-instructor>

WHAT'S NEW AT YOUR NORTHWEST SKI AREAS

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



The Northwest enjoyed another great winter season last year with plentiful snow. 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 have tuned up ski lifts, day lodges, parking facilities, and the compelling array of ski school programs for the 2013/14 season.

ALASKA

Alyeska Resort is replacing their existing Chair 6 with the installation of a new high-speed detachable quad. Chair 6 provides skiers and snowboarders with lift access to the upper mountain trails at Alyeska Resort and is considered by many as heart and soul of Alyeska Ski Resort. Popular skiing and snowboarding runs accessed by Chair 6 include Christmas Chute and the North Face, Silvertip, Trapline, Mighty Mite and High Traverse.

IDAHO

50th Anniversary enhancements at Schweitzer Mountain Resort include a new sun deck outside of Taps Lounge in the Lakeview Lodge, cutting a new F.I.S. homologated downhill course and the addition of a new terrain park "Southside Progression Park" located next to The Stomping Grounds Terrain Park on Crystal Run. At Silver Mountain two new runs were cut adding to the "Bootlegger" run that was cut for the 2012-2013 season plus brush and alder removal along with thinning of gladdened terrain areas adding new lines and opening more terrain.

MONTANA

Whitefish Mountain Resort has increased their lodge seating by 100 with a 1,200 square-foot addition to the Base Lodge. The new room will be located slope side on the northeast corner of the Base Lodge. Whitefish also cut four new intermediate runs and two connector runs for a total of approximately 32 acres. Guests will be able to access three of the four main runs and one connector run via the existing Big Foot T-Bar.

OREGON

To provide more terrain for beginners transitioning to intermediate level Mt. Hood Meadows Ski Resort has repurposed four (4) acres serviced by

the resort's "Easy Rider Chair" formerly used for terrain parks. Celebrating its 50th anniversary during the 2013-14 season Mt. Ashland will be have an additional 101 new parking spaces providing up to 225 additional guests on any given peak day. With the dirt from the expanded parking lot Mt. Ashland will to re-contour the Sonnet beginner slope to make a better experience for first time skiing and riding guests. Also, Mt. Ashland will have a new beacon park open to the public near their lodge and will be offering classes on beacon use in cooperation with the Southern Oregon Nordic Club and Mt. Ashland Ski Patrol. With Forest Service approval of a master development plan Mt. Bachelor began work on the first new trail pod since 1996. A new, lower east catchline has already been constructed and trees have been felled for the new lift line and several trails in the pod. The lift installation is at least a year away so preparations to open all the terrain down to the new, lower east catchline this winter are underway. This will open 646 acres of new glades, bowls and natural features. For this season the terrain will be mostly un-groomed and 100% natural and will take a 20 minute hike-out to the Sunrise base. At Mt Hood SkiBowl the parking lot rope tow has been replaced by a state of the art, 220 foot long conveyor lift to create a better experience learning the sport for new skiers and riders. One hundred (100) new, four person tubes have been added to the tubing flotilla, increasing hill capacity by a third, as well as the addition of a second adventure lane. Extensive brush cutting and slope maintenance work this off-season will help with opening terrain earlier in the season.

WASHINGTON

Wanting to reduce the chairlift ride time in the popular Mill Valley terrain Stevens Pass Mountain Resort has replace the Jupiter fixed-grip quad chair with a new high-speed quad, Jupiter Express. Stevens Pass also will add new gladdened terrain in the South Park area as well as expand gladding in Corona, Pegasus and Orion areas. The Summit at Snoqualmie opens the new Silver Fir Lodge in to provide a better experience for guests with a boost in service, food variety and seating at Summit Central, as well as introduce a second option for skiers and snowboarders enjoying Summit East. At Crystal Mountain the new \$2.5 million dollar sewer treatment plant is complete and treatment has been switched over to the new plant. The new system meets all current state discharge standards and is capable of being enhanced to meet future standards. Ski Bluewood is celebrating its 35th Anniversary Season with many new improvements, most notably the addition of a Pisten Bully Park Bully to the grooming fleet, continuing their commitment and expansion of freestyle terrain features in The Parks at Bluewood. Also, Bluewood has added a new Point of Sale system and lodge enhancements such as the addition of changing rooms, a little more room in

the rental department and an expanded food & beverage menu. Last season the new Angel Peak Chairlift at 49° North Mountain Resort received positive reviews. During the 2013-2014 season 49° North will be meeting with the Forest Service to begin planning an expansion to their base lodge and facilities. ❄️

JANUARY IS LEARN TO SKI AND SNOWBOARD MONTH

January is Learn to Ski and Snowboard Month (LSSM) and the Pacific Northwest Ski Areas member resorts are offering packages and programs to encourage children and adults to head to the mountains to give skiing and snowboarding a try, sharpen their skills or pick up a new discipline. Pacific Northwest resorts provide a variety of programs and Learn to Ski and Snowboard packages that include lift tickets, equipment rentals, and lessons taught by trained professional instructors.

LSSM is specifically geared toward newcomers to snow sports. Taking a lesson is a wise step when learning and progressing as a skier or snowboarder. A professionally instructed lesson also provides education in slope safety and knowing your limits so you have a great day at the mountain. For more information about LSSM go to PNSAA and/or Learn to Ski and Snowboard Month websites.

Learn to Ski and Snowboard Month is a national grassroots initiative encouraging children and adults to learn how to ski and/or snowboard by taking lessons from trained instructors. Since 2009, LSSM/BAF has motivated nearly 350,000 children and adults to take lessons during January. Most who responded to an online LSSM survey last year said they wanted to learn something new and spend more time with their families. Snow sports enable families and friends to participate together in winter outdoor activities in an environment that lends itself to a healthy and fun lifestyle. Industry research indicates that most people are introduced to snow sports through a friend or family member. The Bring a Friend Challenge (BAF) offers incentives to active skiers and snowboarders who introduce a newcomer to the sports.

Bring a Friend Challenge is a way for friends and family members to share their love of skiing and snowboarding with others by helping them sign up for lessons from professional instructors. To participate in the challenge, which runs December 1, 2013 through March 14, 2014, current skiers or snowboarders simply need to introduce at least one newcomer – a friend or family member

– to a beginner lesson or lesson package from a professional instructor. A newcomer to the sport simply needs to bring another newcomer to take beginner lessons from a pro. It's more fun to learn with a friend or family member. Participants in the challenge could win some great prizes like RAMP skis, a BURTON Snowboard, skis or apparel from ARMADA, apparel from WHITE SIERRA, camera/goggles from ZEAL OPTICS and more – plus a trip to the Topnotch Resort in Vermont or Whiteface Mountain/Lake Placid in New York. To learn more and sign-up to register for the challenge go to the Bring a Friend website.

NATIONAL SKI AREA ASSOCIATION 2012/2013 AWARD WINNERS



Most Creative Safety Initiative (tie with Aspen Skiing Company, Colorado)

Mt. Hood Meadows Ski Resort, Ore. Superheroes have staying power, so Mt. Hood Meadows created its own to drive home the message about chairlift safety. The process started with the lift department's idea to paint a star on the seats as a reference point for the proper sitting position (i.e., back far enough to see the star between your legs), and momentum grew.

Inspired by the movie "The Avengers," the department created two safety characters "Mighty Meadows" and "Millie the Marten" easily relatable to kids and eye-catching to adults. The star imagery served as an inspiration for the acronym "LIFT STARS" which spells out proper loading and unloading behavior: **Learn by watching** others load - **I remove my pole straps** and check

for loose clothing - **Follow the chair out** to the "load here" signs - **Turn and grab** the chair bar. **Sit back**, hold on - **There's a bar** I can lower if I can reach it - **Absolutely** no fooling around on the ride - **Raise the bar** at the top and - **Stand up** at the "unload here" signs.

The resort featured the characters and acronym on

signage at all lifts, the rental shop, ski school, and daycare, and eventually Mighty Meadows and Millie appeared on signs conveying individual components of lift safety. The lift department also built a "practice" loading chair so newbies can try it out before actually at the chair lift itself – a real chair lift seat with stars on the seat pads, plus load and unload here signs.

Mt. Hood Meadows now posts its lift safety policy on its website, which also includes a link to the NSAA Lids on Kids site and the PNSAA video clip on lift use. Parents are encouraged to reinforce LIFT STARS with their kids, and lift personnel are consistently trained and tested on their knowledge. All in all, the resort now has more "lift starts" than it can count. This is Mt. Hood Meadows third Safety Award with previous wins in 2007/08 and 2006/07.



