

HOME ASSIGNMENT #7: session VII – session VIII (November 2025-February 2026)

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

I. Observation Practice

- 1) Complete observations and other work from previous homework assignments if not completed.
- 2) Complete remaining Year 2 mentoring if not completed—observe your mentor: 12 hours—see VII below.
- 3) Year 3 mentoring—confirm preparations for you to be observed by your mentor & submit mentoring forms from you and see that your mentor submits theirs—see VII below.

II. Assessment Practice

- 4) ASSESSMENT RECORDING FORMS—**Submit current drafts of your recording forms (due NOW)** 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.*

- 5) Use your developing recording forms as you practice, including those with notes from your ongoing case study student(s) assessment. **Submit your notes for each below before the February session.**
 - a. Complete your Case Study initial full assessment if not done already. If you haven't already, *meet with your mentor* to plan your case study work with their guidance—see VIII below.
 - b. Complete a "Spot Check" assessment for your Case Study after 8-10 weeks of working (this is not the final assessment, this is an assessment done along the way to guide your work with the student).
 - c. Make plans in scheduling your Case Study lessons for an end date to the study to complete a final full assessment.
- 6) Other assessment practice:
 - **Full assessment under 10 years or 10 years & up**—Complete **at least one**.
 - **Grade 1 Entry or Grade 2 screening**—Complete **at least one**.
- 7) 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/Exercise Practice **due date: session VIII (February 2026)**

- 8) TBA
- 9) "Show of work" class in session 8: one class will be dedicated to showing your completed series of the paintings and form drawing samples from your practice:

PAINTINGS

 - Eye Hand Exercise (6)
 - Yellow Sun in the Blue Sky (make a series with gradual picture added)
 - Secondary Color (5)
 - Blue & Red Spiral (4)
 - Blue/Red Perspective (4)
 - Painted Lemniscate (1)

- Magenta & Viridian (3)
- DRAWINGS
- Lemniscates (balanced) (2)
- Interpenetrating Triangles (3)
- Geometry of the Hexagon
- Shaded Drawing (1 picture)

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

*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).

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

Painting Exercises

- Complete other previously learned painting exercises—*bring samples to your advisory session for a check*
- **Magenta & Viridian Painting Exercise**—*bring to your February advisory session for a check.*

Exercises to Develop Spatial Orientation:

- **Left-Right Beanbag/Ball Exercise**—with balls
- **Above-Below Double Beanbag/Ball Exercise**—with balls

Practice both exercises, building them up so that you can comfortably do them standing, walking, speaking, and while walking + speaking both forwards and backwards.

12) **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.* Increase your practice with a student or other partner (can be an adult). Practice as many exercises as possible before February with a partner. You may select from all of the exercises learned so far.

13) **Notes from your practice:** The goal of your practice sessions is to become totally familiar and comfortable with performing each exercise without using 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.** Note 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@waldorflerningsupport.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](#)

IV. Reading **due date: by session VIII (February 2026)**

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

- * www.rsarchive.org
- ^ www.waldorflibrary.org
- ** www.rudolfsteinaudio.com (audiobook)
- + www.archive.org (the Internet Archive)

Required:

1. Handouts & reading from sessions I-VII
2. *World of the Senses and the World of the Spirit R. Steiner (**free audiobook)

Optional:

3. Learning Difficulties Section 1 (see study copy)
4. *Balance in the World and Man, Lucifer and Ahriman R Steiner
5. * Deeper Insights Into Education R Steiner
6. Sleep: An Unobserved Element in Education by Audrey McAllen
7. The Temperaments in Education R Wilkinson (or other book on temperaments)
8. + Between Form & Freedom B. Staley (free access)
9. ^ Tending the Spark: Lighting the Future for Middle School Students B. Staley (free download)
10. ^ ** Education of the Child Section I R. Steiner
11. The Wonder of Childhood: Stepping Into Life by R. Querido
12. The Well Balanced Child S. Goddard-Blythe
13. + ** Anthroposophy In Every Day Life R Steiner (free access)
14. Form Drawing Niederhauser & Frohlich
15. The Fabric of Autism by Judith Bluestone
16. Embryology by K König
17. Other reading from Deepenings course (The Four Foundational Senses)—LIFE sense coming soon

V. Complete the “Take-home test” **Past due (Nov 2025)**—submit your notes if you haven’t already

Use the study copy sent in the summer 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. PLEASE GIVE EFFORT TO COMPLETE TO THE BEST OF YOUR ABILITY! It makes for a wonderful discussion.

VI. Research Report—submit written copy or pdf of your slides if you haven’t already.

VII. Mentoring

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

For what these observations will include—see homework #6 for description and guidelines to receive credit.

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.cognitoforms.com/WALDORFLEARNINGSUPPORT2/WLSParticipantMentoringRecord>
2. **Your Mentor submits:** Mentor Form(s)*--this form includes the information needed to pay your mentor <https://www.cognitoforms.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.

VIII. Capstone Project: Case Study—continue or start with your mentor’s guidance.

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.

IX. CASE STUDY PRESENTATION—if you will complete your case study before the end of the 2025-26 school year, contact Kris to schedule the date for your presentation. It can be in the summer session or on a weekend date between sessions 8 & 9.