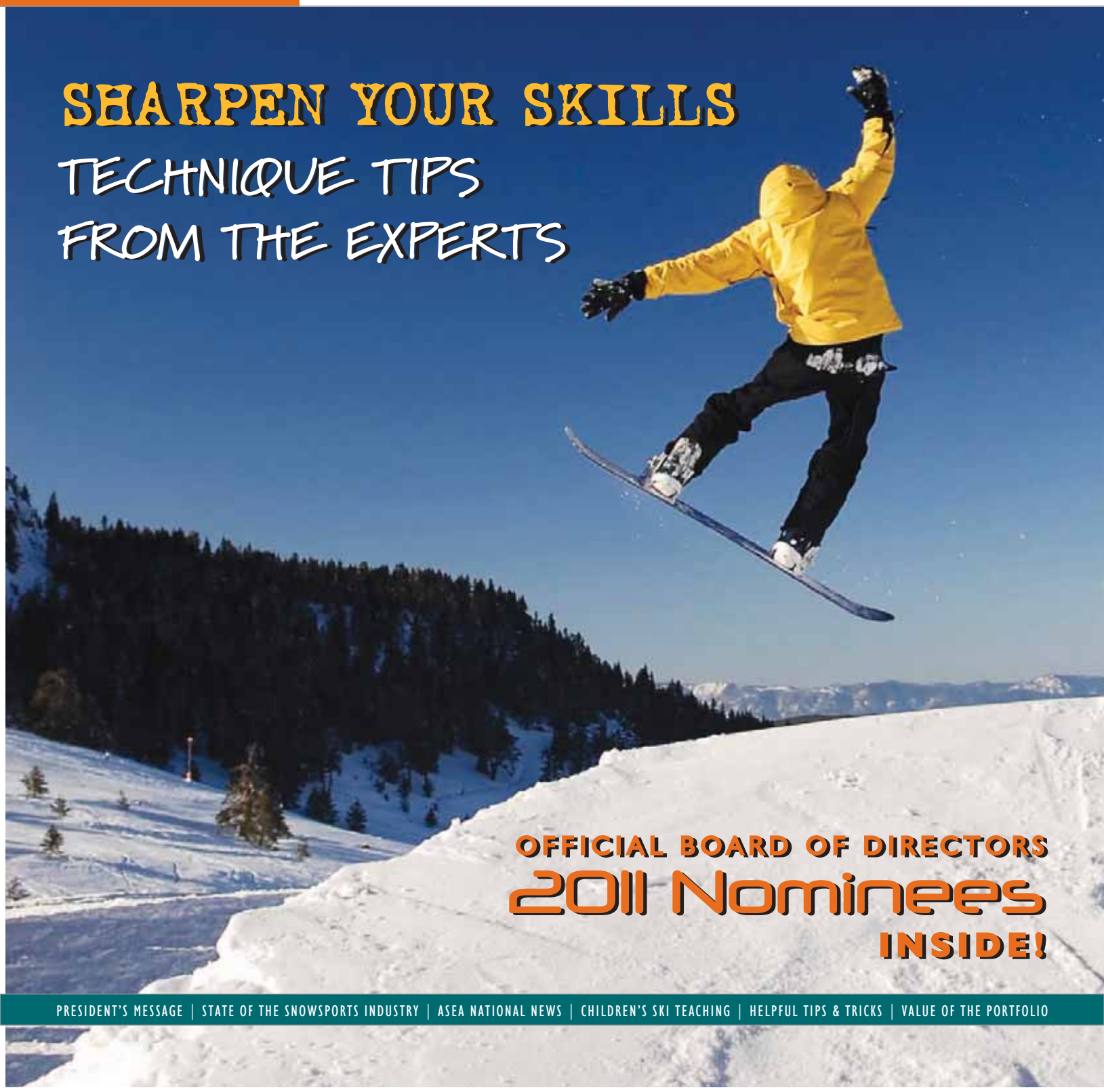
THE Central Line

MID-WINTER 2011

THE OFFICIAL PUBLICATION OF THE AMERICAN SNOWSPORT EDUCATION ASSOCIATION–CENTRAL



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Submissions: Submissions of articles, photos, and other items for publication are welcome. All documents that are submitted will be published on the web, therefore they should be submitted in Microsoft Word Format (7.0 or higher) with the following header: article name, date and author. Documents can have minimal graphics (GIF/BMP) small size - no photographs (for website). Photographs may be submitted to the office and will be published in the Central Line but will not be published on the web. Please send to the ASEA-C office at the above address. Articles are accepted on the condition that they are released for publication in all ASEA-C and ASEA-C division periodicals. ASEA-C reserves the right to edit all articles.

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A MESSAGE FROM THE PRESIDENT

ELECTIONS

Timing is everything… so they say. This is our spring/election issue of the Central Line and our deadline was January 10th. So, it is not really possible to talk about how our ski/snowboard season was as it is just beginning. I can talk about the blizzard that quickly brought us all into winter in early December. Wow, that was a great start to our season! I hope those of you that have participated in an event this year have found it to be highly educational and fun. Please complete the event evaluation forms and provide us with feedback. We do read each and every one. Event evaluations that just "check the numbers" help us, but comments are appreciated.

This is the election issue. The way our process works is half of the board members are up for election every year. This is a double-edge sword, as potentially, we have eight positions up for election. There is also a term-limit of six years. So, our Board is always undergoing change. Write in candidates are always an option. Please take a moment and vote.

This next year, the board will continue to face budget challenges, event pricing, and member services. Our goal remains to provide our Central Division Membership with the best events and services at the lowest possible price. We have maintained our Central Division portion of your membership dues for the past eight years (approximately half of your dues are National dues).

Over the past two years, serving as the Central Division President, I have had the opportunity to network with ski area owners, GMs, other division presidents, and many members. Central Division is very well known for excellent teaching, including teaching kids. That recognition is something that has been earned and something to be proud of! It is an honor representing this division.

Lastly, I would like to encourage you to attend our Western Spring Rally or PSIA's 50th Birthday (50/50 Event–in place of the National Academy) this spring in Snowmass, Colorado. We will have access to Snowmass, Aspen Highlands, and Aspen Mountain. Many other events and parties are planned around these two events. Discounted lift tickets are available for friends and family. Even if you are not taking either event, you are still welcome to come and join in the celebration! I hope to see many of you in Snowmass this spring!

Doug Berg, President
PSIA/AASI-C

STATE OF THE SNOW SPORTS INDUSTRY:

THINGS ARE IMPROVING... AREN'T THEY?

By Donn Eurich, Executive Director, PSIA/AASI-C

When it comes to our current national economic crisis, no state was hit harder than Michigan, with the rest of the Midwest close behind in pain and suffering. As the nation climbs out of the most difficult economic crisis in history, many people will be anxious to return to their previous spending patterns and vacationing habits.

Despite the economic challenges, ski and snow board resort revenue has grown steadily over the past five years and the research firm, Ibis World, estimates that ski industry revenue will grow nearly 6 percent this season to $2.72 billion. Part of that growth is due to the dedication and optimism shown by skiers and snow boarders. "Skiers and snow boarders will find a way to get out on the slopes, whether it means packing their own lunches, doubling up in rooms or skiing closer to home," states a spokesman for Colorado Ski Country USA. Meanwhile, growth will come partially from managers continuing to engage in sometimes subtle, sometimes bold, price competition in order to keep visitors close to home and attract others. Discounting, unfortunately, has the effect of lowering profit margins for ski resorts. Already, some resorts are repackaging their services in unique ways to permit higher margins. Revenue growth will be needed in order to maintain profitability in light of smaller margins.

SMALLER RESORTS PROSPERING

There seems to be an inverse relationship between profitability and size of the resort. Smaller resorts had larger profit margins than larger resorts. Small resorts, nationwide, reported profit margins of 25.7% compared to the 22.4% profit margins seen at larger properties. The smallest ski areas in the country averaged a pretax profit margin of 15.3% compared to the largest areas managing a 5.5% pretax profit margin. While the larger areas produced the greatest levels of pretax profits in actual dollars, they are clearly not as efficient as smaller properties at turning top line revenues into bottom line profits. Part of this can be explained by recognizing that larger, more luxurious resorts are under pressure to provide more amenities, many of which are hard to charge for ala carte, but which visitors expect to be offered.

With regard to sources of revenue, lift tickets represented 46.4% of total revenue , up slightly after several years in decline. After lift tickets, food/beverage, accommodations/lodging and lessons were the most important contributors to overall revenue.

EUROPE IS HANGING TOUGH, TOO!

The economic crisis has affected Europe too. Most European countries have seen a significant downturn in travel, as people are vacationing nearer to home. Interestingly, ski and snow board bookings were up ten percent last year, and the Alps were the big winner as most major European cities are within an eight hour drive and offer expressway access to the Alps. The result is skiers are booking holidays in the Alps in even greater numbers this year. The loser in that equation is the United States, as European vacationers are skiing closer to home, thus the number of people traveling to ski in North America is down substantially.

