

Regions 1 & 2 Election Issue



Enjoy the Bluebird Express and bluebird day skiing and riding at the Eastern Division Spring Academy & Rally at Mount Snow, VT!

PSIA-E Alpine Spring Academy - March 26-29, 2015, Mount Snow, VT

Come join the new Alpine Eastern Team Members as they prepare you for skiing out West this spring! You can expect plenty of ski time and lots of individual feedback at this event! This clinic will focus on techniques and tactics to deal with the conditions du jour which helps prepare skiers for a broader range of conditions. The groups will be small with a maximum of eight members per coach. Four skiing filled days will provide a fun, dynamic and educational event for the end of season.

Après-Ski and other Activities include:

- Saturday: Après-ski with all Spring Rally participants at 4:00pm – Join in Mount Snow’s Bud Light ReggaeFest with live music!
- Sunday: Participate in the Annual Spring Rally Race (optional) or sign up to join in the Bud Light Sink or Skim competition.

Spring skiing doesn’t get any better than this. You won’t want to miss this one. The Spring Academy registration deadline is March 11, 2015.

PSIA-E Spring Rally for ALL Disciplines! – March 28-29, 2015 Mount Snow, VT

Once a year we invite ALL PSIA and AASI members for one final hurrah! All Alpine, AASI, Adaptive and Nordic members are invited. The Spring Rally is a great way to catch up on your PSIA-E/AASI education credits and ski or ride with new and old friends for the weekend. Ski and ride groups are organized according to certification needs, ski experience and education desires.

The Annual Spring Rally race (optional) will be held on Sunday. The Mount Snow Bud Light Reggae Fest provides lots of entertainment with live music, Sink or Skim competition and Duct Tape Derby. You can expect this party to be swinging, with music entertainment and lots of great people.

Mount Snow Grand Summit and Snow Lake Lodge are offering discounted lodging for PSIA AASI members. There are also many other properties offering discount lodging as well, please refer to the Eastern Website for complete listing under “feature events.”

If you are looking for a fun, dynamic and educational event for the end of the season, then this is it. Coaches working this event will consist of PSIA-E Examiners and PSIA-E Eastern Team members. The groups will be small, with a maximum of 8 members per trainer. You can expect plenty of ski time and lots of individual feedback!

Start now to gather up your friends and colleagues for this end of season hurrah in March at Mount Snow! Register online NOW at: www.psia-e.org/ev/feature-events/spring-academy-spring-rally <<

Event 205 – Alpine Spring Academy	March 26-29	\$350
Event 206 – Alpine Spring Rally	March 28-29	\$195
Event 475 – AASI Spring Rally	March 28-29	\$195
Event 580 – Adaptive Spring Rally	March 28-29	\$195
Event 678 – Telemark Spring Rally	March 28-29	\$195



Photo credit: Mount Snow, VT

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president's message

Eric Jordan



Greetings Eastern members, I hope your season is going well. As you could expect, things have been very busy on the PSIA front and our Eastern Division office staff has been working diligently to provide you with the highest level of member service possible!

We have also been very busy implementing our "Push for Public Awareness" campaign" (PPA). During the month of January, you will be seeing an exciting new twist to our PPA campaign. We will be giving away several "Lift, Learn & Turn" packages to the general public; in fact – one for each of our seven Eastern Division regions from Maine to North Carolina. Our new ads will direct consumers to our web site where they can register to win a free day of skiing as well as a free private lesson from a "certified pro" at a resort of their choice. This exciting program would not be possible without the generous donations from members. We received \$2695 from 27 members which has allowed us to enhance the PPA program and giveaway these free lift and learn packages to further promote our members as well as the value of taking a lesson from a certified pro.

As long as we are talking about the generosity of our Eastern members, how about THIS? In two hours at our annual ProJam & Master's Academy raffle YOU donated more than \$8,100 to the Education Foundation – a record amount by more than \$1,000! That is more than \$10,000 voluntarily contributed by Eastern members so far this season to enhance both our promotional and educational scholarship efforts. That is awesome – thank you!

As you may have heard, we mixed things up a bit this year and decided to hold our annual membership meeting at the start of the season during Pro Jam versus at the end of the year during the Spring Rally. This change was extremely well received and we had the largest turnout in years. More than 80 members were in attendance and we received some excellent questions, feedback and suggestions. Due to this success, we are once again planning to hold our annual membership meeting at Pro Jam next year. If you missed this year's meeting, I would encourage to attend your annual regional meeting. These meetings are very informative and they provide you with a great opportunity to ask questions and give your input regarding the direction of the organization. You should be receiving information from your regional Board of Directors shortly regarding the dates, locations and times of your upcoming meetings (see Around the Regions for updates on dates and regional contact information).

I am happy to report that we have made significant progress in negotiating a new affiliation agreement for the Eastern Division with the PSIA-AASI national association. We are down to one remaining issue and we continue to working on language that will be acceptable to both parties. This language centers around disclosure/transparency of divisional agreements. The good news is that all parties are in support of the concept, the tricky part has been finding language that everyone can agree to. I am hopeful that we can have this wrapped up shortly so that we can sign off on a new long term agreement in the near future. The good news is we are very close and your BOD is committed to making this happen.

As you may have read in the recent edition of 32 degrees, National will be implementing a \$6 increase next year. In an effort help to absorb this increase and make your membership as affordable as possible, **I am proud to announce that the Eastern Division is not planning a dues increase for 2015-16 season. This will mark the fifth consecutive season that your eastern dues have not been increased.** Equally as important, we have been avoiding dues increase without decreasing the services that you want and need from us and even though our budget has remained steady at \$1.8 million for 7 consecutive years.

That's all for now. As always, please feel free to contact me or your regional representative if you have any suggestions, thoughts or concerns. I can be reached at president@psia-e.org. ☞

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Park City Mountain Resort
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Michael J. Mendrick, Editor

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General Information

Submission of articles, photos or other items for publication is invited. Articles are not to exceed about 1000 words. Receipt of submissions will be confirmed to the writer. Upcoming deadlines are published in each issue of *SnowPro*. Material should be sent to "SnowPro Editor" at: psia-e@psia-e.org as an MS Word document attachment.

All submitted material is subject to editing. Its use, whether solicited or not, is at the discretion of the editorial staff. All published material becomes the property of PSIA-E/EF. Articles are accepted on the condition that they may be released for publication in all National and Divisional publications.

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executive tracks

MICHAEL MENDRICK,
EXECUTIVE DIRECTOR

Eastern Division Promotion supports Learn to Ski & Snowboard Month

Win a FREE "Lift, Learn & Turn" Package Offered to Consumers!



What it is:

- A "call to action" to potential skiing and riding resort guests with the offer of a free combination package of 1 day lift ticket and a one-hour private lesson at the participating resort of the drawing winner's choice within the Eastern U.S.

- Ads to appear in New England Ski Journal, SnowEast, Happenings Magazine (northeast PA), Adirondack Sports & Fitness, Mountain Times (central VT). 105,000 printed copies distributed to 1,800 locations in New England & Mid-Atlantic states (Maine to Virginia).

Program Benefit:

- Creates a measurable result by getting an e-mail address from each entrant allowing us to build a pool of potentially hundreds of survey participants that will help us get new and specific research regarding public awareness of PSIA & AASI and feedback on resort and lesson experiences from guests.

- Creates potential new and (or) more active resort guests and snowsports participants via a positive experience that will hopefully be repeated and shared via word of mouth to winner friends and family.

How it will work:

- The ad directs the reader to the psia-e.org/learn webpage where they would get details and instructions on how to enter to win. Readers answer a quick survey to enter the drawing. This will provide us with valuable research on public awareness and lesson experience.

- There will be 7 winners – one for each of the Eastern Division seven regions.

- The drawing will take place on Friday, January 30 and winners informed immediately via e-mail. The period of time they can book their "Lift, Learn & Turn" package is between Friday, February 6 and Friday, April 3 depending on length of operating season at the resort of choice.

- There will be no black-out dates including President's Week as we want to encourage winners to use this package at a time most convenient to them.

- Each package winner will be informed of the participating resorts in their region and instructed to contact the Eastern Division office in advance to request a date and resort for their complimentary lift ticket and private one-hour lesson.

- We will coordinate communication between the package winner and snowsports school to ensure all parties are fully informed (including the school director) of the guest visit plans. Upon arrival the package winner would receive both a complimentary full-day lift ticket and a one-hour private lesson with a certified PSIA-AASI member of the staff.

- Immediately after the package winner visits the resort the school director will invoice the Eastern Division for the full amount of the lift ticket and lesson. We will reimburse the resort and school for 100% of the cost so there is no lost revenue by the school or resort.

ProJam Raffle Nets Record Amount for Education Foundation

The annual raffle to benefit the Eastern Division Education Foundation raised a record \$8,100 from the more than 480 Eastern members attending the annual Pro Jam event at Killington, VT. Here is a Big Time Shout Out to our members for the generosity in donating to the Eastern Division's Education Foundation and helping to fund our member scholarships, educational projects and promotional initiatives. This beats the previous record by more than \$2,000! Thanks also to the great team of education staff that helped sell tickets and to the "Raffle Rangers" led by Eastern Division Marketing Coordinator Candace Charles, Bob Shostek, Ken Sauer, Aleks Smith, Nate Gardner, Pete Weber, Keith "Hoser" Hopkins and Director of Education & Programs Don Haring!

Thanks to Eastern Snowsports Schools for Waving the "Ski with us. Ride with us." Web Flag!



In support of the Eastern Divisions "Push for Public Awareness" Campaign the following Eastern snowsport schools and resorts are displaying the "Ski with us. Ride with us." graphic (above) on their school web pages: Bromley (VT), Pats Peak (NH), Greek Peak (NY), Beech Mountain (NC), Buffalo (NY) Ski Club, Belleayre (NY), Windham Mountain (NY), Holimont (NY), Hunter Mountain (NY), Yawgoo Valley (RI), Ober Gatlinburg (TN), Okemo (VT), Massanutten (VA), Pico Mountain (VT), Sugarbush (VT), Holiday Valley (NY), Attitash (NH).

If your resort and school are also displaying the graphic let us know and we'll give them a promotional bump on our Eastern Division Facebook page & Twitter account! <<

zipperline

STRAIGHT TALK FROM THE ASSOCIATION

There is a lot in the news about environmental issues. Some of these things we can change and some are out of our hands. We'd like it to snow more, preferably at night, about 10 inches at a time, like Sun Valley. We'd like it to rain less and the wind speed to be lower than the temperature. Fortunately we do have significant control of the environment we teach in.

At a busy mountain it is possible to think, "It's crowded, icy, etc." . . . and my choices to make this a good experience for the customers are limited. And there are the key words, our choices. There is more than meets the eye to shaping the learning environment and avoiding the things that pollute it.

Terrain steepness is our simplest consideration. Is it appropriate for the ability level of the customer? Hopefully we all get this right. But then, there is the consideration of "Is this a place that appears to have some of the right contours that promote the actions we want the skis to do?" Good teachers see where snow surfaces and terrain can make the learning goal(s) easier to accomplish. Terrain selection is a balancing act. Traffic, snow conditions, teaching goals, and

Protecting the Environment

By Pete Howard, Alpine Education & Certification Chairperson

environmental distractions all come into play. A wide slope of the right pitch on an unclouded day could be a pristine learning environment. The same slope with weekend traffic, snowmaking, a competition nearby, and fully loaded lifts overhead has now become a much different place from the learner's perspective. When the learner perceives physical threat, emotional uncertainty, and distractions due to visual and auditory noise the learning environment has become a superfund site. If our choices make learning environments like this a common occurrence, perhaps it's time to get a post-office box address, hire good legal counsel, and move the corporate headquarters to Borneo. All kidding aside the answer is, if at all possible go elsewhere. If you have to teach in adverse conditions, be in command, say let's make a tight group, become part of the group, announce where to go and where to stop, provide a brief clear task or focus, turn predictably near the fall line and stop in out of the way places. Your sensible commands will provide emotional and physical safety for your customers.

Ideally we go where the snow is good, the sun shines on our customers, the wind is behind them and

they are safe. Shouldn't we pay as much attention to the mental/emotional environment we create? One idea Disney shares with their staff is that "people will have as much fun with you as they think you are willing to have with them." We all know that learning requires new and different actions than what is presently happening. Learning is a series of experiments and no one wants to feel judged or "to get it wrong", therefore it is important for us to create a bright clean atmosphere free of the smog of emotional insecurity. Humor cleans the air. One of the teaching styles that we all use is guided discovery. While this gets our customers to think critically about the sport, asking too much too often is like "over fishing" and there is a limit to what can be caught. The toxicity of continuous technical advice (uphill, downhill, inside, outside, where the hip(s) is, are, etc.) gums up the mind and stops the body's flow. Tactical advice tends to cut through the sludge.

Like the earth's environment the learning environment is a complicated place with choices and tradeoffs. As a teacher of action sports we have the rather unique challenge of choosing, shaping, moving, and protecting places of learning. Let's keep it clean out there. ☞

Alpine Development Team Tryouts April 7-8, 2015 at Killington, Vermont

By Don Haringa, Director of Education and Programs

Are you an Alpine Level III instructor who would like to take it to the next level and join the Education Staff? Tryouts to become a member of the Alpine Development Team or "Dev Team" will be held April 7-8 at Killington Mountain, VT. As a member of the team you'll have the opportunity to ski, train, and work with some of the best coaches that PSIA has to offer. It is an amazing avenue to realize your true skiing and teaching potential.

What is the Dev Team?

The Dev Team is a group of highly skilled PSIA Level III instructors that are training to become members of the Board of Examiners. They are chosen by way of a demanding and competitive exam that is held once every two years. They receive training that focuses on sharpening their skiing skills, their teaching skills, and their professional knowledge. The goal is to develop highly effective clinicians to deliver a wide range of educational events to the membership of PSIA. Dev Team members are required to attend an annual training event and to understudy members of the Education Staff at various events throughout the season. They may also work at PSIA-E Level I exams, Development Series events, Introductory Mogul events, and other specialty events.

FAQ's

• *How often are Dev Team tryouts held?* Dev Team tryouts are held once every other season.

- *How long are you a Dev Team member?* Dev Team members serve a 4 year term.
- *Do Dev Team members become Examiners?* The Dev Team is the first step toward becoming an Examiner. Dev Team members who have completed their required understudy days are eligible to try out for the Examiner Training Squad (ETS). ETS members focus on Exam understudies and typically go on to become Examiners.
- *Do Dev Team members automatically become DCL's at the end of their term?* Dev Team members whose term has ended, and who have not become ETS members, do not automatically become DCL's. The training that a Dev Team member receives during their four year term would, however, be outstanding preparation for a DCL exam.
- *If I am not successful at the ETS exam and my term on the Dev Team is ending, what are my options for being an Ed. Staff member?* Former Dev Team members may try out for another term on the Dev team (many do), or they may take any other Ed Staff exam (including ETS) that they are qualified for.

Requirements to try out for the Alpine Development Team

- Must be a current PSIA Alpine Certified Level III member

- Must be actively teaching skiing.
- Must submit an event application, using the regular event application form, which can be found in the Early Fall or Fall issues of the SnowPro, or at the PSIA-E website: www.psia-e.org

Included with your application you must submit:

- A letter of introduction stating why you desire to be on the Development Team.
- A ski industry focused resume and two letters of recommendation, one of which is from your snow-sports school director or immediate supervisor.

Your letter of introduction, resume, and letters of recommendation will be scored and will count toward your final exam score. The registration deadline for all of the materials listed above, plus the event fee (\$230), is March 18, 2015.

