

# northwest

SPRING 2018

SNOWSPORTS  
INSTRUCTOR  
MAGAZINE



PSIA  AASI   
NORTHWEST

Issue #2 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.**

When it comes to the moments we remember, how many take place in your living room? If you're still trying to recall, perhaps it's time to reacquaint yourself with a world beyond Wi-Fi, where the stunning beauty of a vista in front of you is not virtual reality but reality reality. The Golf Alltrack comes with 4MOTION all-wheel drive, Off-Road Mode\*, and enough turbocharged power to motivate you off the couch. Because happiness favors the spontaneous.



**Volkswagen**

[vw.com](http://vw.com)

\*Optional accessories shown. Always ensure that your vehicle is equipped with appropriate tires and equipment and always adjust your speed and driving style to the road, terrain, traffic, and weather conditions. See Owner's Manual for further details and important limitations. ©2017 Volkswagen of America, Inc.

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

E-mail: info@psia-nw.org  
Phone: (206) 244-8541 Fax: (206) 241-2885  
Web: www.psia-nw.org  
Kirsten Huotte, Executive Director  
kirsten@psia-nw.org

### SEND SUBMISSIONS TO

**Kirsten Huotte**, Executive Director  
kirsten@psia-nw.org  
**Natalie Grummer**, Layout Designer

### Submission Requirements

For Ads & Articles

#### Via Email

Please include a Word document for text,  
separate image files (jpg or tiff) no smaller  
than 2mb, bio, and headshot image.

### CONTRIBUTOR GUIDELINES

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  
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### PSIA-NW BOARD OFFICERS

**Molly Fitch**, President

mollyfitch@comcast.net

**Mary Germeau**, Executive V.P.

maryolympic@hotmail.com

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

mark@schinman.com

**Diana Suzuki**, Financial V.P.

diana.suzuki@astronics.com

**Tyler Barnes**, Communications V.P.

tyler@psia-nwtechteam.org

**Kim Petram**, Education V.P.

kim@petram.org

**Mike Phillips**, Certification V.P.

twintershope@gmail.com

**Rob Croston**, Member School V.P.

rob.croston@comcast.net

**John May**, NW National Representative

john@creekstonedesigns.com

# nw/ SNOWSPORTS INSTRUCTOR

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### ON THE COVER

*photo by Rick Kadar*

# ROOKIE OF THE YEAR AWARD

This award recognizes a member who has demonstrated superior ability, aptitude and inspiration to snowsports education in their first season as an instructor. It's a great way to recognize a rising superstar. Our 2017-2018 Rookie of the Year is Eric Wiessner from Bluewood Mountain Resort.



## 2017-2018 SCHOLARSHIP RECIPIENTS

Each Season, PSIA-NW gives out Scholarships to offset the financial cost of attending Clinics and Events. Fundraising for the Scholarship Fund comes from the Raffle and Silent Auction held at the Spring Symposium Banquet. Here are a few of this season's recipients of scholarships and, in their own words, highlights from the events they were able to attend thanks to receiving a scholarship.

### Jonathan Urlic on his participation in the January Immersion Clinic:



"There is an art and a science to learning, doing, and teaching. This January, courtesy of a scholarship awarded to me by PSIA-NW, I had the good fortune to attend Immersion, and experience these two elements blended masterfully. Our clinicians, Nick McDonald, Kate Popham, Mike Phillips, and Scott Weimer, led 20 of us through three days of activities aimed at slowing down,

building strong fundamental movement patterns, and exploring the feeling of efficient skiing. Parts of the weekend were tedious, and sent me plummeting into an existential crisis, but in the end, I was jet-tisoned to the next level, equipped with greater self-awareness in my skiing. A big thank you to my Immersion clinicians, and to PSIA-NW for this wonderful opportunity to learn this. I am eternally grateful."

### Sally Vantress-Lodato on her participation in Divisional Academy:

"The group training was effective and learning skills and watching others helped compare techniques that were being taught. The video recordings were the most helpful along with all the explanations and demonstrations. Critiquing also was very impactful, but watching yourself on the video tells no lie. Working on skiing skills for three days provided much more value than my at home hit and miss clinics on the mountain in between lessons. I am excited to take these learning's and apply them next season. I am also interested in going to one or more events next year to continue to grow my skills."



### Austin Casey on his participation in the Freestyle Specialist 1:



"Overall, I had a great time and learned a lot about teaching in groups and giving appropriate feedback for our students and peers. I highly recommend Kyle! He did a great job and I'm extremely grateful for the opportunity to represent my mountain and learn from the head leaders of the region."



# FROM YOUR EDUCATION VP

---

Hello instructors! I hope this winter has been kind to all of you as we wind up a great winter season here in the NW.

I'm always amazed at the lessons I learn as an instructor that impact my world outside of this snowsports profession we all belong to. A few years ago, my older son struggled mightily with his rowing partner when they were suddenly transitioned from a very successful and winning quad to a double shell. These two boys went from responsibility with one oar to two oars; from single to bilateral movement patterns. A whole different set of skills had to be acquired and learned and he and his partner strained with the indignity of going from a winning boat to a double that they (initially) literally rowed in circles. At my office recently, leadership was tasked by our CEO to transform a poorly run department that suffered from mistakes, misunderstandings and halting missteps to running as a well-oiled machine. We have to create rhythm and flow I said to myself; we can get this department realigned using the teaching principles of rhythm and flow.

I'm certain many of you see this kind of overlap in your day to day lives. The principles of the CAP model apply to life outside of our profession as we try to understand our partners, peers and coworkers. Maslow's hierarchy informs us every day as to why we have 'good' days or 'bad' days. Orienting or training a new co-worker requires application of Bloom's taxonomy and the doctrines of gradual release.

I share these musings with you as exciting work and opportunity continue to unfold in the educational realm of our division. The Education Leadership Council continues to meet regularly as we methodically work towards academic degree development with Penn State University. Many of you have taken advantage of our new web-based e-learning opportunities as well as online exam quizzes and workbook modules. New manuals are in progress including an updated Core Concepts and Children's manual. In these manuals you'll find updated information on skill acquisition including the Fits Posner model replacing the current model cited in our manuals. The teaching cycle will be made easier to apply real life scenarios given how the cognitive, affective and physical attributes of our students inform us. The Dunning-Kruger Effect will be leveraged regarding levels of competency. My goal and commitment for all of you here in the NW is to continue the work as we march forward in this continually evolving fast paced environment to ensure best practice regarding educational resources and development.

I'd love to hear from you regarding your examples of snow life overlapping with 'real' life. I'll include your examples in our next magazine publication. For now, as always, reach out to me regarding any educational need or questions you have.

Best, Kim

## *Thank You Members!*

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Thank you for being a member of the Northwest and PSIA-AASI and welcome to all of our new members who joined the family this season!

Your membership reflects your commitment to excellence in the snow sports instruction profession. Throughout the season, there are many opportunities (building more each season!) through the educational events the division offers to meet the community of other professionals around our region and to also have access to continuing education training, certification, and credentials to help you grow as instructors.

Most important, we all are working to make a positive difference in our snowsports schools across the Northwest and for every guest who comes to our mountains to experience sliding on snow. Your continued commitment and dedication are what makes us, us – without you there is no us.

Look forward seeing you on the snow and everything the 2018-2019 season has to offer!



KIRSTEN HUOTTE  
EXECUTIVE DIRECTOR

# YOUR PSIA-NW REGIONS & BOARD OF DIRECTORS

Region	Resort areas
Bend	Hoodoo, Mt Ashland, Mt Bachelor, Willamette Pass
Blue Mountain	Anthony Lakes, Bluewood, Spout Springs
Crystal Mountain	Crystal Mountain
Mt Baker	Mt Baker
Mt Hood	Cooper Spur, Mt Hood Meadows, Mt Hood Skibowl, Summit Ski Area, Timberline
North Central	Mission Ridge, Leavenworth Ski Hill, Loup Loup, Sun Mountain
Snoqualmie	Snoqualmie Pass, Stampede Pass, Hurricane Ridge
South Central	White Pass
Spokane Region	49° North, Lookout Pass, Mt Spokane, Schweitzer, Silver Mountain
Stevens Pass	Stevens Pass
Whitefish	Whitefish Mountain Resort



**Molly Fitch**

President  
mollyfitch@comcast.net  
Role(s): Board Officer, Snoqualmie Region Representative



**Diana Suzuki**

Financial Vice President  
diana.suzuki@astronics.com  
Role(s): Board Officer



**Kim Petram**

Education Vice President  
kim@petram.org  
Role(s): Board Officer, Snoqualmie Region Representative



**Mary Germeau**

Executive Vice President  
maryolympic@hotmail.com  
Role(s): Board Officer, Stevens Pass Region Representative



**Tyler Barnes**

Communications Vice President  
tyler@psia-nwtechteam.org  
Role(s): Board Officer, Mt. Hood Region Representative



**John May**

PSIA National Representative  
john@creekstonedesigns.com  
Role(s): Board Officer, Mt. Hood Region Representative



**Mark Schinman**

Secretary & Second Vice President  
mark@schinman.com  
Role(s): Board Officer, Stevens Pass Region Representative



**Mike Phillips**

Certification Vice President  
1wintershope@gmail.com  
Role(s): Board Officer



**Rob Croston**

Member School Vice President  
rob\_croston@comcast.net  
Role(s): Board Officer, Snoqualmie Region Representative



