



Women's Summit – It's a Balancing Act

Photo Credit: Kristi Robertson

By Kathy Brennan
Eastern Division CEO

Just imagine, the quintessential New England ski town, a luxury ski resort on an historic mountain, welcoming après destinations, unique stores and galleries, the warmth of a relaxing fire and the company of good friends. That tops off your day spent exploring new terrain, challenging your skills, taking the next leap forward in your performance, inspired by a group of like-minded women. To me, that is a perfectly balanced day! And if you agree, join us at this year's Women's Summit at Stowe Mountain, in Vermont, Sunday February 27th to March 2nd.

This year's theme of Balance dovetails with the Women's Virtual Summit earlier in the season. Keynotes, electives, and on snow sessions will explore how we balance while sliding on snow, the work/life balance, our personal well-being, and more. In our first keynote, Olympic gold medalist Diann Roffe, will share how she manages a career she is passionate about, while improving as a leader, and being a race coach. In the second keynote, Pat Campbell, former President of Vail Resorts Mountain Division, will explore topics ranging from ambition and navigating career growth, to putting yourself out there and breaking down gender bias. We will also have electives including one from Leslie Baker-Brown, Global Leader of the Blizzard Tecnica Women2Women program, to dive into everything you wanted to know about your equipment; and another from Mermer Blakeslee, PSIA-E Examiner and Author, who will share strategies for training for performance.

If X-Country skiing is your preferred way of sliding on snow, you will enjoy one of the largest and most diverse trail systems in the United States. With more than 120 kilometers of groomed ski trails, Stowe has trails for every ability. For the telemark/backcountry skiers in our midst, Stowe offers miles of high and

low elevation backcountry ski touring. There will be ample opportunities to explore why people call Stowe the Ski Capital of the East. The unique opportunity to be coached by National Team Coach Emily Lovett and Rocky Mountain Nordic Chairperson Patti Banks can't be missed and is guaranteed to take your skiing skills to the next level.

This year Stowe celebrates their 85th Anniversary, commemorating when the first rope tow began spinning and Stowe began establishing themselves as a world class destination. While Stowe's legendary front four – National, Goat, Starr and Lifeline will challenge any expert, they also offer a variety of groomed cruisers on two peaks, Spruce and Mansfield, to ensure there is ample opportunity to explore, practice and hone new skills. Several of the Eastern Division's top examiners (including Mermer Blakeslee, Sue Kramer and more) will be joined by National Team members (Ann Schorling, Brenna Kelleher, and Zoe Mavis) plus other amazing women to ensure you benefit from world class technical, teaching and people skills.

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view from the chair

PETER HOWARD

Board Chair Report

By Peter Howard

PSIA-E Examiner, Eastern Board Chair

It would be easy to fill this update with the present challenges we are all experiencing: Covid, limited or no snow, staffing challenges, difficult learning /working environments, high demand, and uncertainty, that are presently intruding on our profession.



It would also be possible to go deep into the discussions and concerns of your Board of Directors; however, writing about the wheels of governance probably has the same effect on most people as Lunesta, chamomile tea, and melatonin gummies. What you should know is there is an upcoming Zone 1 (Northern New England – NH, VT, ME) election for one place on the Board. (Find more information in the Northern New England Board Selection Seat article on page 10) In addition to the Zone 1 election, later this spring, two people will be appointed to at-large positions on the Board. The at-large board members will be found via a nomination process. At-large board members will be selected for presentation to the membership based on the board's assessment of its needs for diversity of thought, experience, demographics, disciplines, age, gender, race, and expertise, etc. A nomination committee of the board will identify and solicit suitable candidates through board outreach as well as member nominations (including self-nominations) received during an open nomination period. For more information on the nomination process see page 9. All candidates will be vetted, and then the candidates will be presented to the membership for a vote to fill the two available at-large spots.

I could share that while we are looking to replace Board members who have finished their terms, the Board is also working to manage our downsizing from 17 members in 2019, to 10 in 21-22, to 8 in 22-23. The challenge of “shrinking in size” while both striving for diversity and garnering valuable skillsets and experience, is a bit of a balancing act. Plus, a smaller Board means Board members must work harder than in the past. Lastly, I could share that the Board is pleased with the level of engagement and attention to detail we see from our new CEO, Kathy Brennan.

However, what I really want to write about are opportunities for us and our organization. For example, what has near net zero carbon emissions? What may be used to help people who have a hard time learning alpine skiing? What requires nearly perfect full body involvement, takes little snow depth, is probably Covid safe, and is an opportunity for PSIA-AASI? Yes, it's Nordic skiing, our gentler, healthier, ancestor. Some people may see this discipline as boring or too much work. However, did you know that swimming and cross country (XC) skiing are said to be the most complete low impact activities? And, cycling and XC skiing are said to be the most efficient ways to physically move on earth? From a teaching perspective XC equipment has been used to introduce people to alpine skiing. The freedom and lightness of the equipment, compared to the restrictive alpine boots and skis, makes an easier transition from walking in shoes, to gliding/striding. In addition, the trend in skinning uphill points to an increasing number of people seeking a quieter, healthier alternative within the resort environment. Despite these benefits, across the Eastern Region there are hundreds of sites devoted to this pastime, yet many have no connection to PSIA-AASI. I know our CEO recognizes this disconnect and is looking for opportunities to improve our involvement in Nordic skiing. If you haven't tried it, I encourage you to also explore how XC skiing may add another dimension to your winter.

Another interesting development is the increasing way technology is being used to measure and monitor snowsports. Several larger resorts are using GPS locaters for their children's programs. Some use scanners for lift access, wage tracking, and feedback. For skill development, there are products that place sensors in the boots, or on skis, recording the force loads and weight distribution to provide real time data to a cell phone app. Still, I cringe a bit when a member of my adult seasonal program tells me they went 53 miles an hour as measured by the app on their phone. However, I bring this up because as professionals whether we use, or believe in, these tools, we should be knowledgeable about them. Chances are technologies like this will grow in scope and application. I remember when a smart person(s) looked at the step-in bindings on skis and thought that would work for bicycle pedals. (Why didn't I think of that?) As an organization, and as individuals, we need to imagine the possibilities so we may grasp the opportunities.

I wish you all more snow, peaceful learning environments in which to coach, and a happy, healthy new year.

Peter Howard

Eastern Region Board Chairman ‹‹



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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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» Women's Summit, continued from cover

For the Snowboarders, connect with Snowboarding's roots. Try out some Burton demos, take a run down Jake's Ride (named for Jake Burton Carpenter), and explore some of Stowe's challenging terrain. National Team members Amy Gan Bailey and Lyndsey Stevens will help you apply the new Snowboarding Fundamentals to improve your riding. As Lyndsey shared in her bio, "The best part of teaching is watching someone become a snowsports person. You can see their love for the mountains and the sport grow as they continue to progress, like watching a spark become a fire." Come get fired-up by these amazing coaches.

There will be something for everyone— skiers, riders, patrollers, teachers, clinicians, and coaches. Members and non-members are welcome. Plus, plenty more surprises to be packed into this great event. You don't want to miss it!

Thanks to the Women's Summit Planning Committee: Chair: Leigh Pierini, Mermer Blakeslee, Sue Kramer, Alison Cummings, Amy Gan Bailey and Karen Haringa

For more info: Women's Summit – PSIA-AASI (thesnowpros.org)

Follow our hashtags [#womencrushwinter](#) and [#slidewithnancy](#) <<



"I never feel braver or more supported than when I'm skiing with a group of my women friends."

– Karen Haringa

PHOTO CREDITS: Brett Miller (Miller Travels), Linda Guerrette



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Upcoming SnowPro Copy Deadlines

Spring 2022 issue: April 22, 2022

See Guidelines on Page 2
under General Information.

kb's corner

Where in the Region is KB?

By Kathy Brennan
Eastern Division CEO

It's a little over three months since I began my new role, and it has been jam packed. It is exciting to have so much to learn. My favorite part of the job has been the opportunity to meet our members and, when possible, celebrate their success at an assessment or being awarded for their contributions. I look forward to many more celebrations in the future!



While COVID-19 continues to be challenging, I am very excited we were able to successfully kick-off our season with the return of the Snowsports Management Seminar, ProJam and the Master's Academy. Modifying ProJam/Academy to be more Covid safe allowed us to include more participants and streamline the check-in process. We missed celebrating our week at the banquet; however, many people agreed it may be worth considering a cocktail party, instead of the banquet, for the future. This change would allow more participants into the event, promote our sponsors, celebrate our week, and support fundraising for the Education Foundation.

Participating in our featured events and beginning my Listening Tour has provided ample opportunity to meet with our members and other stakeholders to identify ways we may increase our value to our members, guests, and the resorts where we work. My Listening Tour, to date, has included visits to Waterville Valley, Gunstock, Killington, Cataloochee, Ober Gatlinburg, Beech, Sugar, Winterplace, Seven Springs and Blue Mountain. I'm grateful to all my hosts for their hospitality.

This was my first trip to our most southern resorts. Cataloochee, in North Carolina's Great Smokey Mountains, is one of the most southern ski areas in our division; however, with their commitment to snowmaking, and their high elevation, they are often one of the first resorts to open for the season. Ober Gatlinburg, in Tennessee, is the most western resort in our division. Ober offers a multitude of activities for their guests, from a wildlife experience to a mountain coaster and everything in between. Often their guests ride the 120-person tram to the resort with plans to participate in their other activities and find themselves drawn into skiing or riding. Beech is the highest resort on the East coast with a base elevation of 4,675' and summit elevation of 5,506'. The base of Beech is 675' higher than the summit of my home hill in NH – Waterville Valley. While intellectu-

ally I know these southern resorts are at a higher elevation, it still surprises me as I travel south, and the elevation goes up.

I was impressed by the amount of vertical and the variety of terrain at the resorts I visited. The warm spell, over the Christmas holiday, meant only a few trails were open but it was clear there are plenty of options for beginners to advanced skiers and riders. The common theme is the commitment to creating memorable and positive experiences for their guests. In these southern resorts many of the guests visit from Florida, Georgia and even Texas. Often this is the first time they see snow. Snowboarding is a popular choice as participants transfer their skateboarding and surfing skills to the winter playground. It was inspiring to see the enthusiasm for sliding on snow, and a passion for teaching, alive and well at these resorts.

Key take-aways from my tour included an eagerness to get more events in the region, particularly at higher skill levels including Level 2 preps and movement analysis clinics. Also, a desire to work with the other resorts to help us plan a schedule that will work well for their members. A schedule that works well may include pre-requisites available before assessments; utilizing a variety of clinicians; offering back-to-back clinics that build on previous learning; and timing some events to work within school schedules for younger members. There is also a desire to develop more PSIA-AASI education staff in the area to help with training and ensuring members are up-to-speed with new resources and changes to the assessment processes. One idea I presented that received unanimous support is for an e-learning course to help teach snowsports in different languages and increase cultural awareness. Finally, cooperating with other outdoor education organizations to provide certification as part of their staff development is an opportunity to promote our mission and increase our membership. Everyone I met was genuinely grateful that I took the time for a visit, to listen and learn. I look forward to the opportunity to return to these resorts in the future and explore all the terrain they have to offer.

As I write this, I'm making plans for the next stops on my listening tour. I plan to visit McIntyre, Cannon, Loon, Whitetail, Timberline, Wintergreen, Massanutten, Snowshoe, Wisp and more. I'm working to be sure I connect with members in all disciplines. I'm also excited to participate in the [National Women's Summit](#) we are hosting at Stowe from February 27th to March 2nd. In addition, I look forward to celebrating the success of our [Women of Winter](#) scholarship winners at Windham, as we encourage and support BIPOC women to pursue opportunities to teach skiing or snowboarding. To stay up-to-date with my tour, follow us on Facebook at www.facebook.com/PSIA.E.AASI.

Where in the region is KB? Who knows where the next stop will be, but if it is at a resort near you, I encourage you to come say hi and share how we may help increase PSIA-AASI's value to you. ☺

KB's Great Listening Tour

By Kathy Brennan
Eastern Division CEO

My Listening Tour has been a wonderful opportunity to connect with members, explore the resorts in our division, gather feedback and suggestions, answer questions, and provide training and guidance. Many thanks to all the resorts who have hosted me and the people who have generously shared their time, energy and enthusiasm for our mission!

Genie Jennings

Wow! An e-learning class for teaching foreign language guests! Love that idea!

Suzu Chase-Motzkin

The listen and learn model we can all benefit from.

Kevin Neumann

It's wonderful to learn about our fellow PSIA AASI resorts

Karen Brown

As a special needs parent, I'm touched by Emma's observations about pursuing an adaptive certification.

Thomas Butler

I did an event with Tina Buckley and Maureen Harrington Drumme at Sugar once and the NC members were amazing. Such a fun and passionate crew.

Donna Kaye Denman Erwin

Interdepartmental collaborations are key to resort growth & improving the guest/human experience! Thanks for promoting this!



