

# NW snowsports instructor

## Symposium 2015 Primer

Start planning for Whitefish, April 10-12 on page 18

Glacier National Park is right here!



## Fall Conference

Info from Copper Mountain on page 12

## Making of a Masterpiece

Interview with Dave Lyon on the new Alpine Technical Manual on page 20

## The Accelerating Wedge

Braking old habits on page 26



Book Review, Member "contribs", Snow Pro Tips and more!



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## ON THE COVER

Members at the top of Big Mountain Express at Whitefish Mountain Resort taken at Divisional Academy 2012. Looking forward to Spring Symposium 2015 at Whitefish!

Photo by Michael Buzzelle



## PRESIDENT'S REPORT

by Bill King, PSIA-NW President



"Never, never give up."  
– Winston Churchill

It will snow (more). We are at the beginning of a new year, what this season will bring is anybody's guess at this point ... as of late December.

Rain did not crystallize as early as we had hoped and the runs were darker than usual. But, as in the past, snow does eventually come and we will be sliding and teaching as usual.

As I have indicated before, we have a packed event calendar and as the snow allows, the process of attending events and learning new skills will begin. Again I ask that you plan ahead as events will fill quickly especially as our season is late starting. Use your schools as a means of education; the new manuals are good and interactive and a great source of continued education – see review later in this issue.

Assuming that snow is falling by the time you read this, take your enthusiasm and transfer it to your clients. Share it with the new instructors; encourage them to be part of PSIA-AASI. Ask them to provide input or ask questions as the season progresses. We need to get their input.

Finally, by the time you read this the Affiliation Agreement process should be close to completion and all Divisions should be on board. As of this writing the remaining Divisions have either agreed in principle or are close. Thus we will have this issue behind us and be able to focus more resources on education opportunities.

Wishing all of you a great season and a prosperous new year. ❄️

Bill King is a twenty plus year member of PSIA, Alpine Level II certified instructor for Ski Masters School. He can be reached at 206 369-6988 or by e-mail: euroking@aol.com



Your Responsibility Code  
50 YEARS OF PROMOTING SLOPE SAFETY

## NATIONAL REPORT

by John May, PSIA-NW National Representative



The National Board is finding the new method of operating promising, but as it is with most change, hard to leave the old ways. The big shift has been implementing parameters for the CEO to manage the organization within, and then having the board focus more

on the defined "Five Ends" that best serve the membership.

This fundamentally changes how we have done business as the financials still play a role, but the key assessment of success will be via the "success indicators" of these "Five Ends". It's tricky making sure that our discussions and focus stay within the context of these ends, but ultimately it is refining and guiding the efforts of the 9 representatives to real measures that benefit the membership.

If you're interested in more information check out the last NW Snowsports Instructor for the

"Ends" (NW Rep Report), and the National website for the success indicators.

### Below are the hot topic highlights:

- \* New Technical Manuals are out and include QR code links to videos and photos!
- \* Rocky Mountain Division and Eastern Division are having ongoing and very promising discussions with the National Organization to sign an Affiliation Agreement.
- \* Division Presidents attended the National meeting this summer and were involved with financial reviews, feedback and Affiliation Agreement discussions. Awesome collaboration.
- \* National dues will be increasing \$3 along with the prior approved \$3, for a total of \$6. See past report for details or feel free to contact me about the dues increase.

### The 2014 Member Survey is published! Here are some highlights:

- \* Satisfaction scores are improving Nationally and Divisionally.
- \* The top 3 National products and services are: 32 Degrees, Pro Deals and the Accessories Catalog.
- \* Of all divisions, NW is in the top 30% of satisfaction scores with these National products and services.
- \* Looking at the happiest members, NW rules! Of the top 4 divisional products and services, NW ranked #1 in membership satisfaction in 3 of the 4, and #3 in 1 of them.

Way to go NW Division, Office, Staff and Snowsports Schools!

### The big issue found via (and quoting) the survey are:

- \* "But for those 20-49 [age bracket], overall esteem and connections to PSIA-AASI are at very concerning levels. The ratings are dramatically low across the board, and there seems not to be just a few sticky issues driving this profound dissatisfaction."
- \* "Rather, the analysis would suggest there is a broad issue with members not feeling valued and understood."
- \* "Relationships with the 20-49 year old cohort seem quite broken."

This will be a topic raised at the January National Board meeting and should shape our future efforts. Thanks and as you know please feel free to reach out anytime. Text, phone, email are great ... chair rides preferred! ❄️

John May is an Alpine examiner, Technical Team member, and an instructor and trainer at Mt. Hood Meadows Ski Resort in Oregon. He owns and manages Creekstone Designs, a residential design/build remodeling company in Portland, Oregon. Email him: john@creekstonedesigns.com

## Happy 50th Anniversary to Your Responsibility Code!

What started out as the Skier's Responsibility Code has become Your Responsibility Code to include all snowsports. As you know, the seven tenants of Your Responsibility Code are:

1. **Always stay in control, and be able to stop or avoid other people or objects.**
2. **People ahead of you have the right of way. It is your responsibility to avoid them.**
3. **You must not stop where you obstruct a trail, or are not visible from above.**
4. **Whenever starting downhill or merging into a trail, look uphill and yield to others.**
5. **Always use devices to help prevent runaway equipment.**
6. **Observe all posted signs and warnings. Keep off closed trails and out of closed areas.**
7. **Prior to using any lift, you must have the knowledge and ability to load, ride and unload safely.**

**Know the code, it is your responsibility.**

## UPCOMING BOARD ELECTIONS

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



As a reminder, all PSIA-NW members are encouraged to get involved in and run for any position on the Board of Directors that is up for election in their region. As such all candidates in the coming election submitted their announcements of candidacy by the December 31, 2014 deadline as mentioned in my Fall 2014 report.

All announcement of candidacies are now posted on the PSIA-NW.ORG website. Just look in the Membership menu for "Your Vote Counts" or click the button to vote on the homepage to read them. If only one candidate submitted an announcement of candidacy, that person is thus running unopposed and will be automatically seated at the completion of the Spring 2015 Board meeting, however their announcements are also posted on the website.

In the coming weeks there will be elections held for the three board seats where multiple candidates are running: Snoqualmie Seat 5, Snoqualmie Seat 6 and Mt. Hood Seat 3. If you are a member in one of these regions you are eligible to vote and will receive information from the office about casting your ballot. Best of luck to each of the candidates.❄️

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

## VOTING RULES

PSIA-NW takes voting very seriously and so should you. Some general guidelines include:

- » Only current members are eligible to vote
- » Only vote one time (either on-line or by mail)
- » Voting in elections only occurs in the geographic region where a board seat is contested
- » Members in those regions will be notified by email or mail if no email address is on file

**Please Note:** Voter fraud is a serious offense and is considered a violation of the terms of your membership. Any member who is found to have been fraudulent in voting may have their Regional and National membership revoked. Your vote will never be disclosed to anyone outside the election committee. We respect your privacy.

## OPPOSED SEATS: REGIONS WHERE VOTING WILL OCCUR

The list below reflects the PSIA-NW Board seats that had multiple members submit announcement of candidacies and thus an official election will occur. In the case of regional board seat elections only those members in the region where an election will occur are eligible to vote.

Candidates are listed below alphabetically by last name from left to right. Their contact information is available for your reference on the PSIA-NW.ORG website, where you can read the candidate statements and to vote online.

### Snoqualmie Seat 5 Candidates



Devin Mettler



John Winterscheid\*

### Snoqualmie Seat 6 Candidates



Pat Bako



Rob Croston



Hiroshi Oishi



Doug Pinski

### Mt. Hood Seat 3 Candidates



Richard Mario\*



Aaron Ruddick

\* indicates incumbent board member

## UNOPPOSED SEATS: NO VOTE NEEDED

The list below reflect the PSIA-NW Board seats that were unopposed. Thank you to these members for your willingness to volunteer in a leadership role.

### PSIA-NW Board of Directors Seats

Region	Position	Outcome
Stevens Pass	1	Mark Schinman
Stevens Pass	3	Russ Peterson
Crystal Mt.	2	Sean Bold **
Spokane	2	Rick Brown
Mt. Hood	2	John May
Bend	1	Charlie Cornish
Bend	2	Donna Sanders
N. Central	1	John Weston **
S. Central	1	John Nelson
Whitefish	1	Mike Davies

(\*\*) Sean Bold and John Weston were appointed to vacant seats at the Fall 2014 Board meeting, and were required to run this term however their seats were unopposed.

### PSIA-NW Member School Board Seats

Region	Position	Incumbent
Eastern WA/OR	2	Rick Brown
Central WA	3	Jodi Taggart

## ELECTION DEADLINE

For the three board seats that an election will be held, the deadline for voting will be noted in the information sent to you. On-line voting is the preferred method of receiving your ballot, however if you do not have an email address a paper ballot will be mailed to you.

For paper ballots you will be required to mail your ballot to the PSIA-NW office at the following address:  
338 N. Wenatchee Avenue  
Wenatchee, WA 98801

## EDUCATION AND BEST PRACTICES

by Kim Petram, Education V.P.



Well, here we are, into another season as snow sport professionals. Here I am again, still talking about education and best practices we can aspire to as snowsport professionals. I continue to strive to ensure that while holding the role of Education Vice Presi-

dent that I meet the responsibilities of the job that include divisional by-law language directing responsibility for providing the membership with current teaching methodology and educational standards.

As you will recall, in my last article I threw out a challenge - to purposefully attempt to employ student centered, outcome based, and experiential lessons this season. I shared information from Core Concepts and the American Teaching System, information that is relevant to this day: how to ensure meaningful relationships, unforgettable experiences which leads to successful learning. Our predecessors have provided road maps for our processes and successes we use to this day. The manuals that we have at our disposal assist with these concepts. Core, fundamental concepts that help us be the professional instructors that we are, or are striving to become.

This season, we are all at a crossroads as new and updated technical manuals have been produced in the Alpine, Snowboard and Telemark disciplines. I say "crossroads" as the learning curve will be great - information is concise, precise and technically rigorous. National Standards are updated as well, including updated standards in the Alpine, Cross Country, Snowboard, Telemark as well as Children's and Freestyle Specialists. New manuals are in the works, including from Children, Adaptive and Cross Country. I point this out as we need to ensure that we remain relevant and technically sound: the resources of the past supplement and enhance the resources of the present. Best practice as professional instructors calls on us to be able to understand, assimilate and implement the in-depth teaching and technical knowledge that is contained in these resources.

At Tech Series training this past November, training staff from around the division attended the kick off educationally based training for the season. Introduced was a new Q&A (question and answer) tool, a support system put in place to enhance communication and education with the training directors. This will not only benefit

the trainers, but all members as your training directors are one of the direct links between your snowsport school's educational programs and the support systems from your division.

For those of you that are not aware, the term "Tech Series" are scheduled yearly clinic sessions that all training directors, clinicians-in-training and divisional staff may attend and have available to them as a training resource. The first available Tech Series is Fall Seminar followed with the first multi-day training session in November, one-day sessions in January and February, then another three-day training session in March and two days in the spring at Symposium. My point here is that the trainers attend and participate in training too!

This is combined, discipline neutral and discipline specific training and is designed to highlight and inform regarding best practice in teaching, technical and professional knowledge. Why this is important is that as concepts regarding best instructional practice are disseminated, the goal is to impart this information to the trainers in a systematic and methodical process which in turn is imparted to the member. This year at the November Tech Series, trainers delved into precise high level movement analysis skills, fundamental concepts regarding best skiing and riding practice and very in-depth specific teaching practices. Highlighted was an opportunity to delve deeply into what it means for an instructor to be proficient in ensuring student learning, a concept that goes deeper than just checking for understanding but to ensure understanding was obtained. Checking versus ensuring - two very different outcomes.

Particular focus was strategizing regarding ways to meet the training needs of the new or novice hire including ways to structure lessons to enhance learning. As training staff struggled through practicing high level professional concepts, we need to remember that struggle is good. Our most novice instructors struggle, our students struggle, we all struggle at times. Struggle is good, it is indicative of signs of learning and growth.

At the November Tech Series training, we have gone back to our predecessor's road maps and started the process of looking very closely at the teaching cycle to enhance our understanding of what it means to be a professional instructor. This involved breaking down and rebuilding components of the cycle. Not easy work at all. Your trainers struggled and dug deep to understand where we are going with this application. We'll practice this approach throughout the season.

As we embark on the journey of becoming knowledgeable regarding the new resources available as well as refining our understanding and use

## NW snowsports instructor

Professional Snowsports Instructors of America-  
Northwest, Pacific Northwest Snowsports  
Instructors Association - Education Foundation  
338 N. Wenatchee Avenue,  
Wenatchee, Washington 98801

### PSIA-NW Member Services

Email: [info@psia-nw.org](mailto:info@psia-nw.org),  
Phone: (206) 244-8541, Fax: (206) 241-2885  
Web: [www.psia-nw.org](http://www.psia-nw.org)  
**Kirsten Huotte**, Executive Director  
[kirsten@psia-nw.org](mailto:kirsten@psia-nw.org)

### SEND SUBMISSIONS TO

**Kirsten Huotte**, Executive Director  
[kirsten@psia-nw.org](mailto:kirsten@psia-nw.org)

### SUBMISSION DEADLINES

For more info go to [psia-nw.org/newsletter](http://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.

