Dear athletes, coaches and parents:

Welcome to the 2007-2008 season! We hope you had a fun, busy summer and have been working hard to prepare for the upcoming competitive season.

It was a busy summer for us as well, and we are excited to go into another season carrying forward the programs and events that helped the 2007 season to become the most successful season ever!

We finished off last season with the 2007 U.S. Figure Skating Synchronized Training Festival, and are looking forward to repeating it again next year, but moving it to the University of Delaware!

We are also going to be continuing with the sectional monitor programs, the WIN Project and we have already had our first series of technical conference calls for coaches.

Finally, we are taking a huge step to grow the Basic Skills Beginner synchronized skating program. With nearly 60 teams participating last year, this year we have made adjustments to the program to improve the experience of the skaters.

Remember that U.S. Figure Skating online (www.usfigureskating.org) is the main vehicle for communication and we will be using the site regularly to communicate new information.

Best wishes for a great season!

Kelly Hodge
Director, Synchronized Skating & Collegiate Programs

Dann Krueger
Chair, Synchronized Skating Committee

Inside this issue...

Page 2
In Synch for Team Managers

Page 3-4
In Synch for Parents

Page 8
2008 U.S. Synchronized Skating Team
IN SYNCH FOR TEAM MANAGERS

Courtesy of Doris Quinn, general manager, Team Delaware

One of the most important roles within a synchronized skating team is the team manager. The team manager is the glue that holds the team together, not only organizing all of the details but also providing a support structure for the athletes, parents and coaching staff.

With a large group of skaters and their parents, it is inevitable that conflicts will arise throughout the season. How the team manager handles this and promotes harmony has a tremendous affect on the success of a team. Below are some tips to improving communication and promoting a harmonious environment.

The team manager’s most important job is good communication:
1. Be consistent about sending e-mails regarding the upcoming week’s schedule, special events, financial information, attire, etc.
2. Put in place a “phone chain” just in case something comes up that you need to communicate on the day of a practice or an event.
3. Set up a team web site where schedules for practices, competitions and special events are posted online for the team to access any time.
4. Before any special events or competitions send out a checklist that includes every item the skaters need to bring with them.

The team manager should always serve as an impartial liaison between the coaches and parents:
1. Take concerns and questions from parents and team members and bring these concerns to the coach. Return to the parents / team members with the correct information.
2. Always bring information to the coaches and discuss with them. Never presume to speak for the coaches or to set policy for the team.

If a conflict arises on the team:
1. Be Switzerland! (i.e. neutral). Be a good listener, gather the facts and keep your emotions out of it.
2. In the "heat of a conflict" don’t feel like you have to solve the problem immediately because most likely, you can’t. Gather the information and take a step back.
3. Be asbiotis! (i.e. soak up the fire from the parents, coaches or skaters). Try to convey the message without emotion. Sometimes a person just needs to vent and they would be horrified if you actually repeated everything they said.
4. If there is an issue with a skater, interview the skater / parent / coach individually. The more people that get involved, the greater risk for escalation.
5. Use the “24 hour rule”. If a conflict arises, the person must wait at least 24 hours before meeting with you to allow both parties to gather their thoughts, cool down and have a conductive meeting.

Gossip is always bad!
1. Don’t repeat things that you heard about individual or team issues. As a team manager, you will hear a lot of “stuff” and you should never spread it around.
2. At practices, discourage situations in which parents make negative comments that could be overheard by other parents or by skaters. Thoughtless comments can hurt team morale.

Team meetings:
1. Team meetings are a good format to disseminate information about team business such as schedules, clothing orders, special events, fundraising, etc.
2. Team meetings ARE NOT a forum to air grievances between individuals and/or the coaching staff. Grievances must be dealt with on an individual basis.
3. Write and stick to an agenda. Re-direct negative comments or individual complaints to the task at hand. Remind the individual that you will be happy to set up an individual meeting with them to discuss their issues. Remember the “24 hour” rule!

