

CFI Bootcamp

Flight Instructor Training

Welcome to the
Bootcamp+ Network
Pilot Training

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

CFI Bootcamp

Flight Instructor Training

Assessment

Are They Ready?

How to Assess Performance Like a DPE

How to Assess Performance Like a DPE

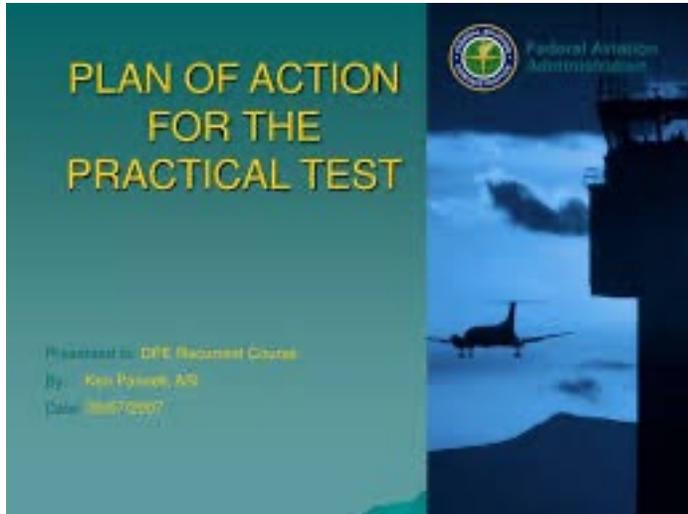
The Idea of a Practical Test (Checkride)



Knowledge and Skills Test
Tested at the Correlation Level
Must Use a Plan of Action

How to Assess Performance Like a DPE

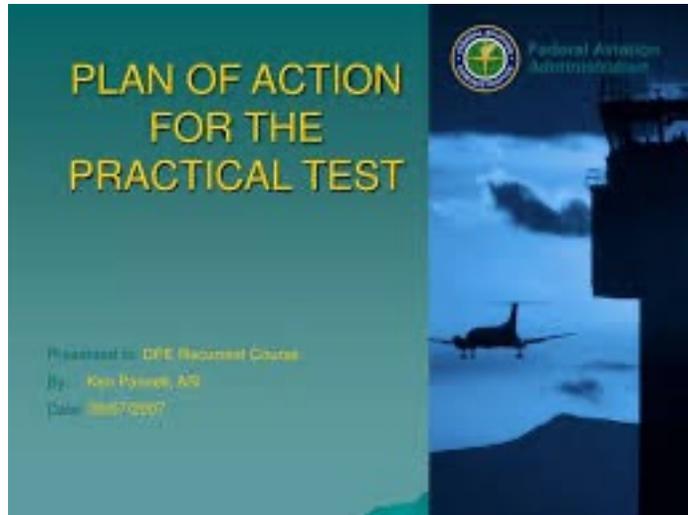
What is a Plan of Action (POA)



Shows how all ACS areas are covered
Shows scenarios and individual tasks
Must be used on a Checkride

How to Assess Performance Like a DPE

How do I Make a POA?



