Control Edge Angles through a combination of Angulation and Inclination

Control the relationship of the Center of Mass to the base of support to direct pressure along the length of the skis

Regulate the magnitude of pressure created through ski/snow contact

Control the skis rotation with leg rotation, separate from the upper body

Control pressure from ski-to-ski and direct pressure toward the outside ski

Test your Movement Analysis Skills. Scan QR Code for MODDS quiz form:
President’s Message

By Richard Wren, President, PSIA-AASI Central Division

SNOWSPORTS SEASON LAUNCH CHECKLIST:

• Board meetings completed – Check
• Budgets approved- Check
• Calendars approved and entered into the system – Check
• Education Staff commitments confirmed – Check
• Training events scheduled – Check
• Membership events available for registration – Check
• Skis and board waxed and prepped – Check
• Snow making systems tested – Check
• Cafeterias unpacked and prepped – Check

All System Go for season 2017-2018 to launch in T minus 5... 4... 3... ...

The balls have been placed in motion and the gears are grinding. The 2017-2018 season is upon us and from where I am sitting it’s “Go” time. As a full-time industry member working year round at Boyne Highlands Resort, in Michigan, the ski season really is a year round effort for me. But, what I did not realize was the amount of time and effort it takes to get our Central Division ready for the oncoming ski season. I would love to take this opportunity to thank the members of our volunteer leadership for the countless hours and energy it takes to prepare for the season ahead of us. Our Education VP, Discipline Administrators, Education Committee Members, Education Staff and Board Members spend many hours of their own time on Conference Calls, Webinars, and In-Person Meetings to develop the content and set the plan of all the educational events and exams for the year. This truly is a “Herculean” effort that easily goes unnoticed. If you run across any of these members over the season, please join me in saying a big “THANK YOU” to them. We cannot be successful without the efforts of these teams.

On an Administrative front, I can confidently say I feel we’re in the strongest position we have been going into a season for a very long time. If you have not had a chance to speak with our New Executive Director, Ron Shepard, I encourage you to do so before the season is over. His efforts to foster and develop our relationship with the National office personnel (who are currently handling our membership and administrative tasks) is resulting in a faster response time to member inquiries. This is creating efficient and effective communications with happier members. I can’t say that we are completely without hiccups, but getting these issues resolved and moving in the right direction is a refreshing feeling to say the least.

I wish everyone a great 2017-2018 season and I hope to see you on the hill.

Don’t have a QR Code Reader?
You can access the website under http://www.psia-c.org/modds-form/
PSIA-AASI Central Division Election: Call for Nominations

By Sally De Lange
Executive Vice President PSIA-AASI C

It’s that time of year! Time to start waxing your skis and get ready for the 2017-2018 Snowsports Season. It’s also a great opportunity to be one of the next leaders in the Central Division by becoming a member of the Board of Directors for PSIA-AASI C. Make a difference and help shape the future direction of the Division by participating and voting in the 2018 PSIA-AASI Central Division election.

Nominations for the 2018 open seats on the board will begin on Tuesday, November 15, 2017 and must be received by our division office by 7:00 p.m. EST, on December 15, 2017. Once all Nominations have been received and verified, the election will commence on February 1, 2018. It will conclude on February 28, 2018, at the election meeting held at our organization’s office.

NOMINATION REQUIREMENTS:

A member in good standing can nominate any other member in good standing who meets the criteria listed below. A member may also nominate himself/herself if they feel that they have what it takes to be a leader in the snowsports industry. Members in good standing are defined by the following:

• Legal resident of the United States, has a snowsport work affiliation and permanent residence within the ASEA-C geographic boundary
• Has three or more consecutive years as a Certified Member
• Is at least 18 years of age
• Is up-to-date with dues and education credits

The 2018 seats being filled this election cycle are listed below. Your participation and vote are important! Please consider becoming a member of the leadership team. All 8 open positions are for three-year terms.

• Alpine Section 1 - (1 seat) representing members in the Minnesota, Bottineau Ski Area in North Dakota, and Great Bear Recreation Area in South Dakota
• Alpine Section 2 - (1 seat) representing members in Wisconsin and the upper peninsula of Michigan West of Hwy 77
• Alpine Section 3 - (1 seat) representing members in Illinois, Iowa, Missouri, and Louisiana
• Alpine Section 4 - (1 seat) representing members in Michigan, East of Hwy 77 in the Upper Peninsula and north of Hwy 57 (in the mitten)
• Alpine Section 5 - (1 seat) representing members in Michigan, South of Hwy 57
• Snowboard Representative (1 seat) - representing Sections 4, 5, & 6
• Adaptive Representative (1 seat) – representing all Sections
• Nordic Representative (1 seat) – representing all Sections

Nominations will begin on November 15, 2017. To Nominate a candidate please visit the “Board of Director’s” link on the PSIA-C.org website under “About > Board of Directors” link. If you are going to nominate another member, please confirm with that member his/her willingness to serve, and that the person meets the criteria to serve as a board member.

