



Flight Instructor Checkride

Flight Instructor Checkride

It's a Teaching Test

Flight Instructor Checkride

Not a Self-Study Rating

61.185 requires an Authorized Instructor to Give:

Fundamentals of Instructing

Aeronautical Knowledge for Rec, Private and Comm

**** No Home Study Course is Authorized as replacement**

Flight Instructor Checkride

No Aeronautical Experience Requirements

There are no aeronautical experience requirements

There is no 3 hours in prep within the previous 2 mos

Training is to proficiency

Flight Instructor Checkride

Authorized Instructor Qualifications - FLIGHT

2 Years – 200 hours Dual Given

5 Applicants with at least 80% first time pass rate

Flight Instructor Enhanced Qualification Program - 141

Flight Instructor Checkride

Authorized Instructor Qualifications - GROUND

2 Years – 40 hours ground instruction

100 hours ground in a Part 141 approved course

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Authorized Instructor Qualifications – SPIN TRAINING

Must meet the Authorized Instructor Flight requirements



U.S. Department
of Transportation

Federal Aviation
Administration

Flight Instructor for Airplane Category Airman Certification Standards

November 2023

CFI Bootcamp 
Flight Instructor Training

Flight Instructor Checkride

Significant Changes: Risk Management in every task

Area of Operation I. Fundamentals of Instructing

Note: The evaluator must select Task E, Task F, and at least one other Task for initial flight instructor applicants. During a practical test for an added flight instructor rating or flight instructor reinstatement, the evaluator has discretion to evaluate the applicant on Fundamentals of Instructing.

Task A. Effects of Human Behavior and Communication on the Learning Process

Risk Management: The applicant is able to identify, assess, and mitigate risk associated with:

F.I.I.A.R1 Recognizing and accommodating human behavior.

F.I.I.A.R2 Barriers to communication.

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Significant Changes:

FOI has some titles regrouped

Task C. Course Development, Lesson Plans, and Classroom Training Techniques

References: FAA-H-8083-2, FAA-H-8083-9, FAA-H-8083-25

Objective: To determine the applicant understands the teaching process, can apply that knowledge, manage associated risks, demonstrate appropriate skills, and provide effective instruction.

Task E. Elements of Effective Teaching in a Professional Environment

Task F. Elements of Effective Teaching that Include Risk Management and Accident Prevention

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Significant Changes: Sport Pilot and BasicMed inclusions

Task A. Pilot Qualifications

References: 14 CFR parts 61, 68, 91; AC 60-28, AC 68-1; FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-23, FAA-H-8083-25; POH/AFM

Objective: To determine the applicant understands pilot training and qualification requirements for different levels of pilot certificate including student pilot, sport pilot, recreational pilot, private pilot, commercial pilot, and flight instructor; can apply that knowledge, manage associated risks, demonstrate appropriate skills, and provide effective instruction.

Knowledge:	The applicant demonstrates instructional knowledge by describing and explaining:
AI.III.A.K1	Certification, currency, and recordkeeping requirements, including training and logbook entries.
AI.III.A.K2	Privileges and limitations of pilot certificates and ratings at student pilot, <u>sport</u> , recreational, private, commercial, and <u>flight instructor levels</u> .
AI.III.A.K3	Medical certificates: class, expiration, privileges, temporary disqualifications, and operations under <u>BasicMed</u> .
AI.III.A.K4	<u>Documents</u> pilots must possess to exercise privileges of the specified certificate(s) and rating(s).

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Significant Changes: Weather Theory

Task C. Weather Information

References: 14 CFR part 91; AC 91-92; AIM; FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-9, FAA-H-8083-25, FAA-H-8083-28

Objective: To determine the applicant understands weather information, can apply that knowledge, manage associated risks, demonstrate appropriate skills, and provide effective instruction.

