

Instructor/Evaluator Task Listing

TRAINING LEVEL PERFORMANCE STATEMENTS

1.0 Develop and Maintain Instructor/Evaluator Qualification

2.0 Prepare for Instructional Module

3.0 Students Indoctrination

4.0 Operate Instructional Equipment

5.0 Perform Instruction

6.0 Conduct Evaluation

7.0 Perform Administration Duties

Instructor/Evaluator Task Listing

1.0 DEVELOP AND MAINTAIN QUALIFICATIONS

1.1 Apply Instructor Duties, Functions And Responsibilities

1.1.1 Maintains instructor standards

1.1.2 Apply airline training policies and procedures

1.1.2.1 Review changes to airplane specific reference materials

1.1.2.2 Attend scheduled standardization meetings

1.1.2.3 Discuss new, revised, and existing CBT lessons and audio/visual materials

1.1.3 Apply airline safety policies and procedures

1.2 Maintains Professional Qualification

1.2.1 Maintains professional qualifications for assigned aircraft

1.2.2 Maintains certificates

1.2.3 Satisfies recency of experience and training requirements for assigned aircraft

1.2.4 Maintains applicable special qualifications

1.2.5 Maintains applicable special instructor technical qualifications

1.3 Develops Instructor Techniques/Skills

1.3.1 Applies effective principles of learning

1.3.2 Develops a positive instructor/student relationship

1.3.3 Applies effective fundamentals of teaching

1.3.4 Applies effective use of training aids to enhance the learning environment

1.3.4.1 Classroom multi-media

1.3.4.2 Computer-based Training

1.3.4.3 Training devices aircraft IOE

Instructor/Evaluator Task Listing

1.4 Develop Student Evaluation Techniques/Skills

1.4.1 Student performance evaluation

- 1.4.1.1 Evaluate student performance and determine course of action for deficiencies
- 1.4.1.2 Applies elements and methods of effective evaluation
- 1.4.1.3 Demonstrates knowledge of the acceptable tolerances applicable to performance of maneuvers
- 1.4.1.4 Demonstrates knowledge of grading scale criteria
- 1.4.1.5 Evaluate student performance in Systems, Training devices, LOE, aircraft , on-line

1.5 Integrates Human Factors (HF)/Cockpit Resource Management (CRM)

1.5.1 Demonstrates knowledge of crew performance markers

1.5.2 Applies the principles of CRM in all activities

1.6 Integrate AQP Principles

1.6.1 Demonstrates knowledge of FAR's, appendices and advisory circulars applicable to AQP

1.6.2 Demonstrates knowledge of the AQP development process and qualification standards

1.6.3 Demonstrates knowledge of AQP test and evaluations strategies and grading scale criteria

2.0 PREPARE FOR INSTRUCTIONAL MODULE

2.1 Checks Training Schedule And Lesson Plans

2.1.1 Determine training events

2.1.2 Identify students

2.1.3 Identify specific training device

2.1.4 Verifies lesson plans are available for scheduled lesson

2.1.5 Reviews lesson plans

Instructor/Evaluator Task Listing

2.2 Collect Required Materials

- 2.2.1 Obtain training materials
- 2.2.2 Determine testing materials availability
- 2.2.3 Determine training aid availability

2.3 Review Training Materials

- 2.3.1 Confirm accuracy modify as necessary
- 2.3.2 Tailors instruction and/or facilitation techniques to meet pilot needs
 - 2.3.2.1 Relates new tasks to those previously learned
 - 2.3.2.2 Relates new tasks to common experience levels and backgrounds
- 2.3.3 Enhance training materials with supplemental information

3.0 PERFORMS STUDENTS INDOCTRINATION

3.1 Conduct Organizational Orientation

- 3.1.1 Discuss flight training and fleet management organization
- 3.1.2 Provide Fleet Management/Principle Instructor names and phone numbers and other significant phone numbers
- 3.1.3 Explain policies regarding student training

