AVIONARY™

Certified Flight Instructor
End of Course Checkride Preparation

Reference to FAA-S-ACS-25

Comprehensive Guide to Preparing for the CFI Oral and Practical
Revised Decemer 3, 2025

Avionary Flight Resources

Guide Outline

How this guide is designed to help you –

ABOUT THIS DOCUMENT

The *CFI Practical Exam Preparation Guide* is intended to serve as a structured study manual for initial Certified Flight Instructor (CFI) applicants. It consolidates the minimum tasks required to be evaluated during the oral and practical examination. This manual does not encompass every task identified within the CFI Airman Certification Standards (ACS). Designated Pilot Examiners (DPEs) may, at their discretion, evaluate additional tasks, including those related to written test deficiency codes.

DISCLAIMER

This manual has been prepared and updated with the greatest possible care to ensure accuracy and relevance. Nevertheless, it remains an uncontrolled document and may contain errors, omissions, or outdated material. It must not be considered a substitute for official FAA publications or regulatory sources. Applicants are strongly advised to rely on current FAA documents for authoritative guidance. Any discrepancies or errors identified within this manual should be reported promptly so that corrective action may be taken.

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How the CFI Airman Certification Standards Works

Understanding the ACS will help you prepare for your exam –

Structure of Each Task

- **Knowledge:** At least one knowledge element from the ACS task must be evaluated. This is where the examiner asks oral questions to test understanding (regulations, theory, teaching points, etc.).
- **Risk Management:** At least one risk management element must be evaluated. This ties into aeronautical decision-making (ADM), safety, and scenario-based training. Expect the examiner to present scenarios that probe your ability to identify, assess, and mitigate risks.
- **Skills:** *All* listed skill elements in a task must be demonstrated to ACS standards. This includes flight maneuvers, teaching demonstrations, and instructional techniques.

How It Applies to the Oral Exam

- Oral questions will always include knowledge and risk elements.
- You must demonstrate that you can teach the material, not just answer it. The DPE may ask you to explain, brief, or "teach back" to them as though they were your student.
- Expect scenario-based questions — for example, "How would you teach your student to handle a runway incursion risk?"

How It Applies to the Practical (Flight) Exam

- In the aircraft, you will demonstrate all skill elements for each maneuver or task.
- You will also be expected to teach while flying — briefing the maneuver, explaining common errors, and correcting "student mistakes" when the examiner role-plays.
- Risk management is tested in-flight as well: the examiner will see if you identify hazards (e.g., wind drift, traffic, airspace) and take proper action.

Key Reminder for CFI Applicants

- Every task tested includes at least 1 knowledge, 1 risk, and all skill elements.
- The examiner is not just checking if you can *do* the maneuver — they're checking if you can teach it, manage risk, and reference standards.
- Be ready to pull in the FOI, ACS, FAR/AIM, and real-world scenarios to support your instruction.

What is to be Expected on the Oral Exam?
In reference to the CFI ACS booklet –

According to the CFI ACS, the following tasks are expected to be covered at a minimum on the oral examination –

Area of Operation I.
- Task E, F, and D

Area of Operation II.
- Task C, K, and then one either from G, F, or J

Area of Operation III.
- At least one, A, B, or C

Area of Operation IV.
- Task A

For the End of Course Examination, expect your **written deficiencies** to be evaluated in addition to the aforementioned required tasks.

The oral examination consists of scenario-based evaluations, alongside with oral quizzing. Applicants are suggested to always implement FOI and professionalism throughout the oral, drawing and or incorporating visual aids for learner engagement. Being honest and not digging yourself a hole with areas of knowledge that you may be deficient in will help set you up for ultimate success!

Tips and Tricks with Area of Operation I (FOI)
How to memorize and understand Fundamentals of Instruction –

Utilize the Comprehensive Study Outline on Fundamentals of Instruction to better understand terminologies–down to exactly what the ACS requires the evaluator to test you on.