### PSIA-NW EXECUTIVE COMMITTEE

**Bill King** President

[euroking@aol.com](mailto:euroking@aol.com)

**Mary Germeau** Executive V.P.

[maryolympic@hotmail.com](mailto:maryolympic@hotmail.com)

**Mark Schinman** Secretary & Second V.P.

[mark@schinman.com](mailto:mark@schinman.com)

**Diana Suzuki** Financial V.P.

[diana.suzuki@astronics.com](mailto:diana.suzuki@astronics.com)

**Tyler Barnes** Communications V.P.

[tyler@psia-nwtechtteam.org](mailto:tyler@psia-nwtechtteam.org)

**Kim Petram** Education V.P.

[kim@petram.org](mailto:kim@petram.org)

**Chris Thompson** Certification V.P.

[mistert@nctv.com](mailto:mistert@nctv.com)

**David Burton** Member School V.P.

[david@skimasters.net](mailto:david@skimasters.net)

**John May** NW National Representative

[john@creekstonedesigns.com](mailto:john@creekstonedesigns.com)



of existing models, we are ensuring that we are utilizing all available support systems to confirm the new instructor, the inexperienced instructor as well as the experienced instructor are all practicing to their highest potential.

I'll sign off with my refraining thoughts. Every fall the calendar of all educational training events comes out. The calendar is on-line and links are embedded to learn more about each event as well as to sign up for events. These events are designed to help you be a better teacher, trainer and learner. I asked you in my previous article to consider what you would like to learn more about this upcoming season.

These events fill quickly and by now you should have planned out your training goals, purposes, funds and schedule for the season. Clinics and trainings are available to help you learn to employ student centered, outcome based, and experiential lessons. Trainings fill quickly, consider now what you need to do for the year and sign up. As always, I am available by email or phone anytime. ❄️

Kim Petram is the Education V.P., a PSIA-NW Technical Team Member, PSIA-NW Alpine Examiner, Clinic Leader and Children's Committee Chairperson. Email: [kim@petram.org](mailto:kim@petram.org)



## Errors & Omissions

### Missed Anniversaries for 2014-15 Season

Apparently we missed a few anniversaries. The following members reached a milestone this 2014-2015 season!

50 Year: Harold Riise, Walter Swanson

40 Year: Judy "Drue" Larson

30 Year: Peter Gustavson, Terrence Tavelli

20 Year: Terry Johnson, Ernest Wolf

### Missed Certification Recognition

Masatka Tauchi received his Level 1 Snowboard Certification at Alpentel in 2014

### Corrections

William Wilson was incorrectly listed as 20 year member but he is actually a 30 year member.

We really appreciate you reading the NW Snowsports Instructor journal and finding errors and omissions. Above are a few notable ones for the record. If you noticed something that was incorrect please let us know by sending an email to [info@psia-nw.org](mailto:info@psia-nw.org). We'll do our best to note it in the next issue.

## BLACK SQUIGGLY THINGYS

by Tyler Barnes, Communications VP

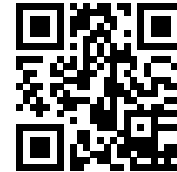


First off, thank you to those members who actually took the time to respond to my query as to whether you read this column and want the NW Snowsports Instructor journal/newsletter to continue in print. Given that I spend a great deal of time in front of a my desktop, laptop and iPad, I too appreciate the simplicity of the printed piece. It is nice to power down and disconnect from the "network" for a while and just read. In fact, I tend to be less distracted when I do this - and hence why most proof readers prefer to print out on paper a proof, make edits in the margins, then take that proof back to the digital piece for revisions.

Secondly, what is up with all the black squiggly thingys? Well, with the latest release of the new Alpine, Snowboard and Telemark Technical Manuals we have seen a surge of QR Code use - and in this use case (the manuals), it makes perfect sense to have them, as they link to interactive content like video - very cool.

A Quick Response (QR) Code is a mobile phone readable barcode that's been big in Japan forever, and has broken into Europe a while back, and is now being used more often in the USA. In its simplest sense think "print based hypertext link" - simply encode a URL into the QR Code and then

point a mobile phone (or other camera-enabled mobile device) at it. If the device has had QR Code decoding software installed - i.e. a mobile app like the iOS ScanMe app - on it, it will fire up the mobile device's browser or related video app like YouTube and go straight to that URL. But it doesn't stop there - a QR Code can also contain a phone number, an SMS message, V-Card data or just plain alphanumeric text, and the scanning device will respond by opening up the correct application to handle the encoded data appropriately courtesy of the FNC1 Application Identifiers that are embedded in the "black squiggly thingys."



IKEA has a great little advertisement about their consumer catalog called the BookBook complete with "no power cable and an eternal battery life." You can see it here: <http://youtu.be/MOXQo7nURso> or use the QR Code above.

This ad speaks directly to the benefits of the printed word, so for now, we will continue to offer the printed version of this publication - as well as electronic versions available for download on the website, in case you lose your printed version or want to look at back issues.

The PSIA-NW.ORG website continues to be the logical place for current and up-to-the-minute specific details about events, pro deals, on-line voting, downloadable specialist workbooks, the discipline certification guides and more. This is a huge convenience for you, in that the latest info is available all the time - no need to wait for the newsletter - which then allows the newsletter to focus on more timeless materials like great articles.



As well, if you are planning on taking any exams this season or next, as you probably know, all the Alpine Certification Task Videos are on the website. These task videos used to be sold and distributed on DVDs, which were both expensive to produce and became dated quite quickly - now if a task video needs to be changed, we can do it quickly and easily. See QR Codes above for the task videos. ❄️

Tyler Barnes is the PSIA-NW Technical Team Assistant Coach, an Alpine examiner as well as an instructor and trainer at Mt. Hood Meadows Ski Resort. He is an entrepreneur, co-owner of Elev8, a "New Media Collaborative Agency" in Hood River as well as the creator of the Snowproportal.com. Email him: [tyler@elev8brand.com](mailto:tyler@elev8brand.com)

## THINK TEACHING FOR TRANSFER

by Chris Thompson, Certification V.P.



Timberline Lodge on Mt. Hood was the host for fall Divisional Clinic Leader (DCL) and Training Director (TD) training held November 13th through 16th. The intent of fall training is to briefly review last season, the results from the PSIA-AASI training in Colorado and to set the

tone for the 2014-15 operating season. Friday's training is focused on certification, and includes Alpine, Snowboard, and Telemark disciplines. Historically, this session was reserved for examiners, however, over that past few seasons we have opened it up to include Divisional Clinic Leaders to ensure a consistent message gets to our membership.

This summer a committee from the PSIA National Alpine Team and other volunteers completed a rewrite of the National Standards and the Alpine Technical Manual – see book review and additional articles in this issue.

Due to these changes, we felt it would be in the best interest of the organization to invite snowsports school training directors to attend the Friday training along with the examiners and DCLs. The goal was to give a transparent view into the exam process, how it is conducted and how we, as examiners, train. Long term it will help in the development of stronger, better prepared candidates and stronger, better prepared instructors.



▲ Master as student – Chris Thompson's first "solo".



▲ Teaching for transfer is essential in this environment.

The only adjustments to the Northwest exam process for Level II and III this season will be an on-line exam versus a proctored written exam. We understand how difficult these have been to schedule, so moving to an on-line exam will mitigate that problem. We are working with other divisions to produce a Level I on-line exam although you will probably not see it until next season.

The Level I exam will continue to be conducted by accredited snowsports school training directors. The language in the recently released National Standards clearly defines the skiing/riding and teaching for all 3 certification levels. Certification testing is made up of 3 modules, skiing/riding, teaching/professional knowledge and the written exam. All nine divisions adhere to the 3 modules that make up the test but have the options to vary the way in which the exam is conducted. Due in part to the influence of concession schools and race programs the Northwest Level I exam has had more of a skiing/riding and professional knowledge focus. And then we have TDs sign off that the Level I candidates meet the National teaching standards.

Traditionally, the Northwest has not included a teaching module in the Level I exam however, this season it is strongly recommended that the exam day include a short teaching element. This will provide an opportunity for new instructors to practice teach and for the TDs to gain insight into the teaching skill of new instructors. This season, it is up to the TDs to determine how they will conduct the teaching module. It can be indoors with a short progression or movement analysis presentation or on the hill with similar focus.

Looking into the future, we believe a teaching module will be added to Level I exam, not unlike Level II and III, however, with the goal of keeping the exam affordable and conducted in one day. Adding the teaching module will put PSIA-NW on par with all of the other divisions.

Off the snow, I am currently pursuing my private pilot's license. Why bring that up here? Think teaching for transfer. I find an amazing parallel between flight lessons and our pursuit of skiing/riding certification. The pilot's license process includes a written exam after ground school and a guaranteed number of hours with a flight instructor and flight time; a practical test that includes ten maneuvers or tasks. Although as student pilots we don't have to teach, we do have an oral portion during the flight exam that assimilates the short teaching modules we have in each of the skiing and riding certification Levels.

The flight maneuvers on which we are graded are tasks that are used on a daily basis to improve the overall handling of the plane and the ability to fly. It is not unlike the selected tasks we use to improve and test our skiing – S turns, turns around a point, slow flight, stalls – wedge turns, single ski skiing, pivot slips to short radius turns, rhythm changes. As a result of my effort to master these flight skills, I have developed an even stronger respect for the exercise/tasks that we all employ on a daily basis, both in our teaching and in personal skiing.

In addition to the skiing tasks/exercises – flight maneuvers – ground school and manuals include a myriad of information to assimilate, not unlike our new technical manuals and the Core Concepts manual. Naturally, pilots are accountable for more information than ski instructors but the parallels (no pun intended) are similar in how you learn any new skill. The tasks, maneuvers, knowledge, practice teaching are all important to your certification path and beyond. The most significant difference would be in failing, you make a mistake skiing, you fall, get up and start over. A mistake while landing a plane could have more dramatic results!

In skiing or riding, there is nothing much more exhilarating than the first long sustained powder run on steep terrain or the first series of linked turns by a beginner. Likewise, it is an amazing





▲ FYI: When you complete your first solo you wear two t-shirts. Your flight instructors cut the back off your shirt, sign it and post it in the training room at the flight school – cool!

feeling when the Certified Flight Instructor (CFI) gets out of the plane and says, “Okay, it is all up to you now – go fly!” As a certified instructor, you also release your students to go “fly” by encouraging them to challenge varying terrain, conditions and speed with specific training and practice directions in mind.

As I complete my bucket list challenge (a big challenge), I have been struck by the similarities in teaching and learning, whether it be learning to fly or learning to teach others to ski or in improving one’s own skills and performance. If nothing else, it is fascinating watching an instructor/coach work with a new medium and all that you can learn and apply to your teaching/coaching resumé.

We use exercises and tasks to improve our students’ abilities as well as to refine our own skills and increase professional knowledge. Preparing for an exam encourages us to practice teach; you work on movement analysis skills to improve overall teaching/coaching abilities. Remember the credo of safety, fun, learning. If you are learning and having fun, so will your students. ❁

*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](mailto:mistert@nctv.com)*

## ALPINE, SNOWBOARD & TELEMAR L2 & L3 WRITTEN EXAMS ARE NOW ON-LINE!

New this season and the best option of them all: take your Level 2 or Level 3 written exam on-line anytime that is convenient for you. Sign up on-line and take the exam from the convenience of your own home.

**On-line exams can be taken at anytime, however all written exams must be completed with a passing score no less than one month prior to any on-snow exam module you intend to take.**

The online professional knowledge written exam is available for Alpine, Snowboard and Telemark Levels 2 and 3 only. The Level 1 exam is currently still offered by your school in analog format: “ink on paper.”

No Snowsports School Directors’ or Training Directors’ signature is required for the online portion of the Level 2 and Level 3 exams, so you may register online whenever you are ready to take the exam.

Members who wish to pursue Level 2 or Level 3 certifications this season will be required to pass this written exam one month prior to registering for the on-hill exam process. The online exam consists of randomly selected multiple-choice questions, and will have a time limit to complete the exam.

### Sounds great! What is the process?

Register on-line to take the exam just like you would register for any other event. Go the PSIA-NW.ORG website, look in the Education or Certification menu, then choose Event Calendar. Then look for “Online Exams”. Follow the link to this page, then click the “Register Online Now” button. This will take you directly to the registration page. You will need to have your login credentials to the national website to proceed with the registration process.

After your registration has been processed, you will receive a separate email with a link to your exam. You will receive this link within one business day not including weekend and holidays, so plan accordingly. Once you receive the link to the on-line exam you can then save it until you are ready to take the exam. The passing score is 75%.

Please refer to the PSIA-NW Certification Guides for further information on exam processes procedures and qualifications.

### Online Exam Particulars

- » Level I written exams are NOT available on-line - see your Training Director for details
- » Minimum PSIA-AASI Level I Certified, as these written exams are for Level II and Level III Certifications
- » All written exams must be completed with a passing score no less than one month prior to any on-snow exam module you intend to attend
- » The on-line exam is timed - you have a set period of time complete the exam once you click “begin exam”
- » A passing score is 75%
- » If you fail the written exam you will need to pay another exam fee and take it again prior to being allowed to sign up for any on-snow exam module

**Cost: \$20 per written exam.**

## UPCOMING EXAM DATES & LOCATIONS

**Stevens Pass Nordic: Mar 8 (N)**  
**Schweitzer: Mar 21-22 (A,S)**  
**Stevens Pass: Mar 28-29 (A,S)**  
**Mt. Bachelor: Apr 4-5 (A,S)**  
**Meadows: Apr 18-19 (A,S,T)**

**Note that the Level III  
Snowboard exam is offered  
at Stevens Pass & Mt.  
Hood Meadows only.**

**Check on-line for more details.  
(A=Alpine, N=Nordic,  
S=Snowboard, T=Telemark)**

**For Adaptive exams please  
check the PSIA-NW website  
for more information.**

# EVERY MONTH IS LEARN TO SKI & SNOWBOARD MONTH

## LEARN TO SKI & SNOWBOARD MONTH

PSIA-NW instructors are an important aspect of the Learn to Ski and Snowboard Month – even though for us “every month is learn to ski and snowboard month” right? This annual January promotion encourages children and adults to learn by taking lessons from professional instructors. It also challenges current skiers and snowboarders to improve their skills through lessons. Ski and snowboard areas throughout the U.S. offer free and reasonably priced turnkey lesson programs during January (and throughout the season) as part of this initiative. The Learn To Ski and Snowboard website and partner websites like PNSAA.ORG provides useful information for beginners and current skiers and riders who want to improve.