Be prepared to invest a lot of time:
1. The team manager should be someone who can commit to attending most practices (for at least part of the practice time).
2. At home, be prepared to spend at least two-three hours per week communicating with the team and their parents.
3. The team manager position isn’t prestigious or glamorous; it’s a lot of work. You should do this only if you love the sport and the team.

CONSIDERATIONS IN SELECTING A TEAM MANAGER:
- The team manager must be a calm, patient respected individual that the coach trusts and that the parents are comfortable talking to.
- The team manager should not be a “new” parent. Candidates should have spent time with the team and the organization and should have proven that they are trustworthy, responsible, respected by the team and dedicated to the organization.
- Consider selecting someone that does not have a child on the team. This will eliminate perception of conflict with regards to parents discussing problems with the parents of other skaters:
  a. A former parent whose skater has gone off to college.
  b. If your organization has an adult team, consider asking an adult athlete to serve as team manager for a younger team.
  c. A board member of your skating club that might have a special interest in synchronized skating.
Parents are an integral part of synchronized skating teams. When they are supportive and approach the sport with a good perspective, they are a huge factor in the team’s success.

One of the biggest challenges for synchronized skating parents is understanding and accepting that while their responsibility as a parent is to look out for the best interests of their own child, the coach and team manager’s main responsibility is to do what is in the best interest of the team and the organization as a whole. The focus of the synchronized skating team is on the team’s development, the team’s training, and the team’s performance.

The focus of each individual is on his or her participation as a member of the team, his or her contribution to the team and how his or her training contributes to the team goals.

The focus of the synchronized skating parent is supporting their child’s participation as a member of the team and providing opportunity for individual skill development through individual lessons. They also have the opportunity to teach their child how to support a team effort and make a commitment to something that is larger than themselves.

Being a member of a team is hard work, and inevitably there will be challenges along the way. While it is the coach’s job to support the team as a whole, you can be a positive influence in how you guide your athlete through the ups and downs of a season.

Below are some tips for dealing with your child through some of the “bumps in the road.”

**When your child is named an “alternate” and doesn’t get to compete at a competition:**

Perhaps one of the more challenging experiences for a synchronized skater (and/or parent) is that of being designated as an “alternate” for a competition. As we know, competition is a fact of life, and it is not always easy for a parent to support her/his child as she/he engages in competitive activities. As in any sport, there are recreational opportunities to engage in the sport, and there are competitive opportunities for participation. It is important for the skater and parent to understand the team’s philosophy and approach to “alternates” and the purpose or mission of the team.

Some teams have a policy that every skater will be able to skate a certain number of competitions during a season. In that situation, being designated as an “alternate” for a competition must be put into perspective: the skater will have another opportunity to skate during the season.

Some teams have a policy that the skaters best prepared to compete will be selected for each event. Skaters participating on a team with this approach must be prepared not only to compete against other teams, but to compete with her/his teammates for a spot in the program. It is always the responsibility of the skater to best prepare herself/himself to compete. Lessons, practice, testing, fitness and attitude are all part of the skater’s preparation. Skaters in this situation will also have another opportunity to be among those skaters best prepared to skate the next competition.

Parents can encourage their daughter or son to speak with the coach to ask the question, “What can I do to be better prepared to compete?”

As with a child’s academic program, it is important that skaters participate on a team that is a “good fit” with their abilities. It is the “good fit” that will promote the skater’s development and continuing interest. When a skater is an “alternate” and doesn’t get to compete at a competition, it is her/his job, and the job of her/his parent(s)/guardian(s) to support the team as it competes.

**When the team places lower than anticipated at a competition:**

It is important for parent(s) and guardian(s) to be attentive and responsive to their child’s thoughts and feelings about their performance and their placement at a competition. While parents own thoughts and feelings about their child’s team’s performance and placement are important, it is the parent’s job to support their child and their child’s team in times of celebration and in times of reflection and discouragement, disappointment, and frustration. Skaters generally have a sense how they skated, and coaches often process the team’s performance with the team after they perform. It is important to listen to what the skater thinks, feels, and says about herself/his coach about their performance. Parents and guardians can then discuss with their child about how they felt and what they thought about their performance and offer their thoughtful reflections as well. Whether the team places higher than expected, lower than expected, or as expected, it is always best to focus on the performance.