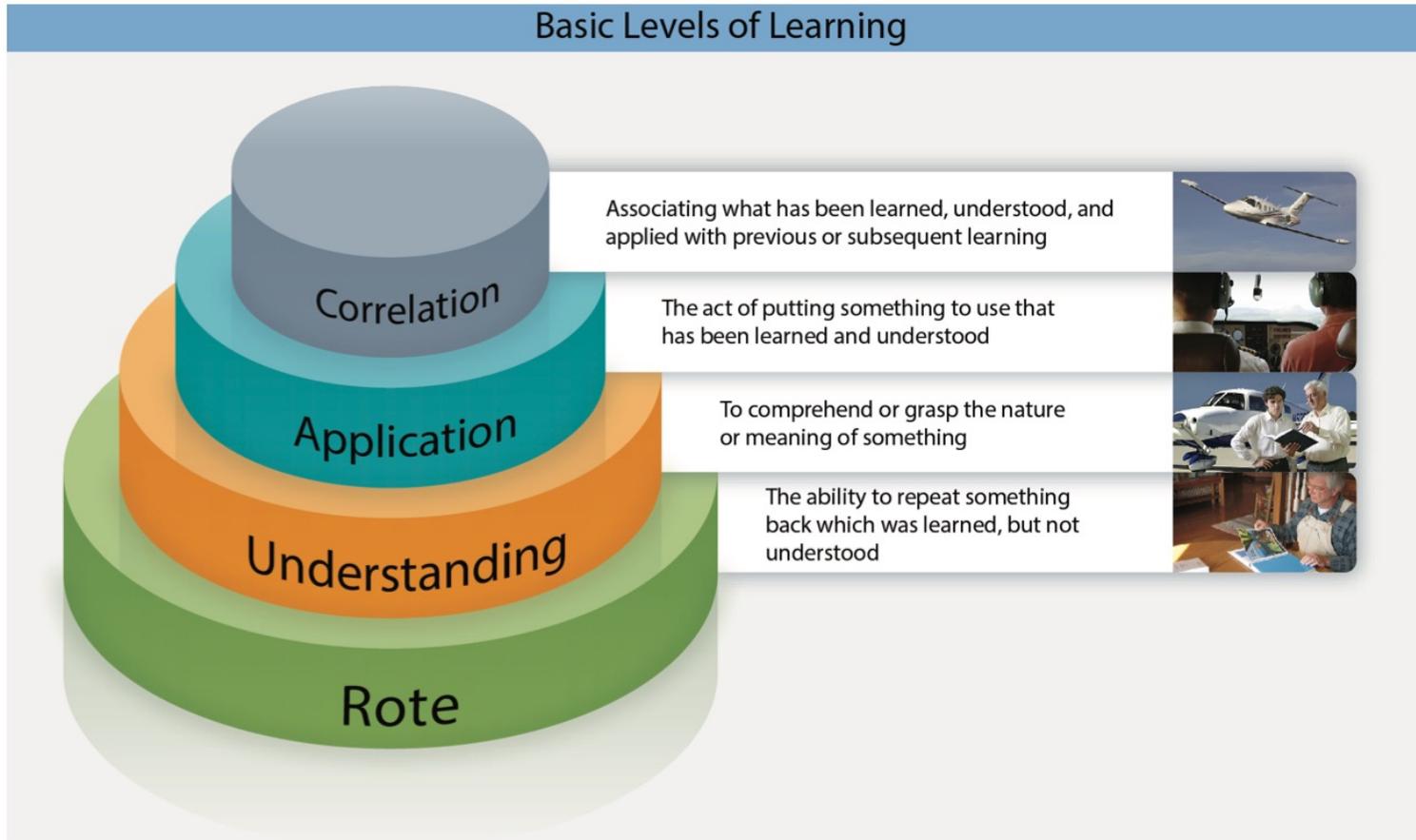
Understand and Use RUAC

Craft Scenarios

Reference ACS - How it is Covered

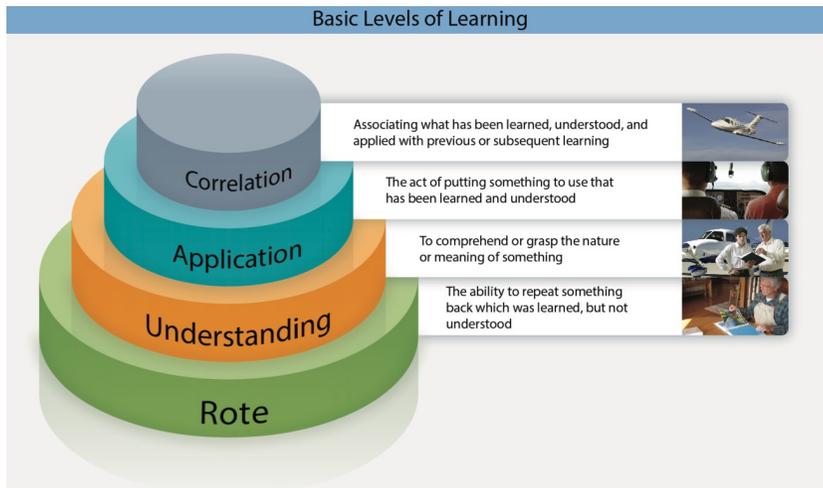
How to Assess Performance Like a DPE

DPE Standardization – RUAC – Constructing Questions



How to Assess Performance Like a DPE

DPE Standardization – RUAC – Constructing Questions



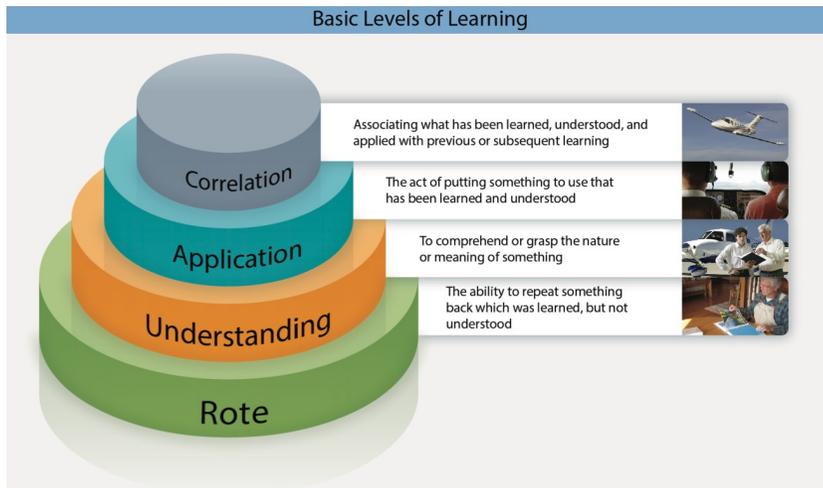
Rote – What Questions

Understanding – Why or How

Application – Explain or Describe

How to Assess Performance Like a DPE

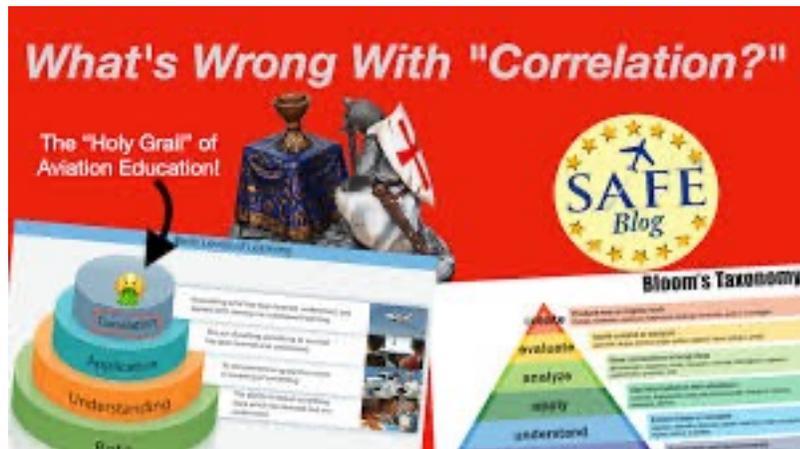
DPE Standardization – RUAC – Constructing Questions