Voting in our elections is an opportunity for Certified Members to help guide our organization’s future. Selecting who governs is a great way for your voice to be heard and make a difference. Please help your organization by nominating yourself or your fellow snowsports instructors, and by voting in the upcoming 2018 Board of Directors election!
For decades, PSIA’s relationship with many local ski clubs has not been as interactive as it could be. However, thanks in part to Mike Rogan’s work with the U.S. Ski Team and his interesting teaching articles in Ski Magazine, along with a focus on fundamentals by top athletes like Mikaela Shiffrin, there has been change locally.

The Grand Traverse Ski Club has been an integral part of Northwestern Michigan’s storied Alpine racing success for 61 seasons. Although many Grand Traverse Ski Club coaches have had a PSIA Instructor background, including three Central Division Education Staff members, education emphasis was not always PSIA based. Within the last several years there has been change. De-emphasizing gate training and emphasizing an equal amount of free ski drill time has given PSIA an important role in the development of local Alpine athletes.

The following technical points are from an educational power point presentation made to the Board of Directors from the Grand Traverse Ski Club this past August. They were based on the PSIA-AASI Children’s Manual, the Alpine Tech Manual, and from Central’s Alpine Education Staff Member Ned PInske’s work concerning our Children’s Specialist programs.

**SAFETY, FUN AND LEARNING LEADS TO SUCCESS**

- Safety – Know the Skier’s Responsibility Code and apply it.
- Fun – Activities that are interactive, educational and encourage play.
- Learning – create a culture where there is an interaction in which the students are involved:
  - A culture where games and drills provide teachable moments. Students access their skiing by way of video review.
  - Students learn tactics by understanding the basics of course setting.

**PSIA’s Role in Alpine Racing**

By Bradferd L. Miller
Students learn more about their gear.
Students acquire a lifetime activity.
Students learn respect for themselves and others.

Knowing the Code promotes safe and responsible skiing. Fun and learning are only limited by creativity. All too often we look at a gate training course and think only of racing. Safety skills can be worked on within a course as well. An Example: 360 spins between turns.

SUCCESSFUL COACHES FACILITATE SUCCESSFUL STUDENTS

- Understanding the CAP (Cognitive, Affective, Physical) Model.
- Understand learning style preferences.

Coaches and parents should have a basic understanding of the CAP model. An example: 4 year olds are “in the back seat” because of a lack of muscle development and their Center of Mass is higher.

Coaches, Students, and Parents have knowledge of the Five Fundamentals:

- The Fundamentals were chosen ahead of the Skills due to the ability of the coach, student and the respective parents to see them.

Coaches, Athletes and Parents can visualize Fundamental number one concerning fore/aft pressure. An example: “skiing in the back seat.”

Although not specifically mentioned in the presentation, of great importance is Ned Pinske’s “CRAVE” theme, and its application in the Grand Traverse Ski Clubs educational partnership through Coaches, Athletes and Parents:

- **C**ollaborative: efforts in education in the form of an evaluation card which engages the student.
- **R**elative: tasks that relate to other activities in which students take part.
- **A** culture of Learning: where a Safe and Fun environment is created involving both the coach and the student.
- **V**ideo: review becomes an important part of the student’s curriculum.
- **E**xploring: other terrain or multi-tasking training courses.

**CONCLUSION:**

Skiing fundamentals as defined by PSIA, coached at higher levels by Mike Rogan and applied by U.S. Ski team athletes like Mikaela Shiffrin are helping to develop better athletes without using a steady diet of gate training. Innovative themes championed by Ned Pinske and the Central Division Children’s Specialist staff have helped foster an interactive and Creative learning environment. Due in large part to the aforementioned, PSIA and PSIA certified instructors are playing an important role in local Alpine Racing. This is a winning environment for all.

Have a great coaching season.

Brad Miller

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*Bradferd Miller is your Alpine Representative Section Four, Central Division Education Vice President, member of the Nordic Education Staff and Children’s Specialist Staff.*

*Education Director Grand Traverse Ski Club, Head Coach Clare High School Ski Team and Coaching staff Nubs Nob Racing*
The pursuit of happiness ... when our founding fathers drafted these words, we may be certain they were not thinking about children's snow sports instruction. However, they may have been thinking about a young generation. It is hard for me to imagine anything more wonderful than the face of a happy child. A child full of excitement and enthusiasm for our sport is a goal I strive for in every lesson. The pursuit of this goal has led me to think more about the idea of Playful Teaching.

