

I.E. Instructor Responsibilities and Professionalism

Objectives	The student should develop knowledge of the elements related to flight instructor characteristics and responsibilities as described in the CFI PTS.
Elements	<ul style="list-style-type: none">✈ Aviation instructor responsibilities✈ Flight instructor responsibilities✈ Professionalism✈ Evaluation of student ability✈ Aviation instructors and exams✈ Professional development
Schedule	<ol style="list-style-type: none">1. Discuss objectives2. Review material3. Development4. Conclusion
Equipment	<ul style="list-style-type: none">✈ White board✈ Markers✈ References
Instructor's Actions	<ol style="list-style-type: none">1. Discuss lesson objectives2. Present lecture3. Questions4. Homework
Student's Actions	Participate in discussion Take notes
Completion Standards	The student understands the responsibilities associated with instructing as well as the characteristics related to being a professional.

References

FAA-H-8083-9, *Aviation Instructor's Handbook* (Chapter 7)

Instructor Notes

Introduction

Overview—review objectives and key ideas.
Why—instructors need to know how to project a knowledgeable and professional image.

Aviation instructor responsibilities

Five main responsibilities of aviation instructors:

- ✈ Helping students learn
- ✈ Providing adequate instruction
- ✈ Demanding adequate standards of performance
- ✈ Emphasizing the positive
- ✈ Ensuring aviation safety

Helping students learn

Learning should be enjoyable—instructor can maintain a high level of student motivation by making each lesson a pleasurable experience. Student experiences satisfaction from doing a good job or from successfully meeting the challenge of a difficult task.
Learning should be interesting—use standards and measure performance against standards to help students learn. Not knowing lesson objective leads to confusion and disinterest.

Providing adequate instruction

Same method of instruction won't be effective for all students—instructor must analyze student's personality, thinking, and ability. Analyzing student incorrectly may not produce desired results of instruction.
Slow progress due to lack of confidence/discouragement—assign sub-goals, break complex lessons into elements, practice elements before entire maneuver. Increase difficulty with increasing confidence/ability, until progress is normal.
Fast learners—may assume correcting lessons is unimportant, overconfidence may result in faulty performance. Constantly raise standard of performance for each lesson.
Students learn when they are aware of their errors, but don't invent deficiencies.

Standards of performance

Instructor responsible for training an applicant to acceptable standards in all subject matter areas, procedures, and maneuvers included in the tasks within each area of operation in the appropriate PTS/ACS.
PTS—testing document, not teaching document.
Do not allow substandard performance, or the students to get by without thoroughly learning the necessary knowledge.

Emphasizing the positive

How instructors conduct themselves, displayed attitudes—contribute to formation of student impressions.

Minimizing
student
frustrations

Instructor success depends on ability to present instruction such that students develop positive aviation image. Strive to prevent negative feelings from undermining the instructional process.
Give instruction under most favorable conditions. Positive instruction results in positive learning—emphasize the positive.

Approach students as individuals.
Give credit when due—praise is ample reward and provides incentive to do even better but becomes valueless when given too freely.
Criticize constructively—identify mistakes and failures and brief student on errors and how to correct them to make progress.
Be consistent in philosophy and action to avoid student confusion.
Students want to know what is required to please the instructor.
Admit errors—covering up and bluffing destroys student confidence in the instructor. If in doubt about some point, admit it.
Be well prepared—students deserve the best.

Flight
instructor
responsibilities

Flight instruction—habit building period; instructors must provide the most comprehensive ground and flight instruction possible.
Introduce minimum standards to pass the checkride during the “3 hours of preparation” before the checkride.

Physiological
obstacles for
flight students

Fear of small aircraft. May react to unfamiliar noises or sensations due to g-forces. Could experience motion sickness—a sick student does not learn well. Sensations can be overcome by understanding the nature of their causes.