If you are preparing for the Dev Team Exam, or you are interested in learning more about the Dev Team and what it takes to be on the team, we highly recommend that you attend a Dev Team Prep event. Please consult the 2014-2015 events schedule for the event list as well as the application deadlines.

Being a member of the Dev Team is an amazing opportunity to take your skiing, teaching and professional knowledge to the next level. We are eager to meet the next group of women and men that will make up this group of highly skilled ski teachers. Will you be one of them? ☞

Movement Assessment: Multiple Choice or Essay Question?

By Harold Smith, Alpine Board of Examiners, Attitash, NH

Aside from the dreaded Pop Quiz first thing on Monday morning in Chemistry class, few test situations inspire more unease in students than being given a blank piece of paper and asked an essay question. Most students would much rather see a multiple-choice exam.

The attraction is that a multiple-choice test doesn't require you to actually create a correct answer. The test supplies the answer! All you need to do is choose which one it is. Moreover, there are usually some obvious choices to eliminate, so even on that Monday morning, with precious little academic work having been done over the weekend, the exam comes down to some decent odds of maybe lucking into a few right answers.

In our certification exams, specifically the Movement Assessment portion of the Level II and III Teaching Exams, many candidates seem to see it as an essay question, and an intimidating one at that. I would like to suggest, instead, that Movement Assessment (M.A.) might better be viewed as a less intimidating multiple-choice exam.

It's not that assessing and interpreting complex movements of skiers on uneven and changing surfaces can be reduced to a limited set of 'pat' answers. But at least in the first, initial stages of looking at moving skiers, there are indeed a limited set of questions to ask.

First, no matter what movements we make, no matter the surface we're on, the most important question is what the ski is doing on (or in!) the snow. And here's the multiple-choice part: a ski can only do a few different things!

A ski can *track* along its length (as with a straight run on a flat ski, or maybe railroad track turns with edged skis); a ski can *slip* sideways; part of or all of the ski can *lift* off the snow; and finally the ski can *bend* in an arc (de-camber). So a first question in M.A. can

be one of ski performance: Do the skis track, slip, lift and/or bend? (Geek alert: yes, a ski can also exhibit longitudinal torsional elasticity, but that's really hard to see in real time. Multiple discipline alert: however, it's really, really important to snowboard performance!).

Next, it's helpful to treat the skier's path as a second, multiple-choice question: Where in the turn are things happening? We can identify the turn *initiation* (top of turn); the *shaping* phase (middle or belly of turn) and the *finish* (bottom of turn). And then there is the transition between the finish phase of one arc and the initiation of the next arc.

So at this point, through two straightforward multiple-choice questions, we've identified the *ski performance* at the various *phases* of the turn. We are then left with the question of what the skier's body is doing to cause these ski/snow interactions. Admittedly, the biomechanics of skiing, this cause-and-effect of body movements and their effect on the skis, is indeed complex. But again, a very few multiple-choice questions can go a long ways towards unraveling things.

We can start with one of our five skiing fundamentals, namely that there should be separation/independence between the lower body (legs) and upper body (torso, including the pelvis). So the next question we can ask is whether the observed ski actions (track, slip, lift or bend) are caused by the legs or the torso: Are the legs rotating within the hip socket, or is the torso twisting? Are the joints in the legs angulating to edge the ski, or is the torso tipping to the side?

And with respect to the joints in the leg, there are only three of them, so that's another simple multiple-choice question: What joints are working and to what degree? For example, is the knee joint doing most of the flexing and bending? Might there be an observed

limitation is the range of motion of one joint? Or are the ankle, knee and hip joints working together?

More in-depth M.A. can include questions involving the things actually attached to the torso, namely the shoulders and arms, and the head and neck. Or we might ask questions related to the role of the spine and how it interacts with the pelvis. But again, these can be looked at as reasonable and approachable multiple-choice questions, instead of a single all-encompassing and open-ended essay question.

So here are the multiple-choice questions I find useful in beginning my assessment:

- 1) Ski Performance - How does the ski interact with the snow?
Do the skis track, slip, lift and/or bend.
- 2) Turn Phase – Where in the turn does this happen?
Does this occur in the initiation, shaping, finish or transition?
- 3) Skier Movements – Which body parts/joints cause this?

Are the legs acting under a stable torso?

Are the ankle, knee and hip joints bending, unbending or rotating in consort with one another?

What might be the role of the spine, the shoulders and arms, and the head and neck?

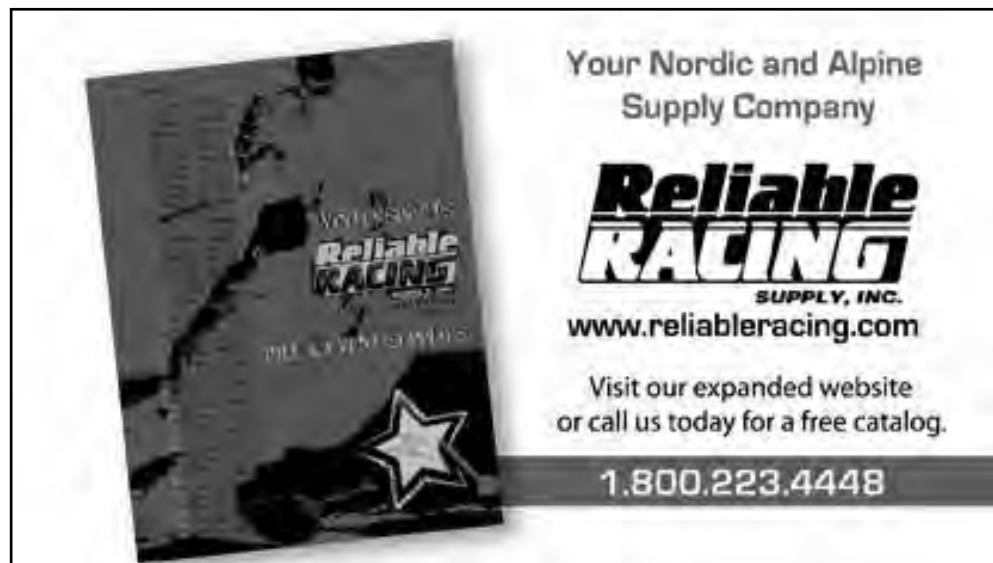
We should note, however, that while these questions do get us through the observation phase of M.A. and represent a start on the evaluation phase, judging and evaluating movements truly is an art. And creating an effective, student-centered prescription to modify movements for a given individual is *high* art. To the best teachers among us, this high art is the ultimate essay question, one that is open-ended and evaluative, is sometimes subtle and often devilishly complicated, and one which can demand great creativity from a coach.

So, as a way of summarizing this printed essay, how about one final multiple-choice question:

Is Movement Assessment

- A) a multiple-choice test, or
- B) an essay exam?

Trick question! The correct answer is C) Both. ☞



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snow sports school management

2014 Snowsports School Management Seminar a Hit on the Hill and in the Hotel

By Debbie Goslin, Snowsports School Management Committee Chairperson

The SnowSports Management Seminar was held December 1-3, 2014. We were all welcomed by Mt. Snow and all of the participants were able to enjoy sessions both indoors and on-snow.

Ron Kipp started us off with a resonating Keynote address, we had the opportunity to hear from our national PSIA-AASI leadership Ed Younglove (Board Chairman) and Mark Dorsey (CEO) at the Town Hall meeting and we concluded the event with a great meal, master of ceremonies Michael Mendrick and rounding applause for the Einar Aas award winner Terry Barbour.

Kudo's to Don Haringa, Melissa Skinner, Candace Charles and Krista DiCaprio for their hard work preparing for this event and to the SnowSports Management Committee for their diligence in suggesting topics for the event sessions.

Adding the Eastern Trainers Academy as well as a CS1 event enabled Director's and many schools the opportunity to bring along key members of their staffs to participate in the training sessions.

The goal at events such as these is to hope each participant leaves with one or two "take-a-ways" from the sessions. I'd like to thank the "Three Young Guys" who attended the Director's Round Table session. Your energy and enthusiasm for PSIA/AASI is infectious! I have now personally highlighted events "open to all levels" hanging on my office door and will encourage all interested in joining this great organiza-

tion to participate in any event that will aid them in their education as well as offer a FUN introduction or continuation of their skiing/riding knowledge. As Ron Kubicki of Holiday Valley, NY wisely stated, "It's not just about chasing the Pin!"



Terry Barbour, Ski School Director at Mad River Glen, VT accepts the applause of his peers and the 2014 Einar Aas Award for Excellence in Snowsports School Management on December 2 at Mount Snow, VT during the annual Snowsports School Management Seminar banquet. Congratulations Terry!

Thank you Debbie Goslin!

After seven seasons of service as the Snowsports School Management Committee Chairperson Debbie Goslin announced her resignation from the position in early January. Debbie and her committee presided over so many successful SSM Seminars and their development of the Einar Aas Award in 2009 has become an important annual tradition! Under Debbie's leadership the Snowsports School Management Committee has also been an important advisory group in the More Fun Starts Here! banner program of 2013-14 and the Push for Public Awareness campaign this season.

Thanks SO much Debbie for all the hard work, energy and ideas!



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around the regions

Region 1 Report Parting Thoughts

Tom Butler, outgoing Region 1 Director

I am blessed. We all are actually. We get to work at something that people spend oodles of money to do in their spare time. Mark Twain nailed it when he said that “the secret to success is to make your vocation your vacation”. We do that. But it’s much more than that. It’s getting to hang out and play with people who are just like you. But wait, it gets better because all those people in your locker room, when they aren’t in your locker room aren’t anything like you. They don’t live where you do, they didn’t grow up like you did, they are much older or much younger than you, and they learned and work at different things, sometimes wildly different things. I used to work with a dude who was professional scuba diver that did inspections at a nuclear power plant! There can’t be a greater contrast of staff members; 16 year olds working alongside a guy who everyday risked permanently glowing in the dark.

So take all these fabulously different people that are nothing like you and stuff them into that locker room and guess what...they’re a lot more like you than you ever would have imagined had they not put on a ski school uniform. The moment you put on that uni, you had a connection with them. The connection runs much deeper than a love for sliding around though. The connection, on the surface is that you like to share your passion with total strangers but it goes deeper than that. I can share stories with you and you may enjoy hearing them but it doesn’t bind us together with any deep significance. However, if we work together as teacher and student, there is an immediate bond, a deep connection as they open up and trust us with their well-being. The bond is even stronger when teaching kids because not only are the kids hero-worshipping you and hanging on your every word and gesture, the parents just entrusted you with the most important thing in their life. That’s big right there.

That teacher – student relationship is based on love. That’s the currency we all deal in when we boot up in the morning or when we learn from someone. Sure they pay in money, but that’s just the business of getting them to that place where they can be a part of something bigger than just sliding around alone. To teach is to love, so your connection with your homies in the locker room is based on love. That’s the bedrock that we all stand on. When you stand in front of a group whether you are teaching them or training them, it’s all about love and passion for the sport.

Now I know what you’re saying. You’re saying that Butler is crazier than Tom Cruise jumping up and down on Oprah’s couch and to boot, hasn’t really said jack compared to the other regional reports. He hasn’t

said anything PSIA-esque, hasn’t commented on the weather, and hasn’t made some mention of the state of PSIA-E’s relationship with the Mother Ship in Denver. Guilty as charged your honor because, as I see it, giving you the news about what’s going on is a bit redundant considering all the thorough articles throughout each edition of the Snow Pro. What Ross and I think is that, as your representatives to the Board of Directors it is our job to put what we do at the Board level and what we all do on the slopes into some sort of meaningful context. We prefer to talk about what it means to teach and to inspire, to succeed...and sometimes fail, to learn and to love.

So with that said, 2015 is an election year in Region 1. Being on the Board of Directors and representing you has been an honor; thank you for the opportunity. You have some very qualified and deeply caring people asking for your vote in this edition of the election. And since each Region only votes for Board representatives every three years it is a very big decision for you and commitment for the candidates. You have a tough choice but what I will say is that all these candidates “get it.” They embody the spirit of what I was yammering on about up above. Their teaching bank account is bursting with the L-word. Whoever earns your vote, you can be assured that they will serve you like they serve their students. I’m excited to see what they can do to help make us even better.

I also want to take this opportunity to “high five” our leadership on the PSIA-E Executive Committee. Our PSIA-E President, Eric Jordan is tremendous and my confidence in his guidance is nothing short of 100%. History is full of great people who were cast in the wrong role at the wrong time but every now and again you get someone like a Grant, or a Truman, or a Jobs, the right guy at precisely the right time doing the right thing. Eric is that guy. And he follows a “tough act to follow” in our immediate past president Ron Kubicki who endured an often challenging three-year term with good humor and strong conviction on behalf of our members.

Region 1’s very own Ross Boisvert is in the on-deck circle for when Eric’s term as President is up and having worked with Ross closely for 9 years, I have seen firsthand the measure of this cat and can assure you that he will be an exceptional Eastern Division President.

Steve Kling, our current Treasurer will be stepping down this summer to assume his new role as the eastern representative to the National Board in Denver. Steve is another example of being the right guy at the right moment and if he represents us in Denver as skillfully as he served as our treasurer, we will be witness to some remarkable things. Katherine Rockwell MacLauchlan is our Board Secretary and, considering she is up for re-election in VT, I can’t comment on her representation of Region 2. However, I will say that she makes an exceptional Board Secretary.

Finally, I want to comment about our executive director, Michael Mendrick. He isn’t up for election but with the way he works, and the effort he puts in

every day, you’d think he was. He has masterfully steered our eastern division through some challenging situations and sees the frontier with clarity and astuteness (think Jean Luc Piccard with more hair and a central NY accent). Say what you want about Parker the Penguin, we couldn’t have a better person at the helm in Albany.

As always, thank you for reading and best of luck to the candidates in the election and thank you again for being a teacher.

Tom



Region 2 Report

Greetings Region Two!

Hopefully you’ve recovered from a busy holiday season. After an epic opening for many followed by a typical New England weather hiccup, most areas in Vermont had good snowmaking weather and a decent finish to the week. It’s nice to see so many new faces out learning to ski and ride serving as reminders why we do this in the first place.

We held another successful ProJam at Killington in early December, and the first ever Level II College. With record donations to our Educational Foundation through the Banquet raffle, the \$8,100 raised will go a long way to support our members in their educational pursuits. Thank you.

We also held a membership meeting Wednesday night of ProJam with record attendance. We’ll get Michael a microphone next time, but if you missed it or couldn’t quite hear him, we’ll be having two regional meetings this year. The first will be at Stella Notte in Smugglers Notch January 20th and the second will be February 11th at 4:00 by the cool fireplace in the Mount Snow Base lodge. There’s a lot going on, and we’d love to hear from you. Check your email for more details on the Smuggs meeting, or email katherineatpico@gmail.com with questions, concerns or to let us know you’re coming.

Hopefully your resort is participating in NSAA’s Learn to Ski and Snowboard Month in January. Most resorts are offering discounted First Time packages- be sure to know what your resort is offering and bring someone to the mountain with you. Our future students could be your current friends...

Also in this issue are the candidate profiles for our upcoming election. Be sure to read up and vote. As a member driven organization, we listen to what you want, as expressed in person, through surveys and through your choices for your representation on the board. This is an exciting time with a lot of opportunities to grow and evolve. Be sure to check out the timeline outlined in this issue.

Thanks for reading, and I’ll see you on the snow.
Katherine Rockwell MacLauchlan
Region 2 Director

Region 3 Report

Dave Beckwith, Regional Director

The season certainly got off to a great start. . . . And then the rains came. As I write this snow making temps have returned and the Region 3 areas are back on track!