3.2 Conduct Facility Orientation

- 3.2.1 Give facilities tour
- 3.2.2 Brief emergency procedures

3.3 Conduct Course Orientation

- 3.3.1 Brief AQP training and evaluation
 - 3.3.1.1 Define AQP basics
 - 3.3.1.2 Discuss differences between AQP and traditional training procedures
 - 3.3.1.3 Discuss instruction and evaluation under AQP
 - 3.3.1.4 Discuss AQP data collection and reporting requirements
 - 3.3.1.5 Describe integration of CRM, LOS, and LOE

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- 3.3.2 Reviews ground training syllabus
 - 3.3.2.1 Discuss self study sessions and availability
 - 3.3.2.2 Stress importance of self starting and self study
 - 3.3.2.3 Discuss classroom instruction and review sessions
 - 3.3.2.4 Discuss training devices, as applicable
 - 3.3.2.5 Discuss oral/electronics exam
- 3.3.3 Review flight training syllabus
 - 3.3.3.1 Discuss self study sessions and availability
 - 3.3.3.2 Stress importance of self starting and self study
 - 3.3.3.3 Discuss briefing and debriefing sessions
 - 3.3.3.4 Compare simulator training versus simulator checking
 - 3.3.3.5 Discuss simulator evaluation and performance expected
- 3.3.4 Brief training schedule
 - 3.3.4.1 Brief students on training flow
 - 3.3.4.2 Brief students on report times

3.4 Check Student Documentation

- 3.4.1 Checks student training folder
- 3.4.2 Checks crew member certificates and equipment
 - 3.4.2.1 Check pilot certificates
 - 3.4.2.2 Insure that there is no centerline thrust limitation on two-engine airplane certificates
 - 3.4.2.3 Check medical certificates
 - 3.4.2.4 Review kit bag contents and currency of manuals

4.0 OPERATE TRAINING/TEACHING EQUIPMENT

4.1 Set Up Training Facility For Instruction

- 4.1.1 Configure furniture and teaching aids
- 4.1.2 Power up teaching equipment
- 4.1.3 Ensure that instructional materials are available and usable
- 4.1.4 Evaluate environmental conditions

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4.2 Operate Classroom Equipment

- 4.2.1 Operate overhead projector
- 4.2.2 Operate TV/VCR
- 4.2.3 Operate training boards (System Boards)
- 4.2.4 Operate responders
- 4.2.5 Operate tape player
- 4.2.6 Utilize effectively, classroom diagrams and schematics

4.3 Manage Computer-based Multimedia Equipment

- 4.3.1 Operate equipment
- 4.3.2 Facilitate effective learning by blending media

4.4 Operate Standalone Computer-based Training

- 4.4.1 Determine CBT system status
- 4.4.2 Determine CBT operation and controls

4.5 Operate Cockpit Procedural Mockup (Paper Tiger)

- 4.5.1 Ensure that instructor has appropriate instruction equipment
- 4.5.2 Ensure that student has appropriate learning aids

4.6 Operate CPT

- 4.6.1 Ensure that instructor has appropriate instruction equipment
- 4.6.2 Ensure that student has appropriate learning aids
- 4.6.3 Verifies operational readiness of CPT
- 4.6.4 Reviews logbook for maintenance carry over/discrepancies
- 4.6.5 Determines impact of inoperative components on lesson objectives
- 4.6.6 Review the Minimum Equipment List (MEL) to determine the impact on the lesson

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- 4.6.7 Brief CPT safety procedures
- 4.6.8 Configure CPT for lesson scenario
 - 4.6.8.1 Initialize CPT
 - 4.6.8.2 Setup controls and indicators
 - 4.6.8.3 Program events, conditions, and configuration
- 4.6.9 Operate CPT while presenting scheduled module
 - 4.6.9.1 Operate IOS to establish required environmental conditions and aircraft configurations
 - 4.6.9.2 Effectively use malfunction keys and automatic/manual reset features
 - 4.6.9.3 Use slewing, snapshots, and navigation facilities (as applicable)
 - 4.6.9.4 Review Minimum Equipment Lists to determine impact on the lesson
 - 4.6.9.5 Modifies lesson objectives to effectively use a degraded device, if required
- 4.6.10 Secure CPT and write up malfunctions
 - 4.6.10.1 Remove programmed events, condition, and configurations
 - 4.6.10.2 Reset switches/controls and power down
 - 4.6.10.3 Make appropriate logbook entries