With the IJS, teams obtain feedback from the technical panel and the judges on their performance. Coaches discuss this feedback with their skaters and use the feedback to make changes and improvements. Depending on the situation, coaches may wait to discuss the feedback, or he/she may discuss the feedback soon after receiving it.

Given the opportunity to receive feedback, to reflect on the feedback, to learn from what is useful and let go what is not, it is best to focus on supporting the skater, the team, and the coach at the competition as they receive news of their placement. The support parents can give to their child in those moments will go a long way toward the development of the ability in their child to focus on her/his performance and learn from feedback.

**When your child makes a mistake at a competition:**

Mistakes happen. A fall is generally a visible mistake, although even a fall might go unnoticed. A whole line doing a spiral, in a moves in the field sequence might be on the flat part of the blade, or two or three skaters might fall out of a spread eagle. A whole team might get confused on their program orientation and completely come unequled. A skater might miss turns in their circle step sequence. Mistakes happen.

It is disappointing when mistakes happen. The skater, the team, the coach, it’s disappointing for everyone. And we move on. Some mistakes can be corrected, and coaches will work with their skaters and the team to correct the mistakes that can be corrected. Other mistakes just happen.
It is important for parent(s) and guardian(s) to be attentive and responsive to their child’s thoughts and feelings about her/his mistake, to support their learning, and to support them as they move on.

When another skater makes a mistake at a competition, hurting the team’s placement:
The members of a synchronized skating team are interdependent to an extent that is not often seen among sports teams. When the members of the team, for example, are in a circle, every member of the team is participating in the performance of that one circle. Too much force or tension in one part of the circle can affect other parts of the circle. A break in a circle may occur between two skaters, but it is sometimes a mistake by another team member that results in the break. A mistake by a skater is not necessarily simply that skater’s mistake.

Coaches understand this interdependence, and when a mistake happens, they will often ask the skater to describe what happened. The coach will seek to assess whether there was something that happened that the team needs to fix. Over the years, skaters learn about this interdependence and are able to work with the coach to improve the team’s functioning and performance.

When a skater makes a mistake that hurts the team’s placement, all share in the disappointment, others may share in the mistake, and in all cases, all move on. As parents are able to recognize and support the understanding that “we are all in this together,” the team will be able to move forward in their training and competing.

When you or your child disagrees with a decision that a coach has made:
Coaches need to be able to make decisions that promote the ability of the team to train and compete. Coaches may approach the decision-making process in different ways, but ultimately it is the responsibility of the coach to manage the training and preparation of the team. While the skater and/or parent may not agree with every decision a coach makes, it is possible to support the coach in her/his decisions and respectfully disagree.

It is important for the skater and parent to understand the philosophy and approach of the coach as the skater makes a decision and commitment to participate as a member of the team. Coaches may let skaters and parents know at the beginning of the season what to expect and how she/he approaches training and competition. Coaches may let skaters and parents know what their process is for selecting members of the team and selecting those skaters to compete at any given competition. She/he may discuss with skaters and parents the process she/he will go through to select music or develop program content. This will give skaters and parents an understanding of what to expect, and will give them an opportunity to decide if this coach and this team are a good fit.

It is also helpful to know how coaches handle communication with skaters and parents. Coaches may want communication to be between her/him and the skater, between the parent and the team manager, or some other process. It is respectful to the team and to the coach to work with the coach consistent with the communication process established for the team. It is within the context of the coach’s philosophy and approach to training and competition, and the communication process established for the team, that a skater and/or parent may approach a disagreement.
STEP SEQUENCES - WHAT IS THE TECHNICAL SPECIALIST LOOKING FOR?

By Kelley Ristau, national technical specialist

Teams judged under the ISU judging system understand how crucial step sequences in a synchronized skating program are. One of the most common questions technical panelists receive from coaches is, “why exactly didn’t we get credit for that step sequence?”

