

northwest

SNOWSPORTS
INSTRUCTOR
MAGAZINE

FALL 2017



PSIA  AASI 
NORTHWEST

Issue #1 2017-18 Season PNSIA-EF

Get in touch with a different kind of remote.



Introducing the new Volkswagen Golf Alltrack with 4MOTION® all-wheel drive. Soon to be everywhere.

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PSIA-NW Member Services

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Submission Deadlines

For Ads & Articles
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Spring Issue by February 1

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NW Snowsports Instructor is published three times per year. We 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 e-mail or contact the editor for other options. All published material becomes the property of PSIA-NW. Articles are accepted for publication on the condition that they may be released for publication in all PSIA National and Divisional publications. Material published in this newsletter is the responsibility of the author and is not necessarily endorsed by PSIA-NW.

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nw/ SNOWSPORTS INSTRUCTOR

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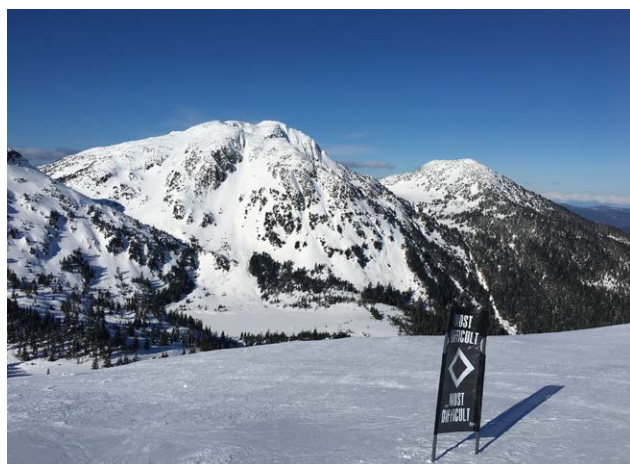
ON THE COVER

photo by Wayne Nagai

LETTER FROM THE EXECUTIVE DIRECTOR AS THE BULLWHEEL TURNS



It is that time of the year already, the trees are turning colors, the leaves are dropping and fall is in the air – and in some cases snow already was in the air, the bullwheel's are definitely turning. If the weather patterns and the predictors are right, we are looking to see a repeat of last season with a possible La Nina knocking on our door – are your legs ready? It was great to have winter back in the Northwest last season and we look forward to it again. Thank you for being a part of it. We hope we say it enough, without you there is no us. The organization is here for a purpose, to provide its members (you) exceptional opportunities for continuing growth as a snowsports instructor. Whether you just can't get enough or map out your one continuing education event each season, it's our goal each and every time to share with you the love of the sport and the opportunities teaching it to others brings.



And talking about opportunities, have you heard about the opportunity you have to travel up north and spend time with your new family at an event in Alaska? As previously reported this summer, over the course of this past season Northwest and Alaska leadership discussed ideas and strategies in continuing to support the membership and the Alaska Board recommended

for the two divisions to be one and the Alaska membership agreed. We are now back as one bigger family and look forward to all the opportunities it presents. Alaska is known for its copious Nordic trails, stunning ocean views – that's right, while sliding down the hill, a Nordic ski jump and military bases serving the military and public with lessons – oh and you get to start the day a little later while waiting for the sun to come up. We welcome our new family and can't wait to see new relationships created or old ones rekindled.

In addition to working on the Alaska transition, there's been no rest for the wicked. Committees continued hard at work on reviewing online exam questions, clinic topics, national work groups, board governance committees, specialist committees, the list is long. All these individuals are working tirelessly to ensure we are current in what we are doing as well as progressively moving us forward and keeping the organization relevant. Another hard working group was the education and school director group at national, developing a platform for eLearning courses and new instructor guides. This all sits on the same platform the matrix sits on, so if you have been there you will see added dropdowns. If you haven't been to the matrix yet, now's the time to go and check out all there is to offer. It's chock-full of information and is a great new member benefit.

We found great success in the new member online signup process we discussed and rolled out last season. New members were able to enter their information real time and as an organization, we were able to immediately connect and communicate with them, aka, you, for all our new members. Looking forward we are continuing to assess how we communicate with you and have been working on confirmation emails with more details when you initially sign up for an event, with another follow up as the event gets closer.

Another member benefit is the support of area operators in their support of the organization and its mission to provide quality education to members, they see the value of a higher base of educated professional instructors and provide space for us to meet and lift tickets for those who do not have a season pass at the area. Increasing your knowledge and skills you're better prepared to inspire your clients, working in concert with them in their learning, aka the learning partnership and a great guest experience. This is something you will hear throughout this season (think mantra), the importance you play in the converting those never-ers into lifelong snowsport enthusiasts. Saying it again, just so you hear it, the importance you play in the guest experience. That is pretty inspiring. Look forward to seeing you, my family, on the snow.

#psianwwearefamily

A handwritten signature in black ink, which appears to read "Kirsten".

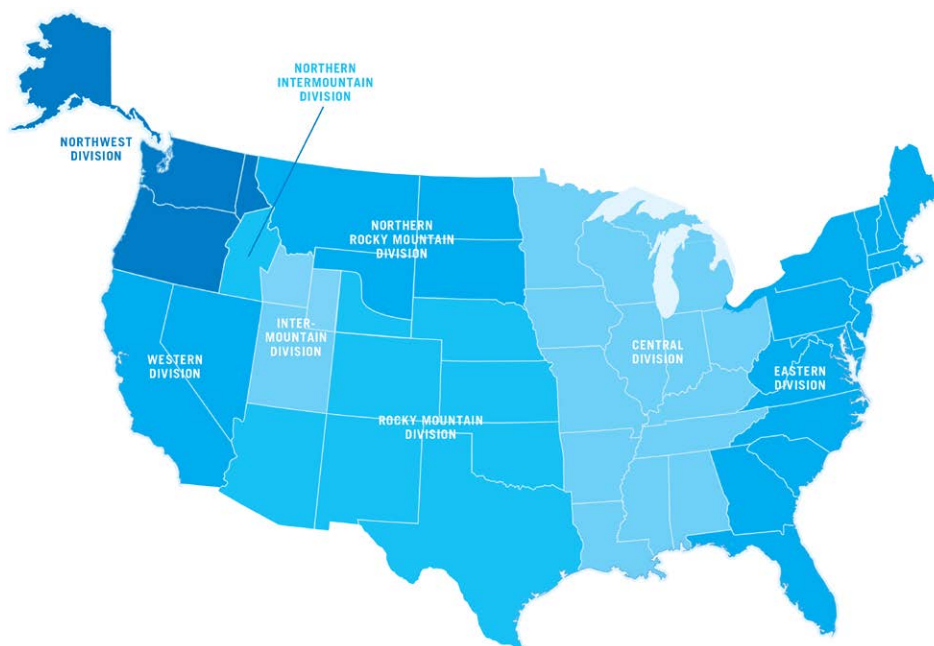


learn + teach = inspire™

WE ALASKA

WE LOVE OUR FAMILY

That's right, our family has grown and the State of Alaska is now (back) as a part of the Northwest. Yes, you read that right, we used to be together but the distance got between us for a while. We've figured out the distance thing and are looking forward to seeing more of our Alaska family, be it visiting them up north or them visiting the lower 48. Look on the event calendar for events held at various Alaska resorts. #psianwwearefamily ▶▶▶



IT'S BEEN BERRY GOOD

NSAA President Michael Berry will be retiring this December after 25 years with the organization. The board of directors hopes to have a new president named sometime after the start of the new year.

SHOW US THE BLING

Mission Ridge will be sporting the NSAA Conversion Cup Award this season after having been a runner up the season before. Make sure and check it out when you are sliding there this season. Way to represent the Northwest Mission! #bestinthewest

CALLING FOR COLD AND CLOUDY

They are saying this season is looking like it might be a repeat from last season, with some cold temps and precipitation headed our way; probability for another La Nina. Check out the Farmer's Almanac for more details or just go ahead and get started on waxing that gear for the season. Winter is here.

CAN I GET SOME SATISFACTION?

Mt. Hood Meadows is getting it figured out. They revamped their employee safety program with the employee in mind, asking when an incident occurred, "What could we, as a company, have done...?" said Anna Laxague, workplace safety manager. Through their attention to their employee they are seeing an increase in employee satisfaction. They won the national NSAA Best Employee Safety Program. That's some satisfaction!

TOP 10

Whitefish Mountain Resort ranked as #10 Best in the West from the Ski Magazine's reader ranked survey! We will be celebrating the close of the season at this best in the west resort in April, we look forward to seeing you there.

LOOK AGAIN ▶

Did you know USSA is now USSS? U.S. Ski & Snowboard – watch for the new logo and find out more about it by visiting ussa.org – that's not confusing at all.



BREAKING TRAIL(S)

Mt. Spokane won its court battle on its expansion with the ruling in its favor by the Washington Supreme Court and the expansion to the backside is now underway, opening up another 80 acres. Look for the terrain to be accessible for the 2018-19 season.



▲ 50 YEARS YOUNG AND STILL KICKIN'

Two NW resorts will be celebrating 50 Seasons this year:

Mt. Meadows will be kicking off their 50th season long celebration, and are replacing their Buttercup chair with a quad, doubling capacity on this critical beginner area chairlift. Look for it at the start of the season. Silver Mountain is also turning 50 this season, having formerly been Jackass Ski Bowl and Silverhorn. How many of you remember the access road to the mountain before the gondola?