Note: *If K2 is selected, the evaluator must assess the applicant's knowledge of at least three sub-elements.*

Note: *If K3 is selected, the evaluator must assess the applicant's knowledge of at least three sub-elements.*

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Significant Changes: Weather Theory

AI.III.C.K3 Meteorology applicable to the departure, en route, alternate, and destination under visual flight rules (VFR) in Visual Meteorological Conditions (VMC), including expected climate and hazardous conditions such as:

- AI.III.C.K3a* a. Atmospheric composition and stability
- AI.III.C.K3b* b. Wind (e.g., windshear, mountain wave, factors affecting wind, etc.)
- AI.III.C.K3c* c. Temperature and heat exchange
- AI.III.C.K3d* d. Moisture/precipitation
- AI.III.C.K3e* e. Weather system formation, including air masses and fronts
- AI.III.C.K3f* f. Clouds
- AI.III.C.K3g* g. Turbulence
- AI.III.C.K3h* h. Thunderstorms and microbursts
- AI.III.C.K3i* i. Icing and freezing level information
- AI.III.C.K3j* j. Fog/mist
- AI.III.C.K3k* k. Frost
- AI.III.C.K3l* l. Obstructions to visibility (e.g., smoke, haze, volcanic ash, etc.)
- AI.III.C.K4* Flight deck instrument displays of digital weather and aeronautical information.

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Significant Changes:

XC Flight Plan can be electronic – Explaining and demonstrating

Task I. Navigation and Cross-Country Flight Planning

References: 14 CFR part 91; AIM; Chart Supplements; FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-9, FAA-H-8083-25, NOTAMs; VFR Navigation Charts

Objective: To determine the applicant understands navigation and cross-country flight planning, can apply that knowledge, manage associated risks, demonstrate appropriate skills, and provide effective instruction.

Note: *Preparation, presentation, and explanation of a computer-generated flight plan is an acceptable option.*

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Significant Changes:

Weight and balance moved into performance and limitations

Task F. Performance and Limitations

References: FAA-H-8083-1, FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-9, FAA-H-8083-25; POH/AFM

Objective: To determine the applicant understands aircraft performance and limitations, can apply that knowledge, manage associated risks, demonstrate appropriate skills, and provide effective instruction.

Knowledge:	The applicant demonstrates instructional knowledge by describing and explaining:
<i>AI.II.F.K1</i>	Elements related to performance and limitations by explaining the use of charts, tables, and data to determine performance.
<i>AI.II.F.K2</i>	Factors affecting performance, including:
<i>AI.II.F.K2a</i>	a. Atmospheric conditions
<i>AI.II.F.K2b</i>	b. Pilot technique
<i>AI.II.F.K2c</i>	c. Airplane configuration
<i>AI.II.F.K2d</i>	d. Airport environment
<i>AI.II.F.K2e</i>	<u>e. Loading and weight and balance</u>
<i>AI.II.F.K3</i>	Weight and balance terms, including: basic empty weight, maximum gross weight, arm, moment, reference datum, center of gravity (CG) and CG limits, and useful load.
<i>AI.II.F.K4</i>	Methods for computing CG.
<i>AI.II.F.K5</i>	Aerodynamics.

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Significant Changes:

Principles of Flight now includes Forces acting on an airplane

Task D. Principles of Flight

References: FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-9, FAA-H-8083-23, FAA-H-8083-25; POH/AFM

Objective: To determine the applicant understands aerodynamics appropriate to the desired instructor certificate, can apply that knowledge, manage associated risks, demonstrate appropriate skills, and provide effective instruction.

Knowledge: The applicant demonstrates instructional knowledge by describing and explaining:

- AI.II.D.K1* Airfoil design characteristics.
- AI.II.D.K2* Airplane stability, maneuverability and controllability.
- AI.II.D.K3* Turning tendency (e.g., torque, p-factor, spiraling slipstream, and gyroscopic precession).
- AI.II.D.K4* Forces acting on an airplane.
- AI.II.D.K5* Load factors in airplane design.
- AI.II.D.K6* Wingtip vortices and appropriate precautions.

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Significant Changes:

Applicants can use previously developed lesson plans from their library.

Area of Operation IV. Preflight Lesson on a Maneuver to be Performed in Flight

Note: *The evaluator asks the applicant to present a preflight lesson on the selected maneuver as the lesson would be taught to a student and determines the outcome of this Task before the flight portion of the practical test.*

Previously developed lesson plans from the instructor applicant's library may be used.

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Significant Changes:

Slow Flight has two methods that can be chosen

Area of Operation X. Slow flight, Stalls, and Spins

Note: For single-engine, the evaluator must select Task A or B; Task C, D, or E; Task F, G, or H; and Task I. For multiengine the evaluator must select Task A and Task C, D, or E.

Task A. Maneuvering During Slow Flight

References: AC 61-67; FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-9, FAA-H-8083-25; POH/AFM

Skills: The applicant demonstrates and simultaneously explains how to:

AI.X.A.S1 Clear the area.