We know that skiing and snowboarding are great winter sports that the family can do together becoming a lifetime sport. The appeal of skiing and snowboarding can be summed up in one word: exhilaration. For some, it's the exhilaration of arcing crisp turns down the mountain or stomping a trick in the terrain park. For others, it's the exhilaration of wending one's way on a forest trail made magical by new snowfall. And for most, it's the exhilaration of spending time—alone or with family or friends—doing something that is physically fun while in fresh air of a mountain environment.

As we know, learning the proper way to ski or snowboard is important. It is the path for our guests to achieve their goals, develop confidence, and enjoy whatever they strive to master—on snow. Each member of Pacific Northwest Ski Areas Association (PNSAA) offers professional instructors to help skiers and snowboarders learn and excel – whether it is their first time or they are a long-time participant who wants to improve in an aspect of their skiing or riding.

Ski and snowboard areas throughout the Northwest offer reasonably priced turnkey lesson programs during January as part of this initiative. Learn to Ski and Snowboard Month is an industry initiative organized by state and regional ski associations, leading snow sports media outlets,

rep and retailer associations, the Professional Ski Instructors of America, the American Association of Snowboard Instructors, United States Ski and Snowboard Association, SnowSports Industries America, National Ski Patrol and National Ski Areas Association.

In Oregon, you can experience 12 unique ski areas, that offer more than 16,000 acres of skiing, 400 runs, 71 ski lifts, 13 terrain parks, snow cat skiing and around 400 inches of snowfall annually. Ranging from community ski hills to destination resorts, Oregon has great mountains to explore. Oregon boasts the longest ski season in North America, where ski areas open in November (sometimes even October) and continue into April or May. Timberline's Palmer Snowfield is North America's only year-round ski area, where the season never ends for skiing or riding!

In Washington, Crystal Mountain, 49 Degrees North, Loup Loup, Mission Ridge, Mt. Baker, Ski Bluewood, Stevens Pass, Summit at Snoqualmie and White Pass are on public lands and are part of the U.S. Forest Service. Most of these resorts are participating in one way or another to promote taking a lesson and learning to ski or snowboard.

In Idaho, life is good when you ski and ride in the Northwest Rockies. Spokane (on the Washington-Idaho border) and Coeur d'Alene are surrounded by four unique alpine resorts inside of 200 square miles, averaging over 300 inches of snowfall a season. Each unique ski area offers a rich variety of skiing and riding, spectacular scenery and good old-fashioned, down-to-earth hospitality. See: <http://www.skinwrockies.com/>

In western Montana, Whitefish Mountain Resort has a two-time learn to ski or ride program with a graduate program option where you can take it to the next level.

Why are we sharing all this with you? Because regardless of where you teach snowsports, ski and snowboard instructors are true ambassadors of our sport, snowsports instruction and the snow sports industry. Be proud of what you do!

## LSSM AMBASSADOR GLEN PLAKE

Dan Egan speaks with the freestyle skiing legend and Learn to Ski and Snowboard Month Ambassador Glen Plake back in November 2014. This is a great interview where Glen mentions the importance of taking lessons, the benefits of PSIA-AA-SI and the process he went through to become a PSIA Certified instructor. At around 14 minutes



▲ Glen and Kimberly Plake get their Level II exam results at Schweitzer in 2011. Pictured (L to R) Jeff Cordell, Glen Plake, Kirsten Huotte, Tyler Barnes, Nick McDonald, Kimberly Plake, Rick Lyons and Chris Thompson.



QR code. <https://soundcloud.com/radiobdc/dan-egan-with-glen-plake>

Glen mentions training right along side “Boeing instructors” – at the 2011 Divisional Academy event at Mission Ridge – it’s really worth a listen! Follow the link below or scan the

## SMART STYLE GETS A MAKE OVER

The National Ski Areas Association (NSAA) in a cooperative effort with the help of PSIA-AASI emphasizes the proper use of terrain parks while delivering a unified message. The new initiative uses the acronym “SMART.”



**PARK SMART**

**Start Small**

Work your way up. Build your skills.

**Make a Plan**  
Every feature. Every time.

**Always Look**  
Before you drop.

**Respect**  
The features and other users.

**Take it Easy**  
Know your limits. Land on your feet.





▲ Ken Syverson Instructor of the Year Award plaque.

## 2015 SERVICE AWARDS OVERVIEW

### Ken Syverson Instructor of the Year Award

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

### Art Audett Outstanding Service Award

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

### Jean Lyon Service to Youth Award

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

### Larry Linnane Skiing Legends Award

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

### 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.

## SERVICE AWARD NOMINATIONS WANTED

It's never too early to be thinking about the 2015 Service Award nominations. There are surely instructors at your school that are deserving of recognition, and it is likely your own school's awards have been given. Consider a PSIA-NW Service Award for an especially deserving individual.

For complete details about the PSIA-NW Service Awards, their criteria and how to nominate someone, please see the PSIA-NW.ORG website in the Membership menu, then choose Awards Information menu item. Service award nominations are typically due in early March – check the website for nomination deadlines and to learn more about the individuals who the awards are honoring.



▲ PSIA-NW Service Awards plaques - your name here?

At the last Spring Symposium Awards Banquet held in Wenatchee, WA in April 2014 the following individuals received service awards and recognition:

- » Larry Linnane Skiing Legends Award, recipient: Bobby Geiger.
- » Art Audett Outstanding Service Award recipient: Fred Payne.
- » Ken Syverson Instructor of the Year Award recipient: Charlie Strasser.
- » Jean Lyon Service to Youth Award recipient: Joe Turner.

**Submit your nominations on-line at**  
<http://www.psia-nw.org/membership/awards/nomination-form/>

**Or just go to the PSIA-NW.ORG home page and look for the nomination link!**



OCTOBER 22-25, 2014  
COPPER MOUNTAIN, COLORADO

# FALL CONFERENCE

## WHAT IS FALL CONFERENCE?

The Fall Conference event is a unique opportunity for divisional representatives to connect, network and continue to collaborate with fellow education leaders. The same for snowsports school directors and managers in the Director's program. With the release of new technical manuals and the continued evolution of PSIA-AASI's National Standards, Fall Conference nurtures collaboration among divisional representatives to develop continuity and best practices in process consistency, efficiency, objectivity, and accuracy. The event invites representatives from each of the nine divisions to attend on-snow and indoor sessions at Copper Mountain, Colorado over four days.

## EVENT SYNOPSIS

**Adaptive:** adaptive manual in progress, updated visual cues for on-line availability and created library of all divisional exam preparation material.

**Alpine:** new standard identifies five core performance fundamentals, collaboration between divisions of common core certification tasks.

**Cross Country:** all standards reformatted, adaptation to USSA sports performance triangle, alignment of skills and reference maneuvers.

**Snowboard:** the standard was synchronized to match the new, updated technical manual. Now a crystal clear document, certification candidates will know exactly what to expect.

**Telemark:** revised skill model, development of level 1 study guide, review of structured exam processes.

**Children's Specialist:** revised standard that reflects an updated CS Rubric. Both set in place to facilitate the start of the next project which is an updated children's manual.

**Freestyle Specialist:** work towards national score cards, calibrated and qualified movement analysis and teaching statements.

## ALPINE REPORT

by Mike Phillips

This was the third year that Fall Conference was held at Copper Mountain for four days in October. The goal is to continue in developing a stronger unified perspective, promote stronger consistency in certification from all of the divisions, and provide a consistent message across the board that relates to all of the divisions and its membership.

The established training groups were Adaptive, Alpine, Nordic, Snowboard, Telemark as well as Children's and Freestyle Specialists. Representing from our division were Kim Petram for the Children's Specialist, Greg Dixon for Telemark and myself for Alpine.

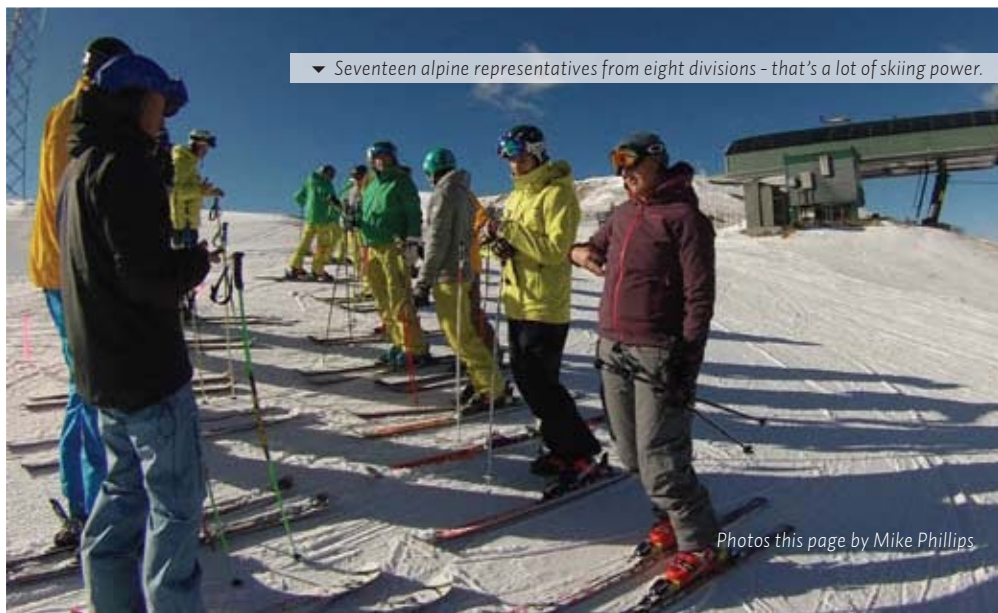
On the Alpine side, eight of the nine divisions were present. Leading the alpine group from the National Team was Jeb Boyd and Jonathan Ballou, while also present from the team was Team coach Rob Sogard and Heidi Ettlinger, representing their divisions. Ellen Post Foster, Alpine Team Alumna and co-author of the New Alpine Technical Manual was also present for all of our indoor workshops. All total there were seventeen of us with our time divided for two days with two hours each morning on snow, followed up with an afternoon indoor workshop.

The focus on snow for the Alpine group was working on and understanding, the Skiing Fundamentals and the National Standards requirements for skiing in Levels I, II, and III. When you examine the Five Fundamentals and the Skills Concept, Edging Control, Pressure Control and Rotar Control, they both go hand in hand.

"What, no Balance?" you may ask (see the new Technical Manual). The Skills and the Five Fundamentals relate to the tool/snow interaction. The skills are specific to what you can do to the tool; 1.) Bend 2.) Tip and 3.) Turn. The Five Fundamentals relate to the body mechanics that affect the skis.

Besides our students, it's all about the tool we use. To look further into the "how's" and the "why's" of what we do biomechanically and relating to physics, you need to refer to the new Alpine Technical Manual.

There is a cornucopia of skis available to use and the experiences that go with them. It is no longer just carving or racing that attracts us or the people we teach. For us to be effective in our teaching, and to adapt to our student desires and goals, it is important for us to be versed in the variety of skis that are currently available. The Five Fundamentals are a guide, if you will, as to how to effectively use them. These fundamentals are present throughout every level of skier, specialty, or experiences, such as freestyle, racing, all mountain skiing, powder, bumps, etc.



Photos this page by Mike Phillips



The Five Skiing Fundamentals help speak to the truths in skiing. They are practical, flexible and they help align assessment parameters for the level of certification. For each level of certification there is a chain link of experiences of what is to be expected from you and where you need to perform. The categories are: Beginner Zone (LI), Intermediate Zone (LII) and Advanced Zone (LIII).

When you look at the new National Skiing Standards, you will also find that there are differentiating applications in using the Five Skiing Fundamentals, depending on the level of certification for which you are aiming. The applications cover a range of experiences and tactics that we use to be efficient and effective for the tool that we are using. These skiing categories are: Environment, Accuracy and Speed.

**Environment** relates to Terrain (green, blue, black) and Conditions (groomed, ungroomed, powder, crud).

**Accuracy** relates to the consistency of the fundamentals and the ability to be adaptable and vary the D.I.R.T. of your movements for optimal ski performance.

**Speed** relates to the appropriate speed and shape of turn you need to demonstrate depending on the desired outcome or skiing situation you are in at the moment.

No matter the division you are a member of or what the division's process is for giving the exam, you will be required to perform at the same National Standards. The desire is that we don't want to hear that it is easier (or harder) to go to any other division and to pass your exam.

For the two days of indoor workshops and to further develop a stronger consistency in the exam process, the first afternoon session involved each division presenting what their exam process was for each level of certification. Some of the areas that we presented and put onto a working spreadsheet were:

1. Length of exam (number of days)
2. Prerequisites
3. Written test
4. Grading protocol (pass/fail or numerical)
5. How many examiners are present to evaluate the skiing and teaching?
6. How many examiners were needed for you to pass?
7. Is coaching allowed during the exam?

The second afternoon session involved the divisions presenting and creating a spreadsheet of general skiing and tasks that are required for each level, as well as discussion about creating a national task list for consistency.

All total there were over ninety tasks. The skiing tasks were divided into three categories: Demonstration skiing, Mountain skiing, and Fundamental versatility. Each task was totaled to see how many divisions used the same task and the number of tasks used for each level. Knowing that all



▲ Telemark gurus from six of the nine PSIA-AASI Divisions. Photo by Greg Dixon

the fundamentals remain consistent through all levels, with all of the tasks listed, we also prioritized and picked two fundamentals that we felt were dominant to that task. Here is a sampling of exam task highlights:

**Demonstration Skiing:** 75% of the divisions used these common demos - Wedge Christie, Wedge Turns, Open Parallel, Short Radius and Medium Radius.

**All Mountain:** Bumps, Crud, Steeps, Variable and divisional consistencies:

LI - Less than 15% consistency. LII - 50% consistency. LIII - 30% consistency.