On the path to happier students, Playful Teaching gently guides the student’s learning experience with fun activities. The roles of teacher and child are both, complementary and dependent on one another in order to power the lesson. To engage the child, a positive learning environment is created with fun activities that offer friendship, meaning, challenge, and novelty. Learning occurs through the student’s experience of seeing, doing, thinking, and feeling lesson content as it is delivered through a continuous cycle of teaching.

The teacher’s role in Playful Teaching includes:

- **Leader** - As “Leader” the teacher leads activities and children are to follow directions.
- **Allower** - As “Allower”, the teacher is an observer who ensures safety but also lets the children be active and inventive while helping them to realize their own aims.
- **Afforder** – As “Afforder” the teacher is facilitator, tutor, shepherd, advisor, protector, prodger, observer, activator, and challenger. They are also the motivator who gives feedback, provides examples, poses questions, is interested, and ensures safety.

Playful Teaching establishes collaboration, relevancy, a culture of learning, and exploration. It utilizes Four (4) Keys, drawn from game design (Yes… like video game design!) to create emotional engagement in the learning experience. The Four (4) Keys include:

- **People Fun** – Collaboration: builds social bonds and friendships. Play activities that offer both competitive and cooperative opportunities offer a wide variety of emotional experiences.
- **Serious Fun** – Relevancy: provides meaning and value to each individual student. Personalized purposeful play activities change how student’s think, feel, behave, and how the student feels inside.
- **Hard Fun** - A Culture of Learning: scaffolds challenging yet achievable learning experiences in pursuit of a goal. The challenge focuses attention and rewards progress to create the alternate emotions such as frustration and **fiero** (an Italian word for “personal triumph”).

**"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."**

Declaration of Independence (U.S. 1776)
• Easy Fun – Exploration: offers the novelty of something new and immerses the student in the sheer enjoyment of experiencing the lesson activities. It awakens a sense of curiosity and creates intense sensations of wonder, awe, and mystery.

To most of us, happiness focuses on pleasant, positive emotions, and having our needs satisfied. The search for happiness is natural and continuous. Studies have shown that by managing and combining these four (4) Keys, we may actually change our student’s brain chemistry.

Children, and animals for that matter, play not just because it’s fun, but because it’s instinctive and essential to their learning and development.

Child development can be categorized in three (3) broad categories:

• Younger Children (Pre-School)
• Older Children (Elementary School)
• Teens

Understanding how each category thinks, feels, and moves, aligns with their style of play, and thus, their happiness!

Younger children (ages 3-6) are like a litter of puppies. They will climb all over each other, rolling, falling, and tripping clumsily as they enjoy their play. Exploration, relevancy, and the approval of a trusted adult are essential to their Playful Learning. Easy fun, Serious Fun, and People Fun are key activities to include in a Playful Teaching lesson plan. Stickers, stuffed animals, and kneeling or sitting to get down to their level, help us enter their imaginative world. The simple joy of sliding downhill is often play enough for these little critters. Add a few cones, brushes, mittens, or trees in their path, and turning becomes automatic. Smiles, high fives, and silly glee let them know they are winners.

Older children (ages 7-12) are like a barrel of monkeys or a herd of sheep. Their bodies are not large. The group can get wild and moves as a unit. They do not always think logically. A Culture of Learning including challenge and accomplishment, new experiences, competition, and collaboration drive their play and learning. Hard Fun, Easy Fun, and People Fun are key activities to include in a Playful Teaching lesson plan. Stickers, stuffed animals, and kneeling or sitting to get down to their level, help us enter their imaginative world. The simple joy of sliding downhill is often play enough for these little critters. Add a few cones, brushes, mittens, or trees in their path, and turning becomes automatic. Smiles, high fives, and silly glee let them know they are winners.

Teens (ages 13-18) may be seen as a stable of colts and fillies. They have strong urges to test and use their bodies. They prefer to be individuals, yet be part of a herd. Some are strong and powerful while others are gangly. Friendship and personal accomplishments rule this group. People Fun, Serious Fun, and Hard Fun are keys to unlocking the potential of these students. “I got IT!” is key to this group. The ‘IT’ may be a personal accomplishment, a deeper understanding, a new friendship, or acceptance into the ‘IT’ group. ‘We’ and ‘Me’ rule the day with these soon-to-be adults. Creating a group identity with outfit adornments, team names, group meals/snacks, and pair and group demonstrations, builds trust among teens. Quiet, individual challenges, feedback, and encouragement help create a sense of ‘Me’ and form personal identity.