Development of a Lifelong Learner

By Christopher Ericson

PSIA-E Examiner; Education and Certification Committee Chairperson

While it is difficult to find a standardized definition of lifelong learning, it has generally been believed to be a continuously supportive process which stimulates and empowers individuals to acquire values, skills and understanding. It is in a sense, a paradigm-shift away from the ideas of teaching and training towards those of learning from knowledge-conveying instruction (me standing in front of you and here is a textbook, read it), to learning for personal development and from the acquisition of special skills. With our new Learning Connection Model and its supporting documents such as the Performance Guide, the connection to alternative educational theories could never be truer.

I can remember as a youth, being told by an adult that; “once you stop learning, you stop living.” I also most likely, rolled my eyes and looked at that adult with disdain, thinking to myself, *you stopped learning a long time ago*. Now for sure, I understood quickly that one should *learn from their mistakes or be destined to repeat them*. So, I did say that comment under my breath.

Some background about me that most don't know. I hated school, almost entirely from elementary through high school. As someone “diagnosed” with a learning disability, the square pegs in round holes never fit how I thought they should. I went through the paces, pulling “C's” most of the time with the help of tutors that my parents arraigned for me. I learned how to get through it and was sort of a hack, figuring out the process and not understanding the material. “What do I have to do to pass”, was a typical theme for me. I liked science, but I really loved the outdoors, especially hunting, fishing, hik-

ing, boating and of course skiing. My Junior year in High School was when I would start teaching skiing at Belleayre, which of course unknown at the time, would eventually have a huge impact on me.

When I graduated High School, I wanted to go to a college that embraced the things I really liked, such as the outdoors. A small upstate New York college, located in the heart of the Adirondacks named Paul Smith's was that answer for me. I still remember seeing the glossy colorful brochure for the Ecology and Environmental Technology major, with students outside, collecting data, analyzing water and tagging fish. Many classes were outside (in swamps collecting bugs), and the coursework made sense to me. It had meaning and application to other things and represented more of my values. For those familiar with PSC, I would be considered a “swampy”, not to be confused with a “stumpy” who was a Forestry Major. The coursework was also really challenging, that surprisingly, felt easier to accomplish than high school. As my partner in the outdoors, my father would often say to me how he wished he could go back to school, my school. When college graduation was near, my mother saw her boy, who had been frustrated his entire student-life transformed. She told me that she was happy that I had found something that made we *want* to learn and was more than surprised to find out that I wanted to continue my education into graduate school.

While in college I continued to teach at Belleayre. I remember meeting some of my original coaches like Ralph Combe, Bill Hornbeck, Craig Smith and Bill Muller. These were people who exuded passion for something in a way I had never seen. Always on the snow, training, teaching, training again

and doing it in all conditions. They wanted to always get better, not just attain. They wanted to learn more, understand more and build on it. The best part, was that they didn't want it for themselves, but to pass it along to others.

I remember Bill Hornbeck saying to me one rainy winter day; “let's go skiing Chrisy,” with his familiar *be-be-be* laugh. “You don't seem much like the reading type and you are not going to learn anything just sitting here in this dusty, smelly locker room, so you might as well get wet.” The lesson I received that day was that snow quality on a rainy day is pretty darn good, training and learning doesn't wait for the weatherman and yes, I would rather do it, than read about it.

As the years went by and fewer of the long timers were around, my place at the mountain became more apparent. My mentor, Craig Smith was always by my side. He liked the technical understanding side of skiing and was immensely well read on the history of skiing and the latest manuals. Although our styles of teaching were as different as the sun and moon, his passion for helping me and others get better was amazing. Craig would go to Pro Jam every year, attend multiple clinics throughout the east and always bring back and share what he was learning. When I was a young clinician, coaching other instructors, Craig would stand in the background. He would be unnoticed by others and quietly put up a finger, each time I said the word “OK”, making me aware of the language I was using while addressing a group. After making the Development Team, with Craig by my side, he came to me and said that our roles were now reversed; the teacher was now the student. He wanted my input, my coaching, my theories and ideas and would call me after I had gone to Ed Staff Training. “So, what's *new*” looking for that nugget of information. He embraced lifelong learning and never stopped looking for more information to help better his own craft or to make other instructors better at theirs.

My experience with education is that learning was difficult for me in the classroom and in a ski lodge. As was once said, the lodge is a place where you keep your ski bag, and the hill is where the education is experienced. Our sport is (or should be) experience driven and this is how we help our guests enjoy something that brings so much joy to us. Continue to learn, educate yourself, learn something new and become better at things you are already good at. When you stop learning, you stop living. ☞



Should I Go to the Alpine Development Team Tryout?

By Dave Capron

PSIA-E Alpine Development Team Coach; PSIA-E Alpine and Telemark Examiner

When asking yourself if you should you go to the Alpine Development Team Tryout, you need to consider two things. Do you love to share your passion and knowledge of skiing with others and do you have the time and energy to commit to the mission of PSIA-AASI? If you answer yes to those two questions, then this is the opportunity you may want to take. Being part of the PSIA-AASI Education staff is a job that requires sharing, collaboration, and continual personal growth. As an Education Staff Member, you will work with members at events, attend Staff Training, and be expected to bring the knowledge and information back to your home resort. Educational Staff members must be teachers, mentors, guides, cheerleaders, motivators, and most of all, leaders.

The Development Team is where future Alpine Examiners for the Eastern Region come from. You must earn a spot on the Alpine Development Team and fulfill all training and understudy requirements during your term on the team to be eligible to try out for the Alpine Examiner Training Squad (ETS). The term for a Development Team member is four years. For each of those years, a commitment of 15-20 days is expected of the team member. Those 15-20 days consist of two days of educational staff training, completion of the understudies that are required to become eligible for the ETS tryout, and potentially working as the leader of a group at educational events.

This year the tryout for the Alpine Development Team is scheduled for March 3-4, 2022 at Stowe Mountain Resort in Vermont. The tryout will test all of your skills in the three triangles of the Learning Connection Model. In the technical area you will have to ski at a high level above the Level 3 standard, do movement analysis of the other candidates in the tryout, and use your technical understanding to improve their performances. In the teaching area, you will be asked to lead the group multiple times to show your ability to utilize the teaching fundamentals and also to demonstrate your people skills. How you communicate and how you interact with other candidates and the scorers will be observed and evaluated during the entire tryout process. Both verbal and non-verbal communication will be evaluated. There will most likely be a cut at the end of the first day, based on the skiing scores. Candidates who do not make the cut on the first day will be invited to attend a training day on the second day.

When reading the above, I know some of you may think you may not want to challenge yourself, or put yourself under that kind of microscope. As challenging and as nerve bending an experience the tryout can be, it will help you grow as a ski teacher. No one is perfect and the best coach is often the best lifelong learner. As a teacher we must reflect and evaluate our performance constantly to make sure we are using all of the fundamentals of the Learning Connection Model at the highest level possible.

Training for the tryout should be focused around the Learning Connection Model and the fundamentals. Your training for the skiing should focus on developing and refining the five skiing fundamentals in a variety of challenging situations. The assessment activities that will be used in the skiing area at the tryout will focus on your ability to adapt and adjust your application of the five fundamentals in situations ranging from the beginner zone to advanced zone. When preparing for the coaching and movement analysis sections of the exam, you should focus on the fundamentals of teaching. It is important to use those fundamentals as you work through the teaching cycle, and to coach what is actually happening in front of you, instead of focusing on a pre-made presentation that you brought with you. Being able to adapt and adjust your plan to the candidates you are coaching is the mark of good teaching. The ability to use your people skills to manage your emotions and actions, as well as managing the emotions and actions of others while leading the group, are important ingredients to being able to have a positive impact on each individual in the group. Your ability to use your people skills while not leading the group will also be very important to show your willingness to learn and accept feedback, and how you can be a productive member of a team.

If you focus on the fundamentals of good skiing, good teaching, and good people skills in your training and preparation, you will be able to adapt and adjust to any skiing and coaching situation that comes up in the tryout. I can't emphasize enough, the path to success, is being able to adapt and adjust. That is what the greatest skiers and teachers are able to do.

For more information and the link to register: <https://www.psia-e.org/ed/eastern-staff-tryouts-development-teams/>

Editor's note: the deadline for the 2022 ACE and DEV team tryouts has passed. If this sounds of interest to you, please begin preparing for the next tryouts in 2024. ⏪

kids, kids, kids

ACE Team Selection

By Bonnie Kolber

ACE Team Coach and
AASI-E Examiner

National Children's Task Force

Teaching children well is both an art and a science that comes with its own rewards and challenges.

The understanding and application of developmental theories, teaching and learning styles, and techniques to make connections with kids while meeting both their and their parents' goals are specialized skills. Are you one of those unique and talented instructors that others come to for advice about getting kids going on skis or snowboards, maybe a trainer at your mountain, or just a real problem-solver when it comes to kids' lessons and issues? Are you passionate about teaching children and sharing your expertise with other instructors?

If so, then you should consider attending the Advanced Children's Educators (ACE) Team tryout at Stowe Mountain Resort, VT on March 3-4 this year. The ACE Team is a part of the Eastern Division Education staff and is made up of creative, knowledgeable, and experienced snowsports educators who run children's-focused events for our membership. To try out for the ACE Team you must be Level 3 certified and have attained your CS2. Knowledge of other disciplines is beneficial, as teaching children snowsports applies universal concepts across different equipment on snow. While there is no skiing/riding standard beyond Level 3, and no children's accreditation beyond CS2, the ACE Team is a place for those genuine Children's Specialists who can ski/ride and clinic at an education staff level.

If this sounds like you, please join us at Stowe on March 3-4, 2022 and show us what you can do! The deadline for registration and submission of application materials is January 31, so don't delay, register today! ⏪

around the east

Call for At-Large Nominations

By Kathy Brennan

Eastern Division CEO

In compliance with the Eastern Board of Directors structure, two at-large board seats are available and will be filled to serve a three-year term beginning June 1, 2022. An individual must be a certified level 1, 2 or 3 member in their fourth year of continuous membership to qualify to serve on the Board of Directors.

Interested members should review the governance materials including the Eastern Board Structure, Policy Manual and Bylaws on the website at <https://www.psia-e.org/who-we-are/governance/>.

The two at-large board members will be found via a nomination process. At-large board members will be selected for presentation to the membership based on the board's assessment of its needs for diversity of thought, experience, demographics, disciplines, age, gender, race, and expertise, etc. The nomination committee of the board will identify and solicit suitable candidates through board outreach as well as member nominations (including self-nominations) received during an open nomination period. All candidates will be vetted, and then a

candidate (or candidates) will be presented to the membership for a vote to fill the available number of at-large spots. The Eastern Nominating Committee will be accepting nominations for the board seats from March 1st through March 31, 2022.

To submit a Nomination Form, go to <https://fs9.formsite.com/PSIA-AASI-E/Nomination/index.html>. ☐☐

Foundation Scholarships Targeted to Help More Members to Achieve Their Goals

By Kathy Brennan

Eastern Division CEO

As the Education Foundation Scholarship Review Committee began reviewing the scholarship applications it became immediately clear there were many highly qualified, deserving, and eligible applicants. Members are eligible for awards if they are in good standing, did not receive and use awards last season, and were applying for on-hill events this season. To accommodate the demand for scholarship funds, the review committee decided to make partial awards; thereby, allowing more members to receive some aid for their events. Over 95% of the eligible applicants received scholarship funds.

For the 2021-22 season we are delighted to award a total of \$23,485 in scholarships to 190 applicants, averaging \$123 per applicant.

# of Awards	Total Amount Awarded	Scholarship Fund
110	\$12,725	Member Scholarship fund to support attendance at educational programs and events in all disciplines.
37	\$4,820	NextCore Next Steps segment of the Member Scholarship Fund designated for members in the 16-39 age group.
11	\$1,155	Terry Fund to support attendance at any children's education related program.
9	\$1,000	James Leader Memorial Fund to support employees of Killington Snowsports School and members from Vermont.
6	\$640	James K. Kapp Telemark Scholarship Fund for telemark educational events and exams.
5	\$1,000	Russell Fleming Memorial Scholarship to support diversity in snowsports education.
5	\$500	Burbridge Memorial Fund to support attendance at adaptive related programs.
4	\$1,080	Ed Staff Scholarship Fund to support the continuing development of members on the PSIA-AASI education staff.
2	\$400	Promising SnowPro Scholarship to support new members in pursuing their Level 1 certification. These members were nominated by their directors because they demonstrate the skills and aptitude for a promising future in snowsports.
1	\$165	Hetrick Scholarship Fund to those who provide time and talent to education writing projects.

Many thanks to the Scholarship Review Committee Chairperson, Dave Beckwith and the reviewers, Dave Capron and Ty Johnson, for generously volunteering their time and energy to review all the applications and make award decisions. ☐☐

NOTICE

PSIA-AASI Eastern Division Annual Membership Meeting

**Wednesday, February 16, 2022
at 7PM EST**

**Zoom Meeting ID: 862 8174 4660
<https://us06web.zoom.us/j/86281744660>**

During this online meeting, hear from the CEO, Kathy Brennan, and representatives from the Board of Directors, how things are going for the season and the division. Delve into input Kathy received from her Listening Tour stops and her vision for the future. Learn how the Board is working with the leadership and members to advance the mission of our organization. In addition, have the opportunity to ask questions and share ideas. At the finish of the call, Zone 1 Board Representative candidates will have the opportunity to give a brief statement to the members.