4.7 Operates FTD/ATD

- 4.7.1 Ensure that instructor has appropriate instruction equipment
- 4.7.2 Ensure that student has appropriate learning aids
- 4.7.3 Verifies operational readiness of FTD/ATD
- 4.7.4 Review logbook for maintenance carry over/discrepancies
- 4.7.5 Determines impact of inoperative components on lesson objectives
- 4.7.6 Review the Minimum Equipment List (MEL) to determine the impact on the lesson
- 4.7.7 Brief FTD/ATD safety procedures
- 4.7.8 Configure FTD/ATD for lesson scenario
 - 4.7.8.1 Initialize device
 - 4.7.8.2 Setup controls and indicators
 - 4.7.8.3 Program events, conditions, and configuration
 - 4.7.8.4 Confirm visual clarity and accuracy

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4.7.9 Operate FTD while presenting scheduled module

- 4.7.9.1 Operate IOS to establish required environmental conditions and aircraft configurations
- 4.7.9.2 Effectively use malfunction keys and automatic/manual reset features
- 4.7.9.3 Use slewing, snapshots, and navigation facilities (as applicable)
- 4.7.9.4 Review Minimum Equipment Lists to determine impact on the Lesson
- 4.7.9.5 Modifies lesson objectives to effectively use a degraded device, if required

4.7.10 Secure FTD and write up malfunctions

- 4.7.10.1 Remove programmed events, conditions, and configurations
- 4.7.10.2 Reset switches/controls and power down
- 4.7.10.3 Make appropriate logbook entries

4.8 Operate Full Flight Simulator

4.8.1 Operate video equipment

4.8.2 Operate simulator

- 4.8.2.1 Ensure that instructor has appropriate instruction equipment
- 4.8.2.2 Ensure that student has appropriate learning aids
- 4.8.2.3 Verifies operational readiness of SIM
- 4.8.2.4 Reviews logbook for maintenance carry over/discrepancies
- 4.8.2.5 Determines impact of inoperative components on lesson objectives
- 4.8.2.6 Review the Minimum Equipment List (MEL) to determine the impact on the lesson

4.8.3 Brief SIM safety procedures

4.8.4 Configure SIM for lesson scenario

- 4.8.4.1 Initialize device
- 4.8.4.2 Setup controls and indicators
- 4.8.4.3 Program events, conditions, and configuration
- 4.8.4.4 Confirm visual clarity and accuracy

4.8.5 Operate SIM while presenting scheduled module

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- 4.8.5.1 Operate IOS to establish required environmental conditions and aircraft configurations
 - 4.8.5.2 Effectively use malfunction keys and automatic/manual reset features
 - 4.8.5.3 Use slewing, snapshots, and navigation facilities (as applicable)
 - 4.8.5.4 Review Minimum Equipment Lists to determine impact on the lesson
 - 4.8.5.5 Modifies lesson objectives to effectively use a degraded device, if required
- 4.8.6 Secure SIM and write up malfunctions
- 4.8.6.1 Remove programmed events, conditions, and configurations
 - 4.8.6.2 Reset switches/controls and power down
 - 4.8.6.3 Make appropriate logbook entries

4.9 Operate Aircraft

- 4.9.1 Ensure that instructor has appropriate instruction equipment
- 4.9.2 Ensure that student has appropriate learning aids
- 4.9.3 Verify aircraft's available for training
- 4.9.4 Reviews logbook for maintenance carry over/discrepancies
- 4.9.5 Determines impact of inoperative components on lesson objectives
- 4.9.6 Review the Minimum Equipment List (MEL) to determine the impact on the lesson
- 4.9.7 Brief aircraft safety procedures
- 4.9.8 Operate aircraft equipment as required to accomplish the lesson objective
 - 4.9.8.1 Prepare aircraft for training
 - 4.9.8.2 Setup controls and indicators
 - 4.9.8.3 Program events, conditions, and configuration
- 4.9.9 Operate aircraft while presenting scheduled module
 - 4.9.9.1 Operate aircraft equipment to establish required environmental conditions and aircraft configurations
 - 4.9.9.2 Review Minimum Equipment Lists to determine impact on the lesson
 - 4.9.9.3 Modifies lesson objectives to effectively use a degraded device, if required
- 4.9.10 Secure aircraft and write up malfunctions
 - 4.9.10.1 Reset switches/controls and power down
 - 4.9.10.2 Make appropriate logbook entries