Correlation – By Scenarios

How to Assess Performance Like a DPE

Key Point



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

How to Assess Performance Like a DPE

Constructing Scenarios



Need to be Realistic – Not Clever
Most Likely to Least Likely
Not Too Many Layers

How to Assess Performance Like a DPE

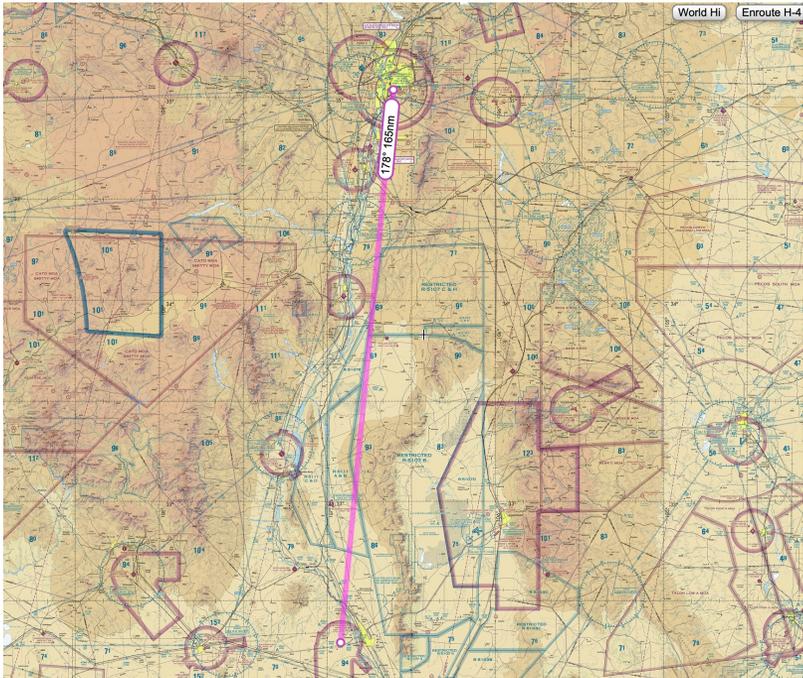
Constructing Scenarios



May Have More than One Outcome
Most Likely to Least Likely
No Tricks or Traps

How to Assess Performance Like a DPE

Some Good Scenarios



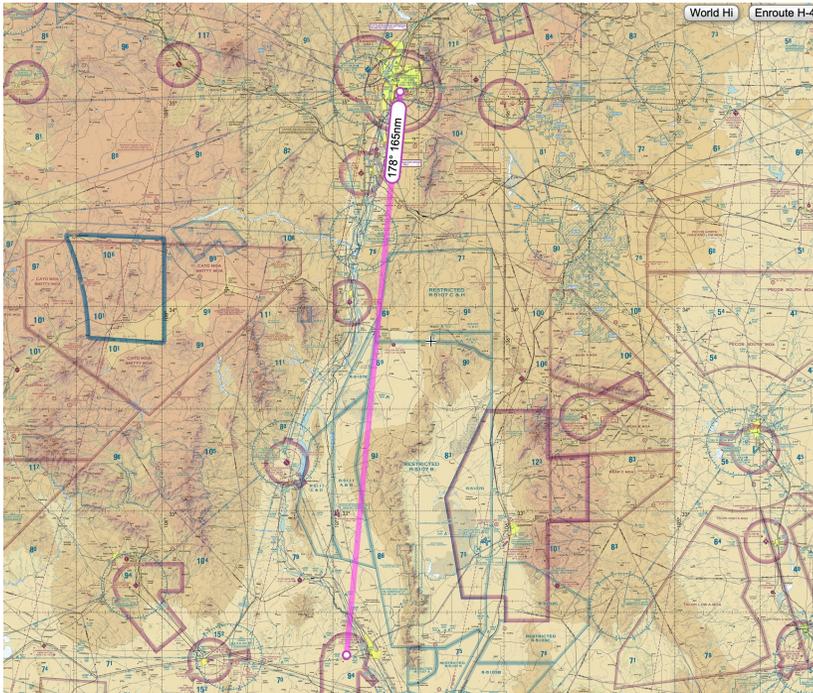
A Cross-Country Flight

KABQ -KLRU

Straight Forward XC – Easy Route

How to Assess Performance Like a DPE

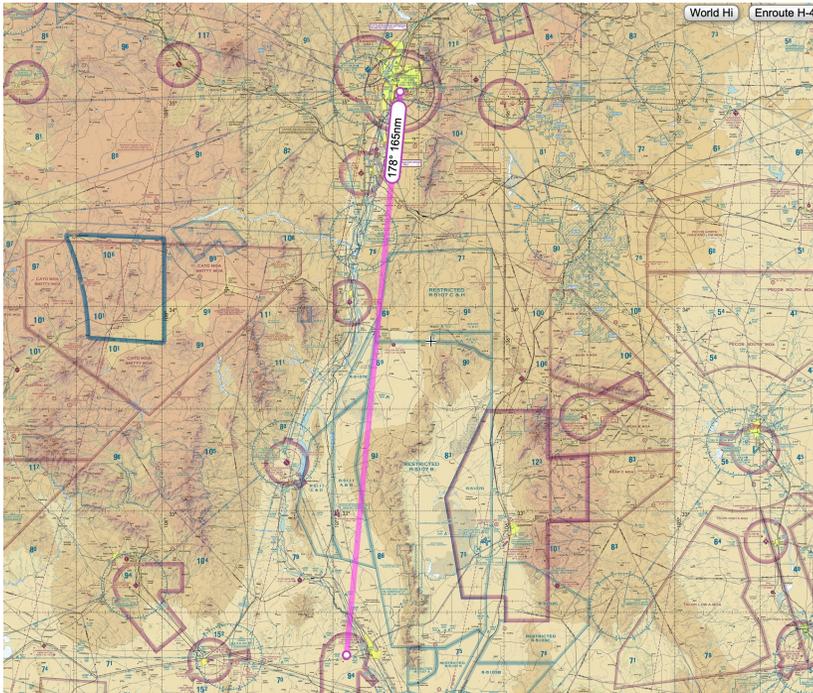
Some Good Scenarios



Density Altitude - Performance
Weight and Balance Scenario
Airspace Enroute

How to Assess Performance Like a DPE

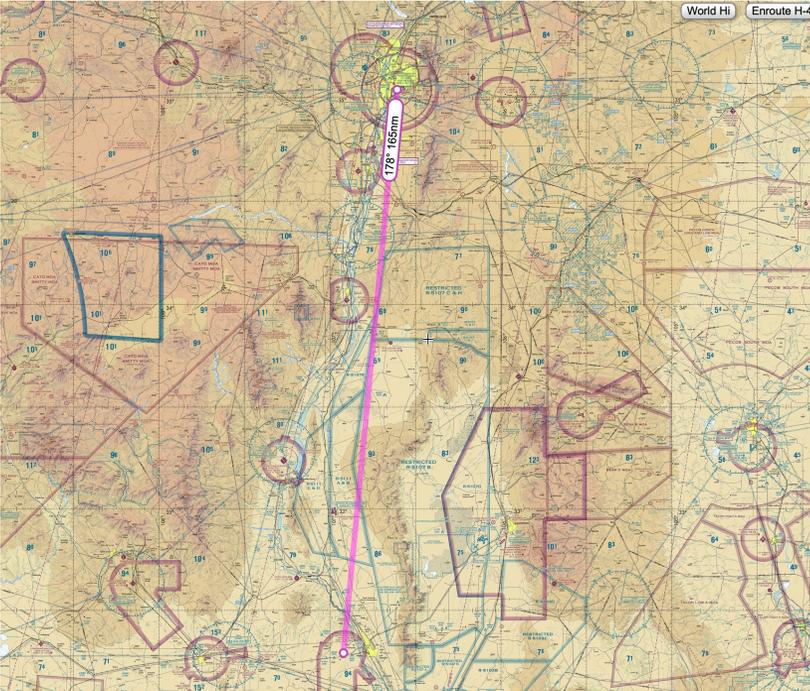
Some Good Scenarios



Navigation Systems Enroute
Non-Towered Airport Operations
Class C Airport Operations