CALLING ALL FUTURE PROS

Beginning with the Spring 2022 Issue of the SnowPro Publication we will have a new section including pictures of our Future Snow Pros.

What did their first day sliding on snow look like?
Share their adventure!



Luke Gunnar Mawhinney
Age: 25 months - Front yard, PA

Submit your child or grandchild's image here:

<https://fs9.formsite.com/PSIA-AASI-E/FuturePro/index.html>

national report

*By Eric Jordan
Eastern Representative
PSIA-AASI Board of Directors*

Greetings, I hope your season is off to a great start! I am thrilled to be representing the Eastern Division, as well as the entire membership across the country, on the National Board of Directors. This is such an exciting time to be on the Board since there is a tremendous amount of momentum towards unification. If you have not already done so, please visit the certification tab at www.thesnowpros.org. There, you can view the updated National standards as well as the unified Performance Guides and Assessment Forms that will be used across the country this season. This is a HUGE step towards unification and a major milestone for the association!

The National Board had a very productive meeting in October and again in December. Below are the highlights from our meetings:

- Updated Award and Recognition Policy based on a proposal from the committee.
- Updated the Alumni Category in the bylaws to reflect the recommendations from the operational leaders. Moved from 10 to 6 years to correspond with the inactive policy.
- Updated bylaws to reflect change from Chairman to Chair. We also realized a larger edit should be done by the Leadership and Governance Committee to reflect proper pronouns, adding to the annual plan.
- Approved the National Standards.
- Reviewed annual audit provided by our CPA firm.

Another exciting event that took place in the "early season" was a visit to Canada to meet with the leaders of CSIA (The Canadian Ski Instructors Alliance). This was a really great initiative to kick off the season after not having much interaction internationally for the majority of Covid. Eliza Kuntz, our Board Chair, along with our CEO, Nick Herrin, were invited to give a presentation to the National CSIA Board and to collaborate regarding trends each association is seeing in their country. Two national team members joined the trip as well and participated in the CSIA on snow trainers training. It was a huge success and we are looking forward to continuing with this exchange in the spring at National Academy where a delegation from CSIA will be joining our event.

As you can see, there are lots of exciting things going on to strengthen our organization and provide you with the best membership experience possible.

Please feel free to reach out to me via email at enj5050@yahoo.com if you have any questions or concerns.

Best wishes for a great season!

Eric Jordan <<

Northern New England Board Selection Seat

By Kathy Brennan
Eastern Division CEO

THE ELECTION FOR THE NORTHERN NEW ENGLAND ZONE BOARD SEAT IS NOW LIVE! If you are an eligible voter living in NH, ME or VT, or you designated a snowsports school, in one of those states, as your snowsports teaching affiliation, you should have received an e-mail and personal invitation (including login instructions) to vote in the Northern New England zone election for the PSIA-AASI Eastern Board of Directors for a three-year term beginning spring 2022. If you believe you are an eligible voter and did not receive an e-mail with log-in instructions, please contact Director of IT Jodi Bedson at jbedson@psia-e.org.

We have six candidates running for the Northern New England seat. Candidate profiles are displayed in alphabetical order on the election website and reverse alphabetical order here. Candidates will also be given the opportunity to give a brief statement at the end of the Annual Membership Meeting on February 16 (more information on page 9). Voting concludes on March 1, 2022.

Candidate Profiles

Northern New England Zone Board Candidate:

Charlie Van Winkle

State of Residence: VT

Snowsports Affiliations:

Smugglers Notch Snow Sports University

Certifications:

Alpine Level 3, Telemark Level 3

Background & Qualifications:

I've been a snow sports professional for most of my life and I am Level 3 certified in both Alpine and Telemark disciplines. I've held several positions within the Snow Sport University at Smugglers Notch where I teach. From instructor, to supervisor, to trainer, to peer coach and mentor, I've worked both full and part time (weekends & holidays) but most of my days have been in a part time capacity. I collected my 30-year pin a couple of years ago. I



spend all my time on snow in tele equipment these days to keep things fresh, new, and challenging. I keep my heels down while teaching alpine, and all but the most astute students don't realize my heels are free unless I tell them. Professionally, I've had a diverse array of experience, mostly in the startup or emerging growth environments. Currently I run one of the larger commercial solar companies in the state of Vermont. I received a bachelor's degree in Environmental Planning and followed it up with a few graduate courses in management and finance. My linked in profile is found here: (<https://www.linkedin.com/in/charlesvanwinkle/>). If you are interested.

Statement of Philosophy & Direction:

I applaud the move in 2020 that the Eastern Board of Directors made to restructure the size, governance, and structure of the board. This move in my opinion, was a positive step in the way to effect meaningful change within the organization while reducing bureaucracy. My interest in the board position is to ensure longevity of the organization while meeting the needs of the membership. We need to recognize that our junior instructor program is a mechanism to enhance and help grow the instructor pipeline. In my lessons, I've learned that you must meet people where they are at and build off their existing skills to move forward in their sliding career. If we want the organization to grow, we must meet the next generation of instructors where they are at. While demographics, social media finances will play a constant role in the future of our organization, we need to evolve quickly. One positive of the pandemic is that folks turned to the outdoors as a relief mechanism for social distancing and isolation. All outdoor sports have seen a tremendous spike in interest, equipment sales and participation. We need to capitalize on this trend by seeking out new passionate instructors who can create a meaningful lesson and ignite the interest of a would-be gamer to be outside. If elected to the board I would endorse further development of the junior instructor program and the development of other avenues to help educate train and otherwise instill a passion for a sport that I have made a major part of my life. «

*"To ski or not to ski,
that is not
a question"*

Northern New England Zone Board Candidate:

Chris Saylor

State of Residence: VT

Snowsports Affiliations:

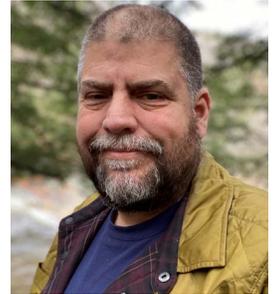
Okemo

Certifications:

Alpine Level 3

Background & Qualifications:

I have been involved with snow sports instruction for nearly 40 years, achieving my associate certification in 1986 and my level 3 in 1996. I have worked and large and small resorts



which gives me a wide perspective on the challenges our industry has. Currently, I am the general manager of the Okemo ski and ride school and I spent 17 great years as an A.C.E team member. Over the years I have spent time on a variety of boards the last being for LPCTV (cable access channel) and worked with the capital team during a facility build-out.

Statement of Philosophy & Direction:

This industry attracts some of the best people, we as an association need to welcome new members and give meaning to existing members. Driving value to education and continuing to offer engagement opportunities for all members. And of course free Ice Cream for all. «

Northern New England Zone Board Candidate:

Joseph Savitch

State of Residence: NH

Snowsports Affiliations:

Crotched Mountain

Certifications:

Alpine Level 1, Children's Specialist 1

Background & Qualifications:

I am responding to the call for candidates to the Eastern Division Zone 1 member at large board position. This will be my 12th year in the organization. In that time I have worked for several member



schools. I am an Alpine Level 1, Children's Specialist I certified instructor.

I have a deep passion for teaching/coaching snowsports. This season I have taken over the seasonal program at Crotched Mountain as well as Assistant Coach responsibilities at Merrimack High School.

In my free time, at my day job, I am the Director of Marketing & Operations at a digital agency in Bedford, NH. I have been in marketing for over 15 years. My day-to-day responsibilities leading the marketing team at our agency have given me a deep understanding of new and traditional media.

I believe that my varied experiences, with a focus in marketing, make me an ideal candidate for this position. In addition, I have been doing board work for almost 20 years. In college I was on the board of directors at Fitchburg Babe Ruth Baseball. I have served on boards for my children's schools and at various Temples we have belonged to over the years.

I understand how important these boards are to the successful execution of the organizations mission and I would be honored to be a part of this leadership group.

Statement of Philosophy & Direction:

My general philosophy is that every member in an organization needs to be heard and represented. As someone who is now over 40 the NextCore group doesn't really apply to me. So, I figured applying for this role was my best option to try and affect change.

As someone who has not achieved the highest level of certification I realize that I am not the typical candidate for this position. And that is why I am running. I believe that all members need a voice and I want to be that voice. This organization can, and should do more to advocate for the membership.

Instructors are on the front lines of snowsports (along with parking lot attendants, ticket window, and other greeters of guests). We some of the most visible ambassadors of our resorts, and we bring the fun!

We need clear, actionable messaging to inform the general public of who we are and why it is about more than "Go With A Pro". Our member resorts leverage our passion for education to deliver a top quality product to guests. It is time that our hard work and certifications were commonly known. I know what that silver pin means on your chest, but does your guest? Well, they should!

I'd like to be a new voice in the room--bringing a new perspective, a strong marketing background, and a passion for growth.

Thank you for considering me for this important role in PSIA. ☞

Northern New England Zone Board Candidate:

Richard Pierce

State of Residence: NH

Snowsports Affiliations:

Mountain Washington Valley Adaptive Sports

Certifications:

Adaptive Level 1

Background & Qualifications:

I was introduced to Adaptive Sports in 2010 and soon after began pursuing PSIA certification – I typically volunteer 5 to 6 days a week during the season to teach and train others in all the different disciplines – I have worked with the entire spectrum of disabilities - One of my VI students and I are now on the Cranmore Race Team – I travel to other mountains to train with them as well - I just returned from the Breckenridge where I did a full course load at the Hartford Ski Spectacular – I have served on many boards, not all are listed below – It has been my experience that PSIA protocols and standards have not been considered a priority among some Adaptive Organizations – I hope to change that – Over the decades I have been featured on magazine covers, periodicals and televised interviews – The most recent one is the link at the bottom of this page



Born 10/21/1956 UNH – BS Business Administration – 1975 thru 1979 CEO – Richard A Pierce and Associates LLC – Real Estate Development – 1977 thru 2016

Aviation – Pilot, Aerial Photography, Video Production 1979 thru Present
Chairman of Trustees – Second Congregational

Church – 1985 thru 2010

Partner – Ouida Oil – Speculation Oil and Natural

Gas Drilling – 1989 thru 1994

CEO – Tri Town Fuels – Retail Energy Supplier – 1991 thru 1998

Founder, Board of Directors – Total Energy Solutions – 1999 thru 2009

Explorer – Skied to the Geographic North Pole 1999

Performer – Perceptions of the Mind – 2003 thru Present

PSIA Certified Adaptive Instructor – MWVAS (formally AbilityPlus) – 2013 thru Present

Team Member – Artic Hot Point Solutions – 2016 thru Present – WW2 MIA & Aircraft Recovery, Greenland

<https://www.youtube.com/watch?v=dIaoBqZ8J80>

Statement of Philosophy & Direction:

PSIA based Adaptive Skiing is one of my many passions – I began skiing in the 60's - During my first season in Adaptive Sports, 2011 - I participated in a Basic Progression Clinic which I found highly annoying – Here I encountered a 30-something telling me everything that was wrong with my skiing – Annoyed as I was I decided to give it my all – It was a profound moment of enlightenment – I was hooked, these protocols actually work – I became a diehard proponent of PSIA – When I arrived at MWVAS (formally AbilityPlus), no one was PSIA certified, I became the only one and that remains to be true – I did push to get our organization to take PSIA more seriously as a standard, and I have been pursuing that ever since – We are doing great work, but there is no standard platform (like PSIA) from which to teach from – The best way to describe it is that everyone was just “winging it” – Adaptive can be challenging and quite often we need to invent new procedures to get our participants to the next level - That said, I believe having a standardized protocol that stems from PSIA gives everyone a centralized focus from which to build – One of the problems with Adaptive PSIA certification is that there is little incentive for pursuing it, everyone is a volunteer and PSIA just costs time, travel and money, not what most signed up for - They can just continue what they are doing without any added expense and commitment – I hope to switch that narrative finding new ways to incentivize personal growth

The other problem I hope to address is Mentoring and Coaching – In my area, I am the only one that has a current Adaptive Certification – I have been actively pursuing further certifications but there is no one here to be my Mentor or Coach, I train everyone – I do travel around and train with other programs, I seek out those with higher levels of expertise, but at the end of the day, I am on my own – It continues to be an uphill battle – Up until the past couple of years we have been an isolated program, whether or not that is true everywhere else I have no idea – Several years ago I began pursuing collaborative relationships with different programs, seeking to share and learn from everyone and encourage openness – Most programs, have been welcoming, gracious and eager to share – It would be one of my goals to get everyone who needs mentoring and coaching the support they need ☞

Northern New England Zone Board

Candidate:

Brandon Bock

State of Residence: VT

Snowsports Affiliations:
Okemo

Certifications:

Alpine Level 3, Adaptive Level 1, Children's Specialist 2, Freestyle Specialist 1

Background & Qualifications:

I began my snowsports journey at Hidden Valley Resort; a small, family oriented resort with 470 feet of vertical in southwest Pennsylvania. While there, I worked my way into serving essentially as the assistant snowsports school manager, children's program manager, and staff trainer while being the first person to attain their level three certification in two decades within our ski school. My time at Hidden Valley gave me a great deal of perspective on the issues that face younger members in their development pathway and members in areas with lesser resources.