The rules state that the turns must be executed with recognizable-proper entry and exit edges, but what exactly makes edges recognizable?”

To begin to answer these questions, it is important to understand that, regardless of level of difficulty, there are three types of step sequences:
1. Those in which the attempted turns are clear and executed properly
2. Those in which the attempted turns are clear, but executed improperly
3. Those in which the attempted turns are muddled enough for the panelists to need multiple viewings of the step sequence to figure out what is going on.

This last type is the most difficult for the technical panel to evaluate, and is often the reason a team fails to earn full value for their attempted step sequence.

Some of the most common things that make step sequences “muddled” or unclear and lead to lower level calls are:

1. Two-footing in the form of the free foot assisting during turning action
   a. Example: LBQ double 3-turn where the R foot comes down to push into the LF portion of the double 3-turn

2. Two-footing in the form of free foot touching the ice prior to completion of the complete turn and/or prior to demonstration of control of the exit edge by the skater
   a. Example: RFI single twizzle where the L foot comes down before the skaters foot, torso and shoulders have completed a full 360 degree rotation

3. Wobbly/changing edges on entry, exit, or during the turn
   a. Example: wobbling edges between the two 3-turns of a double 3-turn
   b. Example: RFO counter changing to a RFI 3-turn

4. Not all skaters executing the same turns a the same time
   a. Example: 10 skaters executing RBI double 3-turn; 6 skaters "cheating" the double-3 turn by executing RFO 3-turn
   b. Example: In a line moving backwards down the ice, half the skaters performing a Mohawk-cross-lean and the other half of the team performing a lean-cross-lean

5. Improper turn action
   a. Example: intended twizzle that has a pulsing action that makes it look more like a double 3-turn
   b. Example: rocker-rocker, or 3-turn-bracket?

It is important to keep in mind that technical panelists are always looking to give the benefit of the doubt to the skaters. Given a team attempting a level 4 step sequence (for example a sequence including a rocker, counter, bracket, twizzle and double 3 with a 360 change of rotational direction) but with a counter that switches edges on the entry, we will look to see if the remaining steps in the sequence fulfill a Step 3 (perhaps there’s a Mohawk and three turn somewhere in there, too) before we downgrade to a Step 2.

STEP SEQUENCES - EXERCISES FOR ATHLETES TO IMPROVE THEIR TURNS.

By Kelley Ristau, national technical specialist

To benefit athletes and coaches looking to improve their turns, here are some suggested exercises to help build edge and core body control; thus helping to develop the clear, clean turns that the technical panel can easily recognize and reward.

Nothing teaches proper edging and control of turns better than figures. Unfortunately, perfecting figure patterns takes hours of practice and ice time. Because technical panel members aren’t going to be down on the ice at synchronized skating events crunching over the ice in spiky-bottomed boots looking for bunny ears on brackets and perfect tracings (if you don’t understand that, try asking your coach about it...), traditional figure patterns can be modified in ways to make them less tedious and time consuming, while still retaining the effectiveness of teaching proper turn technique. Those of you who attended the Synchronized Training Festival in El Segundo, Calif., over the summer got a little taste of modified figure patterns during some of the on-ice sessions.

In the patterns included below, you will find exercises based on modified figure patterns, as well as others that have more of a basis in the U.S. Figure Skating Moves in the Field test patterns. You will see patterns for most major turn types, as even the most skilled skaters should practice 3-turns and Mohawks in addition to “more difficult” turns like rockers, counters, Choctaws, twizzles, and loops.