It makes me sad to tell you all that our Region 3 Representative to the BOD, Dick Paret, has moved to Region 2 in VT. This creates an opening for that position.

Dick has done a wonderful job and both me and the BOD will miss him.

His efforts in growing communication within the region were outstanding and he has pledged to support us through the transition to the new representative.

From Dick Paret:

Dear Members of Region Three,

I want to take this opportunity to thank all of you for your support and friendship as I served on the Board of Directors of the Eastern Division as your Region Three Representative.

My primary snowsports school affiliation has changed from Region Three to Region Two. Because of that under the Eastern Divisions corporate bylaws (section 10.6 - a Board member is required to represent the region in which he or she works in snowsports) I must resign my position as Region 3 Rep.

It takes a great deal of time to be a member of the board but the rewards of putting forth the best efforts we can to represent your interests is worth it.

We continue to need questions, comments and feedback from all members.

I have met many of the goals I set for service and communications to the membership but there is more to do and I hope to do that in a new Region.

Therefore, I will be running for a board seat in Region Two because I want to continue to support of all the positive movement that I have seen and been a part of at the Division.

Please continue to support your Director Dave Beckwith as he works for you to provide you with a very good value for your Eastern Division dues.

He will be looking for another volunteer to assist with the responsibilities of the region. If you are interested and have the time please contact him.

Thank you again for the opportunity to serve as your Region Three Representative,

Yours in Sliding Sports,

Richard (Dick) Paret

In an effort to expedite the process of filling the Region 3 Board vacancy for the period of April 1, 2015 through March 31, 2016 (the balance of the

current term) I ask that any interested parties respond to Michael Mendrick at mmendrick@psia-e.org by Friday, February 13 so he can send you the specific steps for submitting your candidate materials. Please note that Region 3 will have an election in January 2016 for the next full term on the Eastern Board of Directors (April 1, 2016 – March 31, 2019).

Region 4 Report

Bob Shostek, Region 4 Director

Greetings fellow Region 4 members, I hope everyone has enjoyed some early winter skiing/riding and the holidays. We enjoyed a great start here in the northeast of Region 4, only to be slowed down with warm weather and rain for Christmas week. However, as I write this report I'm watching a "white out" of snow making happening here at Elk Mountain. As always all of our Region 4 areas will recovery quickly in the coming weeks to make for an excellent season in spite of Mother Nature's lack of cooperation.

The division experienced some great conditions and attendance at early season events like the Snowsports Management Seminar, Pro Jam and Masters Academy. The "New Eastern Trainer Academy" held in conjunction with the SSMS and the "New Level II College" held during the Pro Jam received huge successes with the members in attendance. (There is a second Level II College scheduled at Massanutten Resort in Virginia on February 23rd to 27th). With the sold out attendance at both and the positive feedback from attendee's I'm sure the division will highly consider the continuation of these two new events.

With these new events in mind and the success we experienced with Gateway to Dynamic Skiing introduced last year, we are anticipating the same success with our new "Unlock Your Inner Expert" geared toward Level I prepping for Level II. This event, along with the Gateway event, will be held at numerous areas throughout the division and in Region 4. Please check your calendars and make arrangements now to attend one of these events.

The first of two Region 4 membership meetings will be held at Whitetail Resort on Thursday, January 22nd. The second membership meeting is planned for Wednesday, January 28th at Elk Mountain. Both meetings are held in conjunction with education events held at the areas and will start at approximately 4:30pm following the days events.

There is a LOT of winter skiing and riding left so check the divisions menu of events" in all disciplines, and make the necessary arrangements to attend. We hope to see you sliding or riding at an event this year!

As always, feel free to contact me or our other regional representative, Steve Kling, at any time with any questions, concerns or issues about region 4 or the eastern division.

Happy New Year! Bob

Region 5 Report

Hi Everyone, I am sure you are all aware of the "Push for Public Awareness" campaign. It is exciting to see PSIA/AASI in so many magazines, ski shops, web sites and more. If you Region Fivers have any photos of how you are promoting PSIA/AASI, make sure to send them in to the PSIA-E office so they can be posted on Facebook.

Along with promoting PSIA/AASI, Steve Howie, director at Bristol says in regard to resort management concerns; "Management does not care if the resort recognizes the shield, it cares if the customer has a positive experience. We need to do what it takes to make that happen. That is done through education, not evaluation. Recognition comes from the product we deliver." Dick Fox says, I think that all resorts recognize that the way to grow business is to cater to the kids. If the kids are happy, mama is happy. . .if mama is happy, papa is happy (broke, but happy). Unfortunately, this starts to fall apart when the kids get to about 14. School programs are a gold mine, but many enthusiasts leave the sport until they, themselves, have a family to introduce winter sports to. The result is that the total skier visits go down year after year. So, if we have both demographics and economics creating a headwind for the sport as a whole, then the piece that we do (education) has to offer something to make the experience exciting and beneficial. The lesson format in many schools is still largely instructor-centric. We have scheduled times, we teach to the lowest common denominator, mountain management wants larger groups, and it is difficult to make the experience personalized in a short group session. I think that we need to find more formats (like all day lessons and "guaranteed success programs) that are guest-centric and focused on the role of the snowsports instructor as a marketer, promoter, and one of the best elements of the resort experience (did I say affordable?).

On another track, we have news from Region Five directors: Gene Connell, Peek'n Peak's new director reports that the Peak has a new Pisten-Bully groomer, and has invested over \$100,000 in new rental equipment. They are installing a ski/boarder cross trail this season and opened an adventure park including a dual zip line which is open during the summer. Hunt Hollow offers a "Meet and Greet" program which includes 50% off lift tickets, a tour of the facility and the purchase of lessons and rentals. Since Hunt Hollow is a private club, this is a good chance to visit and see all the great things it has to offer. Rick Van Kouwenberg, Director, says they also offer a "Ski or Ride with a Pro" which includes 2 or 3 runs with one of their certified pros at no charge to give guests a "tip of the day." Ron Kubicki, Holiday Valley director, says the Valley offers families who stay at the Inn at Holiday Valley and have never skied, a free group lesson. Also, if you bring a new skier/ rider to purchase a lesson, you get a free group lesson. If you bring someone who buys a lesson package, you get a free private lesson. The Valley also offers 20% off during

the January "Learn to Ski Program." Bristol's Steve Howie offers first time skier/riders \$60 lessons with rentals, discounts, coffee for small groups. Region Five Directors, please keep sending me news of what your area does to promote PSIA/AASI and also bring in and keep new skiers and riders.

Our Region five meeting at HoliMont on January 12 was great. Ron Kubicki, Dick Fox and I were there to listen to and answer questions from the Region Five membership. We did a brief survey on 1) Aspects of PSIA-E that you enjoy and the majority said, the sense of community it creates, friendships made, a team commitment to excellence, top notch educational events, and having local clinics for updates. 2) Aspects of PSIA-E that you feel need improvement – Offer more one day local events for updates, make sure we reach out to all resorts willing and able to host events so event calendar does not seem biased, actively recruit high school and college students, pass rate for exams is too low, change date for scholarship applications. 3) Aspects of PSIA/AASI National that you enjoy – Most people enjoy the publications, the pro offers, new manuals and continuous updates, and the chance to clinic with National Team members. 4) Aspects of PSIA/AASI National that you feel need improvement – More adaptive promo and manuals, A National Push for Public awareness rather than just regional, transparency of budgeting and spending, spending and budgeting should be based on services to members and not cumbersome CRM programs, Focus on support to divisions who serve members, and not aspire to rule from Lakewood, AASI movement matrix, more online resources, and clarification of mission and purpose. It was a pleasure to see so many Region Five members at HoliMont for our meeting. Thanks for your support.

And thanks to all of you who attended the Snowsports Management Seminar. We had a great turnout, and luckily we had SNOW!

Wendy Frank, Region Five Director
wendy@holimont.com

Dick Fox, Region Five Representative
dfox@wmf-inc.com

Region 6 Report

By now your season is in full swing and hopefully off to a positive start toward a successful season. Here in the Catskills, Mother Nature has been good to skiers and riders except for the rain at Christmas. Business has been good and like many other areas, Belleayre has made a number of recent improvements. The two main lodges have received extensive renovations and a new spacious rental area has been completed. Belleayre has also added new glade terrain near our ever popular Dot Nebel trail. As of this writing we are waiting for more natural snow to try it out.

Hopefully "Santa" was good to you and you are now growing comfortable with any new equipment

you received. If you have not yet taken advantage of "Pro Pricing" it is certainly a worthwhile benefit. In March of each year, this year being no exception, my wife and I, along with a number of other instructors, will venture to a western resort for a week of "busman's holiday". In many cases, the Rocky Mountain resorts offer significant discounts on lift tickets to PSIA/AASI members.

I, along with three other staff trainers from our mountain attended the Eastern Resort Trainers clinic at Mt. Snow, provided in conjunction with the Ski School Management Seminar for our Assistant Ski School Director. This training proved invaluable and we have been able to share what we learned with our staff at our home mountain. I would like to thank PSIA/AASI-E for this worthwhile, positive opportunity and for Eric Lipton for putting up with me and my sore knee! I strongly recommend this program to any and all staff trainers.

Finally, mark your calendars for the southern Region 6 meeting. It is tentatively scheduled for March 23rd in the Long House Lodge at Belleayre.

Have a great, safe season.

Jack Jordan Region 6 Representative

Region 7 Report

The Holidays have been put behind us with mixed reviews due to some topsy-turvy weather but cold has returned to our region and the guns are blowing! Events are heating up all over Region 7 so pick an exciting one and have some fun. First events in the region are at Timberline and Canaan Valley in early January and then move to Massanutten, Wintergreen, Snowshoe, Cataloochee and Beech Mt. and more throughout January and February. Everything from Alpine, Board and Tele exams (Level II and III at Timberline along with a Learn to Tele Clinic!) to the new Alpine Level II College at Massanutten, CS1's and Prep courses are available in Region 7. Let's do our best to populate these events so we can keep getting them in our own beautiful region.

Early January at Timberline the Snowsports Management Seminar and Eastern Trainers Academy are taking place and out of that we are forming the volunteer Appalachian Training Team as a way to get current information and technique to the Region 7 membership. The Team will have representatives at Cataloochee, Massanutten, Wintergreen, Snowshoe, Timberline, Sugar and Beech Mt. for this year that can help you prepare for certification exams and CS1's. Look for the Trainers Academy Pin and talk to and take your trainer's clinics for this useful and valuable information.

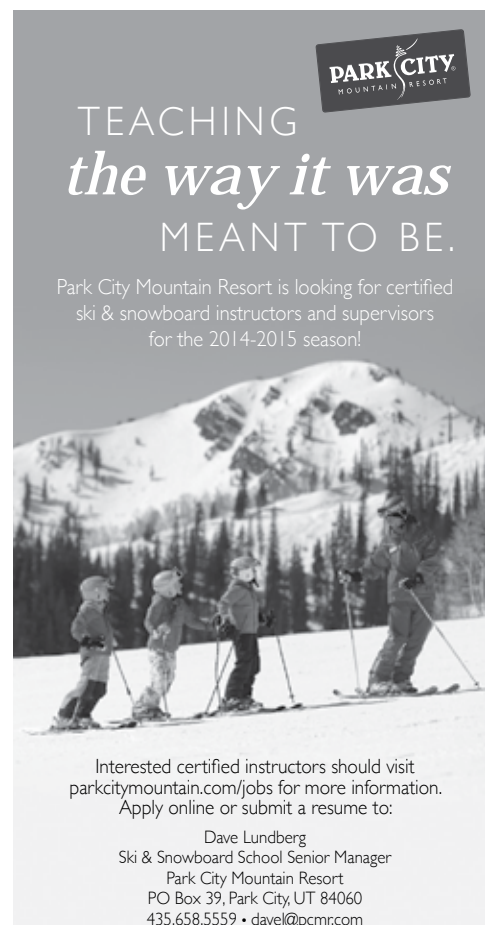
Check out Witold Kosmalaw's Peak Performance Gazette on Facebook and with its own website -www.peakperformancegazette.com - it is looking good! At Massanutten and probably Beech Mt we will be holding regional meetings – Mas-

sanutten's will be on Wednesday February 25 in conjunction with several events taking place there at 4:30 pm in the Children's Room. And hopefully another meeting at Beech Mt (not set in stone yet!) on Wednesday February 11 immediately following several events there. Light refreshments and beverages provided at both locations.

Well that is all for now - remember to promote yourself and all other certified instructors to your students as a way to get greater recognition for each and every one of us! Get them to come "Ski and Ride with Us!" See you on the mountain!

Ty Johnson Region 7 Representative
styckman55@gmail.com

Paul Crenshaw Region 7 Director
pcrenshaw@massresort.com <<



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Park City Mountain Resort is looking for certified ski & snowboard instructors and supervisors for the 2014-2015 season!

Interested certified instructors should visit parkcitymountain.com/jobs for more information. Apply online or submit a resume to:

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Ski & Snowboard School Senior Manager
Park City Mountain Resort
PO Box 39, Park City, UT 84060
435.658.5559 • davel@pcmr.com

Regions 1 and 2 Board of Directors Election

Voting Rules, Instructions and Candidate Profiles

There are six (6) candidates running for the PSIA/AASI Eastern Board of Directors in Region 1 (ME, NH) and four (4) candidates running in Region 2 (VT). The Board candidate receiving the most votes in each region is elected the Regional Director; the candidate with the second-most votes will be elected the Regional Representative (within compliance of the association bylaws provisions relative to Board elections). The three-year Board terms will commence April 1, 2015 and end on March 31, 2018. No write-in votes for any positions are accepted. Only one candidate identified as an Education Staff Employee may be elected in each region per the Eastern Division Bylaws.

Voting for the 2015 election will take place online via electronic voting on a secure, dedicated web page. Paper ballots will be provided only to members without online access, upon request. Online voting will begin in mid-January and end on March 13, 2015.

Official results will be announced by March 30, 2015 via broadcast e-mail, the division website, Facebook and Twitter accounts and subsequently via the SnowPro.. The terms of the new Board members will begin on April 1, 2015, providing the opportunity for newly elected representatives to communicate with constituents prior to the June 2014 Board meeting.

To Vote:

1. Link to our special PSIA-AASI Eastern Board Elections website at www.psia-e.org/vote
2. Log in to the site using your last name and membership number. An e-mail with instructions will be sent out to all eligible voters when the voting is opened.
3. You must be a member in good standing and affiliated with Region 1 or 2 as of December 31, 2014.
4. Follow the steps at the website to complete your secured voting.

Thank you to our candidates and members for your participation in this important annual process.

Note: Candidate profiles are presented "as written and submitted" with the exception of spelling corrections, if needed.

Region 1 Board Candidates



Rob Bevier – Snowboard L3; Alpine L3
AASI Examiner – Education Staff Employee
Loon Mountain Resort, NH –
Snowsports Director

Background & Qualifications

I have been asked to write a few words about my background and qualifications for running for the board of directors for Region 1 and about my philosophies and direction I would support if elected here in the Eastern division.

I have been here in New England for my entire career, and have worked full time in the industry for over 30 years. I am lucky enough to have been on the Alpine Development team, I am currently a Snowboard examiner for over 20 years, and I recently joined the Snowboard Adaptive education staff. I have held the position of AASI Advisor for the Eastern division, continue to be on the Eastern snowboard committee, was a member of the National Snowboard committee, and have been the Education Advisory Council representative for snowboarding at the national level.