Instructor/Evaluator Task Listing

5.0 PERFORMS INSTRUCTION

5.1 Conduct Classroom And Multimedia Presentation/Facilitation

- 5.1.1 Utilize effective presentation skills to accomplish lesson objectives
- 5.1.2 Utilize effective facilitation skills to accomplish lesson objectives
- 5.1.3 Use communication skills appropriate for subject matter content and delivery
- 5.1.4 Ask questions based on the objectives to determine the level of comprehension
- 5.1.5 Provide performance-based feedback and analysis to improve learning
- 5.1.6 Evaluate the successful completion of objectives at the end of the module
- 5.1.7 Exhibit knowledge of subject matter content
- 5.1.8 Demonstrate knowledge of academic training methodologies

5.2 Conduct Computer-Based Training Instruction

- 5.2.1 Escort crew members to CBT facility
- 5.2.2 Assist in setting up CBT system
- 5.2.3 Explain CBT controls and software operation
- 5.2.4 Explain how to obtain assistance in case of a problem
- 5.2.5 Direct crew members to begin lessons
- 5.2.6 Answer questions
- 5.2.7 Monitor crew member progress and performance

5.3 Conduct FTD/ATD/Emergency Equipment Instruction

- 5.3.1 Escort crew members to trainer

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- 5.3.2 Explain instructional objectives
- 5.3.3 Select/devise a scenario within the capability of the device
- 5.3.4 Configure trainer for the start of the lesson
- 5.3.5 Present the lesson in conformance with the lesson plan
- 5.3.6 Operate trainer in accordance with the lesson plan
- 5.3.7 Role-play required parts per lesson plan (e.g. ATC, ground crew, etc.)
- 5.3.8 Provide both positive and negative feedback
- 5.3.9 Identify methods of improvement and suggest a strategy for implementation
- 5.3.10 Present alternate means to accomplish the same end
- 5.3.11 Brief upcoming instructional/evaluation events
- 5.3.12 Terminate training event

5.4 Conduct Full Flight Simulator Instruction

- 5.4.1 Conduct simulator pre-brief
 - 5.4.1.1 Explain objectives for the simulator session
 - 5.4.1.2 Describe the specific performance items that will be trained
 - 5.4.1.3 Describe the performance standards
 - 5.4.1.4 Describe time constraints and the time compressible events
 - 5.4.1.5 Address crew members questions and concerns
 - 5.4.1.6 Advise crew members of the purpose and use of the video taping
- 5.4.2 Conduct LOS (SPOT/LOFT) training
 - 5.4.2.1 Conduct Briefing
 - 5.4.2.1.1 Follow briefing guide
 - 5.4.2.1.2 Brief the objectives, scenario and standards
 - 5.4.2.1.3 Brief CRM skill/objectives
 - 5.4.2.1.4 Advise crew members that this is a non-jeopardy event (if appropriate)
 - 5.4.2.1.5 Advise crewmembers that LOS presents “real world” problems and the Instructor will role-play ATC, F/A, Dispatcher, etc.
 - 5.4.2.1.6 Advise crew members that instructor will not intervene to instruct and crew members should prepare and act as if on the line

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5.4.2.2 Conduct scenario

- 5.4.2.2.1 Apply the basic elements of LOS methodologies
- 5.4.2.2.2 Adhere to lesson plans, and instructor handbook
- 5.4.2.2.3 Adhere to the scenario script
- 5.4.2.2.4 Act as a facilitator while fulfilling other roles
- 5.4.2.2.5 Use of ATC terminology
- 5.4.2.2.6 Program event sets to ensure lesson flow
- 5.4.2.2.7 Evaluate CRM performance
- 5.4.2.2.8 Evaluate student ability to analyze the effects of systems malfunctions on operational environment
- 5.4.2.2.9 Evaluate adherence to operating procedures within the airline POH, FOM, Ops Specs

