



RANDOMIZE & RESPOND

A **core routine** that builds a culture of response by all- holding every student accountable for thinking, responding, and learning from one another.



WHAT?



WHY?

- **Daily routine (used often):** Everyone thinks and responds: build a culture of active *engagement & accountability*
- **Two moves together:**
 1. **Randomization** (cards, sticks, spinners + wait time → anyone may be called on)
 2. **All-Learner Response (everyone thinks, everyone responds, THEN randomize to share- not just volunteers)** (Turn-and-Talk, QSSSA/TRTW, gestures, whiteboards, choral response)
- **Predictable structure:** Students know the drill, expect to participate, & can help manage signals & randomization.

- **Builds engagement, reduces opting out:** Everyone expects to think, prepare, and respond—keeping learners active, accountable, and less likely to disengage
- **Increases voice & access points:** Use Turn-and-Talk, QSSSA/TRTW to support language development, provide entry points, and deepen thinking through structured peer interaction
- **Supports responsive teaching:** Use whiteboards, gestures, choral response to maintain a brisk pace, check understanding frequently, surface misconceptions, and adjust instruction in the moment



WHEN?

- Across the lesson: Before, during, after- **use often and for different purposes**
- Match purpose: for prior knowledge, deep thinking; key points, for checks & pace



RESOURCES

[QSSSA Description/Examples](#) [TRTW Mini Anchor Chart](#)
[QSSSA Planning Placemat](#) [Randomization Menu](#)
[TRTW Description/ Examples](#)



INSTRUCTIONAL DESIGN MOVES

QSSSA

Question: Open-ended Ques.
Signal: Students give a gesture to show readiness to respond
Stem: Given verbal & written
Share: Group/ Pair them
Assess: Randomize to share & check on student learning.

Think-Ink- Pair- Share:

Preplan question:
Think/ink (write)
Pair & Talk: All respond (whiteboards/Plickers/ Wayground or Padlet for quick at a glance CFU)
 2-3 **share by randomization**

TRTW

Talk: Students talk to each other to engage with topic
Read: a text to learn or apply
Talk: They talk to each other to deepen understanding.
Write: They write to continue processing & show learning.

Randomize with Purpose

-Leveling up Popsicle Sticks: Add symbols or color to the sticks that represent certain student populations who may need a check in more frequently.
-Person who... Talks first
-Must try: Flippity.net!



ARTICLES

[QSSSA: More than a Turn and Talk](#)
[QSSSA: Anywhere and Everywhere](#)
[TRTW: A Seidlitz blog post- applicable for more than remote learning.](#)
[16 Variations of Think Pair Share](#)
[5 Fun Ways to Randomly Select students- HMH](#)
[Upgrade Think Pair Share \(more secondary\).](#)



VIDEOS

[QSSSA \(2 min.\)](#)
[TRTW \(2 min.\)](#)
[Think Pair Share \(Classic- What is it? 1 min.\)](#)
[Think Pair Share \(in action 3 in.\)](#)
[Post it/ Pile it Version-TPS \(great watch 8 min.\)](#)
[Randomize and Rotate- Seidlitz \(1 min.\)](#)



AI PROMPT

I am teaching [grade level] [subject] & designing a lesson on TEKS [# & full language]. Using research-based instructional practices, embed randomization strategies (so any learner may be called on) & All Learner Response (everyone thinks & responds), including how to: vary response methods (talk, write, show, share), structure purposeful routines (e.g., Turn-and-Talk, QSSSA/TRTW, whiteboards, gestures, choral response), maintain rigor & engagement, & quickly check understanding for all learners & adjust instruction in the moment.