LOOKOUT PASS UNDER NEW OWNERSHIP

Lookout Pass was sold this past spring by some of the original partners that had owned the resort.

EDUCATION LEADERSHIP COUNSEL TAKES MAJOR STEPS IN ESTABLISHING UNIVERSITY DEGREE IN SNOWSPORTS

by Kim Petram, Education VP

Educational growth of the PSIA-AASI organization continues to forge new paths through the Education Leadership Counsel, which met in Denver this past Spring and has made tremendous progress. Representing the NW division is Kim Petram, Education VP.

WHO ARE THE EDUCATION LEADERSHIP COUNSEL?

The ELC is comprised of each of the national discipline coaches as well as head coach, and additionally, a divisional representative from each of our (now eight) divisions. The ELC has the mandate to protect and direct the overarching visions and initiatives of ASEA (our national body). While there are many levels of leadership that impact national direction (including the President's council, divisional Executive Directors and the National Board), the ELC's task is one of identifying shared goals, and ensuring unity, cohesion, and standardization in order to drive the educational value of PSIA/AASI.

It has become clear the need for divisional autonomy combined with national strength will be what creates the best opportunities for student-centered learning and ensuring instructor core competencies. The ELC's mission and vision is to consider what long-term success looks like to ensure we uphold the art of education as a collective whole regardless of division, discipline or standard. Additionally, the ELC recognizes that there are multiple parallel pathways that can lead to success and intrinsic value. Tangible outcomes, relevant products and consistent evaluative processes create valuable learning experiences and great guest outcomes. The consistent delivery and upholding of the national standards merits respect and validity means we are accountable to ourselves and other accrediting bodies. Accuracy and consistency of our product delivery must be measurable, meaningful and transparent, but cannot be minimized, corrupted or bypassed.

This is a fairly powerful message and an important step forward for our organization as a whole. Resulting from these efforts, PSIA/AASI has created a collaborative relationship with Penn State University

to establish an accrediting body. The purpose of this is to recognize the professionalism of our membership and award university credit towards a snow sport university degree. Yes, we are creating an avenue and pathway to obtain an academic degree in snow sports.

While many of the Northwest work part time, a significant portion of the national membership works full time in the snow sport industry. Conversely, many have worked full time for a period of their lives and then moved on to other opportunities. How do we account for the hours of time spent learning child development, group management skills, guest safety measures, adult educational needs, and mastering an understanding of the psychological attributes of fear, desire, and motivations? How do you account for the public speaking skills developed, compendia created, manuals written, lesson plans established? What about all the testing, assessing, planning, adapting, goal developing, and yes, nose wiping churn that accounts for a normal day, week, season?

WHAT IT WILL TAKE TO ESTABLISH A DEGREE PROGRAM

Establishing an accrediting body which validates this profession with a University-level degree is a massive step forward for PSIA-AASI as a professional organization. Much will need to be done, including developing mechanisms validating the best products to ensure facilitation of learning, best methodologies to evaluate teaching fundamentals, and best pathways to test and document. We have the foundations in place with our national standards, but more needs to be developed and added to substantiate the existing products.

We know there will be flexibility regarding on-campus learning, on-line learning, and retrospective credit for work already completed working in the snow sports education industry. This will not roll out tomorrow, and the ELC is looking at a long project ahead of them. Discipline leaders from the NW and every division will be attending this year's upcoming Fall Conference at Copper Mountain in October to learn more about the work that must be done to substantiate our current National Standards - the first step in defining more clearly learning outcomes and objectives. This will better define the measurement tools that validate university credit. This, in turn, will define the pathway towards a university degree.

OTHER DEVELOPING EDUCATIONAL OPPORTUNITIES

There are many other strategic pipelines in place right now that continue to work towards bringing commonality and consistency between our divisions and other associated agencies. These include creating additional alliances with USSA facilitating Children's Specialist credentialing for their membership, creating additional national online certification test banks, and enhanced e-learning modules.

This is a very exciting time to be a part of PSIA/AASI! As we transition towards the start of our 2017/2018 season, we have never had a better time than now to encourage and motivate all new instructors dipping their toes into this profession by facilitating registered membership.

For additional information about the efforts of the Education Leadership Counsel, contact the Education VP, Kim Petram.

CALL FOR CANDIDATES

BOARD OF DIRECTORS CANDIDATES

Northwest members are encouraged to get involved and run for any position on the Board of Directors in their region that is up for election. In order to run, you need to complete and submit an Announcement of Candidacy to the PSIA-NW office via fax, email or mail to be received on or before 4:00 p.m. December 31st.

Board positions are on three-year term rotations, with roughly 1/3 coming up for election each season. Being a board member does require attendance at two board meetings per year, plus other events and committee work, as needed or assigned. The statements for election or re-election submitted with the announcement of candidacy will be published, in their entirety, on the website.

Seats open this winter election for 2018-2021 board positions are:

| Region | Position | Incumbent |
|---------------|----------|---------------|
| Snoqualmie | 5 | Devin Mettler |
| Snoqualmie | 6 | Rob Croston |
| Stevens Pass | 1 | Mark Schinman |
| Stevens Pass | 3 | Russ Peterson |
| Spokane | 2 | Rick Brown |
| Mt. Hood | 2 | John May |
| Bend | 1 | OPEN* |
| Bend | 2 | Donna Sanders |
| South Central | 1 | John Nelson |
| Whitefish | 1 | Mike Davies |

*Position will be a two-season term, as it sat open during the 2016-17 season.

REGIONAL DIRECTOR CANDIDATES

Two Regional Directorships are also up for election each season on a rotating basis. A person wishing to run for one of these positions must be a Certified Level II or Level III and a Snowsports School Director in the region in which he/she wants to run. There are currently 4 regions in PSIA-NW, two of which are up for election this year. These are: the Director for Region 2 (Eastern Washington, Idaho and Montana), currently held by Rick Brown; and, the Director for Region 3 (Central Washington), currently held by Jodi Taggart. A Position as a Regional Director is a three-season term. The Snowsport School Directors in the applicable region(s) elect the representative by electronic or Mail-in ballot.

GENERAL INFORMATION FOR ALL CANDIDATES

All Candidates (including incumbents) must submit an Announcement of Candidacy in order to be considered an eligible candidate. This announcement should contain the following information: Full Name, Region, Position, Snowsports School, Title or Position at the school, Off-snow occupation (if any), PSIA-NW Involvement, Reasons for

wanting to serve, and your contact details. Those interested may download an Announcement of Candidacy form for both positions is posted on the PSIA-NW website at www.psia-nw.org/who-we-are/board-of-directors/candidates/

Announcement of Candidacy information will be used in communications in the General Election so the members in the region for which the candidate is running may read a statement about them and their reasons for wanting to serve. If there is a contested election, regional representatives are elected by the voting members in the region for which they are running. For more information about additional requirements contact your Regional Board Representative or the PSIA-NW office.

P.S. With the addition of Alaska as a region, the board will be reviewing its regional apportionment to determine board seats.

JOBS, JOBS AND MORE JOBS

Working on better collaboration, all divisions are posting available jobs on the national job board, putting all jobs opportunities in one consolidated place, making it easy to find when looking for job opportunities be it in the Northwest or somewhere else – but we know you're only looking around here, where else would you go?

#RIDEANOTHERDAY▶

NSAA, as part of its on-going efforts to promote on-hill safety and responsible skiing and riding, has developed the #RideAnotherDay campaign, in partnership with Kelli and Chauncy Johnson. Complementing the Responsibility Code and its 7 tenets, #RideAnotherDay promotes 3 actions every skier and rider can take to help keep themselves and those around safer on the slopes. These three actions are: Be Ready, Stay Alert, Plan Ahead. For more information on this initiative go to: <http://www.nsaa.org/safety-programs/collisions/>



MAKING IT RAIN....SNOW

Crystal Mountain is making it rain...snow that is. 28 new SMI Super Puma snow guns have been added to their snowmaking arsenal, making for total of 36 guns and a 350% increase in snowmaking capabilities. Gondola capacity will increase by 21% this winter with the addition of 5 new gondola cabins.

MORE CRUISING ROOM

Wider and smoother runs off the new Cloudchaser lift as a result of Mt. Bachelor crews removing trees and stumps, grading the terrain and improving transitions between trails.

MEMBERSHIP PINS AWARDED FOR 2017-2018



These members will be recognized during the awards banquet at Spring Symposium held at Whitefish in April 2018. Pins and certificates are mailed to members throughout the season. Come celebrate at the end of the season party and with the PSIA-NW Service Award recipients! Check the event calendar and website for all the details. The following members have reached an anniversary milestone. Be sure to congratulate these long-time members on their years of service to snowsports education!