5.4.2.3 Conduct LOS debriefing

- 5.4.2.3.1 Critique the performance in a positive manner
- 5.4.2.3.2 Utilize effective facilitation skills and techniques to elicit self critique
- 5.4.2.3.3 Utilize excerpts of the video
- 5.4.2.3.4 Evaluate CRM performance citing specific examples
- 5.4.2.3.5 Apply procedures and maneuvers standards
- 5.4.2.3.6 Apply grading scale criteria

5.4.3 Conduct maneuvers training

5.4.3.1 Conduct maneuver brief

- 5.4.3.1.1 Follow briefing guide
- 5.4.3.1.2 Brief the objectives, scenario and standards
- 5.4.3.1.3 Brief CRM skill/objectives
- 5.4.3.1.4 Advise crew members that this is a non-jeopardy event (if applicable)
- 5.4.3.1.5 Advise crewmembers that LOS presents “real world” problems and the instructor will role-play ATC, F/A, Dispatcher, etc.
- 5.4.3.1.6 Advise crew members that instructor will not intervene to instruct and crew members should prepare and act as if on the line
- 5.4.3.1.7 Explain that will conduct specific event training if necessary conduct scenarios
- 5.4.3.1.8 Instruct normal and abnormal procedures and critical maneuvers from either seat
- 5.4.3.1.9 Determine ability to recognize and recover from improper control applications
- 5.4.3.1.10 Adhere to operating procedures within the POH, FOM, Ops Specs and instructor handbook
- 5.4.3.1.11 Evaluate student proficiency to complete lesson objectives and remediate when necessary

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5.4.3.2 Conduct LOS debriefing

- 5.4.3.2.1 Critique the performance in a positive manner
- 5.4.3.2.2 Utilize effective facilitation skills and techniques to elicit self-critique
- 5.4.3.2.3 Utilize excerpts of the video
- 5.4.3.2.4 Evaluate CRM performance citing specific examples
- 5.4.3.2.5 Apply procedures and maneuvers standards
- 5.4.3.2.6 Apply grading scale criteria

5.5 Conduct Aircraft Instruction

5.5.1 Conducts flight preparation

- 5.5.1.1 Evaluate environmental conditions
- 5.5.1.2 Select suitable airport using preferential airports list and weather minimums criteria
- 5.5.1.3 File required flight plans
- 5.5.1.4 Complete required documentation
- 5.5.1.5 Preflight the aircraft

5.5.2 Conduct aircraft safety briefing

- 5.5.2.1 Brief special training procedures
- 5.5.2.2 Brief safety procedures
 - 5.5.2.2.1 Brief abnormal
 - 5.5.2.2.2 Brief emergencies
 - 5.5.2.2.3 Brief on evacuation procedures
 - 5.5.2.2.4 Brief instructor/student relationship and relinquish control of the aircraft

5.5.2.3 Conduct in flight training

- 5.5.2.3.1 Instruct normal and abnormal procedures and critical maneuvers from either seat
- 5.5.2.3.2 Act as safety pilot while giving instructions
- 5.5.2.3.3 Apply appropriate safety measures for abnormal/emergency situations
- 5.5.2.3.4 Recognize and recover from improper control application
- 5.5.2.3.5 Adhere to operation procedures within the POH, FOM, Ops Specs and Instructor handbook