Best Employee Education

Mt. Ashland, Ore. Mt. Ashland is helping transform the youths of today into candidates for the ski operators of tomorrow. The resort has created two annual programs that introduce teenagers to mountain operations, with an emphasis on safety. The "7,500 Crew" is an eight-week internship that familiarizes 28 teenagers, ages 14 to 18, with various resort positions. Each week participants rotate to different departments (the rental shop, terrain ark, ski school, etc.) where they learn how to do jobs safely and properly, and why they need to perform tasks in a certain way. They are paid for their morning shifts, ski/snowboard for free in the afternoon, and receive discounts on food and retail items along with free rentals and group lessons.

Also offered is the "Youth Summer Service Program," a week-long introduction to summer operations. Here youths in eighth and ninth grade learn how to work outside safely in an alpine environment. Participating in a variety of summer enhancement projects, they learn about a wide range of safety topics as well as gain a sense of environmental awareness and stewardship. In return they receive a discounted season pass for the next season.

Overall Mt. Ashland has been able to educate some 70 teenagers a year about mountain operations that include safety procedures and best practices. The programs are so popular the resort has had to turn down applicants due to limited space. The initiatives create a sense of ownership for the youth that participate and, more impor-

It's More than a Card



I first sought that wonderful card in 1950 at Lake Tipsoo, near Mt. Rainier. There were many of us, and, as I recall, we had to have a valid first aid card and be able to demonstrate how to splint broken bones, place the injured skier on a toboggan and take him to a designated first aid station. We potential ski instructors had to practice that. Why? No release bindings of any type!

My mentors were Ken Syverson, Martin Fopp and Joe LaPorte--all great skiers, to say the least! The exam was conducted by John Litchfield and Olaf Roetegard of Sun Valley and Otto Steiner of Far West Ski Association. It was a two-day affair, with each of us coming under the watchful, critical eye of the three examiners. Sunday eve was the announcement time and the passing out of cards. I have saved that card – and over fifty more! Some of my lifelong friends are skiers and card carriers, too. And yes – I found my card – stuck to the medicare card in my wallet!

– Rich Nelson, PNSIA #41

tant, they become some of Mt. Ashland's most knowledgeable guests in regard to safety. This is Mt. Ashland's first Safety Award. ❄️



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 7, 2014

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 let-

ters of recommendation, if desired. Note: Awards are presented at the Spring Symposium Awards Banquet. Mail, fax or email completed nominations to the attention of the Awards Committee Chair (see contact info on page 6). 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. This person must exceed the normal criteria for teaching excellence and must demonstrate a prolonged history of service to the public, snowsports 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 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 FEEDBACK MODEL POCKET GUIDE

Fall Training at Timberline in November 2013 re-exposed Divisional Clinic Leaders, Examiners and snowsports school Training Directors from around the Northwest to The Feedback Model.

What is The Feedback Model? Well, "way back" in 2007 the PSIA-NW Technical Team was working on developing a tool for effective feedback during video analysis offered at PSIA-NW events. The Feedback Model was born. It is a communication framework for effective and efficient movement analysis, with or without video.

You can get a copy of the feedback model on page 68 of the Alpine Certification Guide. And if you're lucky your snowsports school training director has a few of the handy "pocket guides" - they're actually beverage coasters - floating around your snowsports school. Just ask your TD for one!

You can also check out the Winter 2010 Issue of this publication or this link for more info: psia-nw.org/newsletter-articles/featured-articles/feedback-model-reloaded/



The Feedback Model - original coaster graphic design and photo by Tyler Barnes - see Winter 2010 Issue for full article.

Symposium2014

@ Mission Ridge April 11-13

While "Spring Skiing" seems quite a ways off now, by the time the next newsletter arrives Spring will be right around the corner. We are headed to the PSIA-NW headquarter's home town of Wenatchee and looking forward to some great skiing and riding at Mission Ridge. The weather and conditions at Mission Ridge this time of year are fantastic and we look forward to seeing you there!

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.

The Awards Banquet will be held at a site yet to be determined however will be in the Wenatchee area. The awards banquet price is not finalized quite yet, but typically is in the \$30 range and includes your meal, dessert and the attendance to the Awards Recognition and silent auction.

LODGING INFORMATION

This will be another very busy weekend in Wenatchee so be sure to reserve your lodging right away. Lodging info changes quickly and to give you an idea just how quickly, both Comfort Inn and La Quinta, who we had listed on the website, are now completely booked this weekend.

Holiday Inn Express

1921 N. Wenatchee Avenue, Wenatchee, WA 98801
(p) 509.663.6355
2 queens: \$175+tax/night
1 King: \$179+tax/night
3 King Suites: \$219 with Jacuzzi + tax/night
1 King suite: \$232 +tax/night

Economy Inn

700 N. Wenatchee Avenue, Wenatchee, WA 98801
(p) 509.663.8133 - Pet Friendly
12 rooms with 2 queens each for \$75+tax / night



photo by Wayne Nagai

Inn at the River

560 Valley Mall Parkway, East Wenatchee, WA 98802 (p) 509.888.7378 - Pet Friendly
16 single queens: \$85+tax/each night
14 double queens: \$110+tax/each night
6 double queens poolside: \$150+tax/each night
4 single queens poolside: \$115+tax/each night

Motel 6

610 N. Wenatchee Avenue, Wenatchee, WA 98801
(p) 509.663.5155
4-5 double queens: \$65.99+tax/night

Super 8

1401 N. Wenatchee Avenue, Wenatchee, WA 98801 (p) 509.662.3443
10 double queens rate on Thurs: \$85+tax
Fri-Sat: \$125+tax per night

Travelodge

1004 N. Wenatchee Avenue, Wenatchee, WA 98801 (p) 509.662.8165 - Pet Friendly
\$89.95/night + tax -4 rooms with two queens, 2 rooms with 1 queen, 2 rooms with 1 king

Vacation Rentals by Owner - VRBO.COM

Check out all the cool places, some on your way up to Mission Ridge.

LIFT TICKET INFORMATION

Lift tickets will be \$30/day for both participants and family! Family member names can be added to the lift ticket discount list on the Symposium Application which will be available for download on the website soon.



"The Wing" above Bomber Bowl at Mission Ridge. Photo by Wayne Nagai

Winter Blast

February 3&4 @ Crystal Mountain, WA

Small group sizes so space is limited. Early registration deadline - January 20

Mid-week skiing at its best

- Current National Team Members
- 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
- All this for \$330



You. Here! -



Thank you to Crystal Mountain for lift ticket and meeting area support.

Divisional Academy

March 14-16 @ Schweitzer, ID

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

Rip, Roast and Revel

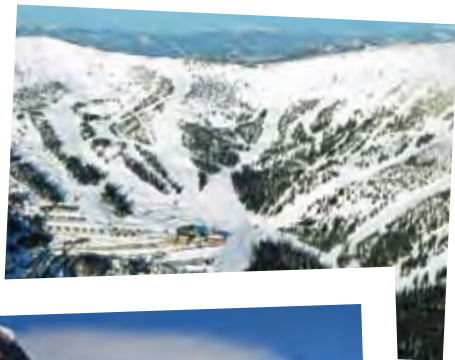
Join the PSIA-NW Technical Team Members and Snowboard Clinic Leaders for 3 days of on-and-off snow fun and coaching. Don't miss Friday & Saturday afternoon video review of you with après ski social, plus sit-down dinner on Saturday night. All this for \$325.

Alpine and Snowboard Specific



Special thanks to Schweitzer Mountain Resort 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 had by all!



Symposium 2014

April 11-13 @ Mission Ridge, WA

End of the Season Party with 250+ 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 Northwest and other talented clinicians in a myriad of topic choices, ranging from everything under the sun, pun intended.

This year we are headed to the typical sunshine and great conditions at Mission Ridge to celebrate the season.



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

Fall Conference 2013/14



If you recall, last year PSIA-NW sent a number of folks to Copper Mountain, Colorado to participate in Fall Conference. Well once again PSIA-NW has very generously sent a great group of people representing Adaptive, Alpine, Children's Specialist, Freestyle, Nordic, Snowboard and Telemark to Copper Mountain Colorado to the second annual National Standards Conference. Many were fortunate to have attended last year and were able to return this year including Kathleen Priest for adaptive, Kim Petram for Children's Specialist, David Lawrence for Nordic, Rick Lyons for Alpine and Greg Dixon for Telemark. This year they were joined by Steve Muise representing Freestyle and Rick Brown representing the Snowboard group.