I have since moved to Vermont and work as an instructor and staff trainer at Okemo where I get to routinely work with and hear from many different demographics in terms of age and gender. My snowsports career path combined with the many perspectives I've been able to hear thanks to the incredible individuals I've been fortunate to meet across the division, I believe, will not only allow me to make contributions as a Zone 1 representative, but as a representative of the Eastern division.

Outside of the snowsports industry, I've worked as a web-based software engineer, photographer & videographer, and have experience in other fields such as social media management, content production, graphic design, and professional writing.

Statement of Philosophy & Direction:

I strongly believe that we must not just think in terms of "growing" our youth and minority demographics, but to invest in developing young and diverse talent. I see this not just as an issue of keeping our industry and organization healthy as our membership gets older, but as an opportunity to push our entire industry forward and raise the bar even further of an already fantastic education staff.

Furthermore, while my passion may lie in fostering the development of youth, the older core of our division's demographics cannot be forgotten. Based on many of my discussions with our long-time members, they are often not just concerned about the value the PSIA provides them, but want to feel



like their immense years of experience, education, and what they can contribute are valued by the PSIA. While they may not be looking towards positions like the development team anymore, they want to contribute, and I believe there are many opportunities to fulfill those desires in ways that will help our industry and organization. «

Northern New England Zone Board

Candidate:

Tera Adams

State of Residence: VT

Snowsports Affiliations:
Adaptive Sports at Mount Snow

Certifications:

Snowboard Level 2, Adaptive Snowboard Level 2, Adaptive Alpine Level 2, Alpine Level 1, Children's Specialist 2, Freestyle Specialist 1, Telemark Level 1

Background & Qualifications:

I started out chasing a relationship with a ski bum, and while having never skied or snowboarded before, I got a job as indoor staff at Mammoth Ski School at age 20. The indoor "sick and sad" room duty was rough, so I jumped at the chance to learn to ski and teach on the magic carpet. I've held a job in snowsports for the past 20 years. My undergrad is in Parks, Recreation and Tourism from the University of Utah. This allowed me to continue working full time at Park City Resort, which I continued into my graduate career in Recreation Therapy, when I became a trainer at the Adaptive Snowsports School (National Ability Center) there.

The past 5 years I've been the Program Director at Adaptive Sports at Mount Snow, and have recently added the title of trainer at Mount Snow Ski and Ride School. The past 3 years I have served as the secretary of the board for the Southern Vermont Trails Association, a non-profit that manages backcountry skiing and riding zones in southern Vermont. My passion for snowsports is not just because I love snowboarding, but because I love the people I get to meet. This love has brought me to seek certifications across the disciplines. My certifications include Adaptive Alpine L2, PSIA L1, Adaptive Snowboard L2,



AASI L2, CS2, FS1, and Tele L1. I am actively working towards completing AASI L3 and Adaptive Snowboard L3, and I plan to complete Cross Country L1.

My hope is that my diverse experience has developed into a diverse perspective. I am passionate about this community, and actively seek to share it with others. Recruiting and training new paid and volunteer instructors is one of the highlights of my job. The ability to give back is the reason why I love what I do. One of the things I am proudest of is my ripping 11 year old son, who recently told me he wants to be a snowboard instructor. Being a snowsport instructor isn't a job, it's a lifestyle. It's as natural as lacing up my boots each day.

Statement of Philosophy & Direction:

While completing my graduate degree, my advisor emphasized that following a standard set by a governing body is the difference between a job and a profession. I believe in the profession of snowsports instruction. It can start as a weekend gig, and regardless of schedule, can become a profession. Those that give their skills "pro bono" are also professionals. I believe in the standards and in the organization that brings the professionals together.

I am presenting my candidacy in hopes to help make this professional organization more accessible, valuable, and relevant to both new and existing members. As a single mom, I get what it takes to put food on the table. I understand that this organization can be a way to access gear and discounts for you and your family. As a woman in leadership, I understand what it takes to be successful, but also, that it shouldn't take the effort that it does. I have fought and sacrificed to stay in the business full time, and empathize with those trying to go from weekends to a sustainable career. As someone who has made their path in a fringe discipline, I understand the struggle to have a voice at the table.

I want to use my experiences to help create spaces for new members that might not see PSIA/AASI as a fit for them. I believe the organization has potential, and incredible value for any snowsport instructor, regardless of age, background, or discipline. The diverse community of PSIA/AASI is its greatest (and most undervalued) benefit. I am excited about the potential to serve our existing membership by working to heighten visibility of our varied community, to facilitate ways to bring value to the individual and collective membership, and to continue to develop community amongst all disciplines, while supporting the standards of snowsport instruction. «

"Skiing and Riding are more than sports, they are a way of life."

Congratulations to Our Distinguished Award Winners

ProJam / Master's Academy Awards

Alisa Dotson, Liberty Mountain, Adaptive Snowsports Award for outstanding effort and commitment to providing empowering experiences for individuals with physical and cognitive disabilities.



Troy Maby, Elk Mountain, receives the Shred Award recognizing his passion, commitment and great spirit for snowboarding while promoting the culture and mountain lifestyle.



Photo credit: Brett Miller

Jim Kapp's daughters, Ricki and Kelly, receive their father's Kare Anderson Free Heel Award that recognizes his extraordinary commitment to promote free heel skiing and inspire others in living the Nordic life.



John Macdonald, King Pine, receives the Master Award recognizing a Level III instructor for his dedication to the highest level of professionalism in ski teaching and a sincere, deep commitment to the sport of skiing and the ski industry.



Dan & Karen Earley, Hidden Valley, share the Bill Muller award recognizing Level II instructor(s) for their great spirit, enthusiasm, and contribution to the sport of skiing and ski teaching.



Janet Hall, Liberty Mountain, Benji Award to a Level I instructor who conveys that the true spirit of skiing, sportsmanship, patience, humility, and humanity, can be a way of life.



Snow Sports Management Seminar Awards

Ross Boisvert, McIntyre Ski Area, Einar Aas Award for Excellence in Snowsports School Management. This award recognizes dynamic leadership of a snowsports school while achieving and maintaining the highest standards, as nominated by members and selected by his/her peers. Past award winners include: Freddie Anderson, Dave Merriam, Bertie Holland, Karen Dolan, Terry Barbour, Gwen Allard, Doug Kaufmann, Peter Weber, Franz Krickl, Wendy Frank and Paul Crenshaw.



Steve Howie, Bristol Mountain, Ron Kubicki Staff Appreciation Award in recognition of dedication to, and loyalty by, snowsports staff. This award recognizes a snowsports school director who has demonstrated support and advocacy for their staff and has earned tremendous respect, admiration, and loyalty from his or her school staff members. Past award winners include: Susan Smoll, Debbie Goslin, Tony Keller and Jay Barranger.



Division Service Award

Kathy Chandler, Waterville Valley Adaptive Sports, Division Service Award to recognize her long-standing dedication to snowsports education and a history of supporting PSIA-AASI members and programs.



Education Staff Awards

The following PSIA-AASI professionals have been awarded Eastern Division Lifetime Membership. They are recognized for outstanding long-term contributions to snowsports education.

Jeb Boyd, Lisa Segal and Michael (Toons) Bridgewater, have been awarded Joe Wood Examiner Emeritus Awards.



Rob Bevier has been awarded the Gordon Robbins Examiner Emeritus Award.

Dale Rodgers and Hal Westwood have been awarded the John Tidd Examiner Emeritus Awards. <<

Own the Backfoot

By Jay Nation

*PSIA-E Telemark Examiner, Alpine Level III
Seven Springs, PA and Winter Park, CO*

In 2006, after a successful conclusion to the level 3 alpine teaching exam, I settled into my role as an alpine trainer at Seven Springs Mountain Resort in Pennsylvania. I was fairly content in that position, but a good friend, Jim Kapp (level 3 telemark instructor), thought otherwise. Weekly he would urge me to try telemarking; assuring me that it would “make me a better alpiner!” Eventually his persuasive powers overcame my objections and I broke down and purchased a pair of tele boots and bindings to embark on a journey into the Nordic world. It was a challenge that I would find both perplexing and addicting.

I spent the majority of the first season sliding around on intermediate terrain in an effort to develop a functional tele stance. But as I made the transition from alpine to telemark, I frequently found myself either having the back ski ripped out from under me or falling flat on my face. Neither scenario was very appealing. My mentor and coach consistently reminded me that I needed more weight on my back foot. However, any ownership of the back ski eluded me that entire year.

The following season, I was fortunate to ski with a former PSIA-E telemark examiner, Darell Hensley, from Timberline, WV at Telepalooza (the annual telemark festival at Seven Springs, PA). I remember watching how he stood on his back ski and how it arced the same path as his front ski. His movements were continuous and flowing and his lead change was spread out over the duration of each turn. Even though he moved with the ease of walking, it seemed that no matter how hard I tried, I found myself stumbling. I continued to quickly push my feet past each other in an attempt to maintain balance and always ended up with most of my weight on my front foot.

When Telepalooza came around the next season, I was first in line to ski with the visiting examiner. I skied with Don Sensenig and he suggested that I experiment with “a lighter outside ski.” This simple idea was the key to breaking out of my plateau. As I worked to lighten the outside ski, I began to carry more weight on my new inside foot. I had more weight there at turn initiation, maintained it in the fall line and was able to stand on it as it moved behind me thru the end of the turn. The result of this was amazing! With this proactive weighting, I wasn’t struggling anymore to get weight on my back foot and finally, I was able to pass my feet at a steady rate.

As I experimented with this new movement, I began to notice things inside my back boot that had remained unnoticed up until now. Most noticeable was the way that I raised the heel of my rear boot. When I first attempted to develop a tele stance, I tried to lift my heel and at the same time push down on the ball of my foot. That made any weighting of the rear foot very sequential and difficult to accomplish. Now, the heel wasn’t lifted, it rose as a result of dropping my knee and driving the cuff of the boot forward. My back shin actively flexed into the tongue of the boot and the boot then transferred that pressure to the ski. This was my gateway to more versatile and dynamic skiing.

Up until that point, I had one style of movement that I used for everything. I

stepped forward on my front foot and my center of mass (CM) moved forward with it. Now I understood that there were actually countless ways to change leads, and they fell into three basic variations. In each, weight was maintained on the back foot or new inside ski, in just a slightly different fashion.

At my home resort, there is little off-piste skiing and most of the slopes are groomed. Carving on these open groomers, I found that initiating a turn by moving my CM over the new inside ski allowed me to stand on it and move the outside ski forward along its length – much like a place kicker supports his CM on his plant foot and drives his outside foot to kick a field goal. The CM crossed over to the front foot (new inside ski) and balanced there as the outside foot was driven forward. As I did this, the question wasn’t about how I could get more weight on my back foot, but rather how much I decided to transfer to my front foot.

This movement didn’t work as well on those occasions when I strayed off of the groomed trails. In the moguls and trees, I found that it was more efficient to have a focus of pulling the front foot back under the CM to initiate the turn. Not only did this pull the old downhill ski out of the way for the new turn, but it also pulled the ski back under my CM and allowed me to stand on both feet as they passed. This scissoring movement was quicker and made it easier to shape short radius turns. As my feet slowly passed, they spent more time side by side making it easier to turn my legs from the hip sockets. When I was front foot dominant, short turns were very difficult to make and I frequently found myself bracing on my front foot taking most of the weight off of my back ski.

The third movement became apparent to me on a trip to Utah, when a winter storm dropped 55 inches of snow. On the first run at Solitude, in that deep snow, the first two patterns I had come to know didn’t work well at all. After several face plants and exhausted thighs, I knew I needed to do something drastically different. I remembered watching a video on YouTube where National Team member, Scott McGee talked about “load and launch” in powder. On my second run, I stepped back in an effort to load and bend my rear ski. As the energy that movement created was released, it launched me toward the snow surface and into the next turn. As I lightened, I again stepped back on my rear foot, bent the ski, and playfully bounced from turn to turn. The day ended with a sense of exhilaration and a longing for another day of deep powder.

Looking back over my journey, I realize I began as a reactive tele skier. My reactions were directed at redistributing weight or moving to regain balance. Over the past several years, I have learned to be more of a proactive skier. By acting instead of reacting, I no longer struggle with weighting my back foot and I now have command of managing the pressure on the rear ski. With that mastery, losing my back ski to snow snakes or going over the handlebars has become a concern of the past. And with mastery of the back foot, tele skiing has become much less perplexing, and way more addicting!

Oh, and by the way, my newfound sense of balance HAS improved my alpine skiing! <<

Tele Exam Prep: Know your Fundamentals

By Matt Charles

PSIA-E Telemark Examiner

Belleayre Mountain, NY

If you are trying to advance to the next PSIA Telemark level this year, I have some very important information for you: The 6 Telemark Fundamentals are ... fundamental to your success. People Skills, Teaching Skills, and Technical Skills are important (and they all touch on their own fundamentals), but the “Movement Analysis” and “Technical Understanding” portions of the assessment scoring system lean heavily on *your knowledge* of the 6 Telemark Skiing Fundamental Movements. The members of the Education Staff want everyone to be successful when they take an assessment (exam), so here is some advice to help us talk about these movements in a concise, straightforward, and useful way.