ASEA NATIONAL NEWS

JOHN PEPPLER, NATIONAL REPRESENTATIVE, PSIA/AASI-C

As I write this article, I am reflecting back on the just ended holiday snow vacation season at Boyne Highlands. Though we did not have an abundance of natural snow in Northern Michigan, the entire area was open and the enthusiasm of the skiers and riders was very high. Of course, Toni and our snowsports school continued to "keep up the smiles" making the holiday ski week a wonderful experience for all of us. We are truly blessed to help new and veteran snowsports enthusiasts enjoy the wonders of sliding on snow.

During the 2009-10 season, ASEA achieved a membership milestone with over 30,000 members. From the last report I received from ASEA, our membership has nearly 2,500 more members than last year at this time, or 27,549 members to date. Central Division's membership to date is at better than 90% of last year's membership. With nearly 6 months left in this fiscal year it appears as though we will set another membership record in 2010-11. There are reasons for this.

ASEA TANGIBLE BENEFITS

I understand the challenges that newer instructors have when making the decision to become an ASEA/ASEA-C member and one of those decisions concerns money. So what does ASEA do for the member? Yes, the cost of membership, the cost of equipment, bills and your commitment to your snowsports area are all important aspects to consider when deciding to join ASEA-C, there are many good reasons to join PSIA or AASI above preparing you to be the best snowsports instructor you can be.

As an ASEA member, you are provided with the award wining magazine, 32 Degrees, containing cutting-edge articles about snowsports technique, teaching strategies and news from across the nine divisions. Also included, are advertisements for career opportunities, which can open your horizons for new and exciting career advancement and equipment promotions that offer unbeatable prices.

The Movement Matrix is newly updated for all disciplines and it includes online visual images for you to model and visually memorize. If you are studying for an exam, the images and the movement analysis can be a big help to you, and the images can help hone your eye to become a better instructor in any discipline.

National Academies and Rider Rallies offer not only face time with D-team members, but also the opportunity to meet instructors from other divisions. Every member should attend at least one of these learning environments. Usually, though, one is not enough. Be like Walt and become an Academy Addict!!!

SUBARU VIP PROGRAM

If you need a new vehicle, the benefits and savings from this automobile purchase program can more than pay for more than 30 years of membership dues payments. Note the ad in 32 Degrees and contact ASEA for the details.

INSURANCE

Need accidental medical and professional liability insurance? ASEA has partnered with Sports Insurance, LLC to offer supplementary accident and liability insurance to PSIA and AASI members for only $185 per year. If you have been looking for a reasonably priced professional insurance package for teaching and coaching, this may be right for you. Further details can be found on line at: www.TheSnowPros.org

ACCESSORIES CATALOGUE

Great prices for practical clothing and hardware for on hill use are available in the Accessories Catalogue. In the catalogue you can order all ASEA teaching and technical manuals to help you become a well-informed instructor. All of the catalogue items are top quality and are for sale at prices you will not find at most local shops.

All of these tangible benefits can be accessed through the national website at: www.asea.org or www.TheSnowPros.org

As you can see, there are many outstanding tangible benefits offered to ASEA members. When I look back through my days as an instructor, I can honestly say that the intangible benefits outweigh the tangible benefits offered by our organization. When attending ASEA/ASEA-C events, you will meet new friends and many of them will become lifelong friends. Additionally, from

the time I joined PSIA-C, I have grown not only as a ski instructor, but as an individual as well, and I attribute much of that to teaching skiing.

50/50 BIRTHDAY CELEBRATION

ASEA (PSIA) will celebrate our 50th birthday anniversary at Snowmass CO, April 4-9, 2011. I attended the 25th anniversary at Sun Valley where past movers and shakers in PSIA were honored including the founding fathers of our organization, past Presidents and other PSIA dignitaries. On site displays showed many historical (and histerical) on snow event photos from Rider Rallys, Examiner Colleges, Interski and Academies. Other displays will include all of the past PSIA/AASI publications. This event will not only be educational, but it will provide the opportunity to reconnect with old friends and make new ones.

The 50/50 ASEA (PSIA) celebration will be an event to remember, with the biggest party in the history of snowsports instruction. This includes six days of parties, powder, eating, drinking, hot tubing, reminiscing, skiing, riding and learning. You have the option of attending a five- or three-day national education event or the PSIA-C two-day event. All three options will be held concurrently with the 50/50 celebration. If you are interested in attending either as an event participant or if you just want to hang out with your friends at Snowmass, see the ads in 32 Degrees for the details. If you have any questions about the 50/50 contact the National ASEA Office. I hope you can make it, and I look forward to seeing you at Snowmass.

Have a great 2011 season!

CROSSOVER

By Terri Henderson, Adaptive Administrator

Crossover, as defined in the Adaptive Snowsport Instruction manual, is moving the body's mass forward and across the skis. The center of mass moves from the inside of one turn to the inside of the next turn.

As the awareness and demand for adaptive lessons increases, we see another type of crossover occurring–Alpine and Snowboard instructors crossing over to the Adaptive discipline. The same definition still applies with Alpine and Snowboard instructors progressively moving their mass of knowledge forward laterally into a new knowledge pool.

Many instructors who are new to the adaptive discipline have feelings of intimidation from the equipment and/or the client's physical and/or mental challenges. Once they realize that an adaptive lesson, whether it is a ski or snowboard lesson, follows the same PSIA and AASI progressions, they can apply their teaching knowledge and give their disabled student a great, and sometimes life changing experience.

Instructors crossing over to Adaptive experience more than teaching a new type of lesson. Many increase their understanding of the physics, biomechanics, and skill blending of skiing/riding. For the analytical thinkers, they may enjoy the challenge of figuring out the puzzle of how the student's disability impacts skiing skills and what equipment may be needed to ensure the student's success. Others realize that all teaching is adaptive because for all students (able-bodied and disabled), the instructor is constantly making adaptations to the lesson to provide the best pathway for a positive result.

Probably, one of the more prevalent experiences for the instructor is the emotional reward and impact the student has on them. Many students have mobility limitations, strength issues, and cognitive hurdles that limit their ability to enjoy activities with family and friends. The freedom they experience from sliding on snow, especially with a little help from gravity, is profound. The instruction of a first turn becomes more than a step in a progression. It is an opportunity for the instructor to facilitate a moment of independence that the student may not normally have. For many, watching a child, whose disability normally leaves them on the sidelines, join their family on the hill is priceless. Rewarding for all involved? Absolutely!

Crossover is a movement that allows us to efficiently move from one turn into the next. For those teaching Alpine and Snowboard, moving their knowledge base in to the Adaptive discipline also happens efficiently, but the new experience can hold many rewards.

KIDS CORNER

CHILDREN'S SKI TEACHING:
USING CREATIVITY AND IMAGINATION

BUILDING CHRISTOPHER'S IMAGINARY PIZZA (A PIZZA WITH EVERYTHING)

By Gary M. Evans

One of our PSIA "Bibles," the Children's Instruction Manual (second edition, 2008), recommends that snow sports instructors "use our imagination" when dealing with and teaching 3 to 6 year old children. We are also advised to "comfort children who are tearful or reluctant to participate," and to "create a fun, open, friendly, and supportive learning environment."

PSIA instructors frequently utilize games when dealing with children because games are fun and can stimulate a child's imagination. Occasionally, needs demand that an instructor create a new game in order to resolve an issue involving a tearful, fearful, or apprehensive child.

Earlier this year, I had the opportunity to teach skiing to a four-year-old boy named Christopher. Christopher "had it all going for him." He was very smart, tall for his age, and fairly well coordinated. He had started to ice skate a few weeks earlier, and now wanted to learn to ski. Christopher had recently received new shaped skis and ski boots from his father.

I met Christopher and his father at the bottom of the beginner ski hill which was adjacent to a "wonder carpet" lift. Christopher was scheduled to take a one-hour ski lesson from me on two consecutive days. On that first day, Christopher took to skiing "like a fish to water." In his first lesson, he repeatedly rode the "wonder carpet" lift. He progressed from walking, sliding, and stopping on skis to making medium and short radius "pizza pie" (wedge) shaped turns. He told me that when he was skiing down the hill he felt like he was "flying." Clearly, Christopher had a very active imagination. He laughed and giggled during each run and could not be happier. His father observed the learning progressions from nearby and faithfully recorded each "Kodak Moment."