#### **Versatility Tasks:**

LI - Side Slip commonly used, the rest varied. LII - Leapers commonly used, 50% Railroad track and outside ski turns. LIII - 66% use pivot slips, one ski turns and hop turns. 77% use tuck turns, and retraction turns.

#### **Number of tasks used:**

LI - 6 to 10, Average 8. LII - 8 to 14 Average 11. LIII - 7 to 16 Average 12 to 13 Some divisions have more than one day for skiing evaluation. Most have 1 to 2 unique tasks specific to them.

The Fall Conference was part celebration of all the new Technical manuals and of the new National Standards for certification. Both go hand in hand along with other supporting materials, i.e. Core Concepts, Children's Teaching Manual, etc. There is no longer a sense of separation from the materials we read and what we do on snow to be better skiers and teachers and our quest in certification. The fundamentals are being observed and assessed. The divisions are all working together to deliver a message that certification and its content are consistent and relevant to everyone no matter what tool you choose to slide on or arena you choose to play. ❄️



Mike Phillips is a PSIA-NW Technical Team Member, Alpine Examiner and trainer at Mt Bachelor Ski & Snowboard School. Email him at [iwintershope@gmail.com](mailto:iwintershope@gmail.com)

## **TELEMARK REPORT**

by Greg Dixon

As the days grew shorter, colder, and the snowflakes began to fall, it sent the message that the time of year has once again come where we have turned our focuses back to the world of skiing. For the last three years the start of my ski season has been marked by a trip to Copper Mountain Colorado to participate in the PSIA-AASI National Fall Conference. As the lead Telemark trainer for PSIA-NW, I have the opportunity to represent our division at the Fall Conference. Along with my presence, PSIA Telemark saw representatives from six divisions across the nation. Some faces that have been present the last few years, along with a few new faces that have come to participate in the educational experience.

This year we had some exciting new developments that became the focus of our time at the conference. The first of which was the recent release of the new Telemark Technical Manual. The manual became available just days before the conference began. Luckily the National office had brought plenty of manuals for us to purchase at the event. The Telemark manual marks the first time that PSIA has had a separate manual devoted specifically to Telemark. In previous years, the Telemark discipline has shared a manual with its Nordic companion Cross Country.

As the two disciplines have become more and more disconnected technically, the need had finally arose to give Telemark its own publication. This manual mirrors changes that have already been occurring in the PSIA world. The last Nordic Demonstration Team Tryout, two seasons ago, marked the first tryout in which candidates participated on either Cross Country or Telemark equipment. Rather than having to be proficient at all aspects of Nordic, they were allowed to show their skills in the discipline of their choice. Though the teams are still connected by one head coach, they spend the majority of their on-hill training time in different arenas.

The new manual was a collaborative effort between current and past National Team Members, (continued on next page)

# MORE DETAILS FROM FALL CONFERENCE

(continued from previous page)

as well as Divisional staff members. It is a full purpose document that covers the full range of information needed for a Telemark instructor. It includes chapters on history of Telemark, biomechanics, physics, Skills Concept, movement analysis, Visual Cues, equipment, and a full glossary. Another great addition to the manual is the placement of QR (Quick Response) Codes throughout the text. The codes can be read by apps on your electronic devices that have camera and internet access. They link you to video segments that show footage to support the text component of the manual. This is a great way to apply quick visual access to the information.

With the publication of the manual new technical content is now accessible to all. Over the past several years there have been some evolution the Telemark Skills Concept. At the last Examiner's College in 2005-06 a new skills matrix was formed that added lead change as one of the primary skills. In more recent years, amongst all disciplines, it was decided that Balance is no longer considered a primary skill, rather balance is a result of all the other skills combined, in the right proportions, at the right time. These adaptations have changed the look of our skills matrix, and have resulted in Telemark being considered a four skill based discipline. If you get a chance to look through the new Cross Country material, you will see they have made substantial changes to their matrix as well.

The addition of lead change to the skills concept became one of our major on-hill topics for the conference. The information delved into was how we define, time, apply and combine lead change to our skiing and our other skills. As with each of the skills that we utilize, lead change can have many applications. There are varying speeds, lengths, weight distributions and timings that can be applied to lead change. It can be adapted to suit multiple conditions and a variety of desired outcomes. For more information on this topic come join us on the hill at a PSIA-NW Telemark clinic!

Other outcomes from the conference included the creation of new certification material. From the manual we were able to create a Level I study guide. This is a list of study questions that are useful in prepping for a Level I exam. The questions are based directly on information from the text in the manual. This guide will be on the PSIA-NW Telemark certification page shortly. Another addition to the certification process involves an online written exam for the Level II and III Telemark exam. The online aspect will make the test taking process more easily accessible to our members.



A lot of information was shared between the Divisional representatives relating to the exam process. As we found out in previous years, each Division has a unique process for giving their exams. The idea has been to look at the best practices within each Division to find out what aspects of each exam process are more favorable and productive. The hope is that we will be able to adjust the practices within our own Division to best serve the members. We are constantly looking at new ways to be able the exam candidates to perform at their highest potential and to be evaluated in the most accurate manner.

Lastly, our focused turned to the National Standards. Since its creation in 2006 the Standards have been an ever evolving document that each Division has used as a guide to assess the level of their exam candidates. In recent years the Telemark Standards have been adjusted to focus on more specific information, reduce redundancy and increase clarity. The result has been a more user-friendly document that can help candidates and examiners define what the expectations are for an instructor at each level of certification. These updated standards are available on the PSIA-NW Telemark certification page. It is highly recommended to any individual seeking certification that they become familiar with this document and go through it with their trainer to see what aspects they need to work towards.

In the idea of lifelong learning, the National Conference has allowed for Telemark Divisional leaders to come together to share information, practices and experiences. It has allowed us to continue the evolution and growth of our sport and to help bring updated information to all the members that we serve. ❄️



Greg Dixon is a PSIA-NW Telemark Examiner, Telemark and Alpine DCL and currently teaches at Crystal Mountain Resort, WA. Email him at [dixongregory@hotmail.com](mailto:dixongregory@hotmail.com)

## CHILDREN'S REPORT

by Kim Petram

Given the children's task force has been working together year round consistently for years, the work to be done at Fall Conference was planned and prepped ahead of time. Surprisingly, we were derailed almost immediately which turned out to be a blessing in disguise.

Key elements for refinement and/or creation had been worked on by phone committee the past season. This included development of a CS 3, a new edition of the children's manual, refinement of the assessment component and movement of the CS to the international stage. Lofty goals but we had been working on these components for a while and felt ready to continue the development and discussions.

It became clear that the CS rubric, developed the previous year, was the road map to all the other goals. Its development created a pathway of acknowledgment regarding the expectations of a CS 1 and a CS 2 instructor. It wasn't quite right though, essential elements were missing and it didn't reflect the underlying rigor the program requires.

This is turn made what we thought would be only small refinements to the national standard document much more difficult as the message was not consistent. This led to the children's manual, currently in the second edition, becoming clear that updating the manual would be managed by first refining the core concepts of the CS program.

Hence, the derailment of our initial goals led to serious 16 hour days of refining the language of the CS rubric; from two pages to one and now reflecting very accurately the gold standard of the credential. This in turn made it very clear how the standard could be updated with the revised document now at the hands of the National Board of Directors for review and approval. We then started the next and biggest step which is



the creation of the third edition of the children's manual. We reviewed intensely the current edition and have working groups ready to start the revision, adaptation and updating process. Goals for publication are slated for the 2015-16 season, more information to come as work progresses.

As always, our website contains the introductory information regarding the Children's Specialist including the workbooks, on-line quiz and rubric (see below). Feel free to browse anytime! ❄️



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

### Final notes on Fall Conference

The PSIA-NW and other division's Adaptive, Snowboard and Freestyle group leaders have been communicating via email and working regionally on various projects. Given the strong direction and collaboration undertaken during the previous two Fall Conference events, it was not absolutely necessary to spend the time and resources to attend this year's event.

Additionally, NW Divisional leaders devote considerable personal time to attend Fall Conference as well as continue to move snowsports education forward.

Thank you to all who have contributed to our collective goals.

## UPCOMING SPECIALIST EVENTS

**Senior Specialist 2 - February 23-24**  
**Mt. Hood Meadows & Snoqualmie Pass**

**Children's Specialist 1 - April 25-26**  
**Mt. Hood Meadows**

**Senior Specialist 1 - April 25-26**  
**Mt. Hood Meadows**

**Senior Specialist 2 April 25-26**  
**Mt. Hood Meadows**

**Freestyle Specialist 1 - May 2-3**  
**Timberline**

## CHILDREN'S SPECIALIST RUBRIC

This Rubric, based on Bloom's Taxonomy, is a pathway to understanding the Children's Specialist (CS) National Standard criteria. Although the Rubric is designed to address instructor behavior, distinguished teaching includes a student-centered methodology and an instructional atmosphere that allows for the integration of student assessment. In this environment, instruction is individualized to meet the needs of the student learner; classes are managed based on student desired outcomes; students are able to better understand the characteristics of effective skills, and both the student and parent leave a lesson with ownership of information.

		<b>CS1</b> <b>All Ages through the Intermediate Zone</b> <b>A Candidate Is Able To</b> <i>Copy &amp; Apply</i> <i>(Bloom's: Knowledge, Comprehension &amp; Application)</i>	<b>CS2</b> <b>All Ages / All Zones</b> <b>A Candidate Is Able To</b> <i>Analyze &amp; Create</i> <i>(Bloom's: Analysis, Synthesis &amp; Evaluation)</i>
<b>CAP Model</b>		Describe the elements of the CAP model, develop a teaching plan based on a student's age and stage, and apply the plan based on student behavior	Assess relevant information, and create a new teaching plan based on student behavior, performance and goals
<b>The Learning Partnership</b>	<b>Teaching Cycle</b>	Describe and apply the PDAS teaching cycle to a student's age and stage	Assess and adjust the multiple components of the Teaching Cycle to create a successful, individualized learning experience
	<b>Class Handling</b>	Utilize different teaching styles for a safe group learning experience	Employ a combination of teaching styles for a safe group learning experience
	<b>Teaching with Creativity</b>	Engage students in age appropriate activities that result in skill enhancement	Facilitate a variety of age appropriate collaborative activities that result in skill enhancement
<b>Movement Analysis</b>	<b>Biomechanics</b>	Understand stance, alignment and basic body movements, and is able to apply these principles to the ages and stages of development	Distinguish between efficient and inefficient body movements relative to tool/snow interaction as they relate to a student's age and stage
	<b>Real and Ideal Movement Spectrum</b>	Identify, describe and demonstrate movements as they relate to a student's age & stage	Compare and contrast movement patterns, and develop activities that enhance performance as they relate to a student's age and stage
	<b>Cause and Effect</b>	Identify and explain cause and effect relationships as they relate to a student's age & stage	Prioritize and provide relevant feedback related to observed cause and effect relationships as they apply to a student's age and stage
<b>Opportunities and Challenges</b>	<b>Behavior Management</b>	Recognize behavioral challenges and be aware of the steps available for successful behavior management	Implement strategies and tactics to modify recognized behavioral challenges
	<b>The Parent Partnership</b>	Understand the importance of parental involvement and employ communication tactics for a successful student experience	Employ a variety of tactics to effectively collaborate with parents about the student experience
	<b>Equipment &amp; Clothing</b>	Explain how and why equipment positively or negatively affects a student's experience	Recommend equipment solutions to improve a student's experience

# Divisional Academy

March 13-15 @ Crystal Mountain

## Rip, Roast and Revel

Divisional Academy is a spectacular three day event led by current and past Northwest Technical Team Members and Snowboard Clinicians who will be at your disposal for personal improvement. You will group up with others who have similar goals from general skiing & riding improvement to a certification training focus, all while you work (and play) for the next three days.

Don't miss Friday & Saturday afternoon video review of the footage shot of you earlier that day complete with après ski social.

Enjoy a sit-down dinner and clinician "roast" on Saturday night. All this plus complimentary lift tickets supplied by Crystal Mountain for just over \$100 per day.

Now that's a "pro deal."

Space is limited so register early.  
Early registration deadline - February 26

Alpine and Snowboard Specific

Cost: \$335



Special thanks to Crystal Mountain Resort for fully supporting this event by supplying lift tickets for non-pass holders.



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



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

**Saturday: Ski & Ride all day.** Silent auction (6-7pm) & Awards Banquet (7-9pm). After-party 9pm - ?

**Sunday: Ski & Ride all day.** Head home with memories of a good time had by all!



**FREE LIFT TICKETS!** For ALL who participate in the event? That's right, Whitefish is supporting you in your continuing education by providing complimentary lift tickets for those participating in Symposium, thank you Whitefish!