Lastly, a continuous teaching/learning cycle drives Playful Teaching. These cycles include:

The play, drill, adventure, summary teaching cycle:

• Play – Introduce Lesson and Develop Trust, Assess Students and Their Movements, Determine Goals and Plan Experiences. Examples may include: attunement and social play which lead the student to experience anticipation and surprise.
• Drill – Present and Share Information. Examples may include: body & movement, and object play which lead the student to pleasure and understanding.
• Adventure – Guide Practice, Check for Understanding. Examples may include: imaginative, creative, or narrative play which lead the student to strength and poise.
• Summary – Debrief the Learning Experience. Examples may include: celebratory play which lead to praise and encouragement.

The experimental learning cycle:

• See It
• Do It
• Think It
• Feel It

Whether you are teaching Puppies, Monkey’s & Sheep, or Colts & Fillies this season, I encourage each of you to include engaging and fun learning activities in your lessons. Be playful in your teaching and pursue happiness!

Play On,

Ned PInske

See story references on back cover.
The focus of the fall PDS held at Crystal Mountain, in Northwestern Michigan, was “teaching better teaching.” There were ten instructors attending the one day event. After introductions, we started off with a brief recap of some of the information that was covered in last year’s PDS. The main themes we explored were:

- The differences between teaching and coaching;
- More deeply exploring the Learning Connection for better understanding of not only our students, but also ourselves as instructors, which allows us to use our “people skills” for better lessons.
- A focus on how important it is for us to understand our students’ motivations for being in the lessons, even if they might not necessarily have a clear grasp of that themselves at the beginning.

Even though we did not yet have a clear, point-by-point listing of the Fundamentals of Good Teaching (like we do for skiing), we put a lot of time and effort into compiling some of the fundamental characteristics of great teaching/coaching, trying to boil them down to their essences, and coming up with ways in which we might be able to use them to enhance our lessons and our abilities to connect with our students.

After lunch, we did an exercise using juggling as the vehicle. I read off a list of directions on how to juggle, then asked everyone to grab some balls and juggle. Obviously, that task did not lead to many successful outcomes. I then had one of the attendees (who is an excellent juggler and teaches people how to juggle) teach/coach all of us toward juggling three balls. The obvious point was to illustrate how teaching tends to be a one-way street of information flow, while coaching is a two-way process which involves massive amounts of sensory focus (feeling/kinesthetic sensations) and gives the students room to explore and take responsibility for their learning.

Eventually we moved into some real-life scenarios and discussed how we might deal with them given what we covered earlier. We culminated the event with an analysis of movement analysis (MA) concerning beginner skiers, intermediate skiers, and World Cup skiers. Our focus with the MA was to first see if we could build a profile of the student (without actually being able to speak with them), then find out what their strengths were, before moving to what they needed help with. The point was that if we can begin to know our students before looking at their skiing skills/movements, we can better connect with them and build a lesson from their motivation based upon their strengths. That will allow them to explore, and to feel what it is that they are doing—all of which will lead to a deeper, faster learning, and more FUN experience.

**CONCLUSION**

Several attendees advised me that they found this to be an interesting and worthwhile seminar. During the event, the energy level of the group was high, and conversations took on lives of their own. As a result, I believe that everyone, including me, learned something that they could take home with them.
Cascade-fest V will be hosted by PSIA-AASI C and Cascade Mountain on January 26, 27, and 28, 2018. Cascade Mountain is located 30 miles north of Madison Wisconsin. Our Mountain sits right at I-90, I-94, and I-39, at the Junction of Highway 33. We are really easy to get to! And, we are only fifteen minutes from the "Water Park Capitol of the World," Wisconsin Dells!

Last season, Cascade Mountain had a $9 Million Dollar Expansion and we opened two new lifts with six new intermediate runs!! Come see for yourself the fantastic changes that have been made.

The Level II Certification Events are three-day events while all other PSIA-AASI C events this weekend will be two-day events, taking place on Saturday and Sunday.

Go to the PSIA-C.org web site for a complete listing of events in which you can participate.

This year for the first time there will be a “Free Style” event!

There is something for everyone! Pick the event that best meets your needs and come join in the fun and learning.

A block of rooms has been set aside, for your convenience, at the Best Western Hotel in Portage (10 minutes from Cascade Mountain). The price will be $119.00 per night, plus tax.

Cascade Mountain is offering a discounted Two-Day Lift package for $51.00, plus tax, and a Three-Day Lift Ticket package for $64.50, plus tax, for you and your family. Remember, at Cascade Mountain Kids 12 and under ski/ride for FREE!

To utilize the Cascade Mountain Discounts you and your family members must all be present at the same time to make the purchase. If you arrive one day and your family does not arrive until the next day there will be NO discount for the family.