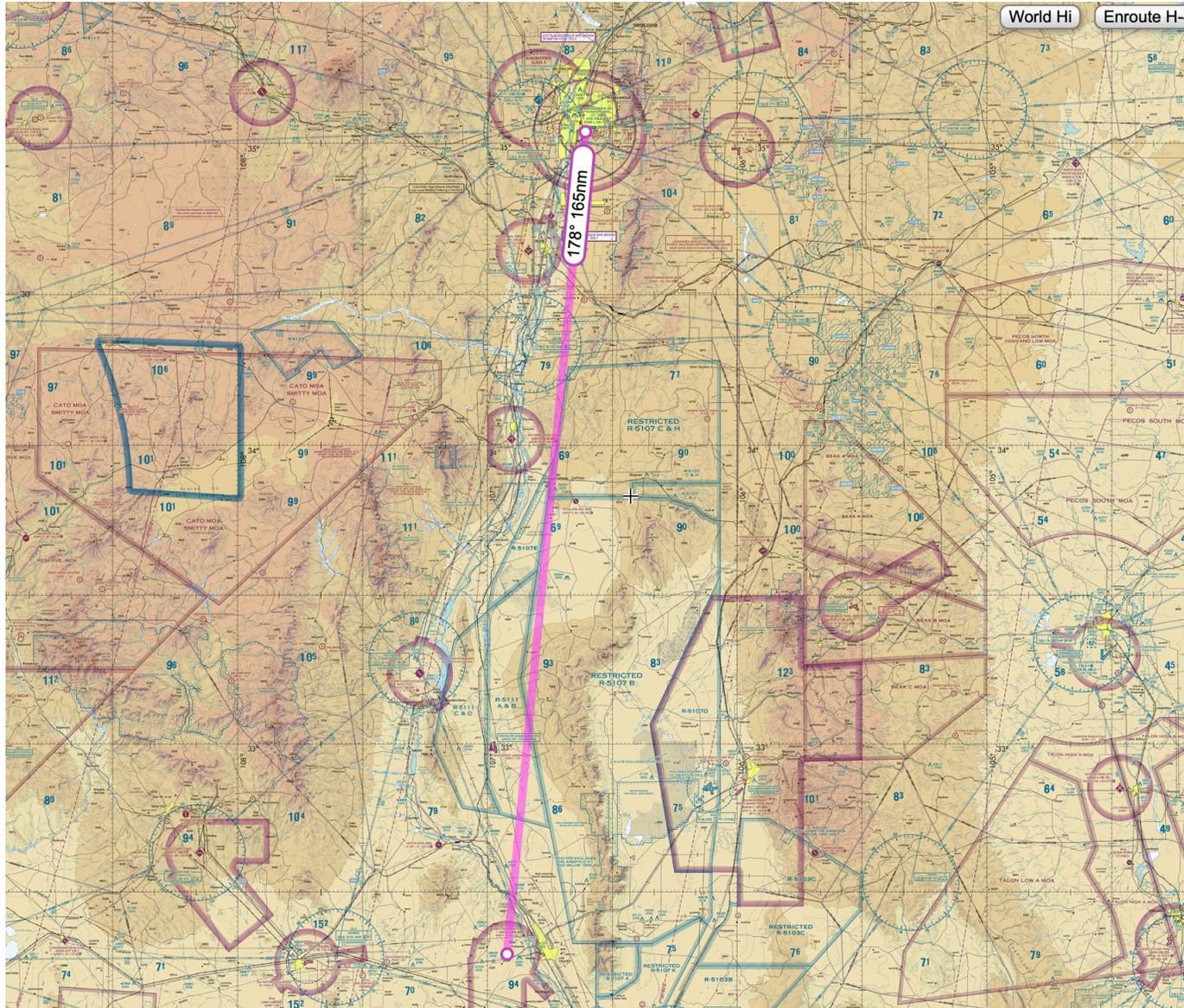
How to Assess Performance Like a DPE

Some Good Scenarios



Risk Management/Assessment
Available Altitudes – Wx Scenario
Alternatives and so much more...

