

HOME ASSIGNMENT #6: session VI – session VII (July to November)

Homework may be stored as hard copies in a binder or shared digitally to info@waldorflerningsupport.org or as otherwise directed.

I. Observation Practice

- 1) Complete observations from previous homework assignments if not completed.
- 2) Year 2 mentoring—observe your mentor: 12 hours—see VII below.
- 3) Year 3 mentoring—begin preparations for you to be observed by your mentor—see VIII below.

II. Assessment Practice

3) ASSESSMENT RECORDING FORMS—Submit current drafts of your recording forms by **October 15, 2025** for:

- a. **Grade 1 Entry**
- b. **Second Grade Screening**
- c. **Full Assessment under 10 years**
- d. **Full Assessment 10 years & up**

Remember that you may choose at first to have more on your recording forms than the examples we've shared so far. To support efficient recording of your observations using separate pages or notecards for a script—and what to —could be helpful. Then strive to note observations—briefly using abbreviations if helpful—on your recording form. Make them work for you. Even if only the draft, *type your forms, then submit them.*

4) Use your developing recording forms as you practice, including those with notes from your case study student(s) assessment. **Submit these notes for each below before the November session.**

- a. Practice:
 - **Full assessment under 10 years**—Complete **at least one**.
 - **Full assessment 10 years & up**—Complete **at least one**.
- b. In addition, if you haven't already, meet with your mentor to plan/start your case study assessment(s)—see VIII below.
- c. Complete and **submit your observation notes***:
 - **G1 Entry screening**—use the current draft of your recording form to take notes. Complete at least **one full** G1 entry screening.
 - **G2 Screening practice**—use the current draft of your recording form to take notes. Complete at least **one full** G2 screening.

*If you did these already, please submit your forms with notes and/or reports.

5) File your filled out assessment/screening recording forms from your practice with your impressions and questions in your binder in preparation for your advising session.

III. Movement Practice **due date: session VII (Nov 2025)**

6) August 9,16,23; September 6,13,20; October 4,11,18; November 1 (these are dates previously shared with you).

7) **Individual practice**: Continue to review and refine ALL previously learned and practiced exercises* from sessions I-VI with the goal to attain a high level of comfort in your ability to perform them. **Record your practice on your practice chart.**

*This practice includes the **Adult Extra Lesson** listed here (do 1hour 3x/week for best results)—

- **Grand Crawl**

- **Counting Star**—build up to at least at 12-pointed star with all possible numbers to count for each.
- **Right Angled Triangle** (3:1 = 3 sessions using your dominant side forms : 1 time using the non-dominant forms; e.g. for right-dominant person over 4 sessions: 3 sessions using Right sided forms : 1 session using Left sided form; continue in this pattern)
- **Copper Ball Exercise followed by I 8 + thumb twirl**
- **Blue-Red Perspective Painting** (3:1 = over 4 sessions—> 3 sessions paint “L” : 1 session painting “M,” “N,” or “O” based on your needs).

8) Practice NEW Exercises & Activities learned and expanded this session:

Supporting the Development of the Sense of Touch

- **Feely bags/socks**—find matching objects with fingers with both hands simultaneously in two bags or socks.
- **Draw a form on the back** (after desensitizing the back ‘erasing the chalkboard’) and then the student draws the form on the chalkboard or piece of paper. This can be done by drawing with the dominant foot.
- **Cocoon wrap**—wrap the child in a blanket starting with what the child tolerates: just lower legs and feet, plus from waist, plus torso arms out, plus torso arms in, plus part of head leaving face uncovered. When time to come out of the cocoon, hold the blanket at the child’s feet and the child wriggles out the top end head first.
- **Tapping game for arms and hands**—Cross arms so hands end up on opposite shoulders. Start clapping as firmly as comfortable in symmetrical motions: palms against shoulders, keep clapping rhythmically while moving downward to upper arms, elbows, lower arms, wrists, palms—then back up wrists, lower arms, elbows, upper arms, shoulders—thus ending where clapping began.
- **Seal roll with partners**
- **String Game**—the Japanese Butterfly

Painting Exercises

- Complete other previously learned painting exercises—bring samples to your advisory session.
- **Moral Color Painting Exercise**—Paint all six; bring to your advisory session for a check.

Exercises to Develop Spatial Orientation:

- **Left-Right Beanbag/Ball Exercise**
- **Above-Below Double Beanbag/Ball Exercise**
Practice both exercises, building them up so that you can comfortably do them standing, walking, speaking, and while walking + speaking both forwards and backwards.

Bring 2 balls to the fall session—tennis or similar—for practice with balls.

