FLEXING :)

SNOWBOARD UPDATE | WHAT’S NEW IN EDUCATION | SNOWSPORTS DIRECTORS UPDATE | THE 4 EDGES OF A SNOWBOARD
Happy 2016 to all Central Division members!

Winter is (finally) here. Because we are all so busy during the winter, and during this busiest time of year a great deal of communication goes out to you - via email and information posted on the website, I will keep this short.

It appears that all member school areas are now open for business. The cold temperatures that were late to arrive in the Midwest have finally allowed many resorts to utilize their snow-making equipment and cover the slopes with snow aplenty. With luck, these areas will see it through to the end of the season with no further hiccups (such as rain!).

I am compelled to mention the tragic fire at Mad River Mountain that occurred in Autumn 2015.

Scott Hartley (Central Division’s Administrative Vice-President and Mad River employee) reports that the giant tent serving as the Mad River chalet is brimming with guests enjoying snowsports once again. I am sure we all wish Mad River the best of luck throughout the rest of this season, and success in rebuilding their chalet. Let’s all wish them good luck! And good luck to all our member schools as the 2016 season progresses.

Carry on, Winter.

Susan Hoene Boyle is an Alpine Level 2 Ski Instructor who teaches in Minnesota at Hyland Hills and Buck Hill, specializing in women specific learning strategies. She is dedicated to expanding opportunities for adaptive sports because of her sister, Peggy Hoene.
Thank you for being a part of our Central Division organization. We, your Snowboard staff members, appreciate that you take the time to attend events. In every event which I attend, I can always feel the excitement—is great fun to be there. I am pleased that we had two members join the Snowboard education staff last season. During one conversation with both of them, they told me several reasons why they wanted to join the education staff. The best reason which I came away with was this: “I had such a fun time going through the certification events, I just needed to be a part of the staff.” I loved that! These members have a passion for helping people and they are totally stoked while doing it!

In early November, 2015, I attended a “Fall Forum” which was held out at Loveland Basin. A group of Education staff from most regions gathered in order to share their respective ideas and best practices. Our group looked at the specific riding tasks for each of the Certification Levels: 1, 2 & 3, and for Pipe, Bumps, Jumps, Small Dynamic Skidded Turns & Steeps.

Looking at Steeps as an example, these were several highlights. We all agreed to look for speed control, turn shape, line choice, and center of mass moving down the hill, trust fall turns, quick steering moves in the lower body and getting the snowboard through the fall line as fast and in as much control as possible.

We also spent time discussing movement analysis, identifying stance issues, body movements, board performances, knowledge and comprehension of reference alignments.

When discussing the Teaching aspect of certification, here were some bullet points:

- **Level 1**: Things we all agreed to look for: copying, organizing thoughts and delivery, understanding the progression as a progression, not merely as a step of exercises—but how they actually relate and tie things together. Our group was hoping to see more ownership of teaching concepts and not purely regurgitation. Doing the teaching like you would do with real students. Teaching topics to level 1 through 4.

- **Level 2**: Things we all agreed to look for: building movements that will lead to board performance through level 4 steps, bringing and using logical steps, bringing in VAK, learning styles, teaching styles, teaching level 2 standard of riding in levels 5 through 7.

- **Level 3**: Things we all agreed to look for: teaching to the level of the group, picking up on things that will help or develop the group. Creating participation, buying in for the group while you are in front of the group, ownership of what they are doing, teaching ability for all levels, asking questions about different demographics and user groups. Also, kids, adults and teenaged groups versus private lessons.

One interesting conversation was when we considered the cost of snowboard certification versus the cost of college courses. Think about any college course which you have taken or are possibly about to take. What are the transferable skills that you can get from the certification process? And, do you use teaching snowboarding skills as life development skills?

I encourage you to take an educational or certification event this season. You can also get a friend to come along, to join, and to make some new friends. We have some new offerings in the Free Style venues this season. Have ever thought, “I stay out of the park, I don’t go on rails and I don’t catch air.” Well, I think that “Basic Freestyle” could be the perfect continuing education avenue for you! We will cover lots of riding skills that will get you over that first box and that first jump—and, you can gain some new confidence building skills that will steer you right into the park!

For you brand new parents, it’s not too early to start your children out on boards! Check out the Burton Riglet products. You will find that getting your 1 or 2 year old child out on the slopes now will build skills and result in family fun that can last for many years to come.

If you have any questions about an event or any process, please feel free to contact me—I am happy to help! I look forward to hearing from you! At least plan to say “Hi” when we meet out on the slopes!

