CFI Bootcamp

Flight Instructor Training

Welcome to the

Bootcamp Pilot Training Network

Today's Bootcamp+ Network Programming

What's on for Today?

Live Show – 1st Hour – Wings Credit

Open Mic – 2nd Hour – End

Monitor the Chat

Wings Credit at end of Live Show

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Assessment

Are They Ready?

How to Assess Performance Like a DPE

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The Idea of a Practical Test (Checkride)

Knowledge and Skills Test

Tested at the Correlation Level

Must Use a Plan of Action

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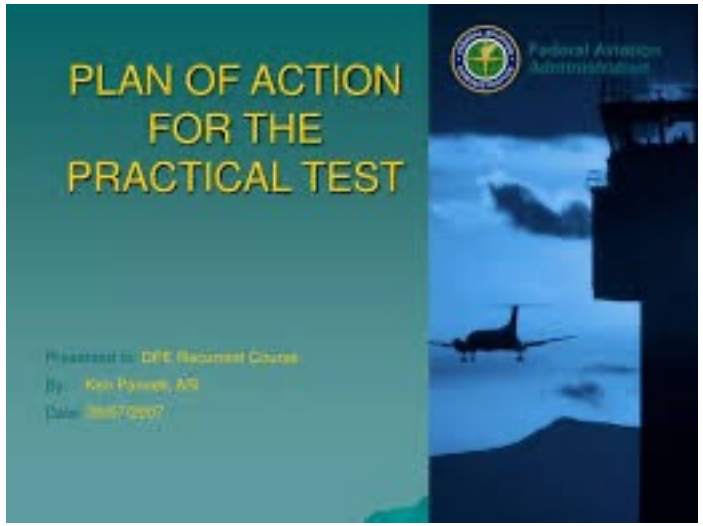
What is a Plan of Action (POA)



Shows how all ACS areas are covered

Shows scenarios and individual tasks

Must be used on a Checkride

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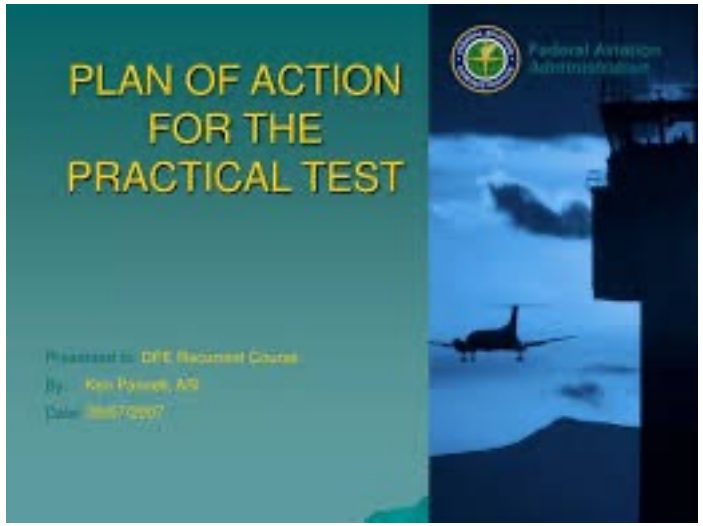
How do I Make a POA?



Understand and Use RUAC

Craft Scenarios

Reference ACS - How it is Covered

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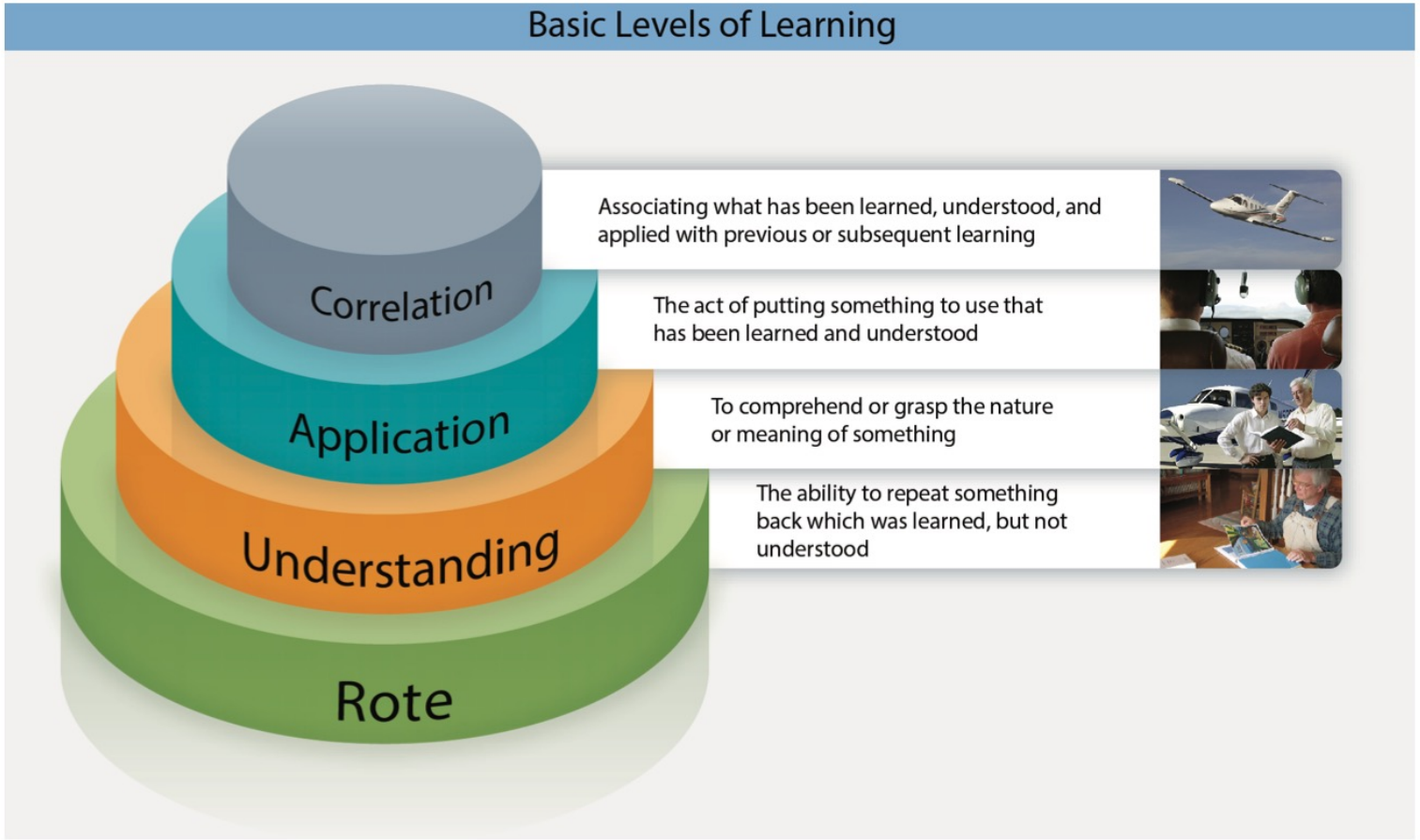
DPE Standardization – RUAC – Constructing Questions



