TRAINING STAFF GUIDELINE

March 29, 2019

RECORD OF CHANGES

VERSION NUMBER	SUBJECT	AUTHORIZED BY	DATE ENTERED	DATE REMOVED
1.0	Initial	FD	03/29/2019	--

SUBJ: WASHINGTON ARTCC AIR TRAFFIC TRAINING

The purpose of this document is to provide lesson content and completion standards for vZDC CPC-ITs.

This document is only to be used in a simulated environment. This document shall not be referenced or utilized in live operations in the National Airspace System (NAS). The Washington ARTCC, VATUSA, and VATSIM do not take any responsibility for uses of this order outside of the simulation environment.

/Samuel Fitzgerald/
Training Administrator
Washington ARTCC

Contents

1. Welcome to the Training Staff

Welcome to the Washington ARTCC Training Staff! We are a group of dedicated, professional and proficient controllers who are trying to help other members learn and grow as controllers. Training new controllers is a huge privilege and is a very important role. As a member of the training staff, you represent not only yourself, but the entire ARTCC. As such, it is extremely important that you are mindful of how you act and what you say in Teamspeak, on social media, and on the network. A positive outlook and good attitude will also have a positive effect on students, and many students may look up to you for help if they do not understand something or for advice.

As a mentor or instructor, you will need to know controlling procedures in more depth than the average controller. As you train people, you will need to stay a step ahead of the student, be proficient in planning lessons, giving the student complex scenarios, and answering questions that may arise during the training session.

2. Training Staff Conduct

As a member of the Washington ARTCC training staff, you represent the entire ARTCC. You are expected to remain courteous, helpful and respectful when representing the Washington ARTCC. At the same time, this does not mean that you should separate yourself from the community. We want to encourage a friendly, community environment, so be friendly and encouraging with all members on Teamspeak.

Many training sessions are coordinated on teamspeak or over facebook, email, etc. This is OK, as long as a full training report is filed out.

Although not required, it is recommended that mentors/instructors check with the student to make sure he has his next session scheduled. If he doesn't it is good practice to take a couple minutes to cross-check his availability with the calendar to see if a time fits.

3. Mentors and Instructors

Mentors are controllers who have demonstrated their thorough understanding of air traffic control procedures and the capability to help teach others. They are restricted in what they are allowed to train and may be evaluated for promotion to I1 after a full Washington Center certification.

Instructors are controller's who were mentors, but are also capable of training controllers for the en-route position and performing other duties as delegated by the ATM, DATM or TA. Instructors may train any student for any certification, are able to assign exams, and are expected to do more training for approach and en-route certifications to allow the mentors to train the local positions.

Fully endorsed Mentors may provide instruction for positions up to and including Major Local control, including position verifications for transfer and visiting controllers. Mentors providing training for TRACON/Radar positions will be handled on a case by case basis, and without special endorsement from the Training Administrator, may NOT provide intrusion on radar positions. Instructors may provide instruction or position verifications for any position. Please note that although mentors are allowed to checkout for ground, only instructors are allowed to administer OTS's for S2 and above.

Mentors and Instructors are required to set a minimum of 4 hours in the scheduler (Setmore). Therefore, students will be able to pick from a wide variety of training blocks. Obviously, mentors and instructors can always block off the times in the scheduler where they won't be available during their set times.

4. Conduct During Training Sessions

It is important to remain courteous and respectful throughout an entire session, even if things are not going well. Strong language or abusive comments WILL NOT be tolerated. Similarly, training reports need to be respectful and constructive. Remember that students want to learn and are looking up to you for guidance. Encourage asking questions and push the students to come up with the right answer. If a student asks, for example, what frequency he should use for ROA_GND, do not just provide him/her with the answer, discuss where the student can find it and have the student do the work themselves and become more independent. Remember that the student is the one training, you do not need to prove your knowledge to them, you need to help share it.

Some students will not understand subjects well, and may struggle to grasp some. It is important not to brush over these items, but try and explain to the student in simple language why the concept is the way it is and/or how to apply it.

Cancelling or terminating training sessions is rare but does happen. If a student is clearly unprepared, is being rude/disrespectful, has not studied the required material, or another valid reason, the training session may be cancelled. In the event of a cancellation, an email should be sent to the TA, DATM and ATM explaining the circumstances surrounding the situation, what actions were taken, and suggestions as to how to proceed. Suspension of training may only be issued only after consultation with the ATM, DATM, TA and/or DTA for failure to adequately be prepared for training.

5. Filing Training Reports

Filling out training reports completely and correctly is essential to ensure continuity of training. If information is not filled in correctly or is omitted altogether it can lead to a serious breakdown in student-training staff coordination, a lack of clarity on what the student needs to review and a lack of clarity on what the mentor/instructor needs to cover in subsequent training sessions. In this section we will cover what each part of the form means and how it should be filled out.

Position - This is the position a student is being trained on. For example, a S1 student would be put in as GND.

Facility - This is the facility at which the student trained during the session. A IAD_GND session would be put in as KIAD.

Date - This is the date that the session took place. Note that all times are Zulu time, so a session done at 8PM EST on 12/01 would be filed as December 2 because it is in zulu time.

Weather - VFR, MVFR or VFR. Gives anyone looking at the report an idea as to the types of operations conducted during the session.

Time - Enter the hours with a 24-hour clock in Zulu time. That is to say that 16-17 would be 4-5PM Zulu.

Duration - This is how long the session took in HH:mm.

Session type - There are multiple options under "session type".