If you start feeling too comfortable with these exercises try varying free leg or arm positions (for example, keeping the free leg extended the whole time in double 3-turns versus free leg tucked tightly to the skating foot; arms clamped closely to ones sides during the entire pattern versus overhead in fourth or fifth positions or held solidly at waist level). This is neither an exhaustive nor complete list; instead, it is meant to provide some fun alternatives and hopefully encourage you to come up with your own interesting patterns and exercises. Enjoy!
3-TURNS

Using the same basic pattern as that of the juvenile moves in the field test double 3-turns, you can also practice regular three turns. Begin by performing a forward outside 3-turn at the 1/3 mark of the half circle. At the top of the half circle, push onto the back outside edge of the opposite foot and perform a back outside 3-turn at the last 1/3 mark of the half circle. At the long axis, begin the next lobe by pushing onto a forward inside edge. Perform a forward inside 3-turn at the 1/3 mark of the half circle, leaving your upper body facing the inside of the circle. At the top of the half circle, change feet by crossing your free leg in front to step onto a back inside edge. At the last 1/3 mark of the half circle, perform a backwards inside 3-turn. When you reach the long axis, you are ready to repeat the pattern, continuing down the entire length of the ice surface. See Diagram A

1. LFO-LBI 3-turn
2. push back onto RBO edge
3. RBO-RFI 3-turn
4. forward push onto LFI edge to begin new lobe
5. LFI-LBO 3-turn
6. cross R foot in front onto RBI edge
7. RFI-RFO 3-turn
8. forward push onto LFO edge (to begin repeat of pattern)
9. Perform this pattern twice, starting with your R foot, and again with your L foot.

Mohawks

Again, use the same pattern of large alternating lobes as that used for the 3-turns above. Begin by pushing onto a forward inside edge. At the first 1/3 mark of the half circle, perform a forward inside-back inside mohawk. At the half top circle, push onto the back outside edge of the opposite foot. At the last 1/3 mark of the half circle, again change feet by stepping onto a forward outside edge, leading immediately into a forward outside-back outside mohawk. At the long axis, step forward onto a forward inside edge of the opposite foot to repeat the pattern in the opposite direction.

1. RFI-LBI Mohawk
2. push back onto RBO edge
3. step forward onto LFO edge
4. LFO-RBO Mohawk
5. step forward onto LFI edge to begin next lobe
6. LFI-RBI Mohawk
7. push back onto LBO edge
8. step forward onto RFO edge
9. RFO-LBO Mohawk
10. step forward onto RFI edge to begin next lobe
11. RFI-LBI Mohawk (to begin repeat of pattern)

Double 3-Turns

To warm-up your back double 3’s, begin with back crossovers around the end of the rink. On a diagonal pattern across the length of the ice, perform alternating back outside double 3-turns. Use a back outside cross-behind when changing feet. The timing of the double 3-turns should be quick, like the timing used on the back double 3-turn rocker pattern on the senior moves in the field test. When you reach the opposite end of the rink; perform back crossovers around that end (in the opposite direction from your initial back crossovers) and repeat the diagonal pattern, this time starting with the opposite foot. Once you have finished a full pattern of back outside double 3-turns, use the same pattern and perform alternating back inside double 3-turns, paying special attention to quickness and cleanliness while you are changing feet between turns.

Next, you are ready to combine insides and outsides. Using the same pattern as that in the exercises above, perform alternating backwards outside and backwards inside double 3-turns across the diagonal of the ice surface, remaining on the same foot for the entire length. To achieve this, use a power pull between back double 3-turns:

1. RBO double 3-turn
2. RBO-RBI power pull
3. RBI double 3-turn
4. RBI-RBO power pull
5. RBO double 3-turn (to begin repeat of pattern)
6. Beware: while this may sound easy, it can be a challenging pattern. Mastering it will teach great core control and maintenance of flow across the ice. Repeat the pattern on both feet and alternate between starting with the outside and inside double 3-turn.

Twizzles

Twizzles are one turn where comfort in rotation direction really becomes apparent. Because of this, it is particularly important to practice twizzles in both directions. If the powerpull into the twizzle in the exercise below is a little tricky, you can always start off using your free foot for a little helping push in between until your twizzles start feeling more comfortable.

