Teaching Thomassons

Sample School Thomasson	Why It's Maintained	Why It's Problematic
Asking students to line up in boys' and girls' lines	It's a traditional and familiar way to manage groups of students.	It uses gender as a grouping factor when other less identity-laden ways that risk gender stereotyping of creating groups could be used.
Assigning and grading mandatory homework for students in grades K–5	Many families and teachers believe it is a good way to practice school skills, learn discipline, prepare for the work level in upper grades, and communicate with families.	There is scant research that shows K–5 students benefit from homework, and significant studies that show it can have a neutral or detrimental effect. There are also effective ways to meet the same goals without homework.
Starting the school day before 8:30 for adolescents	Many schools base their schedules on transportation demands, sports scheduling, and adult convenience.	Studies show that earlier start times have a negative impact on adolescent student learning because their sleep needs are different than students at different ages (Peltz et al. 2017).
Defending a classroom library, school booklist, or whole-class novel curriculum that does not include voices that have been marginalized	Educators get used to or attached to certain books, materials, or curricula. Or else there is a belief that certain texts are universal, despite those texts predominantly representing a small subsection of people, usually white and male.	Sims Bishop (1990), Tatum (2009), Ahmed (2018), and others' work has shown us the value of students seeing themselves and their identity reflected in the curriculum as well as being exposed to a wide range of identities different than themselves.
Using labels when speaking about students—"high fly-ers," "strugglers," "strivers," "IEP kids," "speds," "he's a J."	As educators we are often in a rush and using these terms turns into a shorthand when considering cohorts of kids and their needs.	This shorthand becomes a long-term label that later can morph into a deficit-based or narrow identity (Van Der Klift and Kunc 1994).

Figure 6-2 Teaching Thomassons