**Rick Brown**  
thegodfather@gmail.com  
Role(s): Spokane Region Representative



**Bill King**  
euroking@aol.com  
Role(s): Snoqualmie Region Representative



**Russ Peterson**  
russ@petersonrealtyteam.com  
Role(s): Stevens Pass Region Representative



**Jack Burns**  
the\_lawyer@msn.com  
Role(s): Snoqualmie Region Representative



**Richard Mario**  
ram@buckley-law.com  
Role(s): Mt. Hood Region Representative



**Donna Sanders**  
elkhorndirtkidz@aol.com  
Role(s): Bend Region Representative



**Charlie Cornish**  
charliec@architerra-nw.com  
Role(s): Bend Region Representative



**Mike Peters**  
petersmjcc@gmail.com  
Role(s): Blue Mountain Region Representative



**Marc Schanfarber**  
schanfm@yahoo.com  
Role(s): Spokane Region Representative



**John Eisenhauer**  
eistra2j@comcast.net  
Role(s): Crystal Mountain Region Representative



**John Nelson**  
john@woodslogging.com  
Role(s): South Central Region Representative



**Takashi Tsukamaki**  
ski2golf@comcast.net  
Role(s): Snoqualmie Region Representative



**Larry Fale**  
lfale09@gmail.com  
Role(s): Crystal Mountain Region Representative



**Devin Mettler**  
dmettler@summit90.com  
Role(s): Snoqualmie Region Representative



**John Weston**  
weston-acres@comcast.net  
Role(s): North Central Region Representative



**Burrell Jull**  
burrelljull@gmail.com  
Role(s): Mt. Baker Region Representative



**Ed Kane**  
ejkane123@hotmail.com  
Role(s): Snoqualmie Region Representative



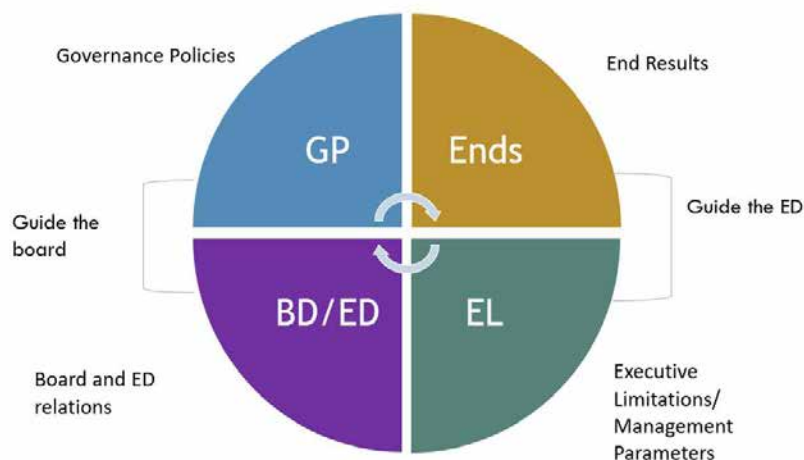
**John Keil**  
skienginerd@gmail.com  
Role(s): Stevens Pass Region Representative

### The Northwest Board of Directors over the last season has been working on:

1. A model for governance (Policy Governance™ seen below),
2. Adding Alaska representation on the board and,
3. Reviewing regions and board size.

Look for updates in the fall.

### Policy Governance



# CONGRATULATIONS, YOU PASSED!

*The following Northwest snowsports professionals successfully passed a Level 1, 2 or 3 exam this season, or received a Children's, Senior or Freestyle Specialist credential.*

A=Alpine, CC=Cross-Country, H=Adaptive, S=Snowboard, T=Telemark, X=Adaptive Snowboard.  
CS= Children's Specialist, SS= Senior Specialist, FS=Freestyle Specialist

## 49 DEGREES NORTH

Andrews, Quinn, A1  
Chantry, Philip, A1  
Dykes, Arielle, A1  
Hersh, Eliza, S1  
Johnson, Bennett, A2  
Kilfoyle, Owen, A1  
Larsen, Rachael, A1  
Logan, Diana, A2  
Miller, Kiera, A1  
Montney, Matthew, S1  
Pasino, Alison, A3  
Velardi, Danny, S2  
Warner, Jacque, CS1

## ALYESKA

Barnett, Francisca, S1  
Bilafer, Steve, S1  
Blair, Casey, S1  
Butzke, Alden, A1  
Collins, Kristen, S1  
Crozier, Austin, S1  
Cullivan, Jesse, A1  
Dahlman, Eric, A1  
Demmert, Jack, S1  
Everette, Bridget, S1  
Low, Aileen, A1  
Malouf, Jessica, A1  
McDermott, Catherine, A1  
Merrifield, Jonathan, S2  
Rowe, Warren, S1  
Soto, Carmen, A1  
Theroux, Anna, S1  
Theroux, Garrison, S1  
Timmerman, Garrett, A1  
Tyler, Ethan, A1

## ANTHONY LAKES

Lauch, Lisa, A1  
Southgate, Abigail, A1  
Tweit, Bryan, A1  
Wunz, Eric, A1

## BIRCH HILL

Grant, Michael, A1  
Qualley, Tammy, A1  
Taylor, Melody, A1

## CHALLENGE ALASKA

Adkins, Elle, A1, H1  
Beethe, Clayton, A1, H1  
Bowen, Jenna, H1  
Cagle, John, H1  
Jimenez, Allison, A1

Lanphier, Callie, A1  
Miller, Christopher, S1  
Pekich, Illiya, S1  
Shunk, Devin, A1  
Waldo, Andrew, A1, H1

## CRYSTAL MOUNTAIN

Compau, Douglas, CS1  
Fieth, David, A1  
Hardy, Angie, A1  
Jackson, Elke, CS1  
Katagiri, Michael, CS1  
Kikawa, Colin, A2  
MacLane, Caron, CS1  
Mahan, Mark, A1  
McMahon, Levi, A1  
Pugmire, Eric, A1  
Quiton, Alesia, A1, CS1  
Stoneman, Celeste, A2  
Stoneman, Scott, A3  
Weatherford, William, CS1  
Welch, Wendy, A1  
Wismeth-Johnston, Sharon, CS1  
Wolff, Liz, CS1  
Yardley, Terra, A4  
Zotov, Alexander, CS1

## DREAM ADAPTIVE

DeVore, Russ, A1  
Tickle, Julie, A1, H1

## EAGLECREST

Dolan, Sarah, A1  
Garner, Dan, CS1  
Heide, Robert, CS1  
Jones, Sabrina, A2, CS1  
Miller, Justin, CS1  
O'Neill, Sean, CS1  
Pahlke, Sandra, A1  
Pierson, Dianna, CS1  
Sheakley-Early, David, A1  
Smith, Elizabeth, A1, CS1  
Sprengard, Kathryn, A1  
Story, Mallory, CS1  
Van Nes, Emma, A1

## FIORINI SKI SCHOOL

Boyle, Devony, A1  
Croston, Annalyse, A1  
Easthouse, Garret, A1  
Funk, Greg, A1  
Graunke, Adam, A2  
Hans-Petersen, Heidi, A1  
Laster, Molly, A2

Noell, Alan, A1  
Nolander, Eric, A2  
Richardson, Andrew, A1  
Safer, Martin, A2  
Sorenson, David, A1  
Spencer, Vinny, A2, CS1  
Sysak, Eric, A1  
Wilson, Madison, A1  
Wright, Curt, A3

## HILLBERG

Martinez-Batiz, Fernando, A1

## HOODOO

Hatfield, Robert, A1  
Miller, Joseph, CS1  
Rice, Marion, CS1  
Townsend-Schantz, Rhonda, CS1

## HUSKY SKI TEAM

Asarch, Ari, A1

## LOOKOUT PASS

Finlayson, Chris, A1  
Lynch, Caleb, A2

## LOUP LOUP SKI SCHOOL

Layne, Charles, S1

## LYON SKI SCHOOL

Blasko, Talea, A1  
Paine, Lauren, A1  
Steinberg, Daniel, A1  
Teodorescu, Roxana, A1  
Wagener, Wayne, FS1

## METHOW VALLEY SKI SCHOOL & RENTALS

Brown, Joseph, CC1

## MISSION RIDGE

Boyle, Carson, A1  
Brown, Wesley, S2  
Heller, Wiley, A1  
Marotta, Jackson, A1  
McDonald, Ryan, CS1, S2

## MOGUL BUSTERS

Maloney, Rachael, A1

## MOHAN

Rizzi, Mauro, A1  
Yancey, Wayne, A1  
Yuen, Diana, CC1

## MOUNTAINEERS

Nord, Daniel, A1

## MT. BACHELOR

Armstrong, Anna, CS1  
Bach, Lisa, CS1  
Barash, Molly, S1  
Bauer, Lou, A2  
Bazemore, Jill, A1  
Bill, Mark, TM2  
Braren, Christian, A1  
Brooks, Noah, A2  
Busick, Karen, A1  
Calme, Virginie, A2  
Casey, Andrea, CS1  
Condino, Jeffrey, A1  
Corey, Kimberly, A1  
Cornutt, John, A1  
Fay, Patrick, S1  
Foster, Sierra, CC1  
Gorey, Erica, S1  
Hess, Emily, A1  
Kiely, Eileen, CS1  
Leach, Hunter, A1  
Leary, Brendan, A1  
Lowe, Sarah, A1  
Madison, Chris, TM3  
Maniscalco, Marie, S1  
Marks, Kaliah, S1  
Neu, Roschele, CC2  
Newbern, Molly, A1  
Olin, Lindsay, A2  
Pegeder, Kalen, A1  
Poirier, Jeff, A1  
Roberds, Sean, A2  
Smith, Victoria, CS1  
Startzel, Scott, S1  
Stinger, Jim, A1  
Tamashiro, Lance, A1  
Tuttle, Travis, A1  
Ulrich, Chloa, A1  
Walter, Jim, A1  
White, Mark, A1  
Wiley, Heather, A1