1) Classroom training - This is commonly referred to a "theory session". This is a session where there is no practice and the student and MTR/INS go over theory
2) Sweatbox training - This is for training conducted on SWEATBOX
3) Live training - This is for training sessions that are conducted on the network. This should be used for all C1 students sessions as all their sessions are conducted on the network
4) Live Monitoring - This is for any type of monitoring done on the network by an INS/MTR.
5) Sweatbox OTS- This is for any type of OTS performed on SWEATBOX. There are two options, a pass or a fail, please select the appropriate.
6) Live OTS - This is for any type of OTS performed on the live network. There are two options, a pass or a fail, please select the appropriate.

At the bottom of the form are two comment sections, one that is restricted to viewing by training staff only, and the other the is visible to the student. These comments may be the same, but they should be a detailed list of things covered in the session, things that need improvement, and any topics to be covered in future sessions. Do not write anything in the staff comments box that you would not want the student to see. Of course, comments such as "OTS next session" should be omitted from the student comments, but other than that it is good practice to have the same notes in both. Below is an example of a database and student comment section for a session on SHD TRACON.

Database Comments:

Tried the N SAT file, heavily focused on satellite ops. Very hard session, but handled it well. One deal, but it's a common one, and we discussed how to avoid it in the future. Few other minor things, made some good progress and decided to run the session again. Suggest successful completion of this file before moving on to North Ops, then that before SHD cert.
-Check arrivals! The STARS go to sats
-Remember to give approach to expect on initial contact
-Washington class B airspace, not Dulles class B
-Potomac departure (JYO) is radar vector not transition
-Don't need to restate the descend via, but you do want to confirm it
-CAVLR/GIBZZ are N/S, not runway transitions
-1 in 1 out
-Cleared "Straight-in RNAV approach" (no runway since only 1 RNAV apch at JYO and straight in to avoid him doing hold in lieu of proc turn)
-combine transmissions
-Updated clearance void time if they'll be holding after the one you gave

Student Remarks:

Tried the N SAT file, heavily focused on satellite ops. Very hard session, but handled it well. One deal, but it's a common one, and we discussed how to avoid it in the future. Few other minor things, made some good progress and decided to run the session again.
-Check arrivals! The STARS go to sats
-Remember to give approach to expect on initial contact
-Washington class B airspace, not Dulles class B
-Potomac departure (JYO) is radar vector not transition
-Don't need to restate the descend via, but you do want to confirm it
-CAVLR/GIBZZ are N/S, not runway transitions
-1 in 1 out
-Cleared "Straight-in RNAV approach" (no runway since only 1 RNAV apch at JYO and straight in to avoid him doing hold in lieu of proc turn)
-combine transmissions
-Updated clearance void time if they'll be holding after the one you gave

As you can see, there is only a slight differentiation between the two comments, and it is something only for training staff, noting next steps. At the bottom of the page is an option for recommendation of OTS or to mark the student as a no-show.

Exam Requests/Assignments
Before a student begins training on a new position, it is important to make sure that they have completed and passed all required exams. If there is any question as to if the student has passed exams, you should check with the training staff or review the student's training file. The exams that must be completed for each rating are as follows;
S1/Ground/Delivery
-    ZDC Basic Exam
S2/Local
-    S2 Knowledge Test
S3/TRACON
-    S3 Knowledge Test
C1/En-Route/Center
-    C1 Exam

   Note that once a student has passed an OTS or evaluation, a mentor shall email instructors@vzdc.org to have the appropriate VATUSA exams assigned. An instructor may simply assign the required exam. These exams should not be assigned until the student is ready to begin training. Restated, the student should study and be prepared prior to requesting the exam..

6. Training Files

 Training files are NOT to be shared outside of the vZDC instructional staff

   ZDC uses two programs for training, TWRTrainer and ESKey/Euroscope. TWRTrainer (pronounced Tower Trainer) is typically used for DEL, GND and TWR training, as it uses easy commands and can spawn in airplanes for taxi with good or bad flightplans. The TWRTrainer installer files can be found under the "TRAINING" file browser in Teamspeak. Always run the program as an administrator. Once you have installed and loaded the program, you need to enter your CID and password into the relevant settings box. Also type in which frequency you want to be the command frequency. This needs to be the same frequency you prime up on in VRC. Under the file menu, open the airport file for whichever airport you are training at. You can then open the specific aircraft scenario file. BWI has a progression of files for S1/OBS students. See S1 Specific Training lower down. More information on TWRTrainer, including key commands and how to use it, can be found on the TWRTrainer website.

   ESKey, combined with Euroscope (hence the ES), is primarily used for Approach/Departure/TRACON training. A euroscope config file can be found on the training document page, along with files to run during training sessions. ESKey is a very realistic simulation, and the files have descend via's and crossing restrictions put in, and can simulate ground speeds. There a separate set of commands for use with ESKey which can be found in the ESKey_Commands spreadsheet on the training documents page.

All En-Route/Center training is done on the network as OJT.

7. S1 Lessons *INOP*

This will be completed at a later date. It will be a lesson plan for initial S1 training. Once new files are created for this progression, there will be lesson plans here.

8. S2 Lessons - *INOP*

This will be completed at a later date. It will be a lesson plan for initial S2 training. Once new files are created for this progression, there will be lesson plans here.

9. S3 Lessons *INOP*

This will be completed at a later date. It will be a lesson plan for initial S3 training. Once new files are created for this progression, there will be lesson plans here.

10.   C1 Lessons - *INOP*

All Center training is done on the network by instructors and not on sweatbox. Lessons and specific things to cover will be added to this document at a later date.