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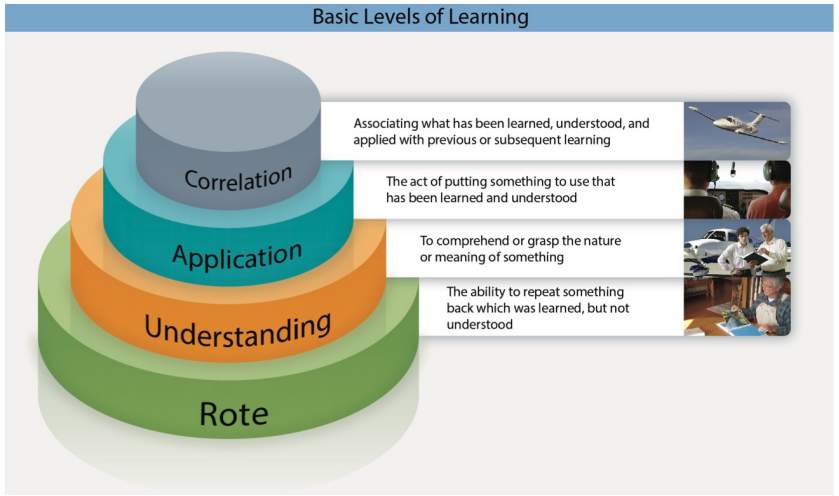
DPE Standardization – RUAC – Constructing Questions



Rote – What Questions

Understanding – Why or How

Application – Explain or Describe

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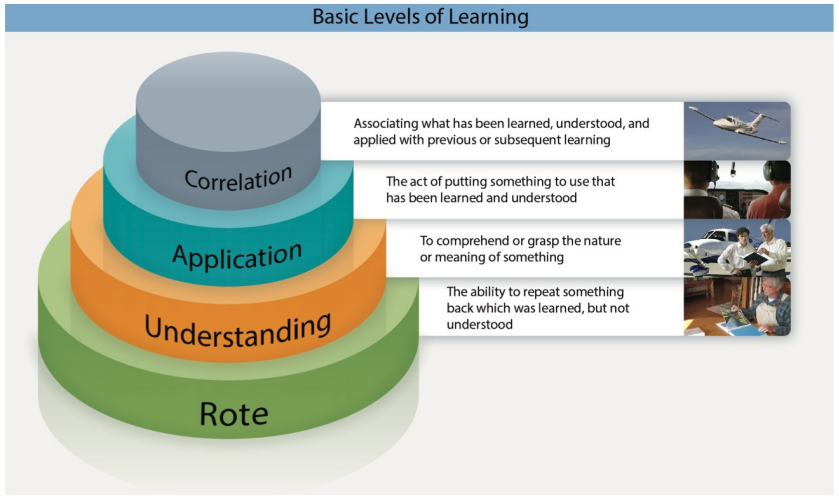
DPE Standardization – RUAC – Constructing Questions



Correlation – By Scenarios

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Key Point

Testing Should be at Correlation Level as Much as it is Practical to Do So.

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Constructing Scenarios

Need to be Realistic – Not Clever

Most Likely to Least Likely

Not Too Many Layers

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Constructing Scenarios

May Have More than One Outcome

Most Likely to Least Likely

No Tricks or Traps

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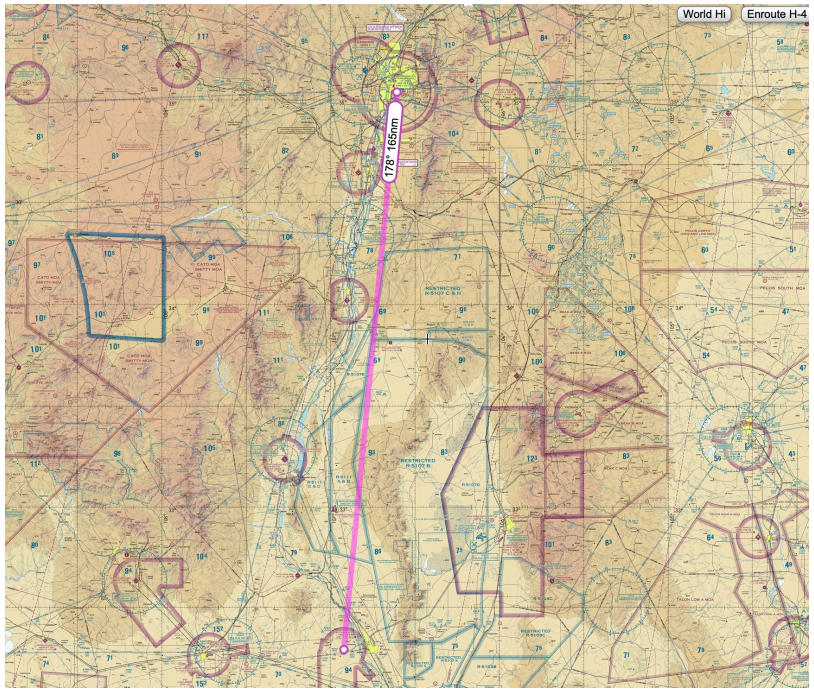
Some Good Scenarios



A Cross-Country Flight

KABQ -KLRU

Straight Forward XC – Easy Route

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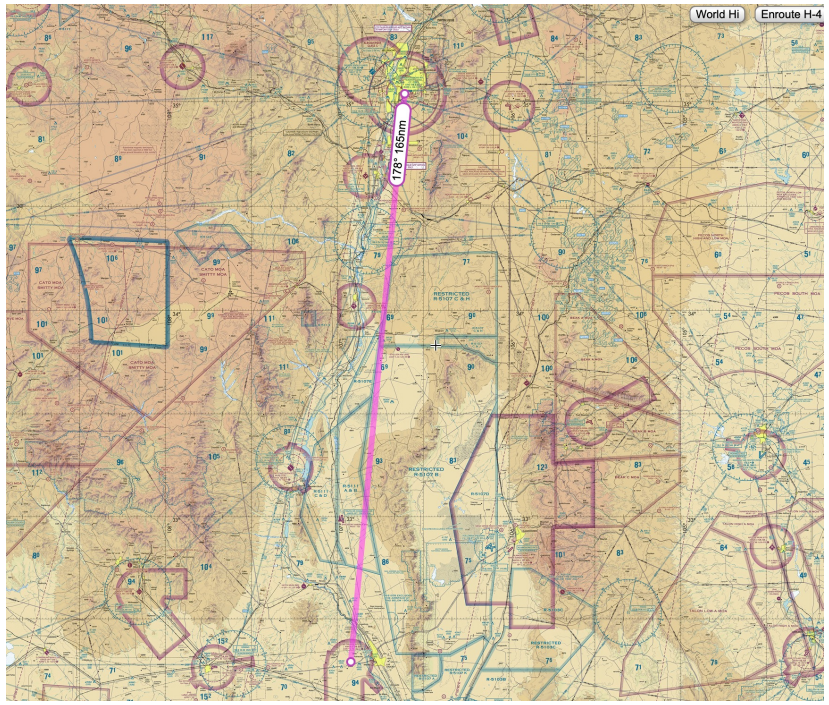
Some Good Scenarios