First, let’s do a quick review of the Telemark Skiing Fundamentals:

- Control the size, intensity, and timing of the lead change
- Control the fore/aft relationship of the center of mass to the base of support to manage pressure along the length of the skis
- Control the lateral relationship of the center of mass to the base of support to manage pressure from ski to ski
- Control edge angles through a combination of inclination and angulation
- Control the turning of the skis with rotation of the feet and legs in conjunction with discipline in the upper body
- Regulate the amount of pressure created through ski/snow interaction

The lead change fundamental is distinct to telemark, and the others are similar to those of our alpine friends, but not exactly the same. If you are interested in the discussions that occurred as these fundamentals were being created, Greg Dixon has an informative post on the PSIA Telemark Facebook Page. The reason that these fundamentals are important is that our assessment scoring system specifically references these telemark movements *at every level*. Even a beginning telemark instructor (seeking Level 1 certification) is expected to use a fundamental movement to describe the skiing of their peers. As instructors advance to Level II and Level III, the descriptions get more complicated. Let’s get into the specifics:

In addition to the “Skiing Performance” section of the assessment, the score sheets reference the fundamentals in the “Movement Analysis” and “Technical Understanding” sections. The movement analysis section asks candidates to describe ski and body performance, connect body performance to ski performance, evaluate cause and effect relationships, and prescribe precise changes in skiing, all while referencing specific fundamentals. An example would be watching a skier and saying something like:

1. (Describe Performance) “The skier is very effective at twisting their feet to turn the skis. There is a loss of **discipline in the upper body** as the skier turns. Notice that the upper body and lower body twist together.
2. (Connect Performance) “Because the skier is twisting the upper and lower body together, the tails of the skis are washing out. The skier is not effectively using the edge angles that he built using **angulation in his lower legs** during the early part of the turn. At the bottom of the turn, he is no longer using the sidecut of the ski, and is just twisting to change direction.
3. (Cause and Effect) “There are several issues that pop up as a result of the skier’s tendency to rotate the upper body and wash out his tails. The **timing of the lead change** is affected as the skier reaches the bottom of the turn. Notice his feet stall as his tails slide. Additionally, he is not able to effectively **control the lateral relationship of the center of mass from ski to ski**. At a time when he should be dynamically

coming out of his last turn, feeling a little rebound energy from the skis, and starting to transition, he looks static, upright, and skiddy.”

4. (Evaluate and Prescribe) “Ideally, the skier would take the **new angles** that he built early in the turn and use them more effectively. As he reaches the fall line, he would focus on a **disciplined upper body** to create a little counter. Building off that solidity, he would **stand on the outside ski**, draw back the **edged** inside ski, and focus on a **smooth, continuous lead change** through the turn transition. As **natural pressures are created at the bottom of the turn**, he might be able to harness that energy, along with an active **movement of his center of mass** (directed by the feet and legs), to more effectively use the rebound energy of that bamboo-core ski he’s using.

Each part of your movement analysis should reference the fundamentals in some way (and it’s always important to throw in a little equipment talk – that’s also scored!). At the upper levels, instructors are expected to describe how the fundamentals interact with each other “in all turn phases”. All of this will demonstrate strong “Technical Understanding” skills, which is also part of the assessment.

The “Technical Understanding” score sheet specifically references fundamentals in two ways, in the candidates’ descriptions of “ideal performances” and their understanding of “biomechanics/physics.” When describing an ideal performance, it is important to reference the fundamental in your description. To pick one example, let’s say we’re talking about applying an edge gradually instead of all at once. You could say something like: “A skier could use **both inclination and angulation** in different parts of the turn to **control their edge angles**, allowing them to apply the edge progressively.” Then you could talk about the parts of the turn where different body movements are happening, getting into the biomechanics/physics aspect, and pulling in other fundamentals. For example, you could say “On steeper terrain, I find that **inclination** is not as useful to me as **angulation**. When I think about **controlling my center of mass from ski to ski**, if I am *too* inclined to the inside of the turn, I lose that strong outside ski that I am trying to develop, particularly in the apex/belly of the turn. It also affects the **timing of my lead change**, because I have trouble **managing pressure from ski to ski** (and **getting my center of mass forward** over my feet) when I am in a tilted position. For this reason, I prefer to use foot, ankle, and leg movements to **shift my center of mass** away from the hill, which creates these **angles in my lower legs**, and allows me to **manage pressure from ski to ski**, leaving me with a strong outside ski, a **smooth lead change**, and a fluid transition into my next turn.”

Talking this way about skiing might feel awkward at first, particularly if you are stuck in the Balance, Rotary, Edging, Pressure (BERP) paradigm. But since skiing (particularly Telemark skiing) is a sport of gravity-fueled motion, it is essential to describe skiing in terms of movements. It will take practice, and I suggest that when doing movement analysis in a lesson (or from the chairlift), you train yourself to think about the fundamentals. Ask yourself: “What fundamental is this skier doing well? What is lacking?” Start saying things out loud. Get to the point where you “own” the all the lingo and it becomes second nature to you. Including the telemark fundamentals in your natural teaching talk may also help get at the “Hows and Whys” that the Educational Staff consistently tries to pull out of exam candidates.

Describing, understanding, and improving people’s telemark skiing is a difficult undertaking. So many body movements, adjustments, micro-recoveries, and thrilling sensations happen over the course of just one run, it feels a bit soulless to shrink it all down into 6 movements. But when you start speaking the language, you start to realize that the fundamentals can be expansive, growing with telemark skiers as they get better and better. True mastery of anything involves knowing the basics and then wielding that knowledge to push the envelope further. So now you know the basics. Take this knowledge and go coach some tele skiers. <<

Nordic Review: The New Year is Here

By Mickey Stone

PSIA-E Nordic Examiner

Nordic Coordinator

Well, we all got the season started fairly safely despite challenging conditions, changing covid rules and the difficulty of adhering to the new protocols that seem to come out each week. Thank you all for being understanding and following the guidelines of the resorts and PSIA-E.

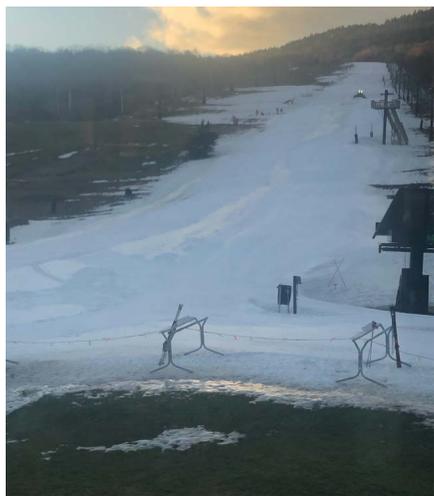
We kicked the season off with an in-house exam at Holiday Valley, which changed to Holimont due to no snow. A big shout out to Adele Wellman, Tele Development Team member, who did her first solo event with a lot of challenges. Remember the days of "PATCH" skiing at Mad River Glen; well, this is what Adele had to do too.



Congratulations to our new Level I members; Jonathan, Stephen, Karen, Ann, Don and Travis

We had a great turn out at the Mini Academy at Killington with 12 participants. The best thing about this event is that we got to tele in the rain. I know that is a pleasure for all of us especially early season. Your uniform gets washed, gloves rinsed out, you get to pour a cup of water out of your boots, kinesthetic sensations of water dripping down your body and to top it off, your vehicle gets a free wash. This was a win-win situation for all, plus the snow conditions were soft and spring like, which makes for "snow hold trust." As our luck stayed with us, the temperature dropped to the 20's that night. Day two was on boilerplate, golf balls, shredded glass and then piles of that with a skating rink in the middle. Perfect for telemark skis!

Now note this is only a true description of it all, absolutely no complaints because we were all happy to be back at an on-snow event and see old friends and new. We all agreed it was well worth it. Shout out to Mini Academy participants and Ali Pirnar. Day two was unskiable until the groomers could get on it in the late morning to grind it up. You can see the glaze in the middle of Snowshed below.



Thank you, Killington groomers, you saved the day from the "Glaze."

We moved into the Tele Pro Jam for the next week and seemingly dodged the bullet with the weather. Good grooming allowed us to ski Superstar and some of the steeper sections that were open for the week. A total of 28 participants with four groups braved the conditions and low snow. A big shout out to Finbarr (Dorsal) O'Connor and John Deddens for passing Level I. The same for our first Telemark College and Level II Exam; shout outs to Joe Cetola, Matt Ruddy and Alejandro Bravo. Great job by all.



New Level II's Matt Ruddy, Keith Rodney National Tele Team, Jay Nation Tele Examiner, Alejandro Bravo, Joe Cetola and photo bomber Dr Dave Berger (behind Jay).

Our highlight of the week was our famous Norwegian Party in the back of Mickey's truck. Aquavit, ghejost (caramelized goat cheese) smoked salmon, gravlax (donated by a participant) black caviar, chocolate, sausages (thank you Randy and Paul) and MORE AQUAVIT.



Norwegian Buffet Extraordinaire

Every year at Pro Jam we select an individual for the KARE ANDERSON AWARD who has help grow the Tele sport with enthusiasm, dedication, inspiration and by example. This past year we paid tribute to JIM KAPP from Seven Springs, creator of the Appalachian Mountain Telemark Club and the creator of the successful festival TELEPALOOZA. Jim had been involved for over 30 years in PSIA-E; he was a certified Level III and constantly trying to spread the word on tele.

We decided without a doubt that this year's Kare Anderson Award should be awarded to Jim Kapp posthumously. With the help of Jay Nation and the Eastern office, we invited his two wonderful daughters to Pro Jam for the week of skiing, the Norwegian party and to accept the award on behalf of their loving and dedicated father. Both the girls tele (because of their Dad) and were game all week with the sporty conditions. We cannot say how heartfelt and emotional this was for all of us, but we were so happy Jim's daughters could be there proudly representing their father and accepting the award on his behalf.

we got next! NextCore News

Special Shout Outs to Those Who Give

By Matt Lyerly
NextCore Program Director
A2, CS1, FS1
Massanutten Resort, VA

The Next Core Action Committee would like to take a minute to thank all who donated to the scholarship fund during Pro Jam. At the beginning of the week, an anonymous donor pledged a \$1,000 donation to the Next Core Scholarship Fund if we could raise an additional \$1,000 during the week to match. Thanks to all of you in the organization who donated, we matched the \$1,000 for a total scholarship pool of \$2,000. As young members of the organization, scholarships provide additional incentive to further our education and are a great way to anchor our aspirations of greatness within the organization.

Special thanks to everyone who contributed!

Next Core is a group of 16-39 year-old members within the Eastern Division. Check out our Facebook page: <https://www.facebook.com/groups/NextcoreEast> <<

>> Nordic Review, continued from previous page



Kelly Kapp Level II tele is on the left and Ricki Kapp is on the right. Thank you for your inspiration!!!

Our XC events went equally well in spite of the fact that they faced all the challenges that the tele group also encountered. Shout out to Bretton Woods XC Ski Director and Nordic Examiner, Mike Innes, who expertly moved enough snow around so they could have a 10' wide strip a couple hundred yards long FOR THREE DAYS. Yes, that is what I said. Nice job, Mike! According to the event evaluations, everyone had fun and participants were able to do a lot of skiing. Shout out to Randy French and Mike Innes.

In Memoriam

Harry C. "Brud" Davis, III

Harry C. Davis, III, "Brud", age 88 of Bridgeville, DE, passed away on Monday, November 29, 2021, at his home. He was born on May 28, 1933, in Milford, Delaware, son of the late Harry C., II and Elsie Davis.

He was the ski school director of Elk Mountain, Pennsylvania for many years and taught his three children to ski and ski race. He made it a family sport with his wife, Wanda, teaching skiing and running the racing program at Elk Mt.

"Iron man", was the nickname given to him by his peers due to his work ethic and stamina. He was certified in alpine and nordic downhill and attended many National Academies and loved skiing in the West!

Brud attended Duke University in Durham, NC. He owned and operated HC Davis Co. in Bridgeville for 70 years. Brud was a member of Sons of the American Revolution, life member of the Bridgeville Kiwanis Club, a skilled wood carver and basket weaver. Brud stayed active, even into old age, by playing tennis, golf, and cycling. He was an enthusiastic dancer, who cut a rug at every given opportunity. Above all, Brud cherished time spent with those he held most dear. He was a loving and devoted husband, father, grandfather, and friend, who was loved by many and will be deeply missed by all who had the good fortune to know him.

In addition to his parents, Brud was preceded in death by his son, Hank Davis; and his daughter, Jennifer Sara Davis, just five weeks prior. He is survived by his beloved wife, Wanda Davis; his children: Kelly Davis and Matt Davis; and his grandsons: Patrick Davis and William Davis and niece, Sara Davis.

In lieu of flowers, the family requests contributions in Brud's memory to Delaware Hospice, 100 Patriots Way, Milford, DE 19963.