## MT. BAKER

Belsvik, Spencer, S3  
Peppers, Malcolm, S3  
Traylor, Sam, A1

## MT. HOOD MEADOWS

Albert, Roy, H1  
Allen, Kenny, A1



Balazs, Denes, A2, CC1, CC2  
 Balazs, Patrik, A1  
 Ballaris, Mark, CS1  
 Bender, Douglas, S1, A2  
 Callahan, Eric, A1, FS1  
 Colesar, Ryan, A1, FS1  
 Cooper, Christopher, S1  
 Corrigan, Liam, A1  
 Coussens, Ryan, A1  
 Dewane, Patrick, A1  
 Director, John, A1, FS1  
 Dixon, Lindsey, S1  
 Draghicescu, Mircea, SS1  
 Eaton, Jesse, CS1  
 Edwards, Karen, S1  
 Ehrlich, Max, A1  
 Eidson, Billie, A1  
 Ely, Jeffrey, A1, FS1  
 Falkenberg, Humaira, A1, S1  
 Fall, Hallie, CS1  
 Feucht, Brian, A3, CS2  
 Gentinetta, Francesco, S2, SS1  
 Govindaraj, Vijay Pothi Raj, A2  
 Grant, Derek, S1  
 Hall, Troy, A2, CS1  
 Hamerstadt, Alison, S1  
 Hattig, Jessica, A1  
 Heili, Cole, FS1, S2  
 Hilton, Caleb, S1  
 Howle, Kelly, CS1  
 Jagers, Benjamin, A1  
 Jenkins, Karen, CC1  
 Jennings, Molly, A1  
 Knight, Katelynne, S1  
 Landwehrle, Paul, A2  
 Lane, Patrick, A1  
 LaRosa, Brandon, A1  
 Mackintosh, David, A1  
 Malamphy, Shannon, A1  
 McKnight, Scott, A1  
 Morton, Rayna, S1  
 Nelson, Kent, A1  
 Ozimek, Constance, A1  
 Pagano, Tyler, S1  
 Parmer, James, CS1  
 Pascal, Nathan, A1, S1  
 Petrusich, Paul, A1  
 Pitts, Cayce, A2, H1  
 Pugliese, Alexandria, CS1, S3  
 Riley, Erin, A1  
 Saxe, Brad, A1  
 Schmidgall, Heidi, TM2  
 Singleton, Immanuel, A1  
 Skerbeck, Damian, A1  
 Talbot, Paige, A1  
 Thomsen, Tracy, CS2  
 Tillman, Julie, A1  
 Trostle, Miranda, A1  
 Volbert, Corbin, CS1  
 Wonnacott, Kevin, A1

#### MT. SPOKANE ALPINE TEAM

Pardue, Maya, A1  
 Scheidt, Gregory, CS1

#### MT. SPOKANE

Burke, Grace, A1, CS1

Campbell, Shire, A1  
 Casarez, John, S1  
 Delger, Jacob, S1  
 Dunbar, Sara, S1  
 Hunt, Brooke, CS1  
 Loke, Jonathan, CS1  
 Lopez, Paul, CS2  
 Lowe, Teresa, CS1  
 Page-Gonzalez, Matteo James, CS1  
 Palmer, Huckleberry, A1  
 Redman, Donald, A1  
 Sievers, Joel, A1  
 Smith-Houn, Shelley, A1  
 Stuebing, Barbara, CS2  
 Thoren, Kaila, S1  
 Van Aken, Katherine, CS1  
 Williams, Payton, CS1  
 Zimmerman, Garry, CS2

#### NORDIC SKIING ASSOCIATION OF ANCHORAGE

Cason, Samuel, CC1  
 Graziano, Gino, CC1  
 Harmon, Arthur, CC1  
 Henegan, Tyler, CC1  
 Kirchner, Brian, CC1  
 Paez, Maria, CC1  
 Wright, Geoffrey, CC1

#### OLYMPIC SKI SCHOOL

Burg, Geoffrey, A1  
 Burg, Guy, A1  
 Cook, Bailey, A1  
 Gunnerson, Kim, CS1  
 Hall, Danielle, A1  
 Ignatovich, Igor, A1  
 Meyer, Evan, A1  
 Nelson, Steven, A1

#### OREGON ADAPTIVE SPORTS

Buell, Melodie, A3  
 Fox, Jeremy, CC1  
 Persichilli, Leah, H1  
 Porter, Matthew, S1

#### OUTDOORS FOR ALL

Bronsdon, Edward, H1  
 Carlano, Jill, A1  
 Chapman, Kenna, A2  
 Flavel, Cody, A1  
 Gould, Kyra, A1  
 Gregg, Sharon, CS1  
 Johnson, Todd, A1  
 Jones, Alex, A1, H1  
 O'Reilly, Eileen, A1  
 Richter, Brian, A1  
 Rudesill, Chris, A1

#### ROKKA SKI SCHOOL

Chun, Mana, A1  
 Kurokami, Yasuyuki, A1  
 Kusakabe, Garrett, A1  
 McCormick, Mary, A1  
 Oshima, Emiko, A1  
 Oshima, Kimiko, A1  
 Tao, Bruce, A1

#### SCHWEITZER

Adams, Kip, S1  
 Aleto, Thomas, A1  
 Almeida, Flavio, CS1  
 Eiring, Manuela, S1  
 Fortis, Sam, S1  
 Gephart, Avery, CS1  
 Henry, Kacie, A1  
 Hernandez, Cyndy, A2  
 Reese, Gabriel, A1  
 Schrambach, Jean-Pierre, S1  
 Walters, Don, A1  
 Walters, Evan, A1

#### SKI BLUEWOOD

Casey, Austin, FS1  
 Wiessner, Eric, S1

#### SKI MASTERS

Gaston, John, A2  
 Kwock, Kimberly, CS1  
 Loksh, Svetlana, A1  
 Ma, Kevin, A1  
 Rudokas, David, A1

#### SKIBACS

Alter, Justin, A1  
 Day, Joe, A2  
 Eriau, Shawn, A1  
 Hlebichuk, Francis, A1  
 Jordan, Emma, A1  
 Jordan, James, A1  
 Soete, Weston, S1  
 Wagner, Timothy, A2

#### SPOKANE NORDIC

Groza, Petrn, CC1  
 Halloran, Matthew, CC1  
 Joseph, Jane, CC1  
 Joseph, Sam, CC1  
 Joy, Charles, CC1  
 Sharman, Aleksander, CC1

#### SPOKANE PARKS AND REC

Fix, Bryan, A1

#### STEVENS PASS

Anton-Erik, Forrest, A1, CS1  
 Chandler, Mike, A1  
 Cooper, Sean, S1  
 Girin, Emmanuel, A1  
 Hebert, Sara, CS1  
 Huff, Matthew, A1  
 Humphrey, Richard, CS1  
 Johnstone, Karl, A3, SS1, FS1  
 Larrabee, Kelsey, A1  
 Lockwood, John, CC1  
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 Miyake, Sydney, S1  
 Moree, Melinda, CS1  
 Moree-Sanders, Aden, A1, CS1  
 Morse, Don, A1  
 O'Donnell, Alicia, CS2  
 O'Donnell, David, A2, CS2  
 Paustian, Kari, CS1  
 Peterson, Tiana, CS1  
 Schruth, Dave, A1

Selin, Aaron, A1  
 Signorelli, Dagny, CS1  
 Suarez-Bocca, Lisandro, A1  
 Vallor, Michele, CC1  
 Wagoner, Austin, A1

#### SUMMIT SNOW SPORTS SCHOOL

Allen, Brian, A3, CS2  
 Aretz, Katharine, A1  
 Bai, Ethan, A1  
 Bell, Janet, CS2  
 Bell, Rob, CS1  
 Brokaw, Eric, A1  
 Bussiere, Aaron, A2  
 Clark, Tom, A3  
 Conners, Matt, A1  
 Davis, Jamaica, CS1  
 Erskine, Rochelle, CS1  
 Gavigan Martin, Madalynn, A1  
 Granath, Bradford, A2  
 Hanneman, Sara, A1  
 Hornyak, Kimberly, A1  
 Ippolito, Christopher, S1  
 Kapadia, Sanaya, A1  
 Killalea, Fiona, A1  
 Klimek-Brooks, Hero, A1  
 Kistler, Josef, A2  
 Lang, Joe, A2  
 Maassel, Nicholas, A1  
 May, Josh, FS1  
 Missel, Christopher, A1  
 Moe, Karl, A1  
 Moses, Woody, A1  
 Mulfinger, Kirk, A1  
 Orleith, Sonya, A1  
 Poore, James, CC2  
 Quirnbach-Brundage, Yvonne, A1  
 Saito, Bridgett, S1  
 Salloum, Zed, FS1  
 Saydalikhodjayev, Alisher, A1  
 Schreck, Mike, CC2  
 Thomas, Lynne, SS1  
 Uribe, Jonathan, A2  
 Wolden, Skye, S1

#### SUN MOUNTAIN SKI

Alumbaugh, Kelly, CC1  
 George, Keri, CC1

#### TIMBERLINE

Borkan, Evy, S1  
 Ellis, Cristin, S1  
 Halvorsen, Dylan, S1  
 Leavitt, Christopher, S2  
 Maier, Michael, A2  
 Maybee, Sean, S1  
 Noreen, Dennis, A1  
 Noreen, Peyton, A1  
 Ortega-Smith, Adrianna, S1  
 Remy-Petroske, Barbara, A1  
 Stearns, Karyssa, S1  
 Van Deelen, Matthew, S1