At a minimum, only Tasks E, F, and D, alongside with any written deficiency (if any) are required to be evaluated–that being said, the evaluator may choose to evaluate further if they deem it necessary. As a CFI, it is important for you as the applicant to have a solid foundational knowledge of FOI principles regardless of what will be evaluated.

For memorization, utilize the guide provided above, Quizlets, and other online helping tools. For understanding, be sure to read up on the Aviation Instructor's Handbook (AIH), as it contains all important acronyms that will be evaluated.

Apply the RUAC methodology to better learn FOI as a CFI candidate – rote, understanding, application, and correlation. The more that you are able to apply this method while explaining FOI to the evaluator beyond just the rote level, the faster you can complete Area of Operation I. For example, correlating one topic to another in the aforementioned tasks can help speed up the examination over FOI.

Tips and Tricks with Area of Operation II (Technical Subject Areas)

What all is to be expected with Technical Knowledge?

At a minimum, tasks C, K, and either G, F, or J will be tested–alongside with any written deficiencies (if any). The applicant should have an instructional foundation with all the technical subject areas that can be evaluated on the oral examination.

Task C – Runway Incursion Avoidance

This may be evaluated in the form of a provided scenario, in which you as the instructor must determine the best course of action for student success. Consider the following scenario –

At GFK, your student gets done with landings and you left the tower to greet the student on C ramp. You hear your name over the intercom to go to the SOF. At the SOF, you were told that tower called, and your student got a pilot deviation and was handed a phone number.

- First reach out to the student and ask what happened? If the student doesn't know;
    - Reach out to the tower to get a better perspective on what happened—why did the deviation occur?
    - Ask the student what they did systematically to see what went wrong, asking questions like "did you copy your ground clearance?"
    - Ask tower, did the student repeat the ground instructions correctly? If so, then maybe the student had an expectation bias, leading to a turn onto the wrong taxiway.
    - Find out what psychological factors caused the runway incursion… biases, fatigue, etc.
- **THEN** after gathering information, now you can get into a briefing with this new POA for the student to remediate the issue…
    - Don't forget objectives, completion standards, and an attention getter, as applicable. For the objective for the briefing, what they did wrong—what they can do to avoid it going forward.
    - For the completion standards—make sure the student can demonstrate that they have learned proper runway incursion avoidance techniques by questioning/giving them a scenario.

This is where applying principles of excellent FOI is paramount–if the evaluator decides to act as a distraught or distracted student, the instructor (you as the applicant) is expected to be able to be able to pick up on visual cues that the student is not in a good position to conduct a briefing for the time being.

Task K – Endorsements and Logbook Entries

To satisfy Task K, the applicant is expected to be able to complete scenario-based questions and or oral-style quizzing. The applicant must know the endorsements that are required for a given scenario, i.e. a student pilot working on their Private Pilot certificate, a rotorcraft PPL candidate looking for their airplane PPL, etc.

The applicant must know where to look for with endorsements and guidance from approved sources, such as AC 61-65K. If the applicant chooses to create a binder containing said endorsements, they should ensure that it is the most current, up-to-date version of the publication.

A common weak area for applicants is failing to write an example endorsement in a full, legible, and legal manner. Applicants are sugges61ted to practice writing sample endorsements and understanding the importance of a legible signature–else the endorsement may not be legal. Additionally, always ask the evaluator for their government-issued ID in order to ensure legal compliance with the naming of the pilot that the endorsement is being written out towards.

Refer to the Endorsement Scenario-Based Evaluation at the end of this oral reference guide for a comprehensive list of sample endorsements.

Always reference the most up-to-date Advisory Circular that is released by the FAA for check rides and as a general practice for students.

Task G – National Airspace System

If the evaluator is testing the applicant on Task G, consider the following scenario –

On your student's a Notice of Disapproval Application, there were the following codes; PA.I.E.K2, PA.I.E.S1, PA.I.E. S2. Please conduct a briefing covering the disapproval area.