Representing PSIA-NW were:

- » Kathleen Priest, PSIA-NW Adaptive Examiner and Adaptive Committee Co-Chairperson
- » Kim Petram, PSIA-NW Technical Team Member, Alpine Examiner and Children's Committee Chairperson
- » Rick Lyons, PSIA-NW Technical Team Head Coach and Alpine Examiner
- » Steve Muise, PSIA-NW Snowboard Examiner & Freestyle Specialist Liaison
- » Rick Brown, PSIA-NW Snowboard Examiner and Snowboard Committee Chairperson
- » Greg Dixon, PSIA-NW Telemark Examiner
- » David Lawrence, PSIA-NW and National Nordic Team Member

The following are the reports from the various discipline participants.

alpine

In 2012, the Alpine portion of the Fall Conference was a validation of consistency amongst the divisions as it related to our understanding of the National Standard for Alpine Skiing and Teaching. The group came away with a high level of confidence that all divisions assessed to the same "bar" even though our processes may be different.

In 2013 we came prepared to begin refining the existing standard with the goal to develop a simpler set of standards that more accurately represents the skiing skills and fundamentals to facilitate effective application of those skills in our current environment. The existing standards have worked very well for a long time and much of them will continue forward but as the ski industry has not been idle so the standards must be adjusted and formatted to help all divisions maintain a consistent execution of assessing to the standard and addressing trends in the industry today.

The Alpine group had great representation from the National Alpine Team and leaders from each division. Rob Sogard and El Furtney were in attendance representing the Education Advisory Council (EAC), Mike Hafer and Jeb Boyd, both National Alpine Team Members, acted as facilitators and were joined by fellow team members Jennifer Simpson, Jonathan Ballou and Heidi Etlinger each representing their divisions. Also in attendance were Fall Seminar Key Note presenter Ron Kipp, past fall seminar presenter Stephen Helfenbein along with other distinguished divisional representatives.

The weather was beautiful and the snow guns were continuously blowing, filling the runs with

cold snow which we would be sliding on during the morning sessions. After the on-snow session we would move indoors, have lunch and work on refining the standards into the evening.

We had come to Copper in order to continue the journey of revising the PSIA National Standard for Alpine Skiing and Teaching. Even though we were all from different divisions and had different processes, we would need to work together as team to successfully meet our goals.

The process of simplifying the standards would leverage a lot of the great work already done in the previous version(s) plus all the recent work in progress in updating the Alpine Technical Manual. As we reviewed this information it became evident that there was a large amount of repetition between certification levels. We worked to frame statements that were meaningful and fundamental for all levels of certification. Then clarifying statements were developed to distinguish observable information specific to each level. As a result the Alpine Standard has taken the form



@ Copper Mountain

photos supplied by Rick Lyons (unless noted otherwise)

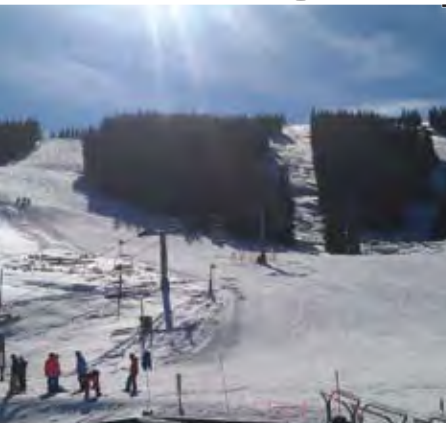


photo supplied by Rick Brown



of a grid with over arching fundamentals defined at the top and distinguishing characteristics per level following. The current version of the standard is 17 pages long without the registered level information. In comparison, the initial new draft of the revised standard is 3 pages: one page for Skiing, one for Teaching and one for Professional Knowledge. Nice and succinct.

We are still in the process of refining the new standards and working diligently to get it to key divisional reviewers and then approved by the National Board so divisions can start utilizing them for the 2014-2015 season.

Once again I am honored to be supported by PSIA-NW and selected to participate in the Fall Conference hosted by PSIA-AASI. This experience has been very positive, and valuable to all of us from the Keynote by Eric Larsen to the team working very hard and getting collaboration and production coast to coast. I look for sharing with you more about this experience. ❄️



Rick Lyons is the Head 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

keynote

The conference officially kicked off with a keynote presentation from a self proclaimed “very average” individual named Eric Larsen. Eric is “so average”, that by his estimation he had to become part of sport with so few participants that he could be one of the world’s foremost athletes.

If you don’t know of Eric, he is a unique individual, though he would not tell you so. Eric is an explorer who successfully completed, in one year, an expedition to the North Pole, South Pole and to the Summit of Mt. Everest. He is a very entertaining and engaging speaker. He travels to the most remote places on the planet, under his own power, and carrying all of the equipment and supplies required to reach those places. Having those accomplishments under his belt, he did what the “average” person would, and started contemplating something more challenging.

During his presentation, while explaining what he does and why, Eric communicated a great lesson on teamwork, goal setting and the process of working to those goals and dealing with setbacks. This message was very timely given the task at hand.

Big take-aways, other than his motto, “It’s cool to be cold,” was that even the most daunting of goals is made up of smaller goals, and each of those smaller goals is reached by simply putting one foot in front of another.

To learn more about Eric Larsen see his website: <http://www.savethepoles.com/>

photo supplied by Eric Larsen taken at the North Pole



snowboard

In the darkness of an early Fall morning, on a Thursday in late October, I loaded a couple of heavy gear bags in the back of my Subaru and headed off to the Spokane International Airport. My flight would land me in Denver where I would meet up with my counterparts at Copper Mountain for the PSIA-AASI Fall Conference. 2013 was the second gathering of representatives from across the country, with Copper Mountain as the meeting point.

As I wasn’t part of the group that made the trek to Colorado the previous year, I wasn’t entirely sure what to expect. I would be representing the whole of the snowboard discipline from the perspective of the Northwest Division. No pressure, right? It was my hope to strongly represent the passion, pride and professionalism that is so inherent in what each and every one of us brings to our craft in the upper left corner of the U.S. As it turned out, I would be one of only two snowboard representatives that had not attended the previous year.

Our work as a focused group commenced early Friday morning at the base of the main chairlift out of the Copper Village. With National Team members Scott Anfang and Eric Rolls facilitating, our group set off to quickly establish a starting point from the previous year’s conference, and the experiences that each our divisions had taken away after a season of working through the progress made in 2012. We had representation from 7 of the 9 Divisions. It was clear right away that those in attendance were professionals in the truest sense, with a great deal of respect for their peers. The interaction within the group was positive and supportive throughout the entire weekend, with mornings spent on the slopes and afternoons spent in meeting rooms. Even after the official workdays had ended, the real work

(continued on next page)

copper continued

continued. Thought provoking conversations continued as we gathered around tables for meals, in hotel rooms in the evenings, with beverages in hand at night, and as we drifted off to sleep.

Like many other specialties, our group set out to clarify and refine the National Standards. Much of our work this year was concentrated around the riding portion of the standards, creating consistent language throughout each level. We reorganized the descriptions for each individual task listed, reviewed and modified task lists for each level to insure that they were appropriate to each level, with a logical progression in tasks as candidates move from one level to the next. We worked through many of the concepts on snow to gain a better understanding of individual perceptions in an effort to create a common vision and understanding as each of us brought back information to our home Divisions. I can honestly say that it was one of the most collaborative and engaging workshops that I have ever been involved in. It stoked my fire and has inspired me to dig even deeper as we work through our trainings and continue to push forward here in the NW.



photo by Grant Nakamura

I am so incredibly proud of the fact that our Division and its members are so supportive of these kind of events. Having an opportunity to gather with leaders from all of the Divisions has given us a platform to do big things that keep our association at the forefront of the industry. The far-reaching benefits to each and every one of us will likely be felt for years to come. Thank you all for the support you provide in these endeavors. ❄️



Rick Brown is a PSIA-NW Snowboard Examiner & Clinician, Board Member, Snowboard Committee Chairperson and director at 49° North. Email Rick at thegodfther@gmail.com

last year was spent clarifying the CS National Standard language to provide consistency within the document and its application. We left last year's conference with goals to continue to work on building appropriate resources accessible on the National website including continuing a national study guide project, continued efforts towards consistent applications of the standard, continued efforts towards evaluating a third level of credentialing and planning for a national children's academy and Inter-ski 2015. This year, we met those goals, and more.....

This year, similar to last year's conference, the group spent each morning on-snow skiing and riding through topical components of the national standard and each afternoon and evening indoors around a conference table planning and strategizing. Because we work year-round as a task force, the children's group was ready to jump right in and pick up where we last left off. I'll describe two key successful elements we addressed in detail here.