Cascade Mountain has a state of the art “Montana” Tuning machine. Cascade Mountain will be offering a tuning special of 30% off for all of our PSIA friends and their families.

Each day will begin with “DOOR PRIZES”. In the past we have had some very cool door prizes. (Water park tickets, Goggles, Mittens, Snowboards, Dinner packages, Wood Workings, to name a few.)

On Saturday evening there will be a gala dinner, a band and an evening of fun!! This event is for all of our Central Division members and their families. The food and beverage will be outstanding and we will have some great music to make the evening special for everyone. Last year we had over 75 members take part in the Saturday evening event.

Central Division Education Events are for everyone. You can join in the fun and learning even if you do not need a “CEC” (Continuing Education Credit.) SO, mark your calendar now and come join in the FUN and the LEARNING!

P.S. Cascade Mountain hosts “Training Clinics” every Wednesday from 1 pm to 8:30 pm beginning the first Wednesday we are open. Call Erika Meier (1-608-963-1360) for details. This is a great learning experience!
Proper boot selection may be one of the most important components in Cross-Country ski gear. It enables the Nordic skier to perform optimally, be comfortable, stay warm and have fun! Boot fitting can be complex and time consuming, when the skier is trying to find the appropriate product. Ski boots are an integral part of a skier’s success, whether the person is a competitive athlete, a casual recreational skier or a coach/instructor, or anyone remaining on the snow for a prolonged period of time.

Choosing the Correct Boot

There are three main factors to consider when choosing the appropriate Cross-Country ski boots: fit, performance and price. It is in the compromise between the three where we find the best boot for each skier.

Cross-Country boot prices range from the low $100s, up to $1,500.00, or even more! Each brand and each line within the brand offers a variety of options and features to best suit the individual. Price does not necessarily determine the best boot for the individual skier, however, typically as the price increases, so does the quality of the boot and its components. A beginner might do well in a basic boot, but may find increased enjoyment in one that is more expensive or of higher performance, while a competitive athlete might find success in skiing in a mid-range priced boot. Although other aspects of boot choice may be more important to success, one should consider cost as well.

Performance is probably the biggest driving force in boot selection. High-end carbon boots offer a great deal of stiffness, support, and power transfer, while being lighter in weight. Some trade-offs might be warmth or sometimes optimal comfort. These ski boots tend to have a narrow last, and fit more snugly, with the purpose of optimal power transfer from the foot, through the boot, into the ski, and onto the snow. The skier might sacrifice warmth for performance, as these boots tend to have less material, or insulation.

Boot Materials

Carbon materials in boots have increased in availability and popularity in recent years. Yes, you will pay more for them, but they will reward you with increased performance. This is not only appropriate for the competitive skier, but also a person who may spend hours at a time enjoying the...
outdoors would surely appreciate and enjoy this type of high performance boot. Many noncompetitive skiers enjoy the benefits of higher end carbon boots, simply because they can ski better, faster, and more efficiently, which translates to having even more fun!

With the increased availability of carbon boots, one must consider the fit of the boot. As already mentioned, they often come in a narrower last, which might not be appropriate for every foot type, such as someone with a wide foot, or a bunion deformity. These often can be managed with boot stretchers or with the addition of moleskin padding, but that is not always the case.

Some of the boots also have carbon extending up the sides or back of the foot, which can “dig” into the skiers’ ankle bones or Achilles Tendon. The carbon in these areas cannot be modified, and therefore a boot which does this might not be the right choice, regardless of popularity, success on the World Cup, or reputation for optimal performance. The boot can be warmed and stretched, but one must be careful to not heat up the carbon aggressively, as this can alter the integrity and stiff properties of the material.

**THE RIGHT FITTING BOOT**

Overall fit, is definitely important in a ski boot. A skier will potentially spend hours in them each day, so they better be comfortable…or mostly comfortable. The fit will depend on the skier’s ability, expectations on snow, and possible foot deformities. Some thoughts to consider would include; does the skier have a deformity, or does the person require a warm boot? Often one will find boots with warmer liners in the intermediate range, and therefore will compromise on performance. If a skier is comfortable with that, than it is an appropriate choice, however different expectations regarding performance, such as power transfer need to be understood.

There are a number of very warm boot options on the market, and this is important if a person lives in a very cold climate region, or is potentially on the snow for prolonged periods of time, such as a coach or ski instructor. A decrease in performance may even be appropriate for the advanced skier who might be on-snow all day long while leading a beginner children’s program. In this case, limited performance might be acceptable, and a warm boot would be very much appreciated!