5.5.2.4 Conduct aircraft post-flight procedures

Instructor/Evaluator Task Listing

5.5.2.4.1 Notify applicable airline control and maintenance agencies

5.5.2.4.2 Complete airline forms and reports

5.6 Conduct IOE

5.6.1 Obtain summary of currency and qualifications for the pilot being trained

5.6.1.1 Review printed and on-line schedules

5.6.1.2 Review summary of currency and qualifications for trainee

5.6.2 Orient pilot receiving the IOE

5.6.2.1 Introduce yourself

5.6.2.2 Brief IOE objectives, events, and schedules

5.6.2.3 Solicit student expectations

5.6.2.4 Describe crew responsibilities and coordination

5.6.2.5 Clarify instructor/student roles and responsibilities

5.6.2.6 Answer student questions

5.6.3 Check crew members certificates and publications

5.6.3.1 Check flight and medical certificates in accordance with company procedures

5.6.3.2 Check passports and visas for currency if required

5.6.3.3 Insure that there is no centerline thrust limitation on two-engine airplanes

5.6.3.4 Confirm that the pilot has the required publications

5.6.3.5 Confirm required publications are current issue

5.6.4 Conduct Initial Operating Experience (IOE)

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- 5.6.4.1 Supervise/instruct the student performing appropriate duties and responsibilities during normal line operations
- 5.6.4.2 Adhere to operation experience guidelines contained in the instructor handbook
- 5.6.4.3 Adhere to airline policies and operating procedures within the POH, FOM, and Ops Specs
- 5.6.4.4 Observe trainee compliance with company priorities, policies, and procedures
- 5.6.4.5 Apply appropriate safety measure to be taken from either seat for abnormal or emergency situation
- 5.6.4.6 Evaluates performance in technical proficiency areas
- 5.6.4.7 Apply procedures for unsatisfactory pilot performance or required remediation
- 5.6.4.8 Assesses CRM performance
- 5.6.4.9 Adhere to IOE guidelines
- 5.6.4.10 Apply procedures for unsatisfactory pilot performance or required remediation

- 5.6.5 Debrief and record training event
 - 5.6.5.1 Debrief compliance/noncompliance with company priorities, policies, and procedures
 - 5.6.5.2 Review crew members performance against lesson objectives
 - 5.6.5.2.1 Solicit trainee analysis of performance and methods of improvement
 - 5.6.5.2.2 Resolve discrepancies between trainee and instructor analysis
 - 5.6.5.3 Review successes and areas that need improvement
 - 5.6.5.4 Determine if time/proficiency prerequisites have been accomplished
 - 5.6.5.5 Release crew member to the next scheduled IOE event, remediation training or IOE completion

- 5.6.6 Coordinate IOE remediation procedures
 - 5.6.6.1 Discuss performance shortcomings and remediation steps fully with trainee
 - 5.6.6.2 Notify Flight Standards of need for additional training
 - 5.6.6.3 Notify crew schedulers or training s schedulers, as applicable, of need or additional training

- 5.6.7 Coordinate IOE completion procedures
 - 5.6.7.1 Conclude the IOE if all requirements are satisfactorily completed
 - 5.6.7.2 Notify Flight Standards
 - 5.6.7.3 Notify crew schedulers or training schedulers, as applicable
 - 5.6.7.4 Release crew member to the next scheduled event

- 5.6.8 Conduct route and special airport qualifications

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- 5.6.8.1 Observe initial operations into an airport as mandated by the FAA or airline
- 5.6.8.2 Conduct transoceanic operating experience according to guidelines contained in the instructor handbook
- 5.6.8.3 Adhere to airline policies and operating procedures within the POH, FOM, and the Ops Specs

6.0 Conducts Evaluations

6.1 Conducts Systems Evaluations

6.1.1 Brief evaluations

- 6.1.1.1 Evaluates knowledge of aircraft equipment/systems
- 6.1.1.2 Evaluates knowledge of aircraft, systems and limitations
- 6.1.1.3 Follows systems evaluations guidelines
- 6.1.1.4 Debrief evaluations

6.2 Conducts Evaluation In Training Device

6.2.1 Briefs evaluations

6.2.2 Adheres to evaluation guidelines

6.2.3 Evaluates competency of motor skill required for accomplishment of task

6.2.4 Evaluates performance of abnormal and emergency procedures

6.2.5 Exhibits proper use of ATC terminology

6.2.6 Demonstrates knowledge of qualification standards

6.2.7 Applies grading scale criteria

6.2.8 Demonstrates ability to accomplish data collection requirements

6.2.9 Debrief evaluation

6.3 Conduct LOE

6.3.1 Briefs objectives of evaluation

6.3.2 Adheres to evaluation guidelines

6.3.3 Evaluates knowledge of effects of integrated aircraft system malfunctions

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- 6.3.4 Evaluates knowledge of effects of operational environment
- 6.3.5 Assess CRM skills and performance
- 6.3.6 Exhibits proper use of ATC terminology
- 6.3.7 Demonstrates knowledge of qualifications standards
- 6.3.8 Apply grading scale criteria
- 6.3.9 Demonstrates ability to accomplish data collection requirements
- 6.3.10 Debrief evaluation