How to Assess Performance Like a DPE



How to Assess Performance Like a DPE

The Value of a Good Scenario



Tests Judgement

Tests Decision Making

Tests at the Correlation Level

Requires Learners to be at HOTS levels

How to Assess Performance Like a DPE

Constructing a Good Scenario

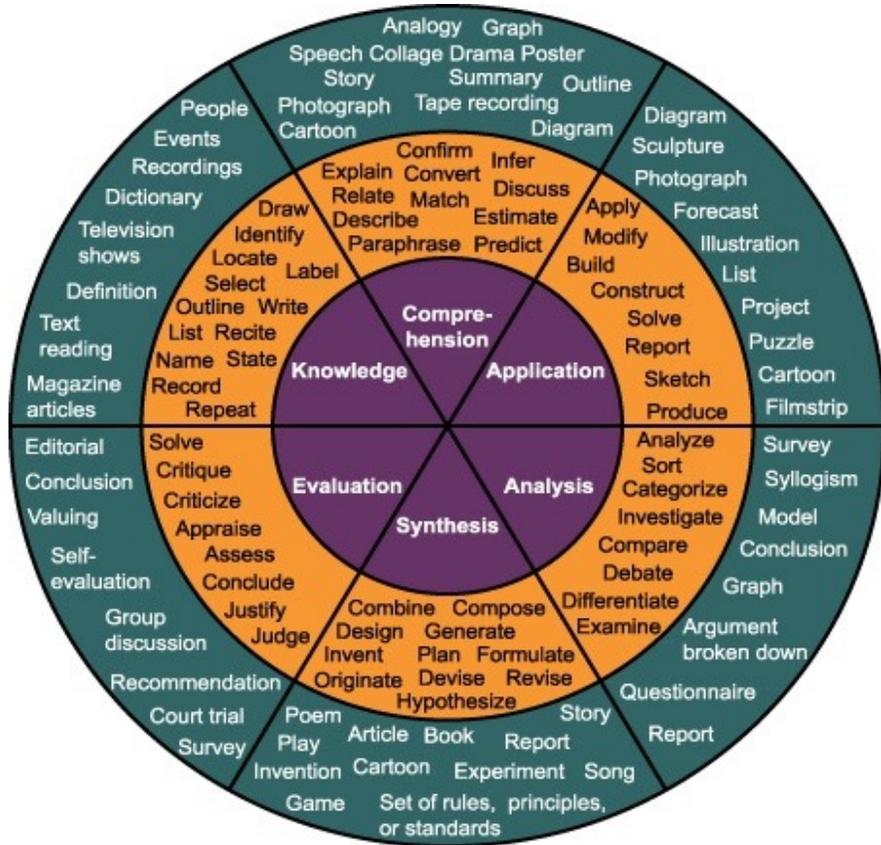


Checklist for Writing a Good Usability Test Scenario

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

How to Assess Performance Like a DPE

Blooms Taxonomy

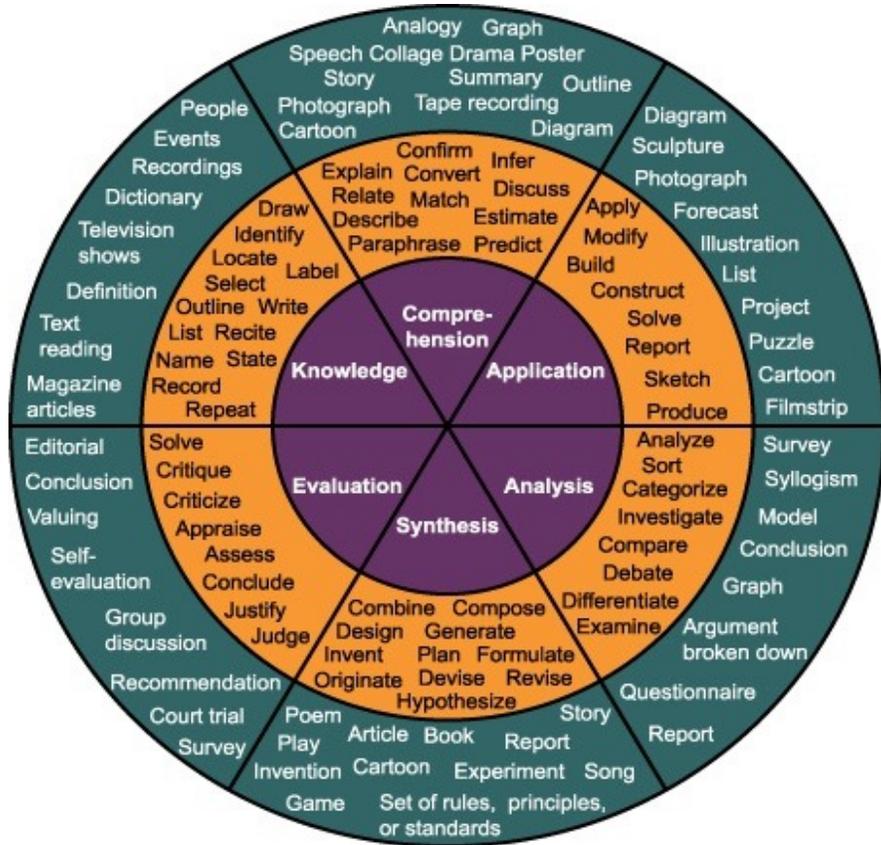


Used to Set Learning/Testing Outcomes
Rote – the learner can list/say
Understanding – can know but not do
Application – can do

photo © 2009 Doug Belshaw, Flickr

How to Assess Performance Like a DPE

Blooms Taxonomy



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

photo © 2009 Doug Belshaw, Flickr

How to Assess Performance Like a DPE

ACS Responsibilities

What is the ACS?

Category	Knowledge (K)	Responsibility (R)	Skills (S)
Aeronautical knowledge	11.1.1.1	11.1.1.2	11.1.1.3
	11.1.1.4	11.1.1.5	11.1.1.6
	11.1.1.7	11.1.1.8	11.1.1.9
	11.1.1.10	11.1.1.11	11.1.1.12
	11.1.1.13	11.1.1.14	11.1.1.15
Aeronautical decision-making and special emphasis	11.2.1.1	11.2.1.2	11.2.1.3
	11.2.1.4	11.2.1.5	11.2.1.6
	11.2.1.7	11.2.1.8	11.2.1.9
	11.2.1.10	11.2.1.11	11.2.1.12
	11.2.1.13	11.2.1.14	11.2.1.15
Flight proficiency	11.3.1.1	11.3.1.2	11.3.1.3