50 YEAR ANNIVERSARY:

Arnold, Randon J.
Bratt, Steve
Christianson, Linda
Christoforo, Carol A.
Garland, John T.
Hardisty, Dale A.
Mohan, John A.
Morten, Douglas
Pilcher, Doug
Thompson, Chris

40 YEAR ANNIVERSARY:

Allen, John
Arsenault, Bill
Claar, David L.
Fitch, Molly
Garlock, Gordon R.
Gjurasic, Luke
Hildebrand, Russell A.
Stiger, Robert R.
Williams, Gregory R.
Yamamoto, Calvin

30 YEAR ANNIVERSARY:

Andrews, Rebeccajo
Arsenault, Russell
Arvidson, Judith

Baker, Brent
Baker, Robert P.
Bettancourt, Mike
Blackwell, Carol
Brown, David
Cowan, Kenneth
Craig, Stuart W.
Eggers, Derek
Ferguson, Jim
Fowler, Rodney
Gales, Robert
Goddard, Scott
Hendrix, Jeffrey H.
Johnson, Jeff
Jull, Burrell M.
Livingston-Weston, Mary
Llewellyn, Chris
MacKay, Don
Nelson, Kim
Nichoalds, Ronald J.
Rhodes, Thomas C.
Romano, Michael J.
Schier, John
Thomas, George C.
Tipps, Havens
Topp, Douglas
Willnauer, Keith
Woodman, Greg

20 YEAR ANNIVERSARY:

Agnew, Terence
Baker, Byron
Bayley, Richard E.
Bechtold, Jim
Bierman, Ellen
Bobst, Jake
Cornish, Charlie
Daroczy, Eugen
Davis, Keith M.
Dixon, Gregory M.
Donald, Greg M.
Downs, Dee Ann C.
Draghicescu, Cristina
Drake, Kevin M.
Duckett, Norman
Erkkila, Kelsi
Evoniuk, Roch
Fry, Jenny
Fulton, Mary G.
Ganstrom, Timothy
Gatten, Timothy L.
Grummer, Natalie
Hammill, Charles
Hartzell, Ted
Haugh, Pat
Hayes, William
Hirss, Galen

Hirss, Rom
Jakubik, Gregory R.
Katz, Daniel M.
Kaufman, Chet
Knight, Philip R.
Koster, Frank
Laboda, Kyrsten A.
Lee, Bob
Limb, Max
Loeffler, Sean
Marjama, Jane T.
Massengill, Scott A.
McGinnis, Dan
Meixner, Anne
Milley, Ryan J.
Olson, Jean M.
Peterson, Tiana
Phillips, Jean
Pinette, Ryan
Popham, Kate
Priest, Kathleen
Sherman, Bruce
Sole-Costa, Oriol L.
Stephenson, Michael J.
Strunk, Steve L.
Wharton, Mark J.
Wolff, Charlie

CORRECTIONS- SPRING 2017 CONGRATULATIONS, YOU PASSED!

Sorry we missed you! In the Spring 2017 Issue, the following members were left off the Certification & Specialist recognition lists:

CHALLENGE, AK:

Boltz, James (A1, H1)
Cagle, John (A1)
Desmond, Kevin (A1, H1)
Estrada, Jodi (H1)
Hoople, Ted (A1, H1)
Jostad-Laswell, Maren (A1, H1)
King, Rebekah L. (A1, H1)
Pfaender, Bryan (H1)
Washburn, Chad (H1)

SUMMIT SNOWSPORTS SCHOOL:

Allen Nicholson (CS2)
Bob Seana (CS1)

THANK YOU PNSIA-EF DONORS

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

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

GOLD LEVEL:

Patrick Bettin
Thomas Chasse
Kim Clark
Brian Feucht
Charles Friedel
Kirsten Huotte
Terry Johnson
John May
Neil McCleary
Guy Pittman
Snowpro Portal
Mark Schinman
Takashi Tsukamaki

David Gehring

Joan Elvin
Jean Christ
Gordon Arwine

BRONZE LEVEL:

Duane Anderson
Mary Balogh
Scott Barker
Jeffrey Barth
Catherine Bath
Anne Bingham
Philip Carey
Tony Case
Sean Cassidy
Carol Christofero
Gaila Condon
Walter Cook
Greg Crawford
John Cullen
Gary Dove
Michael Drake
Joseph Draper
Stephen Ferwerda

Paul Gissing

Dana Groff
Andrew Grove
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Nancy Peterson-Vivian
Gregory Phillips

David Poor

Sharon L. Rand
Kevin Reagan
Glenda Schuh
Yoon Shin
Nancy L. Slye
Mark Sundahl
Jodi Taggart
Michael "Rudy" VonWald
Alice Walter
Ron Wingerson
Ed Younglove
Leslye Zipperer

SILVER LEVEL:

Kay Stoneberg
Chad Rosenstine
Sarah Richardson
Bob Mosteller
Lana Miller
Mark Little
Philip R. Knight
Sandra Hill

MEMBER BENEFITS- SCHOLARSHIPS AVAILABLE

The PNSIA-EF Scholarship Program will again be available this season where there is nearly \$5,000 to approve for scholarships for events or books and manuals available from PSIA-NW.

The \$5000 amount is due to a great showing at our annual fundraiser at Symposium. Please let all the instructors in your schools know that their applications must be completed and received in the office by December 15. We are hoping to help a lot of people attend a PSIA-NW event this season. Any questions about the scholarship process, please contact the office, scholarship committee member Mary Weston or board member Mary Germeau.

Get all the details about the scholarship application process on the PSIA-NW website. Look in the Membership menu, then choose Scholarship Application.



Dear **nw**



▲ Erin has been a member since 2013. She holds an Alpine Level II certification and her CS2.

Being in the Snowsports world since 1997, I was excited to join a new association within PSIA-AASI in 2013 as an Alaska Member. While it was challenging to re-start my certifications over from the beginning with a family of my own, I have been fortunate enough to have had experienced trainers and a nudge in the right direction from knowledgeable mentors. I knew that snowsports was always going to be my professional career and that PSIA-AASI had the resources I needed to be successful.

When the Alaska division was looking for a new place to call home, it was clear that Northwest was the best place for us. Within the merger process it became quickly apparent the Northwest takes great pride in providing the best quality care for its members. We are being welcomed with open arms into a strong division family. It will provide us all with new resources, training opportunities and learning experiences. I am confident and excited to become a new NW Member and look forward to meeting, learning and teaching with many new people along the way.

Erin Lupro
Snowsports Supervisor
Eaglecrest Ski Area in Juneau, Alaska



JOIN OUR FAMILY AND TEACH AT A TOP-RATED RESORT.

Now hiring ski instructors.

Share your passion for skiing at a resort that's not only one of the best in the world, it feels a lot like home (last year, over 1,100 staff members celebrated their fifth season or more at Deer Valley). Competitive wage and benefits package. Progressive ski programs with small class sizes. PSIA-accredited ski school. In-season hiring and training opportunities. Apply now at deervalley.com/jobs or call 435-645-6635 for more information.



**DEER VALLEY
RESORT**

They say change is the only constant in life. Welcome to the new Northwest Snowsports Instructor. For the past several months (and beyond with ideas rolling around in my head since I took the helm as editor and layout designer last year), I've been busy behind the scenes, crafting something new and different to change NWSI for the better. With the Fall issue you now hold in your hands, we're unveiling a new look. I hope you like what you see. One of the most obvious changes, as you've probably already noted, is our new header logo, the first in seven years. This publication itself is the culmination of a design that's simplified, as eye-catching as it is easy to navigate. In the schematic design to finished product, I wanted it to be a clear descendant of its line, the next chapter in it's long history of serving the membership of the northwest. All while honoring it as an extension of the work and the people who came before, striving for a re-design that would be dynamic and original, but not wholly unfamiliar.

IT'S ALL IN THE

details



1974

EDITOR: Tina McIntyre



1982

EDITOR: Lou Lenihan



1984

EDITOR: Willa Hiltner



1993

EDITOR: Mike Norton,
Chris Saario

This newsletter dates back at least 50 years; at least 400 issues have been published and shipped out. We are one of the only divisions producing a printed newsletter in magazine form. A full-fledged, full color, offset printed magazine at that. It did not need to be dismantled. Instead, I want to honor the shape of the magazine as it has been, while highlighting and creating something that will, I hope, strike you as a version you've never read before. For many of you, this is the first issue you've received.

As a member benefit, it is essential the publication adapts and entertains new ideas about the relationship between print and digital. Once, it was the onus of divisional communications. The oldest are on newsprint, eight pages folded and folded again, the main function was getting information to the members and garnering sign-ups for events. It fit a need and provided a solution as the most cost effective way to blast out a large amount of information to an organization of our size in the pre-internet days.

Just as crucial as the aesthetic makeover is the idea that certain things belong in an inherent relationship to print. You already access PSIA-AASI-NW information and events more efficiently by simply clicking a link. You're able to find us on the web, on your social media accounts, in your earbuds, and in your inbox. The thing that makes a printed publication special is the way it connects members in a tangible, tactile way. Northwest members are part of a tribe, and the NWSI ties us together through tailored content from our fellow members.

In fact, current studies are revealing that ink on paper creates a deeper impression in the human brain than something non-physical. Eight out of ten adults

prefer reading the printed version of a magazine over a digital version. Reading on print uses our other senses like touch, smell and hearing to make a more powerful cognitive memory. We'd hate to give that up completely and lose the benefits this magazine provides.

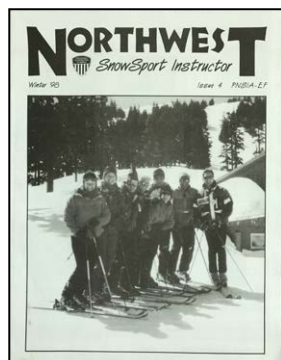
So, we choose to give you more. More ways to engage with snow sports professionals across our five States. More articles from more disciplines. More content from and about you. More ways to connect and share. More things to help you learn and grow. And maybe a little bit less of the things you already have available on the internet.