#### ULLR

Bennatt, William, S1  
 Bernal, Roberto, A1

### Certification, Cont...

Bowers, William, A1  
Burckhardt, Isabella, A1  
Christensen, Anya, S1  
Cooperrider Young, Zohdi, S1  
Coubrough, Kali, A1  
Cushman, Dan, SS1  
Drajeske, Benjamin, A1  
Evanno, Patricia, A1  
Levin, Samuel, S1  
Liu, Jack (Yuguo), A1  
Lu, Ling, A1  
Manning, Josh, A1  
Merklin, Chet, S1  
Quigley, Liam, S1  
Sorensen, Colin, A1  
Vissers, Graeme, S1  
Wang, Yuenan, A1  
Wendling, Riley, A1

### WEBBSKI

McGaughey, Bruce, A1  
Nica, Silvia, A1  
Simon, Stuart, A1  
VanWagenen, James, A1

### WHITEFISH

Clark, Cliff, A1  
Fisher, Andrew, A2  
Fisher, Jeffrey, A3  
German, Luke, A1  
Greenwood, Piper, A1  
Kleinberg, Cole, A1  
Luebke, Rikki, A1, S1  
Menzel, Karl, A1  
Mikva Rosenberg, Keren, S1  
Miller, Chris, A2  
Radandt, Douglas, A1  
Roitfuss, Kate, A2  
Sandreuter, Stefan, A2  
Stone, Eva, A1  
Theis, Gregory, A1  
Tremayne, Bryan, S1  
Trussell, Hugh, A1  
Vergauwen, Chas, A1  
Wenner, Lindy, A1

### OUT OF REGION

Carl, Angelique, H1  
Daher, Anisa, S1  
Draghicescu, Cristina, SS1  
Green, Lucas, A1  
Magidson, Anna, A2  
Mixon, Judith, A2  
Orloff, Mitchell, A2, CS1  
Saxman, Bruce, A1  
Simons, Ben, H1  
Wahlstrom, Athena, CS1  
Watts, Ryan, CS2  
Welder, Allison, CS1  
Woodhouse, Don, TM2

## WELCOME NEW DIVISIONAL STAFF

Divisional Staff tryouts were held throughout this spring for Adaptive, Alpine, Cross-country and Snowboard. We would like to welcome our new staff members:

A=Alpine, CC=Cross-Country, H=Adaptive, S=Snowboard

Pete Borowski - A  
Katie Feucht - A  
Kelly Howle - S  
Donny Joachim - A  
Jeff Johnson - A

Mike Johnson - A  
CJ Johnston - A  
Tracy Thomsen - S  
Sean Vetter - S  
Tulie Budiselich - CC

Melodie Buell - H  
Jeremy Anderson - H

## ANNIVERSARIES RECOGNIZED AT AWARDS BANQUET

The following members received recognition for their years of membership in PSIA-AASI in April at the Spring Symposium Awards Banquet in Whitefish, Montana.

**20 YEAR MEMBERS** (left to right): Charlie Wolff, Gregory Dixon, Norm Duckett, Natalie Grummer, Ellen Bierman; **30 YEAR MEMBERS** Greg Woodman, Burrell Jull; **40 YEAR MEMBER** Molly Fitch; **50 YEAR MEMBERS** Douglas Morten, Chris Thompson.



# Dear **nw**



▲ Marshall (Left, ripping it up and far right with his group at Divisional Academy) has been an AASI member since 2006 and is a Snowboard Level II certified instructor.

One of the perks that got me to the NW was skiable terrain within day-trip range. But before I committed to finally buying skis I wanted to try snowboarding. After my first linked turns I was hooked and I never looked back.

When I found out I could learn to teach and there was a certification process I was all in. Since I started snowboarding late in life I figured becoming an instructor would make me a better rider.

My snowboard teaching path began in 2006.

What I love most about my Northwest teaching journey is the expertise, professionalism, and joy of snowsports all of my PSIA-AASI-NW clinicians have shared with me along the way. Whether it was the rainy "Go with a Pro" at Snoqualmie Pass, or my first pow day at 49° North, the NW stoke was palpable.

Through attending Divisional Academies and Fall Seminars the coaching, mentoring, and friendships have continued to stoke my desire to always look for ways to spread the joy of sliding down mountains in whatever way you choose. And also to continually strive to improve my riding and teaching ability.

Keep Stoke Alive!

Marshall Titus  
Clancy's at Steven's Pass, WA





# 3 REASONS WHY BOARDERS & SKIERS SHOULD CLINIC TOGETHER

by Jeff Johnson

Recently, I led a clinic modeling the use of the children's teaching model; Play, Drill, Adventure and Summary. Since this was a teaching-focused clinic, the goal was to have both skiers and snowboarders participate. All looked good on paper, but when I really thought about it, I realized that I needed to teach something to both groups to show an example of the teaching model. At the end of the clinic, to everyone's delight, we all had fun, saw improvements in our riding/skiing/teaching skills and the clinic led to some amazing insights that will benefit us in future clinics.

## 1. Our tools are more similar than different

As I started to ponder about what to teach, I thought about how skiing fundamentals could relate to snowboarding. Skiers and snowboarders ride the same mountain, have the same natural forces put on the athlete and have a similarly shaped tool strapped to their feet. The reality is we have similar fundamentals. As I did more research, I found the snowboard fundamentals were recently completed. Below are the core ski and snowboard fundamentals and as you can see, they align well since our sports are subject to the same centripetal forces.

As the clinician, I decided to take my knowledge of these fundamentals and apply them to the group during the play (observation) portion of the (teaching model) clinic and then devised a plan on what to teach.

To the right, I have listed out both the Alpine and Snowboard Fundamentals together so we can see the similarities.

## 2. Outcomes are more important than movements

The fundamentals are great and we can do drills around each fundamental, but if you are a skier and you have a snowboarder in your clinic (or vice versa), you may not know what drills to use with snowboard fundamentals. Instead, I focused on snow/tool outcomes rather than movement patterns. During the play portion of the clinic, snowboarders and skiers were both making turns with most of the snow spray being displaced at the bottom of the turn. I observed the similarities in the snow/tool interaction and wanted to get both groups moving the pressure higher up in the arc of the turn to displace more snow at the apex. Since I was not sure how to accomplish this goal with the snowboarders, I coached the group using external cues vs internal cues.

### ALPINE AND SNOWBOARD FUNDAMENTALS

#### Pressure along the length of the tool

- Alpine: Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis.
- Snowboard: Manage the relationship of the CM to the base of support to direct pressure along the length of the board.

#### Pressure lateral or side to side

- Alpine: Control pressure from ski to ski and direct pressure toward the outside ski.
- Snowboard: Manage the relationship of the CM to the base of support laterally to direct pressure across the width of the board.

#### Edging

- Alpine: Control edge angles through a combination of inclination and angulation.
- Snowboard: Manage edge angles through a combination of inclination and angulation.

#### Rotary

- Alpine: Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.
- Snowboard: Manage the board's pivot through flexion/extension/rotation of lower body, together with, separate from, or in opposition to the upper body.

#### Pressure

- Alpine: Regulate the magnitude of pressure created through ski/snow interaction.
- Snowboard: Regulate the magnitude of pressure created through board/surface interaction.

#### Other

- Snowboard: Manage torsional flex of the board using independent or simultaneous flexion/extension of lower body joints.



*photos by Rick Kadar*

Internal cue: The athlete focuses on his/her body parts and how they move.

- Maintain shin pressure by flexing your ankle
- Put your weight on the ball of the foot vs the heel
- Squeeze your abs during the flex of the turn
- Feel a torsion of the core muscles while developing counter
- Open your knees from transition to fall line

External cue: The athlete focuses on affecting something in his/her environment. He/she focuses on the outcome of his/her movement.

- Push snow back up the hill
- Keep the poles level in front of you
- Spray snow from the front of your skis
- Show the bases of the skis to your friends at the top of the hill

I found a gentle, non-threatening slope and using external cues, I coached the group to set a clean line higher up in the arc so they could be successful pressuring the tool earlier and as a result having more spray at apex and less spray coming off at the bottom of the turn. As a clinician, it was fun to hear the conversations among the boarders and skiers as they work together and saw success in the desired outcome.



### 3. Diversity can be inclusive

As we moved into the adventure part of the clinic, I noticed a change in the group dynamics to be more inclusive. The group started to work together, encouraging each other instead of judging the abilities of the participants. It started with a simple word "try." In so many ski clinics I have taken, we use words like "do" or "do this" or "I am going to show you what to do, then you do it." I heard the snowboarders use "try" instead of "do" or "try this" or "I am going to show you something, then you give it a try." Using words like try seemed to be more inclusive and less threatening than "do." Using inclusive language also created comradery among the participants. When we continued to adventure around the mountain, the group started cheering, encouraging and pushing each other to try new things.

As the clinician, I stepped back and let the group dynamics build to a point where the last half of the clinic turned into what snowboarders call a "session." As we rode around the resort, someone would point out natural features of the mountain and the group played with the focus of managing pressure and the tool/snow interaction with the natural features. We "sessioned" down each run, hitting undulations of the hill. Someone would yell out "that was rad" and proceeded over to another area of the mountain to see how that would affect tool/snow interaction at the bottom of the turn. We rode as a team and all participants appreciated the vibe. I continue to receive requests from snowboarders and skiers to have more combined clinics.