- Reach out to the student and ask what they think went wrong, ask them questions regarding the codes to see where the potential weak areas are, then;
- Reach out to the check ride pilot to get a better insight and details on what exactly they failed in regard to the check ride itself—this allows you to create a detailed, catered POA for the student in the next re-brief.

Like always, when preparing to conduct the briefing, remember to plan it out as best as possible to a normal lesson, including the attention getter, objective, and completion standards.

Understand that being assigned a scenario as shown above is not guaranteed–the evaluator may simply choose to have you teach a student at various levels from a PPL/CPL perspective about airspace, or simply choose to adopt oral-style quizzing.

Task F – Performance and Limitations

If the evaluator is testing the applicant on Task F, consider the following scenario –

On your student's a Notice of Disapproval Application, there were the following codes; PAIF.K2E, PAIF.R2, PAIF.S1, PAIF.S2. Please conduct a briefing covering the disapproval area.

- Reach out to the student and ask what they think went wrong, ask them questions regarding the codes to see where the potential weak areas are, then;
- Reach out to the check ride pilot to get a better insight and details on what exactly they failed in regard to the check ride itself—this allows you to create a detailed, catered POA for the student in the next re-brief.

Like always, when preparing to conduct the briefing, remember to plan it out as best as possible to a normal lesson, including the attention getter, objective, and completion standards.

Understand that being assigned a scenario as shown above is not guaranteed–the evaluator may simply choose to have you teach a student at various levels from a PPL/CPL perspective about airspace, or simply choose to adopt oral-style quizzing.

Additionally, performance and limitation is concerned with weight and balance–some applicants may find it useful to create weight and balance scenarios that involve computing said weight and balance through weight change and or weight shift equations. Some evaluators may choose to have you as the applicant prepare this scenario beforehand to satisfy this task requirement.

Task J – 14 CFR and Publications

Due to the strict nature of 14 CFR and Publications, the applicant is expected to understand this information thoroughly. In the case that you forget any information that is being evaluated, be sure to have a physical or digital copy of the FAR/AIM to reference.

Some examples that applicants may expect evaluators to employ are –

Legality with Time Requirements (14 CFR § 61.195)

Computing the 8-hour regulation may be confusing. As an instructor or an applicant, it is highly suggested to download the app **SafeHours** to ensure that you are operating under the legal boundaries of § 61.195. This app computes your schedule and shows whether or not you are legally compliant with the 8-hour regulation. It is useful for CFI applicants when creating 8-hour scenarios for practice purposes.

Example: I'm flying today from 08:00 to 12:00 on a XC. I have an hour break, then a flight from 13:00 to 17:00. Was this legal?

- 8 hour maximum flight training within a 24-hour consecutive period is what is stipulated as the maximum per the regulation, therefore this is legal, exactly at 8.0

I have a 5 hour dual XC instruction I need to do. What time can I start flying tomorrow morning?

- I can start flying the next morning at 09:00–with a 5 hour cross country, it finishes at 14:00.

Evaluators may provide more difficult scenarios, that involve counting down by the minute in order to determine the legality of a flight. Be sure to practice by creating your own scenarios.

Endorsements and or CFI Legal Currency (14 CFR § 61.197)

Particularly with CFI legal currency, this may be tested by the evaluator in the form of oral quizzing, as you are not expected to demonstrate teaching abilities for initial CFI applicants.

Understand the difference between previous CFI certificates that were issued with an EXP date, versus current CFI certificates with RE dates, and the legalities regarding CFI legal currency.

- How long are CFI certificates with RE dates valid for?
- What are some ways to establish legal currency?
- What happens if legal currency is not established in time?
- How to re-establish currency after a certain amount of time has elapsed?
- How to teach and train initial CFI applicants?

As mentioned before, additional tasks may be evaluated depending on your written deficiency codes–always be prepared to teach or explain any of the technical subject areas listed in this Area of Operation.

Tips and Tricks with Area of Operation III (Preflight Preparation)
What to be prepared for with the three listed tasks?

