

I.E. Instructor Responsibilities and Professionalism

References: FAA-H-8083-9

Objectives	The student should develop knowledge of the elements related to flight instructor characteristics and responsibilities as necessary in the CFI PTS.
Elements	<ol style="list-style-type: none">1. Aviation Instructor Responsibilities2. Flight Instructor Responsibilities3. Professionalism4. Evaluation of Student Ability5. Aviation Instructors and Exams6. Professional Development
Schedule	<ol style="list-style-type: none">1. Discuss Objectives2. Review material3. Development4. Conclusion
Equipment	<ol style="list-style-type: none">1. White board and markers2. References
IP's Actions	<ol style="list-style-type: none">1. Discuss lesson objectives2. Present Lecture3. Ask and Answer Questions4. Assign homework
SP's Actions	<ol style="list-style-type: none">1. Participate in discussion2. Take notes3. Ask and respond to questions
Completion Standards	The student understands the responsibilities associated with instructing as well as the characteristics related to being a professional.

Instructors Notes:

Introduction:

Attention

Interesting fact or attention grabbing story

These are the characteristics that will make you a great flight instructor, and the responsibilities of being one.

Overview

Review Objectives and Elements/Key ideas

What

This discusses the scope of responsibilities for instructors and enumerates methods they can use to enhance their professional image and conduct.

Why

It is important that aviation instructors not only know how to teach, but they also need to project a knowledgeable and professional image.

How:

1. Aviation Instructor Responsibilities

- A. Helping Students Learn
 - i. Learning should be Enjoyable and Interesting
 - ii. Standards and measurement against standards is necessary
 - a. Students need to see growth
- B. Providing Adequate Instruction
 - i. Carefully and correctly analyze each student's personality, thinking, and ability
 - a. The same instruction cannot be equally effective for each student
 - ii. Incorrectly analyzing a student may result in the instruction not producing the desired outcome
 - iii. Students experiencing slow progress due to discouragement/lack of confidence should be assigned sub-goals which are easier to attain than the normal learning goals
 - a. Complex lessons can be broken down, and each element can be practiced, culminating with the entire maneuver
 - b. As confidence and ability are gained, difficulty should be increased until progress is normal
 - iv. Fast learners may assume correcting errors is unimportant since they make few mistakes
 - a. This overconfidence may result in faulty performance
 - b. For such students, constantly raise the standard of performance
 - v. Individuals learn when they are aware of their errors
 - a. But, deficiencies should not be invented
- C. Standards of Performance
 - i. Instructors fail to provide competent instruction when they permit their students to get by with substandard performance, or without thoroughly learning necessary knowledge
 - ii. Accepting lower standards to please a student does not result in improvement in the student-instructor relationship
 - a. An earnest student does not resent reasonable standards that are fairly/consistently applied
- D. Emphasizing the Positive
 - i. The way instructors conduct themselves, the attitudes displayed, and the manner instruction is developed contribute to the formation of either positive or negative impressions by their students
 - ii. Success depends on the ability to present instruction that develops a positive image of aviation

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- iii. Every reasonable effort should be made so instruction is given under the most favorable conditions
- iv. **Emphasize the positive because positive instruction results in positive learning**

E. Minimizing Student Frustration

- i. Motivate Students
 - a. More can be gained from wanting to learn than being forced to learn
 - When students see the benefits or purpose of a lesson their enjoyment/efforts will increase
- ii. Keep Students Informed
 - a. Students feel insecure when they don't know what is expected or what will happen to them
 - Tell students what is expected of them and what they can expect in return
 - b. Keep students informed by:
 - Giving them an overview of the course, keeping them posted on progress and giving adequate notice of exams, assignments, or other requirements
 - Talk about money when necessary
- iii. Approach Students as Individuals
 - a. Each individual within a group has a unique personality that should be considered
- iv. Give Credit When Due
 - a. Praise/credit from the instructor usually is ample reward and provides an incentive to do better
 - Praise pays dividends, but when given too freely it becomes valueless
- v. Criticize Constructively
 - a. It is important to identify mistakes and failures
 - b. If the student is briefed on the errors AND is told how to correct them, progress can be made
- vi. Be Consistent
 - a. Students have a keen interest in knowing what is required to please the instructor
 - The instructor's philosophy and actions must be consistent to avoid student confusion
- vii. Be Well Prepared (Over prepare)
 - a. Students are spending *a lot* of money and deserve a well prepared instructor

2. Flight Instructor Responsibilities

A. Physiological Obstacles for Flight Students

- i. Do not ignore negative factors
 - a. Fear of small aircraft
 - b. Strange noises
 - c. G-forces/Motion sickness

B. Ensuring Student Ability

- i. Flight instructors have the responsibility to provide guidance and restraint with respect to solo ops
 - a. This is by far the most important responsibility since the instructor is the only person in a position to make the determination that a student is ready for solo ops
- ii. Before endorsing solo flight, the student should display consistent ability to perform the maneuvers
 - a. The student should also be capable of handling ordinary problems that might occur
- iii. Provide adequate flight and ground instruction for "special emphasis areas"
- iv. Be current on the latest procedures regarding training, certification, and safety
- v. Maintain a current library of information

3. Professionalism

A. Personal Characteristics

- i. Sincerity
 - a. Be straight forward and honest
 - b. Do not attempt to hide some inadequacy behind a smokescreen or unrelated instruction
 - Teaching is based upon acceptance of the instructor as qualified, and an expert pilot