Thank you PSIA for making my Dad's life fun for him!!
Kelly Davis <<



Bretton Woods xc skiing the "Patch"

Randy French then drove from New Hampshire to Lapland Lakes where Julie West joined forces and they conducted an in-house event for 20 xc skiers. They all had to drive to a local ski resort for snow. The dedication, preparation and response to dealing with Covid and other challenges really shows us how all the Examiners are true professionals who go above and beyond the call of duty to make sure each event is successful.

TO THE NORDS: Enjoy the kickoff of the season, be safe, be smart and have fun. <<

PRO JAM & MASTER'S ACADEMY 2021



PRO JAM & MASTER'S ACADEMY

2021



AASI Update Winter 2022

By Brian Donovan

AASI-E Advisor and Examiner

PSIA-AASI Snowboard National

Team Member

Attention all Ski/Ride School Directors, staff trainers, and AASI members thinking about taking a Certification Exam sometime in the not-too-distant future: Listen Up! Certification Exams have evolved, and you need to pay attention to ensure that you're prepared to perform at your best this winter and beyond.

As we usher in the 2020 PSIA-AASI Snowboard National Standards and the Snowboard Performance Guide, there are some key details you should be paying attention to when it comes to content and process improvements and updates:

1. Certification Exams are meant to mimic what instructors do at their resort when they're teaching real lessons. One of the biggest focal points as we evolve the Certification Exams is to ensure that the Exams are used to evaluate snowboard instructors' ability to demonstrate skills that are relevant to successfully teach snowboarding to guests at your home resort. Don't come to an Exam trying to teach differently than you do during all your other lessons and clinics. Examiners want to see and assess what a real lesson with you is like.
2. Level 1 Exams – Focus on teaching and riding in beginner- and intermediate-zone terrain and on extra-small and small freestyle features.
3. Level 2 Exams – Focus on teaching and riding in beginner-, intermediate-, and some advanced-zone terrain, and on small freestyle features.
4. Level 3 Exams – Focus on teaching and riding in all terrain zones and on small through medium freestyle features.
5. Beefed up Movement Analysis and Technical Understanding components to the exams are a reality, so be prepared. Movement Analysis is critical to being able to effectively teach, and so we need to see your Movement Analysis skills at Exams. Candidates should come to Certification Exams ready to demonstrate their ability to utilize their Movement Analysis skills, personal experience, and Technical Understanding to be able to dissect snowboarding activities, collaborate with students, and develop

relevant feedback and teaching scenarios rooted in that Movement Analysis. Plan to utilize the Observe, Describe, and Prescribe model, the other methods for watching and analyzing a rider (top down, core out, and board up), and using these tools to demonstrate your understanding of efficient versus inefficient snowboarding. Prepare to have activities that focus primarily on your Movement Analysis skills be present in your Exam experience.

6. Speaking of **Observe**: At your Exam, don't start teaching without watching your students ride first. Outside of possibly a New-To-Sport lesson, I highly doubt you ever start a lesson at your home resort with an in-depth description of what you want your student(s) to do prior to ever watching them slide on their snowboard. You probably don't get off the top of the lift with a student and go into a long-winded teaching explanation of what you want them to do without assessing what they are capable of and comfortable with first. So why would you start a teaching segment at a Certification Exam by coaching your students without first seeing them snowboard? Remember: we want to see how you really teach when you're at your home resort. So, make sure you're paying attention to the other riders in your group throughout the entire day, pay attention to their riding habits and tendencies, pay attention to their efficiencies and inefficiencies, and use that information to develop your teaching segment(s) and the feedback you deliver during your Exam.
7. Expect to teach to your peers at the Exams – While the CAP model will continue to be an extremely important part of your ability to adapt your teaching segments and technical understanding to match the students you're working with, do not come to Certification Exams planning on teaching imaginary students. Be prepared to demonstrate your teaching prowess by teaching other members of your group during your Exam and apply the elements of the CAP model to how your peers show up in the Cognitive, Associative, and Physical realms of development. During an Exam, continuously evaluate the members of your group on how you can best adapt a lesson program to them, and make sure to do that when it's your turn to teach. Then be prepared to answer questions about how you might change a teaching segment if you had students who demonstrated different characteristics of the CAP model so that the Examiners can understand the depth of your experience and knowledge and your ability to teach in a student-centered manner. Remember that it's all about teaching to our students and adapting our teaching to them.
8. Digital Assessment Forms – Get familiar with these. They are digital. You'll receive them electronically. They'll automatically upload to the **My Docs** section on your www.thesnowpros.org profile. And you can find blank digital assessment forms under the "Certification" tab on the PSIA-AASI National website.
9. Longer Teaching Segments – Be prepared to teach for 15 – 20 minutes at your Exam. To give you ample opportunity to demonstrate your proficiency at teaching, you should anticipate teaching segments that provide you with at least 15 – 20 minutes of time. Increasing the length of teaching segments is meant to give candidates more opportunity to assess and collaborate with their students, continually evaluate, monitor, and assess goals and motivations of their students, and develop logical and relevant teaching segments that demonstrate how you behave with real students.
10. Why do we have Riding Activities (tasks) at Exams? – Riding Activities at Exams are used by the Examiners to evaluate your ability to **demonstrate** movements, performances, tactics, and skills for your students. Riding Activities are utilized to see if you can demonstrate skills for your students that align with the knowledge and content that you are communicating with them in the different zones of the mountain.
11. Get familiar with the lingo of the Snowboard Certification Standards
 - a. Learning Outcomes - Learning outcomes represent what is to be achieved upon completion of each level of Certification.
 - b. Learning Experiences - Suggested approaches to aid individuals in their development as professional snowsports educators. These are all the events that you will work through during your journey towards being a better instructor, and you will be challenged to draw from these experiences to demonstrate your knowledge and skill in your teaching and riding at Exams.
 - c. Assessment Activities - These are the activities a candidate performs to demonstrate that learning has occurred. (These have historically been described as tasks or maneuvers.) Assessment Activities will be the various riding activities you do, teaching segments you present, discussions you participate in, and questions you answer at an Exam

to demonstrate your proficiency at that level.

- d. Assessment Criteria - Representing the “level of standard,” assessment criteria outline performance details that specify to what level the learning outcomes have been met.

12. Assessment 6-Point Scale – The numbers on your Exam Assessment Form are not just numbers. Each of those numbers are tied to a candidate’s proficiency at demonstrating skills during an Exam. Make sure that you understand that the numbers correlate to the consistency, accuracy, and efficiency of your performance during an Exam. The 6-Point Scale is:

- 1 = Essential elements are not observed or not present.
2 = Essential elements are beginning to appear.

3 = Essential elements appear, but not with consistency.

4 = Essential elements appear regularly at a satisfactory level.

5 = Essential elements appear frequently, above the required level.

6 = Essential elements appear continuously, at a superior level.

13. Get familiar with the “Certification” tab on the PSIA-AASI National website at www.thesnowpros.org. This will be your 1-stop shop for all of your training content and material.

The most exciting parts of this new evolution to the PSIA-AASI Snowboard Certification Standards and Exam process is that the same content is now available to AASI Examiners, resort trainers, Ski/Ride School Directors, and all our membership across the entire organization. We are all working with the same tools. As we aim for consistency across

the country for Certification Exams, we have created a path forward that does not require anyone to try to figure out the secret code for what is going to happen at a Certification Exam. Study all of these new resources in combination with PSIA-AASI manuals, get out and ride your snowboard on terrain that is appropriate for the Certification Exam you’re training towards, teach lots of lessons in the zones of the mountain relative to the Certification Exam you’re training towards, and continually develop and refine your Movement Analysis, Technical Understanding, and ability to create lessons that are both student-centered and draw from your own personal experiences and knowledge. This is the recipe for becoming a better instructor. This is the recipe for being prepared for your Exam. Certification Exams aren’t the journey; they are an opportunity to demonstrate your skills to meet a standard. Certification Exams are an opportunity to demonstrate everything you do every single day with your real students at your home resort. I hope this helps! <<

Opening the Door to Your Creativity

By Danielle Needle

S3, CS2, FS1; AASI-E Dev Team; Liberty Mountain Resort, PA

Are you creative?
The very question may send you into a tailspin of self-doubt.

“Oh, no, I can’t draw to save my life.”

“I’m more of a spreadsheet person than a poet.”

But creativity can express itself in many forms other than the arts. Isn’t the surgeon who invents a new technique creatively solving a problem? What about the businessperson who builds the ideal team to increase sales? What about you when you find the perfect way to connect with that little one on snow and she makes her first toeside turns?

Still not convinced? Maybe the problem lies in the question itself. Perhaps creativity isn’t something that we “are,” but rather something that we “do.” It can be trained and strengthened. Embracing this growth mindset, how can we exercise our creative muscles?

Imagine yourself playing this creativity game from Liberty’s indoor returning staff clinic a few seasons ago. I split the instructors into teams of six and threw out a challenge: which group can plan, engineer, and build the tallest tower within a certain time limit? Each team had a budget of \$50 in play money, and materials at the “store” were priced according to potential usefulness: toothpicks were pretty cheap but wouldn’t get the builders too far; dowel rods and tape were more useful but ate up bigger chunks of the bank. Other materials ranged from ribbons to linguine to paper clips to plastic boxes. There was lots of chatter in the room as teams collaborated on their designs, purchased their materials, and started to execute their plans, with plenty of furtive glances

across the room to size up the competition. Creative confidence soared.

Then came the monkey wrench. With just two minutes of build time left, I changed the rules. The towers had to be strong enough to hold two large marshmallows on top.

Are you still imagining yourself playing along? Take a moment to recognize the internal reaction you had to the last-minute rule change. That was the real lesson of the day! Your response to the challenge may reflect your degree of “openness,” one of psychology’s “big five” personality traits along with conscientiousness, extraversion, agreeableness, and neuroticism. Within each dimension of personality, people exist somewhere on a continuum between two extremes. For example, the neuroticism scale runs from secure/confident to sensitive/nervous. Within openness, we range from inventive/curious to consistent/cautious. Creativity is thought to be directly tied to the inventive/curious side of the openness spectrum. People who tend to be open to new experiences also tend to find their reward in the process of rising to a challenge rather than in the guaranteed outcome of a safe bet. In fact, the teams in the tower-building game who saw the new rule as an opportunity to build something cooler fared much better than the teams who wasted precious time complaining about the unfairness of the rule change.

What does this have to do with teaching snowsports? Everything! Monkey wrenches of different sizes come flying our way all the time. Maybe there’s an injury, an equipment failure, or a drastic

weather change. Maybe you get out there and discover your student’s heart isn’t in it because someone is forcing him to take this lesson. Maybe her skill level was drastically misrepresented. Will the challenge ruin everyone’s day, or will you take it as an opportunity to invent a creative solution that goes above and beyond to serve your guest? The answer starts with self-awareness of your reaction, then a conscious decision on how you will act on it.

The people skills fundamentals of the Learning Connection Model provide a great underpinning for developing positive relationships with our students:

- Develop relationships based on trust.
- Engage in meaningful two-way communication.
- Identify, understand, and manage your emotions and actions.
- Recognize and influence the behaviors, motivations, and emotions of others.

We can especially apply “Identify, understand, and manage your emotions and actions” to keep things positive when we encounter unforeseen obstacles.

- Identify (the what): What was my internal reaction to this challenge?
- Understand (the why): Why might I have reacted this way?
- Manage (the how): How will I act with the group in light of this challenge? Also, how will I choose to see future challenges? Can I reframe them as opportunities?

This fundamental exercise can help us train our openness so we grow as communicators and offer the very best of our creative selves to our guests. <<

Being on the Sidelines: An Introspective Look at Coping with Injuries

By Ian T. Boyle

Snowboard Level III, CS2, FS1

AASI-E Examiner Training Squad

Jay Peak Ski Resort, VT

Injuries are far more than just whatever physical pain or limitations that come with them. There are also mental hurdles that come with knowing that goals, mobility, and other parts of “normal” life have just come to a pause. In this article I would like to share with you some of the ways I have learned to stay positive, motivated, and come back stronger following a major injury.

It is August 2019 and I find myself fortunate enough to be enjoying a warm New Zealand winter day. Full of sun, perfect corn snow, and great vibes going into the next run through the park. Moments before I am chatting with a friend of my butterflies since the following Northern Hemisphere season, I planned on starting the process of trying out for the AASI National Team. After a few words of encouragement, we drop in.

First hit, solid.

Second hit, single barrel rail, buttery smooth.

Third hit, a perfectly manicured jump, a mis-movement on takeoff, a slam upon landing with an all too familiar pop of my shoulder dislocating. However, this time would prove to be different.

Normally, the soreness from the dislocation would dissipate in a few days and I would be sure to take it easy over the next couple of weeks to heal. A couple days after the crash my shoulder continued dislocating without warning during routine daily activities. I knew further examination was needed.