While last year we reviewed the content and use of the workbooks from each of the divisions and confirmed that each division's workbooks showed consistency and provided a clear measure of success, this year, we looked at our score cards or feedback forms. While each division agrees that the CS program is an educational credential with an assessment component, some divisions actually 'test' more than others. The Northwest

children

Representatives from seven of our nine divisions attended the 2013 Children's Specialist Fall Conference. Fall Conference 2012 goals were to review the national standard for clarity and consistency and to ensure that the core beliefs outlined within the CS National Standard were accepted by all divisions, understood and practiced in similar fashion. It was clear that we were all on the same page as far as practice and understanding of the program content. A great deal of our time

Specialty Level		CS1		CS2 (and beyond)	
Level of Knowledge		Copy (Knowledge & Comprehension)	Apply (Application)	Analyze (Analysis)	Create (Synthesis & Evaluation)
Teaching Concepts	PDAS (Play, Drill, Adventure, Summary)	Is able to summarize the PDAS teaching model and relate it to the Teaching Cycle – and describe the various ways to organize a children's class	Is able to apply the PDAS teaching model to a given teaching scenario – and select appropriate class handling strategies	Is able to differentiate between the different parts of the PDAS model - and compare and contrast different class handling strategies through the Advanced zone	Is able to construct positive learning scenarios based on the PDAS model - and organize a complete lesson plan.
	Class Handling				

Upcoming Snowboard Events

Teaching is Doing*
Stevens Pass & Timberline - Jan 28

Tactics for Mastering Class Splits*
Stevens Pass - Feb 7

Harness the Gnarness
Summit Central - Feb 13

Foot to Foot: More than Ollies
Stevens Pass - Feb 21

Steeps & Off-piste*
Crystal Mountain - Feb 23

Explore the Steeps & Off-piste*
Alpentail - Feb 25

Big Mountain Freestyle
Crystal Mountain - Mar 16

Be sure to check the website for more information about these events. All events must have a minimum number of participants in order to run. (*) Denotes alpine event option too.



Division uses an 'assessment' form for certification exams and 'feedback' forms for specialist credentialing. We do not currently use quizzes or score cards as our assessment tools for specialist credentialing.

This is an important distinction, as while there is a clear assessment component of the CS National Standard that must be met, it is not an exam, it is an educational credential. Our NW division commits to extensive clinician training to ensure that the assessment criteria is understood and applied correctly. It was a very useful and ultimately successful task to role play teaching scenarios while trying-on and utilizing various divisional forms.

Our most successful endeavor this year was continuing work started last year on the creation of a new rubric based on Bloom's Taxonomy as a tool that will provide participants and evaluators the assurance of quality in the credentialing process. This new rubric is intended to be used in conjunction with the Children's Specialist National Standards as a tool to assist in preparation and understanding of the standard's criteria. Levels of Knowledge is a reference to Bloom's Taxonomy and Bloom's Taxonomy, of course, is the measurement tool for evaluating levels of understanding that is used in all certification and specialist credentialing.

This rubric was introduced to divisional staff and training directors at this year's November Fall Training at Timberline and will be made available on the PSIA-NW website for all participants interested in taking their CS1 or CS2 this year. This teaching and learning Rubric is a significant accomplishment and I look forward to its implementation, not only in the Children's Specialist arena but elsewhere as well. There's a little sneak peak on the previous page.

I truly appreciate divisional and national support for this Fall Conference. I and all of your Children Specialist clinicians look forward to this upcoming season – it 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! ❄️



Kim Petram is the PSIA-NW Education V.P., a PSIA-NW Technical Team Member, Alpine Examiner, DCL and Children's Committee Chairperson. Email: kim@petram.org



photo supplied by Rick Brown

adaptive

At this year's National Conference at Copper Mountain, Colorado, I had many people say to me that Adaptive is so overwhelming. There is just too much to know. And while you look at Adaptive as a whole, it can be overwhelming, but when you break it down to the bit parts it can be much more manageable. It all begins with one step.

Adaptive consists of six different components (disciplines) on the alpine side. Mono (seat mounted on one ski), bi-ski (seat mounted on two skis), 3-track (stand up with one ski and two outriggers), 4-track (two skis and two outriggers), cognitive (intelligence) and visual impaired.

In the Northwest, we combine these six into three modules. Sit-down (any skier using a piece of sit down equipment), 3-track/4-track (any stand-up skier using outriggers) and the third Cog/ VI (any skier with a visual or cognitive impairment.)

On the Adaptive snowboard consists of five components (disciplines). Mono, Bi-ski, stand-up, and cognitive and visual impaired. The Mono and Bi-ski side, it remains the same other than that the instructor is on a snowboard. Begins with one step. You could pick any one of these disciplines to begin the journey into Adaptive. You don't have to know them all.

It is that single moment seeing that skiing is skiing. The snow/ski interaction remains the same. The single moment when you see it is just the look of the equipment that is different, that's when it all becomes the same. ❄️



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

telemark

I was invited to join for the second year in a row as the Northwest's Telemark representative. This year 6 divisions sent representatives for Telemark. Serving as our conference facilitator and representative from Rocky Mountain, we had current Nordic National Team member Jim Shaw. From the East we had former Nordic Team member and lead telemark examiner Mickey Stone. From the West, Urmas Franosch, current examiner and former Nordic Team member. Representing Northern Rocky Mountain was Tom Marshall, also a current examiner and past Nordic Team member. Lastly, Intermountain sent Ann Schorling, who is the Nordic Staff Manager and lead Examiner for her division. This was a vastly, experienced, and talented group that have all been an integral part of the perpetual development of Telemark instruction and skiing.

Last year, the predetermined focus of the conference was to work on the skiing aspect of the National Standards. Drills, skills, and tasks were presented, skied, and discussed to ensure that there was an overall acceptance of what the skiing standard was for each level of certification. This time around the focus turned to the teaching and technical aspect of the National Standards. Time was spent on determining what the specific base of knowledge was for a level I, II, or III instructor.

We discussed what specific technical information certified instructors should be responsible for at each level of certification and how that information can best be obtained from the exam setting. Each representative was able to provide input about what practices they utilize within their exam process and what possible benefits and shortfalls they see from them. It was a great learning experience to see and walk through a variety of different exam scenarios and practices. In my time as an examiner with the NW, the Telemark exam process has changed very little. I am hoping to take the ideas and knowledge from these other divisions to see if it can aid in the development of the NW program.

As our mornings were filled on the snow sharing ideas about teaching and technical knowledge, the afternoons were spent indoors actually reworking the National Standards document to ensure consistency of what we had just worked through. With the standards in front of us, we went through each aspect of the teaching and technical matrix, for levels I, II, and III, and made sure the information that is written is consistent with what we had all agreed upon.

Often times we found that the pre-existing information was either not as accurate or not as specific as we thought it could be. We also agreed that there was a lot of redundancy in the matrix

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copper continued

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that could be filtered out to simplify the document. What we ended up with was a National Standard document that is more direct and to the point of what is expected of a PSIA Telemark instructor at each level of certification. Though we were able to clarify and improve upon the information in our National Standards, the idea is that this document will always be a work in progress. The hope is that over time we can continually improve upon the content to become even more specific in the expectations and understanding of the certification process.

Though the work on the National Standards document was the main focus of the conference, we were able to touch on additional ideas that will help bring more unity to the separate divisions within PSIA. With Telemark being a smaller population base than most of the disciplines, we have a smaller think tank to work with within our divisions. Each division agreed that there would be an enormous benefit to sharing our resources with each other. This means written technical material, videos, exam practices, written exam material, and staff trainings. The hope is through continued interactions and meetings we can help build a unified front that can continue to progress Telemark instruction and skiing around the nation. ❄️



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

cross country

What did the PSIA National Fall Conference mean to me as a PSIA team member? The meaning of the week is a complicated question because it both represents a professional and personal experience. Professionally, it means you set everything aside for four days and make skiing the soul and primary focus of your life. Do that with 200 other amazing and uber-talented instructors from around the country, and, for a short time, the meaning of what you do becomes laser focused and, dare I say, profound? Professionally you push the envelope of the industry and the or-

ganization. Personally, you go through the ringer, of great highs and some frustrating lows as you grow personally through an incredible process. As a group, we stepped up to the challenge of re-evaluating long-held beliefs, sharing perspectives with fellow team members and participants while grappling with a new skills outcome model (a key component of our upcoming Cross Country Manual).