# Symposium2015

**April 10-12 @ Whitefish Mountain Resort, Montana**

## **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.

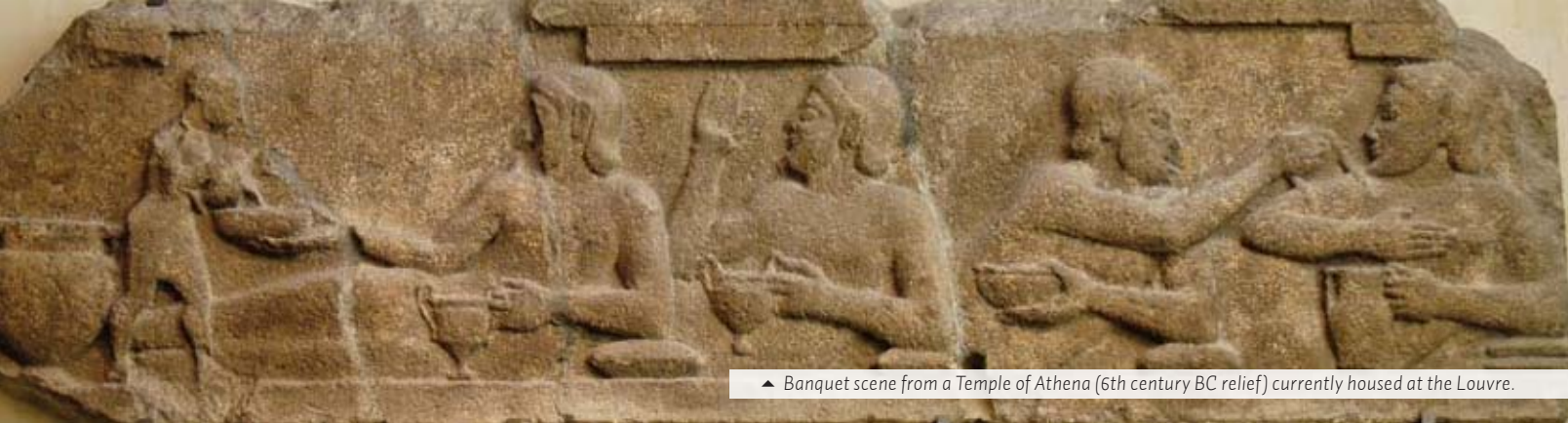
This year we are headed east to the amazing terrain and great conditions at Whitefish Mountain Resort in Montana to celebrate the season. Get all the details at [psia-nw.org](http://psia-nw.org).



**WHITEFISH**  
MOUNTAIN RESORT



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



▲ Banquet scene from a Temple of Athena (6th century BC relief) currently housed at the Louvre.

# WHAT IS A SYMPOSIUM?

First of all, what is “Spring Symposium” anyway? Well, in ancient Greece, the symposium (Greek: symposion, from sympinein, “to drink together”) was a drinking party. Literary works that describe or take place at a symposium include two Socratic dialogues, Plato’s Symposium and Xenophon’s Symposium, as well as a number of Greek poems such as the elegies of Theognis of Megara.

However the modern definition, “A formal meeting at which several specialists deliver short addresses on a topic or on related topics,” is a little more like the PSIA-NW Spring Symposium. Although some might suggest that both definitions could apply!

In either case, this event coup d’etat and a member favorite for more than 50 years and is most certainly a celebration. Instructors from around the Northwest (and other Divisions, too) come together to ski and ride, honor Northwest service award recipients at the awards banquet and, in general, take some time to slide around for themselves.

Clinics for education credit are offered on Saturday and Sunday and with your completed event application (2 weeks prior to the event to avoid a late fee) you get to choose from a myriad of topics like “Ski like a Girl” which is an all women’s group that rip around all day and help you ski bet-

ter. There are other topics like “Beat the Bumps” which you can imagine what that might entail as well as “Skiing with the Legends”. There is literally something for everyone, whether you like to charge hard, 50/50 the rails or just cruise the mountain. A full list of clinic offerings will be available on-line and in the next issue of this publication.

For registered participants there is also a “Free Friday” option (not for credit) to ski and ride with PSIA-NW Divisional Clinic Leaders – get some tips on skiing and riding improvement, tour the mountain then head over to the “no host” welcome reception party and purchase raffle tickets to win cool stuff like ski and snowboard equipment, apparel, accessories, gift baskets and more! Remember the silent auction will be held 1 hour before the Awards Banquet on Saturday night. All proceeds from the raffle and silent auction go to the PNSIA Education Foundation to be used for scholarships for needy members to attend events like Spring Symposium.

This year we are headed to Whitefish Mountain Resort in Whitefish, Montana on April 10-12, 2015 – and they are really excited to host us. In fact, they are offering complimentary (no charge, gratis, hook up, whatever you want to call it) lift tickets for ALL who participate in the event. That’s

right, Whitefish is supporting you in your continuing education by providing complimentary lift tickets for those participating in Symposium. Wow – thank you Whitefish Mountain Resort!

Whitefish is located about 2 hours north of Missoula, Montana and if you are driving from the west and headed straight to Whitefish you’ll probably want to take I-90 east to Hwy 135 north to Hwy 200 east to Hwy 382 north, then Hwy 93 North into Whitefish - please consult your local map or Google for best route. This route cuts off about 45 minutes of travel time instead of going into Missoula. Beware though, this route is mostly a two lane highway and more remote, so plan on strategic fuel stops and daytime travel if you can.

Another alternative way of getting to Whitefish is the Amtrak Empire Builder, over-night train from the Seattle, Portland and Spokane metro areas - with some stops in between. In hopes of encouraging passengers to take the train, Amtrak is offering a 30 percent discount on tickets to and from Whitefish until April 20. For details visit [www.Amtrak.com/Whitefish30](http://www.Amtrak.com/Whitefish30). There are also round trip flights from Seattle and Portland into Kalispell for around \$275 with free airport shuttle service. No matter how you get to Whitefish it is going to be a good time once you arrive. Looking forward to seeing you all in April! ❄️







# SPRING SYMPOSIUM

## LODGING INFORMATION

Since we are there in the spring when their prices are the lowest already – visit [www.skiwhitefish.com](http://www.skiwhitefish.com) and click on lodging, there are many areas of ski in/slide out available. For those not participating in the education event and traveling with you and looking to slide around the hill, the lift tickets through their lodging will be \$50/day.

## LIFT TICKET INFORMATION

What? Complimentary tickets for ALL who participate in the event? Yes! That's right, Whitefish is supporting you in your continuing education by providing complimentary lift tickets for those participating in Symposium, thank you Whitefish!

Early arrival? It's a bit of a travel and you'd like to come early? No problem, bring along your current PSIA-NW membership card and receive 50% off the ticket window price, roughly \$35/day for those days before the event. PSIA-NW will be closing down the mountain for the season on Sunday the 12th so you won't be able to stay after and slide around at the hill, but you can stay and go check out town.

## AWARDS BANQUET, SILENT AUCTION AND RAFFLE

The Awards Banquet honoring our 20-30-40-50-60 year members and those receiving NW service awards – this will be one to be remembered. The Silent Auction will be held during the cocktail hour. All details will be coming soon.

You will have the opportunity to participate in the raffle at any of the registration times, come support the Education Foundation and win something fun.

You have something you would like to donate to the Auction or Raffle? Please contact Mary Germeau ([maryolympic\(at\)hotmail.com](mailto:maryolympic(at)hotmail.com)).



As event details become available they will be posted and updated on the [PSIA-NW.ORG](http://PSIA-NW.ORG) website or scan this QR code!

## APRIL 10-12

## SPRING SYMPOSIUM AT A GLANCE

### When:

April 10, 2015 – 12, 2015

### Where:

Whitefish Mountain Resort  
3889 Big Mountain Road  
Whitefish, MT 59937

### Clinic Cost:

\$190 (for 2+ days total)

### Awards Banquet:

Price TBA

### Souvenir:

Included in price

### Lift Tickets:

Complimentary / No Charge

### Contact:

(206) 244-8541 / [info@psia-nw.org](mailto:info@psia-nw.org)

### Registration:

Online or via Fax



# THE MAKING OF A MASTER PIECE

## AN INTERVIEW WITH DAVE LYON



▲ 4 term PSIA Alpine Team member Dave Lyon. Photo by Grant Nakamura

FORWARD FROM THE NEWLY RELEASED ALPINE TECHNICAL MANUAL ... Prior to the incorporation of PSIA in the fall of 1961, American ski teaching was composed of a vast variety of European ski techniques. Just about every approach known at the time was being taught at U.S. ski resorts. Ski schools actively promoted the benefits of their chosen technique, often at the expense of other schools. In fact, skiers who took lessons at different mountains were often criticized and reprimanded for skiing the “wrong” technique. Rather than promote the sport of skiing, this lack of continuity and standardization produced confusion and frustration within the consumer, and was perceived as inhibiting the growth of the sport in the U.S.

In this environment, PSIA’s founders met to establish an American style of skiing that would create the basis for how the sport could grow. The original goal was to have a national body of instruction to create consistency in the quality and presentation of ski lessons across the country, while allowing for specific regional styles. With this in mind, PSIA published *The Official American Ski Technique* in 1963. It was built around seven basic principles of skiing:

1.) Forward lean 2.) Total motion 3.) Unweighting by an up-motion 4.) Counter rotation 5.) Weight transfer 6.) Neutral positions 7.) Angulation

While the actual mechanical progressions in the manual were a compilation of the best elements from the European techniques, the idea of looking at skiing as a blend of the seven basic concepts set the U.S. apart from other nations ....

The following is a transcript of an interview led by PSIA-NW Alpine DCL Burrell Jull with Dave Lyon. Dave is a co-contributor, technical advisor, and QR Code video demonstrator of and in the new manual. Burrell asked questions that were collected from various PSIA-NW Divisional Staff members during the interview in October 2014. The questions and the time codes correspond to a companion video that Burrell shot and is available on Youtube. You can watch the interview in its entirety at this URL:

<http://youtu.be/2blqRW2Chk> (QR code below).



**Burrell Jull asks (in bold), “When was the last manual published?” (0:44)**

Dave Lyon answers, “I believe it was in 2007.”

**How and when did the process start this time around? (1:03)**

D: It’s hard to say exactly officially when it started, But it definitely came to light at the last Interski, which would have been 2011. We had been working on the interpersonal skills and how to keep it student-centered for so long that we kind of neglected the technical side of skiing. And we were finding that a lot of people in our country and internationally were asking, “That’s great.



▲ Video demonstrators (top to bottom, left to right): Rob Sogard, Dave Lyon, Jennifer Simpson, Michael Rogan, and Robin Barnes. Photo courtesy ASEA / Scott D.W. Smith on page 134 of the manual. Be sure to check the QR code on that page!

That’s awesome, but what am I teaching?” [Laughs] We saw a need for some concrete answers to how to do things. In the U.S. especially skiing has become so diverse, from fat skis to skinny skis, powder, crud terrain parks plus big air and big mountain. There’s a lot of different wants out there, and we spent a lot of time trying to figure out what is common amongst all those.

**And race in there?**

Absolutely. Most ski areas are groomed now so there is still a demand for skiing on groomed snow. But there are certain things that hold true from the terrain park to waist deep crud. So that’s why we focused deeply on the fundamentals in the new manual.

**The QR codes and corresponding videos are really sweet. You’re in many of them. Where and when were those filmed? 3:40**

Those were filmed in 3 days at the same time as we shot the photos for the manual [Eldora Co. Feb. 2014] There was a video camera right beside the still camera.

**Was being involved on that level fun, stressful or both? (4:30)**

Yes ... [Laughs] It was a lot of fun. Anytime you get to go ski with Jennifer, Robin, Michael and Rob it’s gonna be fun. Ellen Post Foster was there too. It was a little stressful from time to time because we were being very conscious about doing what we were saying in the manual. But It was easy to say to each-other “Hey, I’ve seen you do better, go back up and try that again.” We were doing it on a Poma so we could make quick laps. It was pretty stressless in all honesty.

**You’re a technical advisor on the manual? (5:45)**

Yep, it was really a big village. Kelly Coffey was kind of the collector of information. Ellen Post Foster was the editor and worked on keeping things tight in concept and definition. And whenever anybody had questions they would come and ask Ron, Rob, Michael or myself and if we all gave a similar answer without conversing beforehand, we knew it was good.





▲ Burrell Jull interviewing Dave Lyon at his home in Woodinville, Wa in October 2014.



◀ Dave Lyon is the Program Director and Head Coach of Stevens Pass Alpine Club. He is serving his 4th term as a PSIA National Alpine Team. In his free-time Dave leads ski and ski racing clinics and summer camps throughout the U.S., he is the Education chair and member of the ADC for PNSA. He works for the United States Ski and Snowboard Association (USSA) as a clinician and certification examiner for alpine race coaches and most recently, he has been spending time working with US Ski Team athletes and coaches on a number of special projects.

**The first 35 pages introduce a significant paradigm shift in regards to how balance fits in the skills concept. How is this new definition of balance different from previous manuals? (7:32)**

The skills concept had morphed over the last 15 to 20 years into and including balance as the fourth skill. What we did was look back at the original concept of the skills concept. So it's not that we're necessarily redefining it, we're just trying to bring it back to its original concept. Which is this: edging, pressure and rotary help create and maintain dynamic balance, or balance in motion. Yes, a little bit of balance is required to start with, static balance, but as the forces of physics change and biomechanics change balance becomes dynamic.

**So balance is being presented as a starting point and an outcome?**

Exactly. We have edging pressure and rotary to control in different ways so that we can stay in balance while we're moving.

**Was there much debate about this shift in the skills concept? (10:51)**

Not really. We just started asking the question, what was the original intent or definition of the skills concept. We involved past team members in our researching and discovered that there really wasn't any problem with the fact that we're going back to the original.

**How can we best apply this new approach to support the beginning skier?**

I think the easiest way is by focusing on the Five Fundamentals which are actually tied very tightly to the new national standards. I'm not gonna quote them perfectly, but it's basically this:

1. That our base of support and center of mass maintains a relationship of/in equilibrium over the length of the skis.
2. That we move from foot to foot and direct our weight to the outside ski.
3. That our legs turn more than our upper body.
4. That we tip our skis on edge using inclination and angulation.
5. That we control the overall magnitude of pressure along the length of the ski.

Simplifying it down to those 5 things should help an instructor work with a lower level student. Because the lower level students skills are much more independent of each other, so you can work on one thing, and then another. And then as they

get better they get start to blend skills together, which we know from the skills concept. It should help a beginning instructor quite a bit.

**Chapters one through five read very technically. What's the best way to apply new definitions that may not align with, or are slightly different from defined concepts in previous manuals? Counter rotation for example. (17:15)**

You're right. The first five chapters are very much about science. We tried very hard in writing this manual to be very accurate in either scientific or technical terms. Before it was more of an interpretation of an interpretation and It kind of got watered down a little bit. We were trying this time to bring some depth into it instead of simply touching on concepts and ideas. Counter rotation is a great example of that. In this manual we wanted to define in depth how the body works. What laws of physics and biomechanics are in play while we are skiing.