After a few doctor visits and an MRI, the diagnosis came through; Fully Torn Labrum, Surgery Required, 12-Month Recovery. I was to stay in New Zea-

land for the surgery as well as the first four months of recovery. My world all but stopped spinning as the reality set in. I would be missing 2/3 of winter in Vermont, I would be off snow for the first time in three years, I would have to wait five more months before I could see my friends and family back home, and National Team Tryouts were out of the question. My orthopedic surgeon, ironically named Dr. Love must have seen the devastation as his next words rang, “Remember, the healing starts now.” He was right. Even though I was still to have surgery, coping and adjusting to this situation had already begun.

There is no easy way to keep a positive mindset when faced with the challenges that come from an injury. However, as the saying goes, “An idle mind is the devil’s playground.”

Staying busy will help not only help pass the time, but it can be huge to helping yourself stay focused and grow in other areas of your life as you heal. For me, whenever I get injured, I try to find ways to push my other comfort zones rather than just physical ones. This time it became Stand-Up Comedy. Stand-Up became an amazing vice as it allowed me to work on my public speaking, creative thinking/writing, and also gave me a great chance to take a step back and laugh at myself.

None of us are strangers to the benefits of personal progression. While it may not be stomping a new trick or acing a zipper bump line, while injured, starting at the bottom of a learning curve of a new skill will give you the sense of personal progress that we all need to help us stay motivated and focused. The previous year my season came to an abrupt with a Grade 5 AC separation. That time learning guitar became the new skill. As this was much lower impact and with my new amount of free time, I was really able to focus and get all the intrinsic stoke of progressing this new skill. Exploring a new hobby and finding other comfort zones to expand while injured can help make staying motivated to get back to full strength that much easier, mentally.

The physical side of recovery is a beast all in and of itself. This is where your mind may really start to feel tested, and that is okay. In New Zealand and with past injuries, I have been fortunate enough to have some great physical therapists. My focus in this article will stay on sharing some of the ways I have used physio to stay motivated on the track to recovery.

Think of every PT session as a victory and, if possible, turn that time into a form of new entertainment. Most of my physio from surgery in NZ happened at home with a detailed plan and regimented amounts of exercise. I found this was a perfect time to listen to audio books or watch old-school snowboard movies for motivation. The audio books were a great way to learn about topics and hear stories I may never have heard otherwise. The snowboard movies kept me focused on what I was aiming to get back to, snow. As time went on, function returned and strength was gained. Something clicked; in a good way this time!

Suddenly, again I could hear Dr. Love’s words, “Remember, the healing starts now.”

In a moment of reflection, I was able to see that even though at first, it seemed I had been forced to put life on pause and push back my major goals, in reality, learning new skills like guitar to stay focused, comedy to expand my social comfort zone, and staying disciplined with physical therapy to get back to full strength, I had become more of who I want to be – even with the hurdles that come with injuries. The healing was happening.

There is no sugar coating how recovering from an injury is a tough road. However, I hope that through sharing my experience, even if the light seems dim at first, you’ll find that having a good support team, pushing your comfort zones in other areas of life, learning new skills, and keeping your mind’s RPMs up, you can help yourself to stay positive and motivated, and come back stronger than before. <<



The “People” Have Spoken

By Tony Bailey
AASI-E Examiner Training Squad
Seasonal Programs Manager,
Stratton Mountain, VT

In August I created a quick online survey and shared it on AASI East asking for your thoughts and opinions on how you like to inspire your students and how you like to be inspired by trainers. A huge thank you to those of you who took the time to complete the survey!

When I sent out this survey, I thought I was setting myself up for an article about inspiration, specifically about what it means to be an inspiring snowboarder and instructor. I thought I would end up with common themes about how teaching “white rooms” will get a group of new instructors hooked on teaching and learning. I thought I would get a lot of responses from members about how their trainers need to be the sickest riders in order for them to establish any type of credibility.

There’s a ton of great feedback that was shared by you all, but the one piece that really stood out to me was the Learning Connection Model rankings. In looking at these rankings between you and a trainer, the themes remained largely the same. The vast majority felt that People skills when teaching and when being taught are priority number one. The scale did

shift a bit when being taught since most of us are attending clinics because we’re already hooked and we want to learn something (oftentimes very specific things). That said, when riding with friends and peers, hanging at line ups etc., we often compliment others on their riding abilities. I think we all got into teaching because of our love for snowboarding, so it’s natural for us to love watching others ride and then compliment on what gets us excited. However, if People Skills are viewed by most as being important, perhaps we need to normalize giving feedback to our peers related to their interactions with others.

I know it’s easier said than done but if we look at the People Skill Fundamentals listed below, we can start to hone in on where to focus our compliments.

- Develop relationships based on trust.
- Engage in meaningful, two-way communication.
- Identify, understand, and manage your emotions and actions.
- Recognize and influence the behaviors, motivations, and emotions of others.

It’s likely that you will find yourself in your learning area with other instructors or at a lineup and you’ll be able to overhear and observe a peer meeting their students. I’m not suggesting that you eavesdrop, but if you notice something like a warm welcome or an instructor’s genuine ability to connect with others, go out of your way to give them props when you see them later. Pointing out great people skills to others, not just to the person who is

already killing it, will prove useful as well, especially with our newer instructors.

Another example is to think about the instructor in your school who always puts their best foot forward when they go out to line up to meet their students. Despite the weather, the students, their personal life, etc. they can still find a way to remain positive and upbeat to ensure their students have the best time possible. We as peers need to recognize this behavior, compliment that person, and make note of it to others. If you see that instructor walking to line up on a rainy day with their head held high, making the most of the situation, point it out to your friends.

I can tell you from personal experience that getting and giving feedback about People Skills can be a little awkward or uncomfortable, especially if the feedback is constructive instead of complimentary. Just like giving feedback to someone about their riding or teaching, if you have constructive feedback make sure they’re open to receiving it before sharing. With the sensitive nature that could be associated with People Skills, consider the time and place when delivering this feedback. A one-on-one chairlift ride may be a better place than in a group setting. That said, if we can all make the effort to look at People Skills the same way we look at Technical Skills, it’ll become less awkward and feel normal over time. As the season progresses, be on the lookout for instructors who are providing good demonstrations of the People Skills fundamentals and give them the props they deserve. <<

Did you know?

With your membership, you have access, for free, to a digital edition of the *Teaching Snowsports* manual and the technical manual of your primary discipline. All manuals include videos. And now, you ALSO have access to the NEW *Teaching Children Snowsports* manual! Free digital access to these **three** manuals is an incredible value provided with your membership.

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adaptive airtime

Think Like a Strength-Based Scientist

By Mike Ma

Adaptive National Team Member
Mount Snow, VT

As instructors, we are always assessing, re-assessing, and retooling a student's lesson based on what we see, whether we realize it or not. Personally, I just "wing it" sometimes. When it works, I feel lucky and thankful. However, I am always challenging myself to be good, not just lucky. I strive to be more accurate in that process, as I am sure you do as well.

In adaptive, this job is both especially difficult and important as many of the fundamentals, body movements, and learning styles we encounter are not as accessible as our able-bodied counterparts. For instance, a single-leg amputee will be unlikely to flex an ankle very precisely, or it is likely challenging for a highly visually-impaired student to see your demonstration.

Therefore, we have to be more resourceful as adaptive instructors. When I am at my best, I think of myself as a "Strength-Based Scientist." At its core, this idea has 3 simple steps.

- 1. Identify the Strength** – Which fundamental or learning style will be this student's strength?
- 2. Build an Adaptive Hypothesis** – about how that strength will either replace or augment your understanding of how a particular skill is developed or practiced.
- 3. Test and Refine** – Try it. Did it work? Why or why not? Did you pick the wrong strength? Was it the wrong hypothesis? Go and try again!

Identify the Strength

When working with a student, one of the easy traps to fall into is to see the disability and see what they can't do. Taking a strengths-based approach helps us refocus on what our students can do versus what they cannot. While this idea may seem simple, it can be challenging especially when facing students with multiple and severe disabilities. Continually remind yourself that every student has a strength, and that should be the basis of your lesson plan.

For example, consider the following snowboarder who is a triple amputee with a double above the knee amputation who rides with a single ball outrigger.



So based on our best guess, which of the six snowboarding fundamentals would be a strength? Here is a possible list of strength-based hypotheses as a snowboarder.

FUNDAMENTAL	STRENGTH?
Pressure (length)	Possible
Pressure (width)	Likely
Pressure (board/surface)	Unlikely
Tilt	Likely
Pivot	Likely
Twist	Unlikely

And while he is on a snowboard, you may make some similar hypotheses should he choose to ski vs. the five alpine fundamentals:

FUNDAMENTAL	STRENGTH?
Pressure (length)	Likely
Pressure (outside ski)	Possible
Pressure (ski/surface)	Unlikely
Tilt	Possible
Left Pivot	Likely
Right Pivot	Unlikely

Note that using the words of "likely," "possible," and "unlikely" is intentional since you will never be sure of the strength until you see it perform on snow. Allow yourself the space to be wrong in your hypotheses versus being locked in. This is when a hypothesis turns into an assumption, which can create a number of limitations and problems in a lesson.

Build an Adaptive Hypothesis

Now that we have found a set of strengths, it is time to put them into action. We can build off our base of knowledge to tailor our "traditional" learning progressions into a strengths-based hypothesis.

To illustrate, a typical snowboard progression

includes "fade turns" or "J-turns." This utilizes the fundamental of twist. However, if we consider our student above – we have assessed that twist is not one of his strengths. What do we do now?

We build a hypothesis. We think that our student can substitute other fundamentals to replace twist. In this case, a plausible hypothesis may look like this:

Task / Outcome

Beginner Fade Turn / J-Turn

Mainstream

Twist by independent flexion and extension of the ankles

Adaptive Hypothesis

Pivot with the front outrigger to initiate, then tilt to stop and shape

In this example, we are doing the exact same movements or task that is part of a regular beginner progression, but we are tailoring it scientifically by thinking about which fundamentals are his strengths.

When we can combine our knowledge of fundamentals and student assessments with a little bit of empathy and creativity, we set the stage for a highly effective lesson.

Test and Refine

Once you have these foundations set, it's time to do the fun part – go ski and ride. Like a scientist, at this stage your job is to set the laboratory up to safely conduct your experiment. Here are some ideas for this part of the game:

- **Do the Demo** - Just because you may not have the same disability, you should try to demonstrate the same mechanics. So, in this case, try and demonstrate a fade turn with pivot and tilt to stop.
- **Manage the Terrain** - Pick terrain that you think will ensure that the experiment can be conducted safely. Like any lesson, when in doubt, pick more mellow terrain. Also, the bigger of a leap your hypothesis is, the more conservative your terrain selection should be.
- **Failure IS an Option** - Just like a scientist, some of your experiments will go wrong – and that is both expected and good when done correctly. Disproving a hypothesis can be just as valuable as getting it right. When this happens, start collecting data to refine your hypothesis. Questions that may be helpful:
 - Did I identify the right strengths?
 - Was my Adaptive Hypothesis right?
 - Have the conditions or my student's activity changed since I started?

As an aside, this methodology can be applied to any lesson, able-bodied or adaptive. However, our requirements in adaptive accentuate the need to pay special attention to this type of thinking. As the old adage goes, "every lesson is adaptive."

By thinking like a "Strength-Based Scientist," we can set up more situations to not just be lucky, but rather, we can set up a repeatable process that maximizes all of our knowledge to give the best lesson possible for all of our students. <<

NOTES FROM THE MEMBER SERVICES DESK

Getting your Bearings

 Our member services team frequently receives questions regarding where to find information on the PSIA-AASI website. We also hear your frustration and feedback about needing to log in multiple times to access different items. We thought we would take this opportunity to clear the confusion on both of these issues. Although similarly branded in appearance, our content resides on separate websites and therefore requires the need for multiple logins. The great news is that you use the same login for each website. We have future plans to revamp our website to make it more user friendly, but in the meantime, here's a quick overview of where to go for what:

psia-e.org or aasi-e.org – This is your first stop for all things Eastern! Here you'll find our most up-to-date calendar of events, online courses and webinars. The Education tab contains everything you

need to know about each discipline's certification path, exam requirements, and assessment criteria. The Education tab also includes helpful resources pertaining to the Children's and Freestyle Specialist accreditations. In addition, the Eastern site is also where you can find forms to request a Medical Waiver, Outside Credit, or Reinstatement.

Members.thesnowpros.org – This is the shortcut to your member portal. From here, you can change your password, update your contact information and school affiliation, download and print your membership card, review your event history and/or your education history, and pay your dues.

thesnowpros.org – The National website is the place to shop for PSIA-AASI pins, publications and clothing, plus PRO deals on everything from accessories, equipment, sports injury insurance, and Volkswagens.