More love for the print, while we also get to love listening to podcasts, debating some good MA on Facebook, and jumping from link to link in the constantly expanding web of online content. It's great we get to do both. We're looking forward to more fully enjoying each for what they have to offer.

Membership is about members. Like the card you receive every July, these pages hold a rich, personal connection to the stories within this community. A great magazine experience can powerfully extend and instill a feeling of belonging, taking it far beyond a mere transactional connection and right into the heart of the matter. That's why my vision for the future of this magazine is to focus more on you. You represent a readership that loves teaching snow sports and shares a deep, abiding curiosity to learn and spread that passion through all modes we can. With every story published here, with every article and tip, in every issue, we are committed to satisfying that curiosity.

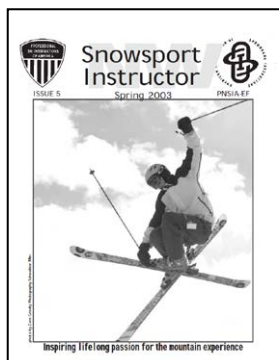
EDITOR'S NOTE: THE STORY BEHIND THE NWSI RE-DESIGN

by Natalie Grummer



1998

EDITOR: Amy Zahm



2003

EDITOR: Jodi Taggart



2010

EDITOR: Tyler Barnes



2017

EDITOR: Natalie Grummer

ADAPTIVE PRESCRIPTION: TAKE ONE AND CALL ME IN THE MORNING

by Mary Lane

As I write this, it is pre-season and I just received my confirmation to be an instructor at Ski Spectacular at Breckenridge in December. This is far from my first time but just as exciting, but then along with the excitement comes the nerves. How am I able to best prepare, when my chances of getting on-snow before the event are most likely slim to none? Students in the past have been diverse, one the youngest survivor of the Oklahoma City bombing, another a Columbine student survivor, a Bosnian landmine survivor (who didn't speak English), and many American and British vets with high tech prosthetics. Who will I have the privilege of working with this year? Daunting as it may seem I have a plan.

To get my mind back thinking skiing Fall Seminar is just the prescription. There is a Senior Movement Analysis that should fit the bill. First off I strongly resemble the demographic, secondly I am guessing they will be looking at diminished range of motion, changes in vision and hearing, increased fear of falling. Just what I need and even if that is not the direction it takes no worries. What I need is to look at contemporary alpine skiing with a group of peers so I can hone my ability to: describe the path/track of the skis, see when/where the snow sprays off those skis, describe edge release/engagement and when/where the ski bends. Then it's just a matter of making those same observations of a 3Track, 4Track or sit skier thru videos at home.

The prescription phase is where adaptive and alpine diverge. In general, alpine works from a place of their student having all their body parts intact and mostly functional where adaptive assumes just the opposite. We are still looking for the same desired outcomes: consistent speed, round turn shape, rhythmic and controlled turns. The path we take to get there may differ, perhaps we need to use assistive devices like mono skis, bi skis, outriggers or maybe it's just a matter of using more knees/hips if the ankles don't function. Maybe the student has a prosthetic. As a Level 3 instructor I need to understand how a prosthetic leg functions in a ski boot and what adjustments the leg may need so my

student can achieve a balanced straight run. At Ski Spectacular those adjustments are made by a team of prosthetists working closely with the student. At my home mountain I need to rely on my student's ability to adjust his/her limb.

If the snow gods favor the Northwest, I will be able to get my body back to feeling what it might be like to be my student, as well as making sure my demos and descriptions are of value. So in my first alpine clinic of the season, I might prescribe myself one of the following adaptations when doing any of the skills/drills/exercises my clinic leader assigns, such as:

one>
SKI ON ONE SKI



two>

SHUT MY EYES AND
DON'T WATCH THE
DEMO, ONLY LISTEN
TO EXPLANATIONS





three ^

SKI WITH EAR PLUGS SO I CAN ONLY SEE THE DEMOS



I could continue on down the alphabet but I think you get the idea. I am trying to put myself in the body of a potential adaptive student doing standard alpine skiing. This allows me to see what things may and may not work for a particular disability and continues preparing my ever expanding "bag of tricks" for Ski Spec and the upcoming season.

Is my prescription an Alpine plan or Adaptive plan? I think both, but no plan is of any value unless it is executed well and that is what I intend to do!



<four

SKI WITH FUSED ANKLES

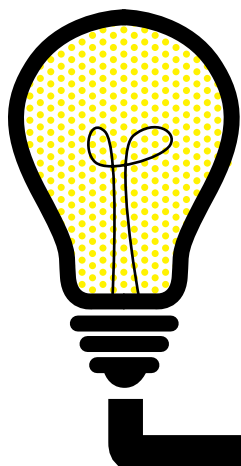
EXPLORE THE EXTREMES

by Jenn Lockwood

Explore, have FUN and get out of your comfort zone while exploring the extreme ranges of movement available in the fundamental mechanics of skiing.

Are you in search of the "perfect turn"? Admittedly I have spent countless hours practicing tasks and body movements to master the elusive "perfect turn." I have witnessed others doing the same. My best advice was - go ski! You should explore a variety of terrain and challenging conditions, slow things down, and speed things up. You'll learn more from challenging yourself, losing your balance and regaining balance than all that practice in the quest of the "perfect turn."

The most powerful lesson I've learned is there are MANY ways to make the "perfect turn" and experimenting with how you move can help you learn to be more adaptable to changing terrain, conditions and speed; versatility is the goal. Specifically, explore with the extreme range of movement in the body, specific to the five fundamental mechanics in skiing. How flexed or extended can you be while skiing? Try initiating turns with whole body, upper body, and lower body rotation? Can you make turns with only inclination or angulation? Make turns pressuring the tail of the ski, tip of the ski, tip of the ski at initiation and tail at finish. When we explore the extremes in lessons I witness students laughing and being more playful on their skis, and students discover which movements create the most effective ski performance for the desired outcome. When we experiment, play, have fun and laugh, we are more open to learning.



Exploring the extremes allows a student:

- To learn how the body moves and adjusts to forces, flow, space and time, and how these movements affect the ski performance.
- To practice in discovering the optimum movement for ski performance.
- To gain awareness of the appropriate range of motion and recover when thrown out of balance, over-rotated, pressured or edged.

Drills are boundless when exploring extremes!

HERE ARE THREE OF MY FAVORITES:

1 ON A SCALE OF 1 TO 10

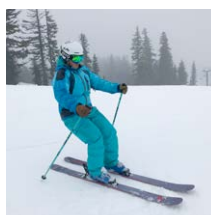
Skill: Pressure

Fundamental: Control the relationship of the center of mass to base of support to direct pressure along length of ski.

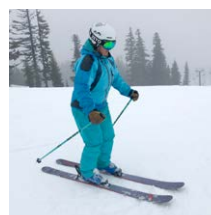
How to:

- Set the scales. 1 = pressure applied as far forward on skis with ankles flexed, knees, hip and spine extended; 10 = pressure applied to tails of skis with ankles extended, knees flexed and hip and spine extended. All other numbers move from one end of the spectrum to the other.
- Before starting, ask each group member which number they think will lead to the best position for best ski performance. Upon hearing their answer state, "Let's go ski and find out!"
- Partners ski single file. Partner behind calls out a number between 1-10 and allows the front partner to ski a number of turns in that position; repeat with a different number and switch partners.
- Allow each skier an entire run to explore all positions.
- Gather at chairlift: What did it feel like at a "1"? "10"? Did the turn shape vary? Did the skis skid, slip, slide? What did you feel in your body?

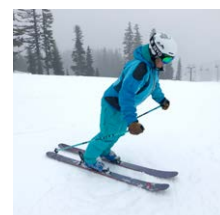
In February, I used this drill with a group of National Ski Patrollers at Anthony Lakes. Prior to executing the drill they all stated that "5" was the best position for ski performance. At the end of the drill, they stated "3-6 is the best position and it varied depending on the pitch of terrain and speed we skied." **A-HA!** These ski patrollers learned the power of experimenting in a fun and relaxed way while discovering the "sweet spot" to best direct pressure along the length of the ski based on environment, accuracy and speed.



TEN ►►►



FIVE



◄◄◄ ONE



2

BARBIE vs. THE GORILLA

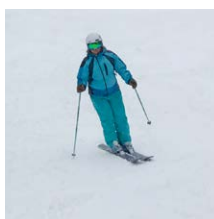
Skill: Edging

Fundamental: Control edge angles through a combination of inclination and angulation.

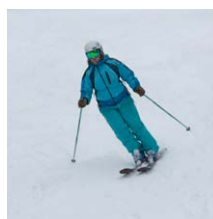
How to:

- Barbie Doll/Leg Locker Turns: Begin in a tall, extended and narrow stance. Initiate the turn with inclination and maintain an inclined position throughout the turn. This results in minimally edged and pressured skis that make a skidded turn.
- Cowboy/Gorilla turns: Begin in an over-flexed, wide stance. Initiate a turn in a flexed and inclined position and develop angulation through the finish of the turn.