How will this week's Workshop impact the future of instruction? During fall conference, we wrestled with changing the way we teach and think about Nordic skiing. We're hammering, kicking and exploring a new XC Technical Model that combines the USSA model of Fundamental Athletic Body Position, Fundamental Movement, Rhythm and Timing and Power with PSIA teaching models. Specifically, we're exploring Nordic specific skills like push-off, weight transfer and glide. The work above is influencing and steering XC National Standards and a new Movement Analysis Model.

What will it mean to members, and how will it help improve their instruction? The new XC technical model will give new and current members access to a unified model that opens the door for a deeper understanding of cross country skiing. Additionally, the proposed model goes a long way to incorporate current USSA standards, bridging the diversity of cross country members, from volunteer parent coaches to full time instructors, from elite racers starting to coach to PSIA divisional examiners.

Any additional highlights to share?

The PSIA Nordic team is a dynamic combination of cross country team members and telemark specialists. The combination is dynamic, generating an inter-team cross-pollination culminating in a synergy of energy and perspective, knowledge and experience. We often pinch ourselves, unbelieving of our luck and fortune to be working at something we love with such a special collection of people. Selfishly, we want the training to be longer, unselfishly we want more members to experience the team. The highlight of the week is the event itself. The highlight of the year is knowing that we are continuing a legacy and leaving a legacy behind. ❄️



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

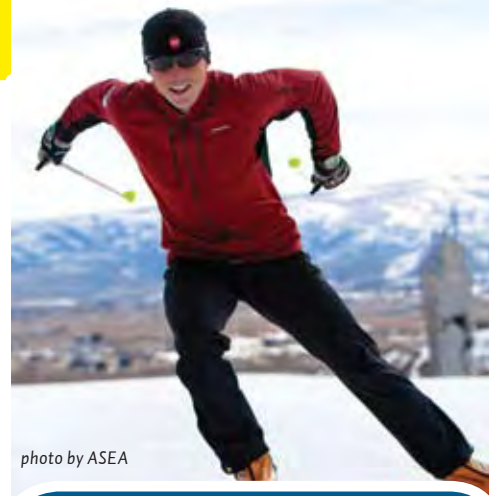


photo by ASEA

Upcoming Track Events

Track Pre-Exam Clinic
Stevens Pass Nordic Center - Mar 1

Track Exam - Level II & III
Stevens Pass Nordic Center - Mar 2

Upcoming Telemark Events

Telemark Terrain Tactics
Meadows & Stevens Pass - Feb 7

Tele Off-Piste Exploration
Crystal Mountain - Mar 23

Spring Symposium
Mission Ridge - Apr 11-13

Telemark Exam - Level II & III
Mt. Hood Meadows - Apr 19-20

Be sure to check the website for more information about these events. All events must have a minimum number of participants in order to run.



Senior Specialist is a PSIA-NW Specialist program and is being considered by the various other Divisions as a nationally recognized credential.

freestyle

For the record, I'm terrible at writing. With that in mind, please continue to read the article below as sifting through the incoherent babble will (potentially) reward you with some good information.

I was privileged enough to be asked to represent our division at the 2013 PSIA-AASI Fall Conference at Copper Mountain. This was my first time attending the Fall Conference and representing the NW freestyle specialist program was a great experience. The main reason for my being there was to make sure we are on the right track and falling in line with the rest of the divisions in regards to FS1, 2 and 3.

Obviously, it is important that, as a national organization, we do things with consistency from one division to the next. As a group we talked about how each division has been handling these events. We discussed process, riding requirements, coaching requirements, written tests, etc. and tried to determine "best practices" through these conversations. We also shared how changes made from last year's conference had impacted the membership in each division. The consensus was that, as a whole, we are moving in the right direction with our freestyle specialist programs.

As the only member of the freestyle group not in attendance last year, I had a little catching up to do. This was good because it forced me to shut up and listen. The group consisted of representatives from 7 of the 9 divisions, all "big hitters" with tons of great insight. The duo running the group was Tony Macri (RM, snowboard) and David Oliver (RM, ski). Both were more than capable. The other members of the group (also capable) were: Jake Bolin (NIM, snowboard), Lane Clegg (IM, snowboard), Doug Fagel (W, snowboard), Matt Larson (NRM, snowboard), Tommy Morsch (E, snowboard), Dave Schuiling (RM, snowboard/ski) and yours truly (snowboard).

I was impressed with the level of professionalism, industry knowledge and communication skills exhibited by all present. Many great conversations were had by this group.

A couple questions that seemed to keep coming up were, "how do we get current ski instructors to embrace freestyle?" and "how do we get freestyle skiers to buy in to PSIA?" These questions sparked some interesting conversations. We concluded that snowboarding in its essence is very freestyle oriented and that skiing has been, historically, more structured and controlled. It was also determined that ski instructors tend to view freestyle as more of a specialty and snowboard instructors tend to view freestyle as simply part of the sport.



photo by Rick Brown

This can be easily seen in the (NW) exam task lists where at least half of the snowboard tasks are freestyle based and the alpine tasks are completely lacking of freestyle components. As a group we agreed that the end result is a lack of high-end alpine freestyle instructors (notice the lack of skiers in the list of attendees above) which makes it hard to cultivate new freestyle ski instructors. Though no concrete answers came from these particular questions, it does make you step back and take a look at the culture we are tied to.

Many other things were discussed at this conference such as the standardization of test questions, creating a video pool to be used in all divisions for video analysis and inter-divisional assistance to run FS events. We still have a way to go to ensure continuity in freestyle education nationally but the hard work put into events like these will definitely help bridge the gap.

In closing, it truly was an honor to represent the Northwest at this great event. The amount of knowledge, talent and passion for snow sports was off the charts at Copper and I was proud to be a part of it. See you on the hill! ❄️



Steve Muise is a Snowboard Examiner and Divisional Clinic Leader. He is also the director of the Timberline Ski & Snowboard School and the Timberline/Atomic Summer Snow Camps. Email him smuise@timberlinelodge.com



Upcoming Freestyle Events

Freestyle Specialist 2 & 3
Mt Hood Meadows - Jan 27-28

Freestyle Specialist 1
Schweitzer & Snoqualmie - Mar 1-2

Freestyle Specialist 1, 2 & 3
Mt Hood Meadows - Apr 19-20

Freestyle Camp
Location TBA - Apr 25-27

Be sure to check the website for more information about these events. All events must have a minimum number of participants in order to run.



EXAM ADVICE ... BE A STUDENT FIRST!

Alpine tip by Russ Peterson

I shared the information below with a few candidates last year and thought it was worth passing on. If you are interested in pursuing a certification exam you may want to review the standards for whichever level you are looking to attain. The National Standards and the "Visual Cues" have been very helpful to me – I see them as the Rosetta Stone of efficient skiing.

An exercise my mentor suggested, and that I did years ago when I was preparing for my Level 3 exam, was to rate myself 1 through 3 on my proficiency of each National Standard. 1 = below, 2 = meets, 3 = exceeds the standard. At the time, I did not have very many 3's. I also had added a plus sign or negative sign to indicate if I was close (for example 1+ indicated that I was below the standard but getting closer). After I had marked down my own assessment, my mentor and I went through it and discussed why I felt I deserved the score I gave myself. This worked very well, as it gave my mentor information as to what I understood well or not so well.

On the ones that we had different scores we first discussed why I felt my score was appropriate, and then my mentor would explain why I was either under or over assessing my current level of proficiency in that area. Mostly my mentor and I had the same evaluation of my skills, however there were a few points that I over estimated my skills and to my delight there were just as many where my mentor said I had under estimated my skills. Going through this exercise was very valu-

able to me as well as to my mentor, because now we knew where we needed to focus my training and what areas my understanding of concepts was more or less complete, allowing me to prioritize my study of concepts and professional knowledge.

The main advice that I have for most exam candidates is to be a student. First focus on improvement of your own skiing skills, teaching skills and knowledge. If you focus on, and put effort towards, continued learning, improving your versatility, and proficiency, your skills will eventually match that of the National Standards for the level you are pursuing. Then, and only then, should you consider taking the exam. In other words, focus on your education and personal improvement more than on taking the exam or getting a pin. Look at the exam as a validation of the skills after you have attained them. Do not rush the process as improving your own skills will be very rewarding in itself. Again, once your skills match that of the National Standards for the level you are pursuing you should take the exam to validate the skills you own. But remember, the real prize is in the learning and the improvement of your abilities – not in the pin!

For some candidates part of the goal of climbing the certification ladder is to be able to teach higher level students than the level they are currently teaching. Teaching upper level students not only requires a solid understanding of movements, technical understanding, and how to teach, it also requires the ability to demonstrate a more accurate and more versatile blending of skills. Accurate demonstrations are very important to help students learn and adopt new movements and skills. So as you continue to focus on

improving your own personal ski performance you will be doing what is needed to be able to teach higher level students. As your teaching and skiing skills continue to improve, you will be able to teach higher skilled students with more confidence.