Currently, I am loving my newest adventure as the Snowsports Director at Loon Mountain in Lincoln, NH. My family and I love the area and can't wait to do whatever we can to help and be part of the community. I have been incredibly lucky to have been able to aid in the development of our organization at both the national level and the divisional level, and feel that my experience will help guide our division. Having spent lots of time in the Eastern Division and understanding the nature of our industry and its challenges, I am certain I can make a difference.

Philosophy & Direction

Having already worked in the boardroom as the AASI advisor, and being involved with many meetings, I have a simple idea of the direction in which our organization should go. At the end of the day, I feel we should work as a team, put the best possible product out to the member, stay fiscally solvent, and work with the other divisions for what is best for all of us as a nationally recognized organization

The challenge is that there are no set rules or regulations when it comes to a subject many feel so passionately about. What we do is not always about the bottom line or profit margins. Many times we all strive to just make a difference in a student's life and share the love of sliding down the hill and the personal connections we make. I understand that is not the most sophisticated stance, but it is one that has guided me during my career in the Eastern Division and I feel reflects the diversity of this organization.



Peter Holland – Alpine L3
Pats Peak Snowsports School - Trainer

Background & Qualifications

- Level 3 Alpine
- USSA level 100 coach
- USSA Technical Delegate
- PSIA Member since 1982

Philosophy & Direction

I am a great believer in PSIA. The availability and accessibility of educational materials and clinics provides a great opportunity for all of us to learn, improve our skiing and riding skills and become better instructors. I have enjoyed my 32 years in the organization. That being said, all organizations are not perfect nor without their own problems and the following are several of the issues I feel we need to work on.

First, I am very concerned about getting young people to join and stay with our organization. While I don't know quite how to accomplish that I think it is an area where we should spend more of our efforts and I am committed to do that. Second, we currently have a program to promote our organization to the skiing and riding public. I believe these efforts need to continue on a broader scale.

Being certified at any level in any discipline means something and that something needs to be better understood by the general public. A certified instructor means a quality lesson. We need to do all we can to make the public aware of this. Third, I want to make sure the Eastern Division has a clear voice and input when it comes to the National Organization and the decisions made by that body. Lastly, as a board member of NHARA, I have had the pleasure of running a coaches clinic for NH ski coaches over the past eight years. The event is staffed by the PSIA-E Educational Staff. We have had Matt and Jeb Boyd, Eric Lipton, Brian Smith, Brian Whatley, Terry Barbour, Dave Capron, Sue Kramer, Lisa Segal and many others as clinicians. This year Ron Kipp, Director of Alpine Education for USSA and a PSIA Intermountain Examiner, joined this event. I bring this up here as I would like to see more cooperation between USSA and PSIA. I think the door has been opened by Mike Rogan initially and by others from the Eastern Staff over the past year. I would like to see this continue as I think we can learn from each other.

In summary, I believe we have a solid Eastern Staff with many, many good people involved at many levels of the organization. I would like to represent you to support their efforts and to work on the issues I have mentioned above. I would appreciate your vote to become your Region One representative.



Peter Howard – Alpine L3
PSIA-Eastern Alpine Examiner –
Education Staff Employee
Sugarloaf, ME – Training Manager

Background & Qualifications

- Graduated high-school from Ecole Des Roches, Bluche Sur Sierre, Valais Switzerland
- Sugarloaf staff member from 1978
- Sugarloaf assistant director and training manager 1990
- PSIA member since 1982
- Alpine Examiner since 1987
- Alpine Certification Chairman since 1990
- Eastern Demonstration Team member 2007 and 2011
- National Team selector 2012
- National Life membership awarded in 2011

Philosophy & Direction

Dear Members of Region 1: Over the seasons it has been my privilege to represent you as education certification chairman. During that time I have worked to steer the Alpine exam process and implement policies that I hope have been fair and timely. I write in the Snow Pro on a regular basis and believe in nurturing the profession.

If you choose to vote for me these are the things that you can expect: I will vote for initiatives that will make the benefits of membership more tangible. Initiatives that promote the certified professional will always have my support. The creation and execution of educational opportunities will also always have my support.

I believe the organization could improve upon the following:

The National Demonstration is “our” team. They need the full support of the National Organization and we (the membership) need a wider exposure to this level of talent (at present they are independent contractors who have to arrange matters of insurance, scheduling and other logistics). I personally believe we need to re-imagine what the National Team could bring to the membership if its mission and size was expanded.

Educational materials that are often produced with a lot of voluntary work should not be sold at a profit. Certainly there are production costs that need to be covered but since many of these educational materials are the key to helping us deliver a clear consistent message across the country, they should be readily available at minimal cost to the membership. The same sentiment would go for the “Company” store. Items in the store from sponsors should be available at or below the cost they are available on other internet sites for the professional.

It is a fairly well-known fact that the National Office has a difficult time retaining staff members over time. The retention of talented individuals and the cost of replacement is something we all indirectly fund. This is our organization and when the hiring or work environment causes high turnover of staff the reasons for that should be paid attention to.

There are events and initiatives that the organization does both nationally (Interski, Fall Conference) and divisionally (Examiner exchanges, Fall Conference) that you should know I am in full support of, provided that the membership is impacted in a direct and positive way.

At present there is a wonderful cooperation and budding relationship between USSA (the organization responsible for the US Ski Team, and the education and credentialing of coaches.) and PSIA. Nationally PSIA and USSA need to create ties that bind so members of both organizations can reap the educational benefits of the talents and resources of both organizations. I believe this bond should go beyond the personalities involved and become a new partnership to power the education and growth of snow sports in America.

Lastly I want your vote because I know that the sharper we are together the more valuable we are alone. Our profession has seen its ups and downs over the years and its past time to take it up a notch. Know that I will try to do that. Thank You, Peter Howard



Elizabeth Limerick – Alpine L3
Sunday River, ME – Coach & Trainer

Background & Qualifications

I'm an alpine level 3 certified member of Region 1, where I've been a line coach at Sunday River for 22 years. In addition to my work as a coach, I've been a professional fundraiser for 15 years. I am a certified fundraising executive (CFRE) and have raised over \$40 million from a combination of foundations, individual donors and corporations. As well, I am an active member of two non-profit boards, serving as board secretary for the Maine Planned Giving Council and chairing the development committee at the Portland Public Library.

Philosophy & Direction

1. The membership of PSIA-E is increasingly aging. Although we offer scholarships and support for students and young members, we need to be proactive in order to encourage a new demographic into the profession and the organization. If we are to keep the organization viable, we must focus on implementing a true plan for fundraising and development, beyond selling raffle tickets at Masters and Pro Jam and asking members to send a bit more with their dues toward the educational foundation. We need to offer membership and scholarship support to a wider range of members and underwrite programs and initiatives that do a better job of spreading our message about the value of certified instructors. Our current fundraising efforts must be enhanced to include grant and foundation solicitation, planned giving, targeted major gifts, and a true annual fund campaign.

2. National team members and education staff leaders across the country have spent countless hours developing national standards. Those standards ensure that instructors across the country have the same skills and can offer the same quality of lessons, regardless of the region in which they've obtained certification. In order to maintain the value of our certifications, we must do everything we can to create a national environment that continues to foster the mutual recognition and transferability of the credentials we've all worked so hard to get.

3. I have been a line ski coach for 22 years. Serving as a direct contributor rather than a member of a ski area management team puts me in a good position to advocate for fair labor practices, better pay, and better working conditions for coaches. This is something that I am committed to doing.



Mick O'Gara – Alpine L3

*Alpine Examiner – Education Staff Employee
Waterville Valley, NH – Staff Trainer*

Background & Qualifications

Hi, my name is Mick O'Gara and I ask for your support and vote as a representative to the PSIA-E Board of Directors for Region One. This is my 40th year as a Snowsports teacher and my 30th year on the PSIA-E Education Staff. I am currently a supervisor/staff trainer in the Waterville Valley Snowsports School.

During my life as a ski instructor I have worked at a wide variety of resorts. Some relied on day trip customers, some on 6-8 week programs, some ski weeks and some supported largely by property owners. I believe this exposure to a range of customers and how they interact with Snowsports Schools will help me represent the range of our membership with empathy and shared experience.

I have spent a large portion of my life in the trenches as a ski instructor. I was full time for 30 years. 8 of those years were on the road as a full time examiner. I have been a Ski School Director and a Technical Director. For the last 10 years I have been a part time instructor working approximately 60 days a year. Now that I work 7 days a week from November to April I am much more aware of the sacrifices most of our membership make to be able to teach.

Philosophy & Direction

Being an effective representative for you requires knowledge of board meeting procedures and processes. For 3 years I attended BOD meetings as a representative of the Board of Examiners. I have also been part of the Alpine Education-Certification committees. My largest project as BOE chairperson was to overhaul the way Ed staff was evaluated and compensated. At the time the Board of Examiners had a significant drop out rate. Through that project the dropout rate was reduced to almost zero. Currently our membership is experiencing a larger dropout rate than we ever have. My aim would be to reverse that trend. I have shown I know how to move projects forward in this environment.

As I look forward to my future involvement in snowsports instruction I want to help set policy and protocols that will benefit our membership. The new programs designed to increase awareness of the value of a certified instructor to the public are a great start. But they will take time. I want to make sure that a polished and professional presentation from PSIA-AASI is a part of every National Ski Area Association annual convention going forward. The attendees are the people who have all the decisions in how we fit into a functioning resort. I believe if our organization is to continue along a healthy path a core of full time career instructors is an essential part. In the East, this group has been shrinking for 25 years. But it is not the trend nationally. I hope to convince eastern NSAA members that there is benefit to them in promoting the career of snow sports instruction here in the East and making it economically feasible to do so. To Summarize: When PSIA-E has an opportunity to increase your value to the industry I will do everything I can to make it happen.



Jim Tuttle – Alpine L2; CS1

*Bretton Woods, NH – Trainer;
School on Snow Coordinator*

Background & Qualifications

Bretton Woods Ski/Snowboard School

Full Time Instructor/Coach – 1982-1991, 2010-present

On Snow Coordinator Local School Programs

Staff Trainer

Small Business Owner/Partner of Tuttle Lawn Care LLC – 1994-present

Special Olympics International

Northeast Regional Alpine Director – 1991-1995

Certified Alpine Official/Coach – 1991-present

Certified SOI Trainer

Coaching Special Olympic athletes

Principles of Coaching

NHSO Alpine Director/Winter Games Director – 1984-2013

Cranmore Mountain Resort

Children's Department Supervisor – 1996-1998

Line Coach – 2001-2009

Attitash Mountain:

Children's seasonal program coach – 1991-1992

Race Department

Black Mountain: – 1998-2000

Ski School Director/Rental/Retail Shop Manager

Eastern Slope Ski Club North Conway NH – 1991-present

Provides equipment and skiing for Alpine and Nordic disciplines to 1400 local first to sixth grade students of Mount Washington Valley.

Board Member/ Vice President/ President /Past President

Philosophy & Direction

I look forward to the challenge of being one of your representatives from region 1. It is important to me to develop awareness and programs that will bring young and/or new instructors into PSIA. I would like to inspire newcomers to the industry to be excited to learn, gain confidence, become a qualified professional and enjoy all the benefits of being a PSIA member. An increased awareness to the general public to seek out PSIA instructors and realize their value is very important.

Keeping the cost of dues and events from increasing is also a concern. We ski and instruct because we love the sport, however, a high paying job it is not. I will work to keep dues down while helping members to recognize and utilize their current benefits.

I would welcome concerns from region 1 members and will do my best to address them and find solutions that benefit all. As a team member, I would be proud to see our organization grow stronger.

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Region 2 Board Candidates



Ted Fleischer – Snowboard L3, Alpine L2
AASI Examiner – Education Staff Employee
Jay Peak, VT – Training Supervisor

Hi. My name is Ted. I'm like you, an entertainer. I get paid to play. We spend a large majority of life sliding down a frozen hill, thinking about sliding down a frozen hill, and showing others how to slide down a frozen hill ... as gracefully as possible within the whims of gravity.

We all know why.

You did this to me.

You showed me how to have FUN.

Background & Qualifications

In addition to 8 years in PA and CO, I've worked as a full-time Instructor and Trainer at Vermont resorts for over 20 years. With your help, I became a Level I member (1989), achieved Alpine Level II (1992), Snowboard Level III (1992), joined the AASI Educational Staff as an Examiner (1994), and was wized by an unsuccessful attempt at National Team (2000). I'm a full-time Instructor and the Training Supervisor for the Jay Peak Ski & Ride School. I have been a member of the AASI Steering Committee since its inception in the early 90's. For the last 6 years I've served as our Eastern Division's AASI Advisor. During my tenure as AASI Advisor I have helped to create many of our most popular Clinics and Camp programs such as the 3-day Freestyle Camp, 3-day Trees Camp, and the Women's Camp. Additionally, during my leadership, we have tripled the number of women on our Educational Staff to better represent the population of our membership. As Advisor, I have gained 6 valuable years experience attending the Board of Directors meetings. During this time, I have helped to directly represent the views of the membership. Because of my experience as the Advisor, and the many, frequent, interactions I have with other members, I have intimate understanding of what many members throughout our region feel is important and needed from the leaders of our organization. My experiences working at small Mom and Pop hills, as well as World-Class Destination resorts provides with me an understanding and perspective on our industry that I'm very grateful for. I'm intimately aware of the struggles and triumphs of instructors and managers in the full spectrum of schools within our division and region. I would like to continue to represent the members, but would like to add the privilege of voting on the policies and organizational procedures that are important to us as members.

Philosophy & Direction

I've been learning the best practices of our crazy sport and sharing this FUN with others. Thanks to my first Snowsports Director, and the new Instructor in the Level I exam, and the guy on the chairlift with me for the last 8 minutes, ... I've been learning from you and stealing yer Shtick.

To pay the FUN forward, I would like to offer up my experiences, philosophy, and what I've learned from everyone, to you ... Member to Member. I would like to serve on the Board of Directors for PSIA/AASI. Crazy, right? A desk job? A VOLUNTARY desk job? Yes. I feel I can help us all achieve an EXPERIENCE that is even more FUN and valuable.

My philosophy's simple... in addition to making sure that you and our resort guests get their money's worth out of our organization and industry, I want to take FUN to that next level. I want our EXPERIENCE to be life changing. I will continue to support the Push for Public Awareness program that many members have agreed is important to them, and will continue to look for ways in which we can increase the brand awareness of PSIA/AASI. I will help continue our philosophy of fiscal responsibility that the Eastern Division has led with, and I will strive to get our National organization to work just as hard for us. For the sake of our Members, our Organization, and our Industry, we must find a way to make sure that those who we interact with feel that the EXPERIENCE they have is spectacular! We need to have our Resort Guests dreaming of when they can come back, we need to have

our Membership Guests yearning for more, and we need to have Resort Management realizing that due to their Guests demands, they need to hire more Certified Instructors. We can do this if we all choose to raise the bar together. We have a great life. Let's not lose sight of that! I also feel we have room for growth, growth as Individuals, growth as Instructors, growth as an Organization and growth as an Industry. I can help keep us on track and help lead us beyond.



Katherine Rockwell MacLauchlan – Alpine L3
Pico Mountain, VT – Snowsports Manager

Background & Qualifications

Alpine Level III. Joined PSIA in 2001 at age 16 (nearly a 15 year member)

Manager of Pico Snow Sports - a 65 instructor, full service program including a Child Care center and a Competitions program. In charge of program development, budget creation and adhesion, staff training and day-to-day operations while also involved in the resorts marketing efforts and website management.

Secretary of the Eastern Division Board and member of the Executive Committee, elected Spring of 2014. I am an active member of the Finance Committee, the Membership Recognition Committee and the PSIA National School Management Advisory Group. I attended the Education and Programs Summit spring of 2014.