Students preferred Cowboy/Gorilla turns over the "Barbie Doll" turns because the skis could be more easily edged, pressured and rotated to create a rounder and more controlled turn. However, as one student mentioned, "I think a stance somewhere in the middle of the two might be JUST RIGHT." **A-HA!** The student has discovered that skiing with the ankles, knees and hips flexed, with feet hip width apart, they are in a better position to effectively blend their skills to utilize ski design throughout the turn.



Barbie ▶▶▶



◀◀◀ Cowboy/Gorilla

3

WHOLE BODY ROTATION vs. LEG ROTATION EXPERIMENT

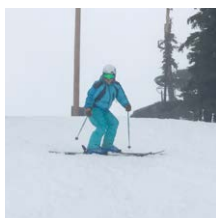
Skill: Rotary

Fundamental: Control ski rotation (turning, pivoting, steering) with leg rotation, separate from upper body.

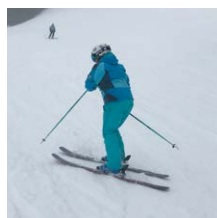
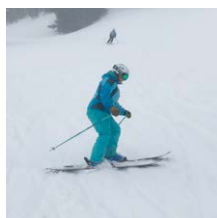
How to:

- Form 2 teams, in separate lines
- Boots only (or with skis)
- Team 1 performs hop turns using whole body rotation. Team 2 performs hop turns using leg rotation. Perform 20 hop turns, the team that completes 20 first are the winners. Who will finish first? Team Leg Rotation, or Team Whole Body Rotation?

I've used this exercise successfully during Steeps Clinics. Each time I've completed this drill the leg rotation team has finished first. This has demonstrated that steering with the legs will complete a turn more quickly than whole body rotation. Quick turns are essential on steep and narrow terrain. Next I ask, "When would whole body rotation be effective?" There is flat terrain often from the steeps to the chair and we'll perform flat 360 spins. **A-HA!** Through these drills students discover the different application of whole body and leg rotation.



Legs ▶▶▶



◀◀◀ Whole Body

Breaking news: There is no "perfect turn"!

There are a variety of turns that are "perfect" for a variety of desired outcomes, turn shape and terrain. Exploring the fundamental mechanics of skiing can help students gain awareness of how they can move, how far within each range they can move while still maintaining control, balance and the ability to create the desired outcome of the ski performance.

Skiing the extremes can be fun, absurd, hilarious and goal-directed. As a final point, in providing FUN exercises you can keep participants loose, relaxed and laughing; providing a memorable and enhanced learning environment.

LEARNING to the LEFT

by Ben Fok

Type, "U.S Education System" into Google and you will likely receive as many hits defining it as those highlighting why it doesn't work. It's a conversation happening with more and more frequency, and with participation in alternative education methods on the rise every year, the traditional methods that so many of us grew up through are being increasingly scrutinized.

That's a debate for another day, but the point is-- as educators and industry ambassadors who spend more time with guests than anyone else on mountain, it's crucial for us to continually assess and evaluate the effectiveness of our own approach.

To explore this further, what follows to the right are two contrasting approaches to teaching, commonly compared across all educational industries, but tailored in this case specifically to teaching snowsports.

CREATING AN ENVIRONMENT FOR LEARNING

In an Experiential Approach, the environment is fluid and content varies based on the students. Information flows freely as students use the instructor as a resource to facilitate their own learning. Students gain awareness and an understanding of cause and effect which aids them in continuing to progress without the instructor present. This is a more student centered approach.

In a Didactic Approach, the group is usually well organized and content follows a pre-determined path. The environment is highly controlled and information flows mostly from instructor to student. Students can continue to practice without the instructor present, but usually require the instructor to evaluate progress. This is a more instructor centered approach.

EXPERIENTIAL APPROACH

"Learning by reflecting on doing"

THE FOCUS IS ON OUTCOMES

The instructor and students first agree on a desired outcome. The instructor then facilitates as the students are encouraged to work towards the outcome, initially through exploration.

SESSION ENVIRONMENT

Students play or explore. They try something, then reflect on the result. Students are given ownership to manage themselves within the allotted space and timeframe. Individuals look internally for feedback and validation in reference to the desired outcomes.

STUDENTS ARE MORE DYNAMIC

The session environment encourages the students to move more often. A growing awareness of cause and effect becomes the center of the student's attention as they work towards achieving the outcome.

INSTRUCTOR ASKS MORE QUESTIONS

The instructor plays a facilitative role and provides feedback through open questions designed to guide the student's thought process and actions. The goal is that the student develops enough awareness to identify the answer.

STUDENTS GENERATE CONTENT

The students share what they are thinking and experiencing. The focus on an outcome implies that there are only efficient and less efficient methods. Feedback is usually intrinsic (student to themselves). Successes and failures are owned by the student.

DIDACTIC APPROACH

"Learning by absorbing information"

THE FOCUS IS ON PROCESS/ PROGRESSION

The instructor presents information step by step, focusing on a specific skill before moving on to the next. The students first memorize the information, then try to apply.

STRUCTURED ENVIRONMENT

Students depend on the instructor who controls flow, content and tasks. There is a strong focus on safety and group management. Individuals look to the instructor for feedback and validation to the specific skill they are learning.

STUDENTS ARE MORE STATIC

The lesson is largely static as students rely on instruction and feedback from the instructor regarding their interpretation of the task. The instructor therefore becomes the center of attention.

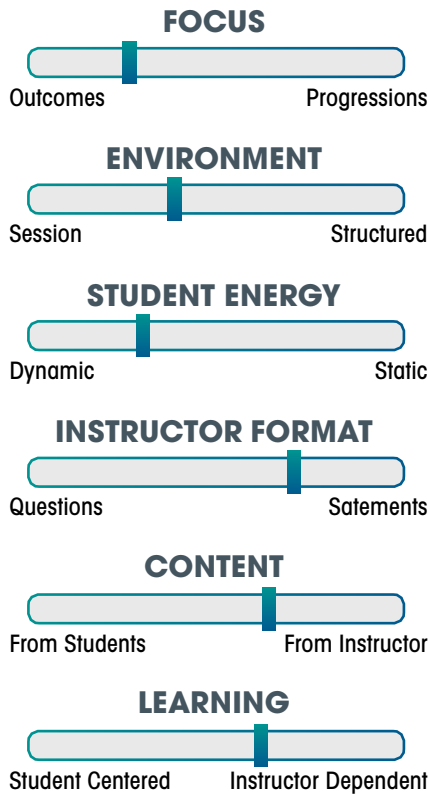
INSTRUCTOR MAKES MORE STATEMENTS

The instructor plays an authoritative role as the primary source of information. When the instructor does ask students questions, they are often closed, and typically used to check for and affirmative that the student is understanding.

INSTRUCTOR GENERATES CONTENT

The focus on process implies there is a right and a wrong method. The students therefore look to the instructor to constantly provide validation. Feedback is mostly extrinsic (instructor to student). Successes and failures are owned by the instructor.

It's important to state this describes an extreme example of each approach. There are pros and cons to both, and times leaning one way more than the other is more appropriate. Any ski or snowboard lesson, or clinic, can be viewed on a sliding scale between the two approaches by considering observable outcomes from the two lists on the following page:



We all strive to be student centered, yet as schools, so much of our training, systems, operations, and therefore teaching are primarily process focused. If someone objectively observe you teaching, where would the sliders land?

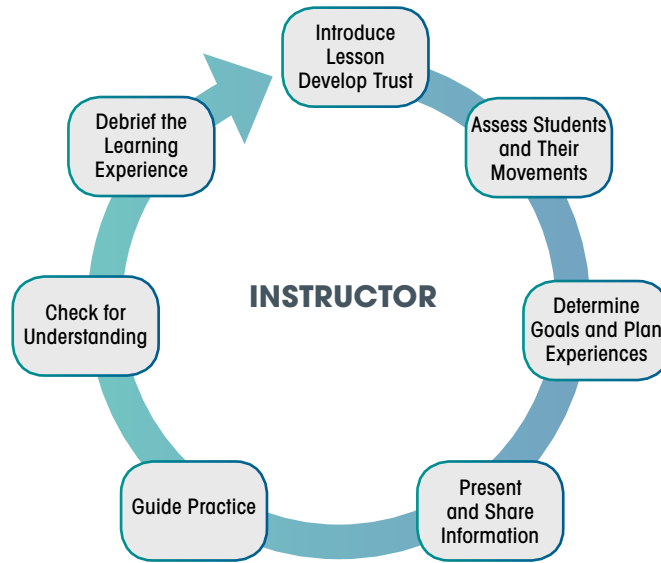
It's a delicate balance; instructors by definition are expected to impart knowledge and provide answers. The problem is we can often take this role too literally, resulting in a more didactic approach (creating dependency and leading to information overload), rather than an experiential approach allowing students time and space to reflect and develop awareness giving them ownership. Simply put- Every time we give up an answer, we give away a learning opportunity.

I'm not saying let go of the reins and watch carnage ensue in your learning area, but I encourage you as a professional to breakdown the components of how you teach, clinic and setup your learning areas. Identify ways you or your school can deliver an experience that slides the scale "a little more to the left".