Many of us need to focus on being better students before we can become better instructors. Read that sentence again – it is profoundly true. Ask yourself, "Do I have the desire to be a student? To put forth the time and the effort to learn, not just my strengths but my weaknesses too? Do I have the desire and willingness to put forth the effort to challenge myself to be more versatile?" If your answer is, "Yes," then great! The next questions to ask yourself, "How many PSIA/AASI clinics have I attended? How many of my ski school's clinics have I participated in? How often have I gone out with a peer and asked them to coach me and/or to let me coach them? Who are my mentors and are they enough, or could I use more and/or different mentors?" Answering these questions should help you along your way. But to be brutally honest, if you are not willing to first be a student and you plan to pursue exams ... your road will likely be very long and frustrating.

The biggest reward for all the work that I have done over the years as a student and to improve is not that I am Level 3 certified, or a DCL ... it is that I am a better skier and teacher. I am more versatile. I can make almost any snow condition or terrain fun. Smearing turns down the steep tight trees on the side of Wild Cats, playing in the bumps and powder, arcing on the groomed runs, doing railroad tracks on the flats, it is all more fun because of the skills that I have developed not because of the pin.

Don't get me wrong, I definitely enjoy being able to teach and share my passion for skiing with others at all levels. And of course I enjoy the pride of accomplishment and recognition of attaining a Level 3 certification, becoming a DCL and sharing what I have learned. But the very best part is I am a better skier and teacher because of it all, and that just means I have that much more fun!

Enjoy and embrace the learning process, sure it has its moments of frustration and challenge but with great effort comes great rewards. I hope this helps and further inspires you to be a student, to keep learning, and improving. As our logo says "Learn, Teach, Inspire!" ❄️



Russ Peterson is a PSIA-NW Alpine DCL and teaches at Stevens Pass as an instructor and trainer. Off-mountain Russ is a professional Real Estate Broker with 25+ years of experience working with snow pros from around the region. Call Russ at 206-930-3995 or email

him at Russ@PetersonRealtyTeam.com.



JUST BREATHE

Adaptive tip by Melodie Buell

As instructors of different lesson types, we know the foundational key of successful teaching is connecting with our students. Typically, we rely on sport-based subjects which quickly allow us to tie in skills we will be teaching on the slopes. Be it biking, hiking, soccer, surfing, ice skating, etc; we use such related subjects to build relationships and create analogies our students can understand. This helps the student transfer the natural muscle memory they already possess into their skiing, and we as teachers can see them progress. Oftentimes, an adaptive ski instructor requires many diverse skills and teaching methods to create this coveted connection. We can't rely on our students having experience with any activity which may correlate well to the ski experience. I use the simple concept of "Just Breathe" with many of my students and encourage my fellow instructors to add this method to their teaching quiver.

Breathing is something I know I can connect, relate, and build into my students' skiing, no matter what. When introducing this concept, I start by making sure the students are taking in nice, big, deep breaths. I demonstrate further by showing them how I extend my own body as I breathe and encourage them to mimic my actions. I then exhale fully, making myself appear very tiny (silliness required), again encouraging the students to follow my example. We do this all together for whatever capacity is appropriate, skis on, skis off,

photos by Oregon Adaptive Sports



in a sit ski, inside before we hit the snow, or even on a "snow angel" break. At this point, I know I am giving my students the basic introduction to flexion and extension without them knowing and I am intentionally opting not to use technical language. The degree to which you apply breathing depends on the goal of the lesson and the tone applied in its teaching.

The natural process of breathing can be integrated at all instructional levels. Using an intermediate skier as an example, we can use breathing to structurally teach flexion and extension by having them breathe during each turn at their transition point, aiding them to get onto a new edge. As an instructor, you can use simple language and supportive body motions your student is now familiar with. Standing down the hill while making such breathing movements will likely encourage your student to mimic you as they did earlier in the lesson upon the concept's introduction. This will allow you to more easily assist the students in timing their breaths with their turns.

Breathing is as basic as it gets. I know it won't matter who my lesson is for the day, because it's something we can both do and have fun doing at the same time. Thankfully, I can capture some key body positions, which the student can easily understand, by showing them how breathing can affect their movements. Once we tackle a few giant body-extending gulps of air and silly exaggerated exhales, we are set to go. We breathe in, causing our bodies to extend, and then we exhale which drives our bodies into flexion. Keeping my teaching simple, by using a tool I'm certain the



◀ Melodie and student "just breathing" it all in!

student can comprehend, is key to the success of my students' lesson day.

When your basket of effective teaching tricks begins to shrink, remember to keep it simple and just breathe. ❄️

Melodie Buell is the Assistant Program Director and instructor at Oregon Adaptive Sports at Mt Bachelor, Oregon. She is Alpine Level II, Adaptive Level I certified. Email her melodiebuell@me.com
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more pro tips

SUCCESSFUL HOP TURNS

Alpine tip by Scott Weimer



Hop turns can be challenging and are a physical movement. To be successful with hop turns you must be balanced fore/aft and have the ability to flex and extend all joints – ankles, knees, hips, and spine. First of all, can you jump straight up off the floor or snow in your ski boots only? I'll bet you can, but how do you do it?

Position yourself in front of a mirror with your feet hip width apart, while standing completely "straight up" with very little ankle, knee or hip flexion. Now try to jump off the floor or snow. It's very difficult, right? As you can see and feel, not allowing flexion of all joints gives you no range of motion to hop or extend to jump off the snow.

Now let's do it again. This time, flex your ankles applying some pressure against the tongue of your boots, flex your knees and hips to allow for your Center of Mass (COM) to be balanced over the arch-to-ball of your feet. Be sure to flex at the waist, hips and spine to help keep your shoulders ahead of your COM, and match your back angle to your shin angle. Keep your hands out in front of your torso and, now, jump up again. Ta da! - much easier and way more effective!

Once you have the ability to get both feet off the ground together, start to hop and turn both feet and legs together in both directions, by turning femurs within your hip sockets. Your hips and torso should remain primarily facing the mirror (or down the fall line). The more you are able to turn your feet across the hill (perpendicular to the fall line) the more this will help to keep the skis from sliding down the hill once you perform this task with skis on. Also keep in mind that the amount



Notice joints are evenly flexed (left), then "hop" in the direction of the shin angle and eventually perpendicular to the pitch, not perpendicular with gravity (right), otherwise your skis will move ahead of your COM, and you'll end up "back."

the skis must turn across the fall line is specific to the pitch you are on. Steeper pitch = more across. Less steep = less across.

Now, let's take it outside. With your skis on try the hop/extend again by flexing all joints – ankles, knees, hips and spine. As you are flexing, keep your center of mass directly over the arch-to-ball of your feet, by flexing all joints equally. Now quickly extend in the direction needed to match the slope of the hill. The tendency is to jump up vertically (i.e. directly opposite the force of gravity), which sends you back and away from the direction of travel (see photos above). You must hop/extend perpendicular to the slope angle of the hill. This will keep you moving "with your skis."

As you hop/extend quickly up, you should feel like you are leaving the snow by pushing off the ball of your foot. As you do this make sure you are keeping the flexion of the ankle active as you leave the snow. This will allow the tip of the skis to come off the snow, which helps keep the tip and tail of the ski level, matching the slope of the hill, which will allow you to rotate them from one hop turn to another.

Using your ski poles is an important factor, too. They are used to help maintain stability of the upper body (which is necessary if you intend to just rotate your lower body), and are used in the timing of landing and pushing off the snow. The pole plant should be placed closer to the body to help maintain the center of mass over your feet. Planting the pole too far forward will pull your center of mass too far ahead of your feet, which may make it difficult hopping or extending up in the direction needed. On shallow sloped terrain, walk your poles with your hops as you move down the hill. As you feel more comfortable move to steeper terrain and challenge yourself. And remember, all joints must work together to be successful. ❄️



Scott Weimer is a PSIA-NW Technical Team Member and Alpine Examiner. Email him at scottweimer@hotmail.com

CERTIFICATION TRAINING - IT WORKS!

Scholarship article by Amanda Joy

I had the privilege of receiving a PNSIA-EF Scholarship for the 2012/13 winter season. I personally did not have the full finances to be able to attend all of the certification trainings, pre-exam clinic and exam together. Upon applying for the scholarship I had the plan to utilize it for the Certification Training for the Alpine Level II Certification at Mt. Bachelor. Within doing so, I attended four days of training throughout February and March and was able to not only learn the proper tasks and tools for the certification test but I was also able to learn many things to help increase my own personal skiing and ability to teach others within the sport that I love.