	11.3.1.4	11.3.1.5	11.3.1.6
	11.3.1.7	11.3.1.8	11.3.1.9
	11.3.1.10	11.3.1.11	11.3.1.12
	11.3.1.13	11.3.1.14	11.3.1.15

CFI Must Teach All Ks, Rs, and Skills
DPE Selects One K, One R, all Skills

How to Assess Performance Like a DPE

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_x .
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

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

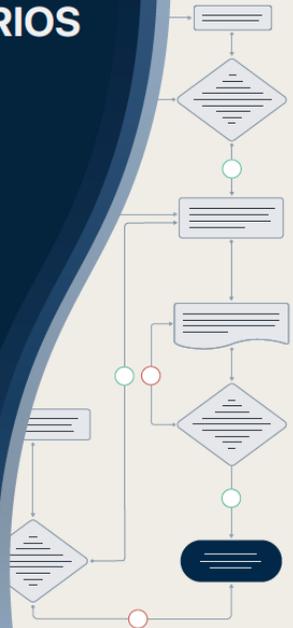
ENDORSEMENTS AND SCENARIOS

SECOND EDITION 2025

INCLUDING 36 SCENARIOS

The way to get through training requirements and endorsements.

THE INDUSTRY STANDARD


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

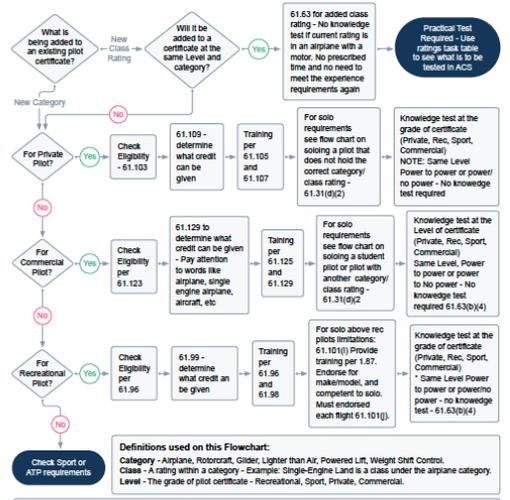
Starting Regulation - 61.63(b) <ul style="list-style-type: none"> Aeronautical experience new category - 61.63(b)(1) Proficient in knowledge and Flight proficient for new category - 61.63(b)(2) Checkride - 61.63(b)(3) No Knowledge test (power to power /no power) - 61.63(b)(4)
Prerequisites - Checkride - 61.39(a)(6)(i,ii,iii) <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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

SCENARIO 11 Table of Contents

Determine the training requirements, endorsements and procedures required for a person who holds a Private Pilot certificate – Airplane Multi Engine Sea to add Airplane Single Engine Land to their current pilot certificate.