Fit considerations for people with deformities are challenging, regardless of ability or fitness levels. A recreational skier with a large ankle or Achilles deformity might not fit comfortably in the bulkier mid or lower range boot, and may have to jump up to a more expensive point boot, which often has less material, fewer laces, buckles or straps. On the other hand, as stated above, certain high-end carbon boots might “dig” into such areas, making it an inappropriate choice. Some boot brands tend to have a wider toe box, which may be appropriate for certain people, although too much motion might cause friction and create skin lesions or toenail damage.

**continued on page 17**
As SSD Chair, I would like to remind all Snowsports Directors/Managers of the meeting scheduled at Boyne Highlands Resort for Thursday, December 7th and Friday, December 8th, 2017. Your pre-registration for the event would be greatly appreciated. Please note that there should be special rates for the event.

I would also like to reach out to all such Directors/Managers for your help with programs that Central Division can develop to aid with school products, and for input about any special topics of discussion concerning what Central Division can do for you/your school. We expect to have some exciting programs available for you in the upcoming season.

I also look forward to talking with as many of you as possible throughout the season.

Look for the Directors’ Meeting to take place for Sections 1, 2 and 3 early in the mid-season.

As you know, Central Division member schools enjoy many benefits including:

- Access to Central Division Snowsport Directors’ seminars;
- Access to Central Division Clinics to better assist with school training;
- Access to Snowboard Trainer’s College;
- Access to instructor education records for employee certification and credential verification;
- The free usage of “PSIA,” “AASI,” and “Go with a Pro” logo designs for signs, brochures and website use;
- Hosting Central Division education events at your resort;
- Discounts on education materials through PSIA-AASI National;
- Discount advertising on the Central Division website and within the Central Line magazine;
- Free help wanted posting on the Central Division website and the Central Line magazine; and
- One free membership to present to a new member of your choice (for Gold Merit Ski Schools only).

As you renew your school membership, please make sure you have provided up-to-date contact information. Once again, we look forward to talking with you and seeing you at a PDS or on-snow event. If you have questions, feel free to call me at (269) 760-2891, or email me at phantomrcc@mei.net. Thank you.

Geoff Shepherd is a PSIA Alpine Level 3 ski instructor with a CS1 credential. He is on the Central Division Education Staff and is the Snowsports Director at Timber Ridge Ski Area, in the Western part of Lower Michigan.
HELLO CENTRAL MEMBERS,

As the mid-November winds kick up snow effect off the Great Lakes, we move ever closer to the 2017-18 snow sports season. With the approach of the 2017-18 season, our hardworking discipline administrators and Alpine Education Certification Committee members are working on staff training plans. Much of the training for each respective discipline will be to provide consistency in the education offerings and the exam evaluation process. In October 2017, representatives from each discipline attended the PSIA-AASI (National) Fall Conference, along with their peers from other divisions, as well as D-Team Members, and worked on some of these very same topics and more. An example of Fall Conference outcomes can be seen in the recent issue of 32 degrees (Fall’ 17) in Gregory Dixon’s article which concerns developing Telemark fundamentals.

Having been involved with last year’s Fall Conference, and the Telemark fundamental work process, I was extremely impressed with the collaborative efforts of the Telemark team lead by D-team members Greg Dixon and Grant Bishop. Our discipline administrators have exhibited these very same traits as they move forward into the upcoming season, one that promises to be better than ever. Central Division’s new Executive Director, Ron Shepard, has also been cranking out huge efforts on all fronts. From an educational standpoint it has been refreshing to work with an Executive Director who understands the “boots on the ground” aspect of our business, especially our member’s needs.

CHILDREN’S SPECIALIST 2 CREDENTIAL — 2017-18

After a review of the national standards for CS2 and discussions with our children’s specialist staff as well as with the National Education Director, we found that Central Division’s combination of CS1, CS2 and “What’s New Kid” presented a large challenge. There was a need to provide participants and facilitators with adequate time to perform and access teaching, riding and knowledge, at or above the National CS2 Standard (accessible at: thesnowpros.org/education). Taking all of the aforementioned issues into account, CS2 will be offered as a separate entity at four events this year, at Afton Alps, Cascade Mt., Crystal Mt., and Shanty Creek resorts. This positive change will allow much more time for the CS2 process to take place specifically in regards to the terrain and teaching applications as they pertain to National Standards.

PSIA NORDIC TEAM CENTRAL DIVISION RENDEZVOUS

The National D-Team, under the leadership of David Lawrence, is bringing the big show to the Twin Cities from January 25-28, 2018. If you have these dates open and want to ski with our best this is a great opportunity to take advantage of this PSIA-Nordic first.