Density Altitude - Performance

Weight and Balance Scenario

Airspace Enroute

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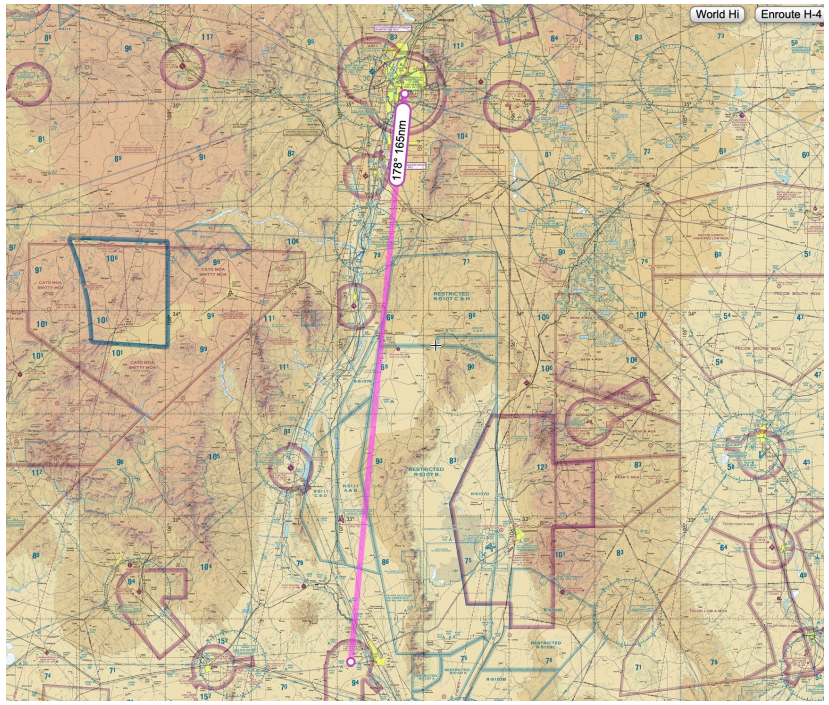

Navigation Systems Enroute

Non-Towered Airport Operations

Class C Airport Operations

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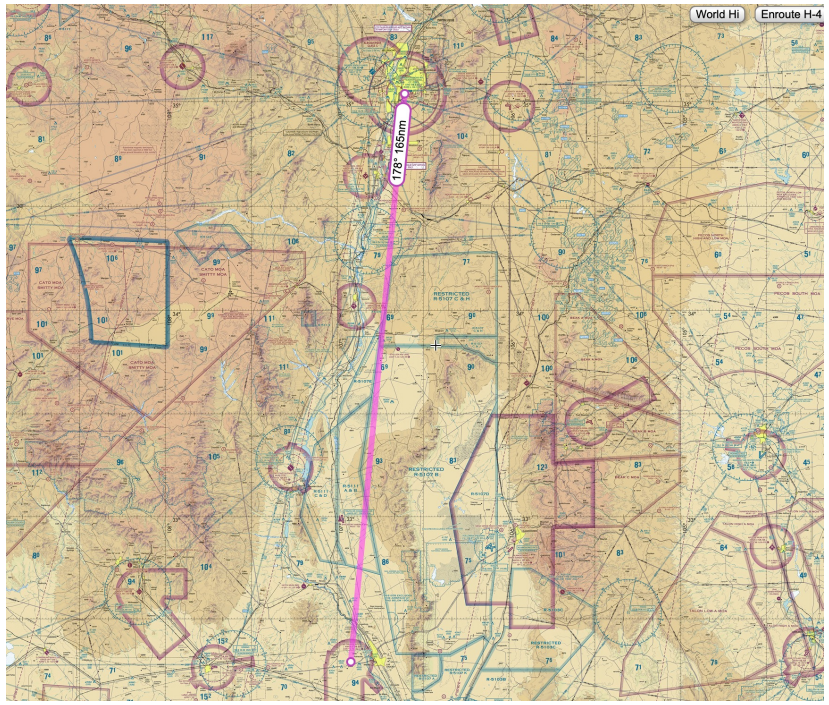
Some Good Scenarios



Risk Management/Assessment

Available Altitudes – Wx Scenario

Alternatives and so much more…

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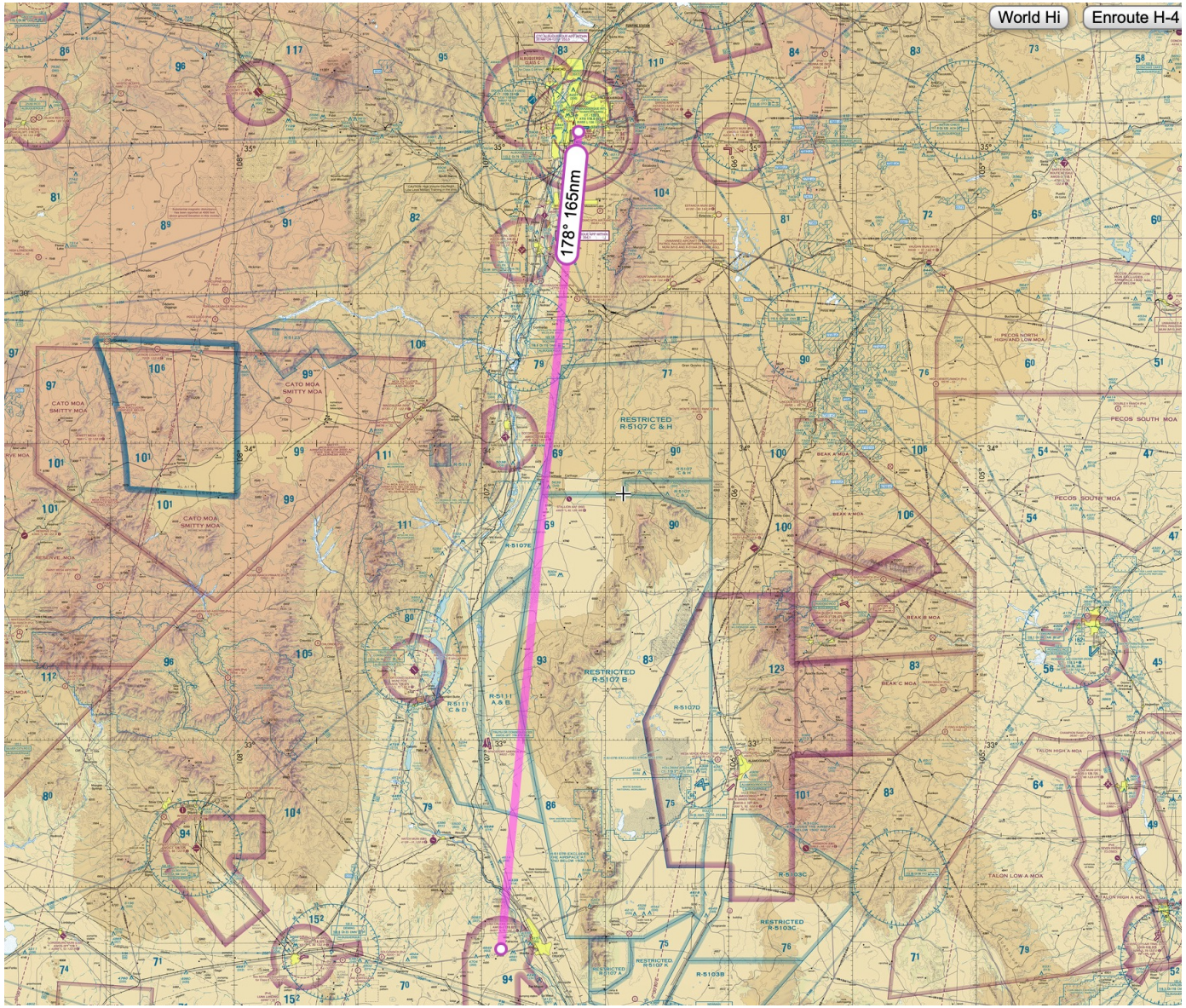