**As technically oriented as chapters one through five are, chapter six and seven, Movement Analysis and Teaching, read very lyrically and serve as a great hands-on guide to giving awesome student-centered lessons. Could you reflect on the development of those two chapters? (20:50)**

We wanted to show an application of the technical stuff that we had just written about and try to give examples of how to draw the dry technical stuff into a real lesson. This book is not about teaching, per se. You're not gonna read the first

five chapters and go, "Oh, I can teach now." [Laughs] Those chapters (6&7) are trying to show how to pull that information out (of 6&7) and use it in a little bit more of a real life situation. It's really awesome, such a great guide. That's what we worked our heart out on. I can't take credit for writing, Ellen, Kelly and Rob worked their butts off to get it written in a great way, I think they did a very fantastic job.

**When and how will we see these new definitions dovetail with the new national certification standards? (23:05)**

The cool thing is the new standards are written very much in the same tone as the manual. When the divisions got together the manual wasn't necessarily written yet, but they started working together on how to adapt the national standards. My interpretation of the old national standards were that they were very outcome-oriented. Almost to a fault of being condition specific. where it was about making a nice clean turn on firmer snow, that sort of thing. Because we've recognized the diversity and wants of the skiing public. Which are essentially all over the map. Those wants coupled with us focusing on the fundamentals required to preform any one of those disciplines. So the standards will be modified depending on where you are on the mountain and the conditions of the day. The national standards are very much written to mirror the Five Fundamentals of the skills concept.

(continued next page)



▲ Jennifer Simpson carved parallel turn photo montage. Photo courtesy ASEA / Scott D.W. Smith on page 125 of the manual.

(continued from previous page)

**How does the new manual's content reflect current world views on skiing, USSA, CSIA, and so forth?**

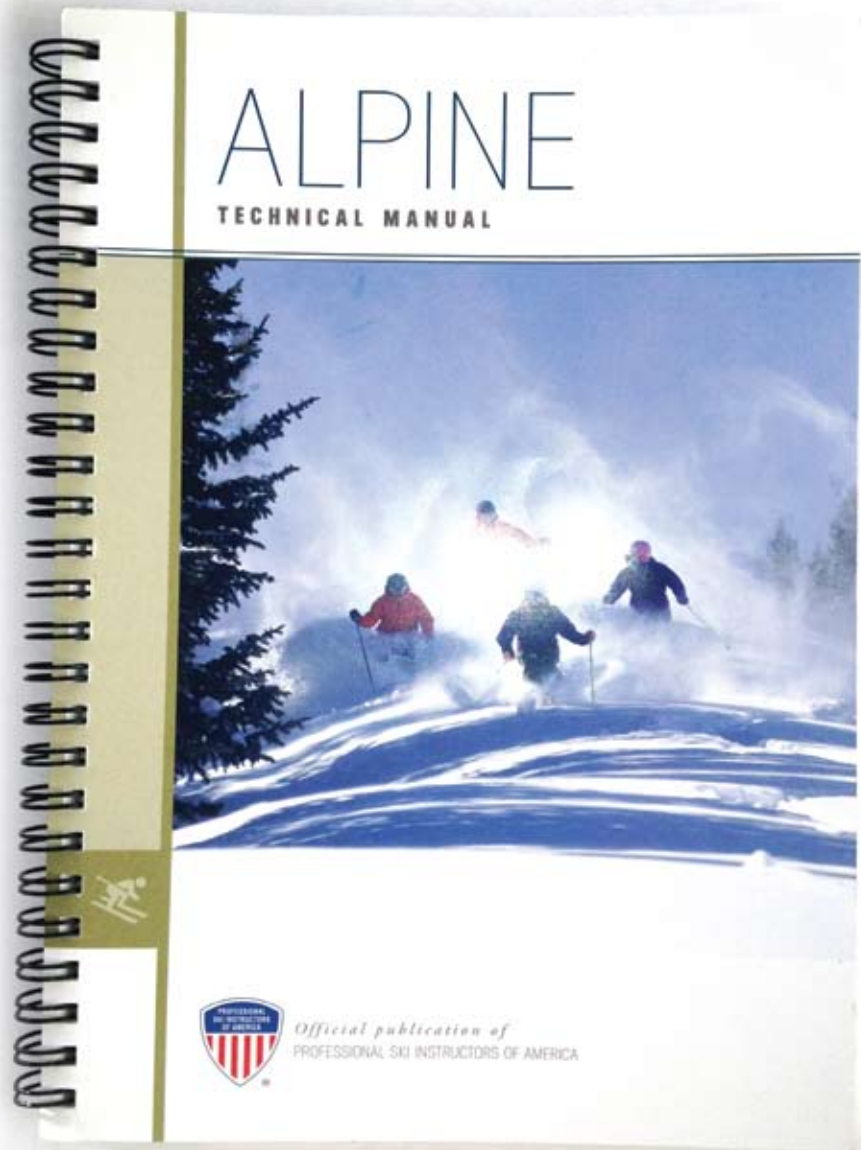
We don't know yet. Although, in all honesty, internationally, we can say we think it is. But we're not gonna know for certain until Interski [Ushuaia, Argentina. Sept. 5-15 2015]. We haven't gone out and pressed it against other people yet. But the foreigners that teach in the U.S. and have relationships in other nations all seem to like the new manual and say, "Yeah, it's right on track." (re: ussa) USSA has adopted a lot of PSIA's concepts very recently. They still say them in their own words, which is perfectly desirable and good, but the ideas behind them mirror very much the new PSIA manual. USSA and PSIA are coming much closer together in concept and what to be working with people on.

**Well, cool, last question here, what are you most excited about in the new manual?**

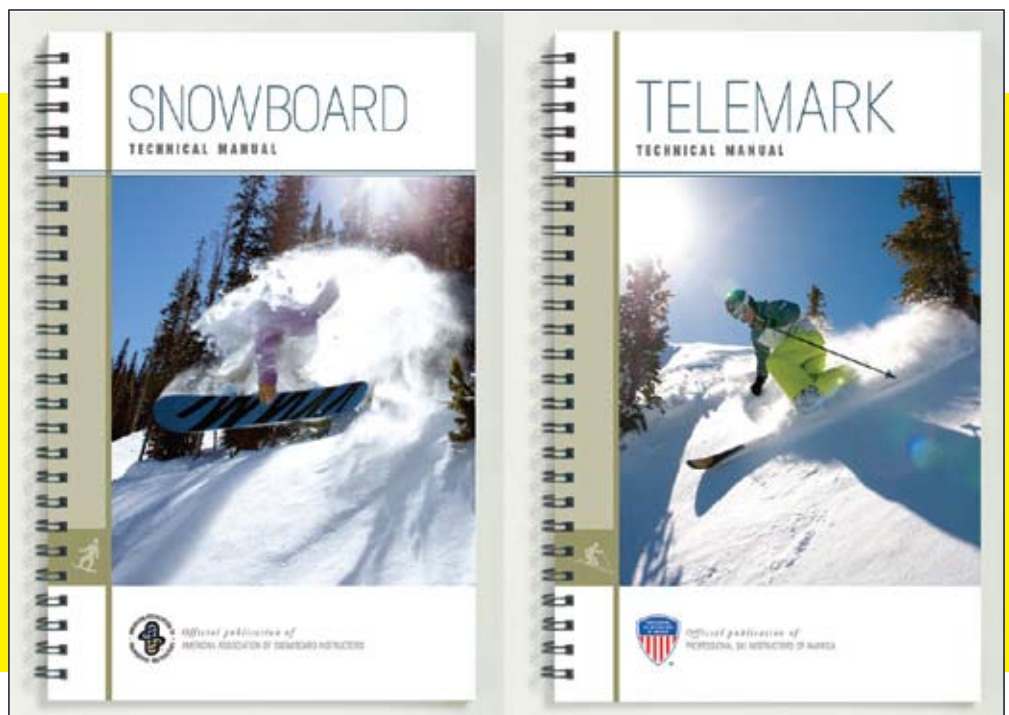
That we have it [laughs]. That we have a technical statement out there about what we think good skiing is. For a long time it's been.... "Well, it depends ... What are you trying to do?" We finally got past that point, and now it's like, "Okay, tell me what you wanna do, and we'll tell you how it should be." To me that's really exciting because it starts to narrow down the diversity of information that a student is going to get. ❄️



Burrell Jull is a PSIA-NW Alpine DCL, PSIA-NW Mt. Baker Board Representative and trainer at Mt. Baker Ski and Snowboard School, on Mt. Baker, WA. He can be reached at [burrelljull@gmail.com](mailto:burrelljull@gmail.com)



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# ALPINE TECHNICAL MANUAL REVIEW

by Ed Kane

Published by ASEA and recently released this manual is available from the PSIA-NW for \$34.95. This 150 page comb-bound manual is truly the best of the best information that has been published by PSIA-AASI over the past 41 years since the release of the "White Book" in 1964. It is concise, to the point, easy to read and is a "must own" for every instructor of alpine skiing. The new Snowboard and Telemark manuals are equally good however this review is focused on the Alpine manual.

In the interview by Burrell Jull with Dave Lyon, current PSIA National Alpine Team Member, more insight is brought to light into how this manual was produced over the last three years and some additional reflections on its content. Dave is one of the skiers used in the many great illustrations in this manual. I was impressed with the content and how much space was devoted to concise discussions of the technical aspects of teaching in very simple, easy to understand, language.

The forward and introduction help put this manual into perspective with what has been published over the past 41 years. The evolution of the Skills Concept over this period of time is clearly outlined in the first four pages. This helps those of us who have been teaching for a while understand how we got to where we are today in our understanding of good skiing and good teaching.

The major change that has been incorporated is the focus on fundamental skills as they apply to controlling the interaction of the skis with the snow. When we take that point of view, balance becomes an integral part of the skill blend. (See Dave's explanation in the interview referred to above.) Another view is on Page 33 of the manual which says "A common debate in skiing is whether being in a state of balance creates the ability to move effectively, or if moving effectively results in a state of balance. The simple and accurate answer is "yes", defining the dual role of balance in skiing." In other words, balance is still a key consideration in good skiing.

It would probably be useful to the reader if the contents were summarized. My intent is to do this briefly, leaving the details to the reader as they go through this material. Chapter 1 contains an in-depth discussion of the skills of Rotation Control, Edge Control and Pressure Control. The material explains the relationships between body movements and the outcome in terms of the ski/snow interaction.

Each explanation of the skill is concluded with a discussion of the relationship of that skill and its effects on balance. Chapter 2 discusses the

## How do QR codes work?

**Download and install a QR code reader to your smart phone. Then launch the QR code reader app, point your phone's camera onto the QR code in the manual. The QR code reader will then launch your browser and take you to the related content on the web. Very cool!**



blending of the skills in terms of the skiing situation. Chapter 3 discusses the physics of skiing in terms of the forces encountered as we ski. This chapter is full of great illustrations and videos to portray the action of the forces in play and the body movements experienced in various turns. Links to the videos are through the use of QR Codes and/or URLs on the lower right corner of some of the photo montages. Chapter 4 contains a discussion of biomechanics in terms of effective movements in the Sagittal, Frontal and Horizontal planes.

Here again the illustrations are very helpful in understanding the concepts that are described. Equipment is described in Chapter 5 where the emphasis is on new ski design and where this plethora of designs fits in the recreational skiing spectra. Boots and bindings are also included in the discussion.

Chapter 6, in my mind, is where the rubber meets the road in terms of effective teaching. The subject is movement analysis which enables us to determine the needs of the students as we help them reach their goals. This chapter provides guidance on strategies for observing ski perfor-

mance and body moments to help develop an effective lesson plan. Broadly the process outlined is to Observe, Evaluate and then Prescribe. The final chapter, Chapter 7, is guidance for effective teaching through the use of the Teaching Model/Learning Partnership. Emphasis is placed on consideration of factors such as terrain, movement and balance characteristics shown by the student and also on common ski performance outcomes for each skier zone. After some background discussion there are a number of great comprehensive sample progressions shown for each of the skier zones.

Finally, this manual offers some unique features. It is filled with excellent illustrations, diagrams, photos and photomontages. A number of these montages have attached to them a QR Code. These codes can be used with your smartphone so that you can see the video related to that montage. The videos can also be accessed on your laptop or tablet by typing into your browser the URL that is also alongside the QR Code. One such illustration is shown to the left with the QR Code and URL circled in red. Use of the montages and these videos can really help the reader understand the concepts being described. ❄️



Ed Kane is a Snoqualmie Region Board Representative, past PSIA-NW President and is currently the Training Director for Ullr Ski School. Photo by Wayne Nagai. Contact him at [ejkane123@hotmail.com](mailto:ejkane123@hotmail.com)

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**K2.** Founded on Vashon Island, WA and known as one of the more significant US ski brands of recent history. K2 offers a full slate of skis, snowboards, boots, poles and bags. Discounts off MSRP via one-time use codes. When applying, please make sure you indicate PSIA-NW in the company field of the application.



**Smith Optics.** Hardly needs an introduction in the snowsports world, Smith leads the way with innovative goggles, sunglasses, Rx, helmets and now bike helmets. 50% off MSRP and year membership. When applying, please make sure you indicate PSIA-NW in the company field of the application.



**Outdoor Research.** Seattle born and bred, OR knows something about building apparel and especially gloves for nasty weather. 50% off MSRP and one-year membership upon signing up. When applying, please make sure you indicate PSIA-NW in the company field of the application.



**Dakine.** Known for their amazingly durable rollers and ski/snowboard bags and now creating some head-turning outerwear. 50% off MSRP and one-year membership upon signing up. When applying, please make sure you indicate PSIA-NW in the company field of the application.