I proposed the new Five and Ten year Membership Recognition Zipper Pulls based on the data that most members leave in years four and nine of membership. Creating a culture of more frequent recognition has shown to encourage extended membership.

Passionate skier and educator. Nearly competent snowboarder.

Philosophy & Direction

I am seeking a second term on the board to continue projects I have started and to push the organization to be more focused on serving the membership and continue to provide excellent educational opportunities while remaining financially sustainable. I have formed partnerships with my fellow board members and our National partners that have allowed me to be a voice of reason in a passionate process. My involvement with the Affiliation Agreement has contributed to our current progress- as of writing, both East and National have a clear understanding of what we'd like the agreement to say, and are working on the specific language. As a member of the finance committee, I'm involved in the budgeting process and as a manager of a small snow sports program I've developed quite a knack for making the numbers work while encouraging growth.

As the youngest member of the board, my viewpoint as both a young member and 15 year member is critical to the health and future of the organization. I developed strong relationships with my fellow board members who are receptive of and appreciate my perspective. I will continue to push us (and National) to react to the data collected in the membership survey that states "Member relationships need to be addressed; (sic) this profoundly lower satisfaction in the 21-49 year old cohort is perhaps PSIA-AASI's most important future risk to long-term sustainability."

A combination of engaging events, financial options or scholarships and a stronger sense of community both online and on snow will help us retain newer and younger members. While we can't keep students from going to college, we can make their time valuable and encourage them to remain active members. For newer members that are perhaps not as young, we need a clear path of what to do next. Keeping new members of all ages engaged in educational events is one of the keys to retention. We need to give them what they want, but also what they need.

As the professors of our sports, laying out different tracts and connecting them back to being successful at your home mountain increases our credibility with resorts and members alike. While it's a delicate balance, I am working with the National School Management Advisory Council to encourage PSIA to connect with resort management to highlight the value of our members.

Thanks for reading, and see you on the snow!



Richard Paret – Alpine L1; CS2

Killington, VT – Full-time Instructor

Background & Qualifications

My name is Dick Paret and for the last three years I have served on the Board of Directors representing Region Three with Dave Beckwith. For years I have taught full time at two Snowsports schools, as a Children's Director and Instructor at Blue Hills in Boston, MA and an Instructor at Killington, VT. Killington is now my full time school affiliation and therefore under our Eastern Division Bylaws I can only continue to serve on the Board of Directors if I am elected to represent Region Two and Vermont.

Your current representatives Katherine Rockwell MacLauchlan and R. Curtis Cowles have been the best possible representatives for Region 2. Curtis has decided not to run for re-election due to the time commitment required for this position. He will be missed on the Board. I am asking that every Vermont member cast their first vote to return Katherine to the Board and give me their second vote. I not only have the skill sets needed to be an effective BOD member but am already up to speed and ready to serve you. Katherine Rockwell MacLauchlan, Dave Beckwith and I have served together on the scholarship awards and this is an area which I would like to continue to expand the reach of scholarships to members who need these funds to continue their snowsports education. I am also a member, promoter and supporter of the Eastern Division Membership Promotions Task Force chaired by Walter Jaeger which has spearheaded the "More Fun Starts Here" and the current campaign of "Push for Public Awareness". The Push for Public Awareness is just in its initial stages and needs to grow for all our benefit.

Philosophy & Direction

This position is a very important one and should not be taken lightly. It demands a great deal of time to properly represent you. As your representative I will be reaching out to you through regional meetings, social media, surveys and emails to receive your questions, comments, and feedback. I will proactively keep you informed of what is happening to make your membership more beneficial to you. I will be available to assist you with any information you may need about your membership in the Eastern Division and your National membership.

I have been a member of PSIA/AASI for over 20 years and do believe that the present Board of Directors is truly a member based and member focused board that is continuing to build an even greater value of our membership and works very well together for our common goals and interests.

Please cast your vote for me to return to the Board with Katherine. Thank you.
Dick Paret



Chris Saylor – Alpine L3

Okemo Mountain, VT –
Snowsports School Director

Background & Qualifications

I am a long-standing member that got my start teaching in 1982 in the Central Division. Teaching through high school, college and as my father likes to say, my first real job. I have taught several seasons in New Mexico and numerous years in Winter Park CO. While in Winter Park, I moved in to a supervisory role in their children's program. Big life changes occurred in 2001 and I planned to move east for one year for my wife's job, see how well that worked.

I started work at Okemo in 2001 and ran the children's program for 10 years before moving into the director's position two seasons ago. I have been an A.C.E. team member since 2003, and still try and steal a class whenever possible.

Philosophy & Direction

Through PSIA I have grown personally and professionally. If elected I hope to reinforce the value of PSIA/AASI to current members, while finding ways to capture and keep new members of all ages. To keep the organization moving forward we need to be leading the pack not trying to play catch up. <<

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In Memoriam



Michael Cobb passed away peacefully at home on December 12, 2014, with family and friends at his side. Michael responded to his July 2013 brain cancer diagnosis with both his warrior spirit and as an opportunity to

explore a more spiritual side. Michael's spirit is carried on by his wife Margaret, children Stirling, Austin and Alexandra, sister Barbara and brother David as well as an extended ski family and friends throughout the country. We are blessed having Michael be part of our lives for 63 years. His stories, lessons, support and humor will remain with all of us throughout our lives.

Michael was raised in Garnerville, New York, a small community just north of New York City, son of William and Helen Cobb. As a child, Michael loved to climb, explore, and push boundaries, all in constant action. As a three-year-old, his mom came outside to find him on the garage roof, an act of creativity and drive, behaviors that stayed with him throughout life.

When Michael was 14, he had his first experience downhill skiing that, as he put it, gave him the thrill of feeling gravity pull him down a hill. That experience changed his life; he found his freedom and passion. Michael became an expert at all phases of skiing, committing his life to teaching his children and the skiing community to discover the same joy he found on the slopes. His charming and enthusiastic style had significant impact on the ski industry and the people he mentored, now leaders in the ski industry. He introduced marketing innovations that reached thousands of people who now share his love of the sport.

Michael loved to pose questions and tell stories, though not in that order. His stories always contained a message, whether you wanted to hear it or not. He knew what you needed to know. He would ponder essential questions about life, engaging others in his thought experiments, regardless of topic. He challenged conventions, and quite often the people who subscribed to conventions (much to their chagrin).

After being diagnosed with cancer, Michael's passion turned to: How do I want to lead the rest of my life? He asked this question daily, and it was the final, problem I am trying to solve.

Michael finally has the answers to all his questions. And we can be assured he will find a way to let us know, so stay tuned and look for signs. It will be his final problem to solve, and like all others, he will do it with elegance, integrity and in his own way.

In lieu of flowers, the family asks you make a donation to Peru Congregational Church, P.O. Box 212 Peru, Vermont 05152. ☐☐



James C. Hayes III, Attorney at Law, passed away peacefully on December 1, 2014 at his home with his loving family by his side. Jim was born on September 27, 1949, son of the late James and Lillian McLean Hayes, Jr.

Jim was a graduate of Broadalbin High School, Fulton-Montgomery Community College, State University of Albany with a degree in Biology and Chemistry of which he always mentioned and was proud of. Following his schooling in Albany he graduated law school at Western New England College in 1977. He began his career at the law offices of Richard Horigan Esq. where he became partner. In 1983, Jim opened his own law practice in Amsterdam. He belonged to the Fulton and Montgomery Bar Associations and the NYS Trial Lawyers Association. Jim was a very dedicated attorney and loved the law.

Jim's other passion in life was downhill skiing. His love of skiing began at an early age while skiing with his parents and sister. He began instructing ski lessons in 1967 at the age of 18 at Gore Mountain. For the next 45 years he taught nearly every weekend. He was a member of the Professional Ski Instructors of America achieving it's highest level of certification, Alpine Level III. He developed many life time friendships with fellow skiers. Most of all he enjoyed that his wife and children shared the love of skiing as much as he did. He looked forward to the trips taken each year out West to ski as well as spending time at their condo "The Unit" in North Creek. Jim also loved boating on the Great Sacandaga Lake, time relaxing on Cape Cod and trips to St. Maarten for sun and fun. His life touched so many people and his presence will be missed. ☐☐

Former Eastern Member **Warren David**, 70, of High Point, NC, took his "last run" on September 8, 2014.

Born in Brattleboro, Vt. Warren spent much of his ski teaching career in Connecticut at Mt. Southington and Powder Ridge respectively. He was an instructor, trainer, and supervisor at both areas and was a Twenty Year Gold Pin member.

After a corporate relocation to North Carolina in 1998 Warren hung up his skis and pursued his passion for bass fishing.

Warren was especially proud of his service to our country in the U.S. Army, reaching the rank of Captain and serving two tours in Vietnam with the First Air Cavalry.

Never one to sit inside Warren always wanted to go out and "work on stuff". His passion for the sport and our craft was infectious and there was always a group eager to head out to the lift with him. He was a mentor and inspiration to so many of us in our early teaching days at those two small areas and his influence has stayed with us.

Thanks Warren !

Submitted by: Bill Austin ☐☐



Patricia A. Kiselica, age 66, of Hackettstown, NJ died Thursday, October 30, 2014 at Hackettstown Regional Medical Center surrounded by those she loved.

Pat was born January 10, 1948 in Fountain Hill, PA. She is the daughter of the late Howard and Marion (Bicking) Nonnemacher. She was employed by Moravian Academy, Bethlehem, PA as a Teacher. Pat was also an avid skier and worked as a ski instructor for Shawnee Mountain and Camelback Ski resorts both in PA. She was also a long time Level II PSIA instructor. She enjoyed many years skiing with her husband both in PA and on trips with friends to Colorado.

All those who knew Pat knew she loved teaching and had a passion for snow sports. No matter what time of year, her voicemail message ended with the phrase... "think snow, snow, snow". Pat was a devoted mother, not only to her own children but to all who entered her home and the many younger ski instructors she worked with.

She is survived by her husband, John P Kiselica; her brother Edd Nonnemacher; her 2 sons; Eric Cerrato and his wife Diana, Darren Cerrato and his wife Cynthia and 3 grandchildren; Christopher, Annmarie & Shane Cerrato. Predeceased by her late brothers; William & John Nonnemacher. Memorial contributions may be made to American Cancer Society, NJ Division, Inc. Warren Unit, Osmun House, 4 Opdyke's Lane, Oxford, NJ 07863. ☐☐

A ProJam Scrapbook



1



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6



5



- 1) Great early season conditions at Killington during Pro Jam.
- 2) View from the Summit of Killington before the fog rolled in.
- 3) Cheers! Having fun with raffle prize winnings.
- 4) Participants of the Wednesday optional session get into the "Flow State."
- 5) Suzy Chase-Motzkin's group poses for a photo opportunity.
- 6) Representatives from Alpine, Nordic, Adaptive, and Admin all together, from all different eras at the "Throw Back" banquet.



This is what a group of newly minted Alpine Level 1 members looks like (along with their examiner, Tim Bradley) – congratulations Holimonters!



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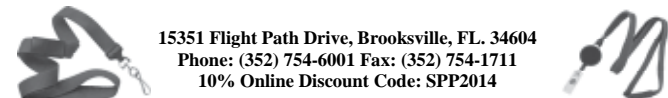


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2014-2015 PSIA-E/AASI - NEW MEMBER APPLICATION

Mail or fax to: PSIA-E/AASI, 1-A Lincoln Ave, Albany, NY 12205-4907

Fax# (518) 452-6099

Call (518) 452-6095 for information only. Applications cannot be accepted via phone.



Rev. 07/25/2014 N

As a Registered Member of PSIA/AASI - Eastern Division, you will become a member of PSIA-AASI, the largest organization of professional snowsports instructors in America. PSIA and AASI operate under the umbrella of American Snowsports Education Association (ASEA). You will receive welcome information via e-mail and mail, including an introduction to the association, an explanation of your benefits as a member, and you will have immediate access to the national website, www.thesnowpros.org and the division website, www.psia-e.org.

Please print clearly and fill out ALL sections. This application must include payment and must be received BEFORE OR AT THE SAME TIME as registering for a PSIA-E/AASI event to ensure the member event price.

Have you included an event application (ex.: Level I Exam) with this application? Yes No

The Eastern Division of PSIA & AASI is divided into seven geographic regions (listed below). As a new member, you may choose to be affiliated with one region – the one in which you work as a snowsports instructor or the one in which you live. This affiliation is for regional mailing and voting purposes. You should affiliate with the region in which you are most active as a snowsports instructor. Please check the appropriate region below. **If you do not choose, the region in which you live will be assigned** as your designated regional affiliation by PSIA-E Bylaws, Section 10.8. You must then notify the division office in writing, should you choose to change your affiliation to the region in which you work.

- 1 – ME, NH
 2 – VT
 3 – MA, CT, RI
 4 – PA, NJ
 5 – Western NY
 6 – Eastern NY
 7 – DE, MD, VA, WV, NC, SC, GA, FL, DC

YOUR DATE OF BIRTH: ____/____/____

Please circle one:

NAME: _____ Male / Female
Last First Middle Initial Nickname (for your name tag, if different)

MAILING ADDRESS: _____
Street/Box City State Zip

HOME PHONE: (____) _____ WORK PHONE: (____) _____

E-MAIL: _____ CELL PHONE: (____) _____

SNOWSPORTS SCHOOL NAME _____ FULL TIME / PART TIME / OTHER

Please check all that apply - areas of interest:

- Alpine
 Snowboard
 Adaptive
 Telemark
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 Adapt. Snowboard

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TOTAL STUDENT NATIONAL & DIVISION DUES AMOUNT INCLUDED: **\$ 97.00**

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ALL APPLICANTS MUST READ AND SIGN THE FOLLOWING MEMBERSHIP AGREEMENT:

- I am aware that the "membership year" for PSIA-E/AASI runs from July 1, 2014 - June 30, 2015 (or June 30, 2016 if joining on or after February 15, 2015) and that membership dues are non-refundable.
- As a new member of PSIA/AASI National and Eastern Division, I agree to be bound by all PSIA-E/AASI bylaws, policies and educational requirements.
- Continuing education updates are required for active Certified Members. Active Certified Members, under the age of 65, must obtain 12 credits every 2 seasons to maintain good standing. 12 credits (CEU's) equal 2 days of clinic credit.
- As a **currently employed snowsports instructor**, I attest I am currently a member of staff or volunteer at the snowsports school listed above. I have received training and preparation, as addressed in the American Teaching System.
- As a candidate for Registered member status, I attest that I have completed the entry level requirements, including a minimum of 25 hours of teaching/training.
- If a full-time student, age 16-23**, I may pay the discounted student dues of \$97.00, for this season. I will be required to verify my student status each season I renew my dues, and obtain educational credit every four seasons, while a full-time student.

APPLICANT'S SIGNATURE _____ DATE _____

Confessions on How Snowskating Can Help Your Riding

By Chance Caswell
AASI Examiner

Terje Haakonsen once said, “Five runs on snowskate is like fifteen runs on a snowboard.” Snowskates are a great way to make seemingly ordinary, mundane terrain in to an educational playground. They can be a tool that provides internal feedback, letting us know what is or isn’t working. Terrain will teach us a lot when we’re not strapped in. With a little coaching the skate is not a deadly, park-novelty. Popping a shove-it or landing a kickflip is just part of a snowskate’s appeal. They can be ridden down the whole mountain in the same way that a snowboard can. After the basics are mastered, there is no ceiling on what is possible. Snowskates can be used in steeps, bumps, wood’s, on rails, off jumps, on groomers, banks, in pipes, powder, ice, and even crud. Taking our very first run on a skate down a blue square is not wise. That’s a good way to get to know the Ski Patrol. If we take small steps however, a snowskate is a safe, fun ride down the mountain, and can teach us a lot about ourselves and our connection to the snow.