To summarize the experience that I had attending these classes, I can only say they were very beneficial. The first of the four classes we were on assessing our own skiing ability levels and found ways to proactively change within ourselves and from our peers advice. My areas of improvement

specifically were based around my arm placement and pressure management while skiing in deeper snow.

Our second and third class was more oriented upon the actual exam process, touching on all of the Level II skiing tasks and teaching topics. The task that I personally felt I exceeded most were pivot slips and the teaching topic I enjoyed was the intermediate progression of speed control through turn shape with varying terrain and conditions.

Lastly, our fourth and final class was in a pre-test format with half the day focusing on our skiing tasks and the other half focusing on our teaching portion with a guest examiner. It was very rewarding to have the opinions and teachings of not only two but three clinician/examiners throughout the whole process. I had every last question answered for me and the stylings of my skiing and teaching were verified that I had the correct knowledge of the exam process.

Without the help of this scholarship I would not have had the knowledge or the confidence to take let alone pass the Level II Certification Exam. I am very grateful for the help that I received and

successfully passed both skiing and teaching exams. Within receiving the scores and feedback from the test I also received great feedback and encouragement from many examiners to keep moving forward and work towards obtaining my Level III Certification. Thank you for this great opportunity! I will definitely take advantage of this great process for future examinations and certifications. ❄️

Amanda Joy teaches at Mt Bachelor and was a scholarship recipient for the 2012/13 Alpine Level II Certification training at Mt. Bachelor

If you are a Scholarship recipient you are required to submit a 300 to 500 word summary of your experience suitable for publication in this newsletter within 30 days of completion of the event for which you received the scholarship.

Note: Remember to plan ahead for next season's scholarships. Application deadline is mid-December for each season.



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We have a very busy and thriving school that is made up of a number of programs. On a daily basis we offer Private and Group lessons for adults and children. We also have a huge 6 consecutive week program that has over 1800 participants and one of the top Big Mountain Junior Free Ride programs in the country, with some athletes competing on The International Free Skiing Association Junior Tour.

We have a first class training program to compliment our progressive and cutting edge school. Our training staff is comprised of PSIA-NW Examiners, Clinicians and many other experienced staff to meet your training goals. Each instructor receives 18 hours of paid training per season, plus weekly special interest and certification clinics.

If you are interested in pushing your limits of teaching, riding and personal growth, then look no further, we want you! We are currently hiring for all departments within the Crystal Mountain Snowsports School. Pay rate will be based on experience. PSIA certified instructors are preferred, but we hire a handful of new instructors each year as well. Please send all job inquiries to: sbold@skicrystal.com or fill out an application on line @ www.Crystalmountainresort.com, then click on the employment icon at the bottom of the home page and look for the Snow Sports Instructor job description.

Testing Anxiety & Performance

by Regina Reed

EXAM - the four letter word that strikes fear into the hearts of many. While some people compensate for their testing anxiety through overconfident behaviors, many of us just hear the word "exam" and it makes our palms sweat and hearts race! Test anxiety is quite a phenomenon and affects us more than we realize.

I am sure many of us recall the experiences we have had during exams. The wind whips across the cold spring snow. You made it to your Level II exam. As you look around to get a feel for the conditions of the day, you meet the other examinees. You observe that some know each other. The other examinees are joking around to ease the tension and you smile and nod in agreement. They seem really confident and you start to wonder if you studied enough. The examiners come forward to introduce themselves and give an overview of the day. You feel your hands get clammy and cold.

During the warm up run you try desperately to remember everything you studied, "smooth transitions from short to medium radius, a medium radius turn is how wide again?" The other candidates really seem to be doing well. You feel your heart-rate increase as they move from practice to performance. The examiners are trying to ease the tension in the group by telling funny stories and giving you plenty of opportunities to show your skills, but all the while you are saying to yourself, "Ok that last one wasn't bad just don't mess this up ... try to round the turns out more remember to move in the direction of travel." Your muscles are tensing with each turn, as you move down the hill. When you pull up to the group you can't remember breathing for the last 200 yards.

Then the examiners look directly at you and say, "Why don't you tell us, what are some similarities and differences in the skills concept between medium radius turn and short radius turns?" There you stand, heart pulsing, hoping the others don't see the bead of sweat dripping down inside your goggles, your muscles tightening ... nothing comes to mind. You draw a complete blank. Not wanting to sound foolish you start rambling about turns hoping somehow you will remember something intelligent. Sound familiar?

Test anxiety tends to affect people who put pressure on themselves to perform tasks well.



I have gotten over my fear of tests, but now I seem to have developed studying anxiety.

It also does more than just physically affect our performance. Your brain is really adept at associations. In this case, anxiety is closely related to fear. We know from studies in neuro-psychology that the "fight, flight or freeze" response affects our physical (sweaty palms, increased heart rate, pupil dilation) and our cognitive (recall, analysis, problem solving) performance. During episodes

stress. It stops all nonessential activity and prepares your system to respond to any impending danger it could be facing. When you cannot escape the situation (like when you are in an exam) the anxiety responses increase and will eventually reach a level at which your brain will shut down. People who have expectations of poor performance also have test anxiety symptoms.

"Test anxiety is not caused by the test but rather by the meaning that the individual attaches to the test."

of test anxiety, when you are being tested on what you remember, your brain can't remember details. When you try to analyze movement patterns, your brain shuts down your abilities to synthesize movements and produce meaningful conclusions. Ugh! Some great system, right? Are we all doomed to experience this apparent brain damaging effect during testing? No, not really, but it is also not quite that simple.

Your brain is doing the best it can to protect your body from potential harm during high periods of



This could be due to a variety of things; past experiences with testing situations, poor study habits, insecurities, self-esteem, learning disabilities or feelings of humiliation, just to name a few. Remember your brain is adept in formulating associations!

If you believe you are under-prepared for a test, regardless of the time and energy you spent preparing, your brain will quickly associate all material related to, "poor test preparation," stored in your memory, and make it available for your current experience. These associations connect to memories of failure from the past, stress, humiliation, social pressure, fear and so on. Although you may have been feeling ok going into the exam, the memories of emotions paired with the thought, "I don't feel prepared," can quickly derail your emotional state. The more these types of associations occur the more easily they are to recall in future testing situations. Thus the vicious cycle continues. This is a good time to cue the evil laugh ... muah, ah, ah, ah, ah!

I know you are now wondering, "What can I do so I am not a victim of test anxiety?" There are some simple things you can start practicing now to help make your exam day more enjoyable. Yes I said exam and enjoyable in the same sentence. Stay with me!

< photo by Kate Howe from the 2008 National Team Selection

“In order to change your thoughts about yourself you must first acknowledge that you have a problem with your thinking.”

The first thing is to learn how to relax. As a Mental Health Therapist and Director of Testing for Walla Walla Community College, I have experienced progressive relaxation/reimaging and cognitive restructuring are productive means to handle anxiety. Anxiety and relaxation are opposite emotional states. One can't exist if the other is present.

Progressive Relaxation

Progressive relaxation involves systematically tensing and then relaxing different groups of muscles in your body. Begin by either sitting in a comfortable chair or lying down. Start taking deep breaths in (count to 5) and then out (count to 5). After you have established a consistent breathing pattern, begin to tighten muscles in your scalp as you inhale. Release the tension with the next exhale. Move down to your neck and shoulder muscles (tighten as you inhale, release tension as you exhale all the way to your toes). Next tighten your chest muscles and back through your stomach (tight as you inhale, release as you exhale – all the way to your toes). Move to your hips, lower back (tight as you inhale, release as you exhale). Begin to tighten your thighs and hamstrings (tight as you inhale, release as you exhale – all the way to your toes). Now tighten your calf muscles (tight as you inhale, release as you exhale). Finally, tighten your ankles and feet as you inhale. This time as you exhale release all the tension from the top of your head to the bottoms of your feet.

If you practice this technique over a period of weeks you will find that it becomes easier and easier to achieve a state of complete relaxation, even without having to complete the entire exercise. The deep breathing alone will become a cue for your brain to send out calming chemicals to your muscles. Now you have a new more helpful association for your brain!

Second, while you are in a state of complete relaxation you then need to begin to visualize yourself in situations that tend to produce anxiety. For example, while you are relaxed, imagine yourself the night before the test. If this does not produce anxiety, then imagine yourself the morning of the test or walking to the room where the test will be given. If any of these images begins to produce anxiety, you will need to practice your relaxation techniques and calm yourself back down. Eventually you should get to the point where you can imagine yourself actually taking the test while remaining completely relaxed.