AI.X.A.S2 Select an entry altitude that allows the Task to be completed no lower than 1,500 feet above ground level (AGL) (ASEL, ASES) or 3,000 feet AGL (AMEL, AMES).

AI.X.A.S3 Establish and maintain an airspeed at which any further increase in angle of attack, increase in load factor, or reduction in power, would result in a stall warning (e.g., aircraft buffet, stall horn, etc.).

Flight Instructor Checkride

Significant Changes:

Slow Flight has two methods that can be chosen

Task B. *Demonstration of Flight Characteristics at Various Configurations and Airspeeds (ASEL and ASES)*

References: AC 61-67; FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-9, FAA-H-8083-25; POH/AFM

Objective: To determine the applicant understands flight characteristics and power required at different airspeeds and configurations appropriate to the make and model of airplane flown, can apply that knowledge, manage associated risks, demonstrate appropriate skills, and provide effective instruction.

Note: See Appendix 2: Safety of Flight and Appendix 3: Aircraft, Equipment, and Operational Requirements & Limitations for information related to this Task.

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Significant Changes:

Slow Flight has two methods that can be chosen

Skills:	The applicant demonstrates and simultaneously explains how to:
<i>AI.X.B.S1</i>	Conduct and explain the procedure, manage the associated risk, and fly the airplane, while maintaining altitude ± 100 feet, airspeed $+5/-0$ knots, heading $\pm 10^\circ$, and specified bank angle $\pm 5^\circ$, as appropriate.
<i>AI.X.B.S2</i>	Select an altitude that allows the maneuver to be performed no lower than 1,500 feet above ground level (AGL).
<i>AI.X.B.S3</i>	Clear the area.
<i>AI.X.B.S4</i>	<u>Clean configuration</u> demonstration:
<i>AI.X.B.S4a</i>	a. Establish and maintain design/operating maneuvering speed appropriate to the airplane's weight while describing pitch, power, and trim inputs to maintain altitude and airspeed, then;
<i>AI.X.B.S4b</i>	b. With gear and flaps retracted (as applicable), slow the airplane to, and maintain, best glide speed (or as specified by evaluator), noting the power setting required, then;
<i>AI.X.B.S4c</i>	c. Continue to slow the airplane to, and maintain, an airspeed at which any further increase in angle of attack, increase in load factor, or reduction in power would result in an <u>immediate stall</u> , and maintain that airspeed in level flight, noting the airspeed and power setting required, <u>while</u> ;
<i>AI.X.B.S4d</i>	d. Verbally acknowledging stall warning indications, then;
<i>AI.X.B.S4e</i>	e. Without changing power setting, lower the pitch attitude and accelerate to a faster airspeed until reestablishing the airplane in level flight, noting the new airspeed and amount of altitude lost, then;
<i>AI.X.B.S4f</i>	f. Return to normal cruise flight at the altitude and heading specified by the evaluator

Flight Instructor Checkride

Significant Changes:

Slow Flight has two methods that can be chosen

AI.X.B.S5 Landing configuration demonstration.

AI.X.B.S5a a. Establish and maintain design/operating maneuvering speed appropriate to the airplane's weight while describing pitch, power, and trim inputs to maintain altitude and airspeed, then;

AI.X.B.S5b b. Slow the airplane to, and maintain, the appropriate limiting airspeeds and fully extend the landing gear and flaps (as appropriate), then;

AI.X.B.S5c c. With gear and flaps fully extended (as applicable), slow the airplane to, and maintain, reference landing speed (or as specified by the evaluator), noting the power setting required, then;

AI.X.B.S5d d. With gear and flaps fully extended, continue to slow the airplane to, and maintain, an airspeed at which any further increase in angle of attack, increase in load factor, or reduction in power would result in an immediate stall, and maintain that airspeed in level flight, noting the airspeed and power setting required, while;

AI.X.B.S5e e. Verbally acknowledging stall warning indications, then;

AI.X.B.S5f f. Without changing power setting, lower the pitch attitude and accelerate to a faster airspeed until reestablishing the airplane in in level flight, noting the new airspeed and amount of altitude lost, then;

AI.X.B.S5g g. Return to normal cruise flight at the altitude and heading specified by the evaluator

Flight Instructor Checkride

Significant Changes:

Secondary Stall must be a Full Stall Demonstration

Task H. Secondary Stall Demonstration (ASEL, ASES)