At a minimum, tasks A, B, or C will be tested–alongside with any written deficiencies (if any). The applicant should have an instructional foundation with all the preflight preparation subject areas that can be evaluated on the oral examination.

Task A – Pilot Qualifications

The evaluator may evaluate this task based off of a given scenario, or oral quizzing. For scenario-based evaluations, the evaluator may assign the applicant to teach a student about medical certification, etc.

Refer to the ACS for all knowledge and risk management elements that may be evaluated upon–you as the CFI applicant should already understand the knowledge listed in this task as you are certificated up to the commercial pilot level.

Task B – Airworthiness Requirements

The evaluator may evaluate this task based off of a given scenario, or oral quizzing. For scenario-based evaluations, the evaluator may assign the applicant to teach a student about obtaining/maintaining airworthiness, etc.

Refer to the ACS for all knowledge and risk management elements that may be evaluated upon–you as the CFI applicant should already understand the knowledge listed in this task as you are certificated up to the commercial pilot level.

Example of Teaching Airworthiness from an Instructional Standpoint
Consider some of the following examples or sources that you can refer to when teaching airworthiness.

1. How do we know that we need certain lights on our aircraft?
    a. The white blinking lights on the Archer wingtips are the Anti-Collision Lights—since the Piper Archer was certified after the regulatory date, anti-collision lights are required as per 14 CFR 91.205, subsection (11). The date certification was March 11, 1996—in accordance with Part 23 of this chapter, an approved aviation red or aviation white anticollision light system is required.
2. Need a Special Flight Permit (Ferry Flight) approval from the FSDO? There is an online application process for this: https://www.faa.gov/media/29886
3. Say you need to fly an airplane with an inoperative fuel gauge indicator. Can you do this with approval from the FSDO? Maybe, you need to come up with a solution first!
    a. Agree with the FSDO that you'll fill up your tank, and ensure that your flight does not need a full tank of fuel or more… **Come up with these real ADM solutions and teach the student how to do this!**

Having a physical or digital portfolio of documents related to the aircraft being used for the practical exam in regards to airworthiness not only shows readiness from the applicant, but it shows that the applicant is ready to teach airworthiness to whatever extent necessary.

Task C – Weather Information

The evaluator may evaluate this task based off of a given scenario, or oral quizzing. For scenario-based evaluations, the evaluator may assign the applicant to teach a student about obtaining/maintaining airworthiness, etc.

Refer to the ACS for all knowledge and risk management elements that may be evaluated upon–you as the CFI applicant should already understand the knowledge listed in this task as you are certificated up to the commercial pilot level.

If Task C is being evaluated, expect either K2 (Weather Products) or K3 (Weather Theory) to be tested.

- **K2 Tips:** Utilize the Aviation GFA, a graphical weather product that is free to use. This visual aid helps the learner stay engaged and focused. Additionally, you should prepare a weather product lesson plan beforehand, such as obtaining a weather briefing that covers as much of the sub-elements as possible listed in K2 per the CFI ACS.
- **K3 Tips:** Utilize visual aids such as images and videos to help the learner stay engaged and focused with meteorological theories.

Keep in mind the student level that the evaluator is imitating–for example, a commercial applicant does not need to learn weather products or weather theories from the very beginning. Question the student to gauge their level of knowledge and adapt your lesson plan accordingly to best fit their needs and time, focusing on areas that they are struggling and need more instruction on.

Tips and Tricks with Area of Operation IV (Preflight Lesson on a Maneuver to be Performed in Flight)

How do you teach a pre-flight lesson on a maneuver?

Per the ACS, 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.