Take care and I will see you soon! Bring on the snow!
We have all had to deal with injuries at some point during our lives. Sometimes we have a great story behind an injury. You might have attempted a 720 over a 40 foot jump, but you and the landing didn’t get along, or while 270 onto a rail and the rail had different thoughts. Other times, the story isn’t as interesting. Like while carrying your nephew you slip on the ice and tear ligaments in your ankle. Even with a great story injuries aren’t fun or exciting. These injuries are never planned and sometimes you just have to ride through them. It is how the injuries affect you and how you deal with them which makes you what you are as a rider. It also helps you to understand your students. Your students, like you, have dealt with injuries in their lives. Unlike you, they may not have had to ride the next day. But like you the injuries affect each person’s physical and mental capabilities.

In the winter of 2007-2008, I was preparing for my Snowboard Level 3 exam and dealing with nagging back pain. I didn't have a story about why it hurt, I just had severe pain. I had prepared for the exam for two years so I wasn’t going to back out (no pun intended). I felt my riding was at a high level during my preparations-I was ready.

Before I knew it, the exam weekend was upon me. During the exam, I couldn't ride to the standards that I had set for myself. It was my worst riding of the year. I rode through that exam despite the many struggles that my body was giving me-I was determined to succeed! Earning my Level 3 pin was something that I had worked hard to achieve. Despite my back pain, I knew the criteria, I knew how to teach, and I knew I could ride. When the weekend came to an end, I had received my certification, and I would be getting a pay raise when I returned to my home resort.

About a month later, I went to my doctor who told me that there was something seriously wrong with my back. I had a grade 3 Spondylolisthesis (basically, a condition where one vertebra in the back slides forward over the bone below it). I was told that if I missed a step on a set of stairs that might be the last time I ever walked. More importantly, I knew this would affect me personally and professionally for the rest of my life. My doctor told me, essentially, that I “wasn’t put together properly,” which, coincidentally, is something that my friends had been telling me for years. Not having an interesting story to explain the injury, I made one up. I told people that “while walking through the woods I stumbled upon a bear, and in order to save my family I took it on. Wrestling that bear caused the injury to my lower back.” That bear story was a lot better than a medical explanation that my body had not been put together properly.

I underwent the surgery in September of 2008. It lasted 10 hours, although it didn’t seem that long for me. But, my wife said it seemed much longer than that for her. The team of doctors were great. They did a fantastic job-I even...
gained two inches in height as a result. My goal, following the surgery, was to return to some sense of normality. I still wanted to work as a snowboard instructor and I really wanted to ride again. I knew, however, that it wouldn’t be the same now.

I realized that I would have to change things in the way I would ride, but I didn’t yet know how or what changes would have to be made. The winter of 2008 started well. We received a lot of snow early in the season. But, this early snowfall bothered me. I was like a kid who was grounded and couldn’t go outside to play. Once there was snow on the hills and I was able to ride, I found that my movement on the board was very limited. The spinal surgery had affected my range of movement more than I could ever have imagined. Bending over to strap my feet into the board was harder to do, heel side turns were different, toe side turns were not the same, and riding in general did not feel the same as before. I joked that I was going to need to have somebody wait at the top of the hill just to strap in my back foot.

In my teaching career, I have taught multiple lessons with some people that have told me that they have had a medical procedure which would affect their lesson. I always took it for granted that it was the physical aspect of a procedure that affected the student more - in actuality it is sometimes the mental side of it. Physically, you can change how you do things to compensate for movements that you have lost due to an injury or surgery.

Mentally it can take much longer to trust those movements. With my back surgery, my riding had to change because rotation reacted much differently. The fusion of my lower back now limited my ability to use rotation - causing a different reaction to my turns. I completely lost rotation in the 3 fused vertebrae, so when I would rotate with the upper body my lower body would unexpectedly, at first, react much more quickly than it had a year ago. Flexion in my back also changed significantly. I found myself standing more upright. To say I had to completely change the way I ride is not accurate, but my spinal limitation was definitely a game changer.

The mental game was and still is a constant struggle. Since my surgery, falling has had a much different effect on my body. With every fall, my mental side takes the advantage over my physical side. There are many maneuvers that I would like to do that I opt out of because I don’t want to have any further injuries. Do any of these aspects make me less of a rider? I hope not. I feel that this injury was the best thing that could have happened to me professionally. I now understand the mental side of learning so much better. My learning style has changed as well—I used to be a “doer,” while now I lean towards being a “feeler.” When I teach, I use the word “feel” much more than I did before. I ask students “Do you feel that?” or “What do you feel when you do that?”, or “How does that feel?” Even if the student is a “doer,” I try to have the student feel the reaction to the task rather than just doing the task. I believe that they will be able to pick up on a certain task better if I can make them realize what they are doing. In my opinion, a student will have a better understanding if he or she can touch on multiple learning styles during tasks.