References: AC 61-67; FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-9, FAA-H-8083-25; POH/AFM

Skills:	The applicant exhibits the skill to:
<i>AI.X.H.S1</i>	Clear the area.
<i>AI.X.H.S2</i>	Select an entry altitude that allows the Task to be completed no lower than 3,000 feet above ground level (AGL).
<i>AI.X.H.S3</i>	Enter a stall in a specified configuration and exceed the critical angle of attach a second time during the recovery.
<i>AI.X.H.S4</i>	Recover promptly and appropriately <u>after a secondary stall occurs.</u>
<i>AI.X.H.S5</i>	Describe and demonstrate conditions that lead to a secondary stall for future avoidance.
<i>AI.X.H.S6</i>	Analyze and correct common errors related to this Task.

Flight Instructor Checkride

Significant Changes:

The DPE can now test FOI on Renewal/Reinstatements

Flight Instructor Renewal/Reinstatement

In accordance with 14 CFR part 61, section 61.199(a), the renewal or reinstatement of one rating on a Flight Instructor Certificate renews or reinstates all privileges existing on the certificate.

Required Area of Operation	Airplane Single-Engine	Airplane Multiengine
I	**	**
II	C,K, and 1 other Task	C,K,P, and 1 other Task

Note: A double asterisk directs the evaluator to consider the period of inactivity. The evaluator may test FOI Tasks for any reinstatement.

Flight Instructor Checkride

A/O II – Technical Subject Areas

Task E – Aircraft Flight Controls and Operation of Systems –
Used to be two separate tasks

Flight Instructor Checkride

A/O II – Technical Subject Areas

Task H – Navigation and Radar Services now includes Transponder Mode(s), A, C and S. Also testing on ADS-B is required.

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A/O II – Technical Subject Areas

Task J – 14 CFR and Publications
Now includes INFOs and SAFOs

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A/O II – Technical Subject Areas

Task K – Endorsement and Logbook Entries

Now includes SFAR and Class B endorsements and requirements for CFI renewal and Reinstatements

Flight Instructor Checkride

A/O II – Technical Subject Areas

Task N and M – High Altitude Operations – Supplemental Oxygen and Pressurization are separate tasks

Flight Instructor Checkride

I. Preflight Preparation	
Task	<i>F. Performance and Limitations</i>
References	FAA-H-8083-1, FAA-H-8083-2, FAA-H-8083-3, FAA-H-8083-25; POH/AFM
Objective	To determine that the applicant exhibits satisfactory knowledge, risk management, and skills associated with operating an aircraft safely within the parameters of its performance capabilities and limitations.
Knowledge	The applicant demonstrates understanding of:
CA.I.F.K1	Elements related to performance and limitations by explaining the use of charts, tables, and data to determine performance.
CA.I.F.K2	Factors affecting performance, to include:
CA.I.F.K2a	a. Atmospheric conditions
CA.I.F.K2b	b. Pilot technique
CA.I.F.K2c	c. Aircraft condition
CA.I.F.K2d	d. Airport environment
CA.I.F.K2e	e. Loading
CA.I.F.K2f	f. Weight and balance
CA.I.F.K3	Aerodynamics.
Risk Management	The applicant demonstrates the ability to identify, assess and mitigate risks, encompassing:
CA.I.F.R1	Inaccurate use of appropriate manufacturer's performance charts, tables, and data.
CA.I.F.R2	Exceeding aircraft limitations.
CA.I.F.R3	Possible differences between actual aircraft performance and published aircraft performance data.
Skills	The applicant demonstrates the ability to:
CA.I.F.S1	Compute the weight and balance, correct out-of-center of gravity (CG) loading errors and determine if the weight and balance remains within limits during all phases of flight.
CA.I.F.S2	Demonstrate use of the appropriate aircraft manufacturer's approved performance charts, tables, and data.

Aeronautical Knowledge

Aeronautical Decision Making & Special Emphasis

PTS-based Flight Proficiency

Know

Consider

Do

Example from Commercial Pilot Airplane ACS
CA.I.F.K2f

CA = Commercial Pilot Airplane (applicable ACS)

I = Preflight Preparation (Area of Operation)

F = Performance & Limitations (Task)

K2f = Weight & Balance (Task element)

From Us to You!