In the end, we discovered we had more things in common than we thought. We discovered our tools are very similar and so are the fundamentals. By working together, focusing on snow/tool outcomes we worked as a team to find answers. We all learned that using words like "try" instead of "do" assists in building camaraderie so learning can be encouraged by the group. The "team" can then take new snow/tool behavior anywhere on the mountain to session and have more fun learning and riding together.





# IN PURSUIT OF EXCELLENCE

by Regina Myers

## HOW DO WE DEMONSTRATE EXCELLENCE?

Recently at a training, we were challenged with a conversation around excellence in teaching and learning. While there are many facets to demonstrating instructional excellence, here is one for your consideration. Outcomes. Outcomes provide students with a clear purpose to focus their learning efforts, direct your choice of instructional activities, and guide your assessment strategies. How do we really know we are successful? Well, one option is when the student outcome is met.

*To quote Yogi Berra, "You got to be careful if you don't know where you're going, because you might not get there."*

Learning outcomes describe what students are able to demonstrate in terms of knowledge, skills, and values upon completion of a course, a span of several courses, or a program. Clear articulation of learning outcomes serves as the foundation to evaluating the effectiveness of the teaching and learning process. Three essential components of a measurable learning outcome are:

STUDENT  
LEARNING  
BEHAVIORS

APPROPRIATE  
ASSESSMENT  
METHODS

SPECIFIC STUDENT  
PERFORMANCE  
CRITERIA /  
CRITERIA FOR  
SUCCESS

## WHEN WRITING A MEASURABLE LEARNING OUTCOME, IT IS IMPORTANT TO:

Focus on student behavior by using simple, specific action verbs, select appropriate assessment methods, and state desired performance criteria. Learning outcomes **are** about what students are able to demonstrate upon completion of a course or a span of courses or a program. Learning outcomes **are not** about what the instructors can provide but what the students can demonstrate.

### THE FOLLOWING ARE NOT EXAMPLES OF LEARNING OUTCOMES:

Offering opportunities for students to master integrated use of information technology. The program will engage a significant number of students in a formalized language/cultural studies program.

Students who participate in critical writing seminars will write two essays on critical thinking skills.

Students will be exposed to exceptionality in learning disabilities including visual and perception disabilities.

### THE FOLLOWING ARE EXAMPLES OF LEARNING OUTCOMES:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses, and formulate and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Students will be able to use technology effectively in the delivery of instruction, assessment, and professional development.

Students will be able to evaluate the need for assistance technology for their students.

## BLOOM'S TAXONOMY CAN BE A USEFUL RESOURCE IN DEVELOPING LEARNING OUTCOMES.

The following are action verbs that can be used for various levels of cognitive, affective, and psychomotor learning.

### BLOOM'S ACTION VERBS

Concrete verbs such as "define," "apply," or "analyze" are more helpful for assessment than verbs such as "be exposed to," "understand," "know," "be familiar with."

### COGNITIVE LEARNING ACTION VERBS

Knowledge - to recall or remember facts without necessarily understanding them arrange, define, duplicate, label list, memorize, name, order, recognize, relate, recall, reproduce, list, tell, describe, identify, show, label, collect, examine, tabulate, quote

Comprehension - to understand and interpret learned information classify, describe, discuss, explain, express, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, translate, review, restate, locate, recognize, report

Application - to put ideas and concepts to work in solving problems apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, calculate, complete, show, examine, modify, relate, change, experiment, discover

Analysis - to break information into its components to see interrelationships and ideas analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test, separate, order, connect, classify, arrange, divide, infer

Synthesis - to use creativity to compose and design something original arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, rewrite, integrate, create, design, generalize

Evaluation - to judge the value of information based on established criteria appraise, argue, assess, attach, defend, judge, predict, rate, support, evaluate, recommend, convince, judge, conclude, compare, summarize

### AFFECTIVE LEARNING ACTION VERBS

appreciate, accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support

### PSYCHOMOTOR LEARNING ACTION VERBS

bend, grasp, handle, operate, reach, relax, shorten, stretch, differentiate (by touch), express (facially), perform (skillfully)



## WHEN WRITING EVALUATIONS OR FEEDBACK (SAY, IN AN EXAM OR CLINIC), KEEP FOCUSED ON STUDENT OUTCOMES.

The following checklist may be helpful when assessing students against the stated performance criteria.

### REVIEW CHECKLIST:

☐ Does the learning outcome stem from a course goal or outcome?

☐ Is the learning outcome measurable?

☐ Does the learning outcome target one specific aspect of expected performance?

☐ Is the learning outcome student-centered?

☐ Does the learning outcome utilize an effective, action verb that targets the desired level of performance?

☐ Do learning outcomes measure a range of educational outcomes?

☐ Does the learning outcome match instructional activities and assessments?

☐ Does the learning outcome specify appropriate conditions for performance?

☐ Is the learning outcome written in terms of observable, behavioral outcomes?

## STATE DESIRED PERFORMANCE CRITERIA

Performance criteria express in specific and measurable/observable terms that are acceptable to a specific course or program. The following is not an acceptable measurable learning outcome: Students will be able to communicate effectively, as demonstrated by obtaining at least a "C" grade in the course.

However, with slight modification, the above learning outcome can be stated in measurable terms:

Students will be able to communicate effectively, as exhibited by scoring at least 8 out of 10 for all the components within the grading criteria on the final writing assignment.

### STEPS FOR SUCCESS AND EXCELLENCE:

**1. Be very clear about what you are trying to assess.**

**2. Are your outcomes measuring something useful and meaningful?**

**3. Is the outcome measurable?**

**4. Be patient. Try not to be frustrated with the process and seek assistance from others. Asking others to evaluate your outcomes is a good way to improve them. Writing good outcomes takes practice, and it takes time.**

**5. Practice, practice, practice.**

**6. Celebrate your accomplishments. Writing good outcomes will suggest good measurements. Good measurements will provide the information to continuously improve your program.**

I look forward to the challenge to be intentional about teaching and using well defined outcomes to help lead me there. Enjoy the season and challenge yourself toward excellence!

# MIXING AND MATCHING THE FUNDAMENTALS

*ARE YOU SKI AND STUDENT CENTERED?*

by Mike Phillips

*In the 2017 winter edition of 32 Degrees, there is a great article by Ron LeMaster and Mike Porter about how to mix and match the five Fundamentals. "Variety is the spice of sliding"*

*A couple of core statements they wrote stand out for me and what I believe is vital for instructors to know when addressing the fundamentals, improving their own skiing, working on their movement analysis skills, and addressing their student's desired outcomes.*

**1. "The fundamentals aren't about the movements we make when we ski, they're about the interactions we have with the snow through our skis. Many of the movements we make affect more than one type of interaction."**

**2. "You should help your students develop intention in their skiing; to actively choose, from what they want to do with the snow and create turns that mix and match the fundamentals that make it happen. It's the difference between skiing that becomes rote and boring, and skiing whose variety is constantly rewarding".**

Versatility is the key in mixing and matching the fundamentals. When you provide feedback to your student's based on your analysis of their desired goals, you are taking out the judgment of how your student is performing when you look at the tool performance, snow interaction and the intent. You can then talk about how the body performance you prescribe will help the tool perform in the moment.

For someone who will be taking an exam, you will be asked in the teaching and movement analysis segments to talk about the ski/snow interactions and the fundamentals blending.

In your skiing, you will need to demonstrate versatility in your movements to affect the skis and how you manage terrain, snow conditions, pitch of slope, various turn shapes and it's parameters.

In this article we will explore the interactions the skis can have with the snow (packed powder, groomed terrain) for each fundamental and also look at the interactions of the other fundamentals and how they are applied in a level 1 Skills and Fundamentals activity; Parallel traverse to Wedge entry, performed in a garland. Because this is demonstrated in a garland the focus will be on the initiation and finish phase of a turn. When looking at this skiing activity, be mindful of how the ski/snow interactions, and body performance movements transfer into performing a Wedge Christie, Parallel turns and beyond.





## ONE CONTROL THE RELATIONSHIP OF THE CENTER OF MASS TO THE BASE OF SUPPORT TO DIRECT PRESSURE ALONG THE LENGTH OF THE SKIS.

This fundamental helps us stay in balance and control how much the skis want to turn. I can move my C.M. (center of mass) over my base of support (B.O.S.), move my B.O.S. underneath my C.M., or combination of moving C.O.M. and B.O.S. All of these movements produce the same result. We are controlling the forces that work on the skis and the movements we choose to adjust pressure fore/aft are dependent on the speed of your turns, terrain, tactical choices we make, such as in the bumps, variable conditions or freestyle, type of turn (pivoted, steered), pitch of slope and snow conditions. By keeping my C.M. over my base of support in this skiing activity, I have the ability to steer both skis from the middle of the skis (the sweet spot) into a wedge relationship and steer both skis back into a parallel relationship at the finish of the garland.

Because of the beginner zone speed and the gentle pitch of the slope I am skiing on, the fore/aft movements are subtle in amplitude, so I am adjusting pressure by moving my C.M. over my B.O.S.

In pictures 1A (Wedge Entry) and 1B (Parallel Skis) I am in an athletic stance and directing the pressure on the skis to the sweet spot or middle of the skis. I can maintain balance over my skis by continuing to keep my C.M. over my base of support with the appropriate flexing or extending movements of ankle, knees and hip as I enter the turn in a wedge and then back across the fall line into a parallel traverse.