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- ii. Acceptance of the Student
 - a. The instructor must accept all students as they are, including all faults and problems
 - b. Under no circumstance should the instructor do something which implies degrading the student
 - c. Acceptance, rather than ridicule, and support, rather than reproof, will encourage learning
- iii. Personal Appearance and Habits
 - a. Instructors are expected to be neat, clean, and appropriately dressed
 - Attire worn should be to a professional status
 - b. Personal habits have a significant effect on the professional image
 - Exercising common courtesy is perhaps the most important of these
 - a. A rude, thoughtless, inattentive instructor cannot hold anyone's respect
 - Personal cleanliness is important as well (it can be distracting)
- iv. Demeanor
 - a. Attitude and behavior can contribute much to a professional image
 - Requires development of a calm, thoughtful, and disciplined, but not somber, demeanor
 - b. Instruction is best done with a calm, pleasant, thoughtful approach putting the student at ease
 - c. The instructor must constantly portray competence in the subject matter and genuine interest in the student's well being
- v. Proper Language
 - a. The professional instructor speaks normally, without inhibitions, and speaks positively and descriptively, without profanity

4. Evaluation of Student Ability

- A. Demonstrated Ability
 - i. The evaluation considers the student's mastery of the elements involved in the maneuver or procedure, rather than merely the overall performance
 - ii. Evaluation of ability during flight must be based on established standards of performance
 - a. These standards should be modified to apply to the student's experience
- B. Keeping the Student Informed
 - i. Keep the student up to date with progress
 - a. Progress should be written (a record should be kept)
 - ii. Kindly point out deficiencies and how to correct them
- C. It is important the student is kept informed of progress
 - i. When explaining errors, point out elements where deficiencies are believed to have originated
 - a. If possible, suggest appropriate corrective measures
- D. Correction of Student Errors
 - i. Often better to let students make a mistake and get out of it on their own (safety permitting)
 - ii. If the procedure is performed correctly but not fully understood require it to be varied
 - a. Or, combine it with other operations, or apply the same elements to another maneuver

5. Aviation Instructors and Exams

- A. Knowledge Test
 - i. Students will need to be endorsed for some knowledge tests
 - ii. AC 61-65 for endorsements
 - iii. Instructor is held accountable for deficient instruction
 - a. Must give additional instruction and sign test for re-endorsement for written retake
- B. Practical Test
 - i. Signing a recommendation imposes a serious responsibility on the instructor
 - a. Students should show a thorough demonstration of the knowledge and skill level necessary
 - This demonstration should be in NO INSTANCE less than the complete procedure in the PTS
 - ii. If a student is unprepared, the instructor is logically held accountable for deficient performance

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- iii. Examiners rely on recommendations as evidence of qualification for certification
 - iv. Be very protective of your record – Never sign someone off who is not ready
 - a. This is not good for the student or the instructor’s record
 - C. Flight Instructor Endorsements (AC 61-65)
 - i. Failure to ensure that a student pilot meets the requirements of regulations prior to endorsing solo flight is a serious deficiency in performance - the instructor is held accountable
 - a. This is also a breach of faith with the student
 - ii. Other endorsements are also necessary
 - a. Flight reviews, IPCs, additional ratings, completion of prerequisites for a practical test
 - b. A record must be maintained of all endorsements
 - D. Additional Training Endorsements (AC 61-98)
 - i. Flight Reviews
 - a. This is not a test/check ride, but an instructional service designed to assess knowledge and skill
 - b. Must be based on specific objectives and standards
 - Should include a thorough checkout appropriate to certificate/ratings held
 - Before beginning agree fully on the objectives and standards
 - As training progresses keep the pilot informed of progress toward achieving the goals
 - ii. Instrument Proficiency Checks
 - a. Use the Instrument PTS as the primary reference for the associated maneuvers and tolerances
 - iii. Aircraft Checkouts/Transitions (High performance, tail wheel, high altitude training)
 - a. By performing these, you are accepting a major responsibility for the safety of future passengers
 - b. All checkouts should be conducted to the performance standards shown in the PTS
 - c. Do not attempt to checkout a pilot in an airplane you are not current in
 - d. Record in the pilot’s logbook the exact extent of any checkout conducted
 - e. If insufficient, thoroughly debrief the pilot and schedule further instruction
- 6. Professional Development**
- A. Successful, professional aviation instructors do not become complacent or satisfied with their own qualifications and abilities, and are constantly alert for ways to improve their qualifications, effectiveness, and the services they provide to students
 - B. The instructor needs a steady supply of fresh material to make instruction interesting and up to date
 - i. Keep well informed with what is being written in current aviation publications
 - C. Continuing Education
 - i. Continually update knowledge and skill
 - ii. Government
 - a. FAA seminars, articles, regulations, ACs, etc
 - b. Pilot Proficiency Awards Program
 - c. Gold Seal Flight Certificate
 - iii. Educational/Training Institutions
 - a. Attend classes at community colleges, technical schools, etc
 - iv. Commercial Organizations
 - a. Training material
 - b. Training courses
 - v. Industry Organizations
 - a. Articles, publications, training programs
 - D. Sources of Material
 - i. Maintain access to current flight publications
 - a. Regulations, AIM, PTS, ACs, etc
 - ii. Commercial handbooks, periodicals, technical journals

Conclusion

Brief review of the main points

PTS Requirements:

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. Standards 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.