On day two, I introduced Christopher to the beginner hill chair lift. While we were standing near the chair lift I explained to Christopher the safety protocols for getting onto, riding, and unloading from the lift. Christopher looked up the hill at the chairs moving much higher above the ground than he had ever traveled. He told me that he was scared about the idea of traveling on a chair lift. I reassured Christopher that the chair lift was safe and that he was ready to ride the lift. We entered the lift line and got onto the chair lift. Once we were riding on the chairlift with the safety bar lowered, I decided to distract Christopher from his mild acrophobia issue by introducing a chair lift game. Although my "bag of tricks/tool-box" did not at that time contain what I needed, I improvised by creating an imaginary game.

It was nearly lunchtime, so I asked Christopher to name his favorite food. "Pizza" was his immediate response. I made up a new game involving an imaginary pizza. For visualization purposes, I held out my arms in front of me with my hands touching to simulate the shape of a large, round pizza pie. Next, I told Christopher that we would build an imaginary pizza during the chair lift ride. Christopher agreed to play this pizza game.

I inquired of Christopher as to what toppings he would like on his imaginary pizza. Christopher jumped right into the game and said he wanted to add cheese to his pizza. I countered by adding pepperoni. He then added ham, another fairly normal ingredient. During my subsequent turn, however, I added a "cheeseburger" to the pizza. This unexpected pizza topping was clearly amusing to Christopher since it caused his eyes to open wide, and he giggled. Christopher barely hesitated before adding other unusual toppings to his pizza, including french fries, bubble gum, gummy bears, and chocolate cake.

By the time that we were nearly done with the chair lift ride Christopher's imagination had

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BOARDS ARE BOARDS: THE F-F-F FACTOR

By Mike Bell, Nordic Administrator

For years, I've said there is very little difference between Alpine and Telemark skiing. This year is no different, except I am offering a static demonstration that might benefit you.

Imagine a circle around your feet with your skis on. Stand in the middle of the circle and lean forward and back. Make sure you are standing on a slope that gives you a slight tip lead, which we all know is the result of a completed turn. Look down and make sure your hips are aligned with your feet or slightly ahead of them. Are you still in the center of the circle? Hopefully, yes. At this point, most are slightly out of their circle.

Now, slightly slide your uphill ski back underneath you. Are you in the center of your circle? The answer should be yes because it's true–your center has not moved but your feet have. Your hips are open to the new turn direction. You can roll your ankles even further in this position, and you can adjust your stance more quickly and accurately according to slope angle and snow conditions without moving your center. What is the secret? Being centered. This exercise begs the question. Have you been using your equipment to leverage yourself or are you using your skills to center yourself?

Now the real secret! F-F-F stands for FLEX-FOOT-FEMUR. I've heard a lot of terms over the years, such as roll your ankles, vertical thigh, extend into the new turn. All are correct, but what is the most important question you can ask yourself? We'll get back to that question shortly! I want you to stand in your circle again with a reduced tip lead and counter slightly with your hands in front of you. Now, think about your next turn? How are you going to release your edges to ski into neutral, to start the next turn while remembering your slope angle, and not leverage your equipment and push off the uphill ski?

We say all things are created equal in life and without balance we follow a different path. Well, this is true. We need to already be where we are suppose to be, not just getting there. If you are balanced, all you need to do is flex forward with your inside ankle to release the ski. Use your feet to start your turn and your femur to continue the turn until completion. Sounds simple but it's the most difficult thing to teach. Which way do you flex? How far should you continue to turn your feet? When do you stop using your thigh in the turn? All are good questions you should be asking yourself when you are skiing.

HAVE YOU BEEN USING YOUR EQUIPMENT TO LEVERAGE YOURSELF OR ARE YOU USING YOUR SKILLS TO CENTER YOURSELF?

Let's Talk about FLEX. Is flexing extending into the new turn or a result of something else? Is it passive or active? Think about it. What if you moved differently, such as down by flexing your ankle forward and rolled onto the new edge? Add a little steering and WOW! Same result. Outside ski extended, hips leveled and center of mass moving further into the center with no up motion and your thigh remained vertical throughout the turn. Now add some dynamics and physics and you're on your way.

Let's talk about FEET. Do you really turn your feet enough? How much is enough? When do you start and stop? At what angle do you turn? What? What do you mean at what angle? I'm going to make you think again, and I'm going to steal a term from Snowboard–Tilt. If we are truly executing a turn and we're balanced, are we skiing from one edge to the other and

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SYNCHRO COMPETITION AT THE 50/50

By Kelly Beairsto

On April 4-9, 2011, the PSIA is observing a very special year in Snowmass, Colorado with the 50/50 Celebrations marking the first 50 years of PSIA and the next 50 to come. Join the Divas, an all women Synchro ski team since 1998, and start the party early by competing in the 10th Annual Aspen World Synchro Championships. April 1-3, 2011.

The 50/50 is a wonderful chance to look at past, present and future of the PSIA and Synchro skiing is a perfect reflection of this theme. Some of you are saying; "Those were the good old days, but didn't that die off a long time ago?" The mere mention of synchronized skiing may bring a smile to your face as it conjures up images of Instructors in one piece suits all skiing in unison, with their legs held tight, like an old clip from an 80's Warren Miller movie.

So why are a group of diehard instructors dedicating themselves to various Synchro comps? It's a BLAST!!! Year after year, our Aspen event provides a fun chance to party with fellow competitors while challenging ourselves technically. Combining with the 50/50 this year, we expect to see a record number of National and International teams.

On the day of the event, it's always a great show. With the music pumping, a crowd gathers on the deck of Bonnies' Restaurant on Aspen Mountain to enjoy the spectacle. Whether they are making fun or just having fun, guests around the mountain can be seen trying their hand at Synchro. Last year, even the Aspen Ski Patrol put in an effort on the competition hill between passes. It's definitely contagious.

Have you been to a level 3 course recently? Among the hardest maneuvers to pass the standard are the short turns. No, you don't magically improve your precision skiing with this formula, but like most things in life, you get out of it what you put into it.

What better way to improve your shorts than to practice about a million and a half of them? I still remember a teammate's comment when she admitted she had probably done more short turns during that season than the past four put together.

Besides the sheer number of turns, the challenge of trying to sync off the leader forces you to look ahead and ignore any little, or not so little imperfections in your path. It builds skills, stamina, commitment and courage with touch. Add

to that, making lane changes by hitting the edge harder while keeping the same tempo, then breaking into long carving turns and then at speed coming back into shorts. Now that's a challenge for pressure management.

Sync skiers are only successful when they match mechanics, timing and blending of skills. To stay in sync you need to be getting your skis on edge at a similar time, with similar pressure, and with similar steering as the leader.

Not all of us are skiing day after day with a high level skier so skiing at performance level during Synchro practice for at least one run when the rest of your day is spent doing our bread and butter turns gives you a chance to sustain, work on and even improve your skill level. At the very least, you'll share a good laugh when it all falls apart. We call that eight girls free skiing.

Another dimension is teamwork. In a sport which is primarily individual, the instances when we work together are limited to lineups figuring out splits in levels and working on multiple pro privates. For full time pros, at the end of the season, you may realize that besides a few training clinics and the odd day off you caught up with a friend or two, most of your time on skis has been spent with our guests skiing at their pace. Synchro training can give you an opportunity to ski at performance level with a fantastic group of friends on a regular basis.

It's very motivating! Some days when the alarm goes off that early and the mercury has dropped, let's face it, an 8am lift load does not sound appealing. Then when you get treated to the most amazing morning light and you are long past that difficult wake up and you are in this magical world with a great group of friends on freshly groomed snow, you are reminded of the joys of this chosen profession. Being on a Synchro team gives you a sense of belonging where strong bonds and longtime friendships are formed. Much of our work now comes through our connections and so it is easy to see the value in Synchro as this team becomes part of your valuable network.

Have you ever found yourself on a long stretch and realized you haven't felt the wind in your face or felt that thrill of speed that helped you fall in love with the sport in the first place? I know I'm not talking to everyone out there, as there are many who are motivated to go for a run before and after work and on days off. However, if you recognize yourself at all in this description, then maybe the structure of Synchro can be that extra motivation to get you out there.

The thrill of competition and the rush of performing under pressure can be exhilarating. It can also bring you to new levels of performance, which you may not have believed possible when pushed by fellow team members. There is also the strong pride which can come from receiving the first place trophy.

Whether you are inspired to become a Synchro skier or you are a School Director, trainer or coach who would like to encourage some of your staff to form a team, we can't wait to hear from you! We can help you get started. For the rest, come out a couple of days early to the 50/50 at Aspen Mountain and cheer on the teams.

For more information on The Aspen World Synchro Championships, and other National Synchro competitions, USA Powder 8's or Synchro Carving, visit www.aspenteamdiva.com or email teamdiva@hotmail.com.

Think Sync!

KELLY BEAIRSTO, PSIA 3, CSIA 3, IS THE ASPEN TEAM DIVA MANAGER AND ASPEN WORLD SYNCHRO CHAMPIONSHIPS EVENT ORGANIZER.