“Wrestling” that bear that day had a lot to do with the way I ride, and live, today. It has made me a much more technical rider. I now concentrate on more subtle movements and how they affect the turns I make. Those movements have always been there, I just notice them more now. It has also changed the way that I teach today. Like my riding, my teaching has evolved to a more technical state. I understand that one fall might change the lesson. Setting the students up for success is far more important than working everything into the lesson. One fall changes the student’s mental comprehension over what the outcome of the exercise may be.

In conclusion, I believe that you should try to get your students to understand things in different ways than they are used to. If you can, your students will achieve a better outcome. You can take your personal experiences, from injuries to just plain riding, and relate that to your students. If you are able to do that, you will teach the best lessons of your career.

Corey Schroeder is a Level 3 Certified Snowboard Instructor and a Level 1 Alpine Ski Instructor. He is in his fourth year as a member of the Central Division Education Staff. Corey has been teaching at Boyne Mountain Resort since 2004, and is currently the Terrain Park Manager.
What’s New in Education

By Walter Sappington, Education Vice President

ADAPTIVE

The Adaptive Discipline has undergone some major changes in recent months relative to the Exam process for both Level I and Level II Alpine Adaptive Certification. We now have a two day mandatory clinic and three, one day exam modules. The mandatory clinic focuses on understanding each of the six categories of alpine adaptive skiing as well as providing an assessment of one’s skiing performance relative to meeting the standard for either Level I or Level II adaptive skiing. The one day exam modules evaluate the ability to meet the standard in each of three groups in two categories each-for example:

• Cogitative/visual
• Three track/four track, and
• Mono ski/by ski. This is referred to as a modular system.

By adopting this system, the Central Division joins other divisions in offering a similar format for achieving certification, thereby giving our members more options for their participation in the exam process.

ALPINE

Look for a greater emphasis on teaching in the near future through the use of video recording during exam preps. We have drifted away from the focus on effectively sharing information during the lesson. Hence the development of the video process. The Alpine Administrator is in the process of introducing video as a training tool for all of our Alpine Education Staff members in this and the following seasons. It’s only a matter of time before this process will appear during training sessions such as the mock exam.

Also, there is a growing focus on free style in alpine skiing. More and more Alpine Ed Staff members are becoming free style accredited. Look for programs to attract the younger members to PSIA-AASI Central Division via the free style agenda.

NORDIC

This discipline has been split into two major groups - Telemark and Cross Country. The Education Staff for each group has been very busy working on developing offerings at many different locations throughout our division.

The exam format has been updated for both Tele and cross country so that the process is more clearly defined.

SNOWBOARD

The Education Staff is very busy working on clarifying the exam requirements for all levels of certification to help provide a better understanding of the National standards. Please read the Snowboard Update contained within this issue.

CHILDREN’S EVENTS

The ACE Team, as usual, is very busy creating new programs and curriculum to present to the membership that will help all of us achieve a better understanding of how children think and function. Please review the “What’s New Kid?” article, by Ned Pinske, which appeared in the last issue of the Central Line.

WHAT’S IN THE FUTURE?

At some point, I believe that all disciplines will become more closely aligned with each other. To that end, I believe that all Education Staff personnel will be cross-trained in all disciplines, resulting in a better, more rounded skier/snowboarder.

There will be a time when all exams, in all disciplines will be broken down into modules. When that happens, a member, for example, will be able to take part of an exam in Central Division, another part in the Rocky Mountain Division, and a final part in the Eastern Division—and, as a result, become certified at either Level I, 2 or 3 in a given discipline.
THE ALPINE MOCK EXAM IS HERE!

Not sure if you’re ready for the Level 2 or Level 3 Exam?

The Mock Exam is the best of both worlds for the aspiring instructor. You will experience the rigors of a real exam AND receive specific feedback based upon your performance under exam conditions. You will build confidence, earn education credit, and learn how ready—or not—you are for the next level.

The course consists of a scored Exam on day one, and training on day two based upon the first day’s performance. The examiner will give each participant a pass or fail on day one, and regardless of the outcome, will design day two around the needs of each instructor.

Skiing Tasks:

1. 
2. 
3. 
4. 

Skiing Evaluation:

11. Candidate is able to adjust ski performance and body movements in tasks, turns, snow conditions, and terrain situations appropriate to the level examined.
12. Candidate’s accuracy (consistency/adaptability) of skiing and demonstrations are appropriate for level examined.
13. Candidate is able to ski in control and at speeds appropriate for the terrain and snow conditions of the level of exam.
14. Candidate controls the relationship of the Center of Mass to the base of support to direct pressure along the length of the ski.
15. Candidate controls pressure from ski to ski and across terrain.