**Helly Hansen.** Norwegian based HH also knows a thing or two about keeping people warm and dry - now supplying uniforms to more U.S. and Canadian resorts than any other brand. 50% off MSRP and one-year membership upon signing up. When applying, please make sure you indicate PSIA-NW in the company field of the application.



**Pistil Designs.** This small Hood River, OR based hat company just wants to keep you warm and stylish. 50% off MSRP and one-year membership upon signing up. When applying, please make sure you indicate PSIA-NW in the company field of the application.



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**Ticla | Camp Better.** Ticla is a camping philosophy, brand and product line focused on helping people enjoy the outdoors. Our mission is to create more happy campers by offering aesthetically-pleasing, well made products that blend seamlessly into the outdoors lifestyle and is offering PSIA-NW members a 40% discount, go register now.



**Filson | Since 1897.** Headquartered in Seattle, Washington, and renowned for making products in the USA from fabrics such as heavyweight Tin Cloth and warm Mackinaw Wool, our company stands for the highest quality and most durable apparel and accessories available. Filson is offering PSIA-NW Level III members a 40% discount. If interested please contact Filson at [prosales@filson.com](mailto:prosales@filson.com).



**Decked | Truck Bed Organizers.** In collaboration with Altair Product Design group of Detroit, DECKED's patent pending design is the culmination of nearly three years of intense R&D using American ingenuity and manufacturing. Info coming soon on this new line!



**Hovland.** Great pro pricing for Northwest members at Hovland all-mountain snowskates. Hovland makes all-mountain snowskates that are meant to shred your whole resort, top to bottom. Whether you're hitting jumps, sliding boxes, cruising groomers or floating pow – the Hovland Hatch can handle it all. This skate machine comes with pivoting trucks for maximum feel and control, and a six-foot leash.

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# THE

by Tyler Barnes

# ACCELERATING WEDGE

**B**etween the “Conversation About a Wedge” article featuring an email exchange between Jodi Taggart and Terry McLeod in the Fall 2010 issue and the “Braking Wedge: Going, Going ... Where?” article by Kim Petram, where Thumper the super cool ski instructor teaches Stanley how to “pizza” and “french fry” (see the Winter 2014 issue of this publication), there seems to be no shortage of interest and opinion about the fate and usefulness of the wedge.

The wedge is a very effective tool and in fact I suspect you use it nearly every time you go skiing without even thinking about it. From navigating a slight slope in the lift line, to getting a quick turn started in the steeps, the wedge is an essential tool to have at your disposal.

As the Training Coordinator at Mt. Hood Meadows Ski Resort here on Mt. Hood it is my responsibility to setup the training curriculum for the 50 to 75 new alpine instructors we tend to hire each season. In addition to the new instructor training, we also conduct rehire training where our returning staff, of around 275, get a chance to share their tactics and techniques in a group setting. The new hire and rehire training content are important aspects, both for the success of our instructors and school but also in the success of those students that our new and returning instructors will be teaching – not to mention the future “fun” those students will have while skiing for the rest of their lives – we hope.

Like most schools our “new hire” training focusses quite a bit on those first time students since that is the majority of many schools’ lesson attendance – and this is a very important demo-

**In any case, our beginner progression teaches the following steps, in this order:**

- 1.) Introduction to Equipment;**
- 2.) Climbing & Traversing;**
- 3.) Straight Run & Straight Run with Paddle Turn to a Stop;**
- 4.) Introduction to the Wedge (in the flats);**
- 5.) The Gliding Wedge (using natural terrain for stopping);**
- 6.) Gliding Wedge Change Ups;**
- 7.) Wedge Turns (single and linked);**
- 8.) Braking Wedge (to a full stop);**
- 9.) Getting Up from a Fall (as needed);**
- 10.) Riding the Ballroom Carpet then Riding the Chair Lift.**

*Coincidentally four of the above items are actually Alpine Level I exam tasks.*

graphic. This demographic is actually so important, some of our most decorated Level 3 instructors take the never-evers because we know first impressions are lasting. These students need to get excited and hooked on our sport from day one – but this is a whole other article in the making I think, so let’s move ahead with the intriguing title.

First of all, at Meadows we have some pretty good first timer terrain in that our lesson area is relatively flat and the Ballroom Carpet (our beginner conveyor lift) has some near ideal pitches to it – maybe not quite at the very top, but 10 yards down, it’s perfect – just wish we had more of it. In any case, our beginner progression teaches the following steps, in this very specific order: 1.) Introduction to Equipment; 2.) Climbing & Traversing; 3.) Straight Run & Straight Run with Paddle Turn to a Stop; 4.) Introduction to the Wedge (in the flats); 5.) The Gliding Wedge (using natural terrain for stopping); 6.) Gliding Wedge Change Ups; 7.) Wedge Turns (single and linked); 8.) Braking Wedge (to a full stop); 9.) Getting Up from a Fall (as needed); 10.) Riding the Ballroom Carpet then Riding the Chair Lift.

What has been the most important, yet most subtle change, is the timing and emphasis of step 8 of our beginner progression, “Braking Wedge.” This formerly was step 2 or 3 of our progression. Now, the order in which this comes is after the student knows how to control their speed by turning both via the Paddle Turn and the Wedge Turn. Then we teach them how to use the Braking Wedge to come to a full stop – the emphasis being to use the braking action of the wedge to come to a complete stop (not continue skiing).



Yes, in the real world students will need to use the wedge to slow down, but we emphasize teaching them the benefits of speed control via turn shape and an awareness of the gravity line well before we teach them to use the wedge as a mechanism for speed control or stopping.

In an ideal situation, where gliding and turning are emphasized, the wedge is a very stable and comfortable base of support with a big sweet spot where the student has a wider margin for error laterally. This base of support also allows the skier to access the inside edge of the outside ski without needing to move their center of mass to one side or the other of their skis, even though the emphasis in turning the skis at this level is rotational movements of the skis supported by subtle edging to assist in changes of direction. Once again, the wedge is a result of an effective stance (not just braking) for this type of student given their current level of skill. As a side note,

**When I am working with our staff on this area of focus laying the ground rule, "You may only accelerate in the wedge" really makes you modify the timing and blending of skills.**

if you are complaining about your knees hurting while making wedge turns, or "I'm too old to make wedge turns all day" then you are (still) doing it all wrong. I can, and often do, make wedge turns all day long with the most anguish I feel is mental as I gaze up at the top of the mountain from the Buttercup Chair Lift – it most certainly is not physical pain whatsoever.

The "wedge stance" emphasis and foundation works really well as our students progress into linking various sized wedge turns on varied terrain – not being locked into the sidecut of the skis using the lean and press method I still hear instructors out there teaching. Later, wedge christie and eventually parallel skiing comes with ease using this foundation – I don't have to un-teach any movements or skills as they progress as a skier, which is the whole basis of a progression.

Now comes the magic – our students progress into wedge christie skiing, while emphasizing speed control via turn shape, **in the parallel phase of the turn**. This combined with lower edge angles and skidding into the transition allows the initiation of a wedge christie turn with a smaller wedge, which in turn facilitates steering, guiding and matching the inside ski into a parallel attitude more easily.

When I am working with our staff on this area of focus laying the ground rule, "You may only accelerate in the wedge" really makes you modify the timing of movements and blending of skills.

First off, all speed control happens when the skis are parallel; Secondly, by using more low edge angle skidding into the transition (not a parallel traverse leaving railroad track lines in the snow), allows for simultaneous steering of both skis into the fall line – and acceleration – with the outside ski turning just a little bit more, which naturally creates a wedge attitude (the wedge is not forced); Thirdly, because we have slowed down while the skis are parallel and skidding into the transition, then accelerating into the fall line, with a wedge does not feel contrived and is usually quite small. This sometimes promotes a spontaneous parallel turn or in most cases the wedge phase of the turn is completed at, or before, the fall line.

As instructors we tend to forget the skill set that this student group has – think new National Standards in terms of "environment, accuracy and speed" as well as the skills these students have at this moment in their skiing careers; lots of rotary movements of the skis relative to the snow, lower edge angles and skidding (not carving) and lower centrifugal forces to address the magnitude of pressure and controlling pressure from foot to foot. And be sure to keep the environment (terrain) at their level – if it's too steep, they will want to use that darn braking wedge.

The next time you are out there teaching, be it a wedge turner or a beyond beginner, think "speed control via turn shape" and "accelerate in the wedge" and you'll be amazed at how well your students can progress to parallel skiing! ❄️



Tyler Barnes is the PSIA-NW Technical Team Assistant Coach, an Alpine examiner and training coordinator at Mt. Hood Meadows Ski Resort. Email him: [tyler@elev8brand.com](mailto:tyler@elev8brand.com)

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PSIA-NW member Tyler Barnes is the creator of the SNOWPRO PORTAL™. Check out his site @ [tylerbarnes.snowproportal.com](http://tylerbarnes.snowproportal.com)

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## Technical Team Tryout May 2-4

Technical Team Tryouts are open to members who have been Level III alpine instructors for two years or more and who are seeking opportunities to actively contribute to the alpine programs of the Northwest.

Applicants must be motivated by a strong desire to share knowledge, contribute and participate in the development of division activities and programs.

Team members' time commitment is substantially more than expected of Divisional Clinic Leaders and applicants should be aware of this demand.

Technical Team tryout application deadline is Friday March 27, 2015 at 3pm. Check the website for application requirements and more details.



## PSIA-AASI National Team Selection Process

The PSIA-AASI National Teams selection process is different than previous years.

All Divisions will have a pre-selection process which will then determine who may apply for the National Team selection.

Anyone wishing to participate in the pre-selection process must be a PSIA-NW Divisional Clinic Leader or a current or former National Team Member.

For more details please contact the PSIA-NW office.

# SNOWPRO TIPS

## KEEP YOUR HANDS MOVING WITH ACTIVE POLE USE

Alpine tip by Ellen Bierman



Continuous movement in the desired direction travel is necessary to keep pace with moving skis. Skis are typically moving forward and down the hill – therefore you must move ... forward and down the hill as well! If instead you become stagnant, positional, or direct your movements straight up towards the sky or bank into the hill, it may be difficult to direct pressure to the outside ski early in the turn to bend the ski. In addition, your Center of Mass (COM) may fall behind your feet if your body is moving slower than your skis. This can cause the skis to accelerate out from under you and can be incredibly problematic in some conditions and terrain.

Arms, elbows, and hands play an important role in the ability to align the COM in motion and help with continuous forward movement. We can easily see and keep track of our hands when we ski. Unlike core muscles, ankle flexion, and a curved spine, for which we rely on kinesthetic awareness, we can directly observe what our hands and arms are doing regardless of the terrain we are skiing, our expertise, and/or the conditions.

Hand and arm carriage contributes to many aspects of alignment and fore/aft balance in motion promoting engagement of the core and upper back muscles, all of which contribute to keeping our COM moving into the future with our skis. Our elbows and forearms should be typically carried slightly in front of our torso with hands wider apart and lower than the elbows (see page 27 & 28 of new ATM). The upper body is directly connected and thus follows our hands and arms – like puppet strings. Aligning our hands and arms should encourage our head, neck, and shoulders to follow, ultimately helping align the COM over our feet.

Otherwise, if the hands and arms are not aligned, up to around 12% of our weight can be commensurately dragged out of alignment – often causing the COM to lag behind our feet, placing us in the proverbial “back seat.” Some very successful, strong skiers and racers can defy this general rule: they are able to wave their hands seemingly undisciplined, yet drive their central core down the hill in alignment as if not connected to their hands and arms. Most of us, however, are simply not that strong or skilled.

Active hand and arm use, through proper and continuous pole use and/or pole touches in the



▲ Emulation is a great teaching method. Ellen emulating Technical Team Member Linda Cowan.

direction of desired travel, promotes continuous movement and helps the COM keep pace with our feet. This can encourage extension movements in the direction of travel instead of upward, can promote functional tension in our core muscles and can promote effective ankle flexion by contracting our Tibialis Anterior muscles (promoting shin-cuff contact) even when getting bucked around by terrain. For example, continuous pole swings can make skiing bumps and off-piste terrain a lot more fun and accessible by promoting our ability to keep pace with our feet regardless of what we encounter.

Next time you are out with students in bumps or off-piste conditions, try the following:

- ▶ In bumps, time each pole swing with each bump you intend to turn around to assist you in maintaining a directed line through the bumps without compromising your original intentions.

- ▶ Emulate bump skiing by mirroring another skier's pole swing (for example, in a line or other formation) in a follow the leader approach on groomed flatter terrain before moving into the bumps or off-piste. Each person in the line begins his or her pole swing at the same time the leader swings her pole. For greater success, a good leader keeps each pole swing continuously moving (in the proper direction and at the proper time) at a consistent rate. After completion, improvements are often noticeable if you head back into bump terrain with the continuous pole swing as a focus.

- ▶ In off-piste conditions, try having skiers focus on swinging their poles continuously to keep turning. This can make deep or cut-up concrete snow more accessible, by allowing us to actively promote a flexed spine and good ankle flexion, encouraging C-shaped turns, which in turn can help control speed without relying primarily on braking movements of the skis, which are often difficult in such conditions.

Of course, a caveat: Pole swings and touches must be properly placed and rhythmically timed with the turns we are making – e.g., faster with short radius turns, slower and purposeful with longer radius turns. ❄️



Ellen Bierman is an Alpine Level 3 instructor and a Training Director at Lyon Ski School. Email her at [EllenB@madigans.org](mailto:EllenB@madigans.org)



## STRETCHING FOR OUR BRAINS

Teaching tip by Rick Brown

The key to being a great educator (instructor, coach, teacher, etc.) is to never stop being the student. When we stop searching for ways to grow or stop pushing ourselves, we become stagnant. When that happens we stop learning, and in many cases, we can actually begin to regress. We all know that this is true when it comes to our skiing and riding. When we don't ski or ride in challenging conditions, more difficult terrain, or take long breaks away from our sliding devices, we not only risk a delay in our journey of development, but sometimes we take a step backwards. It's like a game of Chutes & Ladders. At times we are making great progress climbing our way toward our goal. Those gains can be small, incremental climbs, or giant leaps. Every now and then we run into one of those pesky slides that sends us down a level or two though. This happens with our mental skills too!