Thanks and ski ya soon,

Brad Miller
Curious about “The Fall Conference” and what it means to you? The PSIA-AASI National Fall Conference is an annual event in which education staff members from across the country gather to discuss the future headlines of our organization. Each division and discipline nominates an individual to participate, and that person is tasked with both representing the needs of their region, and transmitting the lessons learned by their group back to the membership. It would be difficult to condense the many discussions and take-aways of several intense days into this brief (yet inviting) summary, so look to your discipline representative’s report for in-depth outcomes from the event.

Sure, each discipline entered the conference with a variety of subjects to cover, but one unifying element was the image of our world as a portrait, one composed of “Learning outcomes.”

Our task as educators is to identify paths and processes to attain and measure success.

Central Division Nordic Representative, Zeke Fashingbauer, describes his group’s involvement as both challenging and enlightening- starting with the mere identification of a learning outcome. Zeke and his group approached the concept with the following framework. A learning Outcome:

- ...has to be useful and purposeful.
- ...has to have specific information that we commonly accept as true.
- ...should be comprehensible by a wide audience including Instructors, Clinicians, Ski Area Managers, and even the general public.

This approach was common among all disciplines, where participants worked to identify meaningful content and deliverables. In some instance, existing scorecards and reference materials have been on target, while in others these sources have been markedly vague. It was no surprise that differences of opinion arose in respect to performance measures, which Zeke describes as “general enough to allow for regional nuances, and specific enough that each level of certification had a discernable difference.”

The process of identifying the “what” of our lessons and clinics has a basis in science. As an organization, PSIA-AASI National has partnered with Penn State University to seek to add the power of university credit to the work which we do. Each division has a member of the PSIA-AASI Educational Leadership Council, who is charged with building a framework for credentials using existing National Qualifications as a reference. In comparison, the Pro Golfers Association has such a framework, and both the British and New Zealand Ski Instructors Associations have college accredited curriculums. Central Division is represented by Minneapolis based Charlie Austin. Charlie describes his committee’s work, applying the following criteria to each of processes:

1. What is the Learning Objective? (Goal)
2. What are the Learning Activities? (Class)
3. What are the Assessment Activities? (Test)
4. What is the Assessment Criteria? (How the test is scored)

He notes how difficult it is to create distinct, objective, meaningful, and measureable benchmarks. Even those tasks which seem straightforward in the committee’s minds become difficult to pin down under scrutiny.
This question was posed to the Alpine Team at the 2017-2018 Fall Conference. As a level of certification, an Education Staff member is Level III certified, just like thousands of instructors across the country. This does not change the fact that joining the education staff is a different process, with more unique criterial than that which was undertaken for Level III certification.

Conference participants explored the characteristics and qualities that distinguish the “best” of the education staff across divisions and disciplines, and arrived at some key indicators. These markers can be used during the interview process, both on and off the slopes. See if you can recognize these qualities in your own educational clinic leaders, or within yourself.

**DO YOU HAVE WHAT IT TAKES TO JOIN THE TEAM?**

Skiing or Riding Abilities demonstrate versatility, the ability to inspire through precision and adaptability, and a set of skills that relate to sensing how and where a participant’s skiing might differ from the standard. Education Staff members should be able to respectfully replicate the movements of their event participants, then discern and describe how they might differ from the intent or task requirements. At the peak of this standard is the ability to deconstruct and synthesize movements to reach a desired outcome, across a variety of terrain and performance situations, including steeps, bumps, powder, racing, and freestyle.

Technical knowledge; As a baseline, an education staff member can be relied upon to have both contemporary and historical perspectives relating to physics, biomechanics, and equipment. More experienced staff members bring insights into resort best-practices, alpine environmental factors, weather and surface preparation, course setting and other issues.

Communication skills; An Education Staff member must communicate performance relative to a standard, and be able to effectively deliver scores and feedback. This differs from the requirements for level III in respect to expectations and outcomes, the form of feedback (often written), and the ability to teach for transfer. Although difficult to discern from top performing Level III instructors, Education Staff members should have the ability to sense when a participant’s understanding differs from what is being asked of them, and have the ability to rephrase in order to guide performance.

Group Management, and the skills by which an education staff member establishes an environment of trust, in order to maximizing both learning and participant performance. While the specter of a dispassionate, stone-faced Examiner looms large in many exam candidates’ minds, ideally an education staff member has the ability to coach the performance of the group by addressing the needs of the participants. To some, this means adopting an encouraging tone. To others, expressing an element of skepticism – this is a difficult road to travel, as the fine skill involved is knowing when to use which form of power and persuasion to maximize each event participant’s engagement.