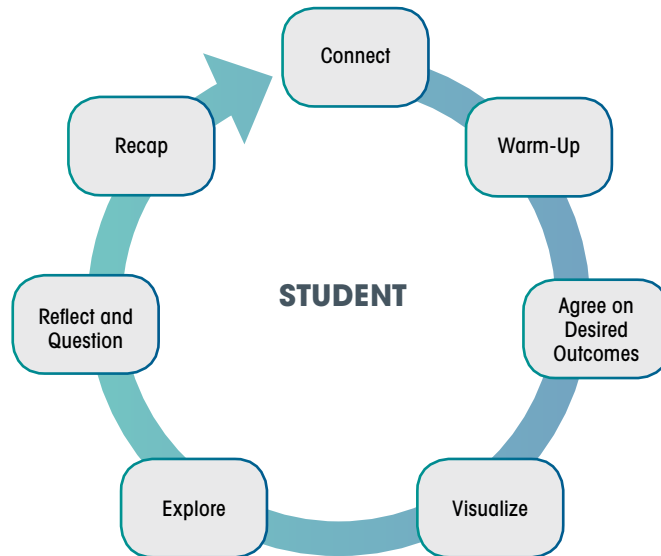
It can be as simple as starting with the language we use within our training materials and rhetoric. One idea of how we might apply this approach would be to look at a long-standing model for instructors which has helped provide structure and flow to a lesson. The Teaching Cycle directly speaks to the Instructor's Behavior, so a natural result

is an instructor centered experience. As an example exercise, what if we modified our existing Teaching Cycle and replaced the steps with verbs representing actions from the student, or promote collaboration between instructors and students?

Consider the Teaching Cycle:



Imagine taking two instructors and giving one a copy of the traditional Teaching Cycle and the other the alternative "Learning Cycle" version below. How might their approaches and outcomes of their lessons differ? Would it change your approach?



What we do is not broken, but we can always find ways to be more effective and better meet the needs and expectations of our students. For instructors out in the field, it's all about finding ways to invite the student in and make them an active collaborator in the learning environment, rather than an observer scrambling to memorize as much as possible.

Ask yourself; How can we get students sliding more often and for longer durations? Can we use activities or challenges to explore and identify a movement rather than just presenting it? What are specific questions we can ask to encourage reflection, deepen awareness and help students own an answer? When are those key times we as teachers should just employ patience, and let learning happen?

Teach more through sensations, and less through information

Go ahead, 'lean more to the left' and give your students some ownership. They'll gain more independence and hopefully have more fun in the process.

EVENT HIGHLIGHTS

FALL SEMINAR

GONZAGA
UNIVERSITY

University
of Portland

Engaging the culture, changing the world®
Seattle Pacific
UNIVERSITY

SPOKANE - OCT. 21
PORTLAND - OCT. 28
SEATTLE - OCT. 29

DAILY SCHEDULE

| | |
|----------|---------------------|
| 8:00 am | Refreshments |
| 8:30 am | Morning Course |
| 10:30 am | Break |
| 10:45 am | Keynote Speaker |
| Noon | Lunch Hour |
| 1:00 pm | Afternoon Course |
| 3:00 pm | Adjourn For The Day |

Fall Seminar will be offered in three locations, making this season-opener event more accessible for everyone to attend. Whether you are a Fall Seminar regular or a new participant, it is our goal to help you kick off your season with the latest and greatest information.

We are continuing to offer Fall Seminar to non-members. Please feel free to invite a non-member from your school to join you or someone who is interested in teaching this season and see why Fall Seminar is such a great pre-season educational event. Like regular members, non-members will need to register and pay the event fee to participate.

Conveniently sign up on-line by going to the PSIA-NW.ORG website. Additional "paper" applications are available for download or by contacting the PSIA-NW office at 206.244.8541. There is also an application on the following pages of this newsletter, too. When completing the application please choose from the morning and afternoon topic choices and indicate your choices on the application.

KEYNOTE SPEAKER

JEFF JOHNSON

"I joined PSIA 13+ years ago, which introduced me to a community of caring people who love to share skiing with others. This community has given me so many wonderful friends and opportunities. At this point in my life, I want to give back to the PSIA-AASI-NW division. I see myself not only as a coach, but also an ambassador helping anyone, anywhere, going wherever there is a need, and getting people excited. At the end of the day, I love to be an evangelist, a teacher and a skier."



THE GUEST EXPERIENCE

What is the guest experience really all about – what does it mean? We will travel waist deep into powder reviewing survey results and case studies on how the guest experience is the most important mountain resource to attract and retain guests. Then we will give guidance on how we can be the change agent to help our mountains achieve the highest level of customer satisfaction and returning for refills on face shots.

Jeff is currently a training director for Crystal Mountain and a Senior Manager of a compete team for F5 Networks in Seattle, WA. Frequently requested by account teams to provide subject matter expertise to secure competitive enterprise sales opportunities, he regularly travels the world, presenting technical and strategy sessions at customer locations and conferences. Jeff has given multiple keynote speeches around the world and presented to Presidents, Generals and Executives. He has given more than 2,500 speeches at the Microsoft Executive Briefing Centers, where he has been the top speaker for 5 consecutive years and received numerous awards and accolades for his performance excellence.

Come prepared to be energized for the upcoming season as we discuss key components of our relationship as instructors to the guest experience at the mountain and how to be a driver in turning the person who is coming to "try it" into a lifelong snowsports enthusiast.

MORNING TOPICS

Beginning/Intermediate Movement Analysis (MA)

with John May

In this session you will learn a basic framework for doing movement analysis on your students, practice using it and receive coaching on different ways to approach and do MA. For the more seasoned pro we will be adding a unique challenge that will keep your skills growing and enable more advanced movement analysis.

Learning Distinguishes Good Teaching

with Dave Rowe

Ever had a situation where one or more of your students check out, aren't getting it, or are practicing halfheartedly? If you're interested in taking your teaching to the next level, this interactive session will frame these challenges as learning opportunities and help you identify and prioritize what teaching skills are necessary to get the lesson back on track!

Movement Analysis in Ski Racing....How the 5 Fundamentals of Good Skiing Apply

with Michael Drake

Let's have some fun actively observing World Cup skiing in a variety of disciplines to help develop our eye on spotting what the effective application of the 5 Fundamentals looks like. Shocked, the Fundamentals are all very much there! We will look at what the racers are doing, and how it relates back to our students, and our own skiing. This will delve more into the 'observation', and 'analysis', with not too much about the 'prescription' elements of MA, as we review the 5 Fundamentals and go to work tuning up our MA eyes.

Putting FUN into Effective Teaching

with Gavin Kerr Hunter

Fun is a simple word and having fun seems easy to do. We all know what it is, but how do we apply it within snowsports instruction – Safety, Fun and Learning? The FUN is the application of the learning. Watch any great instructor at work and they'll appear to instinctively be throwing in learning nuggets and practice time, all through the guise of fun. Let's explore the application of fun in the snowsports learning environment and have some fun ourselves.

Seniors: Movement Analysis and More

with Michael Birch-Jones

PSIA-AASI CEO Nick Herrin talks about how many of us as instructors are moving into our senior years. This is equally true of our clients as well. Whether you are wondering how you will adapt to stay in the sport longer or the approaches you will take with your clients to keep them skiing on the mountain, come and join us. We will look at a variety of seniors and instructors skiing and talk about low impact approaches to longevity on the mountain. Be prepared to participate... this will benefit you and your students!

Skiing Right...Angles

with Marc Schanfarber

Let's explore how the visualization of right angles between parts of our bodies and our equipment platform can help us to stay in balance as we slide. How we move our bodies in relation to our equipment will determine how it performs. Visual, verbal, and physically interactive explorations of how you could use the image of right angles to help you slide and utilize your equipment in the way it was designed will be the focus of this session.

AFTERNOON TOPICS

De-Mystifying the Jargon

with Marc Schanfarber

A little guilty of using industry jargon when out on the snow, during après after a clinic, or maybe during lessons? Have you said things such as "utilize the ski design", or "get more performance out of your skis" to students and get a quizzical face looking back? We will work to take the lid off the jargon, take some terms and phrases and come to a common understanding of just what these words mean and how simply we can actually make them. Epiphanies will abound as we work to be more precise with our words for maximum understanding.

Equipment Set Up and the Five Fundamentals

with Michael Drake

The new PSIA Alpine Manual updates and reframes the skills concepts, and with it, you may have been hearing about the five fundamentals of good skiing. In this session, we'll review the fundamentals in a context and focus of: How our boot and binding is set up and our "foundation" affects our successful execution of the skills. How, when and which muscles and joints are to be used, based on our desired outcomes, given what our boot and ski set up may allow. Are your boots enhancing, or limiting your movements? This is not an individual boot fitting session, but oriented towards issues that develop with too much (or too little) of the basic parameters. Bringing your boots is optional.

Good Teaching in Practice

with Dave Rowe

This topic builds on the Learning Distinguishes Good Teaching morning session through active-learning and interactive problem-solving of commonly encountered teaching scenarios. Participants will be given a variety of assigned teaching scenarios and will work to identify learning opportunities, prioritize desired student observables, prioritize teaching skills and develop lesson plans.

Kids: Movement Analysis and More

with Michael Birch-Jones

What's different when we look at kids skiing versus adults? We spend a lot of time deciding what kids can and cannot do at certain ages but what is really good skiing at different stages of development? Let's look at some kids skiing tasks at a variety of different ages. What should we expect to see from them? Join us for some great kid's video clips and plan to participate in a hands on movement analysis session.