There are many ways to work our way around those chutes that are waiting to send us sliding backwards in our progress. In our skiing or riding, we can choose to challenge ourselves, in big or small ways. We can choose to take those more difficult runs, get out there when the conditions aren't at their best, or make a trip to Timberline over the summer. We can make an effort to get to the gym for a workout, or cross train in other sports in the off-season. We can all think up numerous ways to stay "on point", physically.

How do we challenge ourselves in the world of teaching and professional knowledge? Well, we can read from the many great publications that PSIA-AASI provide. We can find outside resources from other industry partners and leaders (USSA, USASA, etc.). We can watch video, conduct movement analysis, share ideas with colleagues, or any number of other activities within our specific sport. We can also challenge ourselves by becoming the student, trying something completely new or foreign.

Personally, I really enjoy learning new things, especially activities that I have little knowledge base in. It's awesome to put myself back into the role of the student, and to be able to absorb new information. The rate at which we can be exposed to, and absorb information as we are new students, is incredibly exciting and satisfying. It allows us to stretch our brains, and challenge ourselves, not just physically, but intellectually and emotionally too. One of my personal goals is to consistently find ways to challenge myself and continue to grow my teaching toolbox. For example, the summer before last I attended a week long Adaptive clinic put on by the National

Sports Center for the Disabled. I'd had very little exposure to adaptive coaching, the equipment, or the process prior to that, and it was awesome to get a new perspective on how I could approach teaching. I also had an opportunity to be trained as a mountain bike skills coach last spring. Even though I've been riding nearly as long as I could walk, and mountain biking for more than 20 years, I learned a ton and improved my own riding.

Not only was I challenged physically, but it forced me to take tools that I already had within my grasp and adapt them in new ways. I was put into the role of the student, the teacher, and candidate being evaluated, all over the course of a two and a half day session. Then this past summer I was able to put those skills to use while coaching at numerous bike events, at a variety of different ability levels. It was amazing to have an opportunity to work through totally new and different situations, constantly being challenged to figure out approaches, and filling another toolbox!

Try a new sport, a new activity, or better yet, try teaching something new! Most of all, don't forget to stretch your mental skills. ❄️



Rick Brown is a PSIA-NW Snowboard Examiner, Snowboard Committee Chair, Board Member and is the Director of Skiing & Snowboarding at 49° North. Email him at [thegodfther@gmail.com](mailto:thegodfther@gmail.com)



### Do you have a great pro tip?

Part of the joy of teaching is sharing your expertise with your fellow snow pros. Send your 300 to 400 word Snow Pro Tip complete with your mini bio and a photo of your smiling face to [info@psia-nw.org](mailto:info@psia-nw.org) – and we'll probably run your tip in the next issue of the newsletter.

### Do you have an idea for a feature article?

Great! Share it with the whole Division. There is no prerequisite for submitting articles – just a great topic and your willingness to share it with the world. Supporting photos and video are a plus but not necessary. And if you need help editing, we are here to help you express yourself. Send articles and pro tips to [info@psia-nw.org](mailto:info@psia-nw.org)

# dear NW



*In 20 years with PSIA I have been in four different divisions. I am a PSIA-NW member for life because of the support and encouragement I have received from the Divisional Clinic Leaders and PSIA-NW Technical Team. Whenever I attend a Northwest event I feel like I am returning home.*

*Michael Patmas, MD  
CEO at Rockwood Clinic, Spokane, WA  
PSIA-NW Alpine Level 3*

*Some of "my Northwest family" above from left to right: Tyler Barnes, Jeremy Riss, me (Michael Patmas) and Rick Lyons.*

*Editor's Note: Top photo is worth a double take - ask Michael to show you his permanent pin some time! We "love" to hear from you, too! If you have a particularly fond, exciting or memorable experience you'd like to share, send a few words and a photo to [info@psia-nw.org](mailto:info@psia-nw.org) and we'll probably publish it in the newsletter.*

# MANAGING OBSTACLES IN YOUR LESSONS: BE THE RIVER

by Chris Madison



▲ Chris and Shadow learned to have patience for each other.

What's the difference between a ski instructor and God? God knows he's NOT a ski instructor. While many of ski and snowboard instructors can appreciate that joke, the truth is as powerful as we may feel on the slopes we cannot control everything in a lesson.

We've all had those bad lessons that seem to fly out of our hands. Those lessons that where getting a student to turn downhill feels like guiding a mule into a burning barn. Sometimes these situations are not so much about determining what you can do to help your student, but discovering what you can't control and find a way to work around it. This type of critical thinking is something I try to apply in all of my lessons, and it actually helped me this summer while I was training a dog my fiancé and I adopted from the foster care system.

Shadow, our dog, is a very sweet Chow Chow/Belgium shepherd mix – imagine a fifty pound wolf/bear with a thick coat of jet black fur. Like many of the dogs that come from the foster care system Shadow came with a history of abuse. He was found roaming a small town in Eastern Washington and was most likely abused by a male, as he is terrified by them. During our first visit Shadow wanted nothing to do with me, and barked profusely. Like most foster dogs he was in the process of learning a new name, and almost never came when he was called. Training was difficult, and took a lot of time and patience – sound familiar children instructors?

About three or so weeks into his training, Shadow was coming along very well. He would come when you called him about 60% of the time, and you could see his ears perk-up when you called his name. However one day at the dog park he was being especially bad at recall. After attempting many times to call him he would be reluctant, if not flat out defiant, at coming to me. Instead of

getting angry at him I took a step back to look at the situation, just as if I was in a ski lesson where my client was not getting the material. I knew I needed to discover what was inhibiting this dog's learning.

After looking around I realized that the dog park was a smorgasbord of stimuli. Scents to sniff, dogs to chase, and humans that stood menacingly. These obstacles were not allowing him to concentrate on the task at hand: teaching him to come when he was called. I knew I couldn't control the craziness of the dog park, but I control the location where I was training him. With the hurdles discovered, I knew I needed a change in approach. I put him on the leash and took him out of the park for a short training session.

Outside of the park there was nothing to distract Shadow from our lesson – it was just dog and owner. With no distractions he was a completely different dog. He eagerly came when he was called, knowing a savory reward was soon to come. After a few repetitions with success I took him back to the dog park to let him have his much needed exercise.

And what do you know, towards the end of our visit when I called his name he promptly trotted over, sniffing my hand for his reward. Just like in my story not all lessons are easy, even if it's the same 'A' student you had last week. And just like in my story sometimes the solution to creating a successful lesson is not trying to break through a wall, but discovering what that wall is and going around it.

Let's say you have a student working on their first wedges turns from the lift you watch them ski down and their weight is so far back that they look like an Olympic weight lifter preparing for a squat. You have them hold their poles in front of them, hoping to get their weight forward. You tell

them to flex their ankles, squish marshmallows with their shins, and a billion other drills you've overheard in the locker room. Still your student refuses to get in the front seat and grab that steering wheel.

Perhaps it's not the drills that are the problem or the physical concept of getting forward, but instead your client is terrified of the steepness of the hill. You can't control your client's fear, but you can control where you decide to do your drills. Taking this student to a gentler slope may fix all of your problems without ever needing to talk about technique.

If managed correctly, knowing the aspects of a lesson that you have no control can actually empower you as an instructor. You can't control the temperature on a freezing day, but you can control how long you stand around and talk. You can't control the poor wax job of the rental shop, but you can carry a small bar of rub-on-wax in your pocket. You can't make that rail any softer, but you can guide your student to help them decide an appropriate approach speed.

Get to know what things you cannot control in a lesson, and learn ways of getting around them. Like the river that encounters a rock, do not try to bowl over the obstacles in your lessons, instead flow around them. ❄️



Chris Madison is an Alpine Level III instructor and training director at The Summit SnowSports School, Snoqualmie Pass, WA. Email him: [chrismadison@mac.com](mailto:chrismadison@mac.com)



# DIVISIONAL ACADEMY: MY ACCIDENTAL RESOURCE

by Hiroshi Oishi

We all strive to learn or improve in whatever we do, but not always successfully. Nancy Ring's (Powderpigs Ltd.) "Locus of Control" deals with "who's in charge?" At one extreme you are; at the other, they are.

## In the Beginning – I'm In Charge

I was in charge of my own learning from kindergarten through college, graduate school, and work. My parents could not help since English was a second language. My dad had a ninth grade education (he became head of household when his father died) and worked as a manual laborer, gardener and farmer. However, he always supported me by asking, "What did you learn today?"

On a business trip to Seattle, an acquaintance stated he was going skiing. I asked, "What's that?", and he explained and at age 28, I finally became aware of skiing. Returning to California, I joined a ski club, bought leather lace up boots and ski clothes, and drove to Mammoth Mountain, CA to learn to ski. On rented skis with cable bindings, I became an intermediate skier in five days of lessons and practice. I was hooked.

Time passed; I married late, focused on career and family, and for many years skied only two to ten days per year. After the kids left for college, I decided to try teaching skiing since I would be forced to ski more often.

## The Doldrums – Dependent on Others for My Learning

I found I could improve my skiing knowledge, understanding, and performance through clinics and certifications. Unconsciously, I became totally dependent on others as I achieved Level 1 certification at age 59, and Level 2 certification at age 61. Finding others to train (teach) me for Level 2 certification became frustratingly difficult, but I managed. Post Level 2 certification, that search became fruitless for many years until I connected with Ed Kane (ULLR Technical Director).

## Full Circle – I'm In Charge, Again!

A few years ago, I mentioned to my daughter Marisa, a New York City emergency room doctor, my wish for more time on snow to train and improve my skiing. She taught at Timberline ski school while at Oregon Health and Science University medical school. She now works full time as an M.D., is involved with her hospital's residency program, and yet finds time for family, soccer, and skiing. She still looks to improve her skiing and responded with, "Yeah, but look at how

little time I have!" And that was my wake-up call to quit being the victim, to use my opportunities, and to take charge again!

A major accidental resource I found is the Divisional Academy. It provides opportunities for premier meaningful knowledge and experiential learning. Incrementally, I also found the Symposium, Summer Ski Camp and Immersion as additional accidental resources. Later, I realized I was using the clinicians as my virtual mentors. These are great relationships, but the downside? These are annual events, and in between, I'm on my own to understand, internalize and own, and must wait for the next annual event for feedback and adjustments. Not an ideal time line.

## Musings – So what is an Academy, much less the Divisional Academy?

I concluded that the PSIA-NW Divisional Academy is "An Association of NW Division Technical Team Members for Advancing the Art of Skiing", based on the following: Definitely, an Academy is "An association of scholars, writers, artists, etc., for advancing literature, art, or science." (Webster's New World). Or "An institution or society for the advancement of literature, art, or science", or "a school for training in a particular skill or profession: a military academy." (World English Dictionary Collins).

## My Epiphany – The Ah ha! Moment

It's become clear to me that, the PSIA-NW Division Technical Team members do share their advanced focus on the art of skiing with ski school Technical Directors at Divisional training events as well as at focused, extensive, multiday Academy, Symposium, and Immersion events. I go to Divisional events since I want the benefits of going to the horse's mouth for my learning. Though an expensive way to improve my current "annual event" time line, I found these to be fun, focused, and very enjoyable growing experiences.

As it is, I highly recommend the Divisional Academy. Our master clinician Lane McLaughlin worked with our silver haired group of young skiers through fog, rain, sun, snow, hail, and grey over crud, groomed, and very firm snow conditions for three days. We had great camaraderie having fun, learning, skiing and exploring. We all upped our game and enjoyed watching each other making smooth round carved turns on some rather interesting conditions. I enjoyed great coaching, guiding, learning, and confirming feedback. Now it's your turn! ❄️



Hiroshi Oishi is an Alpine Level 2 certified and regular attendee of Divisional Academy and other PSIA-NW Events. Email him at [tigerpig@jps.net](mailto:tigerpig@jps.net)  
Note: This article was submitted as part of his requirement of receiving a PNSIA EF Scholarship.



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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 Learning and Adventure Center. Pay rate will be based on experience. PSIA certified instructors are preferred, but we hire a handful of new instructors each year as well.

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**Snow Sports Instructor job description.**



# 2015 EVENT HIGHLIGHTS

SEE THE COMPLETE LIST OF EVENTS, DAY CLINICS, EXAMS ON-LINE

200+ event days

68 exam modules

14+ specialists



**WINTER BLAST**  
CRYSTAL MOUNTAIN - FEB 9-10

**DIVISIONAL ACADEMY**  
CRYSTAL MOUNTAIN - MAR 13-15

**SPRING SYMPOSIUM**  
WHITEFISH - APR 10-12

**SPRING GS CAMP**  
MT BACHELOR - APR 24-26

**SPRING FREESTYLE CAMP**  
LOCATION TBA - APR 24-26

**SPRING FLING**  
SEATTLE - APR 25

## EXAM DATES & LOCATIONS

STEVENS PASS NORDIC - MAR 8 (N)  
SCHWEITZER - MAR 21-22 (A,S)  
STEVENS PASS - MAR 28-29 (A,S)  
ALYESKA - MAR 30-APR 2 (A)  
MT. BACHELOR - APR 4-5 (A,S)  
MEADOWS - APR 18-19 (A,S,T)

6 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. Check on-line for details.

(A=Alpine, N=Nordic, S=Snowboard, T=Telemark)

For Adaptive exams please check the PSIA-NW website for more information.

## SPECIALIST EVENTS

SENIOR SPECIALIST 2  
ON FEBRUARY 23-24  
@ MT. HOOD MEADOWS  
& SNOQUALMIE PASS

CHILDREN'S SPECIALIST 1  
SENIOR SPECIALIST 1  
SENIOR SPECIALIST 2  
ON APRIL 25-26  
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