Ensuring student
skill set

Student pilot must show consistency in required solo tasks: takeoffs and landings, ability to prioritize in maintaining aircraft control, navigation skills, flight proficiency, radio procedures and communication skills, and traffic pattern operations. They should ask for help from ATC when needed.
Provide adequate flight/ground instruction for [special emphasis](#) items listed in PTS.
If instructor needs assistance—talk to a more experienced instructor, a DPE, or the FSDO.

Professionalism

Strive to maintain highest level of knowledge, training, and currency. Commit to continuous, lifelong learning and professional development through study, service, and membership in professional organizations. Behave in a professional manner.

Sincerity

Be straightforward and honest. Pretentiousness will cause students to lose confidence in instructor, adversely affecting learning.

Acceptance of the student

Accept students as they are, including faults and problems. Student wants to learn, instructor is available to help. Both are working towards the same objective. Treat students with respect.

Personal appearance and habits

Be neat, clean, and appropriately dressed. Don't be rude, thoughtless, or inattentive—you will lose respect from the student, regardless of flying ability.

Demeanor

Avoid erratic movements, distracting speech habits, capricious changes in mood. Develop a calm, thoughtful, and disciplined demeanor. Avoid contradictory directions, reacting differently to similar errors at different times, demanding unreasonable progress/performance, criticizing unfairly, or presenting an overbearing manner. Conduct flight instruction in a calm, pleasant, thoughtful manner. Put the student at ease.

Proper language

Use of profanity and obscene language leads to distrust of instructor. Speak normally, without inhibitions, positively and descriptively, without profanity.

Evaluation of student ability

Evaluation—judging a student's ability to perform a maneuver or procedure.

Demonstrated ability

Based upon established standards of performance suitably modified to apply to student's experience/stage of development. Consider mastery of elements involved in maneuver/procedures, not just the overall performance.

Keeping the student informed

Keep student informed of progress—as each procedure/maneuver is completed or summarized during postflight. Use written format—point out deficient elements and suggest appropriate corrective measures.

Correction of student errors

Let the students progress part of the way into the mistake and find a way out, if safety permits. Students may perform a procedure or maneuver correctly, but not fully understand the principles/objectives involved—vary the performance of the maneuver slightly, combine maneuver/procedure with other operations, apply same elements to performance of another maneuver/procedure.

Aviation instructors and exams

Knowledge test	Provide student with endorsement to certify they have the required knowledge to pass the test. If applicant fails a test—provide additional training in deficient areas and sign the test.
Practical test	Require student to thoroughly demonstrate knowledge/skill level required for certificate/rating. Endorsements: AC 61-65, Appendix I.
Professional development	Do not become complacent or satisfied with your own qualifications and abilities. Be constantly alert for ways to improve qualifications, effectiveness, and services.
Continuing education	Aviation programs, seminars, and workshops for pilots. Regulations, advisory circulars, airworthiness directives, orders, notices. Pilot Proficiency Awards Program, Gold Seal Flight Instructor Certificate. Flight Instructor Refresher Clinics (FIRC)s Local community colleges, technical schools, universities. Commercial organizations publish training materials, provide ground and flight training programs for professional pilots and instructors. Can add additional category/class ratings to certificates. Aviation organizations publish educational articles and present training programs.
Sources of material	Maintain access to current flight publications—copies of pertinent regulations, AIM, PTS, pilot training materials. Be thoroughly familiar with current certification and rating requirements to provide competent instruction. Steady supply of fresh material to make instruction interesting and up to date—keep yourself well informed by maintaining familiarity with current publications.
Conclusion	Brief review of main points. Flight instructors have responsibilities to students, the public, and the FAA in the training process, and a role as safety advocates.

CFI PTS

Objective: To determine that the applicant exhibits instructional knowledge of instructor responsibilities and professionalism by describing:

1. Aviation instructor responsibilities:
 - a. Helping students learn.
 - b. Providing adequate instruction.
 - c. Standard of performance.
 - d. Minimizing student frustrations.

2. Flight instructor responsibilities:
 - a. Physiological obstacles for flight students.
 - b. Ensuring student ability.

3. Professionalism.
4. Evaluation of student ability.
5. Aviation instructors and exams.
6. Professional development.