PSIA/AASI-C OFFICIAL BOARD OF DIRECTORS 2011 NOMINEES

USE YOUR VOTE TO SHAPE THE FUTURE

I am currently serving on the ASEA-C Board of Directors as a representative of Section 4 and as the Executive Vice President on the ASEA-C Board of Directors. Part of my role as the Executive Vice President is to oversee the election process, in which we, as members, participate each year.

You've chosen to become a member of PSIA, so please consider becoming more involved in this great organization. That doesn't necessarily mean serving on the board; although I'll admit that, for me, it is truly an honor and privilege to serve the membership in this way. Becoming more involved can be as simple as casting a vote for that person you believe best represents the collective views and opinions of the members of your Section.

Perhaps at times a single vote might appear insignificant, and alone, won't really make a difference. However, it does! Each person's vote is a "call for action" in two areas. It confirms that the Board is doing well for the membership, and it allows the opportunity to voice what you would like to see changed. The members that you choose to serve on the Board will shape policies and determine the direction the organization will head. Although the mission of the Board is to do what we believe is best for the membership, your vote tells us, in no uncertain terms, what you want. Ballots are due by March 31. Please help us be the best Board that we can be by taking the time to send in your ballot.

See you on the slopes!

Bill Stanley
Executive Vice President/Alpine Section 4 Director

PSIA/AASI-C OFFICIAL BOARD OF DIRECTORS
2011 NOMINEES

HARRY CRUMP
ALPINE CANDIDATE – SECTION 1

I am seeking re-election to my current position on the PSIA/AASI-C Board of Directors as an Alpine Section One representative. I have been a certified professional Alpine Level 2 ski and Level 2 snowboard instructor since 1990. I have served on the PSIA/AASI-C Board of Directors since 2009.

My current employment includes Harry S. Crump mediation & Arbitration, LLC, labor relations arbitrator for the Minnesota Bureau of Mediation Services, instructor at Minneapolis Community Technical College, and hold Senior Minnesota Judge status, approved by Chief Justice of the Minnesota Supreme Court. In addition to the many professional affiliations, published materials, awards and honors, current civil and missionary activities include reserve Ramsey County Deputy Sheriff for the Water and Patrol Dive Team and developer of the LLB law program in the Christian-based Daystar University in Kenya.

GLEN J. PETERSON
ALPINE CANDIDATE – SECTION 1

Hello, my name is Glen J. Peterson, and I am asking for your vote as a member of the ASEA-Central Board of Directors. I have 40 years experience in the snowsports industry, with 28 years as a snowsports school director. The last 25 years have been at the Hyland Ski/Snowboard Area in Bloomington, Minnesota, with a staff of 350 instructors and a lesson base of approximately 35,000 lessons per year. I also have over 35 years of teaching experience as a college professor in health and wellness. I served on the ASEA Board in the mid 90s with 3 years as chair of the Ski School Directors Committee and one year as President of the organization. I feel that I have a wealth of experience to lend to the organization and would welcome the opportunity to serve the members once again. I look forward to seeing you and working for you in the future.

DOUG BERG
ALPINE CANDIDATE – SECTION 2

Objective: To continue serving the PSIA-C Membership as a Board Member.

PSIA-C has provided me tremendous experience throughout my skiing career. Since joining our organization in 1986 to become a better ski instructor, I have had the opportunity to serve on the PSIA-C Board of Directors, Alpine and Snowboard Examiner, Alpine and Snowboard Education Committee, National Examiners Meetings and the National Education/Certification Meeting. This base of experience, along with actively working with the membership as a 20 year PSIA-C Education Staff Member, provides a strong background to serve you, our membership and provide guidance to our organization into the future.

In my present roll as President of PSIA-C/AASI-C, I have had the opportunity to attend several events, skiing and meeting members throughout the Central Division and our Western Spring Rally. It is truly an honor to represent our Central Division at a national level. I would appreciate your support and votes for another two-year term on the Board of Directors.

Ski Industry Experience: PSIA-C Board of Directors – President (2009-Present) ; PSIA-C Board of Directors – Vice President (1993-1998) ; PSIA-C Alpine Education Staff (1988 – 2008); PSIA-C Alpine Education/Certification Committee (1995 – 1998); PSIA-C Snowboard Education Staff (1990 – 1999); PSIA-C Certification Committee – Chairman (1996 – 1998) ; PSIA Full certification (Level 3) (1986 & current) ; PSIA Associate Certification (Level 2) (1985); Head Coach – Wausau East High School Varsity Ski Team 2002/03 - 2008. Accomplishments include 2005 Boys Wisconsin State High School Champions, 2003 Girls Individual Wisconsin State High School Champion, 2003-2007 Girls Conference Champions, 2003-06 Boys Conference Champions, 2003 Girls Individual Conference Champion; Program Director Granite Peak Ski Team 2008-09; President Granite Peak Ski Team 2001 – 2008; Assistant Coach – DC Everest High School Varsity Ski Team 1998 – 2001/02. Accomplishments include 1999 & 2001 conference champions, Wisconsin State High School Championships 3rd Place boys 1999 & 2002; Badger State Games Commissioner – Downhill Skiing (1990 - 2002); USSA Level I Coach Certificate (1998 & current); Granite Peak Ski School - Technical Director. (1986 – 2002) Responsibilities include all staff training and instructor development. Accomplishment is present Granite Peak Ski School Staff was 75% PSIA certified members; Rib Mt. Ski School Co-director & Technical Director (1991 – 2000); Ski Instructor – Rib Mountain/Granite Peak Ski Area (1984 – 2002).

DOUG CARTER
ALPINE CANDIDATE – SECTION 3

Greetings from Kansas City! Our Board of Directors needs diversity – both in terms of individual backgrounds and the ski schools from which we hail. If elected, I will join Robert Sklare (from Wilmot Mountain) as one of Section 3's two representatives on our Board.

Although I practice law for a living, I am passionately committed to the ski industry and to PSIA. I teach and am a trainer at Snow Creek near Weston, Missouri. I also teach at Vail. Together with three other members of our Division, I own a company that evaluates ski resort operations.

In the last three years, I've attended each Central Division Spring Rally, each National Academy, and many other clinics and events. As my personal participation shows, I am strongly committed to our organization's educational mission. Affordable, well-staffed clinics must be available to all.

Skiing – and in particular, deciding to become an instructor – may have saved my life. When I decided five years ago to take skiing seriously, I was 90 pounds heavier. I could barely turn in bed, let alone on snow. Today, after much hard work but even more fun, I've earned a PSIA silver pin and am inching closer to Level III.

I want to give back just a little of what this great organization has given to me. For example, our current Board has been working hard to re-write our bylaws. I am a 1981 graduate of Duke Law School. I've practiced law for nearly 30 years. I'm the senior lawyer at an established law firm (www.carterlaw.org). Our Board will benefit greatly from having a member with my background on it.

Take a moment, fill out your ballot, and send it in. And if you're in Kansas City, please look me up!

JAMES SHARKEY

ALPINE CANDIDATE – SECTION 3

I have been a member of PSIA-C since the 1989-1990 season. Since then, I have served for 15 years as the Training Director and 2 years as the Assistant Ski School Director at Wilmot Mountain. I am currently coming to the end of my first Term as a member of the PSIA-C board of Directors for Section 3.

It has been a fantastic experience working with this Board and I am looking forward to serving an additional term as your representative. In addition to the normal activities connected with being a member of the Board, I have taken on the responsibility of promoting PSIA/AASI to the general public by managing a booth at each of the Chicagoland Ski and Snowboard shows held in Schaumburg and Rosemont, Illinois over the last two seasons.

During those four shows, I–and the teams who have assisted me–have introduced the public to our organization; explained the role we play in training and certifying instructors; recruited instructors for various areas; and described the reasons that lessons are important both for safety and increased enjoyment of the sport. Participation in these shows has exposed the PSIA-C/AASI-C to approximately 30,000 members of the skiing/riding public.

I am particularly interested in remaining an active Board member because I am excited about the new "Curriculum" approach being applied to training and the certification process and also the new Video Analysis program being developed as an Education event. I feel these two programs will greatly enhance the instructor experience and need strong support.

To the membership, I say:
Make sure you take the time to make your feelings known to your respective Directors. Keep them informed of your problems and your successes. Then, the board will have the necessary information to provide the services and benefits you want. I look forward to continuing to represent you to the best of my ability and to serving you and the Board for the next term. Thank you.

KRIS AGNEW

ALPINE CANDIDATE – SECTION 4

I will be running for the final two years of a six-year term. Over the last four years, I have had the privilege to serve the members in the following capacities: Two years as education vice president and currently, as Alpine Administrator. Over these years, I have been able to bring programs and changes to the membership. My 30+ years of experience in the organization is a leveling force, as well as bringing that much needed consistency to the Board. I look forward to representing you again this term and have enjoyed your past support over the years. When you see me on the slopes, stop bye and say hey!