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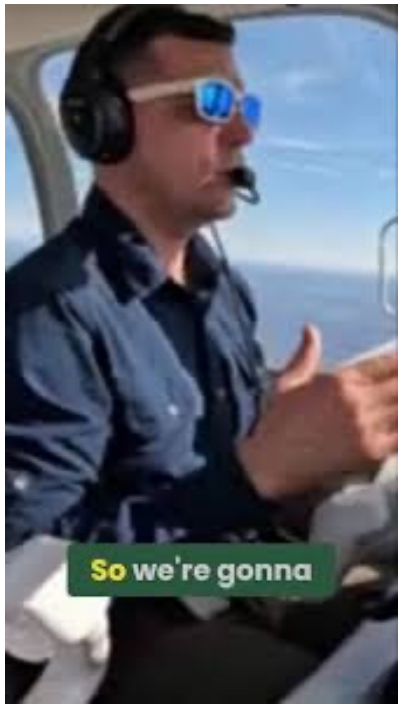
The Value of a Good Scenario



Tests Judgement
Tests Decision Making
Tests at the Correlation Level
Requires Learners to be at HOTS levels

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Constructing a Good Scenario

uxarmy

Checklist for Writing a Good Usability Test Scenario

Checklist Item	What to Look For	Example (Good vs Bad)
1. Is it realistic?	Simulates real user goals & motivations	✅ "Find a birthday gift for a friend" ❌ "Browse the homepage"
2. Is it a key task?	Focuses on critical user flows, not minor UI details	✅ "View your cart" ❌ "Find the logo"
3. Is it free from hidden clues?	Avoids giving away how to do the task	✅ "Find headphones under $100" ❌ "Use filters to search for headphones"
4. Does it describe what, not how?	Avoids giving away how to do the task	✅ "Buy a travel bag" ❌ "Click the menu, then go to Travel > Bags > Add to cart"
5. Is it in the user's language?	Uses plain terms the participant would use, avoids jargon	✅ "Save something you like" ❌ "Add product to wishlist"
6. Does it allow natural behavior?	Use open-ended tasks to allow unexpected behavior	✅ "Book a hotel for the weekend" ❌ "Click these 3 steps exactly"
7. Is there a clear solution?	Has a specific outcome that shows whether the task was completed	✅ "Find today's price of a product" ❌ "Check out the site"
8. Is it unambiguous?	Clear, concise, and easy to understand	✅ One sentence in active voice ❌ Vague or overly complex wording

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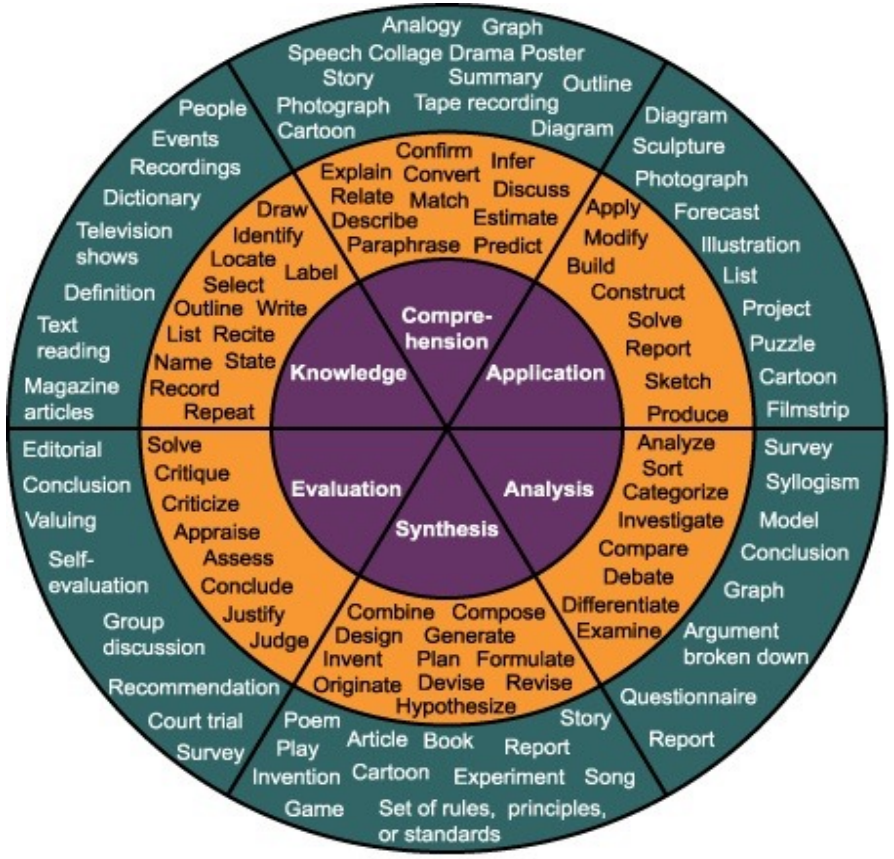
How to Assess Performance Like a DPE

Blooms Taxonomy



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Used to Set Learning/Testing Outcomes
Rote – the learner can list/say
Understanding – can know but not do
Application – can do