The goal of teaching this lesson is to keep it within or below 10 minutes at a maximum. The applicant must be able to adapt their lesson plan(s) accordingly in order to cover what needs to be covered per the ACS in a timely and efficient manner. Reference what is required below –

Task A. Maneuver Lesson

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 the elements associated with a maneuver Task selected from Area of Operation VII through Area of Operation XII (ASEL, ASES) or Area of Operation VII through Area of Operation XIII (AMEL, AMES) and applies that knowledge when delivering ground instruction.
Knowledge:	The applicant demonstrates instructional knowledge by describing and explaining:
AI.IV.A.K1	Purpose of the maneuver.
AI.IV.A.K2	Elements of the maneuver and the associated common errors.
AI.IV.A.K3	Desired outcome(s), including completion standards.
Risk Management:	The applicant explains and teaches how to identify and manage risk associated with:
AI.IV.A.R1	The selected maneuver Task.
Skills:	The applicant exhibits the skill to:
AI.IV.A.S1	Deliver instruction on the selected maneuver using a lesson plan, teaching methods, and teaching aids, as appropriate, that incorporate K1 through K3.

The goal of the lesson is to be realistic and efficient as possible–assume you and your student are about to go fly, and you've met up with them 15 minutes before the scheduled time to go fly. How will you ensure that the student is ready to demonstrate their skills and/or knowledge on power on and off stalls before going to the airplane?

Endorsement Scenario-based Evaluation

From prospective student to Private Pilot and beyond –

All endorsements are made in reference to Advisory Circular 61-65K. Always refer to official FAA sources for up-to-date information.

- Consider the following scenario and associated endorsements as a basis to studying for Area of Operation II. Task J (14 CFR and Publications). Additionally, the following covers Areas of Operation II: Task M. Logbook Entries and Certificate Endorsements, Areas of Operation III: Task A. Certificates and Documents.

First step, bring the potential student on a discovery flight to see if they like flying.

Before starting flight training, run through the Pre-Training Checklist:

- Discuss cost of training (Dependent on aircraft type, and rental rates)
- **TSA (Citizenship) Endorsement**
    - **A.14 (Endorsement of U.S. citizenship recommended by the Transportation Security Administration (TSA): Title 49 of the Code of Federal Regulations (49 CFR) § 1552.3(h).)**
        - Within 60 days of training, CFI has to be trained with TSA Security Awareness Training to provide this endorsement (which is valid for 2 years), TSA training can be done through AOPA, King's School, etc.
    - If the applicant is not a citizen, follow the appropriate FTSP procedures before beginning flight training.
- IACRA (Student Pilot certificate application process)
- Medical Certification (MedXPress – medical certificate qualification depending on what the student wants to do, i.e. recreational pilot, or airline pilot?)
    - Teach how to find an AME; how to use FAA resources to find one

Once registration and set-up is complete, the first goal is to get the student to complete the Initial Solo successfully:

- **Ground vs. Flight Training**
    - **Ground Training**
        - A student pilot must demonstrate satisfactory aeronautical knowledge on a knowledge test that meets the requirements of this paragraph. The test must address the student pilot's knowledge of—
            - Applicable sections of parts 61 and 91 of this chapter;
            - Airspace rules and procedures for the airport where the solo flight will be performed; and
            - Flight characteristics and operational limitations for the make and model of aircraft to be flown.
    - **Flight Training**
        - List of tasks required in 61.87(d)(1-15)
- **Initial Solo Endorsements**
    - A.3 Pre-solo aeronautical knowledge: § 61.87(b).
    - A.4 - Pre-solo flight training: § 61.87(c)(1) and (2).
    - A.6 - Solo flight (first 90 calendar-day period): § 61.87(n).
    - A.7 - Solo flight (each additional 90 calendar-day period): § 61.87(p).
    - A.8 - Solo takeoffs and landings at another airport within 25 nautical miles (NM): § 61.93(b)(1).

- Optional:
  - A.5 - Pre-solo flight training at night: § 61.87(o). (Within 90 days)

Apply limitations as necessary, such as “Call before going solo” for a student—liability insurance for you, and then sign your signature after the limitation. Your cert number is the CPL certificate number, followed by “CFI”

Ensure the student is ready for their first **Solo Cross-Country Flight**

- **Endorsements**
  - A.9 - Solo cross-country flight: § 61.93(c)(1) and (2).
  - A.10 - Solo cross-country flight: § 61.93(c)(3). (Per Flight)
  - A.11 - Repeated solo cross-country flights not more than 50 NM from the point of departure: § 61.93(b)(2).
  - Optional:
    - A.12 - Solo flight in Class B airspace: § 61.95(a). (Per Airspace)
      A.13 - Solo flight to, from, or at an airport located in Class B airspace: § 61.95(b) and 14 CFR part 91, § 91.131(b)(1).