As I enter the initiation phase of the garland (1B, 1C) I am steering the skis into a wedge. I start from the middle of the ski and start to move more pressure towards the tips of both skis, by extending from the knee joint of both legs (1D). My back angle continues to maintain a parallel relationship with my shin angle to maintain balance and keep my C.M. over my base of support. I am also directing more pressure to the new outside ski as I flatten the inside ski. The edge angles are low due to the pitch of slope and intent of performing the wedge entry into a garland.

As I finish the turn, I flex more from the ankle, hip and knee joint to continue to stay over the center of the ski to allow me to steer and tip my legs and both skis on corresponding edges and travel to a parallel traverse.



1A



1B



1C



1D





## TWO CONTROL PRESSURE FROM SKI TO SKI AS YOU DIRECT PRESSURE TOWARD THE OUTSIDE SKI.

This fundamental focuses on the ability to use your skis in a coordinated and independent manner. The movements can be very obvious or subtle depending on snow conditions, edge angle of the skis, pitch of slope, speed and shape of turn. We are trying to move our C.M. toward the inside of our turn and direct our balance to the outside ski. To accomplish this we can extend both legs at the same time as we direct pressure to the outside ski, we can shorten the new inside leg as we extend our outside leg or we can flex both legs at the same time as the old outside leg flexes faster than the new outside leg. The effect on each ski and the amount of pressure applied to the ski when in the turn (turn phase) and how the snow reacts has an effect on our movements and controls the arc of the turn. To move from turn to turn we need to reduce pressure on the outside ski through the finish of one turn and transfer pressure to the new outside ski.

For this activity I am extending both legs at the same time as the new outside leg extends at a faster rate. In figures 2A and 2B as I initiate my turn from a traverse to a wedge entry I start to transfer my pressure off the old outside ski and direct it more to the new outside ski while I steer both skis into a wedge. Indicators of this is the lengthening of my new outside leg and the flattening of my new inside ski. Because I am performing a garland, I have not completely committed all the pressure to the outside ski until I turn back across the hill and into my parallel traverse.

In figures 2C and 2D the pitch of the slope is fairly steep (blue terrain). As I am finishing my turn and going into a parallel relationship (2C) I have a fair amount of speed. I am applying more pressure to my outside ski at the finish phase and tipping the skis on corresponding edges to keep them from skidding and allow me to steer my skis into a parallel traverse. My inside leg is shorter and my outside leg is longer because of the pitch of the slope and the angulation I created to help manage the edge angles and steering of both skis, while I direct my balance to the outside ski. Because of the hip angulation that I have and the shortening of the inside leg I am able to keep my C.M. over my base of support and direct pressure to the middle of the ski to steer both skis. Once I go into the parallel traverse (2D) I continue to direct my balance to the now downhill ski and decrease my angulation and edge angles of my skis so I can travel more across the hill and not continue to turn back up the hill.



## THREE CONTROL EDGE ANGLES THROUGH A COMBINATION OF INCLINATION AND ANGULATION.

This fundamental focuses on the ability to tip the skis onto its edge and adjust the angle between the base of the ski and the snow. The angles we create have an effect on speed and direction of travel. We move laterally to balance against the forces that act on the skis when they are tipped on edge. Inclination and Angulation are body movements we can make to control the edge angles. The movements we choose to edge our skis depends on pitch of slope, speed, terrain, snow conditions, shape of turn and desired action of the skis (Slipping, sliding, skidding and carving).

In figure 3A and 3B as I initiate my turn and start to flatten the inside ski I move to the inside of the new turn by inclination. I am pressuring the new outside ski and have the new outside ski on a slight edge angle through inclination to help turn the ski into the new direction. The inside ski has less of an edge angle so I can steer the ski easier at initiation.

In figure 3C as I go through the finish phase of my turn and turn back across the hill in my garland, I create more hip angulation to put the skis on a higher edge angle while maintaining balance toward the outside ski and managing the forces that are increasing so I can finish in a parallel traverse and not skid or slip sideways.

Once I am in my parallel traverse, I decrease my hip angles, but still maintain the appropriate edge angles on both skis to travel across the hill (3D).

## **FOUR** CONTROL THE SKIS ROTATION (TURNING, PIVOTING, STEERING) WITH LEG ROTATION, SEPARATE FROM THE UPPER BODY.

This fundamental focuses on the ability to control the direction the skis point. The turning originates from the top of the femurs and down while a strong upper body turns against the lower body.

The hip joint is the connection between the upper and lower body. As we flex and how we flex can have a big effect on how we can turn our skis.

The method you choose (upper body, lower body, combination of or whole body) is dependent on snow conditions, speed, terrain, desired turn shape and action of the skis (pivoting, steering, and turning). That being said, leg rotation is the most versatile and effective for most skiing situations.

In this activity we are steering the skis in and out of the garland. In figure 4A as I initiate the turn, indications that I am steering with the lower body is the inside ski is flattening and turning as I incline into the turn.

In figure 4B and 4C as I bring myself back across the hill in a traverse, indications that my legs are turning and steering the skis is that the inside half of body is leading (hip, inside arm and shoulder). I am also directing my balance over my outside ski as both skis are tipped on corresponding edges simultaneously.



## **FIVE** REGULATE THE MAGNITUDE OF PRESSURE THROUGH SKI-SNOW INTERACTION

This fundamental deals with the ability to manage the forces that are acting on the skis in a turn. We can do this by managing the rotation and edge angles of the skis and flexion/extension movements of the legs and spine.

The movements we can make are; Flexion/extension, Up unweighting, Down unweighting, Retraction and Absorption. The choices we make are dependent on our tactical choices, snow conditions, speed and type of turn, terrain and pitch of slope. The choices we make to manage pressure all have an effect on our balance and how we manage our edging and turning of our skis.

For this activity we are dealing with the forces acting on us as we turn back across the hill and into our parallel traverse (5A). I flex my legs and spine to control the steering of the skis, stay balanced over the outside ski, control my edge angles with hip angulation and maintain my fore/aft balance while working from the middle of the ski (5A).

As I go further into my parallel traverse and my speed slows, I can stand up more as I have control of the skis speed and turning as I travel across the hill (5B).



*REFERENCES;*  
*2014 Alpine Technical Manual, PSIA*  
*Winter 17 32 Degrees, Variety is the spice of sliding:*  
*Mix and Match the 5 Fundamentals, by Ron LeMaster and Mike Porter*

*Detail photos by MIKE PHILLIPS*



# The Secret Sauce for Great Lessons

by Rachel Jones



▲ Sharing the stoke at this year's DCL Tryouts.  
(photo: Rachel Jones)

What do the best days of teaching all have in common? I'm talking about the very best days. The days we live for, when the high-fives are free flowing and the level of the group is rocketing towards the sky. The lessons in which everything seems to fall into place, the mood of the group is all smiles and laughter, wedge turns are happening, the birds are singing. Or riding with a clinic group that seems like a match made in heaven, hoots and hollers echoing off powder-filled canyon walls, all while riding better than ever before. The days we brag about in the bar, long after the lifts have closed. The days that will get you through a full week of teaching in the rain. Those kind of days. If you could bottle the best lessons, and sell it to instructors trying to pass their level 3, what would be the secret ingredient? My theory is there are 3 key ingredients, and yes, I will be selling it for purchase.

**The first ingredient in a great lesson sauce is trust.** Building trust with your students is the only way to lead them into trying new things. If your students don't trust you, they will not try things they are uncomfortable with. So how do we build trust? By connecting with your students, opening up a dialogue by asking open ended questions, giving them small manageable tasks they can apply toward their goals, etc. There are millions of ways to build trust. Which is good, because there are also a million ways to lose trust: falls, collisions, misinterpretation, etc. In most lessons trust is built up, broken and then built up again several times. Even during the best lessons you will experience the waves of trust, fluctuating from peaks to valleys. I believe building trust to be one of the most difficult parts of teaching. It is important to remember that you are not just building their trust in you. To overcome fears and excel, you must also help them build trust in themselves and build trust within the group. Not easy, but an essential piece of the puzzle.

**The second ingredient is stoke.** You have to build excitement in the group. This is going to look different for everybody. A stoked group of 10 year olds will most likely be yelling, laughing and teasing each other. While a stoked group of seniors might just smile and nod. But no matter the display, you can feel other people's energy when they are excited. And there is so much to get stoked about, don't let yourself get pigeonholed into just one thing, tap into all of it. Get stoked on snow, on mountains, on jokes, on tricks, on hot chocolate, on anything. Stoke is easier to spread than the Ebola virus. Stoke knows no bad days and is always down to party. Stoke is the ingredient that will take all of your lessons to the next level.

**The last ingredient is authenticity.** I often watch ski instructors teach the way they think a ski instructor should teach all the time. It is exhausting and uncomfortable to watch. You are a unique person with a ton to offer, don't waste it by pretending to be someone else. The more personable and real you can be in your lessons, the easier time you will have establishing connections and building trust. Let your students get to know you. Share your favorite things about skiing and riding with them. I often hear instructors say, "I can't teach kids, I'm not fun." But here's the thing, you are not a clown. You are not being hired to entertain. Skiing and snowboarding are fun, you don't have to create it, it's already there! Your job is to share what you love about skiing and riding, and that is authentic and fun.

**Trust, stoke and authenticity,** the essential elements for teaching great lessons. Without these elements we are just mono-toned instructor robots trying to impersonate their favorite trainer. So now I say to you- go forth, teach great lessons, and inspire students. Then go to the bar to brag about it to your friends or post about it on the internet. Because it's the experiences that are worth sharing that bring us back year after year. Cheers.