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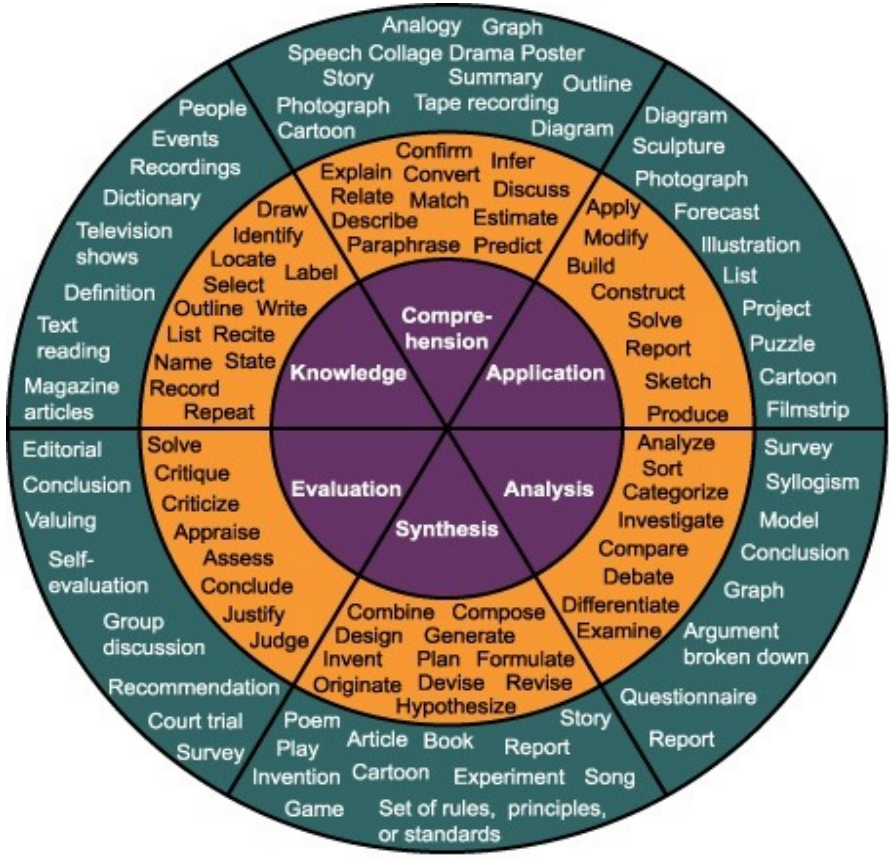
Blooms Taxonomy



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Higher Order Thinking Skills (HOTS)
Analysis – Can Contrast/Compare
Synthesis – Can Modify
Evaluation – Can Judge/Correctness

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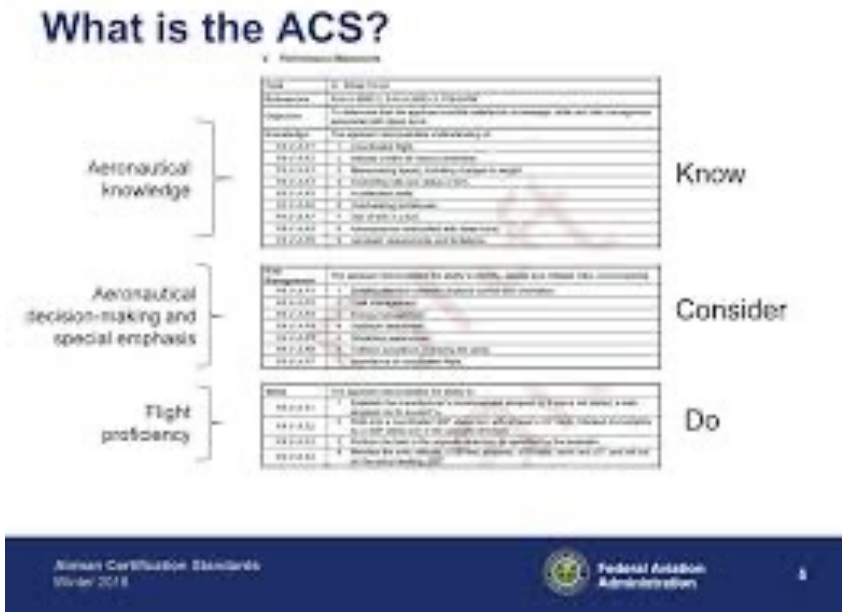
ACS Responsibilities



CFI Must Teach All Ks, Rs, and Skills

DPE Selects One K, One R, all Skills

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What is the ACS?

V. Performance Maneuvers

Task	*A. Steep Turns*
References	FAA-H-8083-2, FAA-H-8083-3; POH/AFM
Objective	To determine that the applicant exhibits satisfactory knowledge, skills and risk management associated with steep turns.
Knowledge	The applicant demonstrates understanding of:
PA.V.A.K1	1. Coordinated flight.
PA.V.A.K2	2. Attitude control at various airspeeds.
PA.V.A.K3	3. Maneuvering speed, including changes in weight.
PA.V.A.K4	4. Controlling rate and radius of turn.
PA.V.A.K5	5. Accelerated stalls.
PA.V.A.K6	6. Overbanking tendencies.
PA.V.A.K7	7. Use of trim in a turn.
PA.V.A.K8	8. Aerodynamics associated with steep turns.
PA.V.A.K9	9. Aerobatic requirements and limitations.

Aeronautical knowledge → Know

Risk Management	The applicant demonstrates the ability to identify, assess and mitigate risks, encompassing:
PA.V.A.R1	1. Dividing attention between airplane control and orientation.
PA.V.A.R2	2. Task management.
PA.V.A.R3	3. Energy management.
PA.V.A.R4	4. Stall/spin awareness.
PA.V.A.R5	5. Situational awareness.
PA.V.A.R6	6. Collision avoidance. (Clearing the area).
PA.V.A.R7	7. Importance of coordinated flight.

Aeronautical decision-making and special emphasis → Consider

Skills	The applicant demonstrates the ability to:
PA.V.A.S1	1. Establish the manufacturer's recommended airspeed or if one is not stated, a safe airspeed not to exceed V_A.
PA.V.A.S2	2. Rolls into a coordinated 360° steep turn with at least a 45° bank, followed immediately by a 360° steep turn in the opposite direction.
PA.V.A.S3	3. Perform the task in the opposite direction, as specified by the evaluator.
PA.V.A.S4	4. Maintain the entry altitude, ±100 feet, airspeed, ±10 knots, bank, and ±5°; and roll out on the entry heading, ±10°.