6.4 Conduct Aircraft Evaluation

- 6.4.1 Briefs objectives of evaluation
- 6.4.2 Adheres to evaluation guidelines
- 6.4.3 Evaluates knowledge of effects of integrated aircraft system malfunctions (if applicable)
- 6.4.4 Evaluates competency of motor skills required for accomplishment of task
- 6.4.5 Evaluated knowledge of effects of operational environmental (if applicable)
- 6.4.6 Assess CRM skills and performance
- 6.4.7 Demonstrates knowledge of qualification standards
- 6.4.8 Apply grading scale criteria
- 6.4.9 Demonstrates ability to accomplish data collection requirements
- 6.4.10 Debrief evaluation

6.5 Conduct On-line Evaluation

- 6.5.1 Orient captain receiving on-line evaluation

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- 6.5.1.1 Introduce yourself
- 6.5.1.2 Brief evaluation objectives, events, and schedules
- 6.5.1.3 Solicit captain's expectations
- 6.5.1.4 Describe crew responsibilities and coordination
- 6.5.1.5 Clarify check airman/crew roles and responsibilities
- 6.5.1.6 Answer crew questions

- 6.5.2 Check crew member certificates and publications
 - 6.5.2.1 Check flight and medical certificates in accordance with company procedures
 - 6.5.2.2 Check passports and visas for currency if required
 - 6.5.2.3 Confirm that the pilot has the required publications
 - 6.5.2.4 Confirm required publications and current issue

- 6.5.3 Perform on-line evaluation
 - 6.5.3.1 Evaluate captain's compliance with company priorities, policies and procedures
 - 6.5.3.2 Evaluate performance in technical proficiency areas
 - 6.5.3.3 Assess CRM performance
 - 6.5.3.4 Adhere to on-line evaluation guidelines
 - 6.5.3.5 Record data while evaluating performance

- 6.5.4 Debrief and record on-line evaluation
 - 6.5.4.1 Debrief compliance/noncompliance with company priorities, policies and procedures
 - 6.5.4.2 Review crew members performance against evaluation objectives
 - 6.5.4.2.1 Solicit trainee analysis of performance and methods of improvement
 - 6.5.4.2.2 Resolve discrepancies between crew and instructor analysis
 - 6.5.4.3 Review successes and areas that need improvement
 - 6.5.4.4 Determine if proficiency prerequisites have been accomplished
 - 6.5.4.5 Release crew member to crew scheduling or remediation training

- 6.5.5 Coordinate on-line evaluation failure remediation procedures
 - 6.5.5.1 Discuss performance shortcomings and remediation steps fully with captain and, if applicable, crew
 - 6.5.5.2 Notify Flight Standards of need for additional training
 - 6.5.5.3 Notify crew schedulers or training schedulers, as applicable, of need for additional training

- 6.5.6 Coordinate on-line evaluation completion procedures

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- 6.5.6.1 Notify flight standards
- 6.5.6.2 Notify crew schedulers
- 6.5.6.3 Release crew member to the next scheduled event

6.5.7 Conducts the on-line evaluation debriefing

- 6.5.7.1 Exhibits knowledge of the cases which characterize levels of performance as outlined in the instructors handbook
- 6.5.7.2 Exhibits knowledge of procedures to follow for unsatisfactory pilot performance or required remediation

7.0 PERFORM ADMINISTRATIVE DUTIES

7.1 Record Data

7.1.1 Complete required documentation

- 7.1.1.1 Complete training tracking documentation
- 7.1.1.2 Complete event evaluation forms accurately
- 7.1.1.3 Document unsatisfactory pilot performance or required remediation (if required)
- 7.1.1.4 Complete FAA forms for Airman Certificate and/or Rating

7.1.2 Complete end-of-course summary reports

- 7.1.2.1 Complete report on effectiveness of training devices, if required
- 7.1.2.2 Complete report for end of courseware revisions and changes, if required

7.1.3 Complete remediation reports

7.1.3.1 Carrier-specific

7.1.4 Record equipment and courseware discrepancies

- 7.1.4.1 Note equipment problems in maintenance log
- 7.1.4.2 Notify Training Department of courseware problems