Not Your Regular Movement Analysis

with John May

Looking to add another arrow to your professional instructor quiver? Then this is for you. We will be taking on movement analysis by focusing mostly on the ultimate indicator...the ski. We typically notice the skier and address their movements which is only good if it creates a change in the tool's performance. So in this session we will take a closer look at that performance and add this skill to our quiver. Be prepared for a challenge!

Remind Me About Those Fundamentals... and What Do They Have to Do With Those Skills?

with Gavin Kerr-Hunter

Explore how the 3 skills of Edging, Rotary and Pressure are related to common movements patterns, and how these cause/effect relationships create different results in your skiing. We'll use video of skiers at a variety of levels to identify and how evaluate how these two pieces fit together.



2017 Fall Seminar Event Application



| | | | |
|--------------|---------------|--|-----------|
| Name | Email Address | Cert Level | Member # |
| Address | | City | State Zip |
| Cell Phone # | | Alt Phone (please indicate type) <input type="checkbox"/> Home <input type="checkbox"/> Work | |

| PLEASE CHECK ONE LOCATION | | |
|---|---|--|
| <input type="checkbox"/> Spokane 10/21 Lunch Options: TWISTED TURKEY WRAP, PORTOBELLO RUSTICO or ROAST BEEF and CHEDDAR. All box lunches include choice of pasta salad, bag of chips, brownie, and bottled water.....\$16 | <input type="checkbox"/> Portland 10/28 Lunch Options: TURKEY, ROAST BEEF OR VEGETARIAN sandwich with lettuce and cheese served with whole fruit, bagged chips, cookie and canned soda or bottled water.....\$12.50 | <input type="checkbox"/> Seattle 10/29 Lunch Options: SMOKED TURKEY & BRIE CROISSANT, PARMESAN BEEF SANDWICH or PORTOBELLO RUSTICO. Each lunch includes a bag of chips, pasta salad, and a large cookie, plus a bottled water included.....\$21.50 |

| PLEASE CHOOSE YOUR MORNING AND AFTERNOON TOPICS | |
|--|--|
| Morning Topic (8:30 - 10:30am) First Choice _____ Second Choice _____ Course placement is based on your selections and space available. Some sessions may not be offered due to lack of signups. | Afternoon Topic (1:00 - 3:00 pm) First Choice _____ Second Choice _____ |

| PAYMENT DETAILS - PRICES ARE PER PERSON |
|--|
| <input type="checkbox"/> \$80 early price on or before October 13 <input type="checkbox"/> \$95 full price after October 13 <input type="checkbox"/> \$ _____ Lunch Option (see price above) Choice: <input type="checkbox"/> Turkey <input type="checkbox"/> Beef <input type="checkbox"/> Veggie \$ _____ Your Total |

MAIL WITH CHECK OR CREDIT CARD INFO TO PSIA-NW:
 338 N. Wenatchee Avenue, Wenatchee, WA 98801
 FAX WITH CREDIT CARD INFO TO:
206.241.2885
 EMAIL US: INFO@PSIA-NW.ORG



Application deadline for Spokane is October 18th.
 Application deadline for Portland and Seattle is October 25th.

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

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WHY I TEACH

Words by Kyle Skutch

The whole reason that I started snowboarding in the first place was to have fun. I have to this day continued snowboarding and teaching because I truly enjoy it. I think that my biggest core belief is that snowboarding should be fun.

I think that in any aspect of snowboarding if you are not having fun, then you are doing something wrong. This is an approach that I take into my lessons every day. I want to make things light hearted and enjoyable. I think the main reason people start to come to the mountain is to enjoy the experience.

I think that if you are having a great time, this is also a solid opportunity for learning. If someone is bored or if something is really scary or uncomfortable, it's probably going to be much more difficult for them to absorb any new skills. Even something as simple as joking around with a person can make a huge difference. The tension they may be feeling from learning something new can dissolve in an instant with a little laughter.

I also use this value while leading instructor clinics. Training for exams can be stressful. I always tell my participants that going in to the exam with the main goal being to have fun; will greatly improve their chances of passing. If you are having fun then worry will fade and your best will shine through. I will snowboard and teach for as long as possible with that belief in mind. I'll always remember that I started because of the great experiences that I had, and I want to spread those experiences to anyone I can.

Kyle is a Snowboard DCL, F33 and an Alpine 1 certified instructor for Mt. Hood Meadows.

QUICK TIP

GETTING D.I.R.T.-Y

by Pete Borowski

A quick tip to help with Improving the intermediate/advance skier in the Steeps and/or off-piste by making adjustments to: "D.I.R.T."

I have often noticed a pattern of movement associated with intermediate to advanced level skiers when they are faced with challenging conditions i.e. steep pitch or crud or a combination of the two. Their movements tend to be out of sync with the terrain and/or conditions that they face. This is evident by their turn shape and by the movement pattern that leads to this turn shape. In other words, their turns appear to be z-shaped in nature.

This shape is marked by a quick movement of body parts at the top of the turn, which in turn is associated with an abrupt reorientation of the skis from one set of edge to the next set of edges. I think that, in effect, the turn shape of these types of skiers often takes on the appearance of a z-shape turn because of a resistance to spend little if any time in the fall line as they move through the apex phase of their turn. Additionally, these same skiers have often bled off too much speed as they approach the start/top of the new turn causing them to be stuck in place just as they need to re-orient their skis down the hill off their old set of edges and on to the new ones.

To try to address this issue on the spot, I avoid changing these students' movement patterns significantly, despite how crude the movements might be. Instead, I focus on giving feedback that is simpler in nature by focusing on the duration, intensity, rate, and timing associated with the way in which these skiers execute their turns. The mantra that I have running in my head goes like this: "slow down to speed up". To do this I'll focus on getting the student to spend a little more time going down the hill parallel to the fall line by asking them to slow down the speed in which they re-orient their skis from the old set of edges to the new one. I try to get them to articulate their body parts more slowly as they move down the hill through the apex of the turn. As a hook, I might show the student how patience at the top of the turn can lead to high performance later in the turn (See inserted pictures: "Patience").

Having gotten the student to move more slowly through the apex of the turn, I then give feedback that orients these skiers to focus on carrying this higher degree of speed across the fall line and into the start of the new turn. I'll often use the analogy of riding a bike at this stage, pointing out that skiing can be like riding a bike where if we move too slowly we're more likely to become unstable and tip over or get stuck.

I think there are two main reasons why I have experienced regular success with this sort of instruction. First, it's a low risk high upside change for learners. All the student has to do is to slow his or her movements down a little bit. They're just changing the rate in which their skis are re-oriented. Yes, there is fear associated with this process but approaching this change incrementally seems to offset much of the anxiety. The other reason why I think this sort of instruction has been successful has to do with the fact that nothing significant is being changed or taken away from the skiers. We're just adjusting the movement patterns ever so slightly so that momentum is increased while reducing the possibility of have abrupt in-elastic interactions between the ski and snow due to a sharp z-shaped turn.



▲ Pete demonstrating patience of spending a little more time at the top and bottom of the turn.

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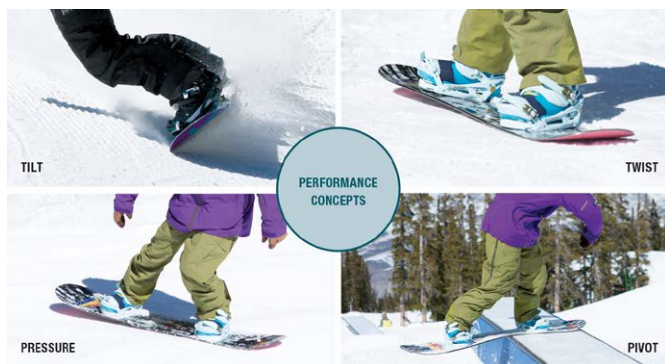
QUICK TIP

THE ANSWER IS “ANKLES”

by Jesse Murphy

There is a joke amongst some of my training groups that if you get asked a question that you don't understand in a clinic just say “ankles”, and you'll have a good chance of being right. Of course ankles aren't the only answer in snowboarding, but ankle movements are an important part of just about everything we do on a snowboard. Even that cool kid slouch has a lot to do with soft flex of the ankle.

One of the coolest things about ankle movements is that they get the rest of our body to move the “right” ways. It's like the orchestra conductor leading all the different instruments. What ends up happening when you move your ankle is that the other joints of your body, especially knees, hips, and spine, have to move a little bit to keep you from falling over.



▲► (Above and Right) Performance concepts of tilt, twist, pressure and pivot from the AASI Snowboard Technical Manual.

In snowboarding we say the snowboard can do four things; Tilt, Twist, Pivot, and Pressure. We take these four actions and mix them in different ways to do all the fun stuff we do with snowboards, like big slashers in the pow. And it is because of these four actions that the ankles are so important. We can cause all four of the “board performances” by moving the ankles! So.....if we can understand how to move the ankles to manipulate the board we can do anything, and the rest of our body will be doing pretty much what it's supposed to.