JACK PIPPIN

ALPINE CANDIDATE – SECTION 5

I began instructing in 1982 at Pine Knob under Director Ron Brown. From 1989 to 2000, I instructed at Mt. Brighton under the Direction of Janie Hueling. From 2001 to present, I have been the Snowsports Director at Mt. Brighton. I am currently a Level 3 Alpine instructor and have been a PSIA member since 1990.

I would like to return to the Board of Directors to continue assisting with shaping the future of PSIA-C from the perspective of someone who regularly interacts with customer's not only as a Snowsports Director, but also through instruction. Over the last two years, I believe that we, as a board, have made great strides in improving this organization and making PSIA-C more driven towards servicing and supporting its members. With your support, I will continue to represent our membership with a real-world perspective for the next two years.

SONJA ROM

ALPINE CANDIDATE – SECTION 6

I am currently a member of the Alpine Education Certification Committee and the Advanced Children's Accreditation Team. Teaching Children is my passion along with my full time career as the Facility Manager of the Kettering Recreation Complex in Kettering Ohio. I believe in our mission and will continue to work hard to represent the members in Section 6, if I am re-elected.

WILLIAM SNYDER

SNOWBOARD – SECTIONS 4, 5, 6

I began instructing snowboarding in 1993 at Mt. Brighton Snowsports (then Mt. Brighton Ski School) under Director Janie Hueling. From 1998 to 2003, I have served Shift Supervisor, Mt. Brighton Snowsports; 2003 to present, Assistant Director of Snowsports, Mt. Brighton Snowsports; 2004 to present, On-Hill Race Supervisor for both Alpine and Snowboard events; and 2006 to present, Mt. Brighton Snowsports Snowboard Staff Trainer.

I am currently a Level 3 Snowboard Instructor and member of the AASI-C education staff. I would like to join the Board of Directors to assist with shaping the future of ASEA-C from the perspective of someone who regularly interacts with our customers both as an Assistant Snowsports Director, and also through private and group instruction. I feel that having dual perspectives into our snowsports customer base allows me to see both sides of many issues presented to the modern Snowsports School.

PSIA/AASI-C OFFICIAL BOARD OF DIRECTORS

2011 NOMINEES

TERRI HENDERSON

ADAPTIVE – ALL SECTIONS

I am seeking election to the PSIA-C Board of Directors as the Adaptive Director for all sections. Prior to this board election cycle, I've held the Adaptive Director position as an appointed position. This is the first PSIA-C election in which the Adaptive Director position is an elected position.

I've "worked" as a volunteer instructor in adaptive ski schools for over 20 years, beginning in the Rocky Mountain Division and now here in the Central Division. I am a Level II duel certified instructor in the Adaptive and Alpine disciplines.

Currently, I am the PSIA-C Adaptive Administrator and a member of the Adaptive Education Staff. As the current Adaptive Director, I am working on a committee to update our Central Division bylaws. This past year, I was invited to serve as a member on the PSIA National Teams Task Force working to restructure the employment practices for our National Teams. Additionally, I have been a clinician at the past two National Adaptive Academies in Breckenridge, Colorado.

I am committed to raising the awareness of the need for adaptive instruction and to providing adaptive educational materials and training to snowsport schools and nonprofit adaptive programs throughout the division.

MICHAEL CASEY

NORDIC – ALL SECTIONS

I have been Nordic skiing since the mid 1970's. I became a member of PSIA in 1993. I earned my level II certificate in 2005. I live in Two Rivers, WI.

I taught sixth grade for 30 years in the Manitowoc Public School District. I am now retired. In the late 1970's I helped develop our winter outdoor educational program. Cross country skiing was a major component of it. Today, we utilize our 400 acre School Forest facilities to continue this for our 250 sixth grade students. We now have over 35 pairs of matching skis, poles, boots and bindings. I am the ski instructor for this continuing program.

I also serve as a ski instructor for Point Beach State Forest's Bilingual Outreach program. I have also helped organize and instruct for the City of Two Rivers, Learn to Ski Day. I have instructed at Minocqua Winter Park. I have served as Vice President and a member of the Board of Directors for the Kettle Moraine Nordic Ski Club.

If elected to the Board, I will do my best to represent the concerns and needs of our Nordic members. Our workshops are great places to meet one to one with members and solicit the input.

NOMINEES AT A GLANCE

ALPINE CANDIDATES

Section 1
Harry Crump
John Romberg
Glen Peterson

Section 2
Doug Berg

Section 3
Doug Carter
James Sharkey

Section 4
Kris Agnew

Section 5
Jack Pippin

Section 6
Sonja Rom

SNOWBOARD CANDIDATES

(Section 4, 5, & 6 only)
William Snyder

ADAPTIVE CANDIDATES

(All Sections)
Terri Henderson

NORDIC CANDIDATES

(All Sections)
Michael Casey

OFFICIAL NOMINATION FORM FOR PSIA/AASI-C BOARD OF DIRECTORS

ELECTION VOTING RULES

There are several seats on the ASEA-C Board of Directors in contest. You should carefully consider the candidates and cast your ballot so it is received by ASEA-C no later than March 31, 2011.

Active Certified Level I, II, III and Lifetime Honorary members in good standing, whose current dues are paid and who reside in the same section's as the candidate for whom they are voting, are eligible to vote. Affiliate members, Basic Instructors, Registered Instructors, inactive and alumni certified members are not eligible to vote.

Eligible members may vote by completing the election ballot and mailing the ballot so that it is **received in the ASEA-C office no later than March 31, 2011.**

PSIA Central Division Section Map

If a member wishes to cast a secret ballot, the completed ballot shall be sealed in a plain envelope and marked "secret ballot". The ballot envelope shall be sealed in an outer envelope containing the member's signature, membership number and return address, and no ballots or inner envelopes shall contain reference to the member's identity.

VOTE!
REMEMBER YOU CAN MAKE A DIFFERENCE!
GET INVOLVED.

OFFICIAL CENTRAL DIVISION ELECTION BALLOT
ELECTION FOR THE BOARD OF DIRECTORS

American Snowsport Educators Association - Central, 3225 West St. Joseph, Lansing, MI 48917
Telephone: 517-327-0601 Fax: 517-327-3260
E-Mail: info@psia-c.org

_____ _____
Print name of the candidate for whom you are voting Your section number

_____
Your Discipline

I am a current, dues paid, active Certified Level I, II, III or Lifetime Honorary member in good standing and eligible to vote in this election.

_____ _____ _____
Print your name Your signature Membership number

LESSONS FROM THE SANDBOX

V.A.K. MINUS EGO = SUCCESS

By Brad Miller

I am kinesthetic. You can tell me and show me, but I still need to experiment. When my brother Lenny and I were little, our parents told us not to play by the electrical outlets. Lenny was very good at following verbal instruction and by watching his older brother stick his fingers in outlets, he proved to be an astute visual learner as well. As skier/instructors we each bring our own unique style into the play room or sandbox, and occasionally, leave out our weaker teaching/learning self out of the game plan. If we involve all three teaching/learning styles (V.A.K.) and keep our fingers out of a specific 220v outlet (EGO), lessons can be more fruitful for all involved.

PLAYING TOGETHER IN THE SANDBOX

When I am on top of my teaching/learning game, I visualize myself sitting on one of the corners of a sandbox. On the other three corners, sit Kinesthetic self (my bully), Visual self (my middle child) and Auditory self (my 80-pound weakling). In the middle of the box, sits my favorite Tonka toy and the task of moving sand from one pile to the next. Instinctively, Kinesthetic self will take over without a plan as Visual self watches then copies. Kinesthetic's hiccups, as they occur. After the task is finished, and the doors and wheels are off the Tonka, Kinesthetic self and Visual self have a hard time passing along how they got the task accomplished. Meanwhile, Auditory self sits uninvolved in his corner.

Let's take an old term, "going upside down," and throw it in the middle of the sandbox to see if Visual, Auditory and Kinesthetic's teaching/learning styles can work together and accomplish a functional teaching/learning task.

SELF: "OK guys let's work together with 'going upside down.' Auditory give us a description of our new toy and how to make it work."

AUDITORY: "Going upside down," responds Auditory, "is the process of taking a position of level or plumb in relation to the slope at the finish of the turn, to one of perpendicular at the initiation of the turn." Auditory then adds, "Think of it as showing the bases of your skis to the bottom of the hill at the finish of the turn then show the top skins to the bottom of the hill at the start of the turn."

SELF: "Great. Visual, do you have anything to add?"

VISUAL: Not being much on words, Visual draws the turn shape in the snow. Visual pops off his skis, places them on the arc, skis roll into the hill at the finish of the turn. As the skis advance through the initiation of the turn, visual rolls them down the hill. Visual then walks to initiation phase of his arc and shows what his boots would do when going upside down.