LMS.thesnowpros.org – The LMS is the home of our e-learning content. While some of this is directly accessible to non-members, you'll need to log in to see special member-only courses, like the Children's Specialist 1 e-learning course, the Converting Beginners to Lifelong Snowsports Enthusiasts pre-recorded webinar, Alpine Skiing Fundamentals, and Movement Analysis. When you sign up for an online course, you'll find it here. Once you're logged in, go to "My Profile" and then click on "My Learning."

matrix.thesnowpros.org – The Matrix is a useful reference library of short demo videos, plus supporting drills and content, that can be sorted by discipline, including adaptive, cross country, and telemark. If you're preparing for an upcoming exam, you can sort the videos by exam level to review the on-snow skills you will be expected to perform. <<



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Education Foundation News

Education Foundation Donors

The PSIA-E Education Foundation expresses its sincere appreciation to the following members who have contributed at least \$50.00 to the Foundation through the annual dues “add-on” program and standalone donations since May. Since no dues or program fees go to the EE, contributions are the primary source of support for the Foundation and its scholarships. *Thank you!*

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snowsports school management

Member School Resources

Eastern School Director Help Desk www.psia-e.org/ssdd/

One stop shop for pertinent links to PSIA-AASI information for a Snowsports Director.

National-Eastern Member School Program

www.psia-e.org/member-school-program/

Member schools receive valuable benefits and resources from the National PSIA-AASI office and the Eastern Division that are geared toward helping you recruit, retain and train your staff. Benefits include: marketing and recruiting toolkits, access to digital educational materials, employee membership and certification status, rewards programs for hosting events, on-site training by Eastern ed staff and much more. For assistance with National-specific benefits: Sam Sleger, Interim Special Projects Manager, ssleger@thesnowpros.org or (720) 963-4823. For assistance with Eastern-specific benefits: James Friedman, Event Logistics Director, jfriedman@psia-e.org or (518) 452-6095.

Junior Instructor Certificate Program

www.thesnowpros.org/membership/toolkits/member-school-toolkit/

As a PSIA-AASI Member School, you may use this program to help your school to develop, train and grow your future instructor workforce by preparing young adults for job opportunities in the snowsports industry. See this video for more information: https://youtu.be/5D4_8tuGHDs

Basecamp for Snowsports School Directors

www.basecamp.com

Our Snowsports School Directors Basecamp is a free online resource for you to share messages, ideas, concerns, documents and other files with other PSIA-AASI Directors. It is also an easy way for our office to communicate with you. Join the more than 160 participants and help us to help you! If you are interested in participating, e-mail me at kbrennan@psia-e.org.

Snowsports School In-House Clinic or Exam

www.psia-e.org/ssdd/

School Director contacts James Friedman, Event Logistics Director, jfriedman@psia-e.org or (518) 452-6095 with desired clinic or exam. The cost is the same as events on the schedule, no additional fees. The maximum number of participants is determined by the snowsports school director.

Member Customized Event (MCE)

www.psia-e.org/mce/

Members have the opportunity to request any clinic to be held at their home resort at a time that is convenient for the school and their instructors. This is an ideal option for members concerned about Covid exposure. Cost is based on number of participants. For 2 days, it is \$1,230 for six participants. For 1 day, it is as low as \$840 for 6 participants. ☀

Looking to stay up to date on snowsports activities this winter?

Check out our "member-to-member" Facebook groups and join in on the conversations with more than 2,500 of your friends and snowsports colleagues at

www.facebook.com/groups/PSIAEast/ and www.facebook.com/groups/AASIEast/



your turn

This section is an opportunity for member's voices to be heard. Opinions expressed may not reflect the views of PSIA-AASI or all of its members.

Artists Create the Run

By Christopher Weiss
Alpine Level III & Adaptive Level II
Labrador Mountain, NY



Hold fast to the notion that free skiing and riding are art forms and that skiers and boarders are artists whose decisions and choices create the run. A slope is like a blank canvas – without gates, directional markings, or limitations. The athlete – that is, artist – makes choices about speed, turn shape, and direction in the moment. Based on information from the feel of the snow, the shape of the terrain, and the equipment they are on, the artist makes choices about where to go and how to get there.

Here are some examples: I often make the choice to ski near the edge of a trail in the softer snow that has been pushed out there, or there may be a small ridge created by wind or the snow making process providing a feature on which to make hop turns. If I'm skiing a wide trail or a big bowl above the tree line, I can vary the shape and width of my turns; I can alter the speed of my descent; I can lock into a rhythm and maintain a consistent turn shape. I can try to ski the mambo technique and try to look like Stein Erikson – it's all up to the individual and their preference, interest, and style.

Moguls present many opportunities for creativity. I can ski the zipper line, change lines, turn on different parts of the mogul, or jump from the uphill side of one mogul to the downhill side of another. I can experiment with speed – I can go fast or slow through them. On powder days, or fresh snow days, I often love getting up the lift early so I can ski beneath the lift making various turn shapes. Then I delight in riding the chair above my “artwork” and analyzing what fundamentals resulted in the results. Did I vary my weight distribution, did I drag a pole

or, was my stance narrow or wide. (This overanalysis – possibly seen as excessive by some – is the curse of being a lifelong ski instructor!)

In the backcountry the process of creating the run requires an understanding of route finding, mountain weather, avalanche danger, unseen obstacles (tree wells for example). The backcountry offers amazing opportunities to appreciate nature in the purest sense. During the ascent, as one creates the skin track, the athlete begins to picture the descent, begins to create the run. One advantage here is being able to feel the snow, the pitch, and the terrain during the climb. This information can be helpful in understanding, visualizing, and creating.

The idea of creating the run can also refer to managing technique. Do I want to play with sequential movements or simultaneous movements? Do I want to focus on rotational movements? Pressure-control movements? Do I want to make skidded or carved turns? There is no end to the creativity possible in snowsports. Having goals in mind and a vision of the run you'd like to create can give you wonderful experiential opportunities.

Free skiing and boarding are, for me, art forms – from the clothing we wear, to the designs on our equipment, and to the turns we make in the snow. As we enter the deepest months of winter, I wish you a wondrous, creative, and artistic season on the snow! <<

Exercise Science for Alpine Skiing

By Matt Lyerly
Alpine Level 2, Children's Specialist 1,
Freestyle Specialist 1
Massanutten Resort, VA



As a fitness-loving ski junkie, I find nothing more interesting than combining skiing and exercise science. For example, I could ponder questions like “How do the muscles move?” and “How does the body power such movements?” all night long. Care to join me? In this article, I will provide a general overview of some of the science behind our favorite winter sport. Onward!

Watch any high-level skier and one thing that jumps out is how much their legs bend to absorb forces in a turn. Get this: compared with other

sports, these joint angles happen relatively slowly. A 2013 study by a team of researchers headed by physiologist Jay Hydren, reported maximal angular knee velocity (how fast the knee bends) of 69 degrees per second for slalom racers and even slower for speed disciplines. For comparison, running has a typical joint velocity of 180 degrees per second, despite being a much slower sport than skiing. High joint angles that are only slowly relaxed or even held steady can decrease fresh blood flow to the muscles. While skiing, do you ever “feel the burn”? This is why.

When we bend our legs to absorb forces in a turn, major muscle groups do the heavy lifting. Called the prime movers, these are the quadriceps, hamstrings, glutes, and, to a lesser extent, the calves and other muscles around the shin. During turns, the quads do the most work, and limit knee bending when they lengthen and flex simultaneously. These particular muscle contractions are called eccentric, and they are quite forceful – and tiring.

The takeaway is that skiers bend their legs relatively slowly while the muscles that control this bending work very hard to keep us upright. It's tiring just writing about it!

But what powers these heavy-duty muscular contractions? Research suggests that skiing is powered by anaerobic metabolism. Metabolism is the breakdown of nutrients to yield energy, either with (aerobic) or without (anaerobic) the aid of oxygen. Another study (by J.R. Turnbull et al) showed that anaerobic energy supply was dominant in ski racing. Maximum oxygen consumption (known as VO₂max) data taken from athletes during a slalom and giant slalom race showed racers used 200 percent of their VO₂max in slalom races and 160 percent in giant slalom. Generally, athletes using 75 percent of their VO₂max are becoming anaerobic, and the racers in the study were using two or three times that. You do the math. . .

Further, blood lactate (a byproduct of lactic acid breakdown) is used as a marker of anaerobic energy supply. In a lab setting, scientist Metin Polat had skiers complete a maximal test on a treadmill by running to exhaustion (sounds painful). In this test, researchers recorded their VO₂max and lactate concentration. Because the test was maximal, the athletes were drawing upon anaerobic sources of energy. The same athletes then participated in a giant slalom race and had the same data recorded. The researchers found that blood lactate concentration during the GS race was about 75 percent of that during the maximal test, indicating anaerobic energy was the primary source during the race. Interestingly, the Austrian National team was found to have a strong correlation between high VO₂max and success on the FIS circuit. Aerobic energy supply likely plays a supporting role.

To summarize, skiers may move their legs relatively slowly compared to other sports, but the extreme joint angles and forceful eccentric muscu-

lar contractions require large amounts of energy. To power those movements, our bodies primarily utilize the anaerobic energy system. Take note: this source of energy is faster than aerobic sources but is not sustainable for long periods. Breaks are required to maintain performance at such a high level. Chairlift ride, anyone?

Our takeaway: fit skiers are successful skiers, and well-timed breaks are advisable for all. A well-designed training plan can get you ready for the snow and keep you on the snow longer. Ski strong! «

Sometimes You Should Look at Your Skis

By Jim Slavin

Alpine Level II, Children's Specialist 1
Jiminy Peak, MA

Instructors often suggest that students look ahead and not down at their skis. Generally, looking ahead naturally improves balance. But there are always exceptions to any rule. Let's be clear: for safety, everyone needs to watch where they're going. Think of hiking on a rough trail: you watch where you are going *and* at your feet so as to not trip on roots and rocks.

Here are some situations where looking at one's skis can be a useful teaching and self-coaching tool:

- **Wedge turns.** Sometimes beginners edge the inside ski in a wedge turn; it can be very effective for them to look at the ski while they are trying to make it flat.
- **Wedge to parallel.** As you move your student to a smaller wedge they need to know what their skis are doing. Building awareness of body movements in space (known as proprioception) reinforces the learning curve. Visual cues (like looking at one's skis) can help build this awareness.
- **Advanced parallel.** Many students allow the tips of their skis to diverge through shaping and completion of their turns -- not an efficient movement pattern. A glance down can confirm that both skis are tracking a similar shape in the snow.
- **Others.** Looking and watching can similarly help with extreme lead change, stance width (too wide or narrow), and simultaneous tipping and turning of the skis. Seeing what your skis are doing on the snow is helpful to understanding issues and monitoring improvement.

The visual tools of looking at our skis can enhance and confirm our physical proprioception. Visual self-evaluation can help us and our students. Checking, comparing, and contrasting our physical perception and our visual evaluation can bring about change over time.

Again, be aware of where you're going and where the other skiers and riders are on the hill.

But, when necessary, steal a glance at your ski to ensure everything's in order. Sometimes it pays to ski like a hiker.

No Banquet, No Problem: ProJam and Master's Academy 2021

By Stephanie Zimmers

Alpine Level III, Children's Specialist 2
Waterville Valley, NH and Pat's Peak, NH



Don't get me wrong, the banquet is always nice. But the necessary changes to ProJam due to the pandemic did not hinder the experience. Did I miss the signature three-course meal, the socializing, the music, the dessert, the photo booth (and did I mention dessert)? Yes, of course. However, there were still opportunities to socialize in smaller groups, awards were presented, and there was even a raffle. Not hosting the banquet amidst the ongoing pandemic was a smart idea on the part of our organization and Killington. The week of skiing was great and the coaches were

top-notch, but the best part of the event this year was connecting with people you only saw via Zoom for the past few years. It was so nice to see everyone's faces in person even if they were mostly covered by a mask. The connections you make at an event like this stick with you for your entire snowsports career.

There's no better way to jumpstart your season and your training than attending ProJam or Master's Academy. Whether you're preparing for an upcoming certification, looking to perfect your craft, or simply want to make some turns before your home mountain opens, this is the event for you. There really is something for everyone. It's such a valuable experience because it helps you determine a focus for your skiing or riding and teaching for the season.

Communicate your goals for the week with your coach, and they will guide you throughout the week. (And you get to work on everything for *five* days in a row!) There are lots of opportunities to collaborate and make connections with other members from different disciplines, Education Staff, and National Team members that will be valuable resources for you in the future. These connections are truly what our industry is all about. It's what we do every day at work: we build relationships with guests to encourage them to continue with the sport, and we strengthen relationships with coworkers to improve our skills to work together as snowsports educators.

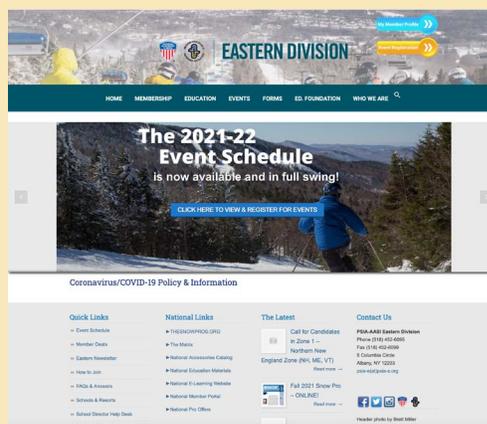
The people you meet at any event, but especially Pro Jam because you're together for a week, become just as much a resource for you as you become for them. Not only do you gain friends for skiing and riding but also for attending future events. It's a wonderful early season event to prepare and energize you for the season ahead. And next year, pending control of the pandemic, we'll take the banquet please! «

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