It is recommended that applicants have at least 20 hours teaching at the level to which they aspire, use the reflective portfolio process to help prepare for true exam conditions, review the National Standards, and be prepared to teach and ski at the exam level.

Sign up for one of the two MOCK Exam Courses: ME 200 MOCK Exam Level 2, ME 300 MOCK Exam Level 3. They will be offered at sites where Level 2 and Level 3 exams have been scheduled.
The “4 Edges” of a Snowboard

By Chuck Roberts

In the 1980’s, when snowboarding at most ski resorts was in its infancy, snowboards resembled stiff planks with little flexibility. Figure 1 is a photo of a 1987 Burton V-Tail, a stiff board with a running surface that resembled a V-bottom fishing boat. It also had a location for a skeg (similar to a surf board) to aid when riding in powder. It appeared to work well in powder but had its limitations on groomed slopes. Turning the board involved unweighting and upper body rotation, resulting in skidded turns on groomed slopes. There was virtually no way to torsionally flex the board (torsional flex refers to the design features of a snowboard which allows it to twist along the longitudinal axis of the board, figure 2).

Snowboards evolved into more flexible structures in the early 1990’s as shown by the Gyrator in Figure 3. There was some torsional flexibility but the narrow stance (rider’s feet close together) made it difficult to torsionally flex the board. Despite this, snowboarders discovered that torsionally flexing the board aided in turning.

Figure 4 is a photo of the current snowboard technology characterized by a wide (more A-frame related) riding stance and the ability of the board to be torsionally flexed. This has resulted in the notion that there are truly 4 edges to a snowboard: lead toe edge, lead heel edge, trailing toe edge and trailing heel edge.

To further illustrate this, a review of Figure 5 is helpful. Figure 5A shows the rider with the lead heel edge engaged. At heel side turn initiation this move helps pull the rider into the heel side turn. Figure 5B shows the trailing heel edge engaged. This move aids in the shaping and completion phases of the turn.

Likewise, the leading toe edge of the snowboard is engaged in Figure 5C and the trailing toe edge is engaged in Figure 5D.

The torsional flexing of the board when turning is performed with the lower body and virtually no upper body influence, resulting in a quicker and cleaner edge engagement with a more stable ride.

In Figure 6, we see a diagram of a generic carved turn. Applying the torsional flex and edge engagement varies depending on conditions and what...
the rider wants to do. At toe side turn initiation, the toes on the lead foot are pressed downward to engage the lead toe edge (often called the gas pedal move). The trailing edge is not engaged as the trailing surface of the board is flat. In the shaping phase of the turn, the trailing foot is pressed downward at the toes so that both the leading and trailing edge are engaged. At the completion phase of the turn, the lead foot toes are raised and the toe edge is released while the rear edge is still engaged. The release of the leading toe edge allows setting up for the initiation of the heel side turn. In a quick transition from toe to heel side, the lead heel edge is engaged in the snow and the trailing toe edge is engaged in the snow, reducing the chance for a skid.

Figure 7 shows a rider transitioning from a heel side carved turn to a toe side carved turn. The arrow points to the tip of the board which is twisted in the direction of the turn, releasing the lead heel edge while the trailing heel edge is still engaged.

Conclusion:

Fully utilizing the torsional flex of modern manufactured snowboards has resulted in a change in riding technique. The lower body is nearly totally involved, leaving the upper body in a stable riding position. The wider A frame stance has resulted in greater torsional flexing of a board when compared to the earlier narrow foot stance. Torsional flex has evolved to the point that there truly are “4 edges” to a snowboard.

Chuck Roberts teaches at Wilmot Mountain, in Wisconsin. He is a Level III Ski Instructor and a Level II Snowboard Instructor. He has been teaching skiing since 1970 and snowboarding since 1987.
PSIA-C 50-year Member

J.O. Thompson

By Craig Johnson, PSIA-C Level 3 Alpine Certified

Our organization lost J.O. Thompson last year. J.O. became a member of PSIA in 1964 and was a Level 3 Alpine Certified ski instructor. J.O. remained active as an instructor to within a couple years of his passing at age 90.

He began teaching at Birch Park Ski Area near Stillwater, MN and later taught at Trollhaugen, the St. Paul Park Board, and Como Park. He was a director and owner of Hoigaard’s Traveling Ski School after which he taught at Wild Mountain for a couple of decades.

His passion for skiing and teaching was passed on to all of his children, his grandkids, and great grandkids. During chairlift rides with them, he always had something for them to work on during the next run!

J.O. had a marvelous sense of humor and wit – he always had a smile and a joke to tell. He was a “classic” skier with his smooth, blended turns. He also had a lot of “class” as an individual and was a real gentleman. J.O. will be missed by all who knew him.