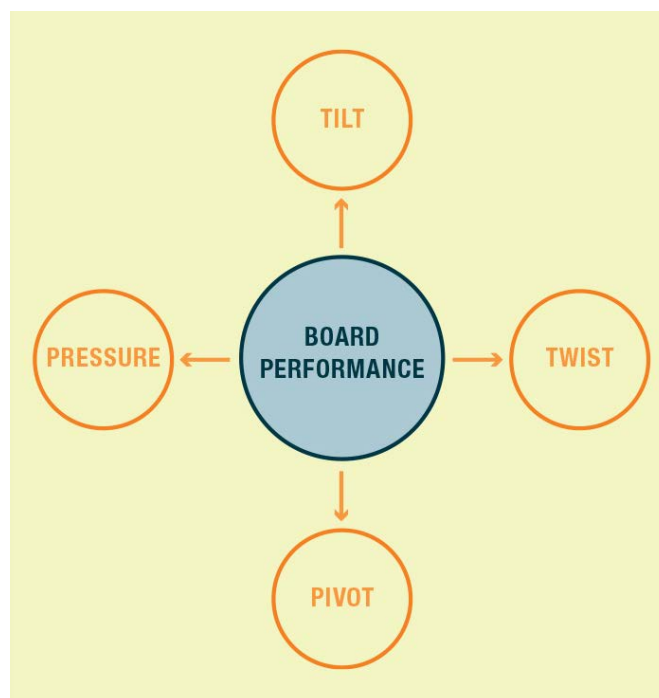
Before we go on, now would be a good time to define how the ankle moves. In snowboarding we think of the ankle as a hinge joint to simplify the movements. The fundamental movements of a hinge joint are flexion and extension, flexion is lifting your

toes up toward your body and extension would be pointing your toes down, away from your body. If you are speaking to a physical therapist and want to sound smart you'd call flexion of the ankle dorsiflexion and extension of the ankle plantar flexion.



Depending on what students I'm working with I'll use a different teaching style based on their prior knowledge of ankles and the board. When I work with instructors or students that have a foundation of snowboard knowledge or skill I'll often use exploration. This allows us to find answers in our riding that don't always have to be the same which can be more powerful experiences. This is especially true with riders who can get down the mountain already.

As an example let's look at how Twist is caused by ankle movements. We can use both ankles, or just one ankle to cause the board to twist and we can use either flexion or extension to cause the board to twist toward the toe edge. Part of the exploration is to see what happens when flexion or extension is used. When extension is used that also tends to extend the knee and hip making that leg longer. When our legs are longer





▲ Riders demonstrating open vs. closed ankles to aid in the twist of the board. (photos: Wayne Nagai)
 Editor's Note: Anyone recognize the special guest star on the right?

it is usually more difficult to maintain balance so we'll probably want to use ankle flexion to twist the board because that will cause our leg to be shorter. Next we'll explore how Twist is affected by how many ankles you use. By Twisting the board statically standing on a flat surface we can see that using both ankles to Twist the board causes more Twist than just one ankle can do. It also makes Twist easier because we are now using twice as many muscles.

To continue our exploration we'll ride a comfortable slope and use flexion of both ankles to Twist the board when we want to change from one turn to the next. We will see that every time we Twist the board with our ankles our legs get a little shorter during the Twist. The sensations we feel can be different as riders will key in on any one of several outcomes. One rider

may comment on how solid the edge felt at the finish and start of the turns. Another rider may talk about how the turns began much more quickly. Someone else may find that the first half of a turn felt much more balanced.

Bringing it all together we've illustrated how ankles can be the answer to unlocking new levels of riding in ourselves and our students. In the example of using the ankles to Twist the board we found how one movement pattern of the ankles can enable riders to perform and be successful with outcomes based on challenging concepts. This has allowed us to make the learning experiential. You can take the same approach with any of the other board performances by focusing on how the ankles move to get the performance you want.

So, maybe in the end the joke is right on, ankles are the answer.



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QUICK TIP

ALL ABOUT THE PRESSURE

by Bre Huston

At the beginning of every season I seem to find myself in about the same spot. Skiing feels a little awkward after a few months off, and it takes a run or two before I feel like I know how to ski again. Every now and then throughout the season the awkward run makes an appearance again and I find myself feeling similar in my movements.

What is the feeling I am referring to? The feeling of feedback from the snow being transferred as energy through my body.

Some people would better connect with the feeling of ineffective static movements. In essence, instead of being able to effectively distribute pressure through a turn, the pressure builds and eventually has to go somewhere. Sometimes this is absorbed by the body, or is exhibited in chatter or a built up of pressure low in the turn and is not transferred to the next turn. Sometimes the root of effective skiing is in going back to basics and focusing on a sense of awareness in small movements. For this reason going back to how we distribute pressure through a turn is often a great step towards feeling something different or even more effective in our movement patterns. This manifests itself in slightly different ways depending on the ability, age and focus of the group but in each case the approach is similar.

I first start with one thought:

How can I help the group to feel something different in their pressure distribution?

In the case of my own skiing going, back to pivot slips helps to establish an exaggeration to how pressure can be used to affect one's ability to successfully stay within a corridor and rotate the skis beneath the center of mass. Starting with a simple sideslip and moving weight for aft is one way to determine a baseline comparison for pressure that is towards the front of the ski, versus the back of the ski and finally in the center.

Now that a baseline is established, I can then move into pivot slips with a better sense of self feedback for where I am distributing pressure and finally take the pivots into a small to medium radius turn with a different sense of touch and inevitably the feeling of a much smoother turn than when I first started out.



▲ *Demonstrating pressure management at the top of the turn.*
(photo: Bre Huston)

How does this tip manifest itself among different groups of students? With a group of younger students, 6-8 years old are skiing in an open parallel on most blue terrain part of the struggle is helping to facilitate the development of touch on the snow, starting from the feet up. In this case, we often see a z-shaped turn with most of the pressure at the end of the turn where energy doesn't necessarily transfer from turn to turn. For this group, starting to develop a touch for pressure is instrumental to starting to blend skills in turns. To top it off, the amount of time you have to keep the group focused can be small. For this group, practicing a traverse across the bumps with a focus on making it smooth and feeling the difference in where we flex and extend to determine which is smoother and helps to carry momentum across the bumps most effectively. We can then relate it to how we link turns together to make our turns smoother down the hill on groomed terrain.

With a much older group of expert skiers I take a slightly different approach to the exploration of pressure distribution. In this particular group they have developed a great sense for tipping their skis on edge in order to shape the turn, however earlier pressure to shape the turn before fall line and how they

manage pressure after fall line are two areas that could help them in reaching a goal of getting faster in a race course. Again, the goal is to exaggerate pressure distribution by simply side slipping and moving weight fore and aft to determine the effect of moving pressure.

In both cases the groups had slightly different tendencies. In the younger group, a more rotary focused turn is naturally what develops from a wider base of stance. In the older group, tipping of the skis without a lot of rotary occurs after developing a sense for how to roll to an edge in the turn however both groups benefit from exploring how pressure changes the ski to snow interaction. This is a pattern seen across many groups of skiers as well, which is why this quick tip is effective across many learning scenarios. There is an arsenal of drills and tactics that can be used, all moving towards developing a better sense of skill blend as well as movements that are occurring lower in the body in the lower legs and feet.

▼ (Left) *Demonstrating pressure through the bottom of the turn at various skill levels.* (photos: Left- Jake Salvador; Right- Bre Huston)



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FALL 2017-2018

Meet our talented batch of contributors for this issue of the NWSI.



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HOW TO CONTRIBUTE TO THE NEXT ISSUE

NW Snowsports Instructor is published three times per year. For Winter 2017-18, we are specifically looking for contributions from the Adaptive, Nordic/Tele, and Snowboard disciplines, as well as editorials on your favorite event. We accept articles from anyone willing to contribute. The editorial staff reserves the right to edit all submissions including advertising.

CONTRIBUTOR GUIDELINES

Articles should be submitted in Word format and include the author's name and mini-bio. Images and graphics (including an author portrait image) should be submitted as separate files at the highest possible resolution. Please submit all content, articles and photos as attachments via e-mail or contact the editor for other options. All published material becomes the property of PSIA-NW. Articles selected for publication on the condition that they may be released for publication in all PSIA National and Divisional publications. Material published in this newsletter is the responsibility of the author and is not necessarily endorsed by PSIA-NW.

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SOCIAL BUZZ

 #psianwwearefamily



Members Jennifer Lockwood @jenniferlockwood, Holly Tencer and Katie Feucht-Smith enjoying a SUP adventure. "My ski tribe... so happy to be able to hang together in the summer, too!"



National Telemark team member Greg Dixon @telelama spends his off season trading snow for dirt on his mountain bike, taking in all the PNW views from the trail.

 #psianw



A group of members, including Richard Mario, Brian Feucht and Rob Bell, attended Dave Lyon's summer ski race camp at Timberline #neverstoplearning



Technical Team member Brad Jacobson @bradskiyo and his wife, Mari exploring the culture and sights of Tanah Lot, Bali.



#psianwwearefamily



Tara Seymour @skiyogabum learning course setting at a USSA clinic on the Palmer Glacier, Mt. Hood, OR. "A beautiful day to ... go SKIING! #stillskiing"



Betsy Baker Bold (far left), blending two things she's passionate about - kiteboarding and fighting cancer- at Hood River's summer Kiteboard for Cancer event.

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Each image here was taken
at the last Symposium we
had at this location.

If you can't guess, check out
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