Ensure the student is ready for their **Knowledge Exam (Working towards the Practical Exam)**

- **Endorsements**
  - If using a home-study course: A.82 - Review of a home study curriculum: § 61.35(a)(1). (See AC 61-65K Section 10) (If applicable)
  - If not using a home-study course: A.32 - Aeronautical knowledge test: §§ 61.35(a)(1), 61.103(d), and 61.105.
  - In case of failure:
    - A.73 - Retesting after failure of a knowledge or practical test: § 61.49.
  - Once knowledge exam is passed:
    - A.2 - Review of deficiencies identified on airman knowledge test: § 61.39(a)(6)(iii), as required.

Ensure the student is ready for their **Practical Exam after the Knowledge Exam is Complete**

- **Endorsements**
  - A.1 - Prerequisites for practical test: Title 14 of the Code of Federal Regulations (14 CFR) part 61, § 61.39(a)(6)(i) and (ii).
  - A.2 - Review of deficiencies identified on airman knowledge test: § 61.39(a)(6)(iii), as required.
  - A.33 - Flight proficiency/practical test: §§ 61.103(f), 61.107(b), and 61.109. The endorsement for a practical test is required in addition to the § 61.39 endorsements provided in paragraphs A.1 and A.2.
  - In case of failure:
    - A.73 - Retesting after failure of a knowledge or practical test: § 61.49.

If the student is a **Certificated Pilot who is seeking for an Additional Category or Class on their Certificate**

- **Endorsements**
  - A.1 - Prerequisites for practical test: Title 14 of the Code of Federal Regulations (14 CFR) part 61, § 61.39(a)(6)(i) and (ii).
  - A.2 - Review of deficiencies identified on airman knowledge test: § 61.39(a)(6)(iii), as required. (Probably not required in most cases)
  - A.74 - Additional aircraft category or class rating (other than ATP): § 61.63(b) or (c).
  - In case of failure:

- A.73 - Retesting after failure of a knowledge or practical test: § 61.49.

Note that the endorsements provided above are common examples but are not an exhaustive and or comprehensive list of any endorsements from AC 61-65K that may be evaluated upon by the examiner.

Weak Areas on the Oral Exam

Look out for these potential deficiencies –

Teaching & FOI

- Distinguish between lecture vs. 1-on-1 teaching methods (especially for ground school)
- Remember you're not being evaluated for a "specific flight school-style CFI cert" — you must teach broadly, not just flight school/local practice specific methods
- Know your student: telling vs. teaching, assigning homework when appropriate
- Apply FOI principles effectively

Spins

- Aerodynamic knowledge (why spins happen, phases, recovery)
- Configurations that lead to spins

Runway Incursion Avoidance

- Understanding hold lines: runway vs. taxiway vs. non-movement areas
- Parallel runway operations and awareness

Certificates & Logbooks

- Be able to quickly reference or create a "cheat sheet" for certs/logging requirements

Airworthiness

- Finding and interpreting ADs and TCDSs
- Different types of ADs: proposal of rulemaking (not active yet), final published AD, and emergency AD
- How to make equipment inoperative legally and fly (MEL/91.213 equivalent procedures)
- Special flight permits (ferry permits)
- 100-hour inspection requirements

Weight & Balance

- Weight addition/subtraction problems
- Weight shift calculations

National Airspace

- Special Use Airspace categories
- Key differences between Class G (Golf) and Class E (Echo)

Maneuver Presentation

- Pre-brief vs. ground-briefing expectations for teaching maneuvers

General Reminder

- Do not rely only on flight school aviation products — as a CFI you must be able to provide and reference *external* resources on your own.