1. LFO-LBI 3-turn
2. LBI-LBO powerpull
3. LBO 1½ twizzle, R foot crossed in front
4. exit twizzle by stepping onto RFO edge
5. RFO-RBI 3-turn
6. RBI-RBO powerpull
7. RBO 1½ twizzle, L foot crossed in front
8. exit twizzle by stepping onto LFO edge
9. LFO-LBI 3-turn (to begin repeat of pattern)

You can modify this pattern to begin incorporating other types of twizzles, too (remember to do both sides):

1. LFO-LBI 3-turn
2. LBI-LBO powerpull
3. LBO 1½ twizzle
4. exit twizzle by stepping onto RFO edge
5. RFO-RBI 3-turn
6. RBI-RBO powerpull
7. RBO 1½ twizzle (exit RBI edge)
8. step forward onto LFO edge
9. LFO-LBI 3-turn (to begin repeat of pattern)
COUNTERS

Start slow, using a modified figure pattern that travels down the ice, with all counters and changes of feet occurring on the long axis of the rink. Use lobes comparable in size to figure circles, practice both feet and both inside and outside turns. Example:

1. LFO-LBO counter (1st and 2nd lobes)
2. push onto RBO edge
3. RBO-RFO counter (3rd and 4th lobes)
4. push onto LFO edge
5. LFO-LBO counter (to begin repeat of pattern)

Once the turns are steady and properly edged, begin picking up speed and flow across the ice, while increasing difficulty. Using the next sequence, you will have to skate 4 separate diagonals to be sure to cover all the counters. Start with back crossovers around the end of the ice, and use powerpulls between turns to maintain flow. SEE DIAGRAM B

- LBI-LFI counter
- LFI-LFO powerpull
- LFO-LBO counter
- LBO-LBI powerpull
- LBI-LFI counter (to begin repeat of pattern)

Again, be sure to start with both feet, and both inside and outside edges.

ROCKERS

Try this variation of the junior moves in the field power pull – quick twisting rockers pattern: Begin with back crossovers around the end of the rink. On a diagonal pattern across the length of the ice, perform alternating outside and inside rocker-rockers, using powerpulls between turns to remain on the same foot for the entire length of the ice.

- LBI-LFI-LBI rocker-rocker
- LBI-LBO powerpull
- LBO-LFO-LBO rocker-rocker
- LBO-LBI powerpull
- LBI-LFI-LBI rocker-rocker (to begin repeat of pattern)

Once you reach the opposite end of the ice, skate backwards crossovers around the end and repeat the pattern on the opposite foot. (The difference between this pattern and the junior moves in the field pattern is that there is only one power pull, not three, between the rockers.)

LOOPS

Start training loops by using the 3rd and 4th figure test patterns (RFO/LFO loops, RFI/LFI loops, RBO/LBO loops, RBI/LBI loops). Once those are comfortable, move on to 8th test paragraph loops (RFO/RFI loops, LFO/LFI loops, RBO/RBI loops, LBO/LBI loops). Finally, try to complete 3 complete paragraph loop tracings in a row—no pushes in between—as follows:

1. RBO loop
2. RBO/RBI edge pull
3. RBI loop
4. RBI/RBO edge pull
5. RBO loop
6. RBO/RBI edge pull
7. RBI loop
8. RBI/RBO edge pull
9. RBO loop
10. RBO/RBI edge pull
11. RBI loop

PATTERN INCORPORATING ALL TURN TYPES

After having warmed up all your turns, string them together into a step sequence. Use a diagonal pattern, as that gives you the most ice to work with. If you run out of ice, try taking the last double 3-turn and loop around the corner. One direction is detailed and drawn here, but try performing it in the other direction, too! SEE DIAGRAM C

1. RBO-LFI Chotaw
2. RFI rocker
3. RBI counter
4. LFI-RBI Mohawk
5. LBO-LFI 3-turn
6. Tuck R foot under to a RFI edge
7. RFI-RBO bracket
8. Cross L foot behind to a LBO edge
9. LBO ½ twizzle, R foot crossed in front
10. Exit twizzle with a step onto RFO edge
11. RFO rocker
12. RBO double 3-turn
13. RBO-RBI power pull
14. RBI loop

DIAGRAM B

DIAGRAM C
The 2007 season was a breakthrough for U.S. synchronized skating. Not only did we walk away from both the World Synchronized Skating Championships and the World Junior Challenge Cup on the podium, we had our overall highest placements ever at both competitions and were the only country to have both of our teams in the top 5 at both events!