Snowsports Directors Update

By Pamela Paige Spires

Hello fellow snowsports enthusiasts! I am Pamela Paige Spires, a “ski addict,” like most of you. I am also your Central Division Snowsports Director. I have been the Snow Sports Director at Snow Trails, in Mansfield Ohio, for 18 years. Starting out, I taught part time for 10 years before becoming a full time instructor, with a total of 33 years of teaching.

We share a passion for introducing as many people to snowsports as possible, and we can’t wait for another season to start. Some people think we are crazy because we crave the beautiful snow that closes businesses, airports and everything around us. We are the people who will drive 3 hours in a blizzard in order to step into our equipment and ride a chairlift to put that smile on our faces. Some people may think we’re crazy but we love our skiing and snowboarding sports.

My first order of business was to send a questionnaire out to all the Snow Sports Directors, since we need year round contact information in order to work with Directors in the “off season.” That is an important time to be able to converse and plan for a successful season.

The questionnaire was very basic and contained six questions.

• “Are you the Ski School Director at the Resort?”
• “What is the best year round e-mail and phone number for contacting you?”
• “Would you be interested in a fall season dry-land presentation to help prepare for the upcoming season?”
• “Would changing the December Directors Meeting to the Spring Certification Event allow you to participate?”
• “Should both the dry land and spring events give members a PSIA credit?”
• “Does your resort pay for any or all of your expenses when you attend an event?”
RESPONSES:
The majority of Ski School Directors who responded wanted Fall Dry Land clinics and the Spring Event so those changes were made. There were a total of four Directors Roundtables. The first was at Afton Alps, the next one was at Snow Trails followed by Mt. Brighton and Boyne Highlands Resort. This was a departure from what was done in the past. We felt that our customers would benefit from a more educated staff.

ROUNDTABLE RESULTS:
An initial concern was the standards in certification exams from different examiners. This issue, however, is apparently already being addressed, and it has been already recognized as an area where improvement can be made by the Education Staff. Consistency in examinations helps us, as Instructors, process the feedback and not get confused over expectations from each examiner.

- Improving communication between the Snow Sports Directors and Central Division instructors to improve expectations in the exam process. This means providing our instructors with the knowledge of the expectations in an exam, whether it’s the National Benchmarks or teaching skills. The Fall Round table provides a great opportunity for us, the Directors, to help set these standards.

- The cancellation policy and combining of events has been a source of frustration. This was discussed in great detail and we also had members speak about their personal experiences and the disappointments they have experienced over the years. We feel that our changes will save instructors from arriving at their event, expecting that event to take place, and then be transferred to another event that does not apply to their continuing education portfolio, because of low attendance for their original event. Walter Sappington was the Education Staff member at three of the round tables, and he set forth a policy on this issue.

- If an event is not cancelled three weeks out it will not be combined.

- Separate “ski freestyle” from “snowboard freestyle,” as each discipline has its own skill set.

SUGGESTIONS:
The Ski School Directors have great ideas and when a group of them brainstorm, it is amazing how one concept leads to another. The views were numerous and I will present some of them to you:

- Improving value for the Ski School Membership dollars can be achieved through visiting Ed Staff to each member Resort, which will improve our “on snow” product.

- Receiving the new, and or updated educational literature from PSIA-AASI. This would keep us current on the newest teaching methods and help eliminate inconsistencies.

- Snowsports School renewal should occur at the same time the members renew to ensure that member resorts are rewarded with events and contact information is current. In the past, when we have had an awards ceremony, we have tended to isolate ourselves from the public. We need to include ourselves with our clients and let them know that we are constantly striving to improve our product. This not only brings awareness of our dedication to the industry but also to PSIA-AASI. And finally, provide cost reduction in membership dues, and events, to make it more affordable to our younger instructors. We could also provide an Honor Roll or Dean’s List discount for instructors.

CONCLUSION:
Roundtables in the fall will serve as a recap from the previous season and assist us in implementing appropriate changes for the upcoming season. The Spring Event then gives Central Division members the opportunity to streamline our teaching and skiing techniques. I am looking forward to a unified plan during this new season. By implementing these minor changes, we will have a more consistent “on snow” product to meet the needs of both our instructors and our guests.

Pamela Paige Spires
Snow Sports Director
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Congratulate our 50-year Members!

On December 6, 2015, Louis Miller and Mark Karell were each presented with a 50 year pin and certificate, by Central Division President, Susan Boyle, following the dinner banquet at Boyne Highlands Resort.

LOUIS MILLER
Louis graduated from Michigan State University (MSU) with a BS Degree in 1963. He taught students at the Dryden Ski Area from 1963 to 1965, during which time he passed his Level 2 (Associate) examination though USSA-Central Division.