Each of these factors are bound by a thread of real-time decision-making. Like great instructors of any certification
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Charlie and Zeke’s accounts mirrored that of Ann Papenfuss, who attended as the Central Division Adaptive Representative. Within the Adaptive group, Ann notes that each division had been testing candidates in a different manner, and every division had good reasons for their testing methods. While there were some individual benefits to this method, there were also some glaring troubles: (1) Transferring a PSIA certification from one division to another was problematic, if not altogether impossible. (2) Our guests lacked consistency when their snowsports travels took them to different divisions. (3) Rivalry was created among the divisions, with each division thinking they had the best/most challenging exam process.

It may seem like a small chip from a very large boulder, but the Adaptive group used this process to establish Learning Outcomes, Learning Experiences, Assessment Criteria and Assessment Activities for the examination of Level 1 bi-ski instructor candidates. This is actually a significant milestone, specifically because it demonstrates the ability to reach a consensus, and form the dialogues necessary to achieve results in this project.

If any discipline had a formidable task in this exercise, it would have been the Children’s Specialist group- for whom criteria like “fun” and “empathic” have meaningful, but subjective and elusive measurables.

Ned Pinske served as the Central Division Children’s Representative, and he reminds us of the qualities that they had to consider: A children’s instructor is so many things-knowledgeable, fun, empathic, skilled, engaging, trustworthy, relevant, professional, reliable, confident, authentic, passionate, and creative. How would his group identify the degrees by which each of these qualities are exhibited at each certification level? As Ned’s group determined, Children’s instructors are unique because they must also understand child development, and satisfy not only the consumer-the child, but also the customer- the parent.

These are just a few examples of the many conversations and directions emerging from the Fall Conference. You will most certainly be hearing more about Learning Outcomes in the coming weeks and months, and you’ll gradually see the product of this work in your course and task descriptions.

As a member, you should know that every participant started their report by expressing their appreciation for the opportunity to be a part of the learning process, and their recognition of how large and important this project truly is.

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level, an Education Staff member should be able to assess any situation and determine if the next step is to offer an activity or to provide an image, give clarification, feedback, or additional information, or to strengthen the relationship within the group (or with a particular member of it).

Do these factors resonate with you? Can you recall a situation in which your educational clinic leader demonstrated some or all of these behaviors? PSIA-AASI Central Division is reviewing our post-event survey to specifically ask these questions. Members who complete the survey will help determine which staff members are assigned to future events, and will help guide education staff training by drawing attention to our strengths and deficiencies as a division.

We encourage you to participate in the post-event surveys which were sent via email soon after event completion, and to encourage peers who demonstrate these qualities to attend the Education Staff Auditions.
ORTHOTICS

An orthotic insert can throw another factor into the selection process. Whether or not to use an orthotic is controversial in the medical field when looking at athletic performance. Furthermore, considering an over-the-counter product versus a custom product is another choice to contend with. Basic things we should understand as professionals in the ski industry is that the insert should replace the original liner, that the insert should be low profile or thin, and have a low heel or no heel counter so as to not raise up the foot in the back of the boot. If the athlete or client requests more information, one could consider referring them to a boot fitting specialist, or even a medical professional who understands the sport, the fit of a Cross-Country ski boot, and what the orthotic will do to enhance function while in the boot.

CONCLUSION

Selecting the appropriate boot can determine how much success a skier has on snow. Having an understanding of what the athlete or client is feeling regarding fit or performance can enhance their experience. We can assist or educate them about how to correct, improve or modify a situation, or even direct them towards a new product.

Dalia Krakowsky Clausen is a Podiatrist and Fellow of both the American College of Foot and Ankle Surgeons and the American Academy of Podiatric Sports Medicine. Dalia is a PSIA-AASI Level 2 certified Nordic instructor. She is also the co-owner of the Minocqua Winter Park Ski Shop and Ski School with her husband Dan Clausen, in Minocqua, Wisconsin.
Alpine D-Team member Dustin Dyar explains a flexion/extension exercise to his Mini-Academy group, at Boyne Highlands Resort, in December 2016.

PSIA-AASI Director of Education David Schuiling and Alpine D-Team member Dustin Dyer.

Alpine D-Team Member Jonathon Ballou with his Mini-Academy group at Boyne Highlands Resort.
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Cover photograph depicts our Central Division Education Staff Member Ned Pinske, an ACE TEAM member. Photograph taken at a Masters clinic series in Welch, Minnesota.

Photo credits and thanks to D-Team Members Dustin Dyar and Jonathon Ballou & to Director of Education Dave Schuiling.
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LARRY SIMPSON
SKI SCHOOL DIRECTOR

The Pursuit of Happiness
continued from page 7

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Save the Date!
Boyne Highlands, MI
December 9-10, 2017
A great event for the entire family.

Watch the Central Division website and your email for details of this event, include sessions to be offered, lodging discounts, and much more.
MiniAcademy/Ski with the D-Team.

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