# QUICK TIP

## WHO WANTS TO GO FOR A "BUCKING BRONCO" RIDE!?

by Russ Peterson

One of my favorite quick tips is the "bucking bronco". This is a really great fun and playful activity for kids. It helps them to engage their muscles so they can maintain balance while gliding with their skis. It is a totally experiential learning activity/tool that requires very little (if any instructions) from the coach. The students are simply put into a situation that forces them to figure out what it takes to stay in balance.

I am sure we have all seen students (especially small children) who turn into limp noodles as soon as their skis start to glide. The moment they glide forward they go limp, like a marionette whose strings were just cut. This is what my 3 year old student was doing the first time I ever used what I have since dubbed the "Bucking Bronco". As the skis moved forward she collapsed and fell back onto the tails of her skis. Try as I might, the same result. Until a fellow instructor said "try this" and picked up and bounced her ski tips up and down. After a few more attempts of me bouncing her skis she was no longer a little wet noodle, and shortly after was having success on a shallow glide to a terrain stop. Well, I knew instantly that this was a keeper and I soon morphed what I was shown into the "Bucking Bronco" game!

Here is how the "Bucking Bronco" works: have the student stand in their skis in an athletic stance, then ask, "Who wants to go for a 'bucking bronco' ride!?" Let them know you are about to grab hold of the tips of their skis and then lift up and down on their ski tips. Lift up and down very slowly and gently at first and gradually increase the speed and distance of your up and down movement. Once the student can successfully remain standing and is starting to have fun, then start moving your hands in opposite direction one going up while the other is going down. I usually exclaim "Woohoo bucking bronco! Hang on, let's see how long you can ride the bucking bronco!" Depending on how well the student is doing you can keep getting more and more aggressive with the "Bucking Bronco" movements. (See example in video link below)

As the students are bounced, they have to close their ankles and find what it takes to stay standing. This helps them to find the integrity in both the body and ankles because as you lift up and down on the ski tips, literally bouncing them, they have to close their ankles and lean forward as well as create the functional tension in the rest of their body. I also switch it up and lift up and down on the tails of their skis as well.

This Bucking Bronco activity works great with little kids. I have also used it with older kids and have even used it on petite adults to encourage better functional tension of the body and ankles. Bucking Bronco can also be a great lead-in or companion task to do before the pushing and pulling on skis task where we push and pull the students skis backward and forward to get the student sliding back



and forth on the skis, which can also reinforce the development of better functional tension and integrity of the body, thus promoting the ability to move with the skis.

What usually happens with students when playing "Bucking Bronco"?

### FIVE EXPECTED OUTCOMES

a) They start laughing and having fun! (Engagement in learning through play)

b) They intuitively figure out how to engage muscles and keep vertical even while their skis are being bounced around and/or slide back and forth. (Through Application the students develop a kinesthetic Understanding and ability of what it takes to move with skis. They don't need to understand cognitively. We as instructor can observe if/when this kinesthetic Understanding is taking place and alter the activity if needed i.e. slower/faster, less aggressive/more aggressive, etc. depending on student performance.)

c) They are learning and developing fore/aft balance. (One of the Five Fundamentals: "The ability to control the relationship of the center of mass to the base of support to direct pressure along the length of the skis.")

d) They are also learning foot to foot movements. As we lift and lower skis in opposite directions causing long leg/short leg outcomes they are developing pressure control movements from foot to foot to maintain balance, (Another of the Five Fundamentals: "Control pressure from ski to ski and direct pressure toward the outside ski.")

e) The FUN outcome... They are much more successful gliding and moving with their skis. Instead of "noodling" or collapsing when they start to gliding, they are starting to find and feel the joy of sliding on snow!

I have never tried Bucking Bronco with snowboarders, but I bet this activity could easily be modified to have success with snowboard students as well. Give the "Bucking Bronco" a try and see if it works for you too. I have had lots of success with it and have shared it with many other instructors who love it too!

Always remember to... Learn, Teach, and Inspire!

*Authors Notes: On the PSIA-NW website (articles and downloads) you can learn more about Engagement, Understanding and Application "EUA" also known as "The Teaching Skills Concept" and about "The Five Fundamentals" that were briefly referenced in this article.*

*Follow the QR code link to view a video of the Bucking Bronco ▶*



## QUICK TIP

# SNOW PRO TIP: TEACHING LITTLE RIPPERS THE FUNDAMENTALS THROUGH FREESTYLE

by Kelly Howle

Everyone knows snowboarding is awesome, but sometimes coaches can get caught up on the learning expectations and forget to have fun. 4-6 year olds are all about the fun through movement. When they're not absorbed with the touching and eating of snow, it's getting them moving and experiencing what snowboarding is all about that really makes teaching exciting. Teaching freestyle elements can be the best way to start those movements we'll use later when we're big and strong.

Think about the board performance concepts and the ranges of motion needed to affect the board. How do you make that exciting?

### I. Hops - Flexion and Extension

Hops are super fun for kids and it gets them excited, especially if turning has been difficult or frustrating for them. Start with holding their hands and hopping in one place. Really demonstrate what happens when we bend our knees at both the take off and in the air -- We get bigger pop and bigger air! Hops along an edge help balance.

### II. Presses - Pressure management across the length of the board

Pressuring is a full body movement (and workout) for a 50 pound kid, but they can do it! Don't be afraid get ridiculous playing with the extremes from nose to tail. Bend one knee and leeeeeeean all the way onto it. Play with knee movements and twists. "What happens when....?"

### III. Spins - Upper body and full body rotations

Once the hops are mastered, kids can start adding rotational forces to start spinning. Kids love spinning and getting dizzy so doing it on the board isn't too much different. It's a good way to help them gain independence once they stand up and need to hop into the fall line gives them satisfaction. Eventually work to spinning 45 degrees and more off walls and little bumps.

Soon, both of you will be having so much fun you'll forget that somewhere in there you've learned some really cool movement skills that will help us eventually snowboard like big (boring) adults who think too much about turning stuff.



▲ *Even the youngest riders can experience what snowboarding is all about.*

(photo: courtesy of Burton Riglet, Hillary Sherman)

▼ *A big dose of encouragement goes a long way for this age.*

(photo: courtesy of Burton Riglet, Hillary Sherman)



## QUICK TIP

# FEAR... THE MINDKILLER

by Tracy Thomsen

We all have it in form or another, yet we never want to face or live with it. Merriam-Webster's Dictionary defines fear as: "An unpleasant, often strong emotion caused by expectation or awareness of danger."

Let's break down this meaning from an instructor's perspective. An unpleasant often strong emotion caused by expectation of awareness or danger. As instructors it is our job to set expectations for our students, to ease any fears they may have. Same goes for us as the instructor. We need to set expectations for ourselves to forgo any fear we may have. Fear of teaching children/adults, fear of our guest being a better skier/rider than we feel we are, etc.

Fear to me also means a loss of courage. A loss of courage for me comes from trying something new. That something new can be rolling through a large terrain park or following some friends down a steep chute I have never ridden before. I then must rely on the tactics I have developed to push through the fear and gain the courage I know I have. How often have we seen our guests perform awesome near the carpet on the flats and then choke like we were throwing them off a ski jump when we take them to the beginner lift. Think about some of the visual cues that our students may make when they are fearful.

Snowboarders, we have all seen straight front legs, and/or the almost completely extended and locked joints. Skiers, how about the uphill extension keeping our guest away from the front of the ski boots/skis or the revert back into the wedge? These are all visual cues of fear! Whether it is fear of terrain, speed, other guests on the hill or even the weather. They can and almost always will trigger the fear response. That's what we are here for. To give our student confidence and the appropriate skills so as to limit the fear responses. Gently pushing comfort zones not jumping past them to an epic failure!

How can we mitigate this fear response?

We really only have two smart options- move beyond the same old situations or learn new skills to bring to the current situation. Immerse or fail, I believe, is the reason why most guests seek out our help in the first place. They can (and sometimes will try this approach before coming to us for help and coaching.

Each lesson and each guest is different, but generally you choose one or the other. Knowing these are the two skills needed to push past their fear; that is where we will be able to help our guests the most. Sounds kinda familiar, right? New Task/Old Terrain... Old Task New Terrain. Using our knowledge and skills to help them reach their new goal for said lesson, will ultimately move past their fear and gain our students and you (the instructor) courage and mutual satisfaction and trust. With that, also finding the proper pacing of each guest's experience so as not to bore our students to death or the other extreme and push them into the panic zone.



▲ Credit: Wellcome Library, London. Wellcome Images images@wellcome.ac.uk <http://wellcomeimages.org> The facial expression of fear on the human face Photograph 19th Century By: Guillaume Benjamin Amand Duchenne de Boulogne Published: 1862 Copyrighted work available under Creative Commons Attribution

Ellen Hendrickson, Ph.D. a Psychologist at Boston University, in an article written for Psychology Today titled 4 Simple steps to Conquer your Fears. I'd like to share my favorite step.

**Break your fear into snack sized pieces.** You don't have to jump in with both feet. Facing fears means starting small. Plan a tiny, more manageable snack -sized goal that doesn't make you cringe. If you just know deep down you're not going to accomplish your snack-sized goal, you haven't gone small enough. When that knot in your stomach starts to unfurl, you've gone small enough.

This is something we can do!! Take a task, and break it down into easily manageable steps. Attack the steps 1 by 1 until the entire task is completed. This is what we do when we coach our guest to tackle that first linked turn all the way to hucking themselves into a superpipe.