From 1965 to 1967, he was concurrently the Coach of the Troy Lamphere High School Ski Team, and a Ski Instructor at Pine Knob Ski School. Louis earned his Level 3 PSIA-C Certification in 1967. From 1979 to 1984 he was the Coach for the Rochester Adams High School Ski Team.

From 1967 through the present, Louis has been a ski Instructor, clinic leader, and a mentor for instructors at Blizzard Ski and Snowboard School. As Program Director he arranges classes for the youth and teen groups.

In August, 1969, Louis was a United States Coat Guard Oceanographic Surveyor and Glaciologist Leader, in Greenland. He skied on the Juneau Icefield Glaciers while doing his M.S. research. He was awarded his M.S. (Glaciology, Geophysics) Degree from Michigan State University in 1970. That same year, he was a Nominated Fellow, in The Explorers Club in New York City.

From 1971 to 1980, Louis was an Examiner for Central Division. During his career with the PSIA Central Division, Louis has regularly attended PSIA events. He taught skiing every year since 1963.

Louis Miller also taught High School Science classes for 40 years at Troy Lamphere High School. For all the years in which people have known Louis Miller, he has always been a portrait of excellence, with a keen sense of humor. Louis was and still is a kind and interesting person who is skilled at conversation, has superior teaching ability and technical knowledge, and is always willing to help others. In the summertime, Louis enjoys golf and traveling.

MARKKU (MARK) KARELL
Mark Karell was presented with his 50 year pin and certificate of accomplishment on December 6, 2015 at Boyne Highlands Resort. Here are some highlights of his interesting career.

As a young boy in Finland, his birthplace, Mark started skiing on wooden slats with leather straps for bindings. Slopes were not groomed back then, so Mark made his own tracks. After moving to the United States at the age of 10, his skiing was limited to cross country. Then, during his high school years, he raced for the Walled Lake, Michigan Ski Team.

After graduating from High School in 1965, Mark started teaching for Mt. Holly Ski School. He later taught at Pine Knob and Alpine Valley Ski Areas for many years. During those years, he enjoyed learning to handle large classes of school kids, as well as adults. Teaching race camps and coaching adult race league members was also a great experience. Participating as a Nastar Pacesetter for Pine Knob was a challenge. He coached the Lakeland High School Ski Team for 5 years.

Mark is currently teaching and a clinic leader for the Blizzard Ski & Snowboard School. He has been an instructor there for the past 26 years.

He has taught National Ski Patrol candidates and trainers for 30 years. As a 28 year member of the Ski Patrol, he have attained the rank of National.

Mark received his Level 2 in 1968, and his Level 3 in 1970. He is CS2 accredited. For all of his life, Mark has always been known for his kindness, keen intelligence and his superior technical knowledge and conversation skills. In the off-season Mark enjoys traveling and sailing.
2016 Board of Directors Candidates

Meet the Candidates

Here are the Board of Directors candidates for the 2016 election. Complete candidate bios and statements are posted to PSIA-C.org.

Let your voice be heard – VOTE! Online voting started on January 15 and will continue through March 31. All certified members in good standing and Lifetime Honorary Members are eligible to vote in the discipline(s) in which they are certified. Members should vote in the Section in which they have legal residence. Members with legal residence outside of the geographical boundaries of the Central Division, but work as an instructor in the Central Division, may vote for candidates in the Section in which they work.

ALPINE SECTION 1

Susan Boyle, A2

ALPINE SECTION 2

Bailey Howard, A3

ALPINE SECTION 3

Roger Kane, A3, S2

Michael Moenning, A3

ALPINE SECTION 4

Ron Shepard, TM2, CS2, A3

ALPINE SECTION 5

Frank Smiddy, CS2, A2

Jack Pippin, A3, CS2

Brad Miller, A3, CC2, CS2, T

Geoff Shepherd, A3, CS1

ALPINE SECTION 6

Ben Levenger, A1, CS1

FORREST GIBSON, A3

SNOWBOARD SECTION 1,2,3

Brooks Lillehei, A1, FS1, CS1, S3
Exam Preparation:
The Quest for Tele Level 2 and 3 Certification

By Brad Miller

Why?
When writing this article, I contacted Tele D team member, and guru, Scotty McGee. Scotty made many thoughtful contributions, however his biggest contribution was when he asked “Why do you want to obtain a level two or three certification?” Or, “What’s your motivation?” This is a question all candidates need to ask themselves. Examples of a member’s responses could be an education credit, a personal challenge, skiing improvement, teaching improvement, or even a pay increase from your snow sports school. Having participated in the certification process over the last three years my motivations were challenge and education. After understanding my actual motivations, I was able to focus and apply myself more efficiently.

What motivates you to pursue Tele level two and three certification?