Many professional athletes use similar types of visualization techniques prior to competition.

Talk about making someone nervous! Nick McDonald scoring at the 2012 National Team selection - photo by Grant Nakamura. >

This technique has been shown to exceed 90% effectiveness when used properly. Remember our brains are creatures of habit, and you need to practice for several weeks to be really effective. You cannot expect to arrive at the exam and then try to relax, it will not work.

Attitude and Mental Preparation

We tend to create either positive or negative feelings about ourselves through the things we think about in a given situation. Anxiety is created by a person's thoughts or expectations. One tool for dealing with the cognitive or mental aspects of test anxiety is cognitive restructuring. Cognitive restructuring is a process of examining the irrational self-talk concerning the outcome of tests and replacing the irrational negative messages with positive messages.

Emotions are by-products of cognition. The meaning of an event lies not within the event itself but rather in the interpretation of the event. Test anxiety is not caused by the test but rather by the meaning that the individual attaches to the test. If you mentally tell yourself that you are not going to do well or that you have not studied enough, then you will have an emotional reaction that is consistent with that message. The emotional message will be anxiety because the messages are negative or threatening.

In order to change your thoughts about yourself you must first acknowledge that you have a problem with your thinking. Before a test do you feel guilty for not having studied enough? Do you feel that others in the class know more than you do? Subconscious doubts about your ability, and thinking negative thoughts before a test, suggests that you need to change your thinking. In order to have a positive self-talk, you need to reflect on your strengths and personal assets. You also want to make sure your studying behaviors match your expectations for performance. You have to really believe that you have studied all you can and that you are prepared for the test.



^ Feeling anxious? Yep, he's watching you! Selector Bob Barnes at the 2012 National Team tryout - photo by Grant Nakamura.

Initially this may mean that you have to study harder than you have ever studied before in order to feel positive about your preparation.

Real Studying

Studying for professional certification is different than studying in high school. It's not just reading the manuals over and over. People who just read over the material may think that they have studied, but can be sorely disappointed on exam day. If, on a multiple choice test you find that two or three of the answers look right, then you do not know the material well enough. In reality there is only one right answer and the other possible answers are wrong for various reasons. You are expected to know and understand concepts, theories, and how various things are related. Often students do not spend the time required to really understand the material thoroughly. Real studying involves thinking, analyzing, writing things down, organizing the material in a meaningful way, and figuring out ahead of time what will be on the test. Albert Einstein said it well, "Any fool can know. The point is to understand."

With the use of relaxation techniques, positive self-talk, and real studying techniques, you can overcome mild to severe test anxiety. Additionally, better understanding of test anxiety and its effects on instructors, allows us to be more effective when serving our students with their anxieties during lessons each week. "Tell me and I forget, teach me and I may remember, involve me and I learn." – Ben Franklin. ❄️



Regina Reed is an Alpine Level III, CS1, and Training Director at Ski Bluewood. Email her: r.reed2002@gmail.com

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It's More than a Card



I joined PSIA in 1974 (I think) assuming that I needed certification to get a job teaching. Nordic certification was quite new to PSIA at that time. I was immediately impressed with the organization and how it made a much better teacher out of me. I quickly became an examiner and my qualifications directly lead to the position I have held and cherished for 36 years here in the Methow Valley. After two terms on the PSIA Nordic Team and countless exams and clinics I find that PSIA continues to fuel my passion for skiing and teaching. It seems that there is always so much more to learn and that makes teaching and skiing so much fun!
— Don Portman

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.



PSIA-NW Divisional Clinic Leader Tryouts are this upcoming Spring 2014. We are actively seeking alpine and snowboard professionals who have strong knowledge of PSIA and AASI concepts and are willing to share their passion with others.

Must be willing to travel outside your home area and be available to lead clinics 6 days per season.

BOOKSTORE

VISUAL CUES TO TEACHING

Product review by Ed Kane

An element in the teaching process is the ability to watch students and evaluate their current skill sets and determine weak movements that can be improved so that they can reach their skiing goals. To facilitate this teaching skill PSIA-NW has published an inclusive checklist that can be used by the instructor to efficiently make this determination. This checklist is in the PSIA-NW Certification Guide under the heading of "Efficient Body Movements in Skiing – Visual Cues" and "Inefficient Body Movements in Skiing – Visual Cues" on pages 54 and 56 respectively. Similar visual cues are also contained on a set of pocket sized plasticized cards from the PSIA-NW bookstore called, "Visual Cues to Effective/Ineffective Skiing."

An ASEA effort was started shortly after the publication of the "Visual Cues" to define a group of similar "cues" that could be used to help instructors improve their ability to connect with their students as "teachers". We were exposed to this work in 2004 /2005 season by Lane McLaughlin during the preseason TD Training session at Mt. Hood. This checklist used a similar approach of defining teaching skills and then documenting successful and not-so-successful application of these skills during a lesson. The result is contained in another set of pocket sized plasticized cards that are pictured in this article. This set can be obtained from PSIA-NW.ORG/SHOP website for \$5.00 plus postage and handling.

Teaching skills are lumped into 2 categories: the "art of teaching" which includes Creativity and Communications; and the "science of teaching" which includes Knowledge and Process. One side of this set contains the cues for effective teaching and the other side contains the cues for ineffec-

tive teaching. The first page of each side contains an overview of these skills and some general guidance of what constitutes effective or ineffective practices. Each page is illustrated with a photo to visually emphasize the content. When reading through this checklist an experienced instructor is likely to muse "well that's obvious" but in real time with the demands of teaching the class it is easy to forget this guidance. For example, in Communications, an effective practice would be to use body language and gestures to enhance the direction while an ineffective practice would be to use body language or tone that expresses arrogance or indifference. If we do not remain consistently aware 100% of the time the difference could often be quite subtle.

I would strongly recommend this set for school trainers, TD's and for those who are studying for their certification exams. The teaching side of our job quite often does not get as much emphasis as the nuts and bolts of movement skills and guiding the class through the drills and exercises that would be of value in reaching their goals. Occasional reference to the checklist in these cards during the season would be very helpful in maintaining that high edge that keeps us successful and motivated by our student's enthusiasm for enjoying the mountain environment. ❄



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

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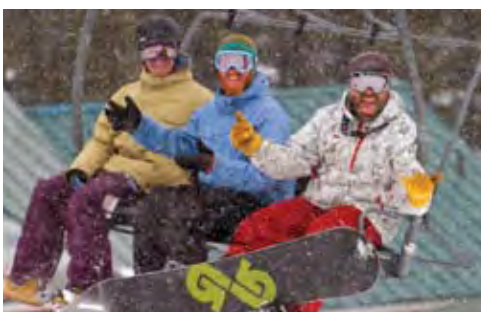
SCHWEITZER - MAR 14-16

SPRING SYMPOSIUM

MISSION RIDGE - APR 11-13

Check website or the Fall Newsletter & Season Guide for specific one-day clinic offerings near you.

exams



ALPINE & SNOWBOARD LEVEL II & III MODULES

MISSION RIDGE - JAN 30-31

SCHWEITZER - MAR 22-23

STEVENS PASS - MAR 29-30

MT BACHELOR - APR 5-6

MT HOOD MEADOWS - APR 19-20

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 Hood Meadows only. For Adaptive, Nordic and Telemark exams, please see the Fall Newsletter Season Guide on pages 16-17 for dates and locations or check the PSIA-NW.ORG website.

specialists



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CS1, CS2, SS1, SS2, FS1, FS2 & FS3

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Check website or the Fall Newsletter & Season Guide for more details about Specialist clinics.

Event Application Sign-up Details!

Download Event and Exam Applications from the PSIA-NW.ORG website, or if available, register on-line. Printed applications may be faxed or emailed to the office for processing. Before the event, you will receive a confirmation email with details specific to your event. TO AVOID A LATE FEE, SIGN UP EARLY. Registration less than 14 days prior, is on space-available basis, and assessed a \$15 late fee for one-day events and \$40 late fee for two-day events. CANCELLATIONS: More than 4 weeks prior: Full Refund; 2 to 4 weeks prior: Refund less \$25 administrative fee; Less than 2 weeks prior: No Refund except noted as follows: If you are unable to attend an event due to injury or medical reason, providing a signed note from your medical provider, your money will be refunded LESS a \$25 administrative fee. Be sure to check the website for more information about these events. All events must have a minimum number of participants in order to run.