Ultimately, fear is about unspoken expectations and of the unknown. We address this by setting the expectations for both our guest and ourselves at the beginning of each lesson. We make the unknown known and the expectations clear. To quote one of my favorite books, *Dune*, written by Frank Herbert in 1965:

*"I must not fear. Fear is the mind-killer. Fear is the little-death that brings total obliteration. I will face my fear. I will permit it to pass over me and through me. And when it has gone past I will turn the inner eye to see its path. Where the fear has gone there will be nothing. Only I will remain."*

-Bene Gesserit, *Litany Against Fear*

OK...So I may be a bit of a Snow Geek, but I truly challenge you to think honestly about fear. Fear can be mitigated and reduced if you take the time to get to know your students. Connection and trust will allow you to push those fears. Yours and your students! To reach those goals that may have been given to us when we met our student(s) for the first time and shook their hand. It may surprise you. It's simply just this simple...

*Hi...My name is (insert your name here), what are your goals for our time together?*



## QUICK TIP

### BLOCKED BY THE BUMPS?

by CJ Johnston

"How can I take my mogul skiing to the next level?"

This is one of the most common questions I get from instructors and participants in my off-trail clinics. Once the skills for awesome mogul skiing have been established, the next hurdle to clear is often "How do I accomplish a quick turn initiation in the super steep, large moguls?" This is where the blocking pole plant can factor into the equation.

Pole use can be highly versatile. When properly utilized, it can aid in improving every one of our skiing skills. So how can we modify what we know about pole use to facilitate the rocking mogul skiing we all envision ourselves doing? We can use a blocking pole plant!

The blocking pole plant is powerful, creating a sensation that we have 'blocked' the upper body and redirected the rotation of the legs, allowing us to spring into the new turn. The timing, position, and intensity of a blocking pole plant all factor into its usefulness for steep and challenging mogul skiing.

Start your practice while standing stationary. Open the downhill wrist so the knuckles of the hand are pointing down the fall line (Figure 1).



▲ *Figure 1. Open the wrist to point the knuckles and the tip of the pole downhill.*  
(photo: CJ Johnston)

▼ *Figure 2. With skis steered across the hill, direct the plant in line with the toe piece of your binding.*  
(photo: CJ Johnston)



▼ *Figure 3. Try the pole plant in a side slip.*  
(photo: CJ Johnston)



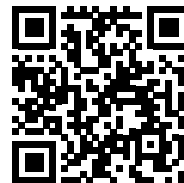
With your upper body facing downhill and your skis across the hill (mimicking the position you will have steered into at turn completion), practice opening the wrist and pointing the pole tip where you intend to plant (Figure 2). Think 'zipper down the hill' with the hand and pole ready to stab at the snow. This is a forceful and deliberate movement. Grit your teeth and tense your arm in preparation for the strong plant that will follow!

Be sure to direct the plant a little further downhill and in line with the toe piece of your binding (but still in the 'touch zone'). This will allow for room to pivot around the pole, so we do not collide with it as we dive into the next turn! I like to draw a bullseye in the snow or place a small bine bowl directly where I want my students to plant so they can practice the blocking pole plant by having a clear target to aim the tip of their pole at.

Next, practice this in a side slip to an edge set (Figure 3). You should feel the ground coming up underneath you as you compress with the plant at edge set so that the body feels rock solid on top of your skis and no longer moving downhill. Then, take this onto steeper groomed terrain in a short radius or short swing style turn. I often feel the sensation that I am 'opening the door' so my skis can pivot and dive

into the next turn around the plant I have just established. Finally, once this pole use feels engrained and natural in a dynamic-style turn, take your practice off-trail!

The blocking pole plant, like all of our pole use tactics, does not have to be used for every turn or every bump. Rather, this is another piece of ammunition to place in our arsenal to be used at our choosing. When we find ourselves needing to execute a tightly shaped turn in steep terrain and large moguls, it is the perfect time to whip out the ol' blocking pole plant to execute a sharp and fast turn entry with precision and confidence. It's a move that will certainly turn heads as you rip the 'Hollywood' bump line at your home hill.



► Watch the video tutorial of this snow pro tip at:



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# CONTRIBUTORS SPRING 2018

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



## JEFF JOHNSON

is an Alpine DCL, Level III certified instructor and trainer at Crystal Mountain Resort, WA. Email him at skierjeff@outlook.com



## CJ JOHNSTON

is an Alpine DCL, Level III certified instructor and trainer at Whitefish Mountain Resort, MT. Email him at cordelljohnston@gmail.com



## RACHEL JONES

is an Alpine Level III certified instructor and trainer at Mt. Hood Meadows, OR. Email her at racheljonesie@gmail.com



## REGINA MYERS

is an Alpine Level III, Snowboard Level I, and CS1 certified instructor at Bluewood, OR as well as MEd, LMHC. Email her at regina99329@gmail.com



## RUSS PETERSON

is an Alpine DCL, Level III certified instructor and trainer at Stevens Pass, WA. Email him at russ@petersonrealtymail.com



## KIM PETRAM

is an Alpine Level III, CS2, Alpine DCL, Examiner, Children and Senior Specialist Clinician, the Northwest's Education VP, and on the National Education Leadership Council. Email her at kim@petram.org



## MIKE PHILLIPS

is a PSIA-NW Technical Team Member, Alpine Examiner, the Northwest's Certification VP and a trainer at Mt. Bachelor, OR. Email him at 1wintershope@gmail.com



## TRACY THOMSEN

is a Snowboard Level III, Alpine Level I, FS1 and CS2 certified instructor at Mt. Hood Meadows and Timberline, OR. Email him at snowsportsdude@gmail.com



## KELLY HOWLE

is a Snowboard DCL, Level III, Alpine I, FS2, CS1 certified instructor and trainer at Mt. Hood Meadows, OR. Email her at kellymhowle@gmail.com

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## WE WANT YOU IN THE NEXT ISSUE

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

## 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. The editorial staff reserves the right to edit all submissions, including advertising.

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# SNAP IT, SHARE IT, TAG IT

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

## SOCIAL BUZZ

 #learnteachinspire



@olinlindsay "Thanks for an amazing experience that made me feel empowered, excited and confident!"

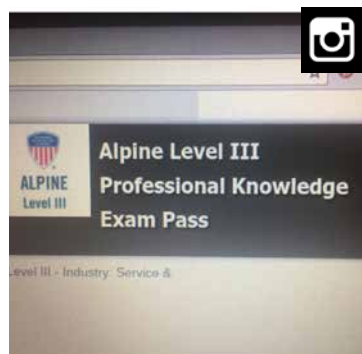


@debkay - "mommy went to school today" to shred with @mattboyd at Winter Blast

 #psianw



"Love my job!!" Educating skiers and snowboarders together at a CSI Accreditation @yogaskibum



"Passed! Onwards on this journey" @halgurl85


 #psianwwearefamily



@ktfeucht thinks Spring Training at Steven's Pass includes "dropping a few cliffs and geeking out on skiing"



Clinics are where instructor friends become family and season goals are stomped @namasendit

 #psianwwearefamily



Mohan Ski School enjoying just another amazing weekend working on the mountain



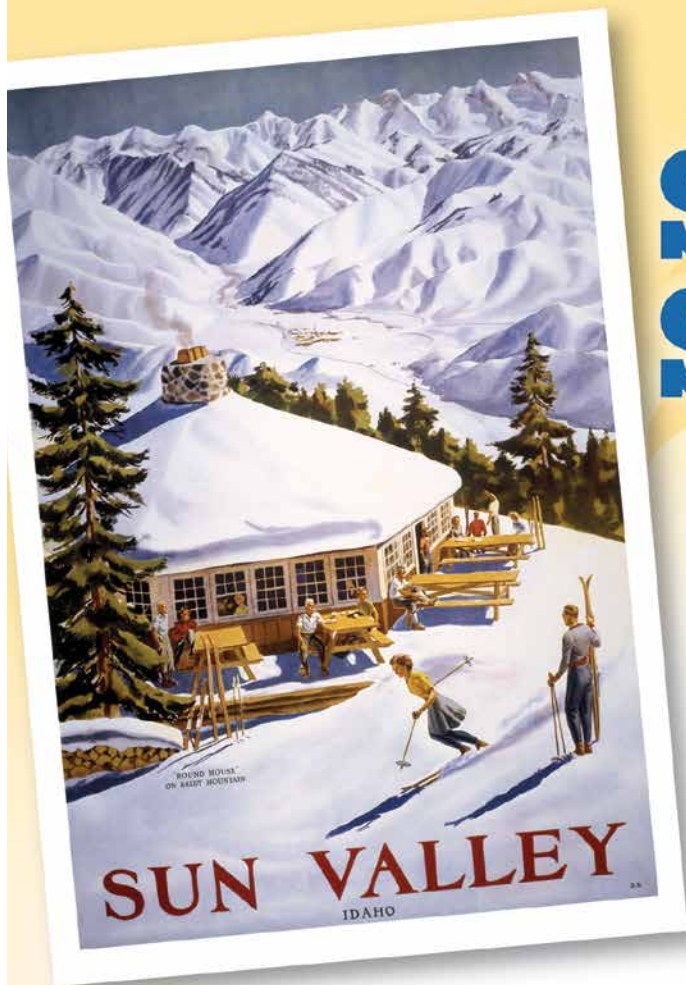
#skiinstructorlife = modeling your skis before teaching on your skis @austenp91

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"Had to stop by the 'quarters' @johurlie visits Wenatchee's PSIA-AASI Northwest office

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# Start planning... **Spring Symposium 2019**

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