As an AASI event, snowskating is brand new. The early December clinic at Stratton was the first of its kind nationally for PSIA. It was an incredible experience. The group dynamic was awesome. The positive vibe and supportive nature of the snowskate community was evident during the two day event. In the aftermath of Winter Storm Damon the conditions were challenging where the groomers hadn’t ventured. The difficult snow provided fuel for personal improvement, and plenty of entertainment as we all fell and got up laughing with helmets caked in snow. Each of us tried to make it just a bit farther off the groomed and into the “powder”. As a group, we shared what was working and what made our improvements possible. This was terrain-based, peer-coaching at its finest. Safety, Fun, Learning, and all of the other core concepts were manifesting in a way that was not forced but flowed naturally.

Before we all met each other and took our first runs, I had no idea what to expect as I drove into Bondville, Vermont Tuesday night. The drive had been difficult as the roads were covered in a mixed bag of ice, sleet, and snow. It took a lot longer than normal, and I had plenty of time to wonder about how things would unfold. Could I skate well enough for my group? Would I be able to convey the value of skating



Participants of the first-ever Snowskate event at Stratton.

to snowboarding and their connection to each other? Would I be able to keep everyone safe and unbroken? Could I give a valuable experience to the participants? Would they be satisfied? Could they relay the benefits of snowskating to their snowsport and resort managers at their home mountains? Thankfully I got stuck behind a snow plow, and realized that I was over thinking things. I turned up the music, having faith in myself that a decade of working for the AASI Educational Staff, and my passion for and experience with snowskating would carry me through.

The next morning we introduced ourselves as we geared up for the day. We attached our leashes, and took our first chairlift ride with our feet free and dangling. We all skated off of the six pack together without incident. The group decided on a nice mellow run to warm up on, and I got to see everyone skate for the first time. The group was of the same level, and I could see that they’d been honest in their assessment of themselves and their skating experience. With no ability splits, the two days would be easy to manage. We gradually stepped up the difficulty in the terrain as we assessed the conditions and got to watch each other’s technique and style. Periodically a skater in the group would do something cool and it would start a discussion as we tried to learn what inspired us. Soon the little drifts of snow, berms, and interesting bombardier artwork were being slashed, ground, pressed, and shredded. This was all challenge by choice and participants found individual goals to work towards and achieve.

The stoke factor and high energy group dynamic after the first day was something to behold. There were grins from ear to ear despite tired legs and compromised gore-tex. We reminisced about day one as we

hydrated in Grizzly’s. We talked about what worked for us on the snow, what gear we were looking at, our goals on the skate for the season, and what footage of skaters we thought was incredible and drove us to get better. After we’d parted ways for the evening I reflected on the day while eating a delicious Rubeen sandwich at a restaurant in Manchester. I couldn’t help but smile. I was not alone. There were other people who felt snowskating was as fun as I did, and their experience with snowboarding and AASI had helped them become proficient on the snowskate as it had done me. I was excited for day two, and when I got to the B&B, I fell asleep watching some skate videos on my lap top, leaving my leftover sandwich on the counter.

On day two the group met, was ready, and on time so we were early in the lift line. All of us were ready to explore the snow that had fallen over night, hoping that the extra powder would help us float farther and land softer. We eased ourselves back into the day with some cruisers. A couple of runs later, we’d picked up where we left off and started challenging ourselves with switch skating and more powder slashing. A few turns were humbling and a few turns were exhilarating. The fun level was still peaking when we crossed paths with the AASI Women’s Clinic that was also being held at Stratton. Our smiles and ability to make the skate work was inspiring to their clinic, and they asked their course conductor Amy if they could try out the snowskate in the afternoon.

We had lunch and our groups met up so we could introduce them to snowskating and help them to discover how much fun they were. After a few runs on

the magic carpet, Amy's whole group was linking skate turns down the trail. They had huge smiles, and were amped that they'd tried something new and mastered their fears. Many of the movements and concepts that Amy had been coaching them to on their snowboards, were the same things that my group nudged them toward while they were trying the snowskate. Being on the snowskate gave them instant feedback about their stance and how they were pressuring their edges. Initially their habit of lifting an edge prevented them from making the skate work. Gradually they made more efficient use of their CM, and by positioning it properly over their turning edge the skate dutifully responded by keeping them upright as the edge held and they sliced across the trail strapless.

The similarities between snowboarding and snowskating are many. Working without bindings Amy's group realized that both tools respond better by making an edge heavy rather than trying to lift an edge up. After their skate session they noticed improvement and understanding when they made their way back on the snowboard. The two disciplines are truly linked, and are extensions of one another. This belief was further reinforced when I was watching my group skating towards me down the trail. When their skates were obscured by the terrain and I could just see their bodies from the shin up, it was nearly impossible to tell the difference between body movements. Were they on a skate or on a snowboard? Only a random arm movement to keep balance gave it away.

I had so much fun during the two day skate event at Stratton. I was pleased to be a part of it. If you missed it, fret not! There are three more snowskate events scheduled for this season in March. Bristol Mountain in New York, Jay Peak in Vermont, and Liberty Mountain in Pennsylvania are all hosting events on snowskates. These events are open to members and non members, and are a great way to learn something new, challenge yourself, meet like-minded individuals, and have a lot of fun in the process.

If you're interested in checking it out contact the PSIA-E/AASI office and let them know your ability on a snowskate and sign on up! I hope to see you there and having a blast! <<

How to Be a Unique Instructor in 3 Easy Steps

By Bonnie Kolber

AASI Examiner Training Squad

Do you love snowboarding and are you passionate about teaching? I assume if you are reading this that you do and you are! Whether I am riding with friends or watching from the lift, I am always struck by how each person brings their own flair to snowboarding – how many different styles and creative ways of approaching the mountain there are. One person might be laying down a sick carve while their buddy is slashing pow on the side of the trail and someone else is spinning off a roller that their friend is using to pump for momentum to keep straightlining the same run. The same holds true for teaching – how you relate to your students and what you tend to focus on with them is completely unique to you, and just like an accomplished rider turns heads, an instructor with their own distinctive style can make a huge impression too.

Step One: Teach from Your Own Experience

Trust yourself and teach what you know. When you are learning to teach, just like when you learned to ride, you will probably apply a progression that someone else has given you. As you become more comfortable with this progression you will start to tweak it to your personal style, and figure out what is fun and effective for you and your students. Eventually you will find yourself honing new progressions based

on things you have discovered as your own riding improves. If you pay attention to what you do in your own riding, and break it down so you can impart this knowledge to your students, your teaching will go through the roof.

Step Two: R&D aka Rip-off & Duplicate

Get out and ride with other instructors and trainers! If you don't have people you can do this with at your mountain, reach out to trainers and instructors at neighboring resorts or take an AASI clinic. Take notes and integrate new perspectives into your riding and teaching – the more influences you expose yourself to, the more versatile an instructor you are going to be. Don't be afraid to session new ideas with your fellow instructors, or even experiment on a student if the task is appropriate to their ability level. This is so important because it gives you the chance to see what works and what doesn't. Practice this new progression like you would a new trick so you can refine your language, sequence, and sensory cues, and OWN it!

Step Three: Focus on One Thing at a Time

Once your students learn to turn (and even along the way) there are so many directions they can go in, from freestyle to freeriding and everything in between. Setting an achievable goal and then choosing one thing at a time to focus on will keep them – and you – from getting overwhelmed with information.

Just like picking your line on the mountain, there are so many different ways to approach teaching a movement or tweaking a habit. If you can choose the one body movement or board performance that you think will make the biggest difference and focus on it, your students will thank you for keeping it simple. What you choose to focus on and the tactics you use to build these skills are part of what distinguishes your style.

At AASI Examiner Training this year we had the opportunity to see how other examiners run a chunk of their day. Although we are all testing to the same standards, it was fascinating how each person sets the tone in their own way and puts emphasis on different aspects of snowboarding skill and knowledge. All of these examiners started out as novice instructors and worked their way up through exams and tryouts, and each one draws on personal experience to create the best possible climate for success.

Just like these examiners, every instructor should have their own way of connecting with students and building a lesson that is aligned with their personality and improved through practice. Being yourself and teaching from your own experience, drawing on others' experience and knowledge and fine-tuning it to make it your own, and simplifying the focus so your students can improve, will help you develop a teaching style that will turn heads at your mountain and beyond. <<

Help us Steer this Thing!



The AASI steering committee is looking for members who would be interested in volunteering on the committee to serve a four year term. The AASI steering committee is a group of Education Staff members and members-at-large who work together to make decisions about how best to serve the membership and the direction of our organization. We generally meet once or twice a year in addition to possible conference calls. If you are interested, please submit a letter of introduction with details about yourself and a brief overview of your philosophy of the path our organization should take. Please send these materials to PSIA/AASI Eastern Division, 1-A Lincoln Ave., Albany, NY 12205, Attention: Candace no later than February 14th, 2014. You may also e-mail Candace with the materials at ccharles@psia-e.org.

Thanks! <<

Training Through Experience

By Danny Murawinski, AASI Development Team

What if I told you that you could get paid to train for an exam? Successful candidates often draw from their personal experience coaching, instructing, and training. Any time you are teaching a lesson, you can look at that time as training for your exam. In this article, I will walk you through how a first year instructor can utilize their time at work to train.

This is your first year as an instructor. You are stoked! You just landed one of your dream jobs! You are getting paid to snowboard!!! You have heard of AASI and you have also heard that by getting certified you can ultimately make more money. From this point on you can use every time you are out there teaching the general public as an opportunity to not only train, but get paid for it as well.

To start off, you need to spend some time learning the basic progression that your mountain uses when teaching never-ers. This is important because this progression will become your back-up program if you need it. Once you feel comfortable teaching this progression, you now have the ability to start experimenting. Most Snowsports Schools will have a copy of the AASI instructor guide. In that guide you will find all sorts of information on teaching and learning styles, as well as a plethora of other information pertaining to snowsports education. You can use this book to help inspire you to try and teach the never-ers in a distinctive way. Maybe you try to teach your beginner lesson using only kinesthetic cues, or using command style of teaching, etc. The beauty of experimenting with these concepts with your beginners is that you have already spent time to learn your basic progression. If you find that during your experiment, the lesson is going in a bad direction, you can always fall back on that basic progression to still ensure that your guests have a good experience. At this point you are starting to develop your style of coaching/instructing. If you spend time playing with these concepts through your experience, you will be set up for success at your level one exam.

This is now your second year instructing. You start to develop your style, and you have spent plenty of time experimenting on your beginner lessons. You attained your level one and you are now hungry for that silver pin. You have gained some respect from your resort by stepping up to teach more often than not, you have had positive reviews from your lessons, and you even landed a few privates. At this point you can take advantage of the positive energy you have created around you from the previous season to inspire you to create more training opportunities this season.

You can now start to utilize the slow times to create training opportunities for yourself. The first thing you can do is to ask your fellow instructors, who are not teaching at that particular line-up if they would like to ride with you and work on personal riding. You should try to do this multiple times with your fellow instructors and try to pick a variety of riding tasks to work on; such as: steeps, bumps, trees, park, pipe, flatland freestyle, carving, etc. At this point you will need to start blending your experience experimenting with different learning/teaching styles, to create the most positive environment for your fellow instructors to work in. Instructors tend to be more complicated to train with because they have a broader knowledge base. This is where you will start to solidify your teaching style. Training your peers will not only help you prepare for your level two exam, it will also build a positive relationship with the staff.

You are now in your third year as an instructor. You attained your level two the previous season. Your resort has recognized that your interaction with the staff is beneficial. They now are asking if you could run training clinics. At this point you are thinking maybe you will go for your level three, however you are a little hesitant on it. To attain your level three you truly need a wide variety of experiences to prepare you. At this point I would recommend that you take the season to explore the other educational events and to start to find your strengths, weaknesses, and explore your riding limits.

You can take this year to also start to work more closely with the other trainers at your resort. You can take the same approach you took with your fellow instructors the previous year with the other resort trainers. Start to take them out and ride with them. Now, your goals with each opportunity you get to ride with them will become

a little bit more vague. One goal you should keep in the back of your head is to make your group stronger riders.

At this point you can see their inefficiencies in their body movements. Now you have to start experimenting again. Which body movement can you isolate out that will have the greatest affect on their overall riding? This question will become easier and easier as you spend more time experimenting with your peers. The thing that will help you out the most is your experience with coaching specific riding drills. You can utilize things like steeps, park, and carving to set them up to perform the movement you are focusing on in a comfortable, attainable environment. Once they are showing that they can make that movement during the riding task you choose, you can then tie that movement back into their regular riding. The more you play with this style of training the more you will understand what it means by “anything, anytime, anywhere”.

These are just examples of how you can utilize your time at work to accelerate your training. There are a million ways to use your different experiences as training opportunities. There is no one path that will lead you to success at your exams. Each coach/instructor's journey is unique, and that is what makes our profession so amazing. Uniqueness is a core value to snowboarding. The gist of this article is to ride/teach/train with a purpose. If you ride/teach/train with a purpose, you will find out what makes you unique to this industry. Look at every hour you spend at work as an opportunity to train and to better yourself as a trainer, coach, instructor, and rider. «

Keeping the Focus on Fun

By Amy Gan, AASI Development Team

What made you keep instructing? Yes, taking lessons out and welcoming new people into a sport that you love is pretty amazing... But for me, it was finding a group of riders that were even more passionate than me. It's what still motivates me. Now I focus on sharing that passion with others, and how to make my lessons and clinics as fun and as useful as possible. Recently, I've been paying more attention to what makes a day run smoothly in a clinic. Looking back on some of the better clinics I've attended, they seemed to be more open focused, or focused in such a way that the discussion happened naturally as a result of our own riding.

Think back to some of the best lessons you have taught. Did they ever feel like work? Maybe you were working hard to achieve a goal, but when I think back I remember how effortless the day seemed to flow. What made it happen? How do I make it happen all the time? I know that for me, when I am having the most fun on my snowboard, whether it's training or free riding with friends, I am trying new things, falling a lot, and laughing even more. I love when a group really meshes well together and as Terry Duffield says “Check their ego's at the door”. When this happens a group can begin to vibe off one another and really begin to play and explore new skills. Just a couple weeks ago I had a group of Women who did just this. We spent an entire morning all trying new butter tricks. Once we got a few basics under our feet, the group could work off each other, piecing new variations of butters together to come up with new tricks. We all spent a fair amount of time on the ground, but every time it was followed up with laughter and another try. We were simply playing. The group didn't only learn some new flat ground ticks, they also improved their balance, flexibility, and ability to comfortably shift their weight all over the board.

The simple reason we snowboard is “because it's fun”. We should focus on this more in our clinics and lessons. If you are having fun in a group, it almost always seems that challenging each other, creativity, and progression suddenly begins to explode! This makes for a seamlessly easy, fun, and successful lesson. When you are leading a lesson don't be afraid to loosen up the reins and allow for more exploring from your students. Get on the students level and play! «



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adaptive airtime

Praising Effort, Rather Than Ability

By Aurora Kushner
Adaptive Development Team

We've all had a student or group of students and presented them with a challenging task. Chances are, there is often a range of reactions to this challenge. Some students will half-heartedly try, seeking approval and feedback from the instructor. Some students will dive in, often making mistakes, but struggling through on their own. The first group of students doesn't seem to fully enjoy the task that is just out of their ability; the second group seems to revel in the challenge.

