# Prairie View A&M University
## Student Teacher Pacing Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| 1    | **Observe, assist, team-teach**  
The majority of time is focused on learning classroom routines and observing students and cooperating teacher. Team teaching is appropriate. |
| 2    | **Co-plan and teach 1-2 subjects/periods per day**  
Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/periods before first full responsibility begins. |
| 3    | **Co-plan and teach 2-3 subjects/periods per day**  
Gradually add responsibilities so that the student teacher has experience planning and teaching each subject/periods before first full responsibility begins. |
| 4    | **Plan and teach 2-3 subjects/periods per day**  
As the student teacher assumes teaching of new subjects/periods, teaching responsibilities for subjects/periods they have taught the longest may be dropped. This assures that the student teacher will teach at most 3 subjects/periods per day. (or approximately half of the school day). By the end of week 5, the student teacher should have taught all the subjects/periods. |
| 5-8  | **Full Responsibility**  
Choose 10 consecutive days during these 3 weeks for full responsibility. MID-POINT CONFERENCES DURING WEEK 8 |
| 9-12 | **Plan and teach 2-3 subjects/periods per day**  
Progressively add subjects/periods that build toward the second full responsibility. |
| 13-15| **Second Full Responsibility**  
Choose 10 consecutive days during these 3 weeks for full responsibility. The last week may also be used as a ‘transition’ week. FINAL CONFERENCES DURING WEEKS 14 & 15 |

Note: This is only a suggestion. It can be changed to meet individual needs.  
Adopted from Texas A&M University, Fall 2008.