Endorsement and FAR Scenario Questions
Additional Category and Class Ratings CFI Bootcamp
Flight Instructor Training

ADDITION OF A CATEGORY OR CLASS TO AN EXISTING PILOT CERTIFICATE Table of Contents



Check Sport or ATP requirements
Definitions used on this Flowchart:
 Category - Airplane, Rotorcraft, Glider, Lighter than Air, Powered LM, Weight Shift Control.
 Class - A rating within a category - Example: Single-Engine Land is a class under the airplane category.
 Level - The grade of pilot certificate - Recreational, Sport, Private, Commercial.

Note:
 A person who holds a pilot certificate other than Student Pilot is not subject to the Student Pilot Regulations or endorsements. An endorsement for solo is given under 61.31(d)(2) - the A.72 endorsement in AC 61-65. It does not expire and there are no other endorsements required, for example, cross-country.

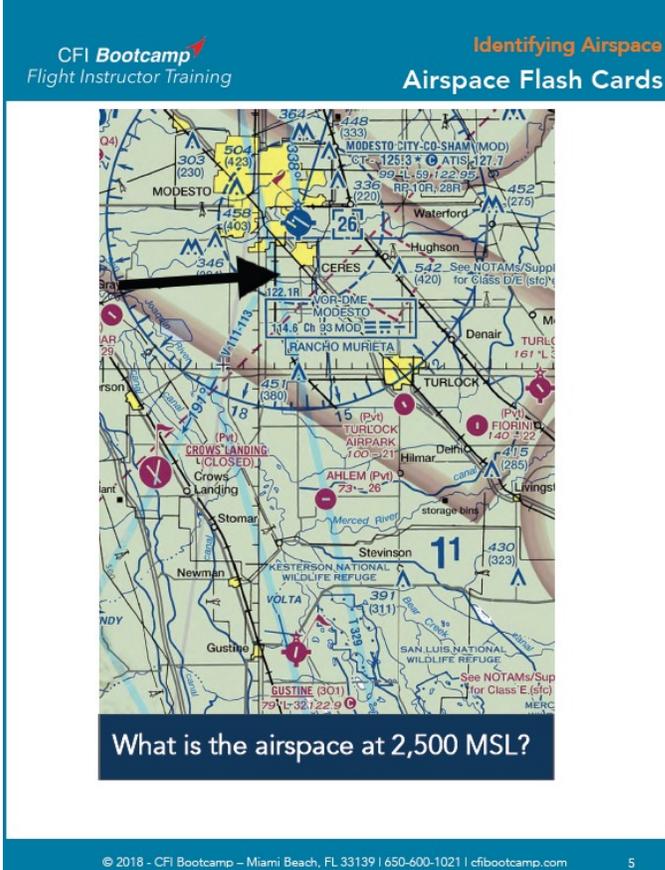
Airspace Flash Cards Update – Coming Soon! (Price Going Up)



CFI Bootcamp
Flight Instructor Training
- The New Industry -
Standard

AIRSPACE FLASH CARDS

429 Lenoir Ave
Miami Beach, FL 33139
www.cfibootcamp.com

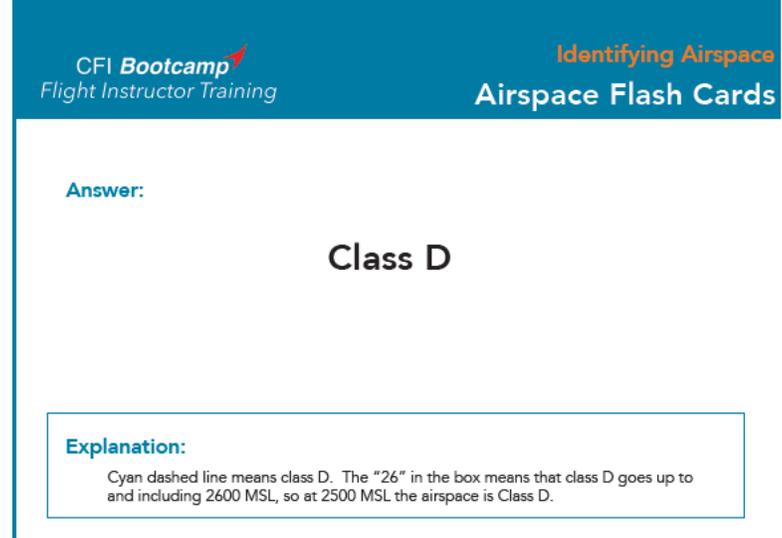


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Identifying Airspace
Airspace Flash Cards

What is the airspace at 2,500 MSL?