Some of our students, and more importantly, some of us, have what is known as fixed mindsets, meaning that we believe we are fixed in our ability. That difficult task you need for an exam? No matter how much we try, there is no way we'll be able to get it, so why bother trying. That one student in your class? No, they can't do the task the rest of the class can, so why bother coaching them. Or maybe it is the student who gives up immediately, won't even try? Yes, all with a fixed mindset.

But what if we saw ourselves, or our students with a growth mindset? What would that look like? Could we believe that our students are capable of a challenging task, even if it just takes a lot of effort?

Growth Mindset is an idea from Stanford University psychologist Carol Dweck based on the belief that people can change their most basic abilities through dedication and effort, growing their abilities much like a muscle.

While this is an idea that is prevalent in many education circles, what does this mean for us as snowsport instructors? How can we have a growth mindset with our students? Here are a few ideas to try with your next lesson:

1. Focus on your students' efforts, not their abilities. "Nice try!"
2. When students succeed, praise their efforts and/or the strategies they used to reach success, rather than their natural ability/athleticism. "Tell us what you did to be success."
3. When students struggle, provide feedback about their strategies and/or effort. Help them see how they can do it correctly.
4. Give challenging tasks. Yes, building on success is great, but if students are only given tasks that are easy, they will not know how to tackle challenging tasks. Let students struggle to find strategies that will work for them!
5. If your student is really struggling with the challenge – find ways to break it down with them (versus giving them the answer or making the task too easy).

This is particularly true if our student has a disability. Often, we spend lots of time thinking about what equipment they might need, what their limitations might be, and how we might support them. But, what if instead, we thought about finding out just what they are capable of, just how far they can go and what challenges they could take on? It might be a fun adventure for you and your student.

I encourage all of us to have a growth mindset with all of our students this winter! For more information on Carol Dweck's work, check out her site: <http://mindsetonline.com/> ☞

Get Out on the Hill!

By Joe Hurley
PSIA-E Adaptive clinic Leader

Throughout November and early December, you have been attending trainings at your ski and snowboard school and preparing both mentally and physically for your first lessons of the season. The first few weeks of December are eerily quiet at your home mountain... then it hits. It's like the first storm of the season: holiday vacation week - the first of three vacation periods when a lot of lessons will be taught at your local mountain. Afterwards, what a great time to get away and take some additional clinics! You get an opportunity to meet and talk with other instructors from the Northeast. Whether you are in an Alpine, Adaptive or Snowboard clinic, you will get information from both the course instructors and your peers. Head over to PSIA-E.org, check out some of the offerings and then sign up for one or two awesome clinics. One thing that the Adaptive education side is doing this year is running our clinics at the same time as Mega clinics. This is a great opportunity to meet a lot of new people in other disciplines and expand your knowledge and skill set. What a great way to spend some time away, and to have some fun after that first storm of the season. ☞

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Seasonal Update

By Mickey Stone

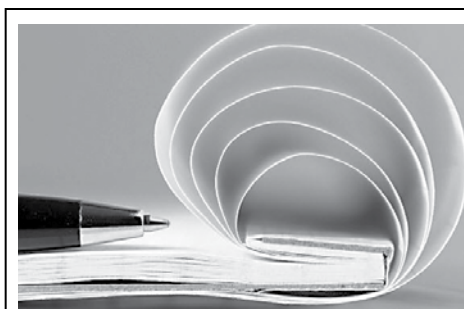
PSIA-E Nordic Coordinator

What a great start to the season and then another global warming wake up call on Christmas Eve. Our early events received record numbers. Sunday River Primer, Mini Academy and Pro Jam had over 20 participants in each event. Our Nordic ITC survived with snow before the rain and 15 participants, and an event at Trapps in Stowe with the same number. Thanks to all for coming out and getting our skills honed for the season.

This week we have our very first Nordic Exam in the early season (let alone the first exam in 5 seasons) at Middlebury's Rikert Nordic Center. We have 10 members signed up for Level II, so great to have the exam back in the event schedule. Rikert is the new trend in Nordic Skiing in the East. They have on demand snowmaking for 10 kms, a new lodge and impeccable grooming. They are set up to run collegiate races and handle well over a 100 racers. We are looking forward to this great event. Good luck to all.

Check your event schedule for mid season. In Telemark we have the Woman's event at Bromely, Racing/Carving event at Okemo, the Exam Prep at Killington, Level I at Jiminy Peak, and a Learn To at Gunstock (they have rentals there). Get out there in January and take advantage of these great events. These Learn To events are geared for folks that have never done telemarking or only tried it a little. The goal is to teach you how to do it, no pressure, no tests just all about you learning a new movement.

On the Nordic side we have a Level I at Garnet Hill NY, Classical/Skating at the famous Woodstock Inn in VT, and an Adaptive clinic at Gunstock Cross Country in NH. So take a look at the Nordic Event Schedule and go out on a limb and try one of the disciplines if you have never participated in Nordic. The freedom of your feet to move around in all the planes allows for a more dynamic flow in the direction of travel. You will be reminded that it takes skillful and accurate body movements in order to have the skis track properly. This is something that is nullified in alpine skiing due to the heel locked down and the heavy equipment. If you do not have equipment do not worry. At each event the Nordic Centers carry a full line of classical, skating and lite backcountry touring skis for an affordable rental price. Enjoy the freedom of sliding along a country trail covered in snow, very quiet with nothing in front of you but the open woods and snow. A nice change from a crowded slope with Ferris Wheels all over it. Enjoy the season and try Nordic!



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If you are submitting articles, information or ads for the *SnowPro* please note the following deadlines for upcoming issues:

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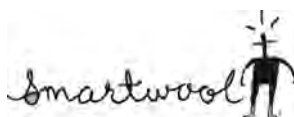
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General member submissions to the *SnowPro* should not exceed 1,000 words and should be sent to mmendrick@psia-e.org as a MS Word document attachment. Please see additional guidelines on page 2 of this issue under General Information. Thank you! ☞

"... skiing washes civilization clean from our minds by dint of its exhilarating physicality. ...I believe that snow helps strip away the things that don't matter. It leaves us thinking of little else but the greatness of nature, the place of our souls within it, and the dazzling whiteness that lies ahead." – Fritjof Nansen



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your turn

Getting Em' Stoked

By Tim Shannon
AASI Level 3

I vividly remember my first snowboard lesson. It was so horrible that even as an avid skier and confident skateboarder I was so defeated that I almost gave up the sport that would become my lifelong passion and career. The most discouraging aspect of that painful and horrific day wasn't the lesson structure or the terrain, it was my instructor! My first lesson taught me that as an instructor, it is crucial to ensure that every student has a great time on the hill. Over the past six years I have focused on how to make sure a first-time snowboarder gets stoked from day one. When training my staff it's important to remind them that first, it's all about the beginner; second, energy can make or break a lesson; and third, never lose the love of style. These three simple reminders guarantee that when you're teaching the first-time lesson, you're getting em' stoked!

Teaching the first-time lesson is no easy task. In each clinic I host, I relate every subject, no matter how complex, to the first-time lesson. I learned this trick in a clinic with examiner Tom Vickery. He challenged me to jump, engage, and balance on my toe-side edge. Then he had me penguin walk backwards uphill while maintaining my balance on my toe edge. This task taught me skills related to tilt, pressure, and rotation and increased my understanding of cause-and-effect awareness related to body position and balance. In its simplest form, this task is great way to help a first-timer understand edging and balance. If you remember that it's all about the beginner when you're getting creative in the flat land, you too can come up with entertaining tasks that help first-timers succeed and have fun.

Even the largest bag of tricks is useless when you don't have enough energy to perform on the hill. Whether it's your first or your fiftieth, first-time lessons are tiring. Performing multiple demos and hiking around requires a lot of energy, but in each lesson I perform every demo necessary. I hike to the top for pep talks and skate between students to provide feedback no matter how tired I get. I can still see the coach from my first lesson standing at the bottom of the hill, watching me suffer as he gave feedback without showing additional demos. When my students give it all they have, I promise to give them 110% as well. Having great energy isn't just about physical fitness and movement; it means being an inspiring coach. With positive energy, I can carry a student twice as far as I could with them on my back. Be positive, have fun and remember that if at the end of the day your student learned how to have a great day on a snowboard, your lesson was a success.

Seeing a student succeed is arguably the most rewarding part of any teaching job. Success itself is a measured goal that depends upon our expectations. Therefore, when teaching the first-time lesson, setting an expectation of a "perfect turn" is never a good idea. One of my favorite aspects of snowboarding is the celebration of unique riding styles. In the early fall Snow Pro, Todd Ainsworth wrote the article "Where to go from here..." After his linear path of progression seemed to come to a halt, he discovered a new-found appreciation for his riding style and for his friends' riding styles too. By mimicking his friends' styles, Todd was able to use different techniques to become a more adaptable and versatile rider. Todd's article is a great reminder for instructors who are pushing their linear progression limits but can also be related to the first-timer. Every rider has skills that are dominant for their body types or that relate to another activity they participate in. Each student can use their own unique style at a very early stage of snowboarding, which is something to get stoked on. For example, when a first-timer is learning how to bring the board downhill from a stop, Student A might primarily use twist because she drives standard and can relate twist to the actions of "gas and clutch engagement." Student B might primarily use a shift in body position, bringing his hips toward the nose of the board relating to a hip check he might perform in a hockey game. They can perform two very different moves to attain the same intended result. We can now use Todd's practice of analyzing and mimicking his friends' styles to help both first-timers try a skill using the method that does not feel as natural. Celebrating style is arguably one of the most important aspects of snowboarding, so embrace your students' riding quirks.

There is a lot that goes into a successful beginner lesson. Teaching methods alone are often not enough to get a student hooked to return for another lesson. Remember that every technical trick can be simplified and related to the beginner. The first time lesson is tiring for everyone, but if you dig deep and give it 110% your student will too. After stomping a method that looks nothing like the pros', don't get down on yourself. Styles are what make snowboarding so unique and help develop our versatility. There is no such thing as a perfect turn. After teaching weeks, months or years of first-time lessons, I realized that success isn't about how many linked turns we accomplished or whether or not we got to the top of the mountain. First-time lesson success for me is measured by whether or not my student learned how to have a great day on snow. I was successful if I got em' stoked and they wanted to come back for more. Are you getting em' stoked too? <<

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A Review of the New Alpine Level II College

By Chris Anderson
Greek Peak, NY
Alpine Level I and CS1

One of the hallmarks of a successful organization is the ability to perceive a need, make necessary changes, and then meet that need. As I just completed the first ever Alpine Level II College, held by PSIA-E at Killington during the Snow Pro Jam week December 15-19, 2014, I can attest that PSIA-E saw a need, creatively conceived a new event, and met that need. What was the need? The need was for exam preparation that was "real-time," not with a lag of weeks or months between an exam prep event and the exam, but with a consecutive run of preparation and coaching then the exam. The specifics of the week included three days of coaching with one of PSIA-E's excellent examiners, covering all aspects of our personal skiing and specifically honing in on the tasks and movements covered in the Alpine Level II Skiing exam. It was a very productive three days, and the analysis of my personal skiing was spot-on every time. It helped me to really be more precise in my movements and that of course showed in the results of my skiing. At the end of the week (Thursday AM/PM and Friday AM) you take the Alpine Level II Skiing exam on the same terrain you have been skiing all week, and for the first exam session (Thursday AM) you even have the same examiner that has been coaching you the prior three days. That does not mean you get scored any easier! It just helps to keep it more relaxed. Then the other two examiners for the next two sessions are examiners that were working with other groups during the week. The Alpine Level II College was a very successful, well-planned, and well-executed event.

Not only was I blessed to be attending the very first of these events, but I was able to be there thanks to receiving a scholarship from PSIA-E. The generosity of the members of PSIA-E to make these scholarships possible is so appreciated, and our members should be encouraged that their support of the Education Foundation which awards the scholarships is going toward bringing people to innovative and essential events like the Alpine Level II College. I extend my personal and heartfelt thanks to everyone that contributed to the Education Foundation to make these scholarships a reality.

I look forward to continuing my professional development as a ski instructor. My next step is to take the teaching exam for Alpine Level II, which I hope to do later this year. Is there an Alpine Level II Teaching College on the horizon??

Thanks again and God bless. <<

The Open and Closed Skill Concept: a View through the Prism of Snowsports

By Joan Heaton, Eastern Division Area Rep Coordinator

It really isn't that long ago that those of us who were being educated to teach motor skills were taught that Explanation-Demonstration-Execution-Evaluation was the 'magic' formula to use. One part of the professional preparation for teachers of motor skills was to learn to meticulously demonstrate as many motor skills as possible. Precise and actual movement patterns were extremely important; therefore, one's ability to demonstrate those patterns was paramount. We all knew that there was a 'certain and exact way' to execute each and every skill.

It was during the years that I taught in a high school situation that I decided that 'something' in my teaching wasn't working as I thought it should. I saw that some skills that I taught my students using the 'magic' formula of Explanation-Demonstration-Execution-Evaluation seemed to be learned easier than others. I didn't have the answer to what was happening or, actually, what was not happening. I just knew that I had to find out the reason for my 'sometimes on and sometimes off' teaching results.

Finally, a graduate course in Motor Learning answered just about all my questions. This course was taught by Professor Antoinette Gentile of Columbia University. I learned that the experts in the field of Motor Learning determined that all skills were just not the same: skills had different characteristics and different performance needs - some had equipment - some not, some moved with/on the equipment, some threw the equipment, some hit the equipment, and on and on. As these experts studied the characteristics and the performance needs of various skills, they came up with two broad categories- Open Skills and Closed Skills. They determined that the category of Closed Skills would include those skills that are performed in consistent and/or predictable performance environments. And, the category of Open Skills would include those skills that are performed in an unpredictable performance environment.

In the learning of a Closed Skill, we want the student to imitate the repeatable and well-practiced movements of the demonstrator. While performing the skill, there is no reason to change those programmed movements. Therefore, the use of a pre-programmed movement pattern, practiced repeatedly by the student, is certainly the learning mode of choice. The teacher's clear and precise demonstration will certainly give the student an 'idealized' image to imitate. Two examples of Closed Skills are a head stand in the sport of gymnastics and a free throw in a basketball game. Since the performance of both occur in an environment that essentially remains consistent and predictable, concentration and a practiced, pre-determined movement pattern are essential for repeatable success. And so, for the teaching of Closed Skills, we have the 'magic' formula: Explanation-Demonstration-Execution-Evaluation. It has its place here!

An Open Skill, however, is very different. Open Skills are those skills performed in an unpredictable

performance environment. Two examples are a return stroke in a tennis match and the lay-up shot in a basketball game. In the first example, the action of one player in a tennis match totally affects the necessary response of the other player. The second player needs to assess the moment, make a decision, and, somehow, return the ball. Accurately reading the situation and choosing the best tactic to use make all the difference in winning or losing a point. Relying on a predetermined movement pattern, at best, achieves mixed results.

The second example, the lay-up shot in a basketball game has even more variables. In a basketball game there are four teammates setting you up and five other players trying to block your shot or even take the ball away from you. These are certainly variables needing ALL your attention. And, there needs to be a realization that, because of all those variables, you will most likely have to change what you are doing as you drive toward the basket. This surely requires the performer to constantly make movement adjustments to handle these changing conditions. Again, relying on a predetermined movement pattern, at best, achieves mixed results.

Closed Skills and Open Skills surely have very different performance environment characteristics. A Closed Skill includes a beginning and an end, with the performer determining both. They are self-paced, internally directed, no one can interrupt the action once it is started; and, of course, the environment is stable. On the other hand, in the Open Skill performance environment, the unpredictability of the environment influences/determines the decisions/actions made by the performer. Consequently, the performer must constantly adapt aspects of his/her movements to accommodate what might be encountered during the performance.