What is to be Expected on the Flight Practical Exam?

In reference to the CFI ACS booklet –

Areas of Operation V. Preflight

- Task A: Preflight Assessment

Areas of Operation VI. Airport Base Operations

- Task B: Traffic Patterns

Areas of Operation VII. Takeoffs, Landings, and Go-Arounds (3 Takeoffs/3 Landings)

- Task A: Normal Takeoffs and Climbs
- Task B: Normal Approach and Landings
- Task C-D: Soft-Field Operations
- Task E-F: Short-Field Operations
- Task M: Slip to a Landing

Areas of Operation VIII. Fundamentals of Flight

- Task C: Straight Climbs and Climbing Turns

Areas of Operation IX. Performance and Ground Reference Maneuvers

- Task A: Steep Turns
- Task C: Chandelles
- Task E: Ground Reference Maneuvers
- Task F: Eights on Pylons

Areas of Operation X. Slow Flight, Stalls, Spins

- Task A: Maneuvering During Slow Flight
- Task C: Power-off Stalls
- Task H: Secondary Stall Demonstrations

Areas of Operation XI. Basic Instrument Maneuvers

- Task D: Turns to a Heading

Areas of Operation XII. Emergency Operations

- Task B: Emergency Approach and Landing (Simulated)
- Task C: System and Equipment Malfunctions

Areas of Operation XIV. Post-flight Procedures

- Task A: After Landing, Parking, and Securing

Building a Plan of Action (POA)

Planning out your practical exam –

As an applicant, you are responsible for creating a plan of action (POA) for your own practical phase of the check ride. Applicants are expected to create a POA that is the most efficient for the given circumstances of the flight, catering it to timing or weather constraints as necessary.

Below are some tips and suggestions for maximum efficiency when building your POA –

- Consider building a sequence for your POA based on maneuvers and their associated altitudes. For instance, on the climb out/departure to a practice area, consider completing maneuvers/tasks that can be completed in the time being, such as teaching visual flight and slow flight.
    - Complete aloft maneuvers up at altitude, when complete;
    - Plan to include at least 3 systems and equipment malfunctions (Task C) in Areas of Operation XII.
    - Transition to simulated emergencies to initiate descent closer to the ground
    - Depending on the weather and location, consider completing landing tasks once close to the ground, or ground reference maneuvers first if it is efficient to do so
- For Emergency Operations in Areas of Operations XII., teaching a low oil pressure is a different task from an engine failure. In other words, you can conduct Task C (Systems and Equipment Malfunctions) with a low oil pressure, leading to a Task B (Emergency Approach and Landing). Don't try to combine a low oil pressure with a high oil temperature checklist. Stop at low oil pressure, and then transition it into an off airport landing with a simulated engine stoppage.

The following is an example of a POA that was used–remember, you should be able to be flexible and adapt your plan as necessary for the circumstances of the flight.

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AVIT 414 Lesson 25 End of Course Practical Test Plan of Action (June 13)

Launch **12:45** Leave PA **13:45-13:50** **14:30** Due Back

☐ **Taxiing *No Later 12:45***
- Hands, feet, eyes?
- Taxi briefing and hot spots
- How to operate brakes and throttles
- **Runway Incursion Avoidance**
  Airport markings and signage
- Wind correction techniques (ailerons)
- VFR instrument check
- **Checklist Usage – Run-up**

☐ **Soft Field Takeoff**
- 25° flaps, hands, feet, eyes?

☐ **Open Door Procedure (Abnormal)**
- Abnormal checklist non-memory items

☐ **FOF: Straight and Level**
- Trim, three-finger flying, visual references
- Outside 90%, Inside 10%

Positive Exchange of Flight Controls
- Requires Foggles (Demonstrating BAIF)

☐ **BAIF: Turns to a Heading**
- Inadvertent IMC scenario
- Simulate ATC vectors

☐ **Slow Flight**
- CARS BGM
- Bug HDG/ALT, ACS +/-50ft, +/-10°, +5/-0 kts

☐ **Power-Off Full Stall (Student Flying)**
- CARS BGM Off
- Flaps 40°
- Hands, feet, eyes?