It won’t be easy to match that success this coming season, but our national team is doing everything they can to prepare for the challenge.

Congratulations and Good Luck to the 2008 U.S. Synchronized Skating Team:

International Envelope A:
- Haydenettes
  - Cup of Berlin
- Miami University
  - French Cup

International Envelope B:
- Crystallettes
- Chicago Jazz (junior)
- Colonials (junior)
- Hockettes (junior)
- Prague Cup
- Spring Cup
- French Cup
- Cup of Berlin

International Envelope C:
- California Gold
- Evolution
- Team Braemar (junior)
- Cup of Berlin
- Spring Cup
- Prague Cup

Reserve Team:
- University of Michigan
- Miami University (junior)
- Skyliners (junior)
- Chicago Jazz (novice)
- Ice Mates (novice)
- Starlights (novice)
- Zagreb Snowflakes
- Zagreb Snowflakes
- Zagreb Snowflakes
- Leon Lurje Trophy
- Leon Lurje Trophy
- Leon Lurje Trophy

Spotlight on Miami University Varsity Synchronized Skating Team

Congratulations to Miami University’s senior synchronized skating team, the 2007 World synchronized skating silver medalists. Over the summer, SKATING magazine readers voted the Redhawks from Oxford, Ohio, the winner of the Readers’ Choice Award for Skater(s) of the Year – the Michelle Kwan Trophy.

Miami University will accept the award after performing in the Exhibition of Champions at the 2008 U.S. Figure Skating Championships, Sunday, January 27th at 7:00pm at the Xcel Energy Center in St. Paul, Minn.

The following athletes will represent Miami University on the 2008 U.S. Synchronized Skating Team:

Katie Bowling, Ann Arbor, Mich. (SO)
Molly Clingan, Corona, Calif. (SO)
Amy Dobner, McHenry, Ill. (JR)
Jana Fronda, Oak Brook, Ill. (FR)
Jaime Hartman, Saline, Mich. (JR)
Carrie Heath, Portage, Mich. (JR)
Manisa Hutchinson, Ann Arbor, Mich. (FR)
Carli Jenkins, Crofton, Md. (SO)
Paige Johnson, Davidsonville, Md. (JR)
Brittany Keilani, Clinton Twp., Mich. (JR)
Hockettes
ICE’ Kateers
Chicago Jazz
Chicago Jazz
Hockettes
Hockettes
Hockettes
Metroliners
Metroliners
Team Elan

Shannie Len, Bowie, Md., (SR)
Jacqueline Lovato, Lincroft, N.J. (JR)
Lauren Magliola, Norwalk, Conn., (JR)
Samantha Rinella, Arlington Heights, Ill. (SO)
Colette Sisofo, Cary, Ill. (SO)
Kelly Smith, Barrington, Ill. (FR)
Lindsey Tinetti, Troy, Mich. (JR)
Lauren Tseng, Farmington Hills, Mi. (FR)
Amanda Werner, Newburyport, Mass. (JR)
Courtney Wisenor, St. Charles, Mo. (JR)
Shannie Len, Bowie, Md., (SR)
Jacqueline Lovato, Lincroft, N.J. (JR)
Lauren Magliola, Norwalk, Conn., (JR)
Samantha Rinella, Arlington Heights, Ill. (SO)
Colette Sisofo, Cary, Ill. (SO)
Kelly Smith, Barrington, Ill. (FR)
Lindsey Tinetti, Troy, Mich. (JR)
Lauren Tseng, Farmington Hills, Mi. (FR)
Amanda Werner, Newburyport, Mass. (JR)
Courtney Wisenor, St. Charles, Mo. (JR)
Metroliners
Ice Storm
Team Millenium
Starlights
Starlights
Chicago Jazz
Team Elan
Crystallettes
The Colonials
Synchro St. Louis