Flight proficiency → Do

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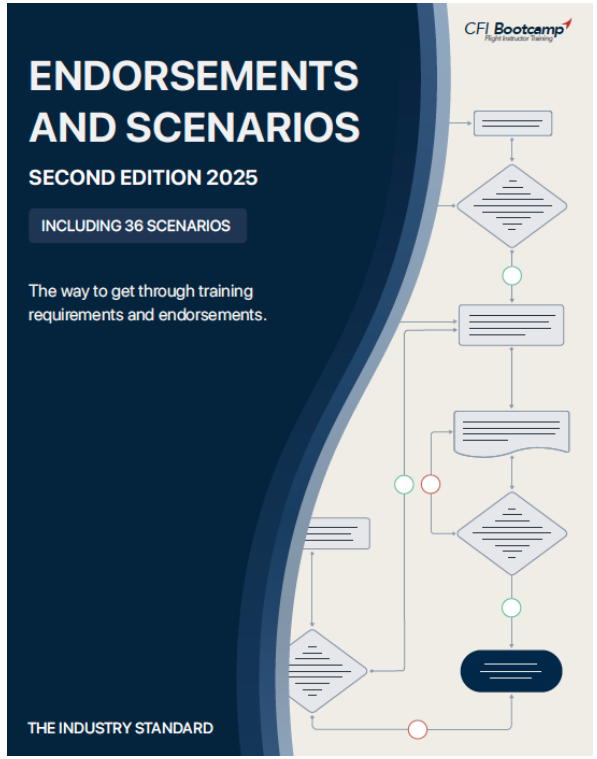
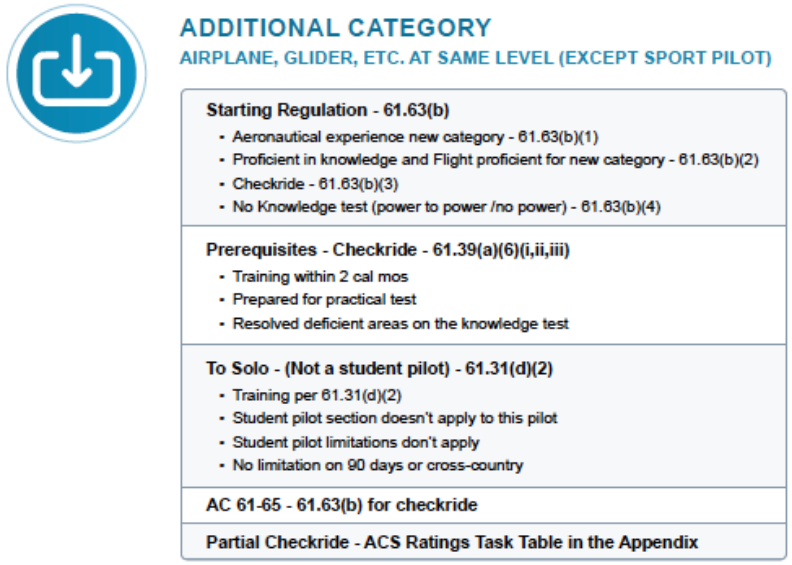
Now you can test yourself and find your errors! Click below





ADDITIONAL CATEGORY

AIRPLANE, GLIDER, ETC. AT SAME LEVEL (EXCEPT SPORT PILOT)

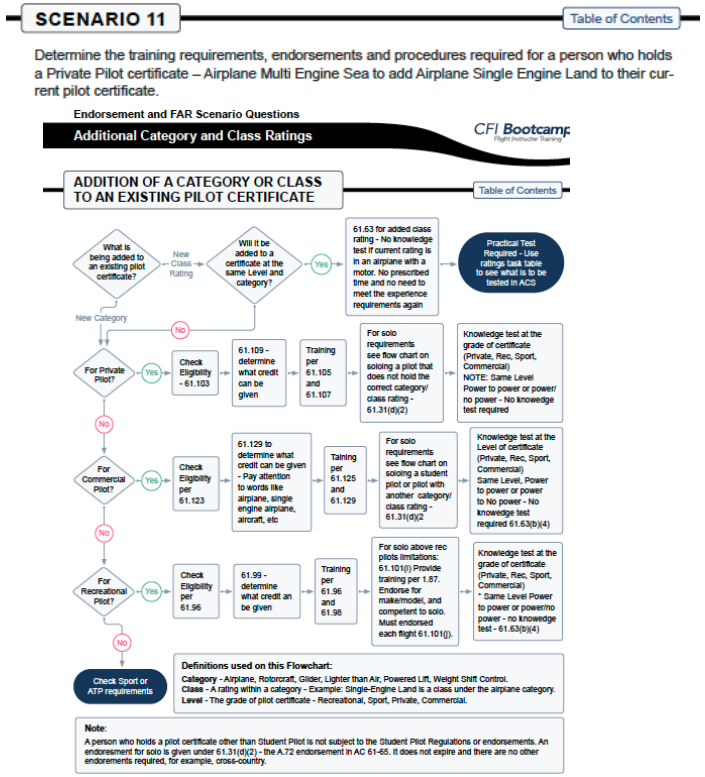
Starting Regulation - 61.63(b)
- Aeronautical experience new category - 61.63(b)(1)
- Proficient in knowledge and Flight proficient for new category - 61.63(b)(2)
- Checkride - 61.63(b)(3)
- No Knowledge test (power to power /no power) - 61.63(b)(4)

Prerequisites - Checkride - 61.39(a)(6)(i,ii,iii)
- Training within 2 cal mos
- Prepared for practical test
- Resolved deficient areas on the knowledge test

To Solo - (Not a student pilot) - 61.31(d)(2)
- Training per 61.31(d)(2)
- Student pilot section doesn't apply to this pilot
- Student pilot limitations don't apply
- No limitation on 90 days or cross-country

AC 61-65 - 61.63(b) for checkride

Partial Checkride - ACS Ratings Task Table in the Appendix



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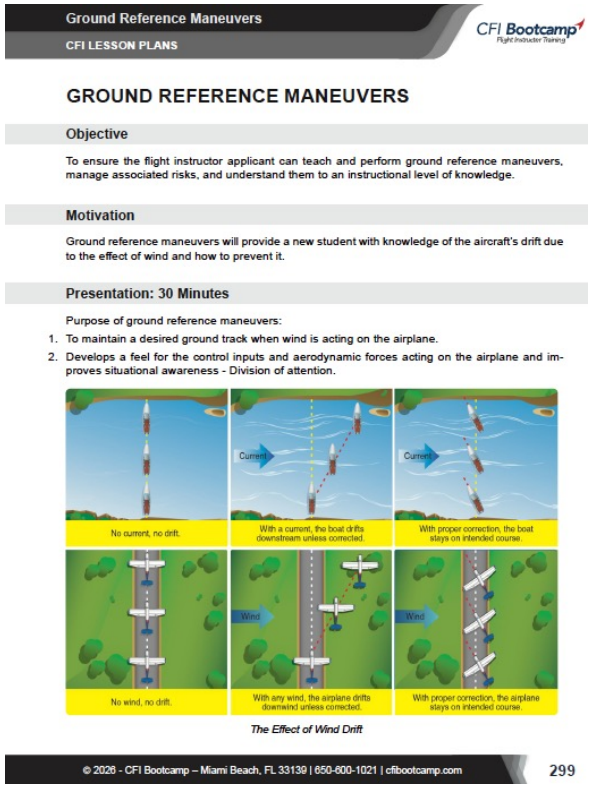
Lesson Plans Are Updated!



Ground Reference Maneuvers
CFI LESSON PLANS
CFI Bootcamp

GROUND REFERENCE MANEUVERS

Objective

To ensure the flight instructor applicant can teach and perform ground reference maneuvers, manage associated risks, and understand them to an instructional level of knowledge.

Motivation

Ground reference maneuvers will provide a new student with knowledge of the aircraft's drift due to the effect of wind and how to prevent it.

Presentation: 30 Minutes

Purpose of ground reference maneuvers:

1. To maintain a desired ground track when wind is acting on the airplane.
2. Develops a feel for the control inputs and aerodynamic forces acting on the airplane and improves situational awareness - Division of attention.