SELF: "Outstanding, what's next?"

AUDITORY: Piping in before Kinesthetic gets his hand up, Auditory jumps on Visual's arc and explains, "It is pretty important that you think globally in the initiation phase. By that, I mean movements that are not only lateral, but also forward, say 1 or 11 on the clock. Movement too far to the inside could leave you with too much of an angle too soon in the turn shape."

VISUAL: Jumps on the arc with boots on and draws the 1:00-11:00 line and demonstrates accurate movements.

SELF: "Hey, Kinesthetic! You've been in your corner pretty deep in thought. Do you have anything to add?"

KINESTHETIC: Without hesitation, Kinesthetic grabs his brothers and pulls them into the arc without their skis. Kinesthetic has his bothers stand on the initiation point of the turn and places himself at 1:00 (or 11:00). Kinesthetic then

has Auditory and Visual roll their feet, ankles, knees and hips towards him catching them as they free fall. With the help of Auditory's description, Kinesthetic and Visual pop on their boards and do a series of exercises examples: outside foot turns, javelins, 1,000 steps and more.

SELF: "Wow! When you guys worked together, we had a pretty successful day with our new toy."

V, A AND K: All agreed that it was a really rewarding day when they worked together in their sandbox.

THE 220V OUTLET

Thank God, Lenny and I didn't know where the 220v outlets were when we were younger. Many years later, I accidentally slipped and stuck a screwdriver in a 220v outlet and got quite a jolt. "EGO" is like sticking a screwdriver into a 220v outlet when instructing/coaching, and can feed on a lack of listening, and/or not involving the student/athletes during a lesson. My favorite lessons are the ones where the student/athletes are part of the teaching/learning curve. Here are some helpful hints to help keep your tools out of a 220v outlet.

YOUR RESUME STARTS NOW

The vast majority of your student/athletes live in the present. They are there to learn how to improve their ability now and in the future. Lengthy explanations of who you have coached or what you have accomplished, in the past, can tend to put you on a "higher than thou" pedestal. Place yourself on the same learning plane as your group for best results.

COACH FRANZ: "Hi, my name is Franz, and I will be your instructor/coach today. Let's learn some cool stuff together!"

Ask And Listen. Next time you're in front of your group/team, ask them where they want to go with their session. When they reply, listen.

COACH FRANZ: "Okay, troops. What do we need to work on tonight?"

TEAM: "Turn Shape, Coach!"

COACH FRANZ: "Hey, I like that! Let's work on going upside down in the initiation portion of the turn, if that is okay with you."

Involve Students with The Teaching/Learning Curve. As a coach/instructor, I love the exercises my students have come up with. When students get a feeling of involvement and ownership during the session, everyone wins.

COACH FRANZ: "Can any of you think of an exercise that might help us go upside down?"

HAILEE: "What if we went across the hill, going from edged skis to flat skis then back to edged skis?"

COACH FRANZ: "Awesome! Let's give it go. Look up hill before you take off!"

Let Your Students Interact with each other. When your students/athletes finish a task and re-group at the bottom, give them a minute or two to digest and chat among themselves concerning the task and its outcome. All too often, we shut this important part of learning curve down when we should be nurturing it.

GROUP: Interacts amongst themselves after performing the task.

COACH FRANZ: "Well, gang, what did you think about rolling from edged skis to flat and back again?"

GUNNAR: "When I flattened them, I felt weightless and the skis wanted to seek the fall-line."

NAN: "When I put them on edge, I was stable and the skis wanted to pull me back up the hill."

COACH FRANZ: "Excellent. Let's try to use those sensations throughout the turn shapes!"

When you embark on your next teaching/learning excursion, incorporate all the corners of your sandbox (V.A.K.) and keep your fingers out of the 220v outlets (EGO), the teaching/learning experience can be rewarding for all. Happy Trails!

BRAD MILLER IS A MEMBER OF THE NUBS NOB SNOWSPORTS STAFF. HE HAS BEEN A COACH AND INSTRUCTOR SINCE 1979, A KID SINCE 1959.

TURN, SHAPE AND RADIUS

FOR BEGINNER AND INTERMEDIATE STUDENTS

WATCH YOUR DEMO OR HOW YOU LEAD THEM DOWN THE HILL!

By Peter Roelands

Watching less skilled skiers going down the slopes, you will notice that many will force their skis across the fall-line as quickly as possible with whatever "technique" they can muster, so they can keep their speed under control. This lack of technique can be a result of a lack of lessons but also because they were never exposed to an appropriate turn shape during the very few lessons most students do take.

Turns come in many shapes and sizes, all depending on skill level, speed desired or steepness of terrain. But with our beginner students, skill level is low. A slow speed is desired to stay in control, which requires a shallow slope. We introduce lower body rotary movements to let them make their first wide turns, followed quickly by some tighter turns when their rotary movements improve. Students need to be taught to use their feet and legs to make the skis turn. Otherwise, they might use their upper body instead. Pressure control and improved edging will come at some time after that.

Since these three skills are not yet well timed, integrated and ingrained; we, as instructors, have to make sure we continue to lead the student down the slope with an appropriate turn radius and size after we leave the beginner slope.

It can be tempting to go over to the "bigger" hills too soon to get some real skiing in, but the pitch might be a bit too steep. You, as the instructor, will lead them down with a nice slow speed. But how are you controlling your speed? Most likely, with a fairly tight turn; and if you are not watching your demos, you might be even carving those turns. This, of course, is above the skill level of your student. They might be able to stay behind you and keep their speed under control, but by what means? Most likely, their turns will be more Z-shaped and they will start using whatever body movements they need, to get their skis across the fall-line quickly.

Each turn should have an Initiation phase, a Shaping phase and a Finishing phase. As the PSIA Alpine Technical Manual so rightly states, many skiers, especially the ones who are timid of speed, try to get through the shaping phase too quickly. But, also, skiers who are not afraid of speed might skip this shaping phase altogether because they were never taught to properly shape their turn. They never learned and never experienced how to "let the ski make the turn for them."

So what happens when an instructor leads a non-proficient student down a slope that is too steep with turns that are too tight?

The student might use a lot of upper body rotation to make the turn, because the feet and legs are not doing enough of the work.

This will put them in a bad position to use any of the three skills, and it will make it hard to initiate the next turn.

They might shove out the outside ski to get it across the fall-line quickly, to widen their stance for balance, and to limit their acceleration with the wedge. But, this shoving action of the outside leg will likely shift their weight to the inside ski. The un-weighted outside ski will now stop turning , the skier is out of balance and will have to stand up to recover which will result in a straight run across the hill, instead of a nice finishing phase.

They might start leaning into the turn (banking) with or without upper body rotation. You can almost hear them think "I want to turn, I want to turn" when they do this. Of course, very little control is left at that point.

So what is the solution? If you are stuck on a steeper hill, you can break up the turn with a "Fan exercise," with which the student can progressively experience more and more of the fall line while maintaining turn shape. This is a good exercise for them to learn and experience that indeed, with some skill application their modern expensive ski can then give them a nice turn under total control.

Naturally, the best way of action is to go back to a shallower hill where speed control is less of a worry. Now, they can concentrate more on learning and applying the tasks at hand. Teach them nice wide round turns, so they learn to be patient and learn to let the initiation and shaping phases last many seconds. They now have time to receive feedback from their body and skis, and more time to apply proper technique and corrections during each turn.

With hastily performed Z-turns, the whole direction change is over before they know it and all they feel is out of control and out of balance. That is why Z-turns are followed by straight traverses. These are recovery periods before the skier "throws" them self into the next direction change.

Not only will a nice shaping phase make skiing so much more enjoyable, but without it, there is no good foundation to build upon, to progress to the more advanced and powerful hip angulations and thus efficient carving.

Parallel skiing and bigger hills are a goal, but don't rush to get there without building solid skill foundations. Bad habits will be hard to break. Good basics will lead to great technique.

PETER ROELANDS IS AN ALPINE LEVEL 3 INSTRUCTOR AT CANNONSBURG SKI AREA AND VAIL SKI AREA.

EXAMPLE SHOWING GOOD UPPER BODY ROTATION AND TILT

EXAMPLE SHOWING THE RESULT OF POOR PRESSURE CONTROL: UPPER BODY ROTATION, DIPPING OF SHOULDERS AND THE SKIS GOING APART

EXAMPLE SHOWING A GOOD SIDE VIEW OF THE STRAIGHT OUTSIDE LEG CAUSES BY SHOVING THE LEG TO THE SIDE

WHAT'S THE VALUE IN THE PORTFOLIO?

During the past three years, the Alpine Education Staff has been working on their portfolios. Recently, members of the Alpine Education Staff were asked to write a few words about their experiences in developing their own personal portfolios. This is what they had to say.