In the motor learning community, it is generally agreed that the skills of free skiing and riding are Open Skills. So, let's look at the variables that confront us as we free ski and ride. Probably the most daunting variable we are presented with is the ever-changing terrain. Secondly, 'other people' on the hill can present significant challenges as we continue down the mountain. Each person's importance at any one time depends on where s/he is relative to our position and our chosen path. The fact that we are all moving at various speeds just exacerbates the situation. Surely, with all the potential variables present during execution, free skiing and riding can only be considered Open Skills.

It is also agreed in the motor learning community that the 'best' environment for learning Open Skills, in our case the skills of free skiing and riding, occurs in an Open Skill Learning Environment. It needs to be understood that the biggest difference between an Open and Closed Skill Learning Environment is the focus of the learning. In the Closed Skill Learning Environment the emphasis needs to be on the predetermined movement per se: while in the Open Skill Learning Environment the focus needs to be on the 'sensation-

outcome'. Accordingly, the movements made while free skiing or riding are a 'result' of the skier/rider's state of balance and the tactical choice made. In the Open Skill Learning Environment there is a need to create 'tasks' that will allow the learner to experience the desired outcome. This necessarily makes the task the teacher!

In our efforts as teachers to move our students into this Open Skill Learning Environment, we most certainly need to start by taking control of the 'openness and closed-ness' of the learning environment. One approach suggests that the instructor start by introducing only 'some' variables, in varying degrees, creating a partially closed learning environment. However, when using this approach, any excluded variables need to be re-introduced as soon as possible. On the other hand, experience has shown that, in most cases, an instructor's ability to provide an Open Learning Environment right from the start, while directing the development of the teaching/learning process as dictated by the openness of the environment, offers the greatest results. Typically, the more time spent in an Open Learning Environment, the better the student's final performances will be.

David A. Kolb's Experiential Learning Model lends itself to guiding Open Skill learning. In Kolb's Stage One, while a learner attempts a task, s/he needs to associate a sensation to what actually happened (Kolb's Concrete Experience). Once this 'association' is made, a 'starting point' is established. With this starting point established, the learner moves to Stage Two. In this Observation and Reflection Stage, both the teacher and student come together to decide if what actually happened is what the student wanted to happen. If the answer is a negative one, then it's on to Stage Three as the teacher and student determine what might be changed to get the result the student really wanted. This generally involves modifying the task. With the newly altered task in hand, the student moves to Stage Four, Testing, where the new task is tried. And, the cycle begins again.

There is no doubt in my mind that, as we teach, we should share this Open Skill concept with our students - the 'public'. Share with them the idea that as they free ski/ride in the 'real' world, they need to be ready for the ever-changing environment that will 'greet' them. Encouraging them to focus on sensations and outcomes frees their thinking and allows them to more easily adapt to the moment at hand.

Good luck!

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- Edited by Jim Vigani, Staff Trainer, Windham Mountain Resort Snowsports School, Windham, NY ☐☐

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Kindred Spirits and Lessons Learned

By Biff Daino - Gore Mountain SnowSports Supervisor

It's really interesting how pure and uncluttered kids can see things and how clearly they articulate their thoughts. Maybe it's just easier for me to relate because, according to my better half (Ruthann), I have never really grownup!

It's also amazing how kindred spirits no matter what their differences may be tend to seek each other out.

So here is a little story to support my statements and help remind us of an important ingredient to a successful SportSports organization.

One of my kindred spirits is a little slip of an 8 year old girl who is the daughter of a past coworker and a regular at Gore Mountain.

Let me draw you a picture of little Lauren; 4 feet nothing with a pink helmet and little pink Rossignol boots and skis with flowers on them.

Let me draw you an image of me; 6 feet tall, a little husky as they say (Not fat... just big boned!) and not what you might consider very comely! And although I ski Rossignols, they are not pink!

What makes us kindred spirits is we are both considered obsessed with the sport and when we aren't skiing, we are probably thinking about it.

Lauren has a tendency to, let's say, "challenge" her Dad and ski the way she wants regardless of the consequences. Mach Schnell down the hill!

Once in a while Lauren's Dad will stop by when I'm done running line-ups in the afternoon and we'll take Lauren and her sister to seek out some nice bumps or glades. For whatever the reason, Lauren is very willing to listen and follow me through the bumps or trees. It's a lot of fun because she is fearless and entertains everyone with her developing skills.



One day last Spring Lauren and her Dad showed up after lineup and there were some great bumps on one of Gore's lower mountain trails. It was sunny out with great snow so we decided to spend the rest of the afternoon hitting those bumps.

There was also a contingent of the Gore Mountain training staff and instructors utilizing the same terrain.

Anyway, I could see Lauren was greatly interested in the group our first ride up, because she was questioning me on what they were doing and what they were talking about, etc.

However on our second ride up the lift Lauren noticed the trainers and instructors were still in the same spot and realized they hadn't moved! I noticed the bemused look on her face and could see something was starting to bubble up!

Well Lauren could no longer contain her thoughts and proceeded to yell down to the group at the top of her lungs "Hey this is a skiing mountain, not a talking mountain!"

The group stood there stunned for a couple of seconds, burst into laughter and then they all jumped into the bump field and skied the rest of the way down.

We only caught short glimpses of the training group the rest of the afternoon because they spent more time turning and less time talking.

At the end of the day Gail Setlock, Gore's Director of SnowSports and I talked about our little friend and Gail thought that was one of the more powerful reminders we have had in a long time.

We have been using Lauren's statement as one of our mantras to remind us to keep it moving.

No matter our level of experience we need these gentle reminders to help keep the WOW factor in our lessons and training.

Have a great season and I'll take the liberty to make a small modification to Lauren's reminder.

"These are all skiing and riding mountains, not talking mountains!" ☺☺

Borrowed Proficiency: Pathway to Confidence

By Joe Brevard

Blue Hills Ski Area, MA

"You can't dream up confidence. Confidence is born of demonstrated ability."

—Bill Parcels

I know you can do this because I just saw you do that!" Yes, it's a simple expression, perhaps even simplistic. But it can be a pathway to the confidence needed for snowsports skills development. It all started during a lesson for a group of Level 3 pre-teens at Blue Hills, a small area near Boston with challenging learning terrain. I had introduced side-slipping to reduce dependence on the wedge. But frustration had set in and the lesson seemed headed downhill.

Well, not entirely. That is, they were side-slipping, but only in a rearward direction, indicative of dominant pressure on the tails of the skis. I was hoping for a "correct" fore-and-aft stance and a fall-line sideslip. Then I thought: why not celebrate the rearward sideslip as a success, rather than a failure? (After all, tactical side-slipping by good skiers seldom occurs in the fall line.) So: "Good job on the rearward sideslip. That's happening because you are putting more pressure on the tails of the skis. Now we're going to do a forward sideslip where you'll put more pressure on your toes. I know you can sideslip your skis forward because I just saw you sideslip them backward." Their first few attempts had them descending in halting but reasonably controlled forward sideslips. While their execution was uneven, it was clear that, without realizing it, they were engaging in the methodical trial-and-error process that is at the heart of athletic skill development. Things were back on track.

Needless to say, in snowsports, low self-confidence often stymies this trial and error process, preventing learners from making attempts that can produce successful outcomes. To counter this, I simply reminded them of a recent success that was athletically applicable to the new task: "I know you can do this because I just saw you do that!"

A week later, with the same group, I considered another step toward elimination of the wedge: if a spontaneously-executed maneuver can help teach controlled sideslipping, why not use the same notion to teach parallel traverses? At the edge of a wide slope, my plan was to have them: (1) start a forward sideslip, (2) tip the skis to halt the sideslip, and (3) ride the uphill edges across the slope.

After my sideslip, I transitioned into a skidded traverse on both edges, ending in an uphill christie on the other side of the trail. Their expressions were filled with doubt. I said: "I just saw you tip your skis uphill to stop your sideslip. So I know you can do this." With coaching to get their skis angled downhill, gravity drew them in diagonal paths across the slope. With the brief flash of smiles, this approach became a regular teaching tool for me.

I call it "borrowed proficiency"—simply showing a learner that a new task is a logical extension of a task he can already do. It works best when coupled with immediate feedback to help the learner (1) make adjustments during the task and (2) validate his body sensations at the moment a successful movement is performed. The goal is to seize the moment of learning—to imprint the "feel" of correct body movements upon the learner's kinesthetic self-awareness, reinforce the sensations of those movements and apply them to the new task.

There is nothing new about borrowed proficiency. It is routinely employed by athletes in all sports. For example, basketball players learning to shoot with their "weak" hand are not discouraged by early failures. They know that the skill is readily attainable because they have demonstrated ability with their "strong" hand. In basketball, of course, confidence is not an issue, because the consequences of failure are minor—one keeps shooting till the ball goes through the hoop with increasing regularity. In snow sports, on the other hand, fears associated with speed and falling can be deeply distracting to the learning process. Borrowed proficiency can help overcome this distraction by persuading the learner that the "new" maneuver is a manageable extension of one that she has successfully executed before. The accumulated memory of recent successes expands the learner's comfort zone to the point where he can tackle the next task in the learning progression.

Another example involved coaching Level I learners from the braking wedge to first turns. In this case, the implementation of borrowed proficiency makes use of the fact that the braking wedge often takes the form of a mild turn. Instead of coaching a straight braking wedge, I find it more helpful to praise the "turn" they have just made: "Great, you're way ahead of me with that left turn. Way to go!" If the natural turn repeats itself, I celebrate it, and at the right point, I'll add a new task: "OK, now we're going to turn the other way." If I see a blank expression, I'll say "Well, I know you can turn right because I just saw you turn left." I then call attention to the stance and pressure that produced the natural turn and demonstrate how this can be replicated on the opposite side of the body ("Let's push that downhill knee in the new direction").

Depending on the guest's learning style and athletic ability, the result will vary—from an uneven skid to a legitimate turn. Regardless, I almost always observe an increased readiness to engage in the athletic trial-and-error needed to make breakthroughs in skills development.

The effectiveness of borrowed proficiency will, of course, vary, often depending on the learning style of the guest. For example, it may work best with kinesthetically-oriented learners—"doers" and "feelers." Because such learners are more attuned to "body feel" and spatial perception, they may be more receptive to visualizing the body feel of a successfully-executed maneuver, and applying it to the next step in their learning process.

So in my quest to improve as a ski teacher, I try to figure out that next step—whether it involves sideslipping, hockey stops, the thousand steps or flattening the old inside ski in the wedge christie. And if I get the feeling that self-confidence is the main obstacle to progress, I'll call on borrowed proficiency. Bill Parcels is right: you can't dream up confidence. But what you can do is inspire it with borrowed proficiency. So give it a try the next time you find yourself on the hill with learners who seem a little overwhelmed: "I know you can do this because I just saw you do that!" ☞

*... borrowed proficiency...
showing a learner that
a new task is a logical
extension of a task he
can already do...*

Master's Academy.....

A Lesson in KISS.....

By Art Menichini

Divisional Clinic Leader

Technical Director Montage Mountain

KISS, Keep it simple stupid... Easy to say, really hard to follow...

The Master's Academy, what is there to say? I ended my week by asking my fellow participants if they could sum the week up in a couple of words. Responses: awesome, unbelievably fun, eye opening, Robin is the BOMB!!

March 2013... everybody is telling me I am skiing really well, but inside it's not right. I can't figure it out, something is missing. In December 2013, thanks to an Eastern Division Ed-staff scholarship I signed up for the Master's Academy specifically to ski with my ole coach Robin Barnes.

We all split into groups. Our group had 8 Level III and 2 DCL's all ranging in experience from getting certified in 1965 to 2013. You would think that Robin would have to come up with high tech stuff to coach this group. Nope, not really, simple, push/pull your feet, grab your boots. Flex your ankles, pinch your hip, and turn your legs. Robin used simple, easy explanations, in fact downright simple. But really that was it. I know I had some individual coaching/explanations and I'm sure others did too. But really that was it, and that was all that was needed. For five days, 30 hours of coaching, that is what we as a group worked on with a whole lot of skiing going on. Did it work? My God yes!! Everybody made significant changes. One email comment after the week was over stated, "After this past week's work I was skiing on one ski better than I have ever done in my life."

Robin didn't muck it up with big technical terms or convoluted explanations. In fact when someone had or used some fancy technical words Robin would ask "What do you mean by that?" or "English please." It really got down right funny at times. We skied and laughed then we skied some more all the while we were learning how to create a strong, functional, athletic stance. Robin did this through simple drills and explanations with a laser focus on 3 simple movements: grab your boots by flexing your ankles, proper spine angle by flexing at your hip joint and turn your legs inside your hip socket. In fact, isn't that what we coach to all our first time skiers?

Robin did those three movements over five days, which is important, five days. The message was consistent, deliberate and paced. The message was simple and easy to understand because Robin followed K.I.S.S. Albert Einstein said it the best, "If you can't explain it simply, you don't understand it well enough."

So, the next lesson you teach, remember K.I.S.S. and you and your students will be much better off in the end. <<

A One-Act Play

By Barbara Schneider

Gould Academy Competition Program, Sunday River

Alpine (L3, CS2)

And

Julia Schneider

Perfect Turn, Sunday River

Alpine (L1)

The Characters: A mom in her 50s, who is a part-time race coach, and a daughter, who is 18, a senior in high school, and a seasonal program coach.

The Scene: A kitchen table in Maine, after school in early November. The daughter is filling out her calendar for her seasonal commitment to her snowsports school.

Mom: It's been two seasons since you took your Level 1. You'll need to do an event this season. Let's look at the event schedule to figure out how to fit one in this winter between school, work, and high school ski races.

Daughter [Looking at her computer]: Well, I don't want to do any weekend events because then I'd miss work at the mountain. I could do the CS1 at Shawnee Peak right after New Year's. I don't have to work at the mountain and I'm still on vacation, but I'll be at Shawnee Peak so much for ski team races after that season starts. There's one in March at Sugarloaf. I'd get to miss school for that.

Mom [Groaning]: Well, I'm glad you have such a great work ethic, but I am not sure missing school to ski is such a great idea. I wonder if you could get independent study credit for doing your CS1? There are manuals to read, a test to take, a workbook to do – you have to be evaluated. Educators love that sort of thing. Why don't you take the Children's Manual and my old CS1 workbook and scorecard to your Guidance Counselor, explain how it goes, and ask if you can get some credit for the preparation and the clinic?

The next day...

Daughter: Mom, she said yes. She told me I needed an advisor, so I asked my race coach. He has his Level II and would be happy to do it. She said I'd get elective credit so I'm going to drop my elective art class, and add a study hall to do the reading and the workbook. And, when I go to Sugarloaf, I will have an excused absence from school.

The End.

The Moral of the Story: Area Representatives, Snowsports School Directors, and Trainers should urge teenage coaches and interns to consider asking for independent study to do their certification exams or accreditations. If they are at all like my daughter, skiing is a passion and a high priority in their lives and it feels appropriately subversive to the teenage mind to get school credit for two days of skiing. And, as we all know, our membership isn't getting any younger, so we should do what we can to encourage some youthful exuberance.

Epilogue: Daughter transferred her registration from mid-week at Sugarloaf to a weekend in-house CS1 at her own mountain, after her seasonal program ends. According to Daughter, "if I am going to ski around for 2 days with old people, I'd rather do it with the old people I know." <<



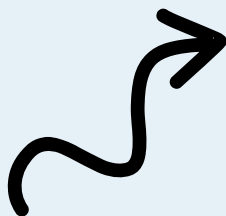


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