The Effect of Wind Drift

[Preview of the Lesson Plans Including TOC]

[Buy the Lesson Plans – Instant Download]

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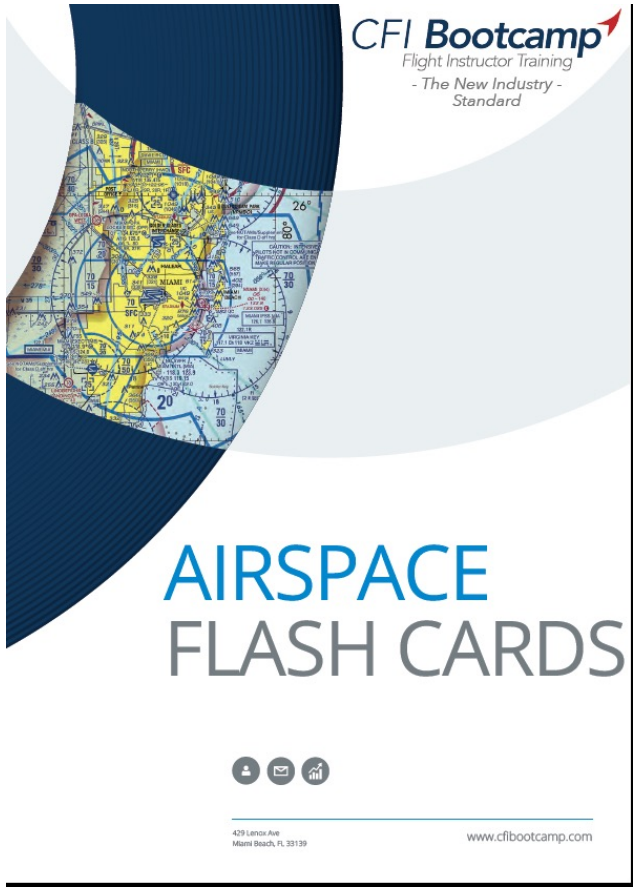
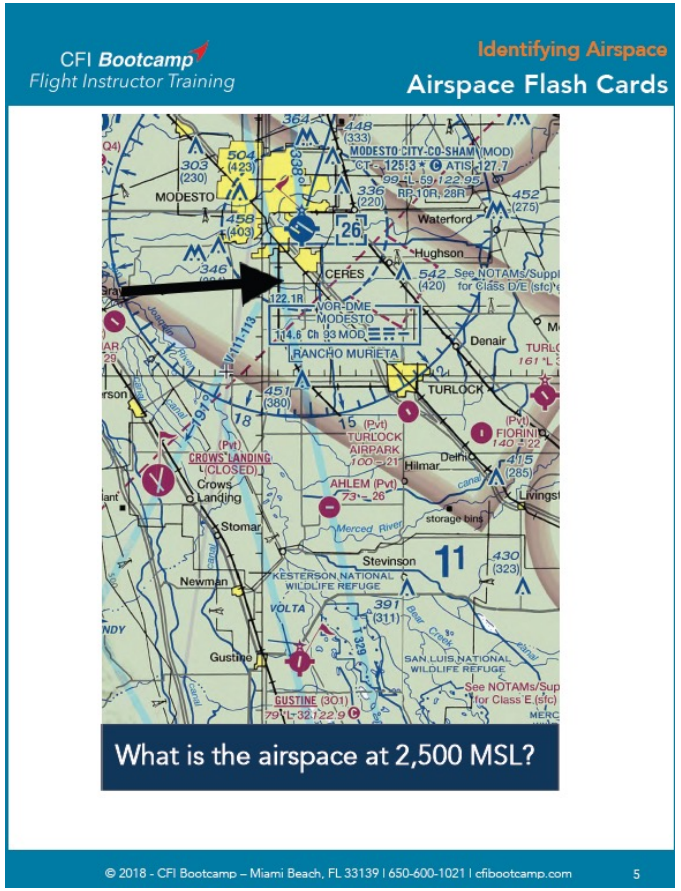
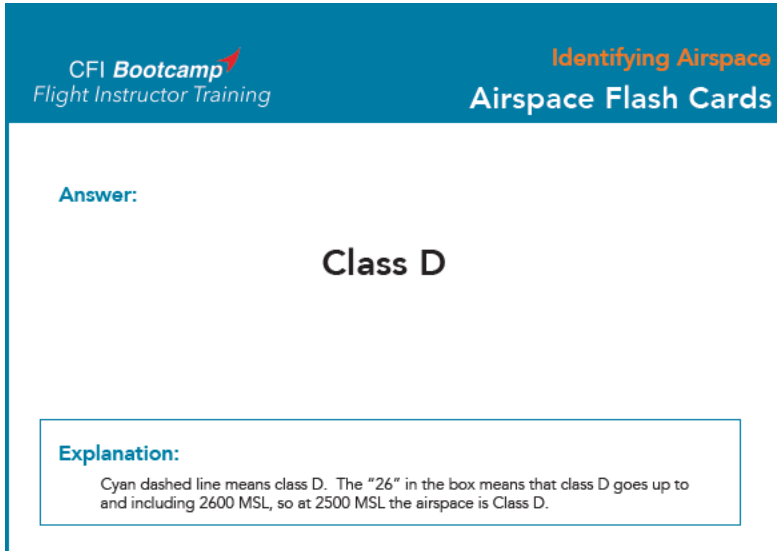
Airspace Flash Cards Update – Coming Soon! (Price Going Up)







[Buy the Lesson Plans – Instant Download]

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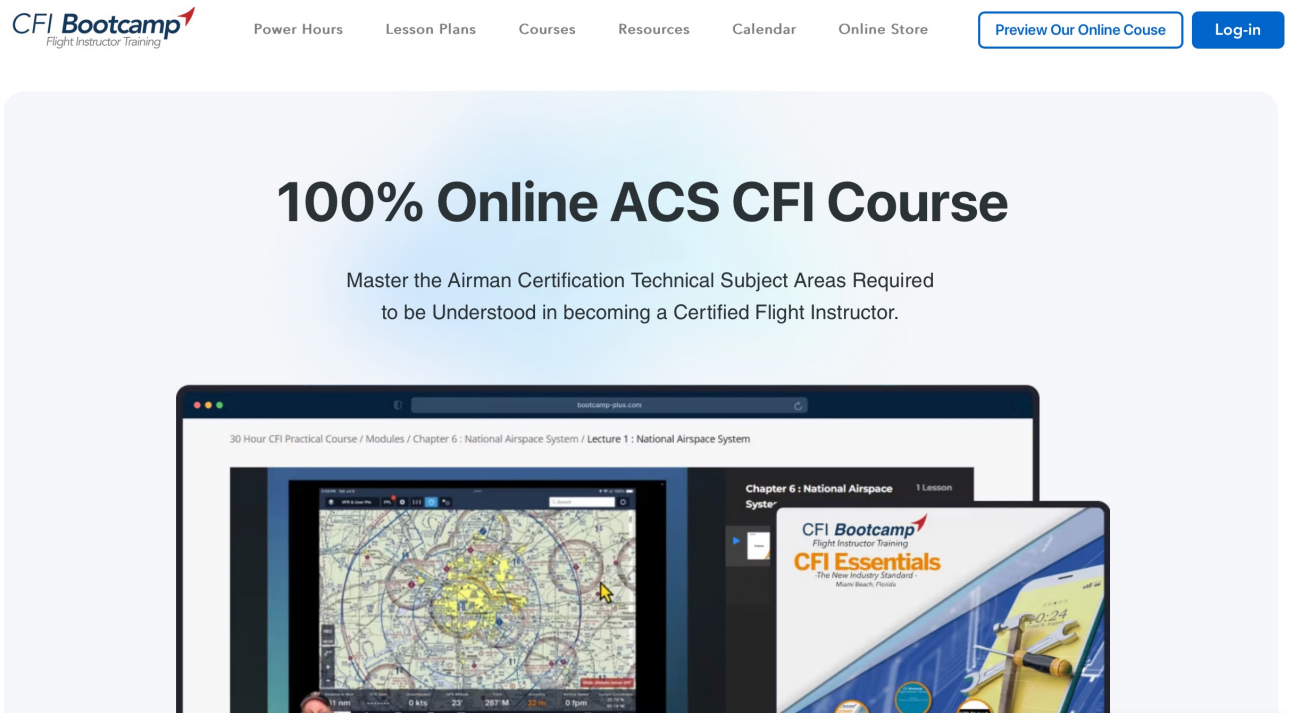
How am I ever going to learn this stuff? Click the image below