Tele Specific Hurdles:
1: Find local Tele skiers with which to train. Do video review(s) and challenge each other.
2: Hustle lessons. Snow sports schools do not push Tele lessons as of yet.
3: Very few areas rent gear. Hook up with a local shop that may rent gear and/or be prepared to have a spare set available to loan out.
4: Volunteer to help teach Tele lessons at Tele festivals. Some festivals take place around the Twin Cities area and the Grand Traverse Area of Michigan. Try to get in the loop.
5: Be prepared to travel to areas that have more challenging terrain if your area has none to offer.
6: Seek a mentor. For Tele this would include the best Tele skier at your area. Sometimes trying to keep up with a good Tele skier can be very helpful.
7: Push your limits concerning Knowledge, Teaching and Skiing.
8: Attend the PSIA National Academy where you can work with the best of the best.

Knowledge:
How many skills are there in Telemark skiing?

What role does the MTP (metatarsophalangeal - big joint of big toe) joint play in an effective Tele turn?

The pursuit of knowledge is a never ending journey. Many years ago I attended a motivational clinic sponsored by the athletic departments of a local high school conference. The speaker had belonged to a committee in search of a big name college basketball coach to speak to a large audience. The committee had contacted many coaches, but each one had a specific list of requirements ranging from meals to travel, and all points in between. They finally contacted John Wooden (a legendary American basketball play and coach) who lived several hours from where the speaking engagement was to take place. Coach Wooden’s only requirement was to have some of the younger coaches pick him up by car and drive him to and from the speaking engagement.

Coach Wooden took the opportunity during his speech to ask the young coaches several questions concerning their coaching and coaching philosophy. Coach Wooden was considered to be one of the greatest coaches of all time. He was always pursuing knowledge and new coaching philosophies.

Make knowledge part of your game plan. The best place to start your pursuit of knowledge is the New Telemark Manual. The new manual has extensive information that pertains to more than the skills concept. The training DVD, “Fresh in Tele Gence,” is an older, yet wonderfully prepared and still applicable, training tool. Don’t forget to apply knowledge to your own skiing and teaching. If you have a Tele guru at your area tap that person’s wisdom. The Movement Matrix and YouTube have other great Intel. Have an understanding of the other disciplines and find their common denominators with Tele. The new Tele manual, co-written by Scotty McGee and other tele gurus, is a must. The new Tele manual contains videos that can be accessed by your smartphone or tablet. Also, know the National Standards. Complete the work book.

Teaching: Are you prepared to present an effective lesson?

Be able to do the following: observe, evaluate, prescribe, demo and feedback. These will all help you to achieve positive results. The following is an example of a great Level Two exam lesson presented at the 2015 Schuss event:

Observed: Different Ways Men and Women move their respective CM. (Turn Shape: Short to Medium R turns on groomers and in the bumps).
Evaluated: A female participant’s skiing stance compared to the male participants skiing stance.

Prescribed: Presented a drill which focused on a tightening of the backside with a movement of the hips forward.

Demonstrated: The proper demonstration provided the other female participant with visual communication.

Appropriate feedback: in a positive fashion.

Results: This presentation had a positive effect on the female participant and provided all others with a new approach to teaching women.

A plan for success:
1: Use a presentation that hits all the keys to a successful lesson.
2: Be able to explain why you are implementing your lesson progression.
3: If you have a specific lesson plan that has led to success in the past make sure you understand why. (remember your manual).
4: Accurate demonstrations provide great visual communication.
5: Give feedback to your students, or in the case of an exam, your fellow participants. Be positive.
6: Reference the new Tele Manual.
7: VAK (Visual, Auditory & Kinesthetic): Be able to use different ways to communicate if needed.

Don’t forget - Static drills are a great way to start and a great way to use available terrain.

Where are you at with your skiing?
1: Find your weakness and develop a plan to improve it. Use all the skills to help improve your weakness.
2: Ski bumps, ice, crud, groomers and race if you can.
3: Immerse yourself in Tele.
   A) Tele turn when you get off a lift.
   B) Stand in a Tele stance when you are stopped.
   C) If you catch air Tele the landing.
4: Tele with folks that are better than you.
5: Practice at slower speeds, it’s harder.
6: Tele on XC gear.

Don’t forget: Work through frustration-it is a gateway to improvement!

Shop talk
Everyone has his/her own preference for gear. Your choices will be based upon your size, strength and needs, specifically if you are taking a Level 2-3 exam. Boot and binding combinations (including spring tension) are critical. A mismatch example would be a stiff race boot with a G3 binding that has a light spring, or a soft touring boot with a Hammer Head binding. The quicker you can activate the bellows of the trailing foot the better off you will be. Bindings with release settings need to hold you in when turn forces are greater in higher end skiing. Skis are your own preference, however keeping them tuned is a must in the Mid-West.