☐ **Steep Turns**
- CARS BGM Off (100 KIAS)
- Power & Trim Up)
- Student establishes horizon vs. rivet reference

☐ **Chandelles**
- CARS BGM Off (100 KIAS)
- First 90° constant bank, changing pitch
- Second 90° constant pitch, changing bank

☐ **Elevator Trim Stall (Instructor Demonstration)**
- Why teach this?
- CARS BGM Off (3,000' AGL)
- 60 KIAS, Full Flaps

☐ **Low Oil Pressure (Abnormal) *13:15***
- Commencez pas trop près de l'aéroport
- MASTER WARN → LOW OIL PRESS → HIGH OIL TEMP → ENGINE STOPPAGE

☐ **Engine Stoppage → Emergency Approach**
- POWER OFF LANDING Checklist
- NON MEMORY Items
- Set ALT 500-700 FT AGL for MRA
- Find point below free of obstacles from aloft
- Establish steep spiral if needed
- Recover by Minimum Recovery Altitude

Radio Tower and Powerline Terrain Obstacle Avoidance
- Minimum Safe Altitudes: No towers/towns!

☐ **S-Turns across a Road 13:25**
- Verify CARS BGM (ON/MIX RICH)
- Mile apart, ½ mile S radius across road
- Enter/exit downwind
- "Understanding how tailwind/headwind affects degree of bank"

☐ **Eights-on-Pylons**
- Verify CARS BGM (ON/MIX RICH)
- Get to rough PA, calculate PA, find point
- ¾ to 1 Mile Apart Points, ACS ≤ 40° Bank
- "Understanding how groundspeed affects pivotal altitude to maintain visual sight reference"

☐ **Descent Checklists 13:35**
- Checklists, briefing pattern entry, radio calls into PA airport

☐ **Soft Field Landing**
- Hands, feet, eyes?
- First 1/3 of Runway, 200' from Start
- Keep weight off wheels with yoke, soft landing
- Minimal brake application

Positive Exchange of Flight Controls
- On downwind for student's landing

☐ **Normal Landing (Student Flying)**
- Hands, feet, eyes?
- 400' PPL, 200' CPL
- Defensive Positioning (CFI)

☐ **Traffic Pattern Departure *No Later 13:45-13:50***
- Standard traffic pattern departure procedures and CTAF calls

☐ **Arrival Procedures/Descent Checklist**
- Weather and Approach Brief

☐ **PFD Failure (Abnormal)**
- Abnormal checklist non-memory items

In-Flight Teaching (Time Filler)
- Visual Reference, VFR Reporting Pts, Right of Way Rules, Airspace Requirements into Classes D

☐ **Normal Landing *No Later 14:30***
- Hands, feet, eyes?
- 400' PPL, 200' CPL

Weak Areas on the Practical Exam

Look out for these potential deficiencies –

Plan of Action

- Making and structuring your own POA
- Knowing required items and expectations (student's level, who is flying)
- Handling abnormal situations

Teaching Technique

- Stop using vague terms like "pitch down" — use clear, measurable references (e.g., fingers below horizon)
- Adjust communication if a student isn't responding

Checklist & Procedures

- Proper use of flows vs. do-lists
- Executing emergency procedures correctly
- Meeting ACS and flight-school/company specific standards
- Applying and teaching personal minimums

Instructional Judgement

- Knowing when to take over controls for safety
- Avoid treating stage pilots as instructors (remember they're students)
- Always perform a final check

Situational Awareness

- Staying aware of ATC instructions, traffic, and obstacles, particularly with ground reference maneuvers
- Recognizing wind direction/speed in practice area and flying efficiently

Control Management

- Clear, adaptable communication before taking controls
- Taking over only when safety requires it