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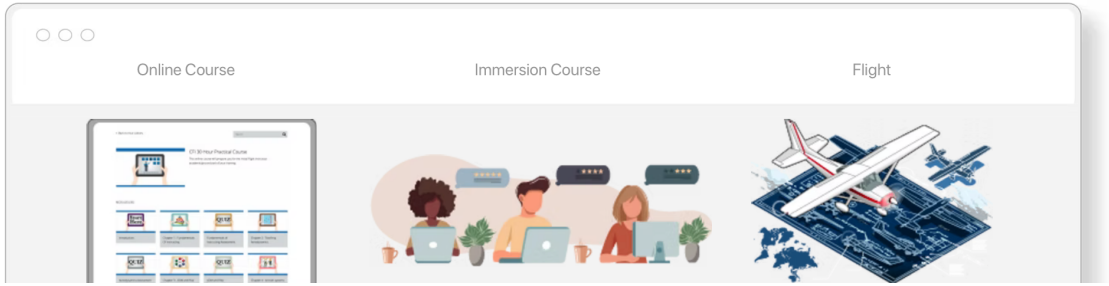

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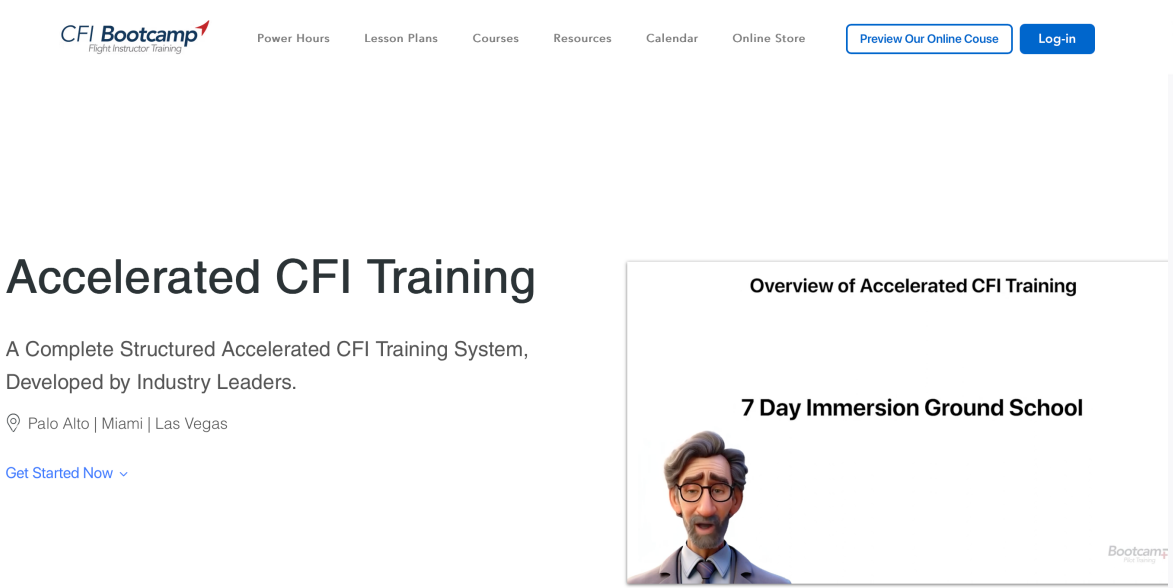

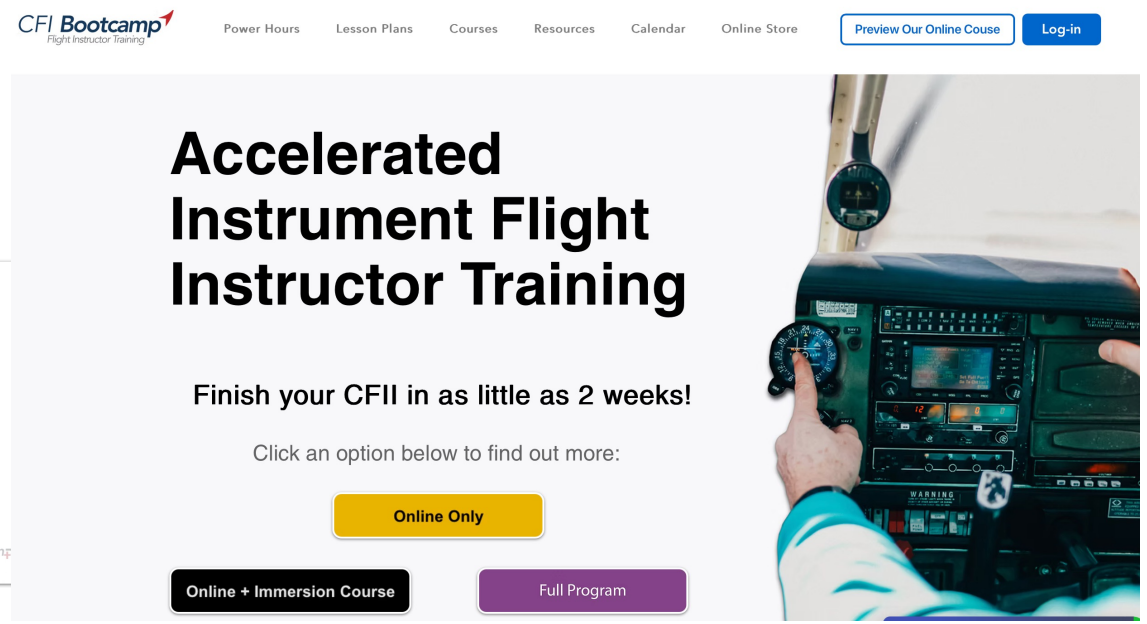

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Special Announcement!

Reminders!

CFI Study Group on FaceBook

Join SAFE and the Facebook CFI Study Group by Clicking on the Images Above

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