- At a recent event, I was running one of the Portfolio groups. During the session, we discussed individual goals and PSIA resources that can help members achieve them. This led us to discuss the portfolio. I showed the group how it can be used to facilitate development, track progress and links individuals to the right content efficiently. One of the group members pulled out her portfolio, which had been diligently completed for some time, and showed the group. Over the course of the weekend, other attendees watched how this member's prior use and continued use increased the value they got out of the event. By using the portfolio, this member had a clear understanding of past achievement, near-term tasks and goals that laid a path to achieve their long-term goal. A couple of the other attendees were so impressed by situation that they independently spent time learning from the individual their process for using the portfolio. Ultimately, they made copies of the portfolios that weekend so they could start their own. They left the event feeling like they would get continuous support from PSIA, through the portfolio, which would carry them from event to event.

- It's never too late to teach an old dog a new trick. Skiing is a dynamic and constantly evolving sport. After teaching skiing for a third of a century, I wish I had started tracking my development years ago. The PSIA portfolio is the perfect tool to make you a better teacher and skier. Start using it today and you'll develop a history that will make your future as bright as a bluebird powder day. Because if you don't, you'll be one year older before you do.

- I view the portfolio as a road map. It documents your ski journey from where you have been to where you want to go.

- The portfolio is the start of the official record of your history, progress and concrete commitment to current goals. For me, it is painting a picture of the work I have done and allows me to link experiences and see common threads between individual experiences– especially, when you have a gap from season to season. By documenting at the end (or during) a clinic, when your memory is fresh, you are able to see successes and know precisely where to concentrate your work. By formalizing this personal process, it has allowed me to practice what I preach.

- As I worked on my Portfolio, I was able to reflect on my video library from the past five years. This process helped me to identify my effective vs. ineffective movement patterns during that time frame. It gave me the ability to identify how and why I improved every year. Plus, the ability to recognize when I could fix it on my own and when I needed to ask for help.

- My thought on the portfolio, is that it's a great training tool. Moreover, it's like the toolbox. It can become the place to keep track of personal growth and steps taken to grow. Having a detailed log of where my skiing was three years ago to where it's heading today, allows anyone to refresh in their minds "the how part" of their progress.

- The most important part of documenting prescriptions in my portfolio is those that are unique and FUN. We all have those stock exercise lines remembered as the "common threads" to facilitate a cure for inefficient movements. You know… the ones we all regurgitate during our certification pathway. Too many times, we forget that there should be an appropriate blending of SAFETY and FUN in a comfortable environment for LEARNING to take place. I try to visit my portfolio daily, jotting down those "We had a blast" cures, from my pocket size spiral notebook.

- The portfolio helped me re-connect my focus quickly, especially after a long summer break from skiing. It also provided me examples of exercises that will help develop positive movement patterns.

- Here's my thought on the Ed Staff Portfolio process:
  1. It has helped identify areas that I need to develop and work on personally.
  2. If has helped provide direction and focus for those development areas.

- At first, I looked at the portfolio as just another hoop. I did it at Ed Staff training because we had to, put it in a folder, not to be looked at all summer. Then, I came across it as I was reviewing my notes before the first day of fall training, and it was a "wow" moment. While we think we do not forget anything, there was plenty that I had written down in the portfolio that I had forgotten. Seeing on paper what I did not remember was important, since it allowed me to go out that first day of skiing and work on exactly what I had been working on in March. That taught me the true value of the process. Now after each ski day, I write down my lessons/clinics with a focus not so much on what I did, but what I could have done to make the lesson more effective or can do the next time I give the clinic.

- The portfolio process enabled me organize and structure my growth and development. The video analysis component really helped me become aware of the cause and effect of my skiing movements. I look forward to refining and perfecting my teaching presentation style in the upcoming portfolio rotation.

- My experience with the Ed Staff portfolio process has been tremendous! At first, I felt it was a nice refresher–a way to remember what I had done the year before to prepare for the upcoming season. But then, as it became an integrated part of my training and personal improvement, I realized that chronicling my personal learning experiences had an enormous impact on my teaching. As teachers, we all draw on our personal experiences. The portfolio process has been an excellent way to build, improve and enhance my personal learning experiences in a way, which allows me to transfer those personal leanings into valuable lessons for my students. So, through self-analysis and a heightened awareness of my own movements, I've improved my skiing and the skiing of my students. Talk about a win-win situation!

- My use of the portfolio has been helpful in three different areas. First, it's helped me track my progress and stay on track with what I'm currently working on. Second, coming into a new season, it's helped to remember and pickup where I left off from the previous season. Lastly, the actual process of writing down my strengths, weaknesses and focus at that time, helps cement it in my mind, giving me added focus.

- Winters in the Central Division go fast, and it's so easy to lose your focus in the off-season. By utilizing and re-reading my Portfolio every Fall, I'm reminded not only what I've been working on in my skiing, but more importantly what works to get my skiing focused and back on track!

- In the pursuit and attainment of my individual goals, any tool that aids in my success is of great benefit to me personally. I find the portfolio acts as both a comprehensive study guide and a tool for self-assessment. No matter how many clinics I participate in, we can never be sure that all of the material gets covered or confirmed. The portfolio helps bridge concepts that might miss. I encourage other instructors to begin their portfolio as they establish their goals, not simply when they sign up for an event. Members, who are attentive to their portfolio, enter the event with more confidence and self-awareness; and study groups who work on portfolio completion together, enter the event as a supportive team. I am a great fan, and I encourage all schools to endorse and support the portfolio process.

- The days when I went through the certification process entailed massive clinics at my home, several exam preps with PSIA, and then the exam. I guess it must be about the passion and knowing that it takes individual work to get it done properly and not to just spoon feed. As for our current portfolio process, I know when we first started the process, I was not to keen on the idea. But, after going through the process, I have learned a great deal about my skiing and others that I am skiing with. I think the thing I have gotten most out of this process, is that we are all doing it together, and we are not afraid to talk to each other about our own or someone else's skiing and are actually learning through the process. So my take on this, is that it takes work and dedication to constantly improve, and this portfolio gives you an outline to follow that will produce your desired outcome. Now, you just have to set the proper outcome and work towards it.

- The most important value of my portfolio has been the ability to track and record those golden nugget experiences we all encounter along our individual improvement journey. It has been incredibly efficient to refer back to those learning mileposts, and then build and continue on those experiences right away in the beginning of each new season. A second positive value has been being able to recognize the steady progress made year to year and to maintain focus on improvement pathways, which may seem impossibly lengthy when first begun.

- Working on the portfolio helped me get to the bottom of things before stepping onto the snow with no thoughts. So, reading over what was wrote in years past, I stepped onto the snow with a plan and not having to tread through the same mud as previous years.

- The Portfolio process, over the last three years, has been primarily aimed at the tasks for the Ed-staff (example: pivot slips), putting the staff on the same page. The Ed-Staff members have given each other helpful "intel" in an open classroom environment.

  As an instructor/coach, I have taken some of the tasks and put different twists on them to achieve a desired holistic outcome (linked turns). Example: Many different one-legged skiing to improve balance and isolate all body movements in the process. We haven't reinvented ski teachings' wheels with the portfolio process, just changed the tires. I can't wait until teaching and skiing all terrain is added to our process to lend a holistic overview of ski teaching.

- I have found the portfolio process invaluable to keeping me on track with my training. With our hectic personal and professional lives, it is so easy to forget about a training event/clinic you attended or worse, find out at the end of the year that you missed one of your goals because you weren't documenting your training progress. People say to me that "the portfolio is a pain," and I used to think that as well. But once you have committed to using it, the pain is minimal and soon becomes a habit that is worth every bit of the effort.

- The portfolio has helped me focus in on what I need to work on my skiing, teaching and technical knowledge. It is a great way to keep track of where I've come from, where I am, and where I want to go next. It has been a very valuable tool in my development as an Ed-Staff member.

- I found the process of documenting my skiing and teaching learning goals to be very valuable. For example, reviewing the previous end of season entries this fall reminded me to get my alignment in my new boots further fine-tuned. Having done that has really enabled me to continue to evolve my skiing along the path I had outlined in my portfolio.

- The portfolio is an organized process you go through to monitor your teaching and skiing goals throughout your career. Since it is a system, it keeps you on track and a way for you to check your progress. If it is written down and referred to, you are more likely to succeed.

- As good as we think our memories are, putting things in writing not only helps in the retention process and the words don't change. After a long summer away from the skis, one's memory may remember the past season as filled with perfect dynamic parallel turns. Only to read later that sitting back, leaning inside and skidding turns was really the true form. It's a journal to aid our overloaded memories.

- I have thoroughly enjoyed the Portfolio Process. It has made me a better teacher and skier, but most importantly, given me a basis for thoroughly understanding the movements of skiing as well has how to explain and teach them to other skiers. My own personal growth has transferred over to my ability to teach and affect the personal growth of others. I am so glad to be a part of it.