9) **Exercise practice with a student or other partner:** The goal is to become familiar with each exercise so you are able to demonstrate/practice in a free manner without the book.
OPTIONAL: Some find it helpful to make notecards for quick reference.
Begin your practice with a student or other partner (can be an adult). Practice as many exercises as possible before November with a partner. You may select from all of the exercises learned so far. See *Exercise list attached.*

10) **Notes from your practice:** The goal of your practice sessions is to become totally familiar and comfortable with performing each exercise without having to look it up in the book every time. Your overall development will also benefit as these become more fluid and harmonious in your body.
Keep using your practice chart—you will review it with Jo-Ann at your 1:1 advisory meeting. Notice and write down on your practice chart any changes or responses you find in yourself and in your movements as you work with the various exercises. Be diligent with your regular practice. This practice, along with self-observations, will serve the *long-term* goal: to bring knowledge and ease to your work with students in the future who need support. **Remember to listen to your body—don’t**

overdo and follow advice from your personal health care provider where needed. File your notes in binder.

NOTE: if you have not yet completed the EL exercise forms listed below, complete them and have ready for use at all sessions from now on. Your forms should be properly **fitted for you**. If you need support with this, contact Kris at kboshell@waldorflarningsupport.org or ask Jo-Ann at the practice sessions. This includes:

- [Three-fold Spiral](#)
- [Dominance Form](#)
- [Right Angled Triangles for Right AND Left sides](#)
- [Handedness Patterns for under 10—includes the red circle.](#)
- [Handedness Patterns for 10 & up](#)

V. Reading **due date: by session VII (Nov 2025)**

Free access/downloads & audio versions can be found at:

* www.rsarchive.org

^ www.waldorflibrary.org

** www.rudolfsteineraudio.com (audiobook)

+ www.archive.org (the Internet Archive)

- 1) Handouts & reading from sessions I-VI (these are *previous* homework assignment sheets).
- 2) [The Temperaments in Education](#) R Wilkinson (or other book on temperaments)
- 3) [Learning Difficulties](#) Section 1 (see study copy)
- 4) * [Deeper Insights Into Education](#) R Steiner
- 5) [Sleep: An Unobserved Element in Education](#) by Audrey McAllen—Chapter 8 (Moral Color Painting Series).

Optional:

- 6) ^ [Finding Your Self: Supporting the Inner Life of the Teacher](#) by Torin Finser
- 7) + [Between Form & Freedom](#) B. Staley (free access)
- 8) ^ [Tending the Spark: Lighting the Future for Middle School Students](#) B. Staley (free download)
- 9) ^ ** [Education of the Child](#) Section I R. Steiner
- 10) [The Wonder of Childhood: Stepping Into Life](#) by R. Querido
- 11) [The Well Balanced Child](#) S. Goddard-Blythe
- 12) [Reflexes, Learning and Behavior](#) or [A Teacher's Window into the Child's Mind](#) S.Goddard-Blythe
- 13) + ** [Anthroposophy In Every Day Life](#) R Steiner (free access))
- 14) *[World of the Senses and the World of the Spirit](#) R. Steiner (**free audiobook)
- 15) [Form Drawing](#) Niederhauser & Frohlich
- 16) [Free Movement From the Very Start](#) Vol 1 by Jane Swain
- 17) [The Fabric of Autism](#) by Judith Bluestone
- 18) [Embryology](#) by K König
- 19) [The Observing Eye: Teacher Observation and Assessment in early Childhood Education](#) by Cynthia Murphy-Lange
- 20) Other reading from Deepenings course (The Four Foundational Senses)—see attached

VI. Complete the “Take-home test” **Due: November 1, 2025 (for discussion in s7)**

The test was sent just prior to session 6 + study copy for Section I of [Learning Difficulties](#) to help you. Answer questions in the best way you can. This is practice to deepen your understanding communicated in your own words (and quotes if needed—please cite them) to develop how you communicate your work with parents and colleagues. Draw the charts from “Take Home Test” on 8.5x11 or similar paper as part of this assignment. Be ready to share your responses at our upcoming session 7, so we can spend a

class or two sharing your insights! PLEASE GIVE EFFORT TO COMPLETE TO THE BEST OF YOUR ABILITY! It makes for a wonderful discussion.

VII. Research Report Remaining Due: Session 7 November 2025

Develop your *approved* topic for an oral and written report.

Written report—2-5 pages

Presentation: 30 minutes (20 minutes max for presentation + 10 minutes for Q&A)

Elizabeth—Flower Essences

Kristi

Mary

Share your idea with Ingun or Kris for approval.

VIII. Year 2 Mentoring: Complete remaining Year 2 observation of your mentor in the field: **12 hours with *approved mentor(s)**

Your observations will include:

- Screenings & Assessments: G1 entry, G2 screening, full assessment—under 10years & 10years & up. **IMPORTANT—*Observation for credit must include*** a sample of each of the screenings & assessments—not just one type.
- Follow up of these screenings and assessments with parent (or guardian) and/or teacher(s).
- Extra Lesson individual session(s)—aim to observe as many different exercises in practice as the mentor can show you.
- Extra Lesson classroom session(s)—optional—if you are working at a school or have group working opportunities, this may be beneficial.

To receive credit for year 2 mentoring:

- 1) [Click here](#) for a form to submit your observation hours and information. Please submit as many forms as needed to report **a minimum of 12 hours** of observation.
- 2) You have 12 hours of paid mentoring for year 2. Make sure your mentor knows how many hours you have available. It is up to them if they wish to allow you to observe beyond 12 hours since they will not receive compensation for this.
- 3) [Share this link](#) with your mentor(s) to submit a separate evaluation form for record of your observation with them. Your mentor must complete this form **for you to receive credit** and to receive their compensation from WLS, LLC.