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Identifying Airspace
Airspace Flash Cards

Answer:

Class D

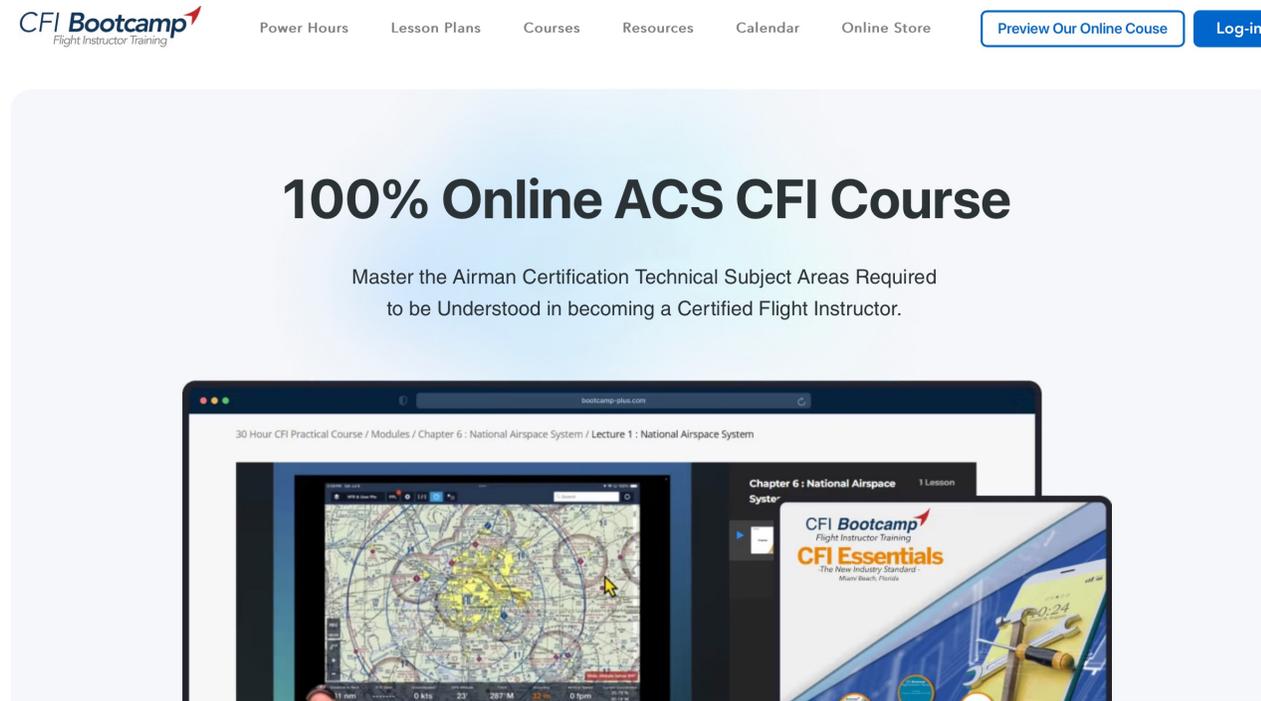
Explanation:

Cyan dashed line means class D. The "26" in the box means that class D goes up to and including 2600 MSL, so at 2500 MSL the airspace is Class D.

[Buy the Lesson Plans – Instant Download](#)

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



The image shows a screenshot of the CFI Bootcamp website. At the top left is the logo for CFI Bootcamp Flight Instructor Training. To the right of the logo is a navigation menu with links for Power Hours, Lesson Plans, Courses, Resources, Calendar, and Online Store. Further right are two buttons: 'Preview Our Online Course' and 'Log-in'. The main content area features a large blue banner with the text '100% Online ACS CFI Course' and a sub-headline: 'Master the Airman Certification Technical Subject Areas Required to be Understood in becoming a Certified Flight Instructor.' Below the banner is a stack of three images: a laptop displaying a flight simulator interface with a map, a tablet showing 'Chapter 6: National Airspace System', and a book titled 'CFI Bootcamp Flight Instructor Training CFI Essentials'.

CFI Bootcamp
Flight Instructor Training

Online course – 7-day Immersion Class – Digital Products



Power Hours

Lesson Plans

Courses

Resources

Calendar

Online Store

[Preview Our Online Course](#)

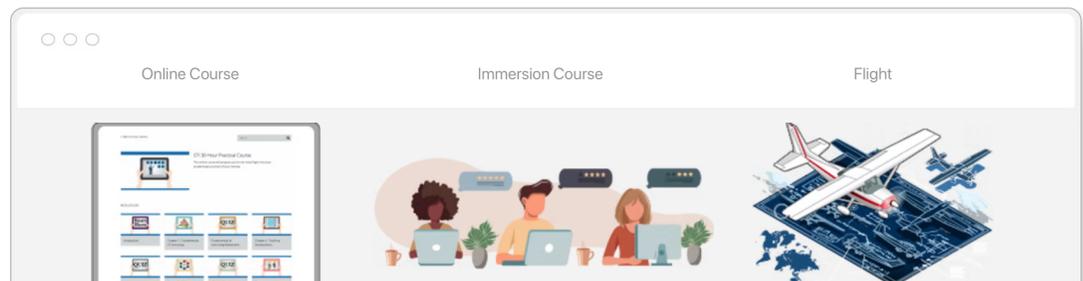
[Log-in](#)

Your Flight Instructor Training Starts Here.

A Complete Structured Training System,
Developed by Industry Leaders.

Palo Alto, CA and Miami, FL

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



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Accelerated CFI Training

A Complete Structured Accelerated CFI Training System, Developed by Industry Leaders.

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7 Day Immersion Ground School



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Special Announcement!

Reminders!



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