- As I began ski teaching, I documented all of my lessons made notes of my clinics, and video-taped my skiing. The Portfolio helps give structure to what I had done in my early development of a ski instructor. This is a very valuable tool for the new instructor.

  Being in PSIA for 25 years, and using this at the Education Staff level, it helps me evaluate my dedication to being a ski instructor. Am I making changes to my skiing? How much am I really teaching? How much effort am I really putting into my portfolio? Am I really sharing the passion of the sport with others? Am I doing it because it is what I have done for 25 years?

  You are never to old to stop learning but if you stop caring about learning it is time to allow someone else the chance to teach skiing.

- The portfolio process has allowed me to start this season with a focus that is continuous from last year.

- I am happy to report that we have used the portfolio at our ski school. We recommend every instructor in our ski school use it to track his or her own development. For me, I use it to jump start my season. I review what I did last year and the improvements I have made in my skiing and teaching, and I add to them every season.

- What I think of the portfolio and how it helped me. First of all it's a great guide and log of where you are in your skiing and teaching. Let me give you an example. I reviewed my portfolio of where I was at last year at the end of the season in my skiing and understanding prior to going on snow for those first turns. It gave me a great reference point to work from and aided me in making some immediate changes in a few runs. What a tremendous time saver not having to back track from last year.

- The portfolio is a great source of personal info but it's a bit bulky to carry around every day so I carry a mini portfolio. It's a 2" x 4" notebook fits perfect in my pocket. On free ski days I write cues that continue to develop my focus for the day. On teaching day, I write info about my lesson, info I get from my students, what cues and drills worked, and I review my notes quite often. I can transfer notes to my portfolio later.

- Yeah, it's just absolutely fabulous. I can't thank you enough for having created it! I now have documentation and more documentation (which you know how much I just love to write) of my various strengths and weaknesses. Now, I can start out with a clear focus of where I am and work toward where I want to be, without having to start the process from scratch each season for having forgot where I left off.

- First time using the portfolio this year aided in organizing movement pattern solutions in my own skiing.

- What the portfolio has allowed me to do, is have all of my skiing, teaching and training information in one place–and over a course of multiple seasons. It has helped me to track my progress in terms of what I have accomplished, areas of growth, and areas where I am strong. It is a great tool to help me move forward with my own personal skiing, training, group leadership and teaching goals. It has helped to make me a better staff member (in my opinion). I recommend using a portfolio to all who I train.

The best part about the Portfolio Process, is it's about you! Start on your Portfolio now, so you can use it leading into the next season.

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CHILDREN'S

CONTINUED FROM PAGE 6

clearly been stimulated since he added several more exotic and funny toppings to his pizza, including a butterfly, a giraffe, a cow, a lion, a tiger, a horse, and an elephant (Christopher clearly enjoyed watching The Nature Channel). At that time we agreed that his pizza was complete because there was probably insufficient room remaining for additional toppings.

As we approached the unloading ramp, Christopher was no longer apprehensive. He had concentrated so intently on using his imagination in playing the pizza game that his concerns had disappeared. We skied down the ramp and continued his skiing lesson. Christopher's fascination in playing the pizza game also transferred over onto the ski slope that next run because he became more focused on having fun while on his skis which led to a more rapid improvement in his skiing ability.

From that point on, Christopher eagerly looked forward to each chair lift ride. Once seated on the chair lift he would tell me that it was time to start building a new pizza. Christopher and I constructed several more unusual pizzas that day. For Christopher, using his imagination to build a pizza during each chair lift ride became an integral part of his skiing experience, and forever eliminated his fear of riding a chair lift.

GARY EVANS IS A PSIA ALPINE CERTIFICATION LEVEL 3, CHILDREN'S TEACHING ACCREDITED; DIRECTOR OF CHILDREN'S (MINI) PROGRAM, BLIZZARD SKI AND SNOWBOARD SCHOOL; AND SKI INSTRUCTOR, PINE KNOB SKI & SNOWBOARD SCHOOL.

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BOARDS

CONTINUED FROM PAGE 7

FLEX-FOOT-FEMUR

the center and visualize being centered and closing your ankle to release the edge. Gravity is pulling your center of mass down the hill so aren't you crossing your foot? Whether you ski from your heel to your toe or from the center of your foot to your toe, it's still crossing. Now roll your ankle forward onto the new edge. Are you tilting your foot in the direction of the new turn? Here's another thinker–twist. We think of twisting as twisting a rag, or twisting around a specific anchor point. The thought process by which we use words to describe a feeling is difficult. However, opening your mind to "trigger" words might make sense. If it works for you great! It might not be politically correct or technical but sometimes it works.

Let's talk about the FEMUR. What the heck is the femur? What do you mean turn it? How do you do that? Besides being the longest and strongest bone in the body, it supports everything. Along with major muscle groups, ligaments, and tendons, the femurs are designed to turn in their ball and socket. They give a free range of motion that separates the upper body from the lower body which in turn allows us some control. Place your hands on your thighs and think about rolling them to the inside and outside. You should feel the muscles contracting and expanding as you feel the full range of motion. If you don't feel it, check with your doctor because you're probably dead. (Slight attempt at humor.) Think about your circle and stand in the center with all the previous stuff in your head going on, roll your femurs into the new turn. Hopefully, you're going to feel something new.

Let's review. You're standing in your circle with your hips forward of your ankles in a countered position, hands forward. Flexing your ankle and rolling onto the outside of your foot (twist your foot and femur) in a good athletic stance, in the direction of the new turn, and what happens? It's up to you.

Hopefully, you'll get something out of this because in the end we're all speaking the same language with a different dialect. Take a lesson on different gear and you'll see. Hopefully you'll also feel it.

PSIA/AASI-C RECENT UPDATES

ALPINE UPDATE

Wow! Where does time go? We are already into February! The first thing I would like to remind you is to sign up for your events as early as possible. We are working on holding regularly scheduled certification exams, but need a minimum number to make it a positive experience for those attending. Please sign up early, so we can get an accurate count and avoid cancelation. Get out there and check out the new curriculum. The reviews so far have been very positive. Last, but not least, make sure you download a copy of your portfolio and begin completing it, if you haven't already. I think you will find that it is a great tool for making you a better instructor. In this issue, you will find comments from your Education Staff on what the Portfolio has done for them. Check it out. Because if it works for them, it will work for you! I hope to see you at an event this season.

Kris Agnew
Alpine Administrator

SNOWSPORT SCHOOL DIRECTORS UPDATE

Early December at Boyne Highlands is always a great season starter. This year, the directors group had 12 participants representing 9 snowsports schools. Discussions ranged from hiring and employee retention, to pipe and park, to new ski/snowboard requirements. Also, we were able to talk with Earl Saline (education manager from the National Office), John Peppler (Central Division National Board Representative), and Doug Berg (Central Division President).

The directors were on hill working through the ski tasks, just as our Central Division education staff have been for the past years. They are breaking down the tasks into specific movements that are paramount to good skiing. Helping with the ski process, were education staff members, Danny Carmichael and John Peppler. As we worked through the process, there was video feedback right on the hill. Many thanks to Danny Carmichael and John Peppler.

Also, thank you to Boyne Highlands and their staff and to all those who participated. As always, if you have questions or comments please call or email me at phantomrcc@mei.net.

Geoff Shepherd
Snowsports Director Chairperson

OBITUARIES

VICKI KOEPSEL WILSON

Vicki Koepsel Wilson, of Waukesha, WI, age 62, died suddenly on Saturday, January 1, 2011, after a fall. She was recently retired from the West Allis-West Milwaukee School District, where she taught math for 20 years and was currently teaching at the Kradwell High School in Wauwatosa.

Vicki was a Certified Professional Ski Instructor and a longtime instructor with Snowstars Ski Club. She was an avid outdoor enthusiast, enjoyed cooking and traditional foods, and loved to travel. Vicki will be deeply missed by all whose lives she touched.

PETE PETERSON

On October 15, 2010, PSIA-C lost a 38-year member, Rolland "Pete" Peterson, at the age of 85. Pete had taught skiing at Wild Mountain Ski Area since 1973. Students, patrollers, and other instructors benefited from his inspired and insightful teaching style. Pete was "Instructor of the Year" three times during his tenure at Wild Mountain.

Pete was an accomplished skier, having taken many trips west to Colorado, Montana, and Utah, and was an avid racing competitor with the Ski Challenge "Wild Bunch." An accomplished sportsman, Pete was also an avid fisherman and water skier. Of note, is that Pete was one of a small handful of accomplished instructors who, in one exam, passed from candidate to Full Certified (Level III), a feat no longer possible.

Pete was widely known by the PSIA-C community in the Twin Cities area and will be very much missed by all of us.

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