IX. Year 3 Mentoring*—You perform screenings/assessments as your mentor observes you: **18 hours with WLS *approved mentor** includes:

- **minimum of 3 - 5 different type of screenings/assessments** including follow up with parents and/or teachers: G1 entry, G2 screening, full assessment under 10 years old, full assessment 10 years & up. Work with you mentor to determine what is best regarding availability of students to assess.
- Share with your mentor: your assessment recording form(s) *before* your assessment & ALL paperwork of results *after* from each assessment (drawings—flower rod 1,2,3, Eye Color Affinity, PHT, cross test; long paper with code, et al; handedness pattern—for full assessments; completed recording form with your notes from the assessment).

You perform 1:1 EL lesson/sessions as your mentor observes you:

- **minimum of 3 - 6 individual lessons** with different-aged students; your mentor will determine how many are needed beyond the first three lessons.
- In these sessions include a variety of EL exercises: Copper Ball Ex, I 8+Thumb Twirl, Threefold Spiral, Rod Rolling, Counting Star, Right Angle Triangle, Copper Ball Spiral, Eye-Finger Exercise as well as a variety of bean bag, copper rod, form drawing and painting exercises.

- Share your notes for planning and performing these lessons, and other forms and reports for your learning support work.

IMPORTANT: To receive credit for year 3 mentoring:

1. **You Submit:** Participant Mentoring Record(s)** <https://www.cognitofrms.com/WALDORFLEARNINGSUPPORT2/WLSParticipantMentoringRecord>
2. **Your Mentor submits:** Mentor Form(s)*--this form includes the information needed to pay your mentor <https://www.cognitofrms.com/WALDORFLEARNINGSUPPORT2/WLSMentorForm>

**Submit as many forms as needed to report a *minimum* of 18 hours of observation.

BOTH FORMS—YOURS & YOUR MENTOR’S—MUST BE SUBMITTED FOR COURSE CREDIT.

Your mentor will be paid for 18 hours for year 3 mentoring that includes the variety of EL work as listed above. Make sure your mentor understands that 18 hours is the maximum they will be paid.

***IMPORTANT regarding all mentoring:** In year 2, you may observe as many EL teachers as you like on your own, however to fulfill your course credits for all of your mentoring—years 2 & 3—*your mentor(s) must be approved by Kris & Ingun prior to doing your observation(s) or being observed.* We strive to find mentors that work in the way that we are teaching you so that your experience coincides with what you are learning. This is important to note—*hours observing without prior approval will not be applied to the 12 hours required for completion of year 2 or 18 hours for year 3.* If there is no one in your area or within a reasonable distance for you to observe or for them to observe you, you will be assigned a mentor to work with you over ZOOM. Credits for year 2 mentoring from WLS class viewing may be applied (but will benefit from a second viewing with you and the teacher in the video where possible). If you want an available mentor to come to you for year 3 mentoring, your course fees do not include the mentor’s expenses. All expenses to accommodate a mentor visit are the responsibility of the WLS participant.

X. Capstone Project: Case Study

Choose *two students* for your case study—“two” to insure that you will be able to complete it in the event that a family moves or the student is injured. Complete full assessments for both students. Ideally, your mentor will observe your initial assessment live, live through Zoom or by video.

3. These students should be available to work with you 1 - 2 times per week for:
 - **One session/one time per week for 25 one-hour lessons**
 - OR
 - **Two sessions/twice weekly for 30 lessons 45-50min each**
3. For one of the two students, you will create a written case study or slide show (with written details), AND present it on Zoom. Your goal is to present a thorough case study orally and in writing (see the case study tutorial pdf from session 6).
4. Case study presentations will likely start in spring 2026. They may be scheduled outside of our regular sessions as time allows—you are expected to attend these presentations. They will not be recorded in respect of confidentiality for the student. We will offer a sign-up to present to give as much advanced notice as possible.

Note: you may take a “4th year” after session 9 if needed to complete all course requirements to earn your certificate of completion for this three-year program.

In preparation for your case study, remember to:

- Get all permissions (written) from parents for all aspects of this study—especially if you choose to share the student’s image (photo). Your presentation will NOT be recorded, but will be presented live on Zoom to your cohort, previous cohorts & alumni. Keep a copy of the written permission for your records.
- In your presentation, do NOT use identifying information—last name, address, etc.
- Keep detailed notes as you work with the student for ease of writing the case study report:
 - a) Make & keep your lesson plans, make notes of why you chose these exercises at the time you are doing them with those plans.

- b) Write summaries of your initial assessment, spot check assessments and final assessment performed at intervals during the 25-30 weeks. Complete these summaries at the time you do them; scan your samples right away.
- c) As a series of paintings is complete, photo, scan and make notes right away.

Work with your mentor or contact Kris if you need assistance or clarification on any of this. We are happy to support your process.