Preflight Briefings

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Steep Turns

1. Clear the airspace and identify emergency landing areas.
2. Adjust the throttle to 2100 RPM - 90 KIAS.
3. Altitude no lower than 1500 feet AGL.
4. Identify a reference point in front of the aircraft and note the heading.
5. Roll into a 45 - 50 degree bank turn - Stop adverse yaw with rudder.
6. Maintain bank, altitude, and airspeed.
7. Elevator maintains altitude, throttle maintains airspeed, aileron - angle of bank.
8. Remain coordinated.
9. Begin the roll out 25 degrees before the 360 degree point - Stop adverse yaw.
10. Level the wings on the entry heading.
11. Reduce elevator to maintain altitude and decrease throttle for air-speed.
12. Roll into a 45 - 50 - degree bank turn in the opposite direction.
13. Repeat maneuver in the opposite direction.

Slow Flight

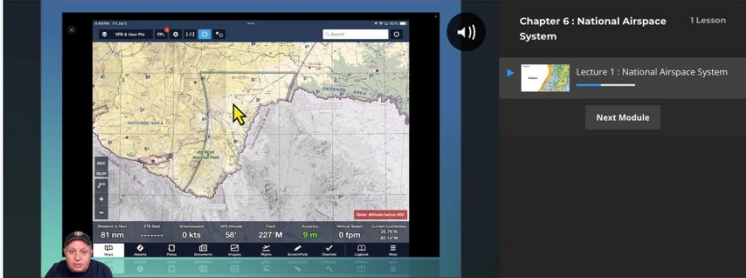
1. Clear the area.
2. Reduce the throttle to 1500 RPM.
3. Maintain altitude with elevator back-pressure as the airspeed slows.
4. Lower the flaps to full in stages. 10 degrees below 110, the rest below V_{ls}.
5. Anticipate elevator pressure changes.
6. Slow to 50 KIAS, and apply throttle as necessary to maintain altitude.
7. Use elevator to maintain airspeed.
8. Apply rudder to keep the to maintain heading. Keep the wings level with ailerons.
9. Perform a level 90 degree turn to the left. Additional throttle will be required to maintain altitude.
10. Perform a level 90 degree turn to the right.
11. Return to straight and level flight at cruise speed by applying full power first.
12. As the airspeed increases, retract the flaps in stages while maintaining altitude.
13. When the airspeed is 90 KIAS reduce throttle to 2100 RPM and trim.

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Free Preview of Our Online Course for Initial CFI-A

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The screenshot displays a video player interface for an online course. The main video area shows a map of the United States with a yellow cursor pointing to a specific location. Below the map, there is a small video feed of a person. To the right of the video, there is a sidebar with the following text: "Chapter 6: National Airspace System", "1 Lesson", "Lecture 1: National Airspace System", and a "Next Module" button. Below the video player, there is a "Mark As Complete" button. The main content area below the video player has the following text: "Lecture 1 : National Airspace System", "Chapter 6 : National Airspace System", and a paragraph: "This updated lecture provides an in-depth exploration of the various types of airspace within the National Airspace System. We'll cover controlled and uncontrolled airspace, special use airspace, and airspace classes, focusing on the rules and regulations that pilots must follow to ensure safe operations in each type." To the right of this text, there is a "Downloads" section with two items: "National Airspace System" and "Chapter 12: Workbook Questions".

Mark As Complete

Lecture 1 : National Airspace System

Chapter 6 : National Airspace System

This updated lecture provides an in-depth exploration of the various types of airspace within the National Airspace System. We'll cover controlled and uncontrolled airspace, special use airspace, and airspace classes, focusing on the rules and regulations that pilots must follow to ensure safe operations in each type.

Downloads

- National Airspace System
- Chapter 12: Workbook Questions

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In Conclusion...

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How to Make Being a Flight Instructor
a Career

March 8, 2025 at 12:00:00 PM



A look into the products CFI
Bootcamp has to offer

February 22, 2025 at 12:00:00 PM

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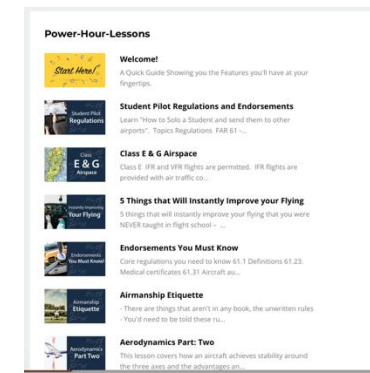
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