Don’t forget: Research the Internet-ask other pin heads about their gear set-ups, and don’t be afraid to e-mail tele gurus like Scotty McGee.

Conclusion;
Scotty McGee’s question “Why do you want to obtain Level Two or Three Certification?” is an important one to ask when starting your quest. By having a keen sense of the reasons behind your motivation your focus will improve. Purchase the New Tele Manual and know the National Standards. Make good gear selections. Understand other disciplines and find the perfect mentor/guru. Although this article barely scratches the surface, I hope that it guides you on your quest for Level 2 and 3 certification.

Keep your sticks on the ice and remember, we’re all in this together.

Brad Miller, Level 3 Alpine (Alpine Education Staff), Level 3 Telly (Nordic Education Staff), PSIA Level 2 Nordic Track. Children’s Specialist 2. Instructor and Coach since 1979. Always an adventurer.

Exciting News
Concerning Central Division

By Peter Hoppock

FOUR EDUCATION STAFF MEMBERS ARE TRYING OUT FOR THE PSIA NATIONAL TEAM!

Chris Fisher
Chris has just recently been named to Central’s Education Staff Development Team (ESDT) and is one of the most promising young talents here in the Midwest. He comes from a racing background and has embraced the role of educator with the same energy that he brought to racing and coaching.

He is a well-rounded communicator who has experience in developing multi-platform education programs in his business life, and believes he can do the same for the ski industry. We should be so lucky.

His energy and enthusiasm show in his presentations both on and off the slope. Chris has a sharp mind technically, but does not get lost in technicalities.

Chris may just be beginning his PSIA journey, but there is no question he is going to be an important contributor to our growth and to a high level of quality in Central Division. He would most certainly make the most of an opportunity to do the same on a national scale.

Ron Shepard
Ron is not only a skier with power, grace and skill, he is also the Skier Services Director at Crystal Mountain in Michigan. As an innovator for his resort he has always pursued excellence and created programs to benefit his instructors. He is an Examiner for two divisions, and has a wonderfully broad perspective on the sport.

Ron is articulate and well-read, a skier with a brain to match his prowess on snow. He can speak brilliantly off the cuff, both technically and colloquially, and his assured tact with all levels of membership has earned him praise in review after review.

Ron might be the most articulate and intelligent Ed Staff member I have encountered in my long years on staff. He is that rare person who can see the big picture while juggling all the small parts.

Paul Bowman
Paul is an extraordinary young man, with talents that extend deeply into the ski industry but which also pull from the world of film and film editing. His ability to see what others cannot—how two disparate ideas can have common architecture, for example—and his ability to communicate complex ideas and structures simply is a special talent.

Paul’s commitment to the ski industry is on display, as he has already managed to turn his passion for the sport into a year-round calling, with summers in New Zealand, and winters divided between the Central and Rocky Mountain Divisions. He has produced top-class videos on skiing and instruction. He has also written instructional briefs, and is computer-savvy enough to have created web-sites and e-learning tools already for NZSIA.

And, the man can ski.
There seems to be no limit to his energy. His enthusiasm is contagious. His creativity is unquestionable. He has an education methodology background as well, and blends critical thinking skills into his teaching and communicating. Paul entered the pathway towards becoming an Examiner and excelled from the start, achieving Examiner status in near-record time.

**Derek Althof**

Derek is the veritable model of a committed snowsports instructor. Starting with his early days at Chestnut Mt. in Illinois, his desire to learn and absorb all he could about skiing has been his trademark. He matches this drive with a soft spoken nature that belies his determination. He wears his fierceness softly! In short order, he quickly became one of the most sought-after clinicians and respected Ed Staff Examiners here in Central.

His determination to be the best he could be led him to New Zealand, where he spent several summers soaking in different approaches to teaching and skiing, and in the process became an even better teacher and communicator.

After spending more and more time at Deer Valley—while still serving the Central division—Derek was named Director of Training for that ski school. He might be the youngest person to ever serve in that position.

Derek has the magical quality of making (for example) the person who comes in last in a race feel like a first place winner. He makes what he does seem natural and effortless, and you do not see the work that is underneath.

People want to be with him—and want to be like him.

I am very excited not only for these four terrific instructors personally, but for what their accomplishments and dedication says about the Central division as a whole. Geographically they emerged and developed their talents in diverse locations, through different ski schools and training environments.

If you see them at an event this winter, wish them well.

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Snowboard Education Staff member Corey Schroeder with Vinney Johnson and Alex King, who both passed their certification exam at Boyne Highlands Resort.

Education Staff Member Brad Miller with new CS2s, Larry Griffin and Dave Moledor.
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